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# Anti- Bullying Survey 2015

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Anoka-Hennepin  
School District

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Prepared by Research,  
Evaluation and Testing

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## Table of Contents

What is the Anti-Bullying Survey?.....	1
Who took the Anti-Bullying Survey? .....	2
What are the key findings? .....	3
Reports of bullying behaviors by grade .....	4
Reports of bullying behaviors by ethnicity .....	10
"If you were bullied, what do you think was the reason?" .....	11
"If you were bullied, where did it happen?" .....	13
"If you were bullied, what did you do?" .....	15
Reports of adult support .....	16
"How safe do you feel in the following places?" .....	17
“Have you ever bullied someone?” .....	18
“How often have you seen someone else being bullied?” .....	19
Comparing survey responses by year .....	20
Open-ended responses .....	28

## What is the Anti-Bullying Survey?

The Anti-Bullying Survey is a survey administered to a random sample of students in grades 4, 6, 8, and 10 annually, as of 2012. In previous years, the survey was given every other year. As part of the on-going district commitment to eliminate bullying and harassing behaviors, raise awareness of these issues and better equip students to effectively deal with these unsolicited and unwanted occurrences, this survey is given in conjunction with Bullying Prevention Week along with other activities.

The Anti-Bullying Survey addresses 7 primary means of bullying:

During the past month, 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. Bullied me through the computer, cell phone, or other electronic device

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

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

A bully is defined in the survey as "A person who does mean things on purpose to hurt or embarrass you or another student. The bully does these mean things over and over, not just once."

### Who took the Anti-Bullying Survey?

Students in 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grades from the Anoka-Hennepin School District participate in the Anti-Bullying Survey. In 2015, just under 5,500 students completed the survey. Approximately 17% of students did not report their gender. Of those students who did report their gender about half were male and half were female. Based on self-reporting, 65.4% of the participants were White, 10.5% were Multi-racial, 9.0% were Black, 6.8% were Asian/Pacific Islander, 3.9% were Hispanic, 1.8% were American Indian, and 2.6% did not respond to this question.

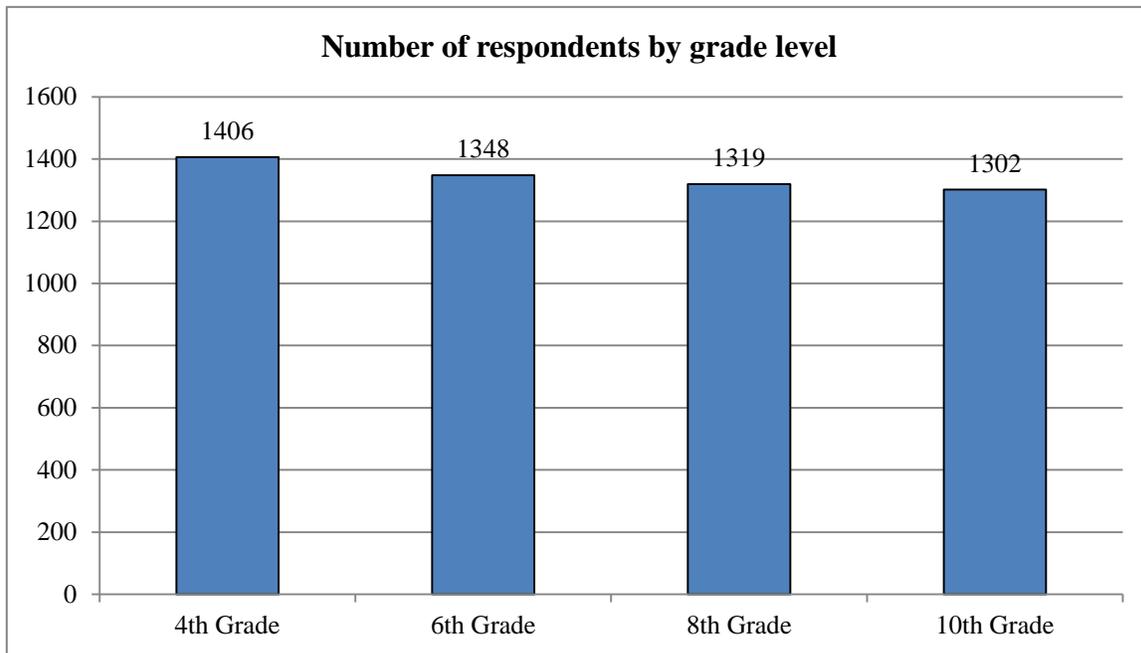


Figure 1. Number of participants by grade level. There were 107 students who did not select a grade level.

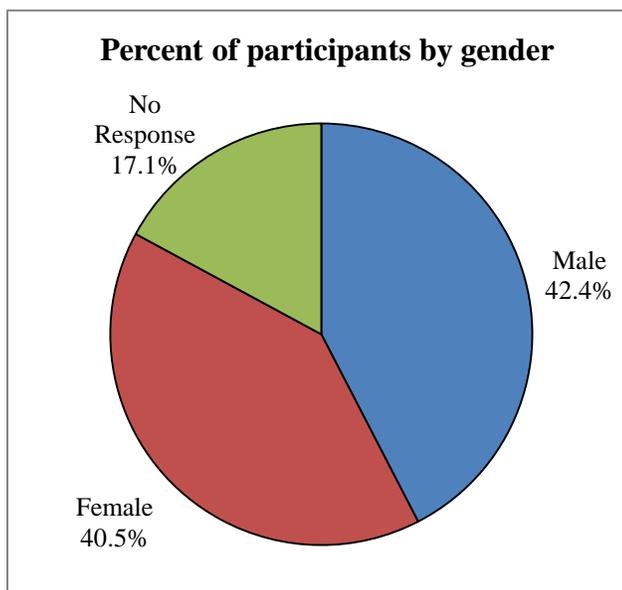


Figure 2. Percent of participants by gender.

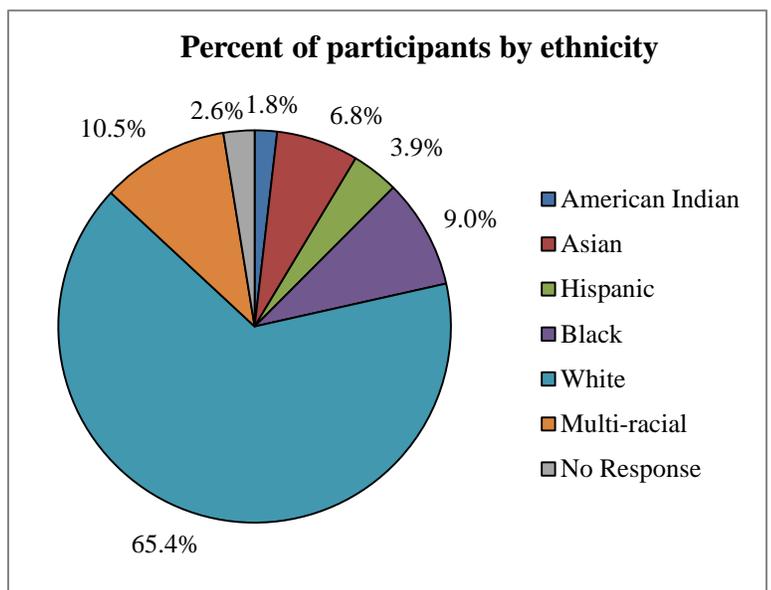


Figure 3. Percent of participants by ethnicity.

### What are the key findings?

- The majority of students report not being bullied in the past month.
  - The percent of students who responded they had not been bullied increased from 68% in 2014 (response of never) to 80% in 2015 (response of not bullied). The response options changed from a frequency scale in 2014 to a yes/no scale in 2015.
  - The percent of students reporting being bullied often or every day decreased 1-3% from last year for every behavior, except bullying through electronic device which remained consistent.
- The percent of students who report never bullying others is up 15% from 72% in 2013 to 87% in 2015.
- Most students that reported bullying indicated it was through other students saying mean things, teasing them, or calling them names. This is consistently the most frequently reported behavior.
- In general, secondary students reported lower incidence of bullying than elementary students with the exception of bullying through an electronic device or over the internet where the pattern reversed.
- Multi-racial students reported experiencing five of the seven bullying behaviors significantly more frequently than other ethnic groups, and American Indian students reported experiencing three of the seven behaviors significantly more frequently.
- Consistent with previous years, students most commonly reported that they have been bullied because of their looks, ability, or race/ethnicity.
  - Consistent with 2013 and 2014 data, 48% of the students who reported they have been bullied reported it was because of their looks. This is significantly lower than three years ago (59%).
  - Eighteen percent of the students who reported they have been bullied reported they were bullied because of their ability, down slightly from 20% in 2014.
  - Remaining fairly consistent across the years, approximately 17% of students who reported they have been bullied for at least one reason reported it was because of their race/ethnicity.
- Overall, students reported that they were most likely to be bullied in the hallways (increased from 2014), in the classrooms (decreased slightly from 2014), on the bus (increased slightly from 2014), and in the lunchroom (increased from 2014).
  - Elementary school students (grade 4) were more likely to indicate that they were bullied on the playground, on the bus, and in the lunchroom.
  - Secondary school students (grades 6, 8, and 10) were more likely to indicate that they were bullied in the hallways, in the classroom, and on the internet/electronic devices.
- Students who reported being bullied were more likely to ignore bullies, tell bullies to stop, tell a parent/guardian, or walk away, rather than to tell an adult within their school.
- The percent of secondary students who strongly agree that there is an adult at school who will help if a bullying or harassment incident is reported to them increased from 36% in 2014 to 40% in 2015 with 84% overall agreement at secondary and 93% agreement at elementary.
- Reports of feeling safe decreased one to four percent or remained approximately the same from last year to this year in every location with the exception of at recess/on the playground for grade 4 students which increased from 46% in 2014 to 49% in 2015.

### Reports of bullying behavior by grade

Students were asked to report how often, during the past month, they have experienced each of these behaviors.

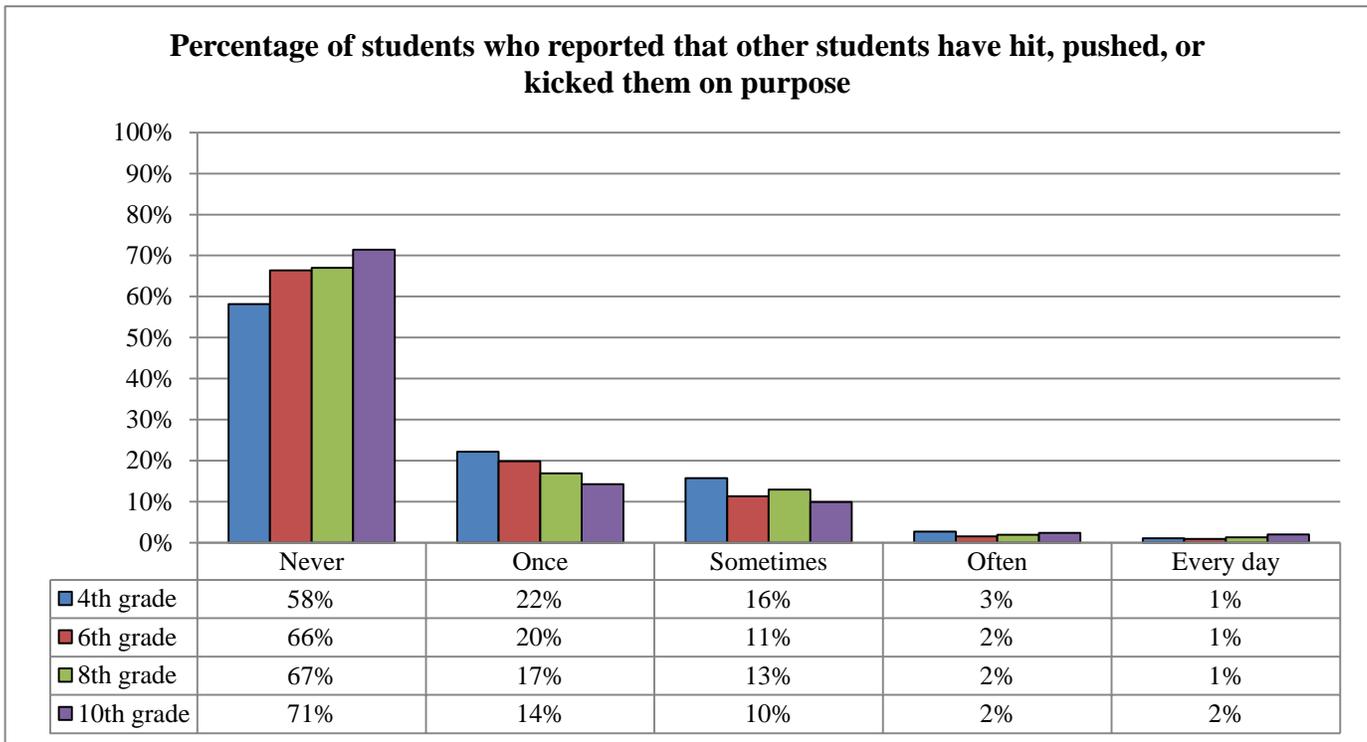


Figure 4. Percentages of students who reported that other students have hit, pushed, or kicked them on purpose by grade level.

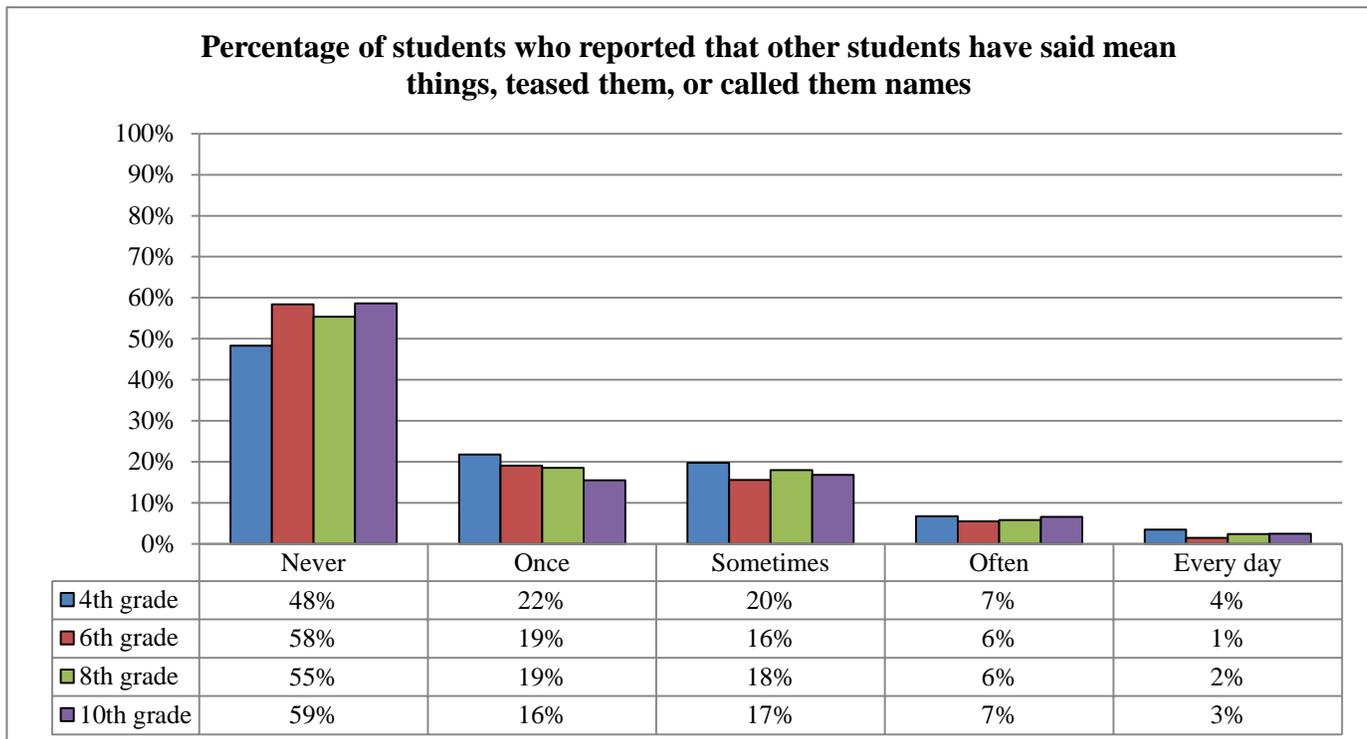


Figure 5. Percentages of students who reported that other students have said mean things, teased them, or called them names by grade level.

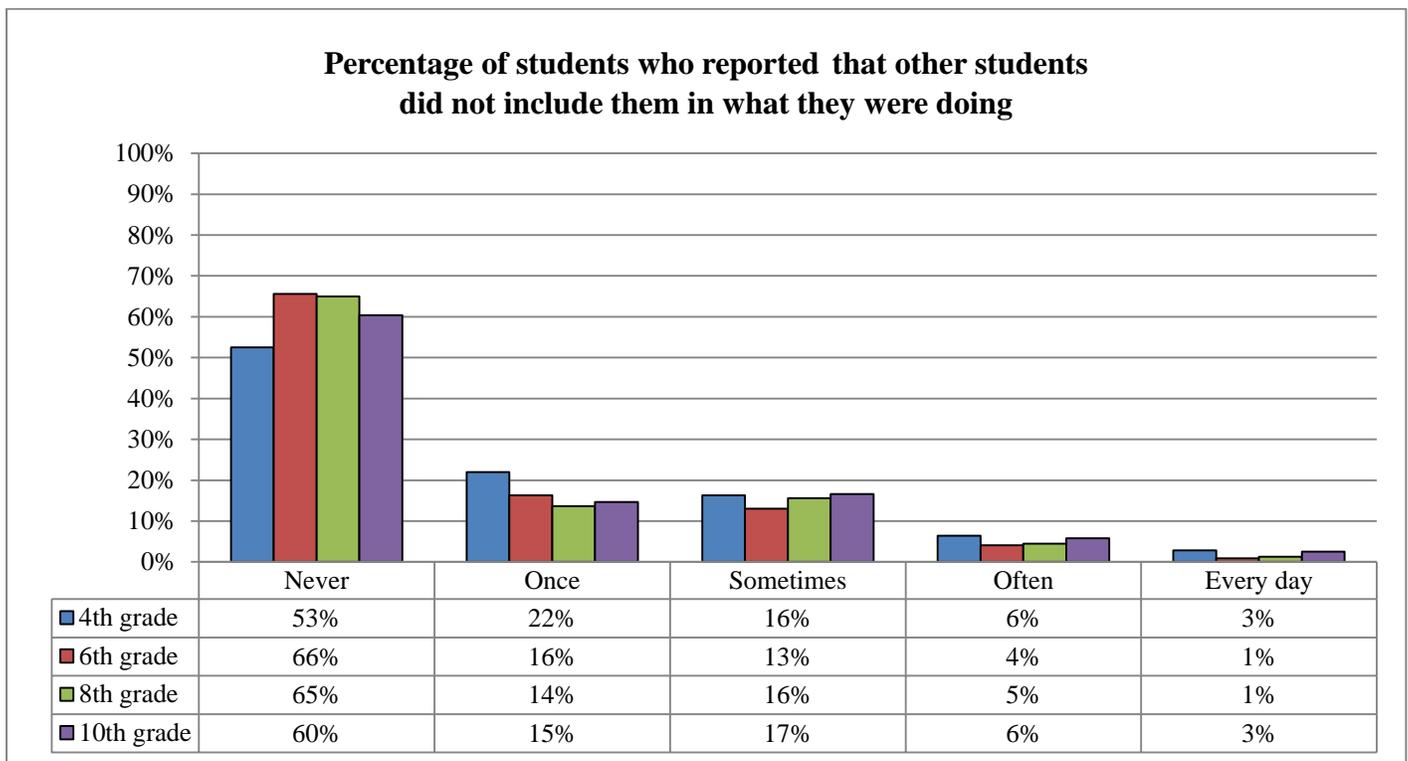


Figure 6. Percentages of students who reported that other students did not include them in what they were doing by grade level.

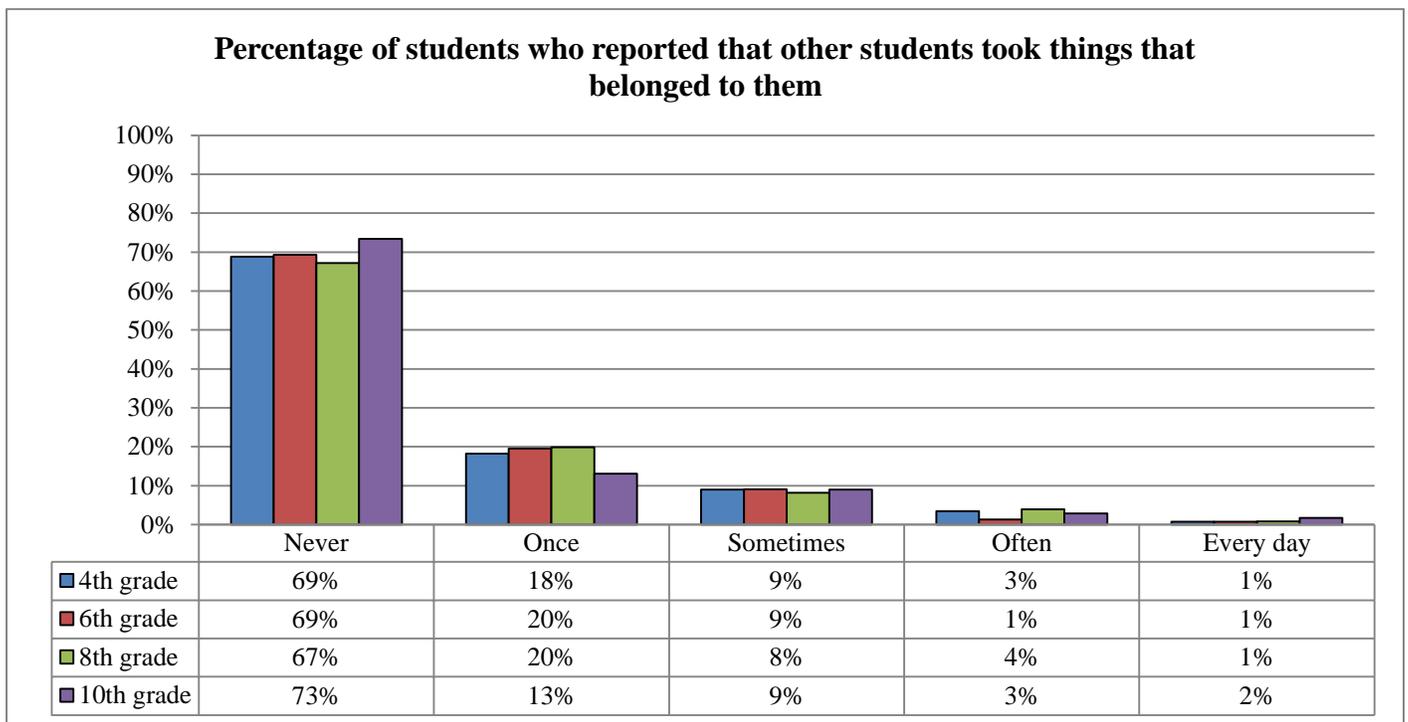


Figure 7. Percentages of students who reported that other students took things that belonged to them by grade level.

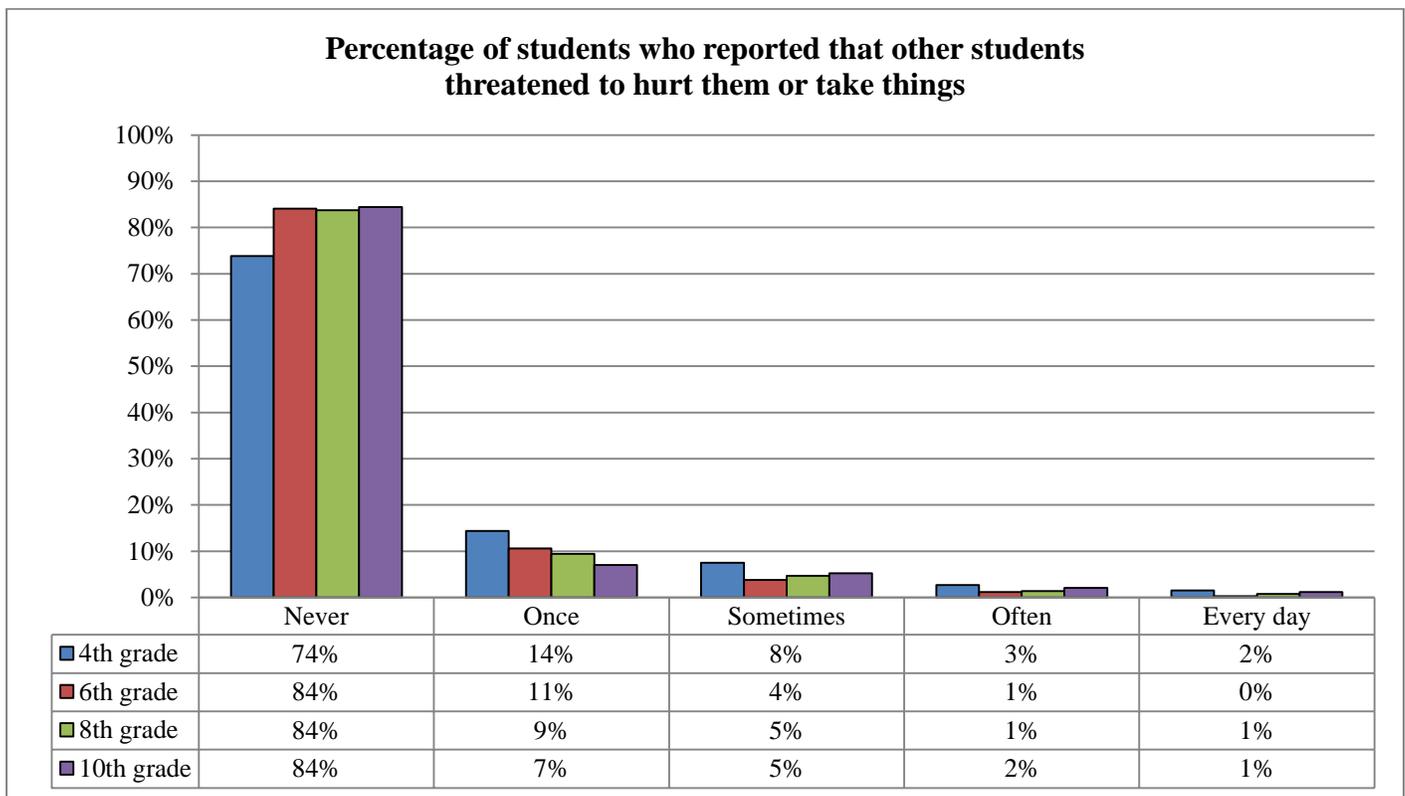


Figure 8. Percentages of students who reported that other students threatened to hurt them or take things by grade level.

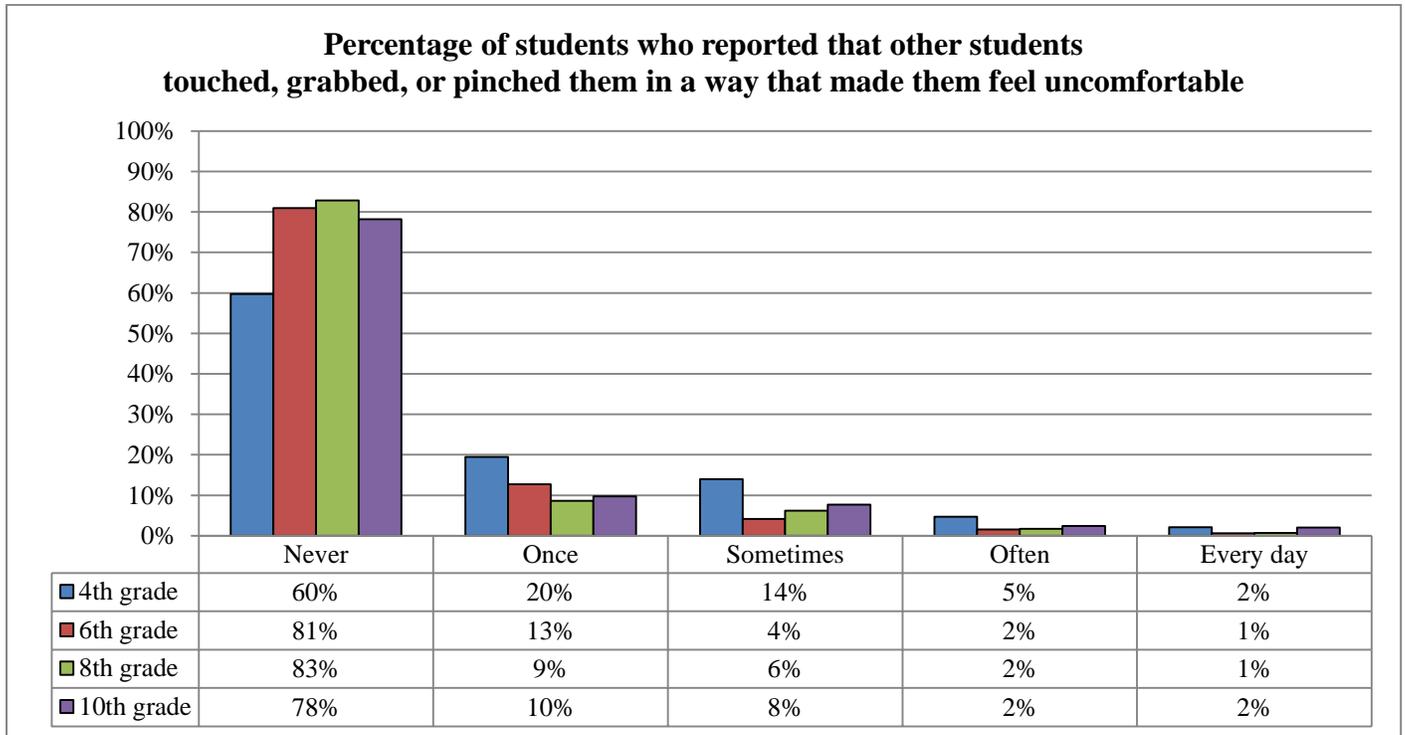


Figure 9. Percentages of students who reported that other students touched, grabbed, or pinched them in a way that made them feel uncomfortable by grade level.

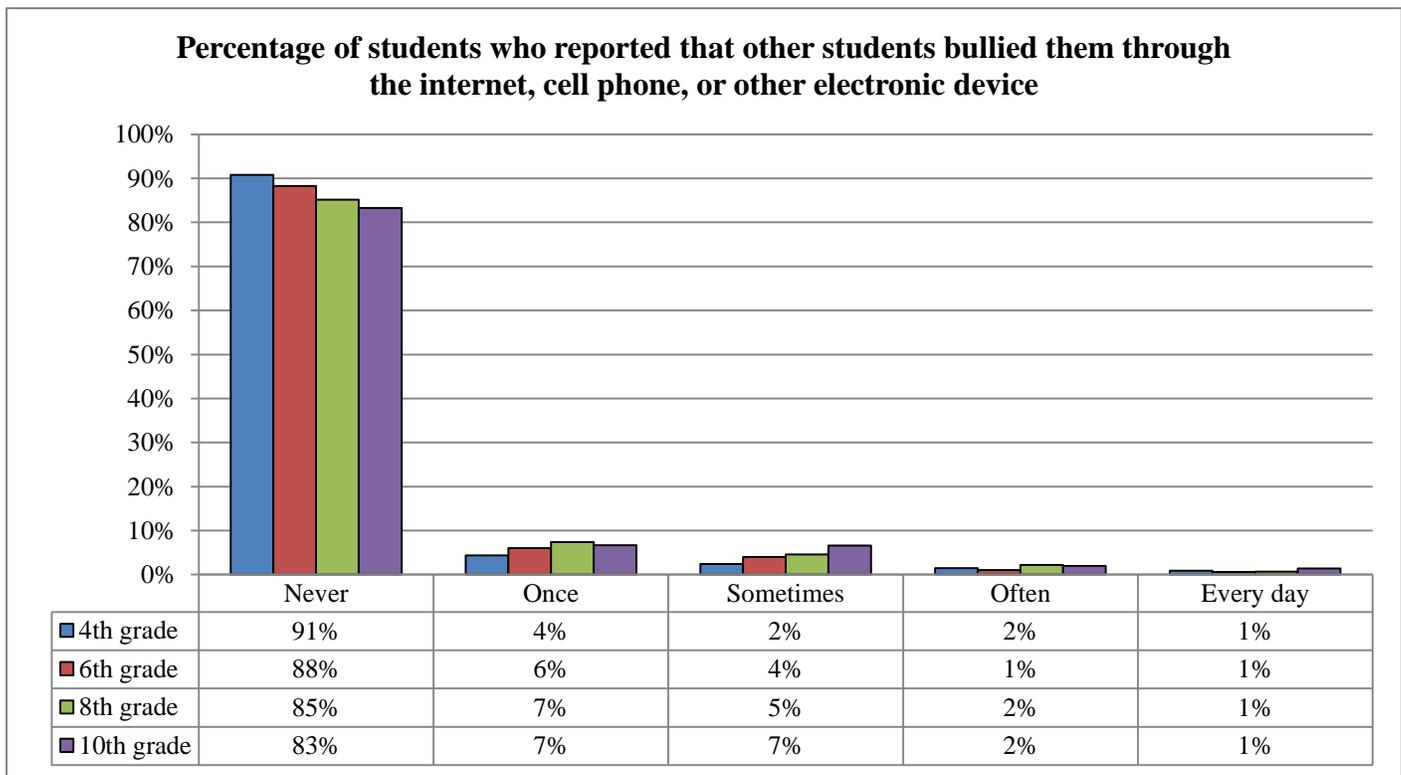


Figure 10. Percentages of students who reported that other students bullied them through the internet, cell phone, or other electronic device by grade level.

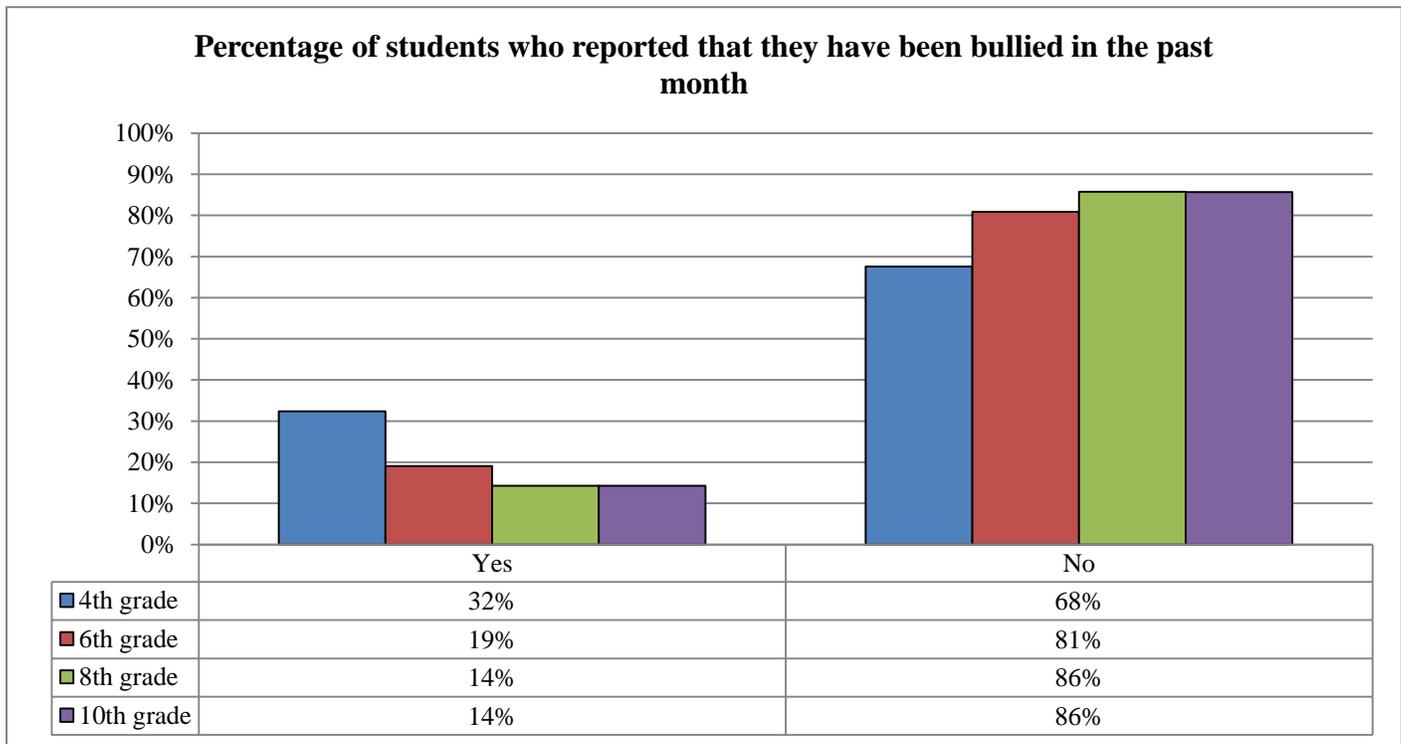


Figure 11. Percentages of students who reported that other students bullied them in the past month by grade level.

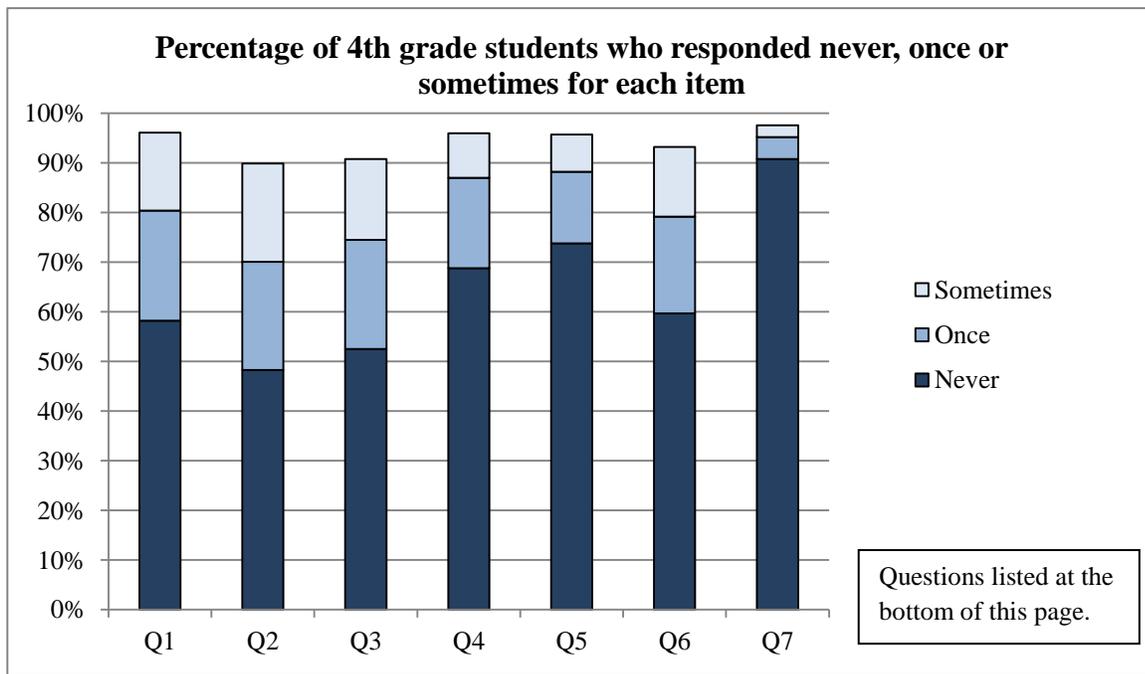


Figure 12. 4<sup>th</sup> grade responses for each survey item. Other response options included often and every day.

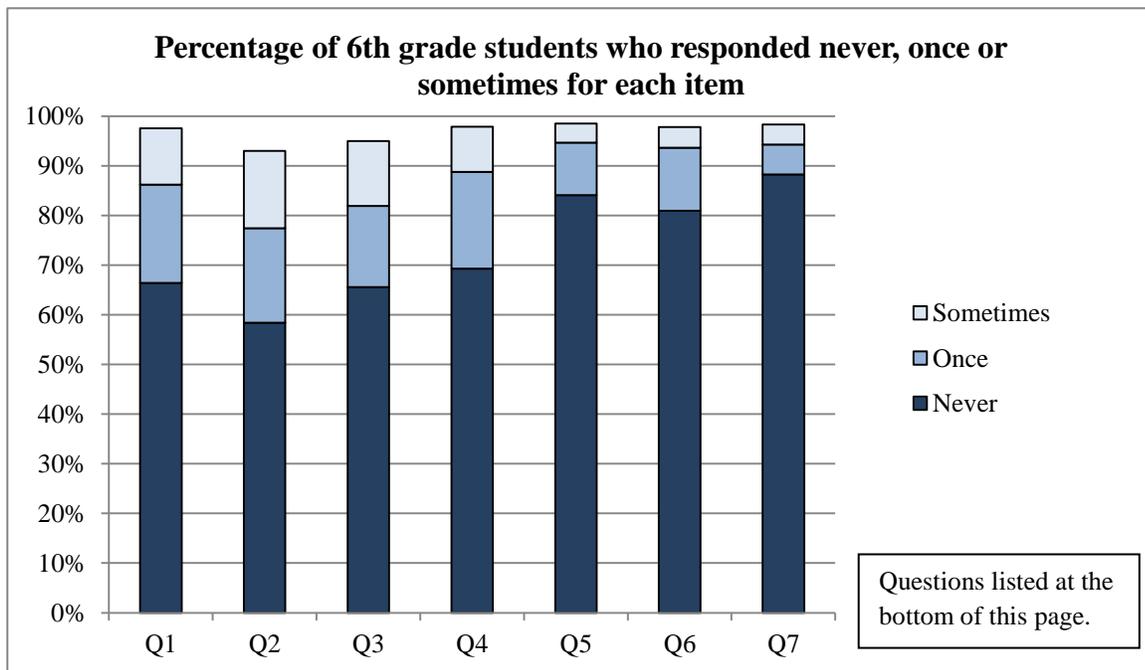


Figure 13. 6<sup>th</sup> grade responses for each survey item. Other response options included often and every day.

Survey items: 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

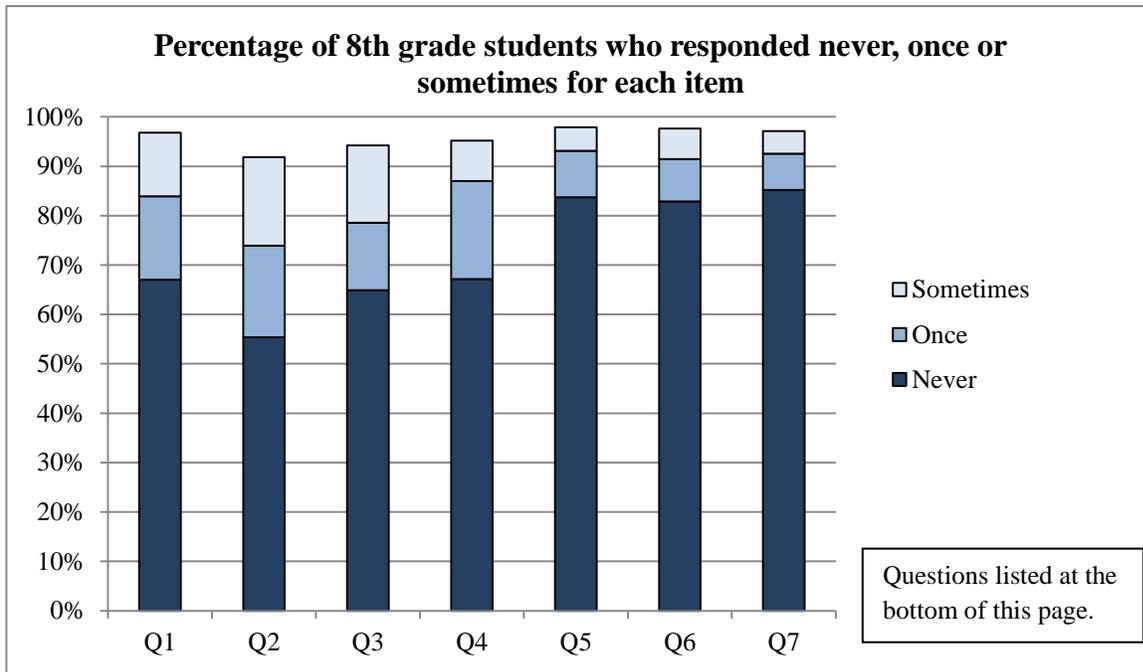


Figure 14. 8<sup>th</sup> grade responses for each survey item. Other response options included often and every day.

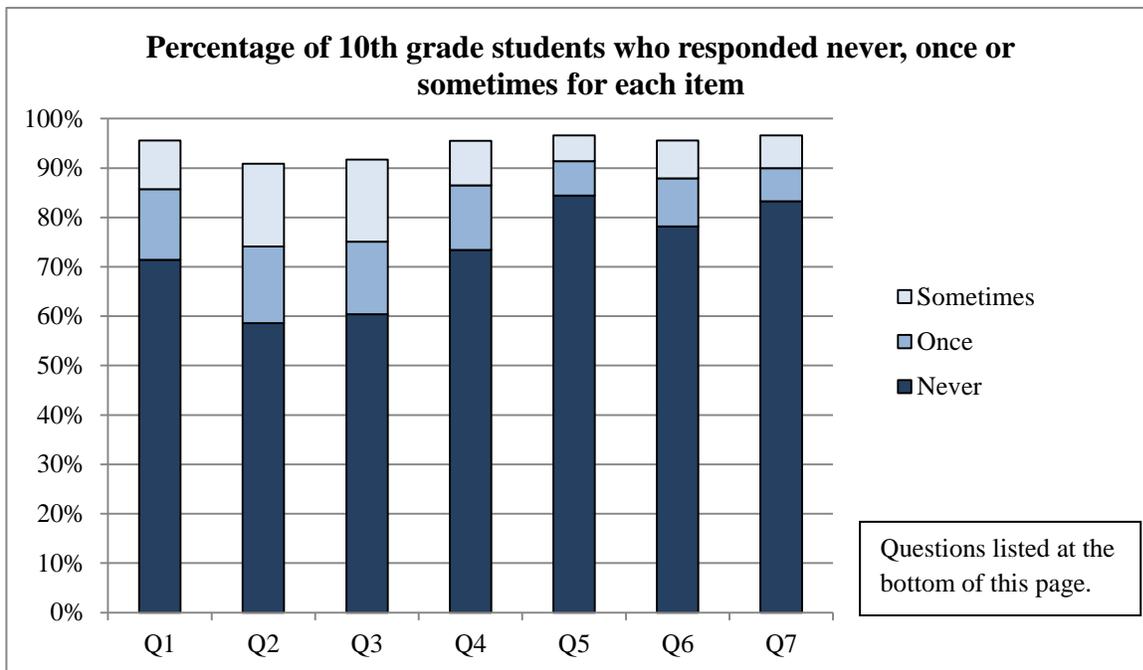


Figure 15. 10<sup>th</sup> grade responses for each survey item. Other response options included often and every day.

Survey items: 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

### Reports of bullying behaviors by ethnicity

Below are findings based on comparisons between each ethnic group across questions.

- When asked, “Overall, have you been bullied in the past month?”, multi-racial students reported statistically significantly higher rates of being bullied than Asian and White student groups.
- Multi-racial students reported experiencing five of the seven bullying behaviors (listed in the bullets below) significantly more frequently in comparison to one of the other ethnic groups. Multi-racial students experienced:
  - Being hit, pushed or kicked on purpose significantly more frequently than Asian, Black and White students
  - Having mean thing said about them significantly more frequently than Asian and White students
  - Having things taken from them significantly more frequently than Black and White students
  - Being threatened to be hurt or have things taken significantly more frequently more than Asian, Hispanic and White students
  - Being touched in a way that made them feel uncomfortable significantly more frequently than Hispanic, Black and White students
- American Indian students reported experiencing three of the seven bullying behaviors (listed in the bullets below) significantly more frequently in comparison to one of the other ethnic groups. American Indian students experienced:
  - Having mean thing said about them significantly more frequently than Asian students
  - Having things taken from them significantly more frequently than Black students
  - Being threatened to be hurt or have things taken significantly more frequently more than Hispanic students
- There were no significant differences across ethnicities in terms of how often other students did not include them in what they were doing and how often other students did mean things to them through the internet, cell phone, or other electronic device.

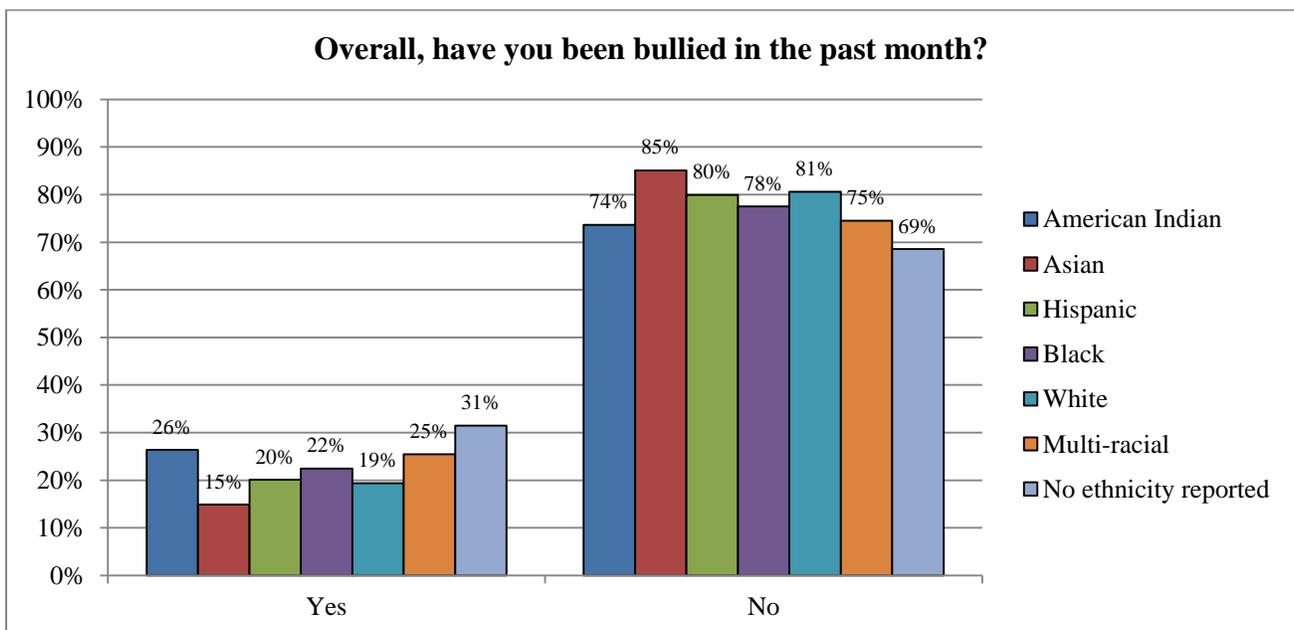


Figure 16. Percentages of students who reported that other students bullied them in the past month by ethnicity.

**“If you were bullied, what do you think was the reason?”**

(Students were instructed to select all responses that applied)

- Of the total number of students who completed the survey, 6% of students did not respond to this item, while 63% of students reported that they “have not been bullied,” up from 57% last year. The following statistics pertain to the 31% of students who selected at least one reason for being bullied.
- Of the students who responded to this survey item that they had been bullied, approximately 48% reported that they were bullied because of their appearance.

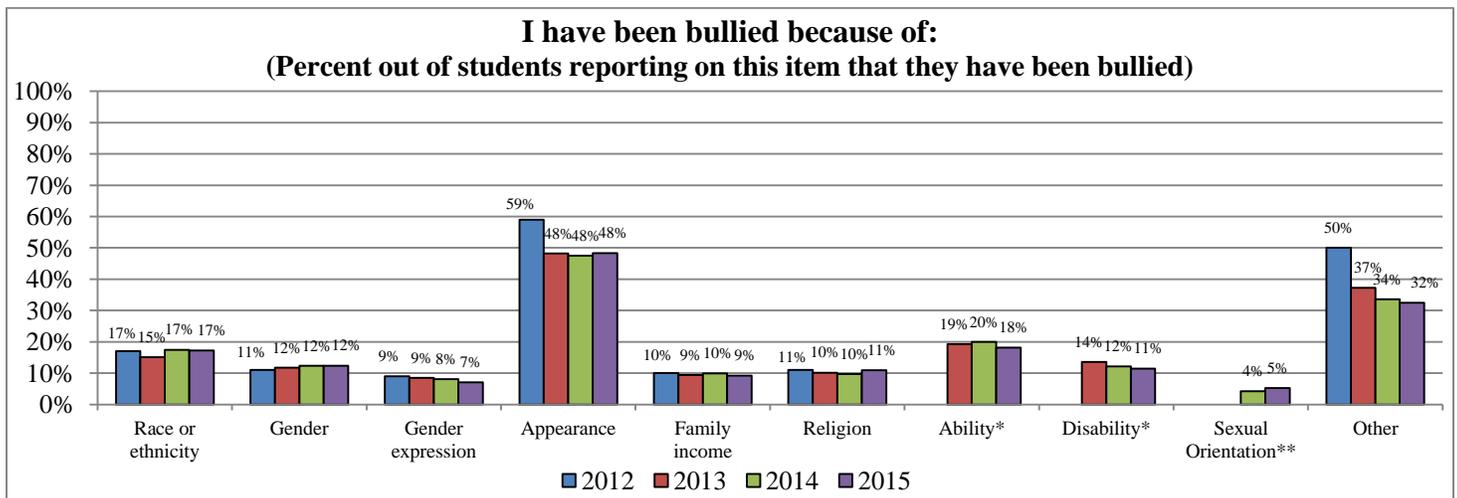


Figure 17. Students’ perceptions of why they were bullied. \*Indicates this was not a response option in 2012. In 2012, these choices appeared as the option ‘Ability/disability’, with 18% of students selecting this option. \*\* Sexual orientation was a new response option for secondary students only beginning in 2014. Note: For the “other” responses, students were provided the opportunity to include other reasons of why they were bullied. From these open-ended responses, the top three responses included: (1) height or weight, (2) personality or how they act, and (3) who they hang out with.

*By Gender*

- Female students (17%) were more likely than male students (8%) and students who did not report their gender (11%) to report that they were bullied because of their gender.
- Students who did not report their gender reported being bullied more frequently because of their race/ethnicity and their appearance.

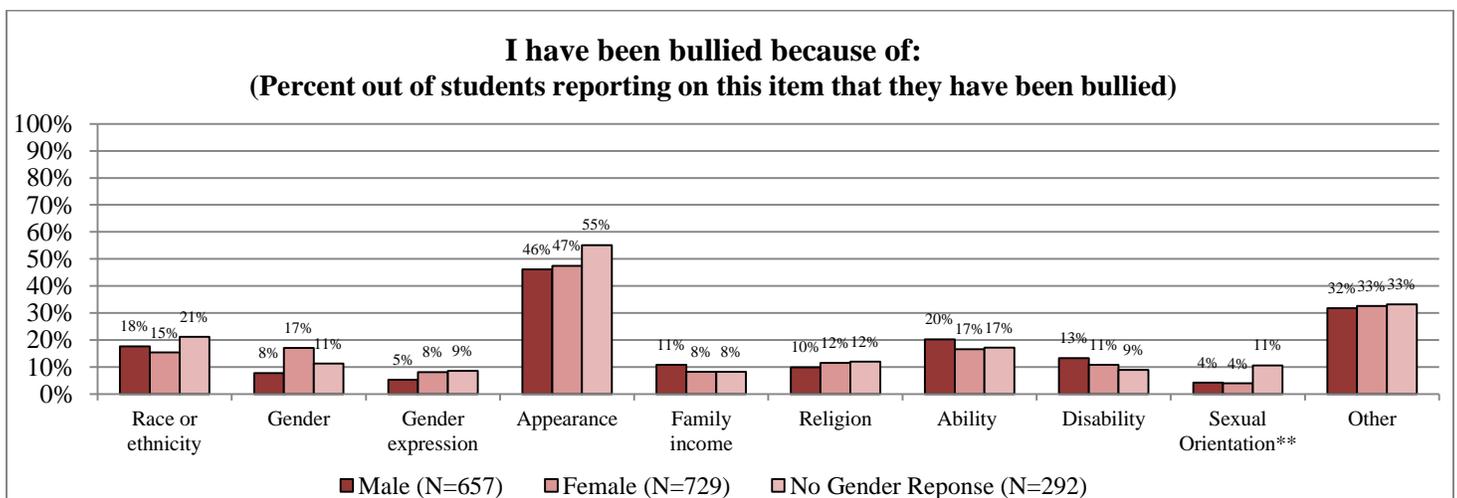


Figure 18. Students’ perceptions of why they were bullied broken down by gender. N= number of students reporting at least one reason for being bullied. \*\* Sexual orientation was a new response option beginning in 2014.

By Ethnicity

- Below are the percent of students within each ethnic category who reported being bullied for each reason out of those within that ethnic category who reported at least one reason. (Figures 19 and 20 are a continuation of the list of reasons provided as options).

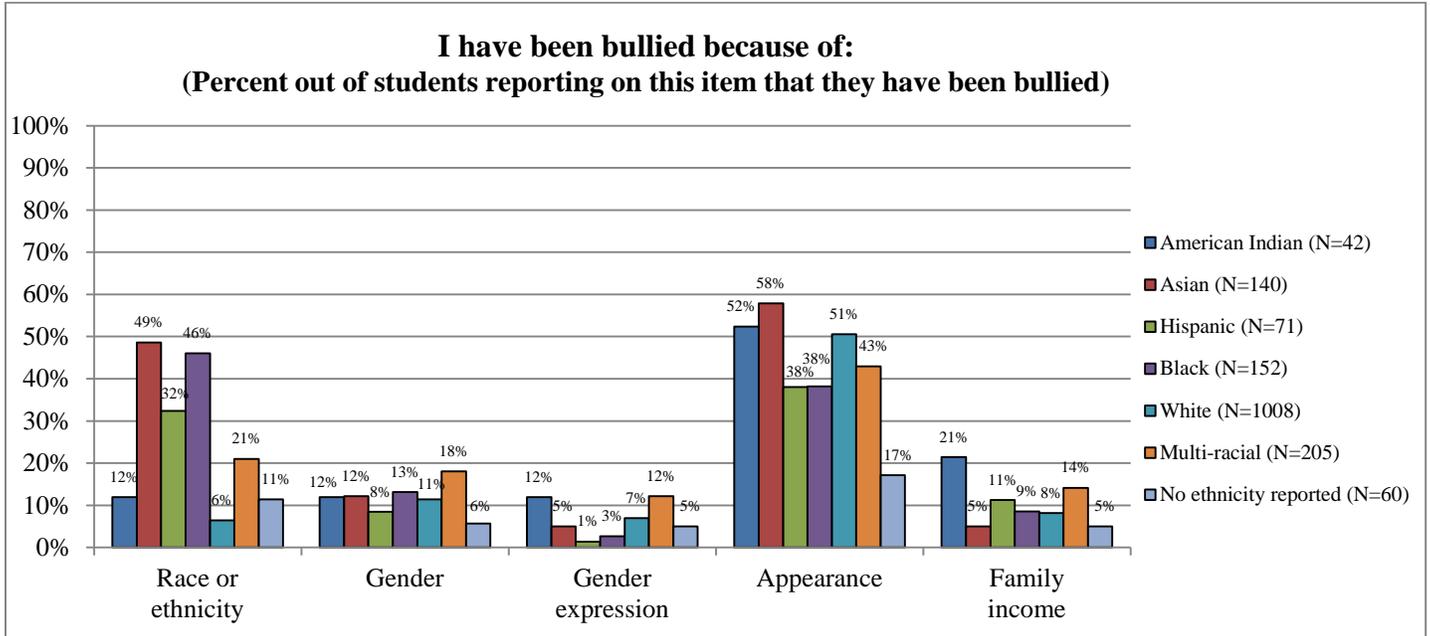


Figure 19. Students' perceptions of why they were bullied broken down by ethnicity. N= number of students reporting at least one reason for being bullied.

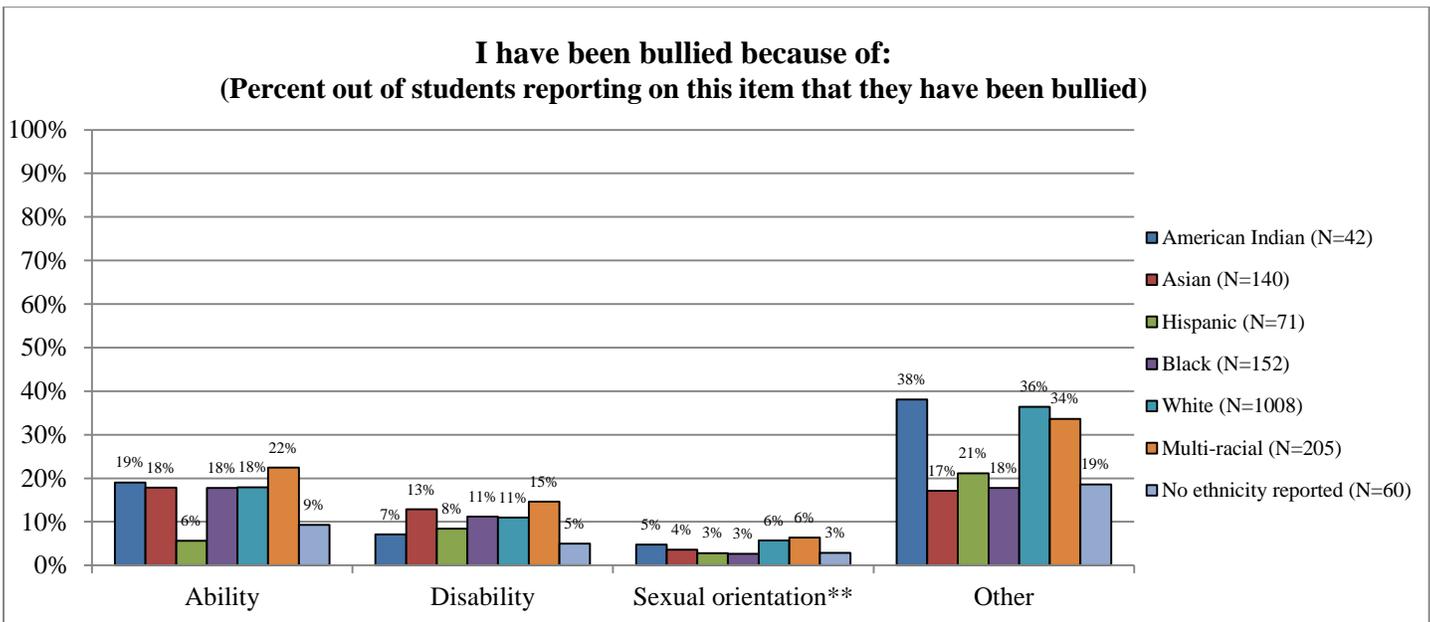


Figure 20. Students' perceptions of why they were bullied broken down by ethnicity. N= number of students reporting at least one reason for being bullied. \*\* Sexual orientation was a new response option beginning in 2014.

### “If you were bullied, where did it happen?”

(Students were instructed to select all responses that applied.)

- Six percent of students who took the survey did not respond to this item, while 61% responded that they “have not been bullied,” up from 54% last year.
- Of the students who reported being bullied in one of the select locations, 24% of the students reported that they were bullied in the lunchroom, up from 21% in 2014.
- Furthermore, 38% of the students reported that they were bullied in the hallways, up slightly from 36% in 2014, however, still down from previous years.
- Approximately 19% of students reported that they were bullied at recess/on the playground, down from 21% in 2014.
- The percent of students who report being bullied at the bus stop continues to trend downward.
- The remaining response options stayed relatively the same from last year to this year (classroom, locker room, gym, bathroom, bus stop, bus and internet/electronic device). There was a change in the response option ‘Going to or from school’ in 2015. This option used to be ‘My neighborhood’.

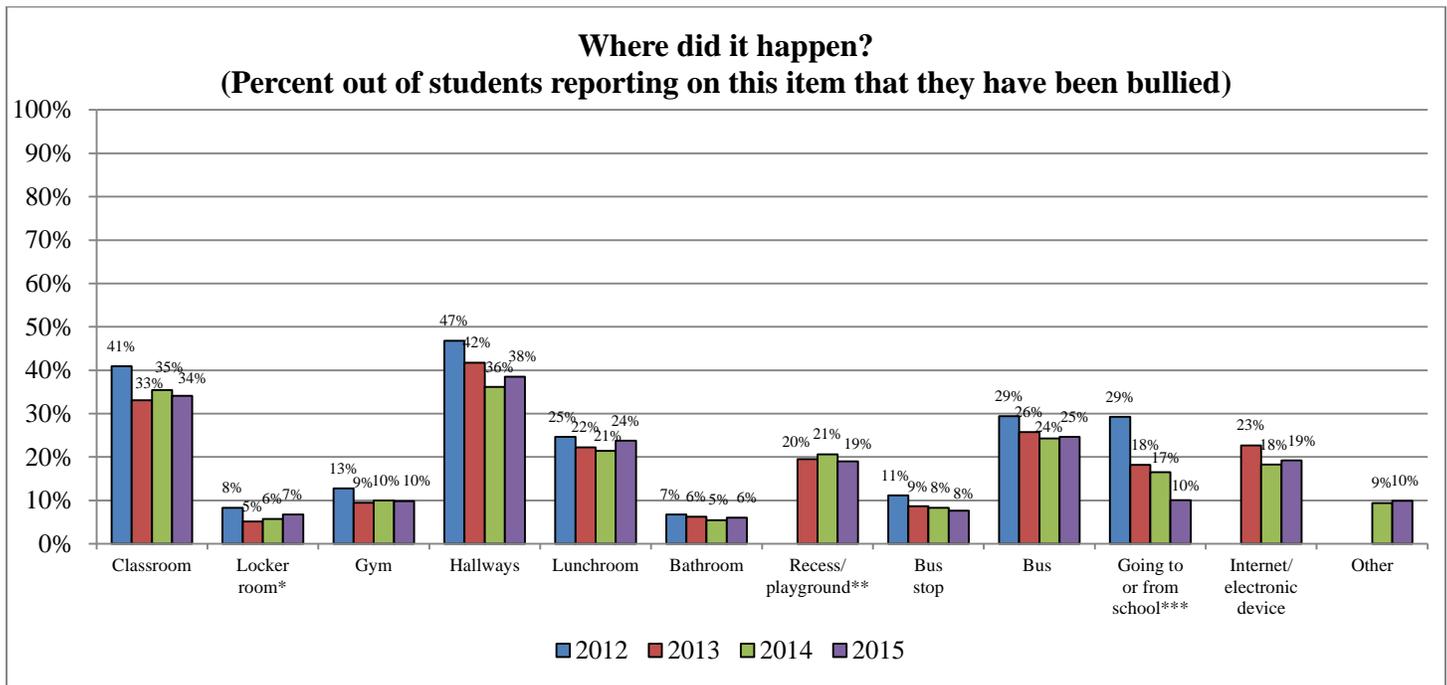


Figure 21. Location of bullying by year. \*Indicates this was a response option for secondary students only. \*\* Indicates this was a response option for elementary students only. \*\*\* Indicates this response option changed to Going to or from school in 2015. Previously, this response option was My neighborhood. Note: Recess/playground and internet/electronic device were new response options beginning in 2013. Note: For the “other” responses, students were provided the opportunity to include other locations where they were bullied. From these open-ended responses, the top two responses included: (1) at home or a friend’s house and (2) at a park/recess.

By level

- 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 (47%).
- Secondary students were more likely than elementary students to report that they were bullied in the classroom, gym, hallways, and on the internet/electronic device.
- Elementary students were more likely than secondary students to indicate they were bullied in the lunchroom, in the bathroom, at the bus stop, on the bus, and going to or from school.

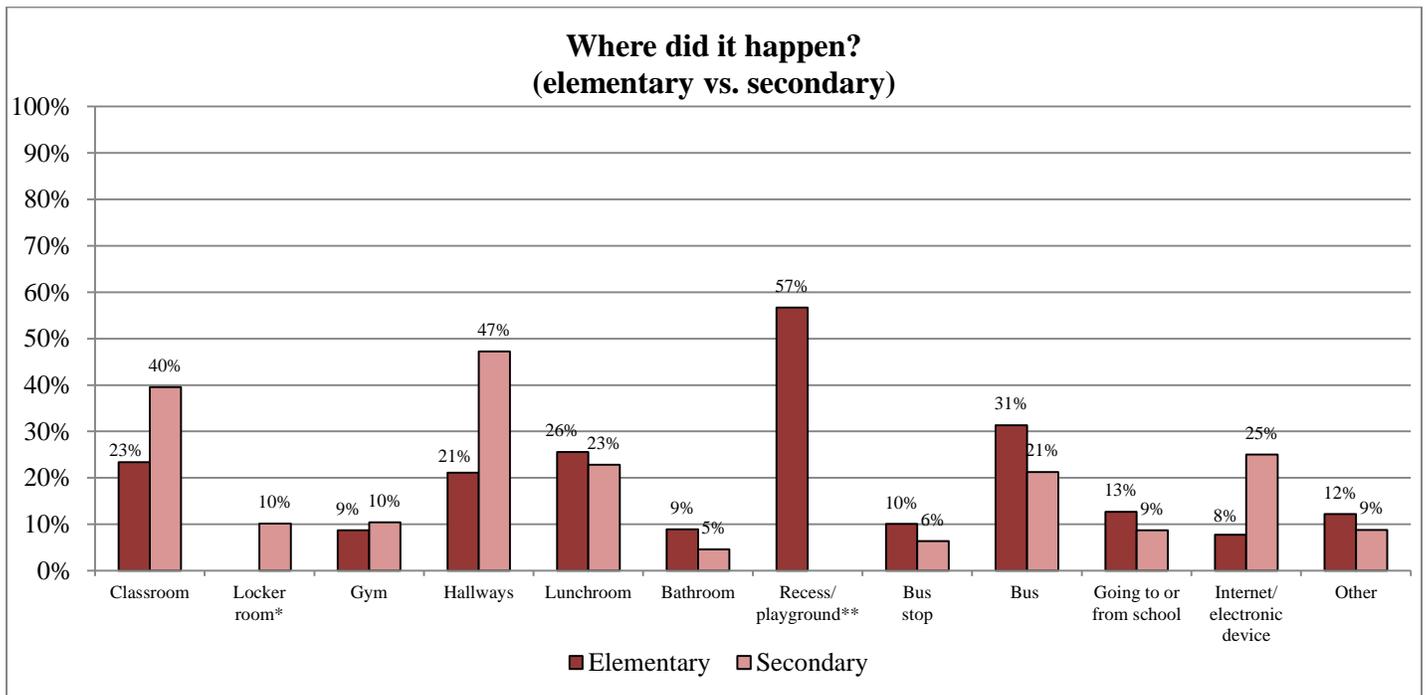


Figure 22. Location of bullying by level. \* Indicates this was a response option for secondary students only. \*\* Indicates this was a response option for elementary students only.

### “If you were bullied, what did you do?”

(Students were instructed to select all responses that applied)

- When the students were asked what they did about being bullied, 6% did not respond and 60% reported that they “have not been bullied”, up from 52% last year.
- Students who selected at least on response to bullying were most likely to ignore the bully, tell them to stop, or tell a parent/guardian.
- The percent of students who reported ignoring them, walking away, and telling another student have steadily declined since 2012.
- There was a change in the response options in 2015. The options of “I told an adult at school,” “I told a school social worker,” and “I told the principal/AP” were reduced to “I told an adult at school.” This may explain the increase in the percent of students who chose “I told an adult at school” this year.

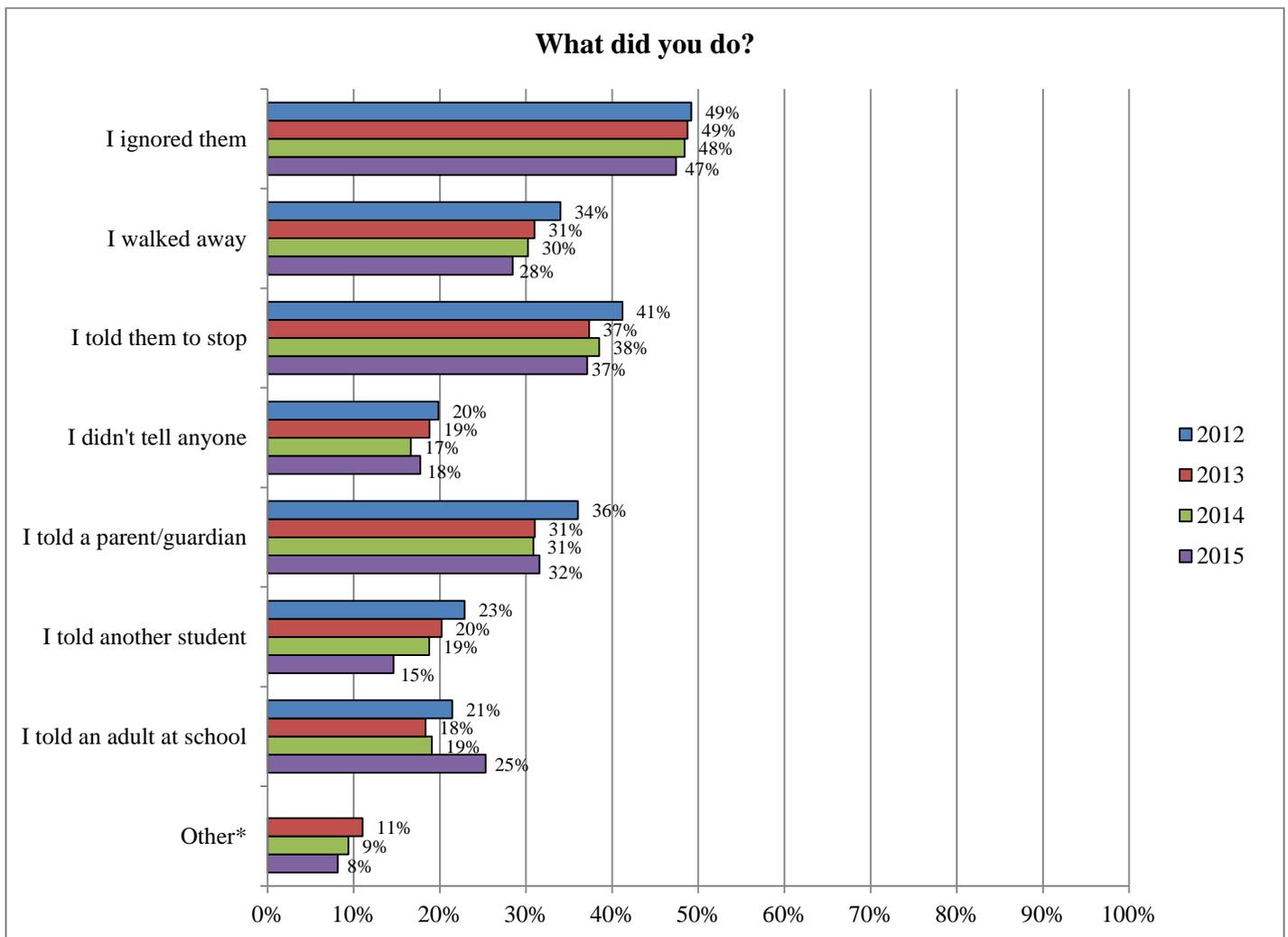


Figure 23. Responses to the question, “If you were bullied, what did you do?” Note: “I told an adult at school,” “I told a school social worker,” and “I told the principal/AP” were combined in 2015 and represented as one response option, “I told an adult at school.” \* Other was not a response option in 2012. For the “other” responses, students were provided the opportunity to include other actions they took. From these open-ended responses, the top three responses included: (1) fought back, (2) talked back, and (3) nothing or kept to myself.

### Reports of adult support

- Over the past three years, elementary students’ reports of having an adult to go to for help have remained constant.
- At the secondary level, the percent of students who agree or strongly agree that an adult at school will help them in the event of a bullying or harassment scenario has remained consistent over the past four years, however, there has been some fluctuation between agree and strongly agree.

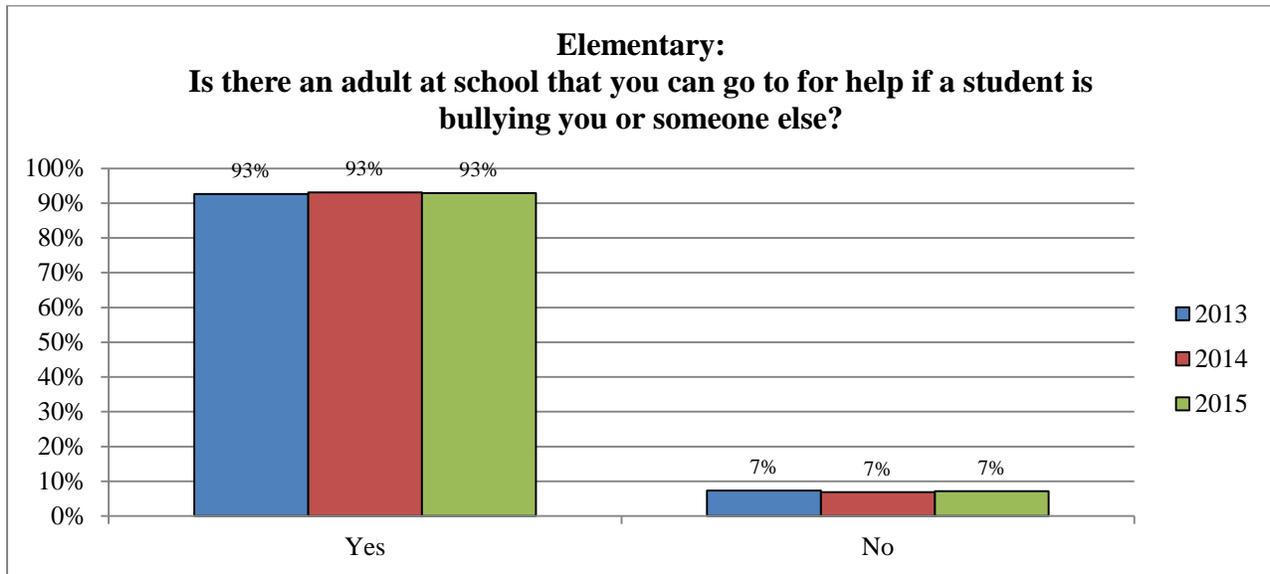


Figure 24. Percent of students reporting there is an adult at school they can go to for help with bullying situations.

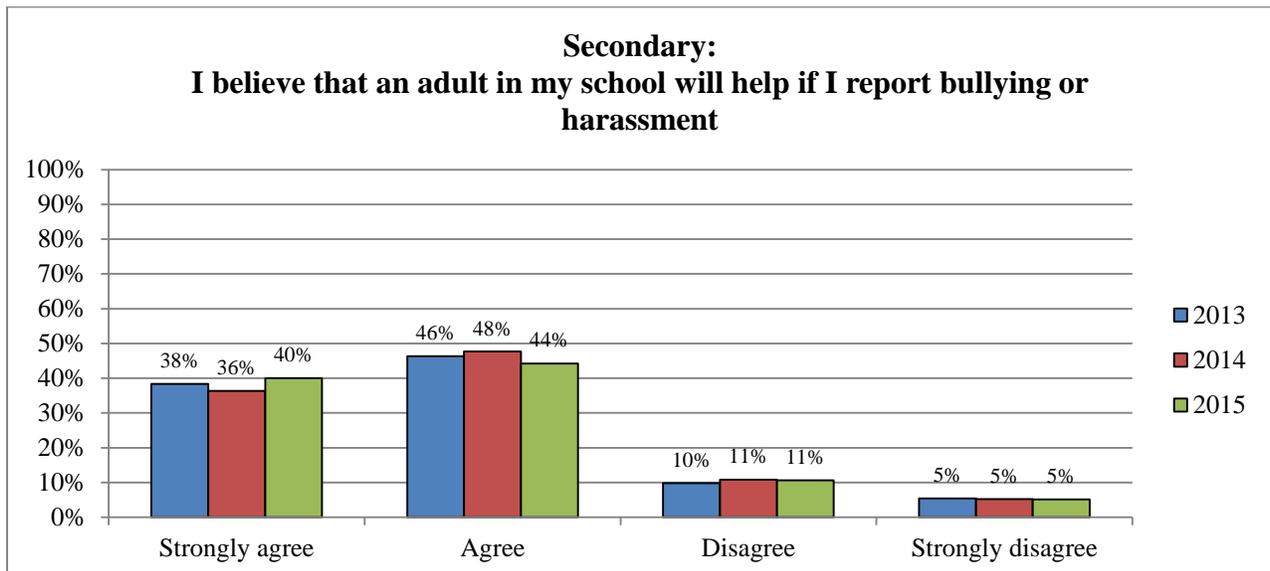


Figure 25. Percent of students reporting an adult will help if they report bullying or harassment.

**“How safe do you feel in the following places?”**  
**Percent of students who reported that they felt “safe” in each location**  
**(Does not include those who felt “kind of safe”)**

- More than 75% of all students reported that they felt safe in the classroom, at the bus stop, and going to and from school.
- Feelings of safety in the locker room (a secondary only item) decreased 4%, from 72% reporting feeling safe in 2014 to 68% feeling safe in 2015.
- Feelings of safety at recess/on the playground (an elementary only item) increased from 46% in 2014 to 49% in 2015.
- In all other locations, feelings of safety remained about the same or decreased slightly from 2014 to 2015.

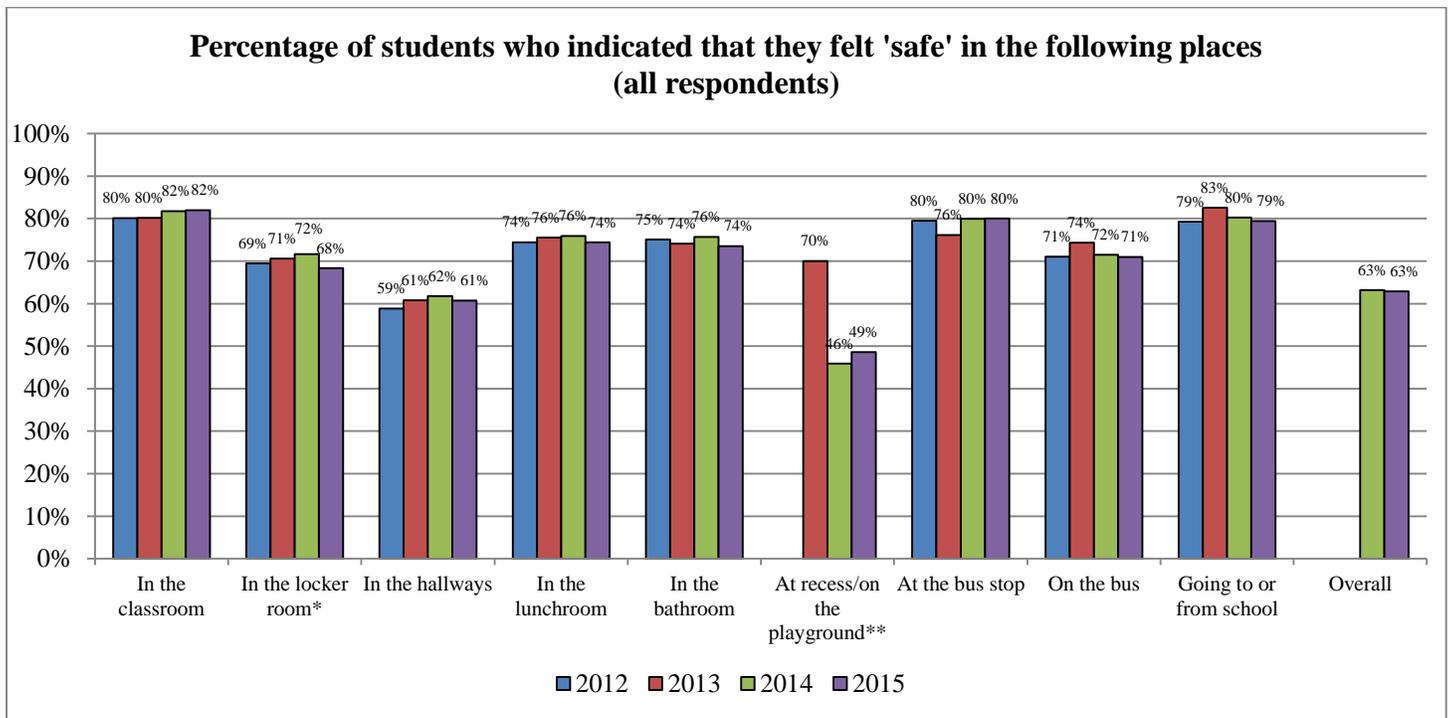


Figure 26. Percentages of students who indicated that they felt ‘safe’. Percentages do not include those students who indicated they felt ‘kind of safe’. \* Indicates this was a response option for secondary students only. \*\* Indicates this was a response option for elementary students only and was a new response option beginning in 2013.

### “Have you ever bullied someone?”

- Approximately 87% of all students reported that they have never bullied someone (up from 72% in 2013), while 11% of students do it ‘sometimes’ (down from 21% in 2013).
- One percent of all students reported that they bullied someone “often” and under 1% of students reported that they bullied someone “every day”. This remained relatively constant from last year to this year, moving from a combined percent of 1.8% last year to 1.6% this year.
- Of the respondents who reported having bullied someone, 29% reported that they have bullied others because of their looks, while 51% chose the “other” option as a reason for bullying someone else.
- The most common theme among students who reported bullying someone else for “other” reasons was because the person had bullied them or their friends.

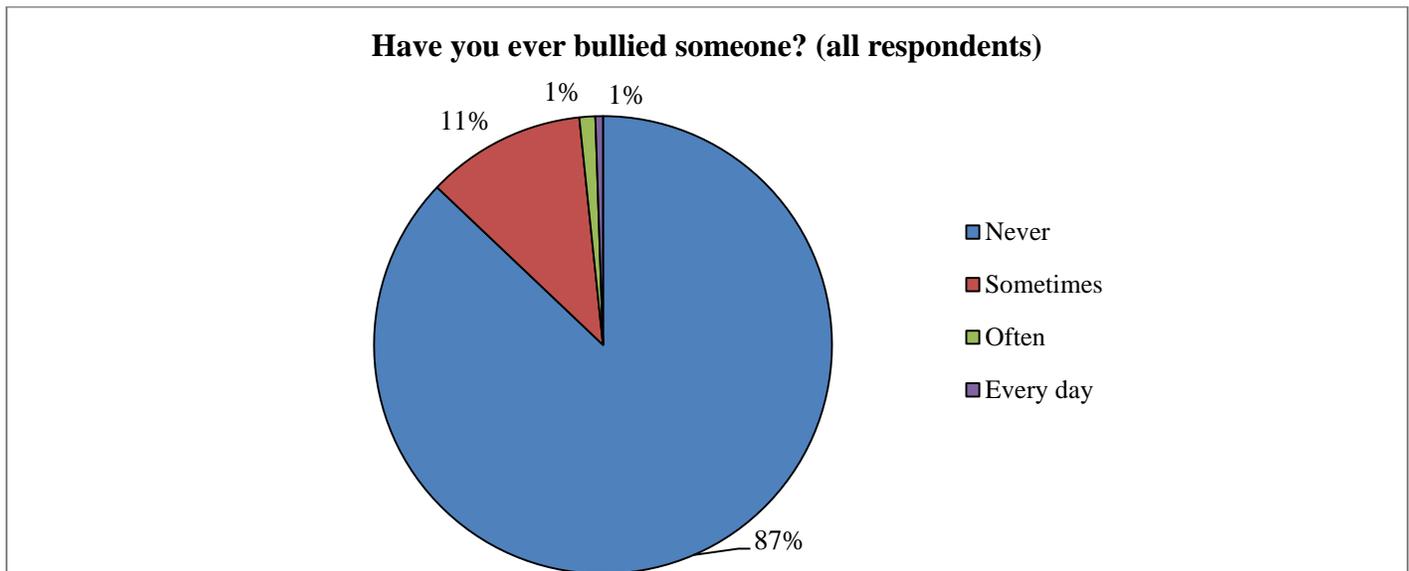


Figure 27. Percentages of students who indicated that they have bullied someone.

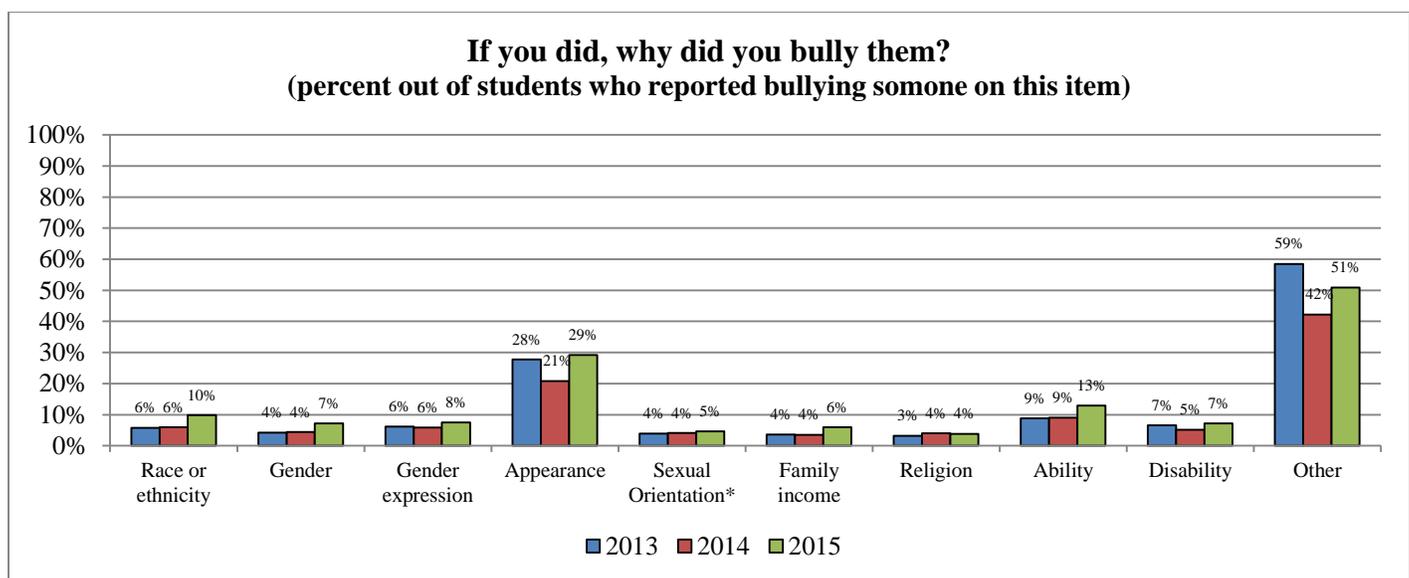


Figure 28. Percentages of students who indicated why they bullied someone. \* Indicates this was not a response option for elementary school students. Note: Students were instructed to select all that apply. For the “other” responses, students were provided the opportunity to include other reasons of why they bullied someone else. From these open-ended responses, the top three responses included: (1) they bullied me or my friends, (2) I am joking around, and (3) personality or how they act (“they are annoying”).

### “How often have you seen someone else being bullied?”

- About 43% of students reported that they have never seen someone else being bullied (up from 37% in 2013), while 43% of students have seen it ‘sometimes’ (down from 46% in 2014 and 2013).
- Approximately 10% of all students reported that they have seen someone else being bullied “often” (down from 11% in 2013 and 2014) and 4% of students reported that they have seen someone bullied “every day” (consistent with 2014 data).
- The percent of students who saw someone else being bullied and helped to stop it or did nothing decreased two percent from last year, whereas the percent of students who reported they haven’t seen bullying increased from 37% in 2014 to 39% in 2015.

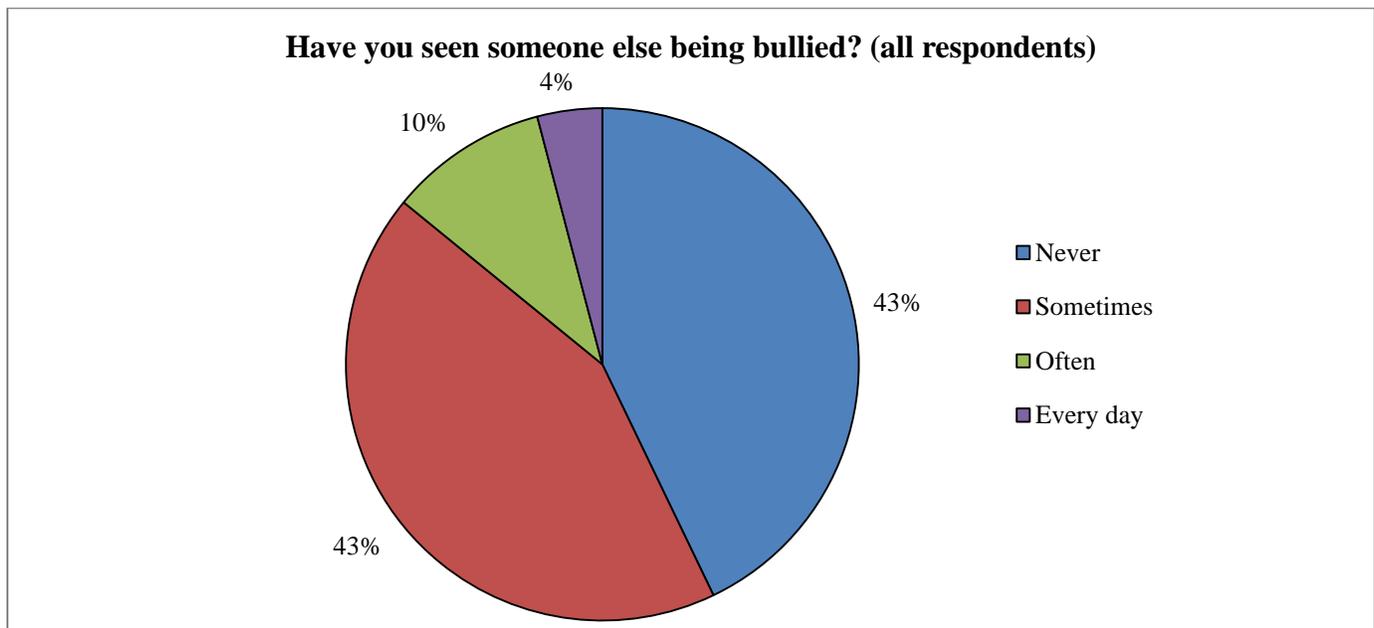


Figure 29. Percentages of students who indicated that they have seen someone else being bullied.

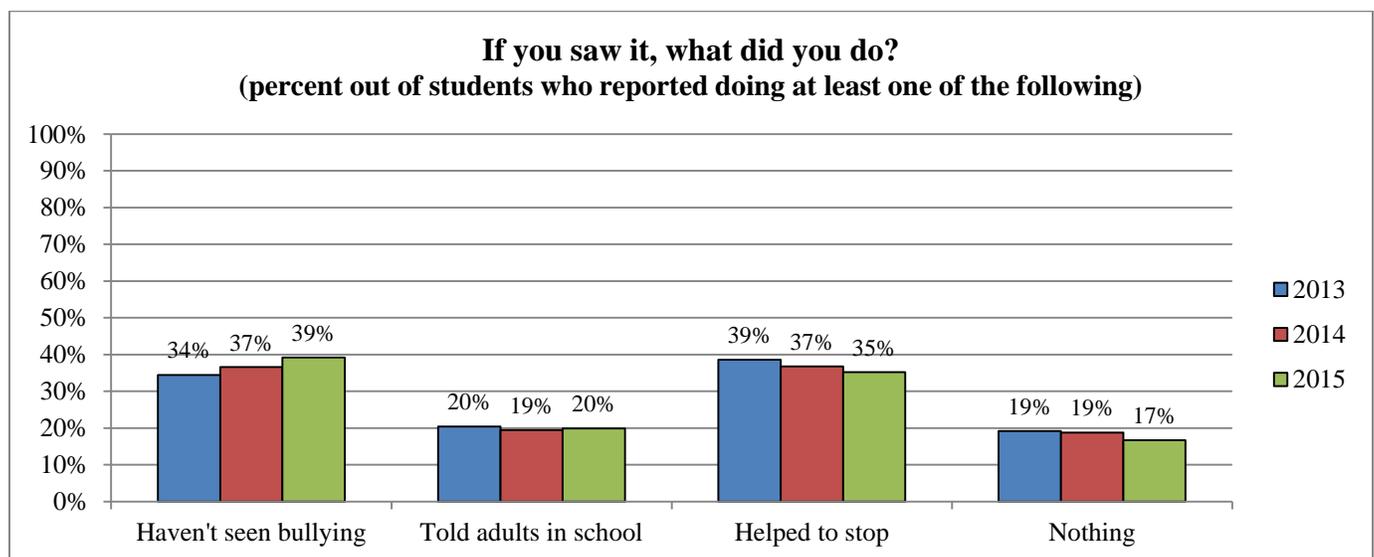


Figure 30. Percentages of students who indicated what they did when they saw someone being bullied out of those who reported doing at least one action. Note: Students were instructed to select all that apply. Students may have selected “Haven’t seen bullying” and selected another response, but these occurrences are rare and do not have a significant impact on the data.

### Comparing survey responses by year

For the series of survey questions asking, during the past month, how often have they experienced each of the seven bullying behaviors, the response options changed. Prior to 2015, the options included never, sometimes, often, and every day. Beginning in 2015 the response options included never, once, sometimes, often, and every day. The following pages contain the reported frequency of students experiencing these behaviors over the last 4 years. The 2015 results are depicted separately due to the change in scale described above.

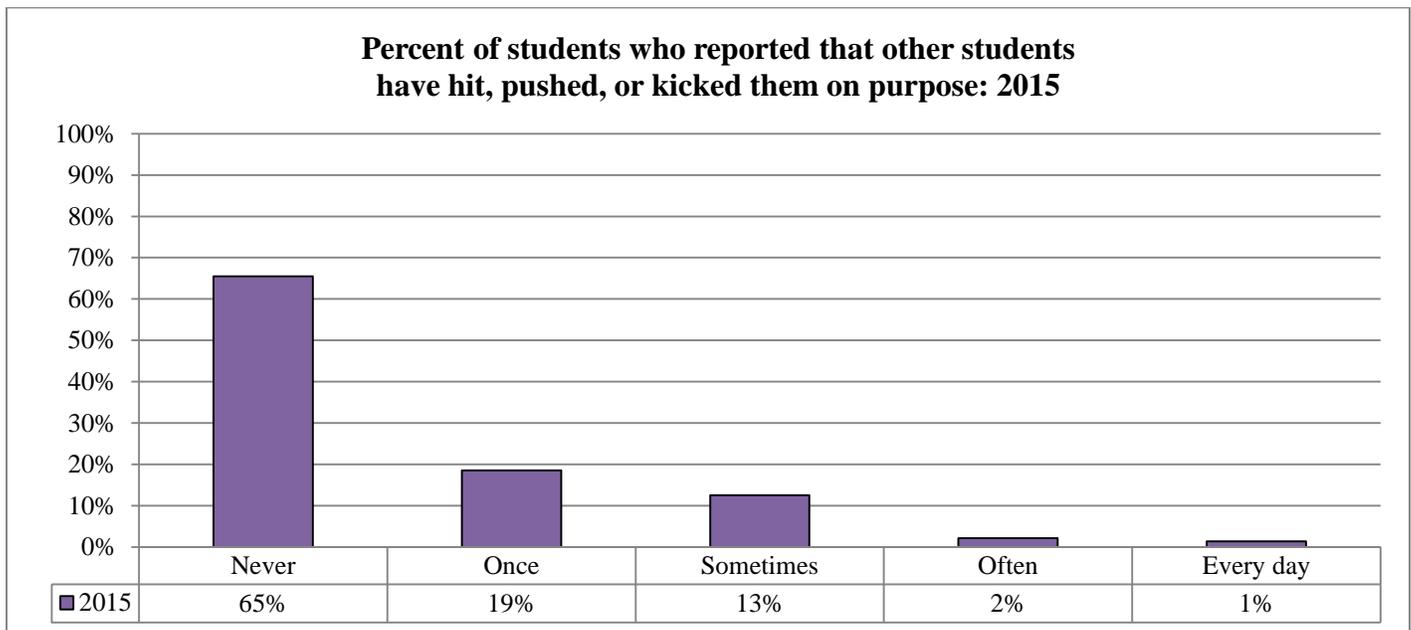


Figure 31. Percentages of students who reported that other students have hit, pushed, or kicked them on purpose in 2015.

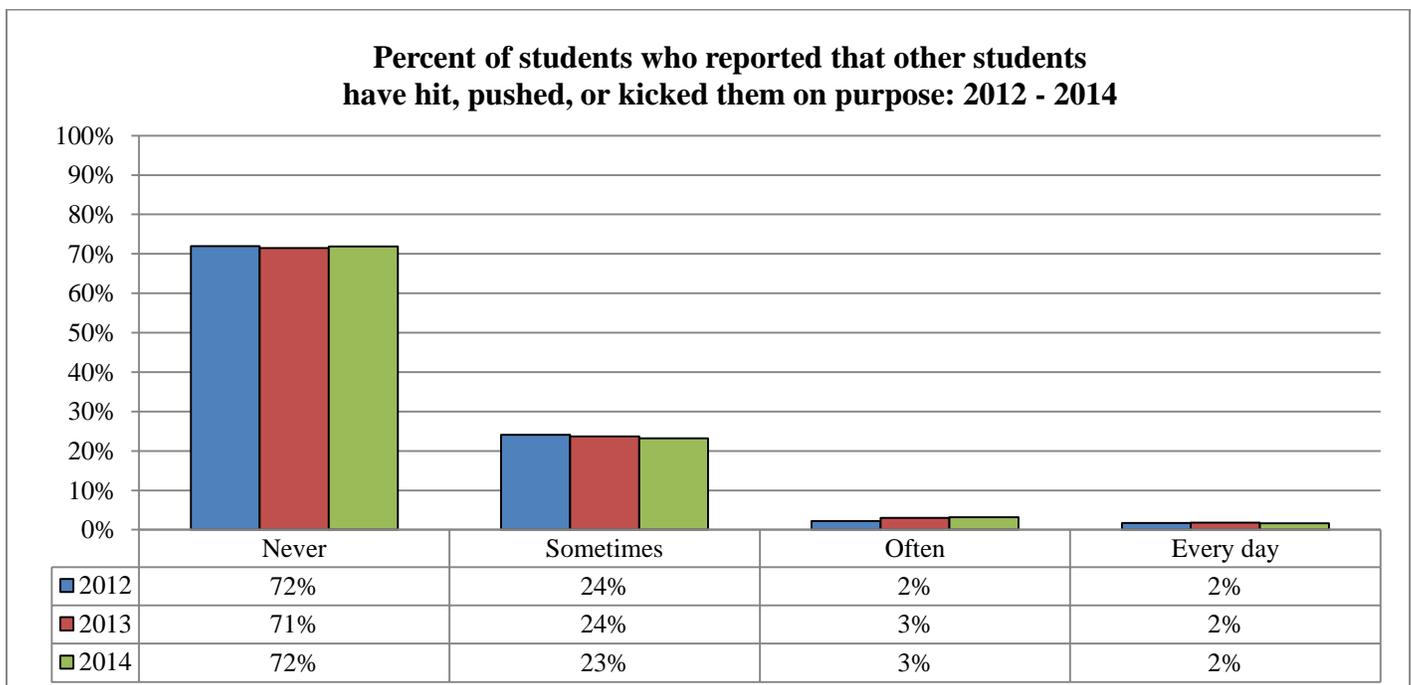


Figure 32. Percentages of students who reported that other students have hit, pushed, or kicked them on purpose in 2012-2014.

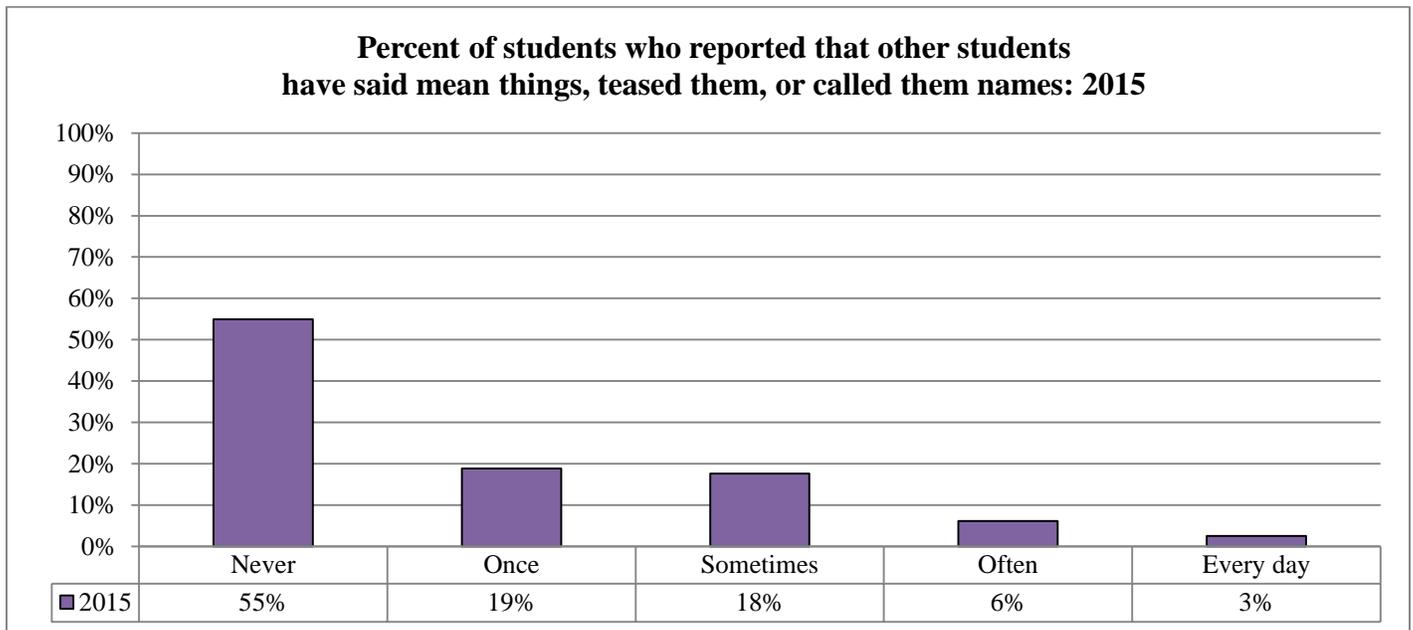


Figure 33. Percentages of students who reported that other students have said mean things, teased them, or call them names in 2015.

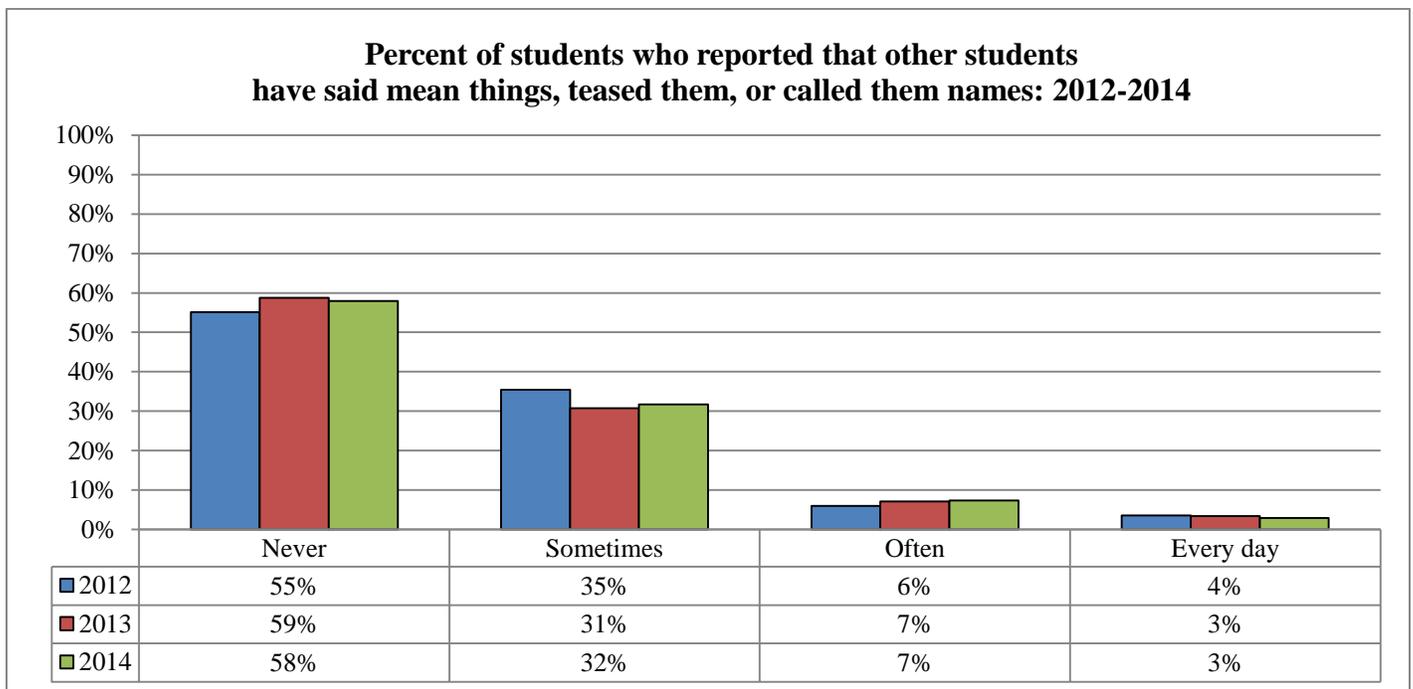


Figure 34. Percentages of students who reported that other students have said mean things, teased them, or call them names in 2012-2014.

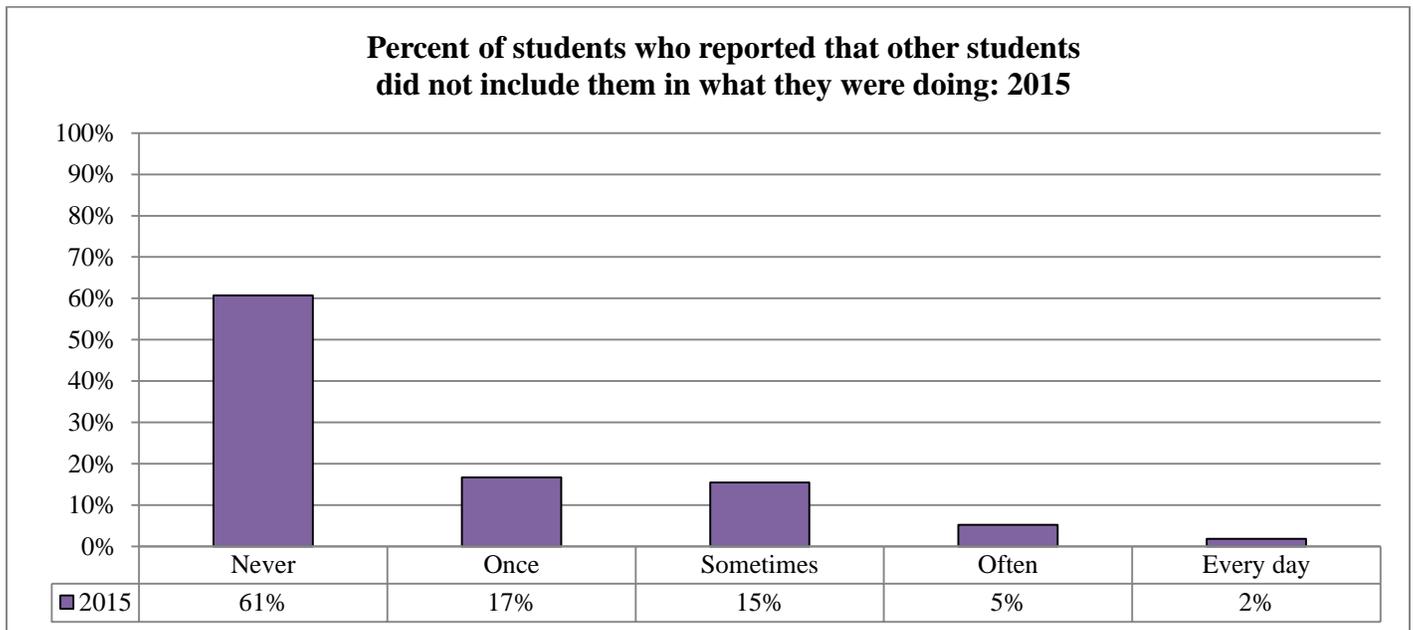


Figure 35. Percentages of students who reported that other students did not include them in what they were doing in 2015.

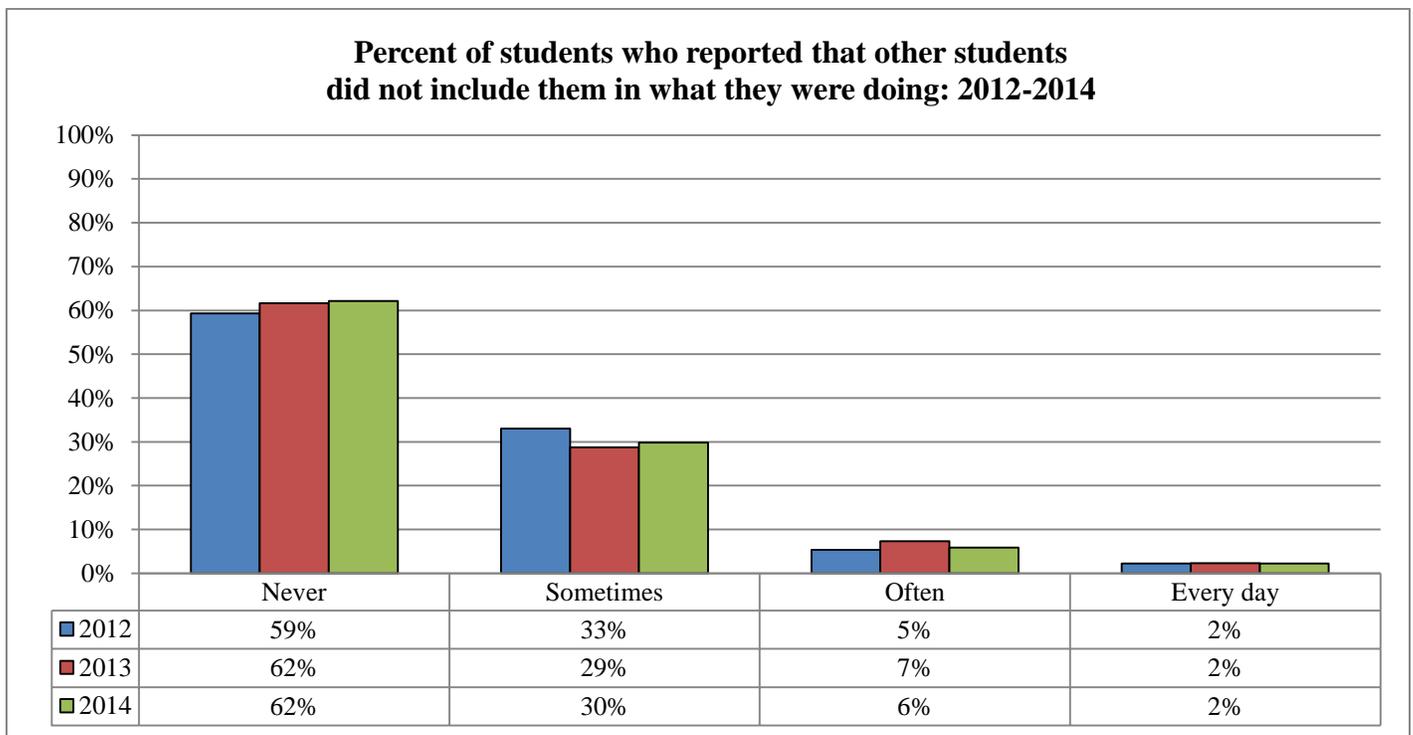


Figure 36. Percentages of students who reported that other students did not include them in what they were doing in 2012-2014.

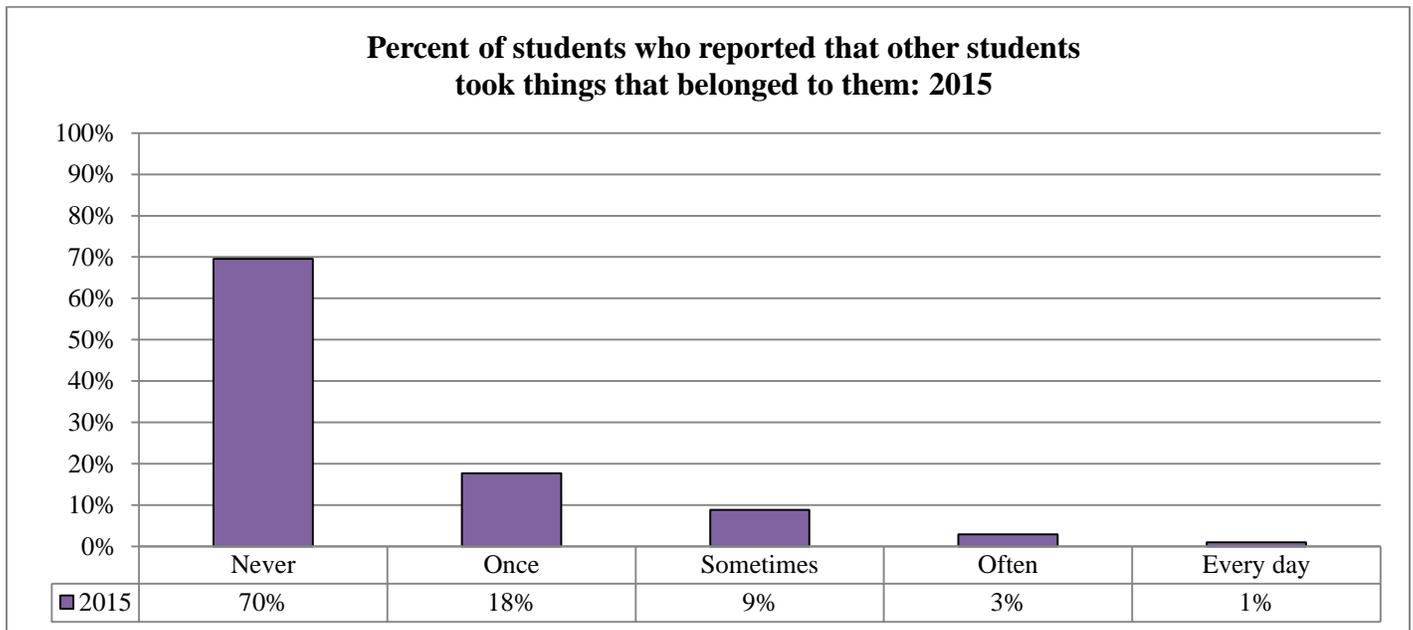


Figure 37. Percentages of students who reported that other students took things that belonged to them in 2015.

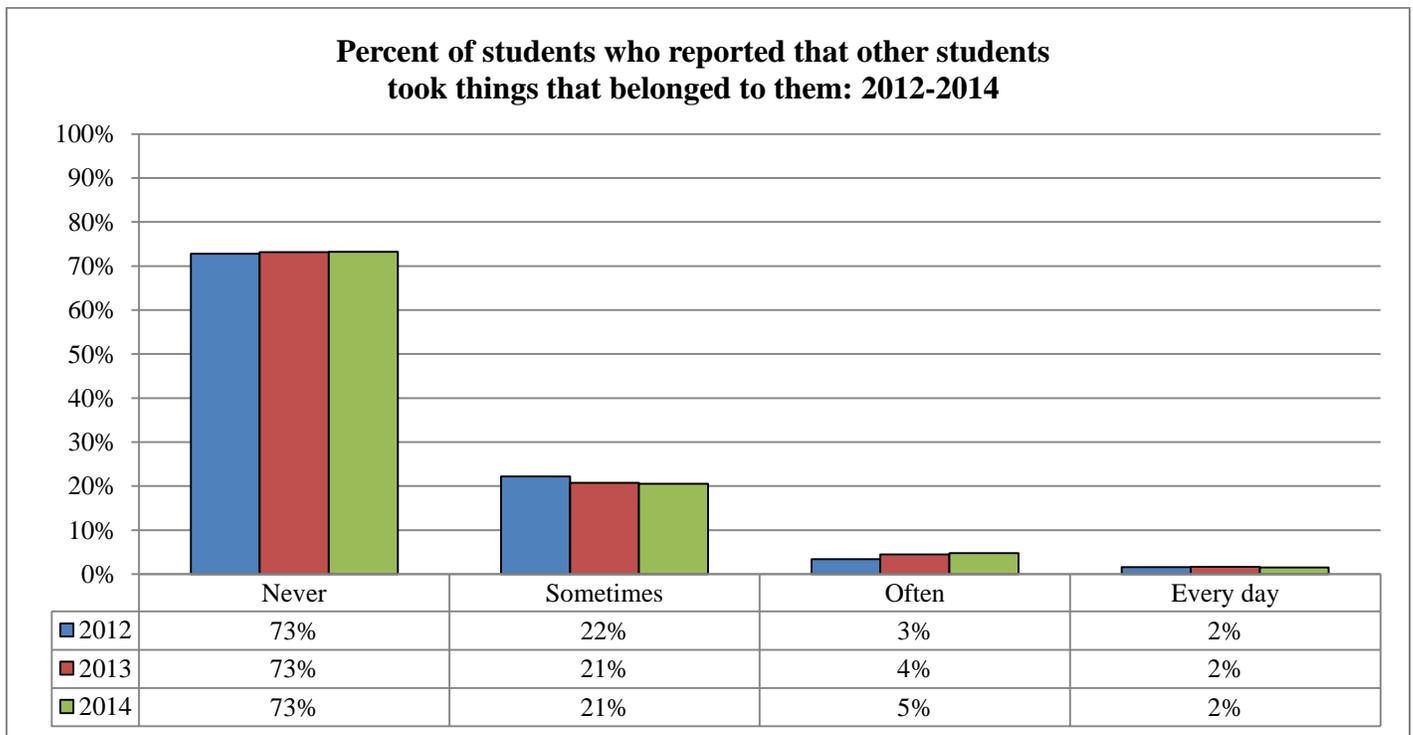


Figure 38. Percentages of students who reported that other students took things that belonged to them in 2012-2014.

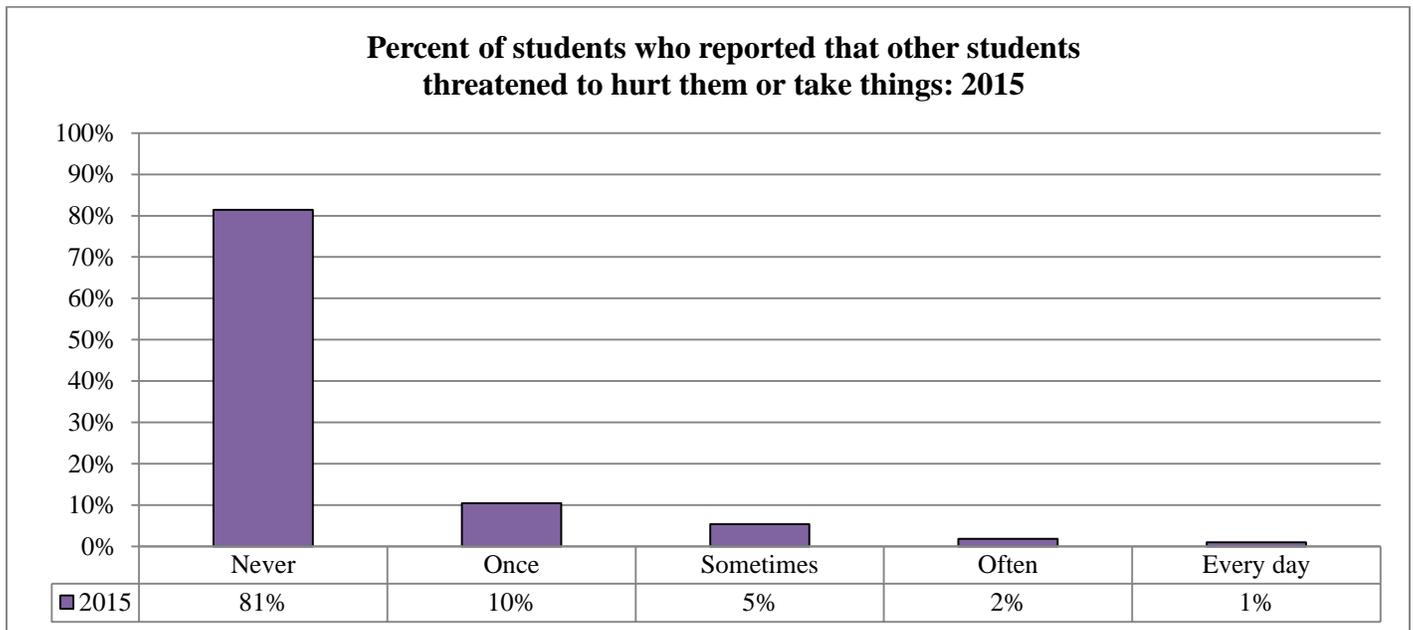


Figure 39. Percentages of students who reported that other students threatened to hurt them or take things in 2015.

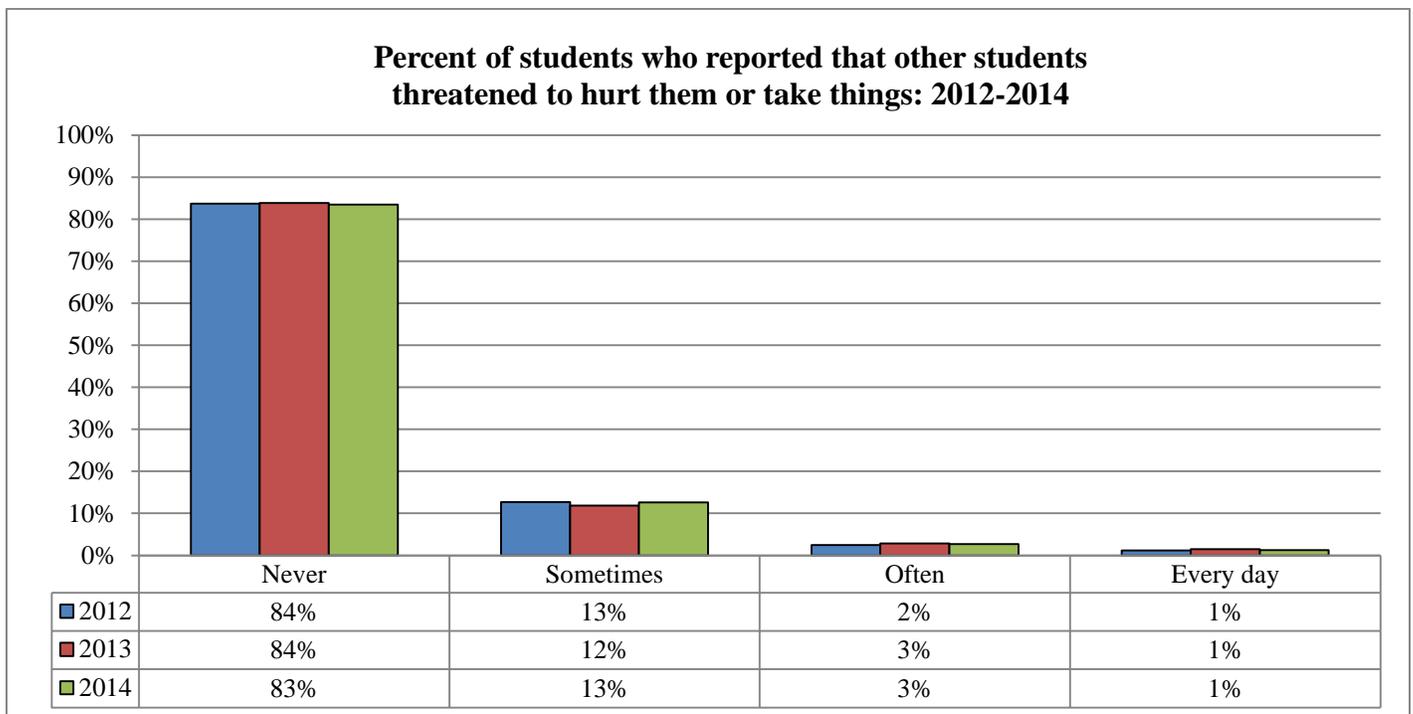


Figure 40. Percentages of students who reported that other students threatened to hurt them or take things in 2012-2014.

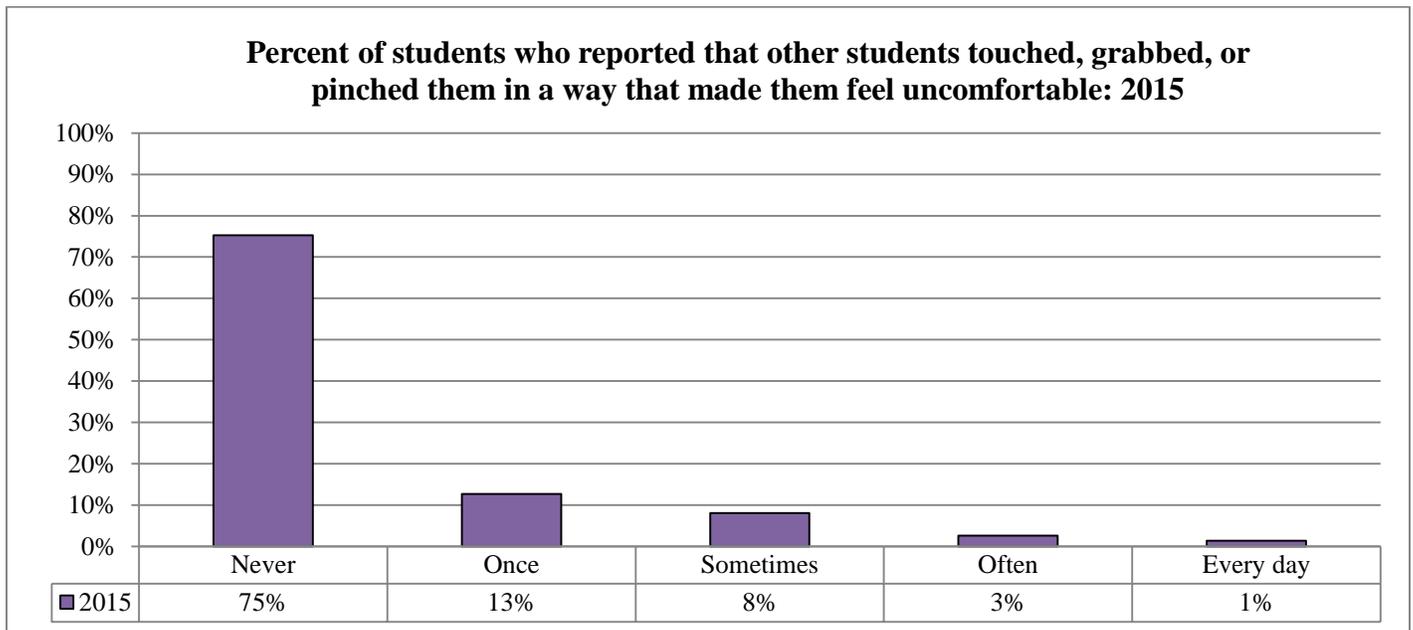


Figure 41. Percentages of students who reported that other students touched, grabbed, or pinched them in a way that made them feel uncomfortable in 2015.

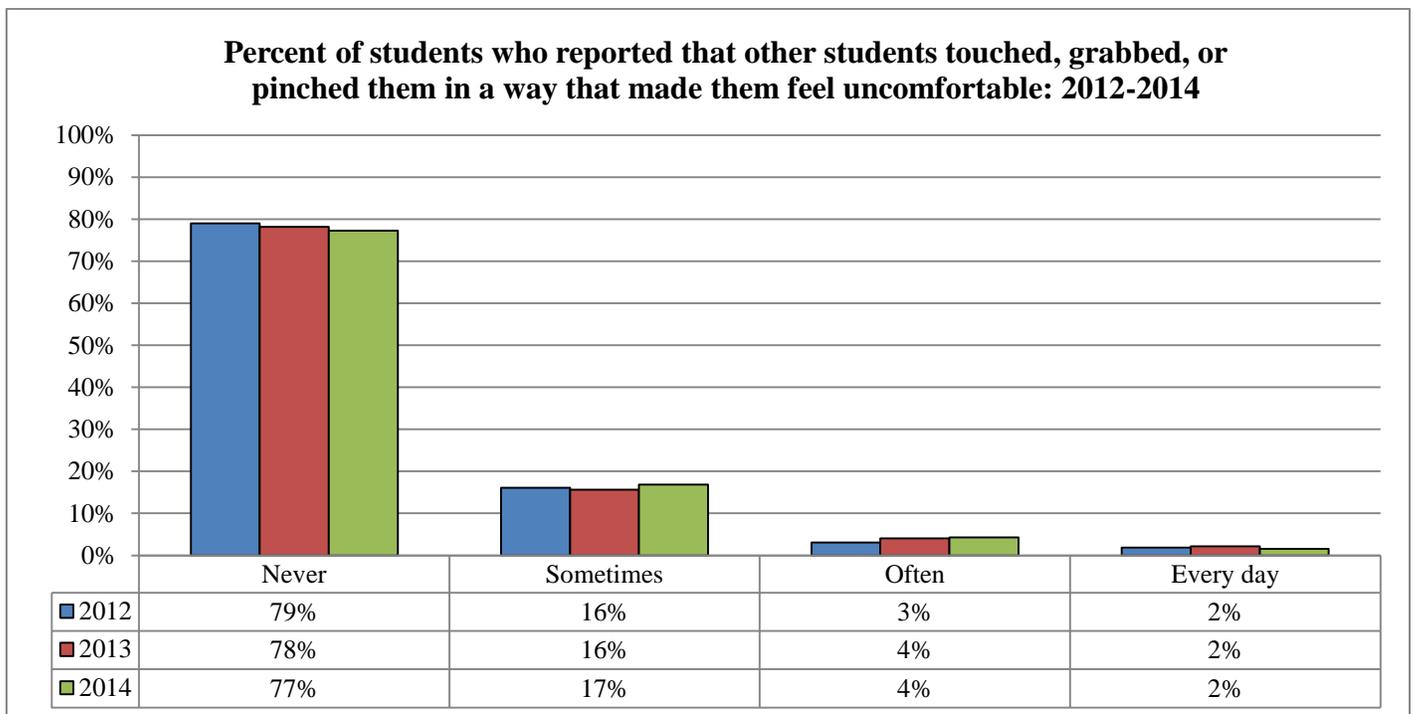


Figure 42. Percentages of students who reported that other students touched, grabbed, or pinched them in a way that made them feel uncomfortable in 2012-2014.

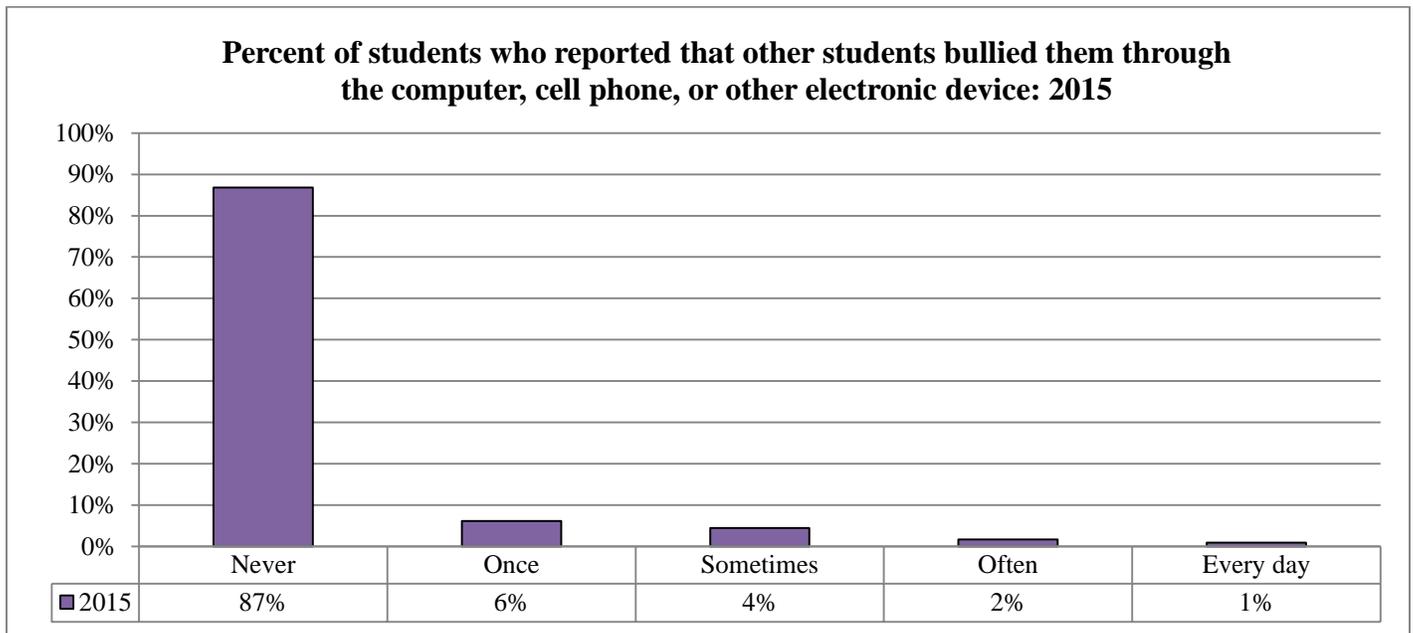


Figure 43. Percentages of students who reported that other students bullied them through the computer, cell phone or other electronic device in 2015.

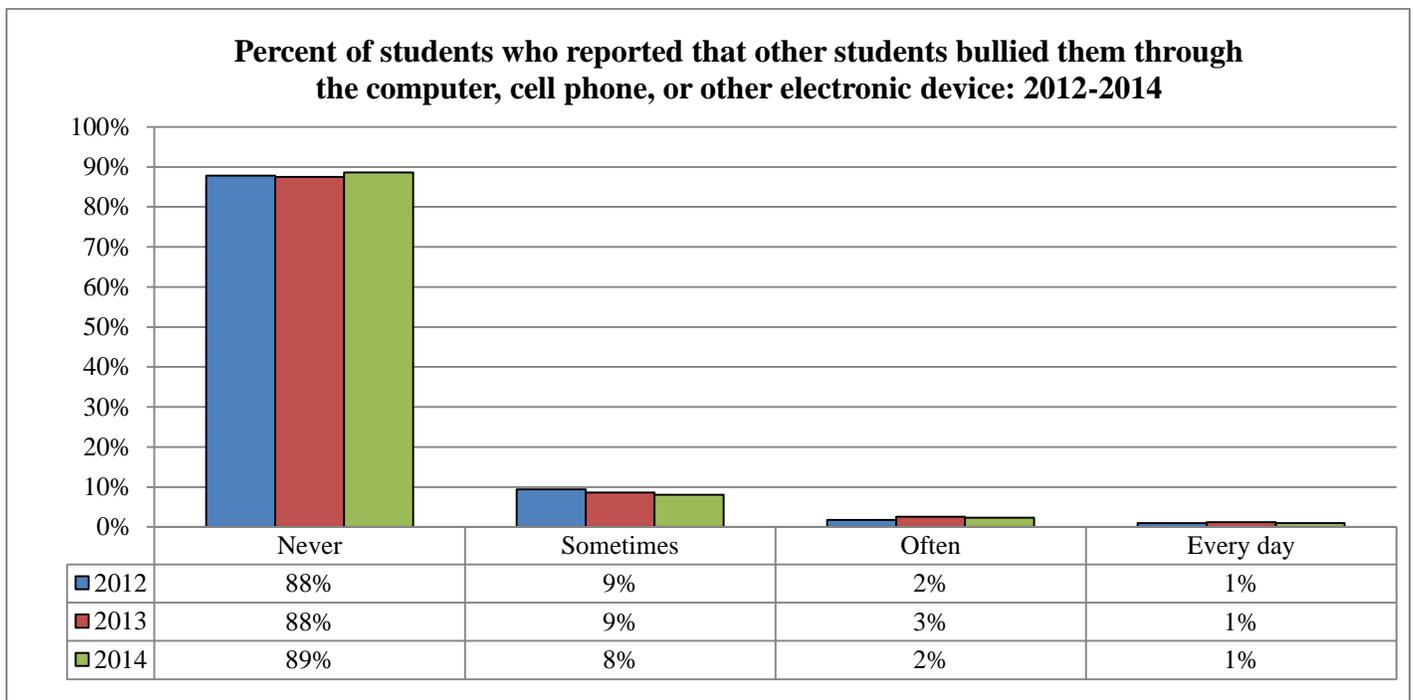


Figure 44. Percentages of students who reported that other students bullied them through the computer, cell phone or other electronic device in 2012-2014.

For the survey question asking, overall, have students been bullied in the past month, the response options changed. Prior to 2015, the options included never, sometimes, often, and every day. Beginning in 2015 the response options included yes and no. The 2015 results are depicted separately due to the change in scale described above.

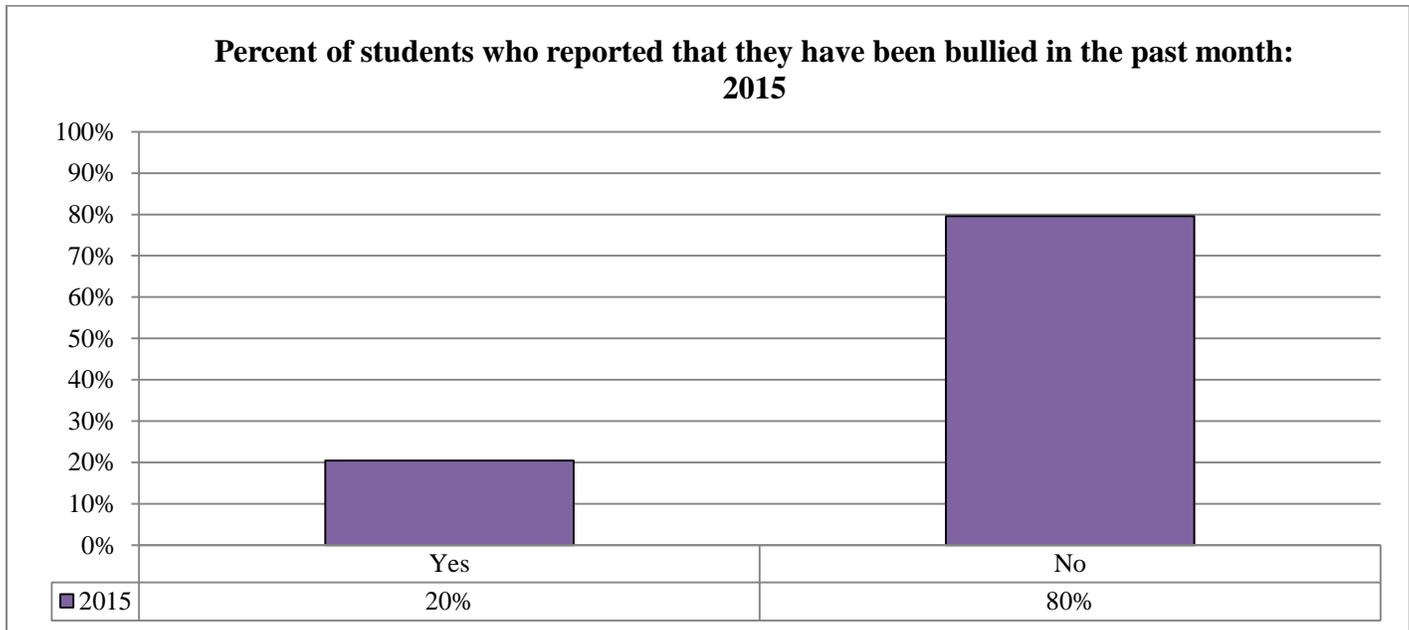


Figure 45. Percentages of students who reported that other students bullied them in the past month in 2015.

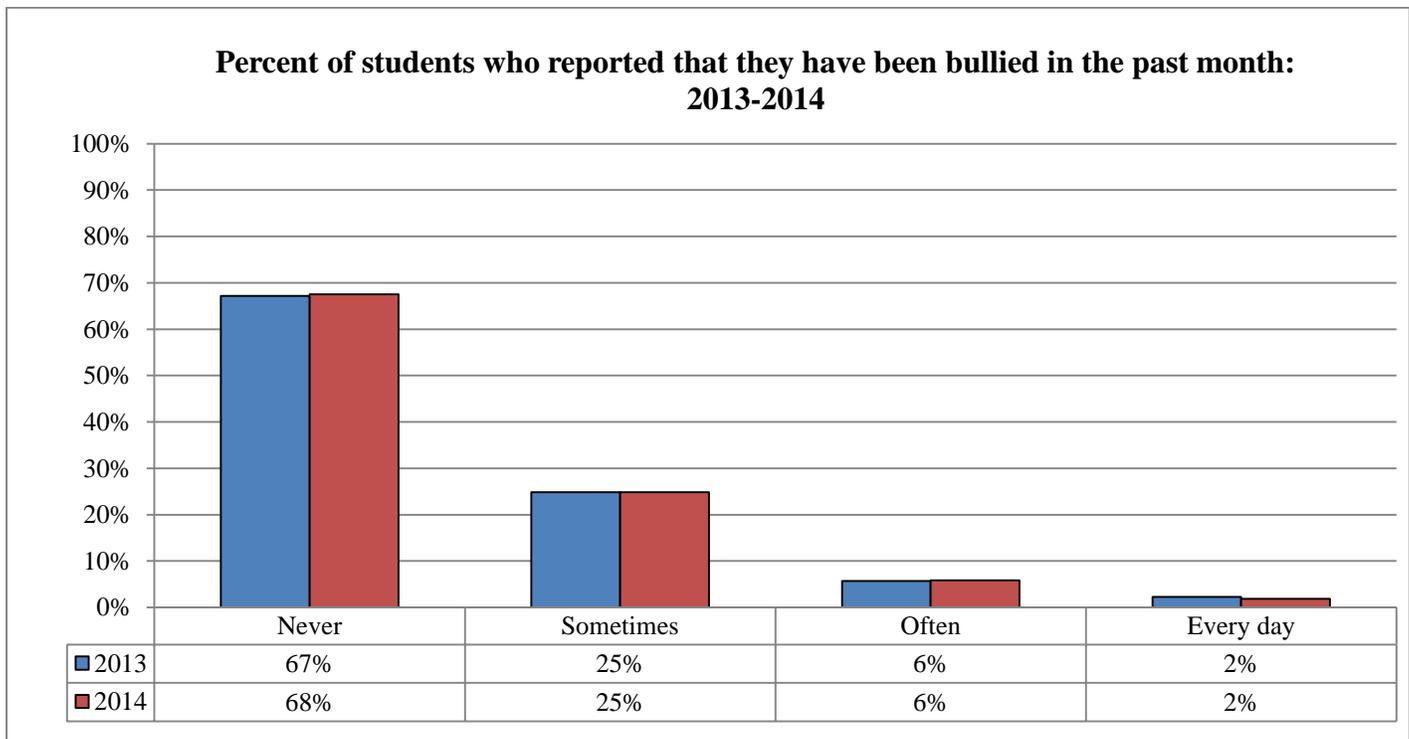


Figure 46. Percentages of students who reported that other students bullied them in the past month in 2013-2014.  
Note: This was a new survey item in 2013.

## Open-ended responses

Students were instructed, “If you would like, please give an example of why you do not feel safe or how you have been bullied at school.”

### *Elementary*

Themes from elementary students included:

- Students having mean things said about their height, their weight, their name, or something about their appearance.
- Students not feeling safe because of the fear that they might be bullied.
- In conjunction with the locations reported, many students also mentioned fear of unsafe adults or fear of being “kidnapped” from the bus stop.
- Lastly, students also reported lack of supervision at recess, in the hallways or in the bathroom, as a reason why they felt unsafe, especially in “bigger” and unstructured places.

### *Secondary*

Themes from secondary students included:

- Students not feeling safe because of older students in the school as well as fears about violence in the schools, on the bus, or in their neighborhood.
- Students having mean things said about their height, weight, or other appearance factors.
- Lastly, students also reported lack of supervision as a reason they feel unsafe in some areas of the school.

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.anoka.k12.mn.us/ret](http://www.anoka.k12.mn.us/ret), or call (763) 506-1000 and request the RET department.