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# Anti- Bullying Survey 2016

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Anoka-Hennepin  
School District

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Prepared by Research,  
Evaluation and Testing

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## 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 years previous to 2012, 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 staff to monitor and intervene and for 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 bullying behaviors:

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. Did mean things to me through the computer, cell phone, or other electronic device

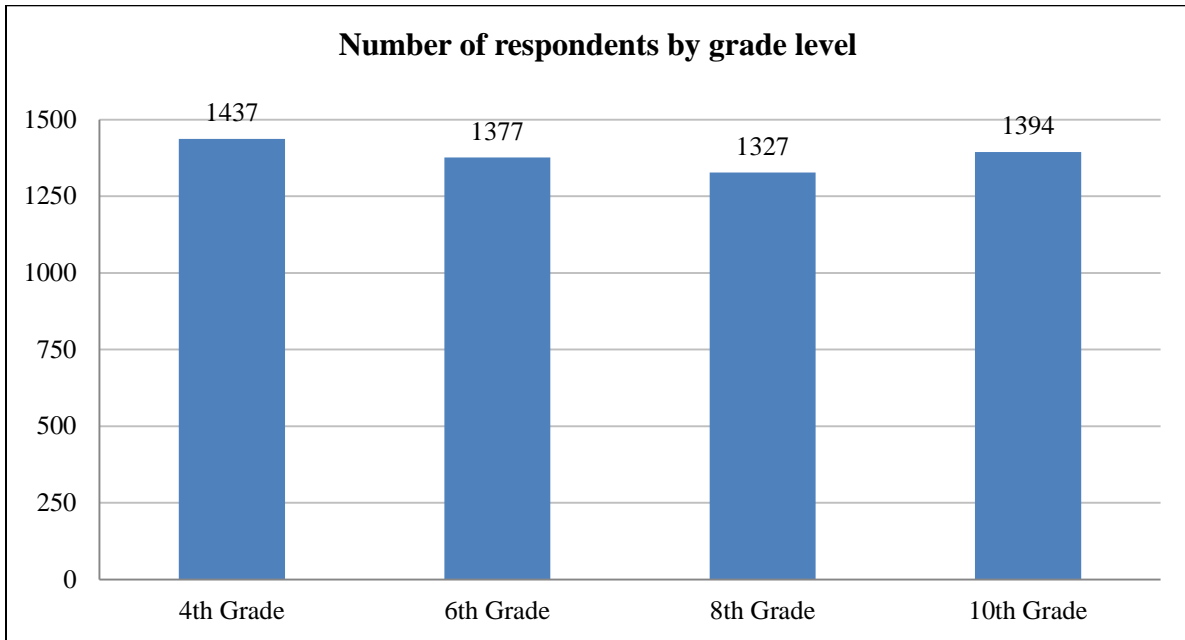
Each item was rated on a 5-point scale: (1) never, (2) once, (3) sometimes, (4) often, (5) every day.

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.

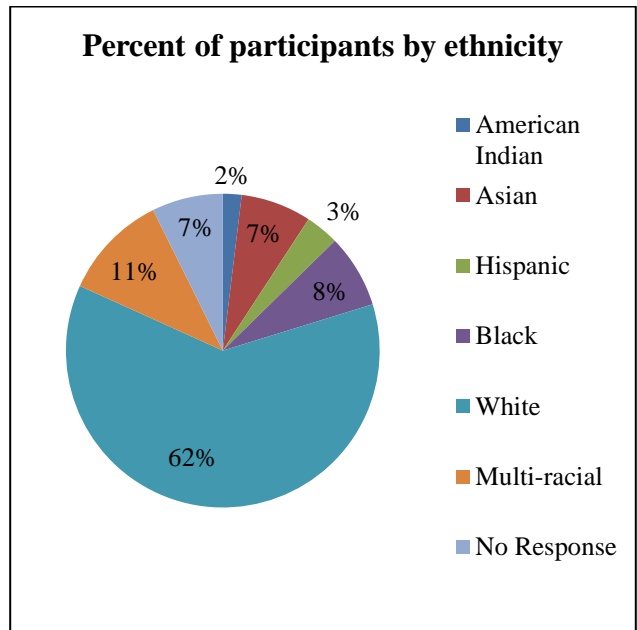
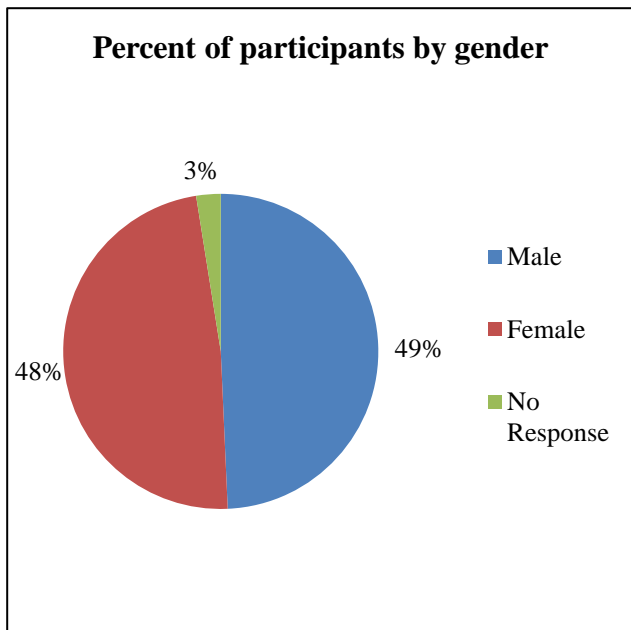
Bullying is defined in the survey as "when a student (or students) does mean things on purpose to hurt or embarrass another student. These mean things happen over and over, not just once."

### 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 2016, 5,542 students completed the survey. Approximately 2.5% 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, 61.5% of the participants were White, 10.9% were Multi-racial, 7.6% were Black, 7.3% were Asian/Pacific Islander, 3.5% were Hispanic, 1.9% were American Indian, and 7.3% did not respond to this question.



Note: There were 7 students who did not select a grade level.

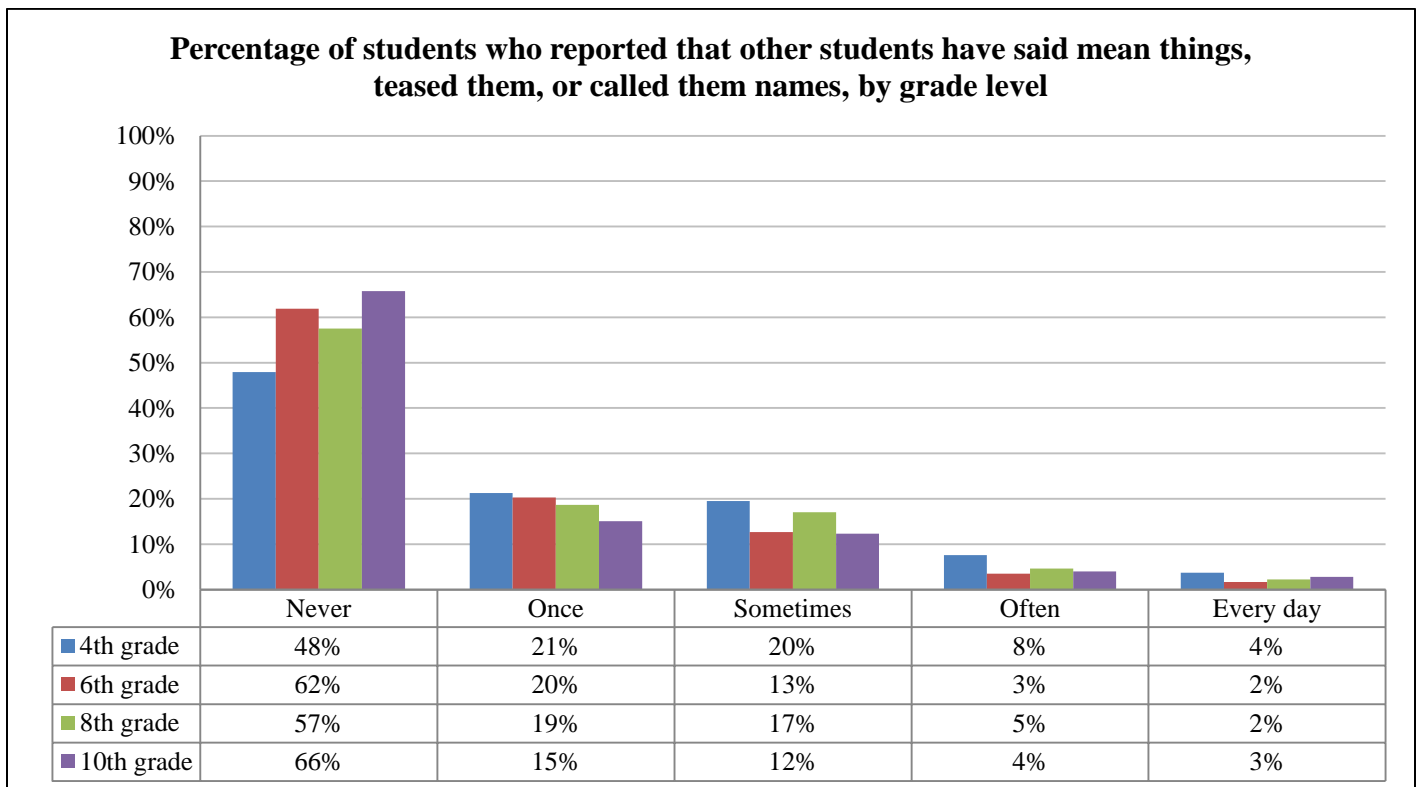
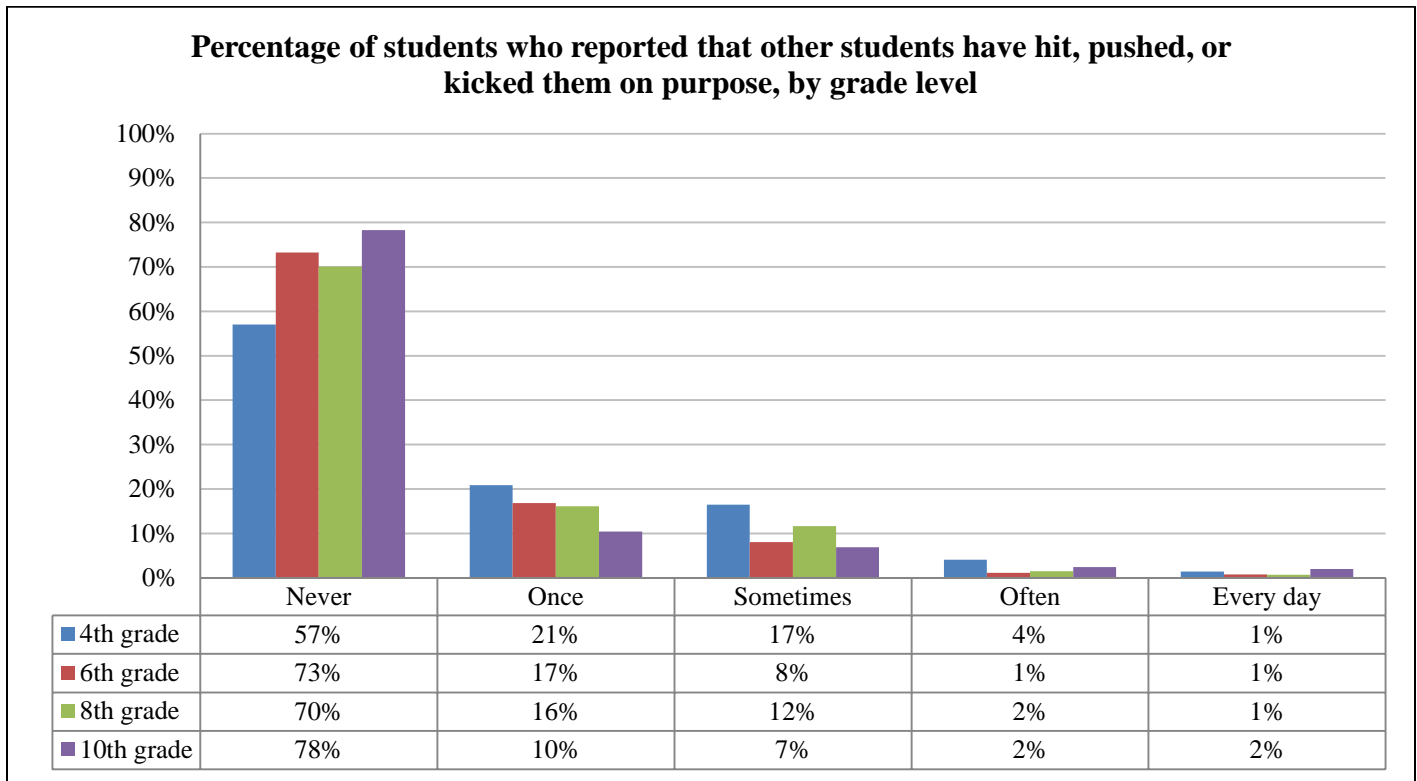


## What are the key findings?

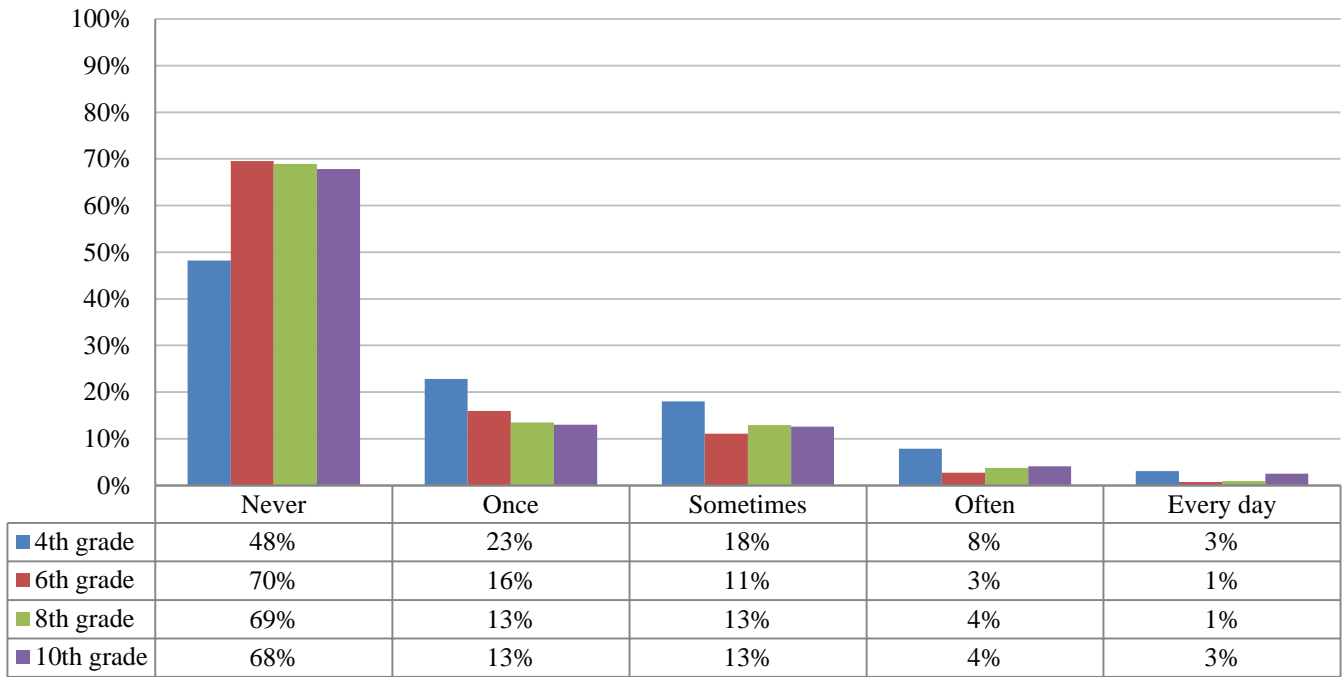
- The majority of students report not being bullied in the past month.
  - The percent of students who report no bullying increased from 80% in 2015 to 82% in 2016.
  - The percent of students reporting being bullied often or every day remained steady or decreased slightly from last year for every bullying behavior listed.
- The percent of students who report never bullying others continues to increase and is up 20% from 72% in 2013 to 92% in 2016. This item increased 5% from 2015.
- Most students who 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 a lower incidence of bullying behavior 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 six of the seven bullying behaviors significantly more frequently than other ethnic groups, and American Indian students reported experiencing two of the seven behaviors significantly more frequently.
- There were no significant differences across ethnicities in terms of how often other students did mean things through the internet, cell phone or other electronic devices.
- Consistent with previous years, students most commonly reported that they have been bullied because of their looks, ability, or race/ethnicity, although the percent reporting bullying for these reasons has decreased since 2015.
  - The percent of students who reported they have been bullied because of their looks decreased from 48% in 2015 to 44% in 2016.
  - Sixteen percent of the students who reported they have been bullied reported they were bullied because of their ability, down slightly from 18% in 2015.
  - Remaining fairly consistent across the years, approximately 16% of students reported they have been bullied because of their race/ethnicity however, the rate is much higher for Asian and Black students.
  - Females were more likely to report that they were bullied because of their appearance, gender and gender expression, whereas males were more likely to report being bullied because of their ability or race/ethnicity.
  - Students that didn't report their gender reported being harassed for gender, gender expression or sexual orientation at significantly higher rates than students that reported their gender, but less for appearance.
- Overall, students reported that they were most likely to be bullied in the hallways, in the classrooms, on the bus, and in the lunchroom (all decreased from 2015). Elementary students also reported that they were most likely to be bullied on the playground (increased from 2015).
- Students who reported being bullied were most likely to respond by ignoring bullies, telling bullies to stop, telling a parent/guardian, or walking away.
- About 90% of secondary students and 92% of elementary students feel there is an adult at school that they can go to for help if a student is bullying them or someone else.
- Reports of feeling safe overall have remained steady over the last three years. The percent of students who report feeling safe increased across all locations, except on the playground and going to and from school, both of which decreased since 2015.

### Reports of bullying behavior by grade

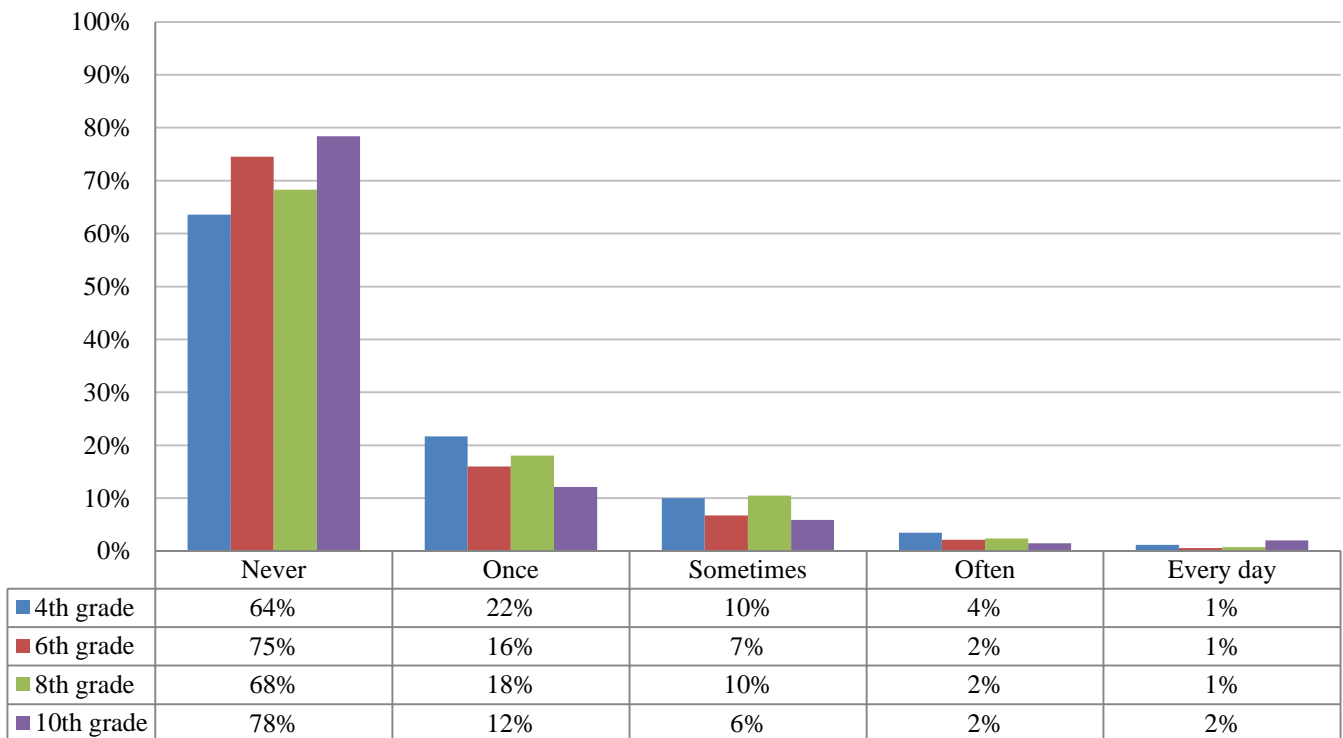
Students were asked to report how often, during the past month, they have experienced each of these behaviors.



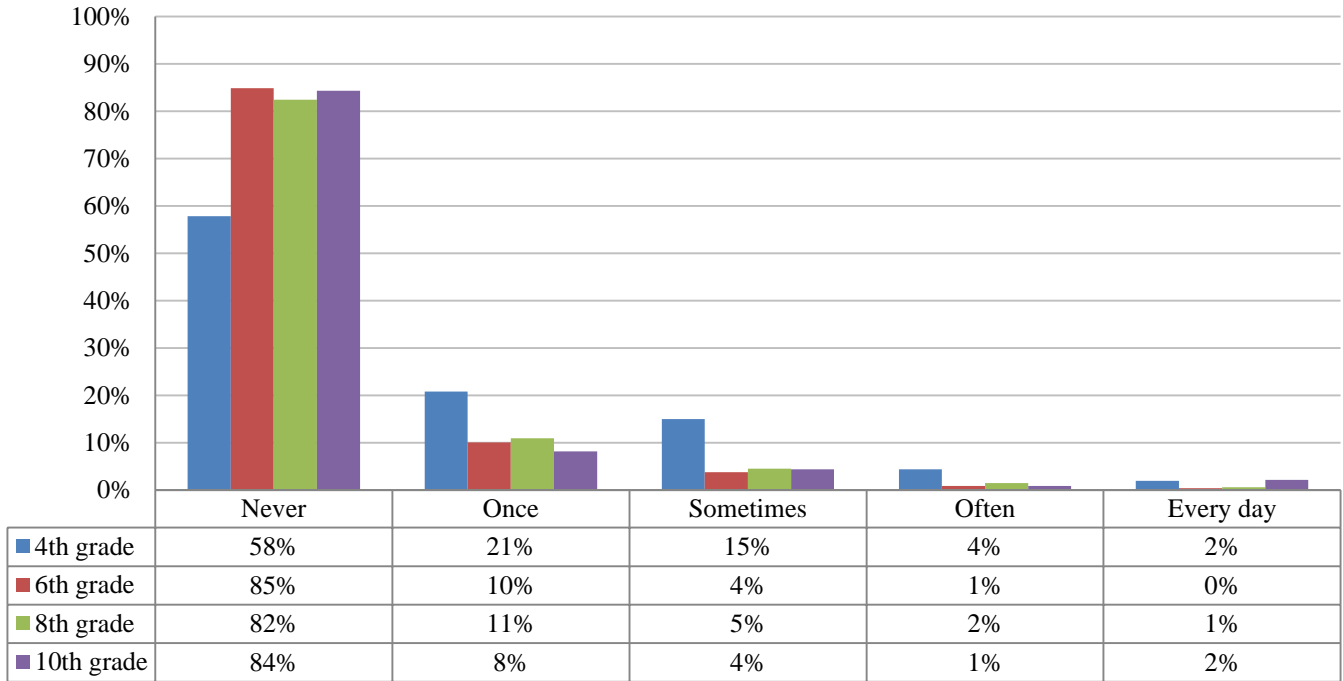
**Percentage of students who reported that other students did not include them in what they were doing, by grade level**



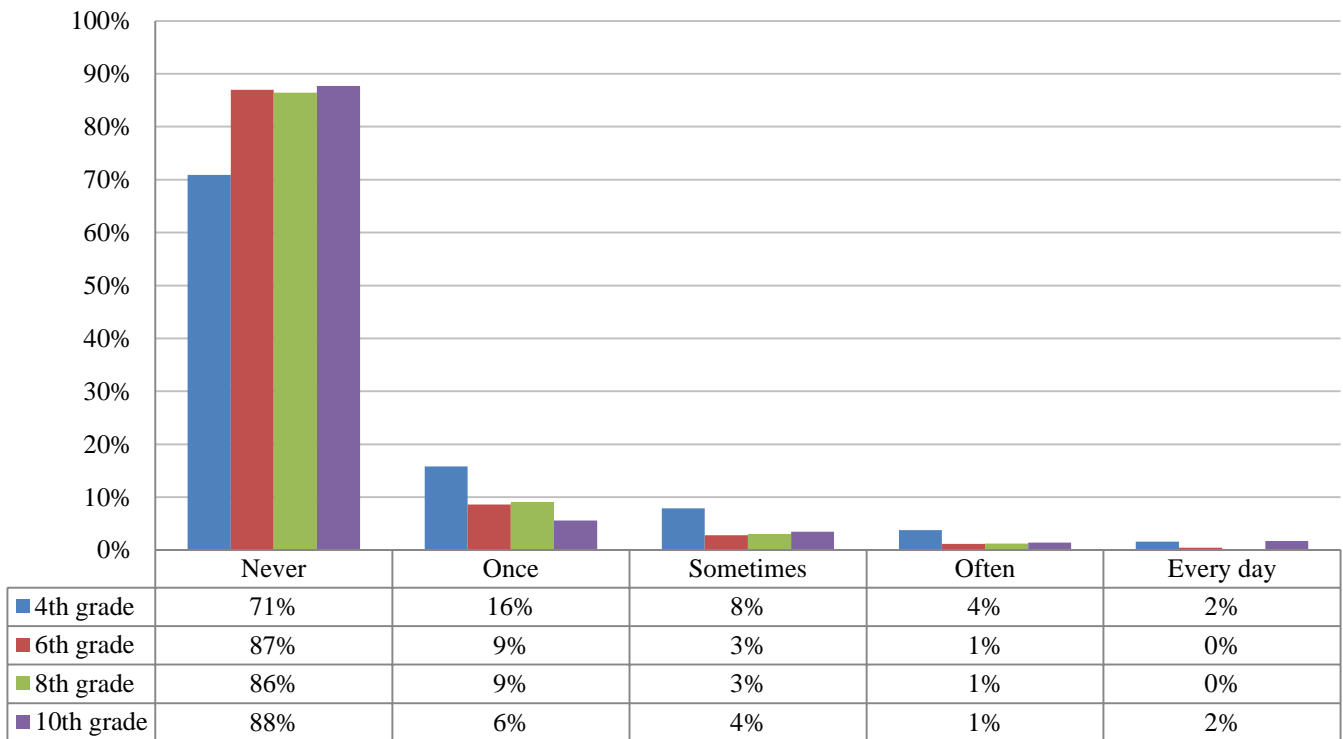
**Percentage of students who reported that other students took things that belonged to them, by grade level**



**Percentage of students who reported that other students touched, grabbed, or pinched them in a way that made them uncomfortable, by grade level**

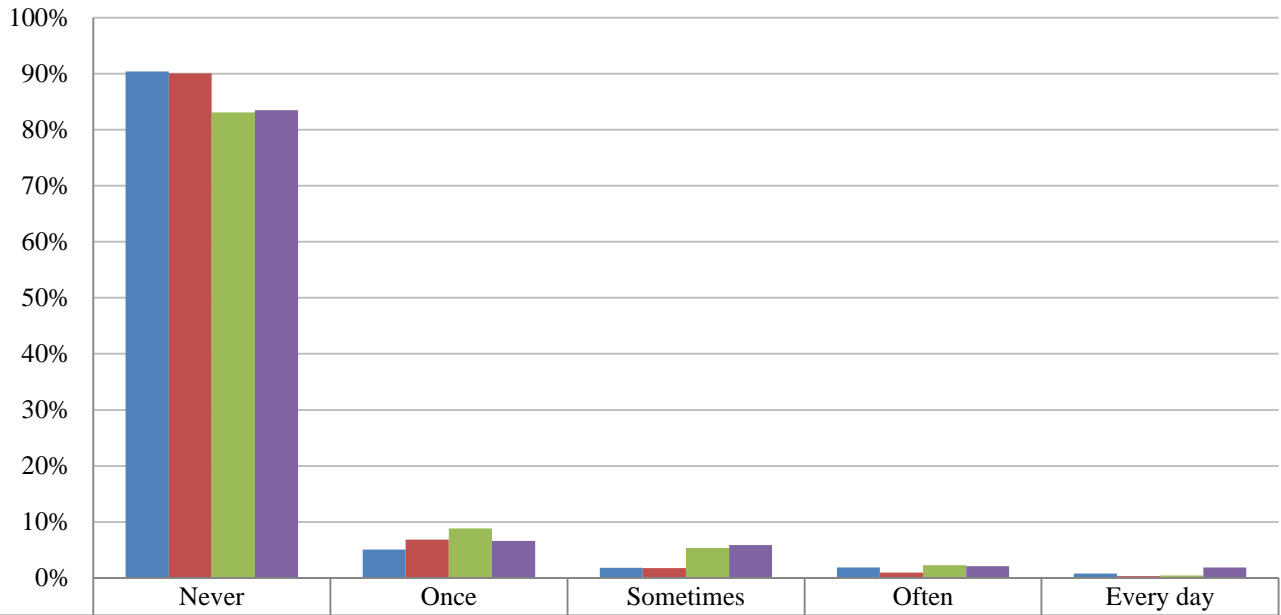


**Percentage of students who reported that other students threatened to hurt them or take things, by grade level**



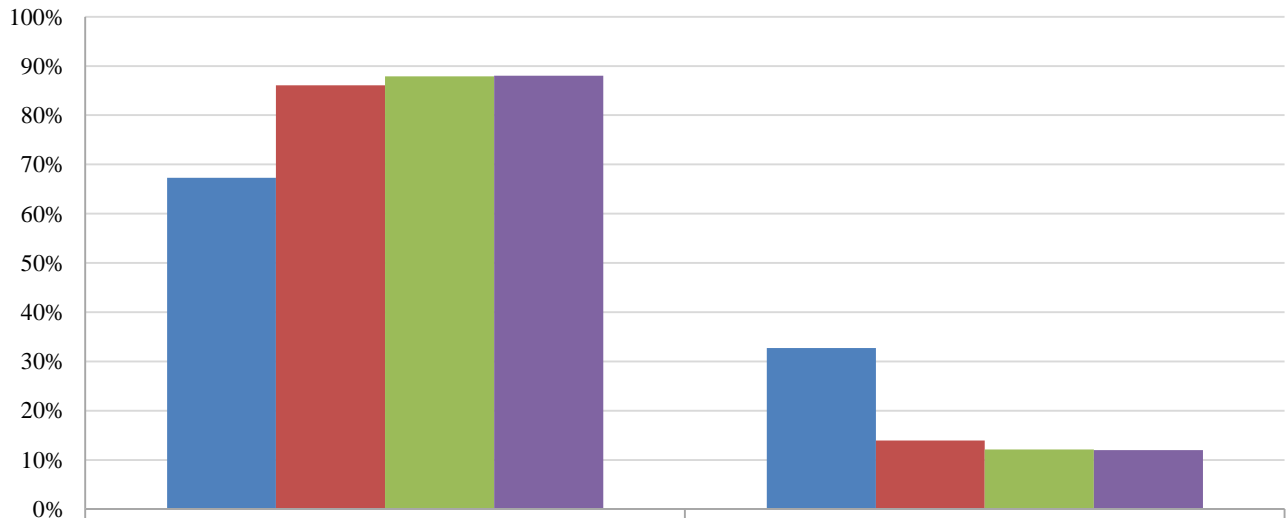


**Percentage of students who reported that other students did mean things to them through the computer, cell phone, or other electronic device, by grade level**

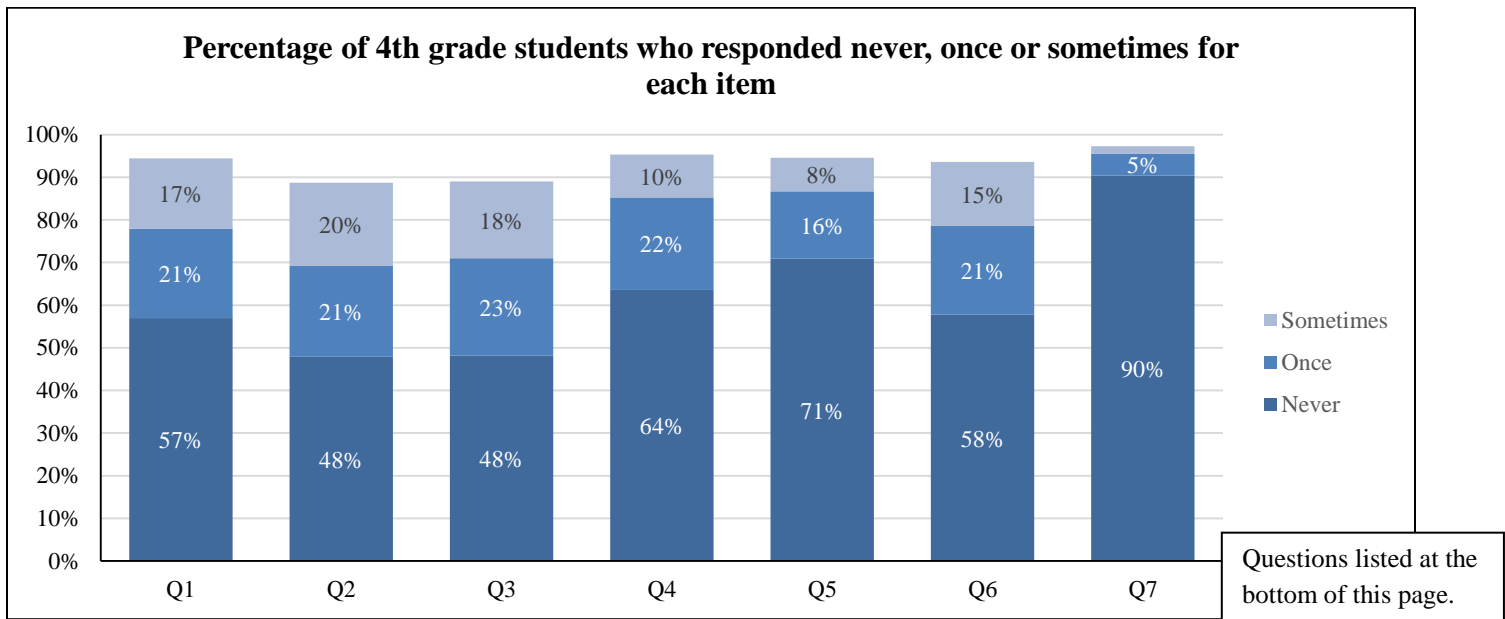


	Never	Once	Sometimes	Often	Every day
4th grade	90%	5%	2%	2%	1%
6th grade	90%	7%	2%	1%	0%
8th grade	83%	9%	5%	2%	0%
10th grade	84%	7%	6%	2%	2%

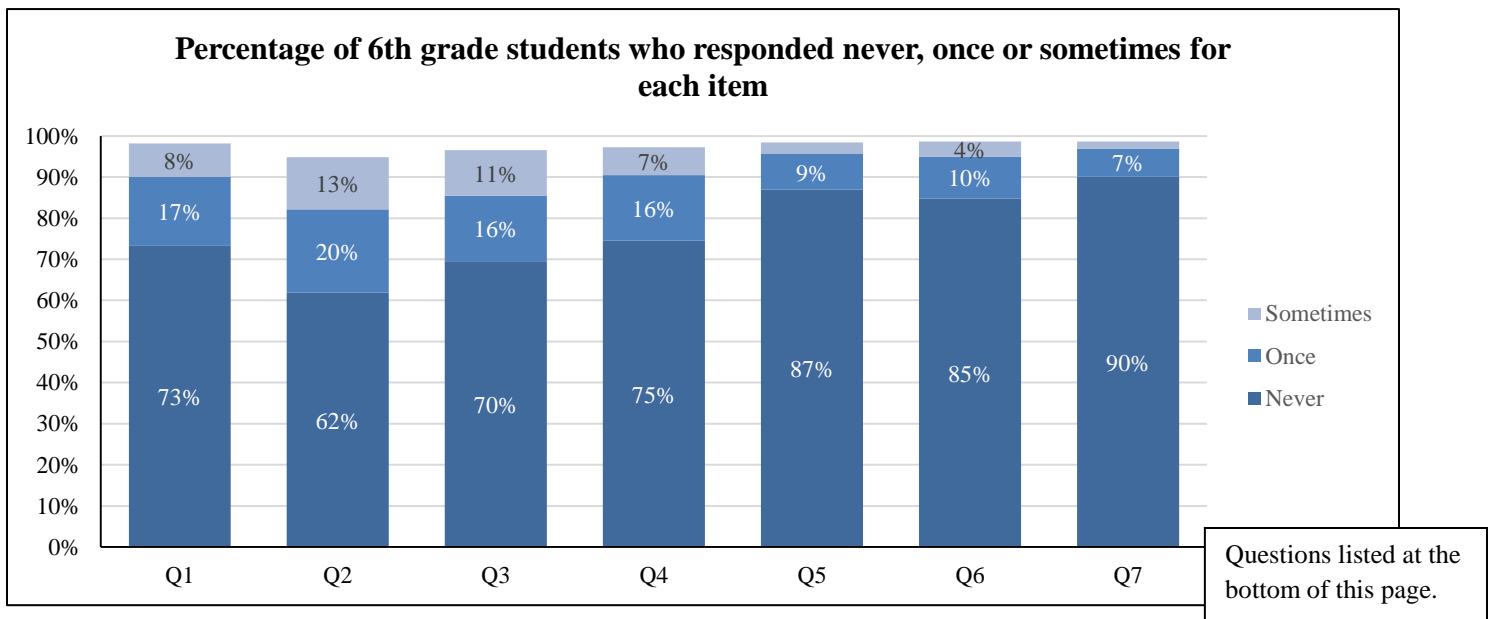
**Percentage of students who reported that they have been bullied in the past month, by grade level**



	No	Yes
4th grade	67%	33%
6th grade	86%	14%
8th grade	88%	12%
10th grade	88%	12%



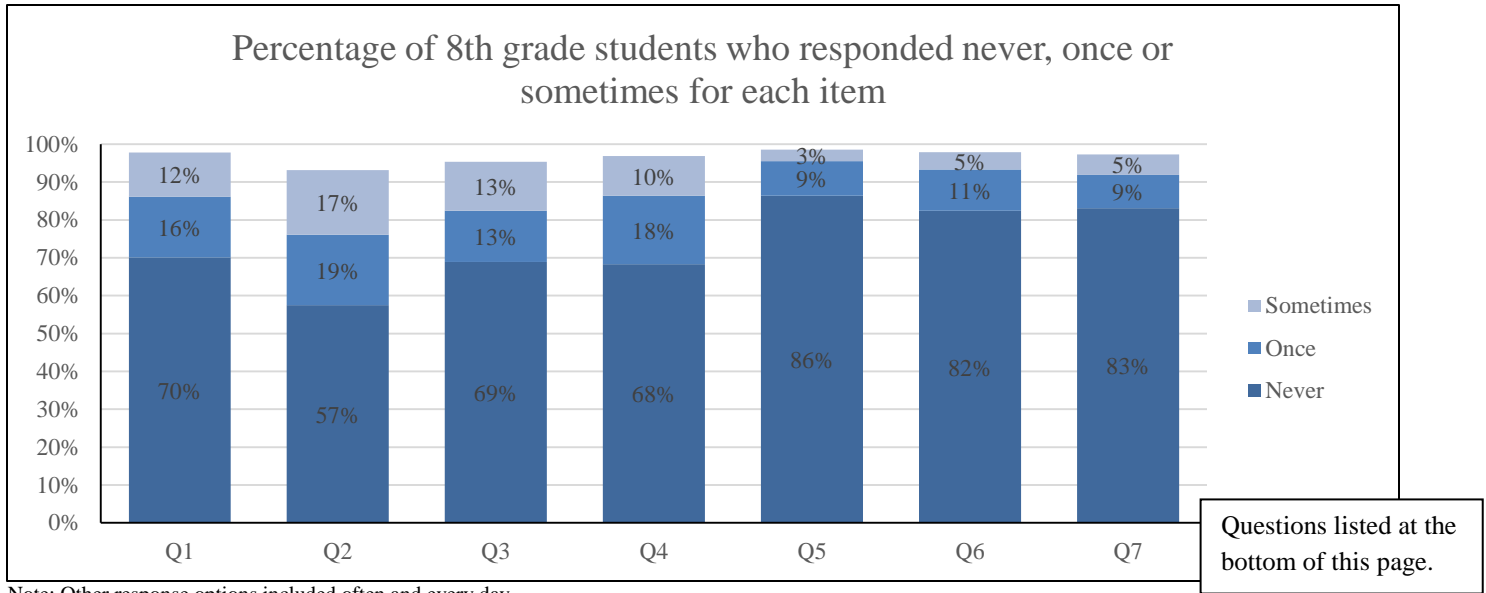
Note: Other response options included often and every day.



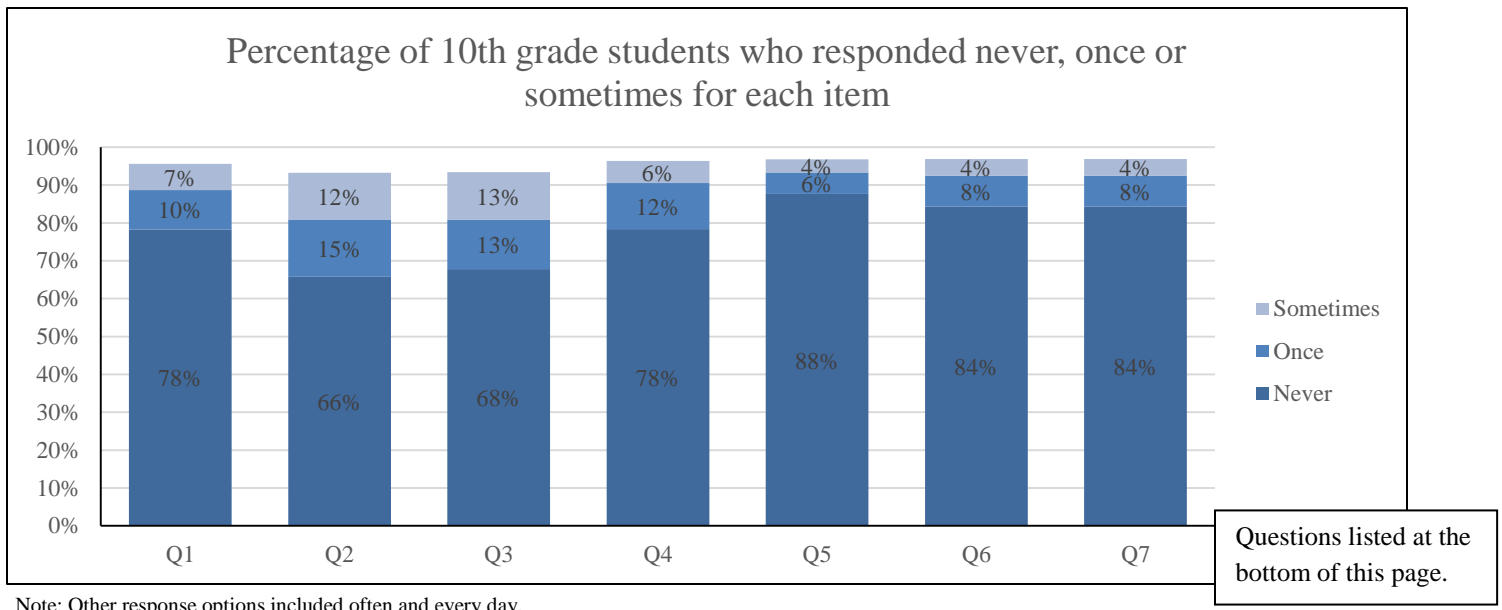
Note: Other response options included often and every day.

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. Did mean things to me through the computer, cell phone, or other electronic device



Note: Other response options included often and every day.



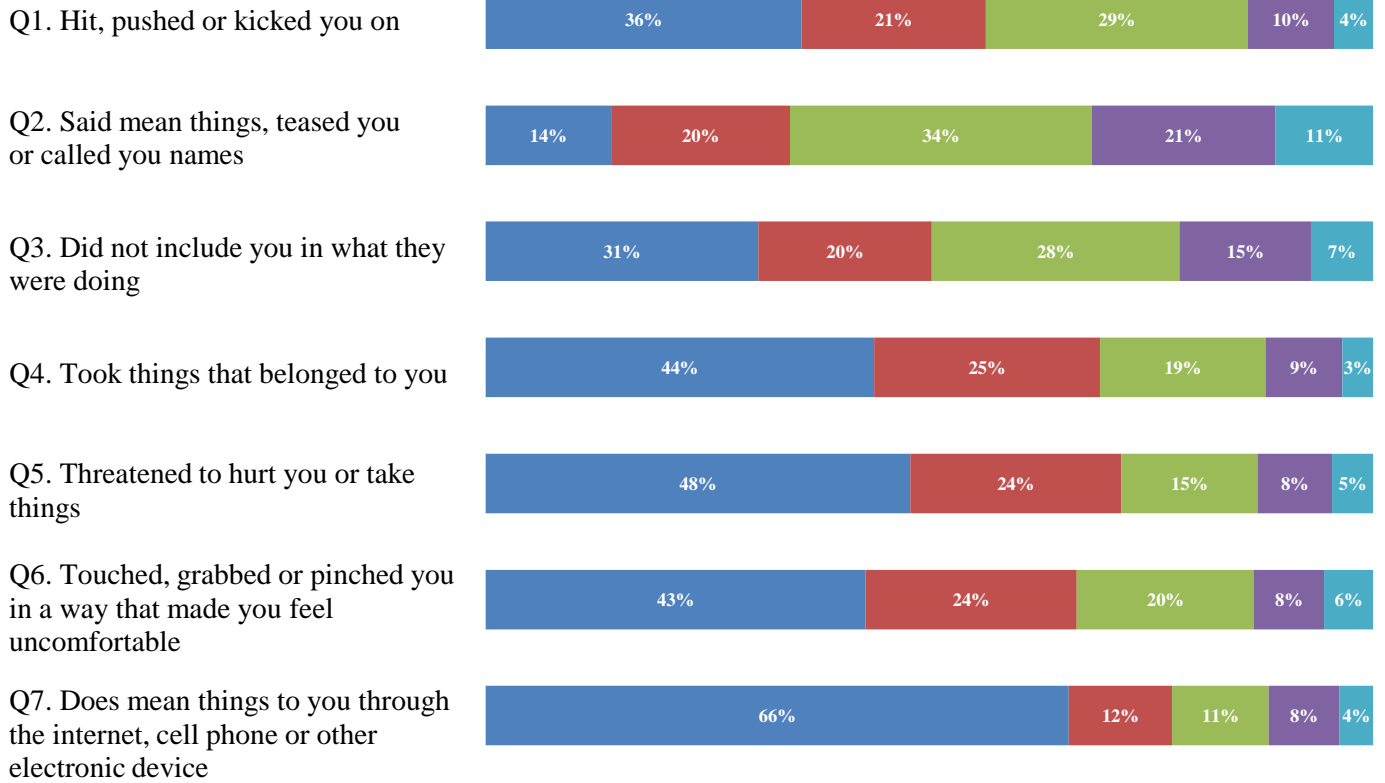
Note: Other response options included often and every day.

Survey items: During the past **month**, how often have other students:

- Q1. Hit, pushed, or kicked me on purpose
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- Q5. Threatened to hurt me or take things
- Q6. Touched, grabbed, or pinched me in a way that made me feel uncomfortable
- Q7. Did mean things to me through the computer, cell phone, or other electronic device

**Percent all of students who have been bullied in the past month by the method of bullying they have experienced**

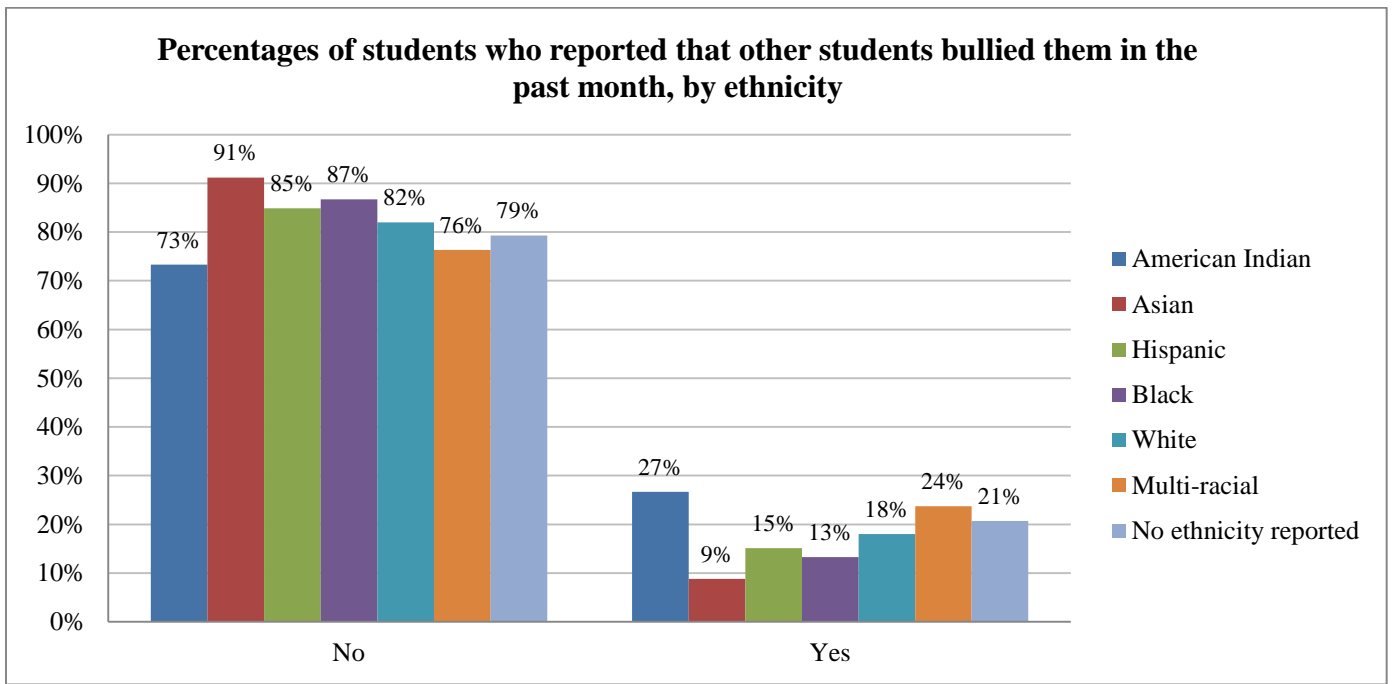
■ Never ■ Once ■ Sometimes ■ Often ■ Every day



## Reports of bullying behaviors by ethnicity

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

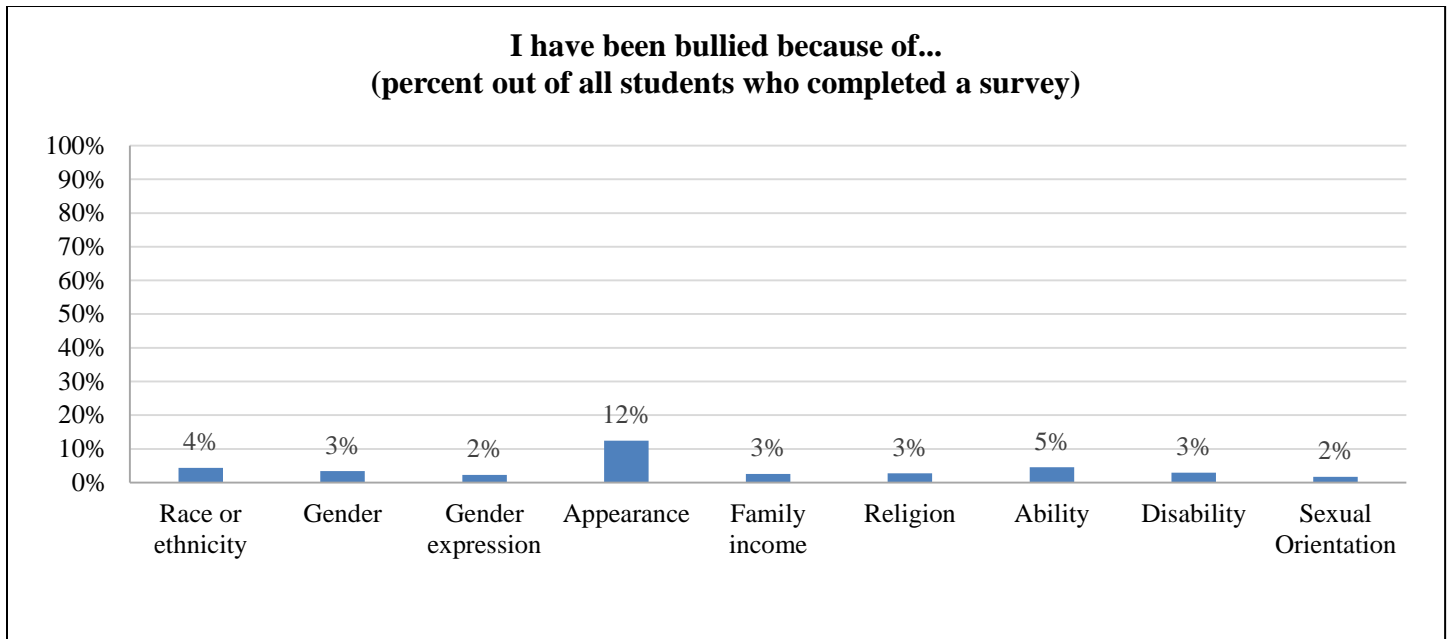
- When asked, “Overall, have you been bullied in the past month?”, multi-racial students reported statistically significantly higher rates of being bullied than Asian, Black and White student groups. Asian students also reported significantly lower rates of being bullied than American Indian and White student groups.
- Multi-racial students reported experiencing six 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, Hispanic and White students.
  - Having mean thing said about them significantly more frequently than Asian, Black, Hispanic and White students.
  - Not being included in things significantly more frequently than Asian and Black students.
  - Having things taken from them significantly more frequently than Black, Hispanic and White students.
  - Being threatened to be hurt or have things taken significantly more frequently more than Asian, Black and White students.
  - Being touched in a way that made them feel uncomfortable significantly more frequently than Asian, Black and White students.
- American Indian students reported experiencing two 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:
  - Being hit, pushed or kicked on purpose significantly more frequently than Asian, Hispanic, Black and White students.
  - Having things taken from them significantly more frequently than Black, Hispanic and White students.
- White students reported not being included in things significantly more frequently than Black students.
- There were no significant differences across ethnicities in terms of how often other students did mean things to them through the internet, cell phone, or other electronic device.

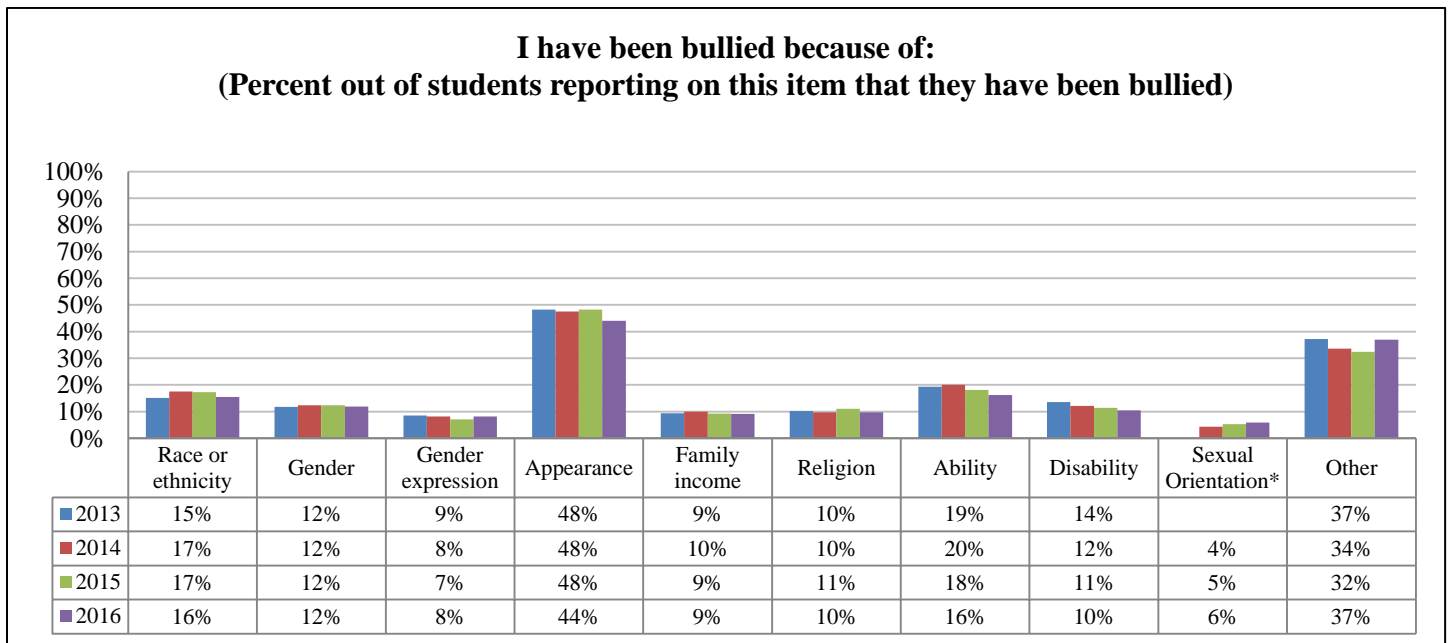


### “If you were bullied, what do you think was the reason?”

(Students were instructed to select all responses that applied)

- Of the total number of students who completed the survey, 7% of students did not respond to this item, while 64% of all respondents reported that they “have not been bullied.” The following two graphs show the percent out of all students surveyed (whether bullied or not) who believe they were bullied for each of the reasons listed and the percent of those students bullied for each reason (see page 13). For example, 4% of all respondents believe they were bullied because of race/ethnicity, however this represents 16% of the subset of students who reported being bullied.
- Of the students who responded to this survey item that they had been bullied, approximately 44% (see page 13) reported that they were bullied because of their appearance, down from 48% last year.



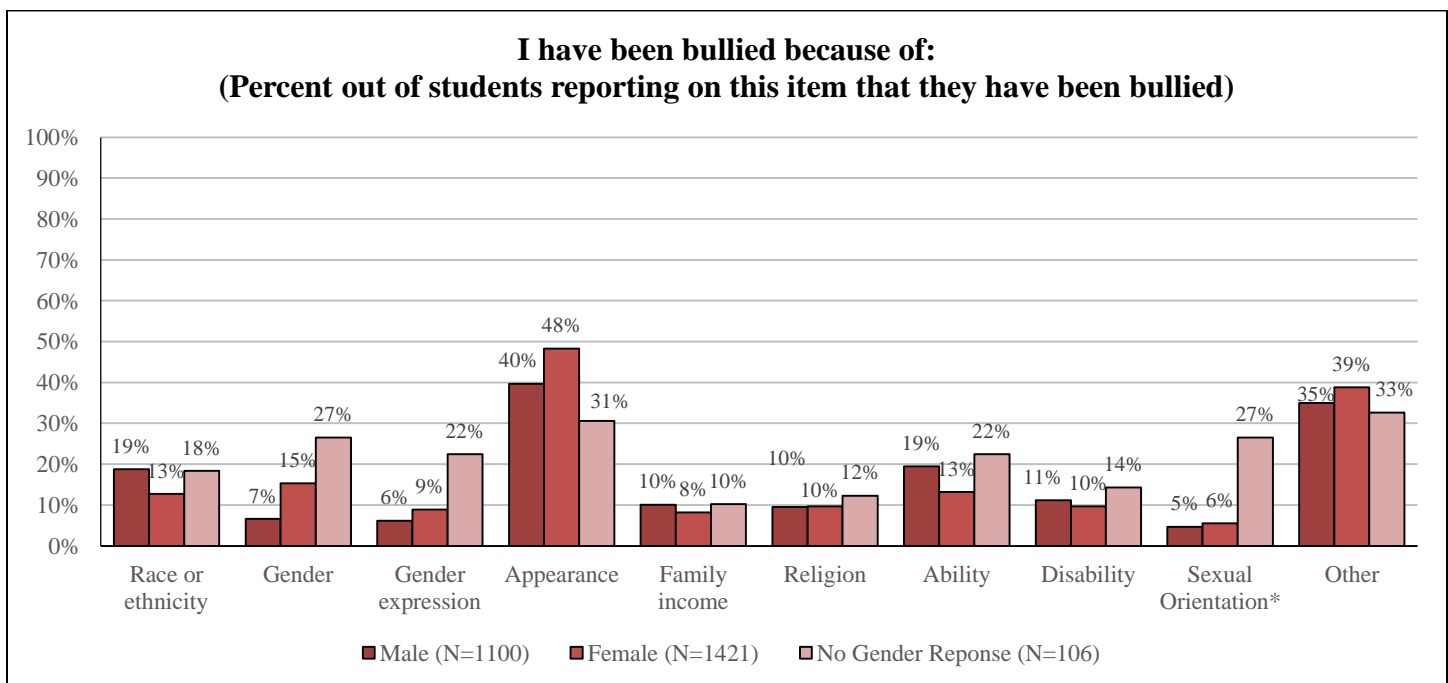


\* Sexual orientation was a new response option for secondary students only beginning in 2014.

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) for no reason or they don’t know.

*By Gender*

- Female students (15%) were more likely than male students (7%) and less likely than students who did not report their gender (27%) to report that they were bullied because of their gender.
- Students who did not report their gender reported being bullied more frequently than male and female students because of their gender, gender expression, religion, ability, disability and sexual orientation.

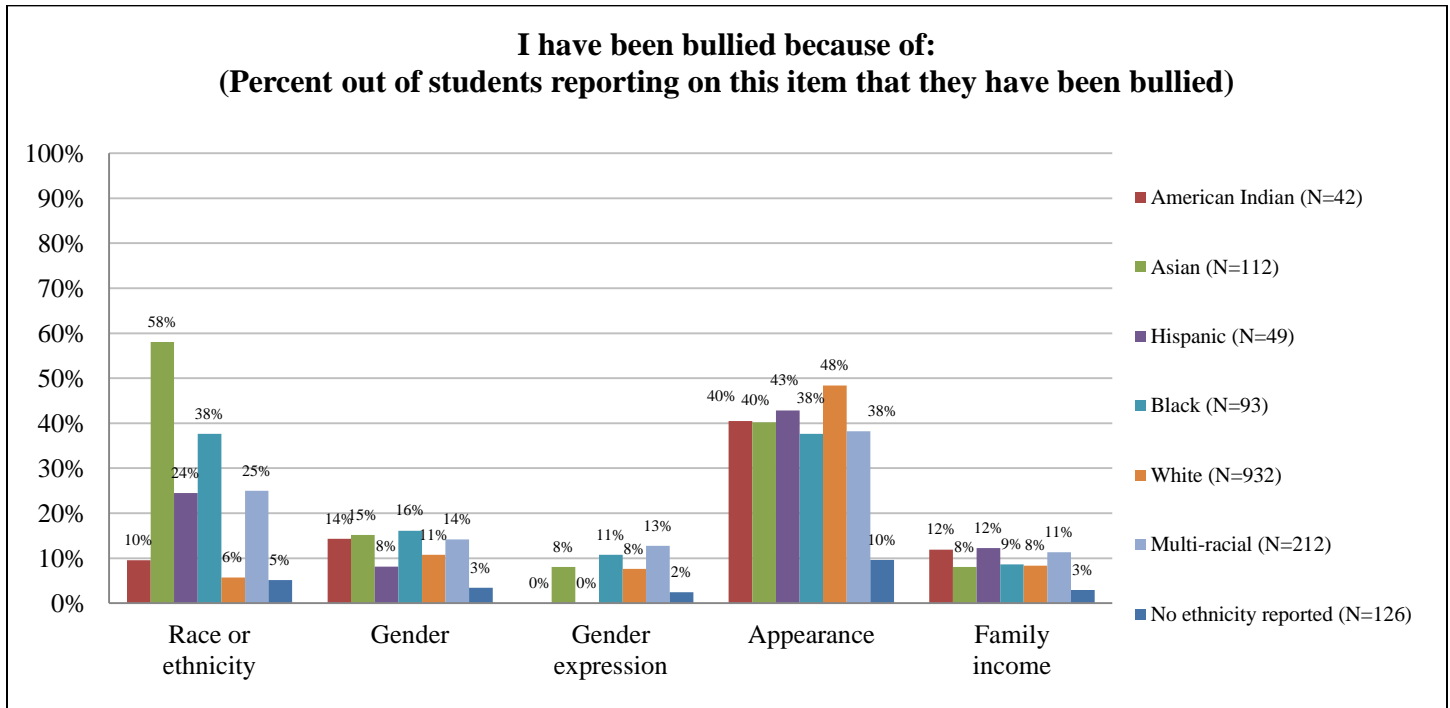


N= number of students reporting at least one reason for being bullied.

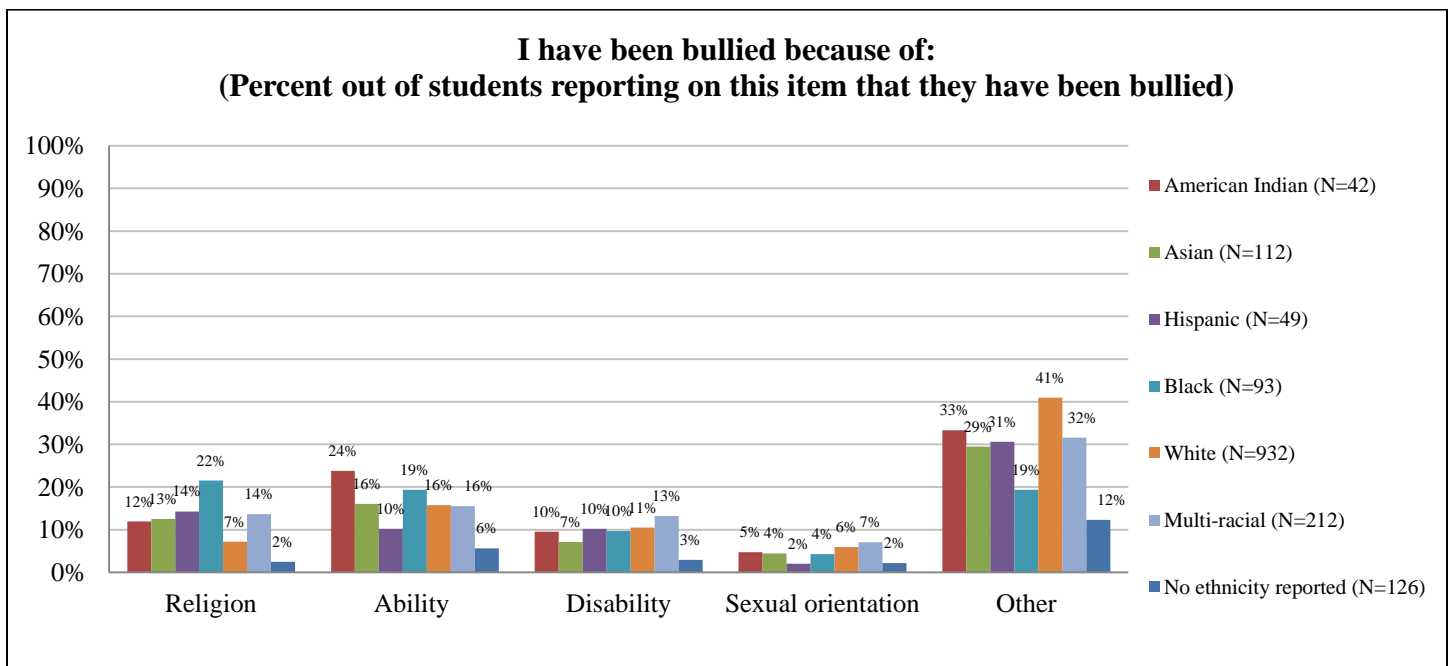
\*\* Sexual orientation was a new response option beginning in 2014.

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. (The two figures below are a continuation of the list of reasons provided as options).



N= number of students reporting at least one reason for being bullied.



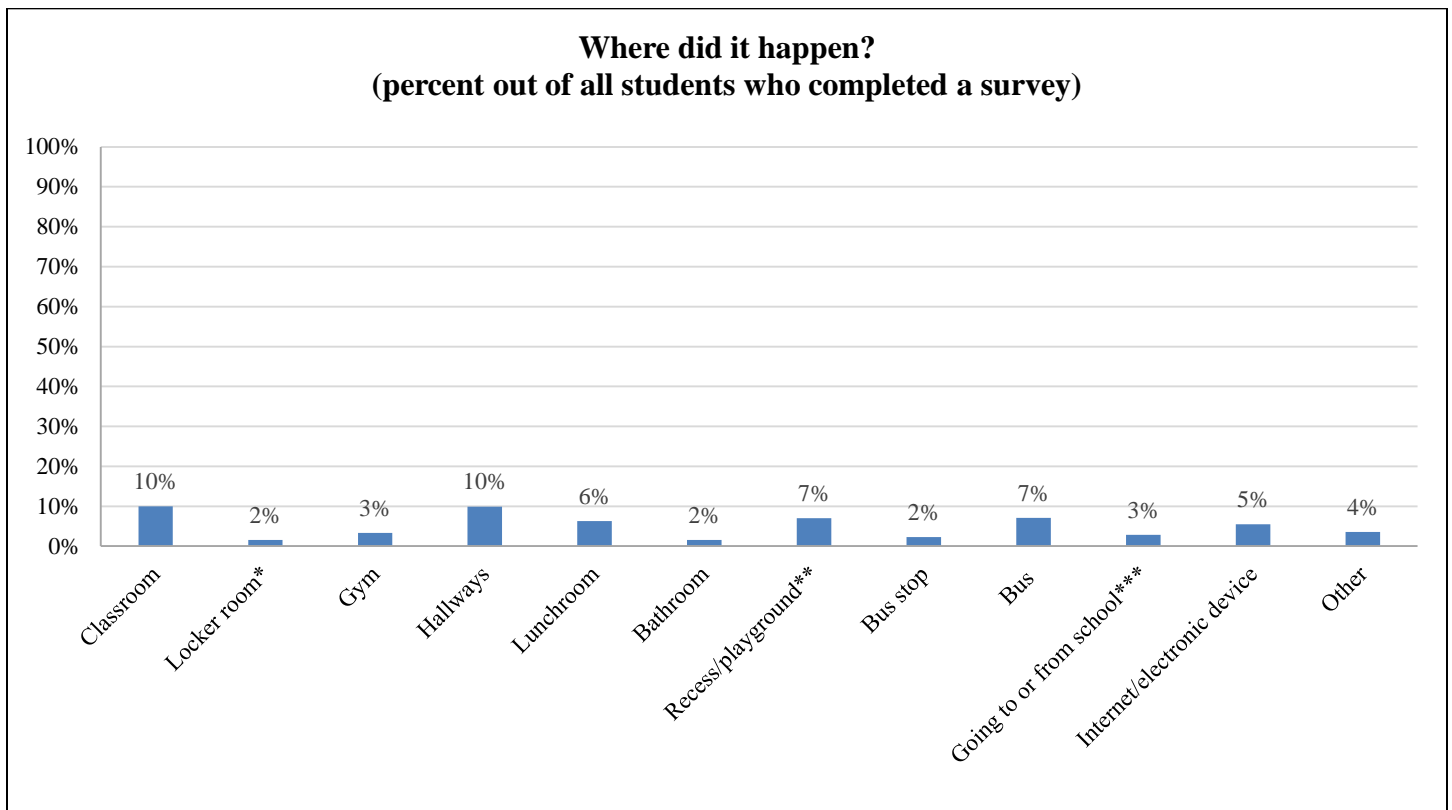
N= number of students reporting at least one reason for being bullied.



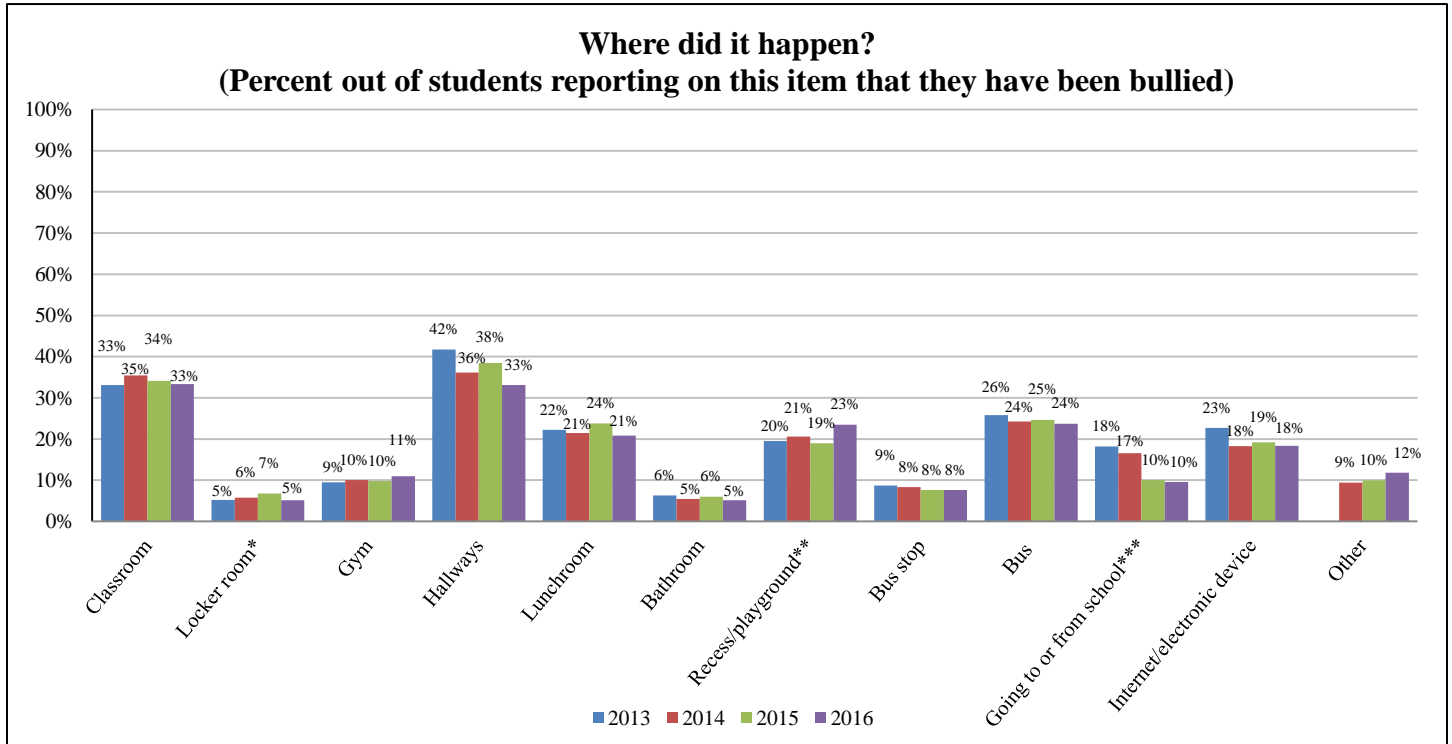
**“If you were bullied, where did it happen?”**

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

- Ten percent of all students who took the survey said that they have been bullied in the classroom and/or hallways.
- Seven percent of students who took the survey did not respond to this item, while 63% responded that they “have not been bullied.”
- Furthermore, 33% of students reported that they were bullied in the hallways, down from 38% in 2015.
- Approximately 21% of students reported that they were bullied in the lunchroom, down from 24% in 2015.
- The percent of students who report being bullied at the bus stop remains steady from last year.
- Of the elementary students who reported being bullied in one of the select locations, 23% of the students reported that they were bullied during recess or on the playground, up from 19% in 2015 (see page 16).



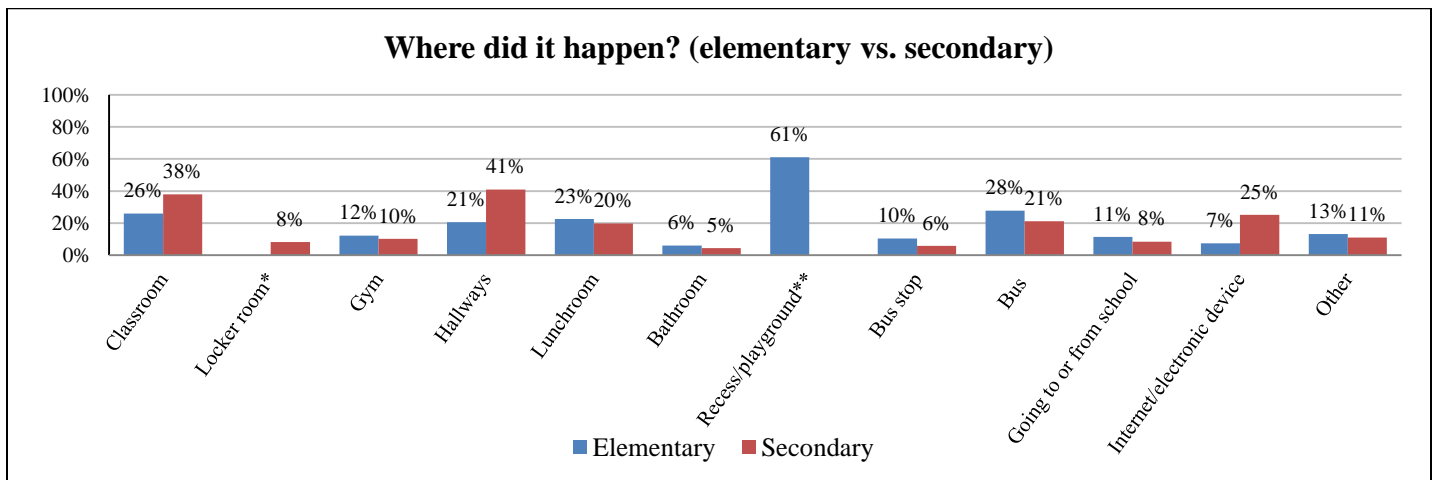
\*Indicates this was a response option for secondary students only. \*\* Indicates this was a response option for elementary students only. \*\*\* Indicates this response option changed to Going to or from school in 2015. Previously, this response option was My neighborhood.



\*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. "Other" was not a response option 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 four responses included: (1) at home or a friend's house, (2) at a park/recess, (3) at A+ or afterschool activities, and (4) at a football game or other game.

**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 (61%), while secondary students were most likely to report being bullied in the hallways (41%).
- Secondary students were more likely than elementary students to report that they were bullied in the classroom, 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.

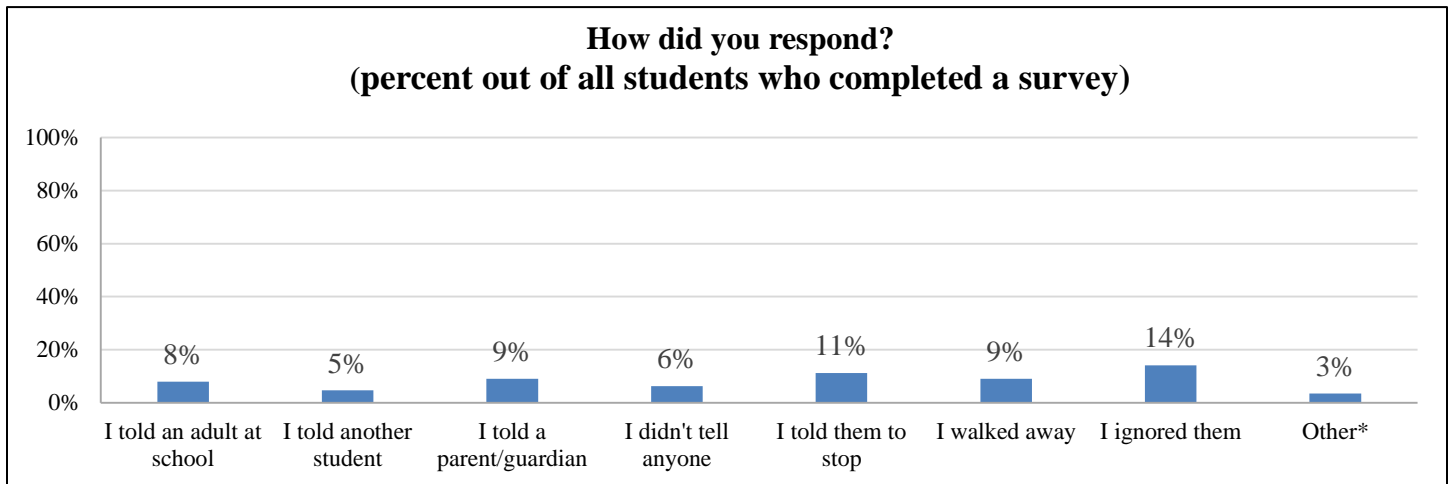


\* Indicates this was a response option for secondary students only. \*\* Indicates this was a response option for elementary students only.

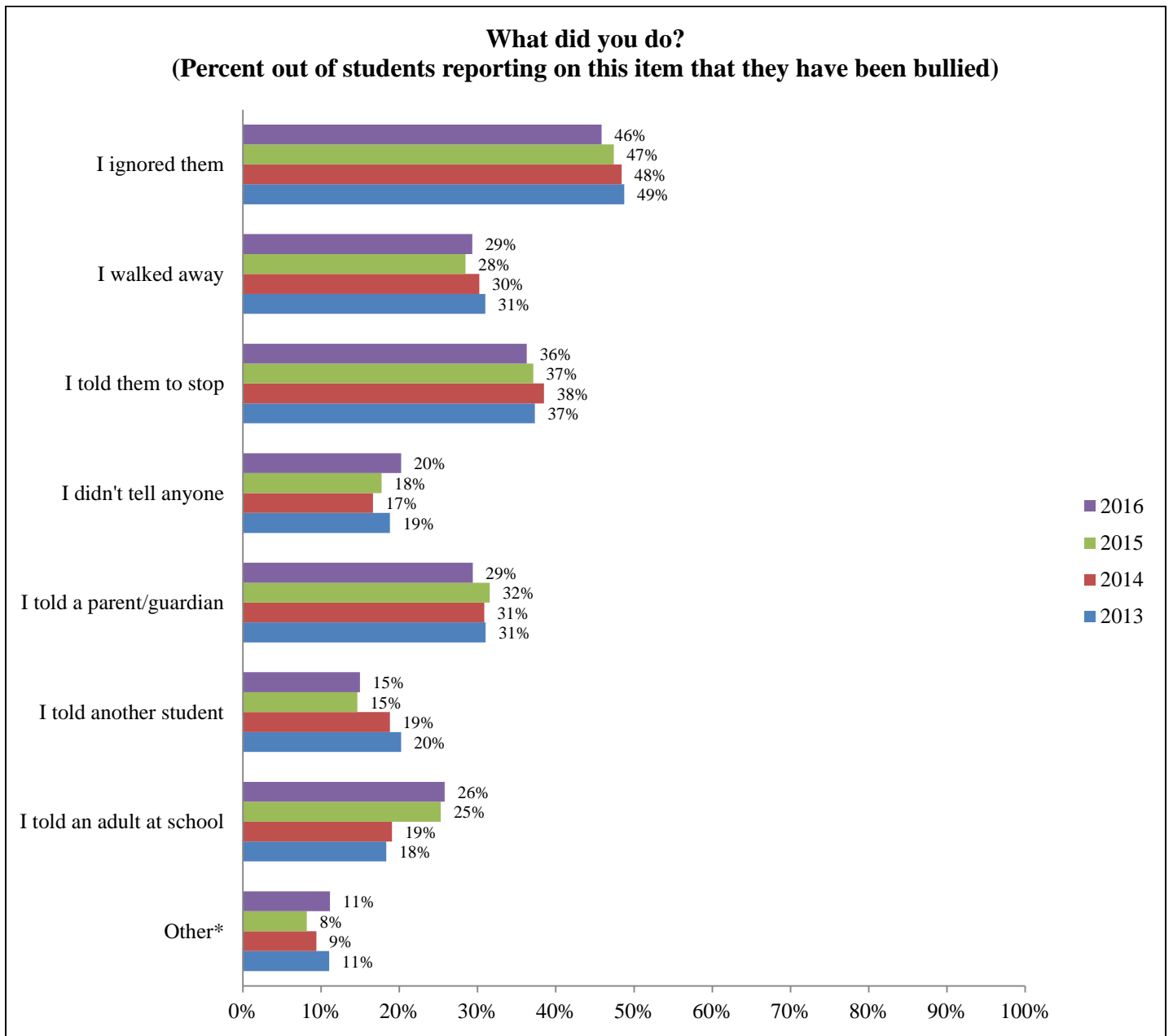
**“If you were bullied, what did you do?”**

(Students were instructed to select all responses that applied)

- When the students were asked what they did about being bullied, 7% did not respond and 62% reported that they “have not been bullied.”
- Students who were bullied were most likely to ignore the bully, tell them to stop, or tell a parent/guardian.
- The percent of students who reported ignoring them and telling another student have steadily declined since 2013.
- 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” in 2015 and 2016.



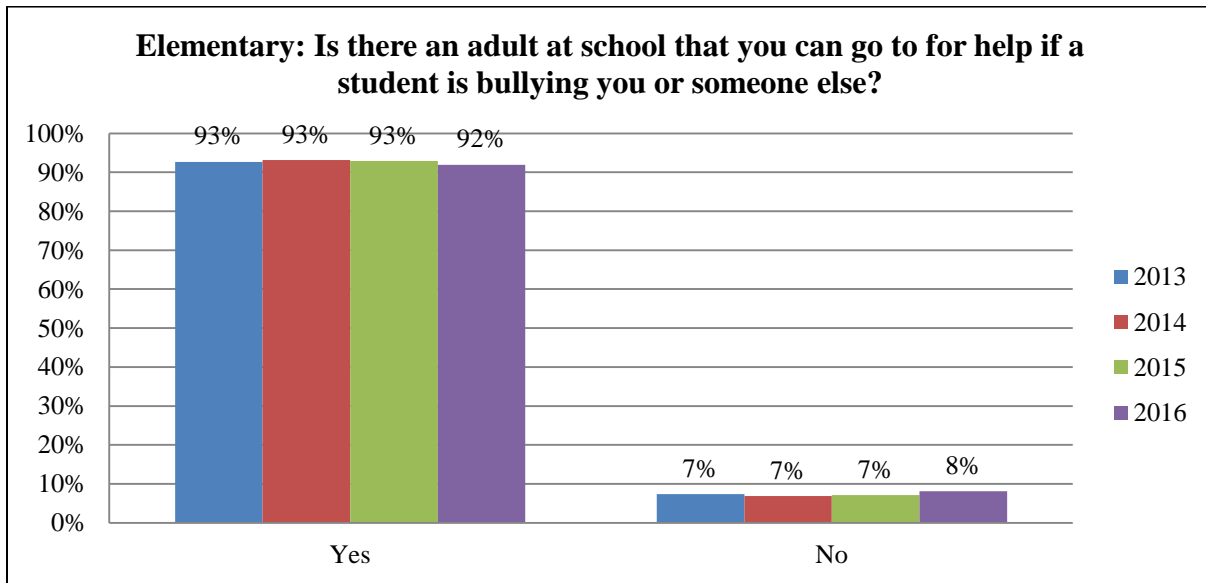
Note: “I told an adult at school,” “I told a school social worker,” and “I told the principal/AP” were combined in 2015 and represented as one response option, “I told an adult at school.” For the “other” responses, students were provided the opportunity to include other actions they took. From these open-ended responses, the top three responses included: (1) fought back, (2) talked back, and (3) nothing or kept to myself.



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." 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

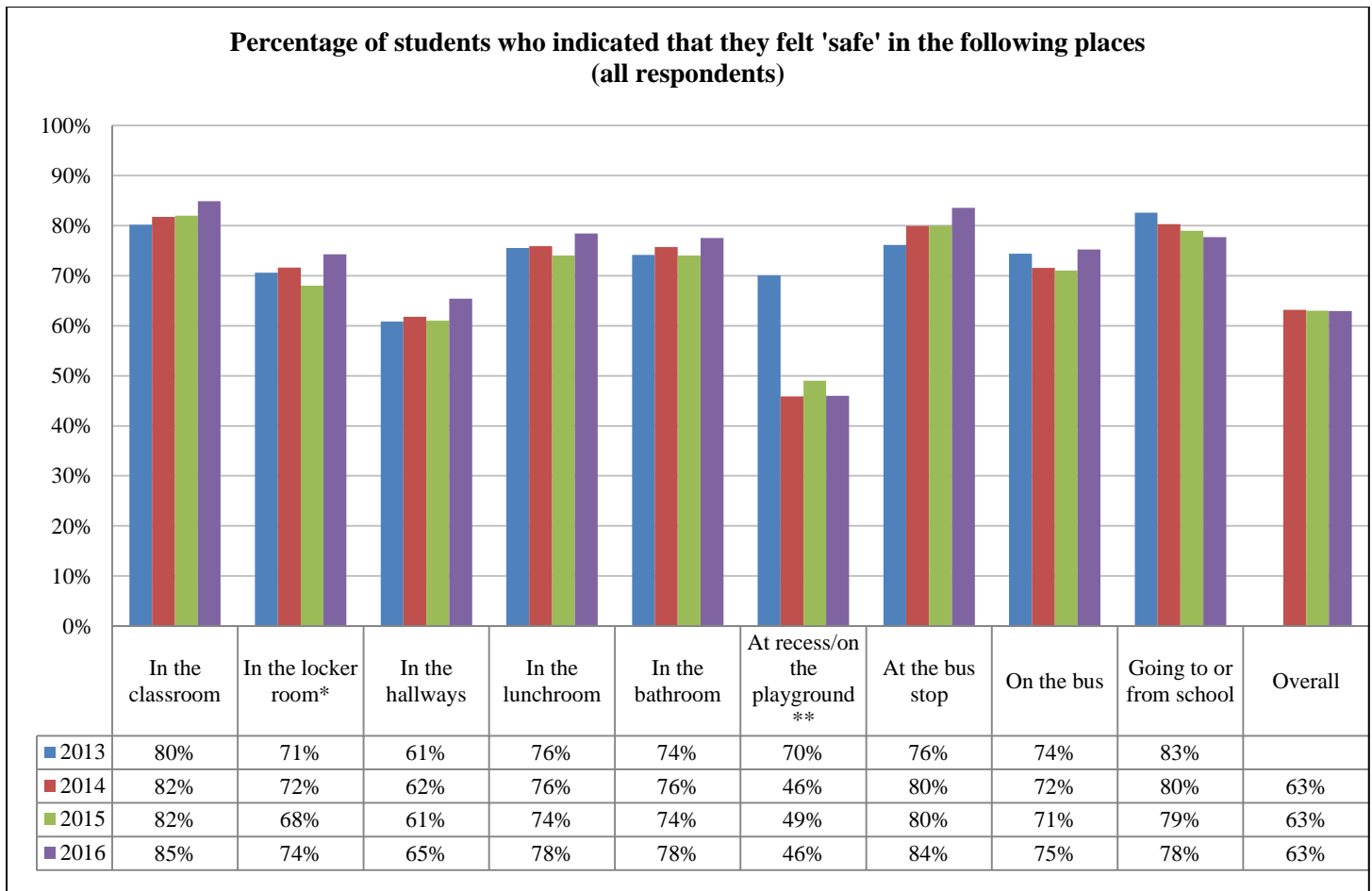
- Elementary students’ reports of having an adult to go to for help declined slightly in 2016, after remaining constant the previous three years.
- At the secondary level, the question changed in 2016 from “I believe that an adult in my school will help if I report bullying or harassment” to the question that has been used at the elementary level. Therefore, longitudinal data at the secondary level is not available for this item. In 2016, 90% of secondary students said there is an adult at the school they can go to for help, slightly lower than the elementary school rate of 92%.



Note: This question was changed in 2016 to match the elementary wording. Trend data is not available.

**“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 77% of all students reported that they felt safe in the classroom, in the lunchroom, in the bathroom, at the bus stop, and going to and from school.
- Feelings of safety in the classroom, locker room, hallways, lunchroom, bathroom, at the bus stop, and on the bus all increased in 2016.
- Feelings of safety in the locker room (a secondary only item) increased 6% after having declined 4% in 2015, with 74% of students now reporting that they feel safe in this location.
- Feelings of safety at recess/on the playground (an elementary only item) decreased from 49% in 2015 to the same rate as 2014, 46%.
- Feelings of safety going to or from school continued to decline in 2016 (currently 78% of students feel safe in this location).
- Students’ overall feeling of safety has remained steady over the past 3 years, at 63%.

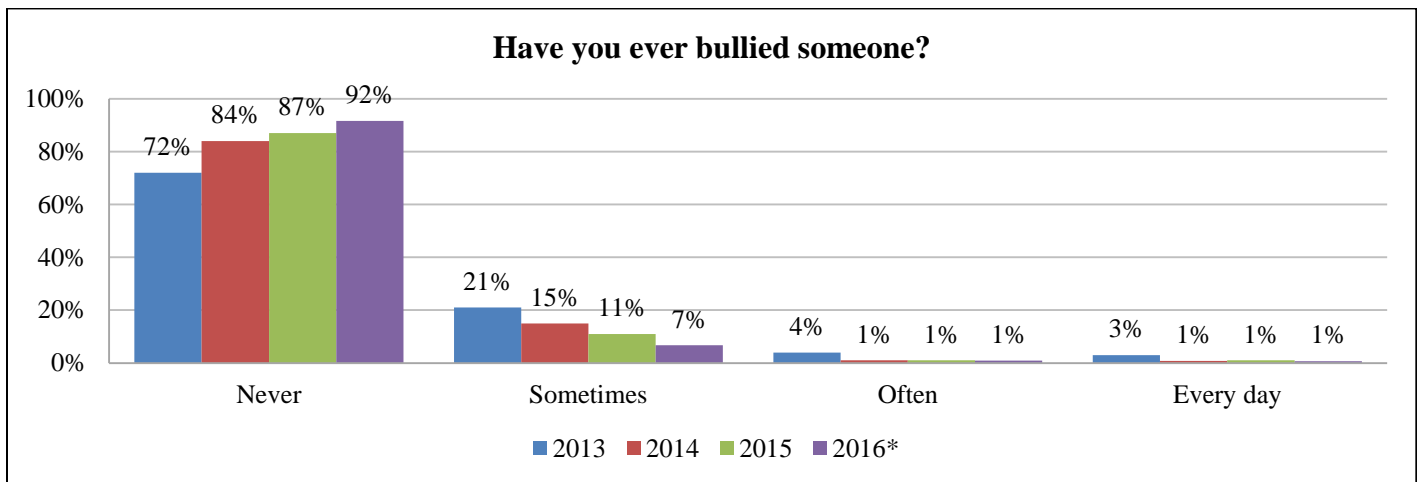


Note: Percentages do not include those students who indicated they felt ‘kind of safe’. \* Indicates this was a response option for secondary students only.  
 \*\* Indicates this was a response option for elementary students only. Students were not specifically asked about their feelings “Overall” in 2013.

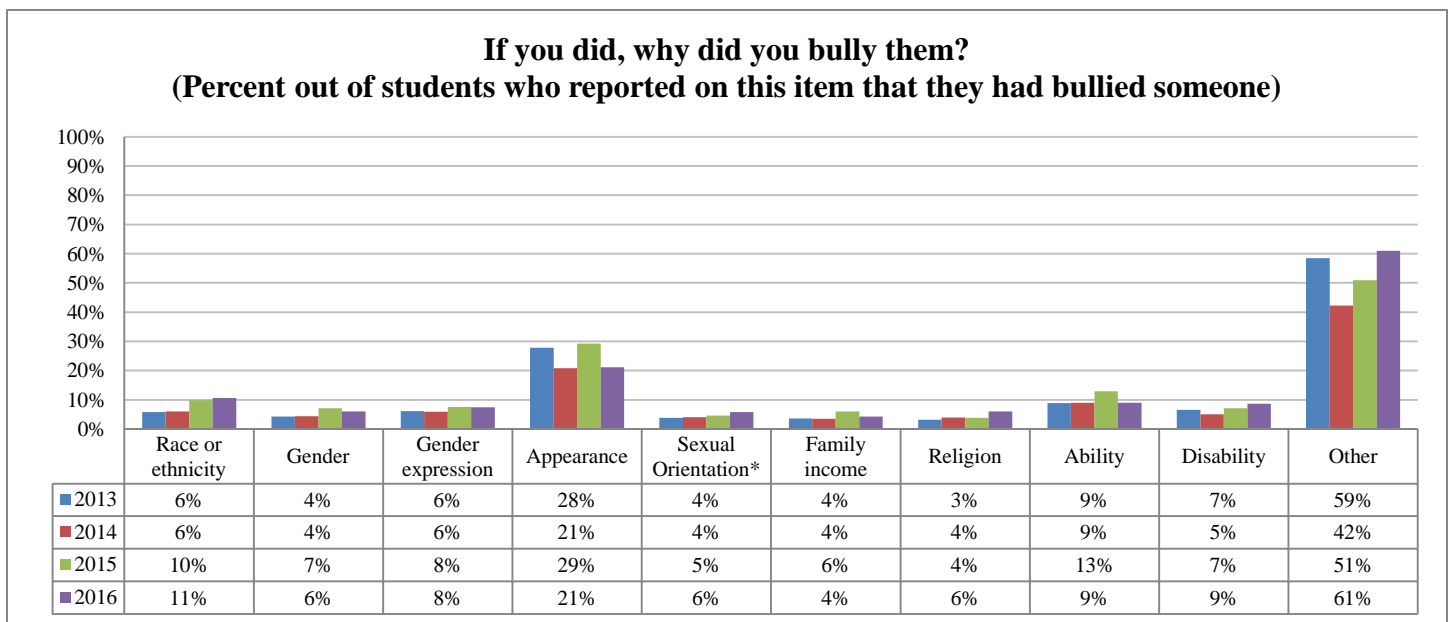
### “Have you ever bullied someone?”

The wording for the items presented in the next four graphs changed in 2016 to specify that the bullying occurred in the last month. Therefore, comparisons to previous years should be made with caution.

- Approximately 92% of all students reported that they have not bullied someone in the last month, while 7% of students do it ‘sometimes’.
- Just under 1% of all students reported that they bullied someone “often” or “every day”. This has remained relatively constant for three years, despite the change in item wording.
- Of the respondents who reported having bullied someone, 21% reported that they have bullied others because of their looks, while 61% chose the “other” option as a reason for bullying someone else.
- The most common themes among students who reported bullying someone else for “other” reasons was because the person had bullied them or their friends and because they were joking around.



\* Wording for this item changed in 2016 to specify that the bullying occurred in the last month.

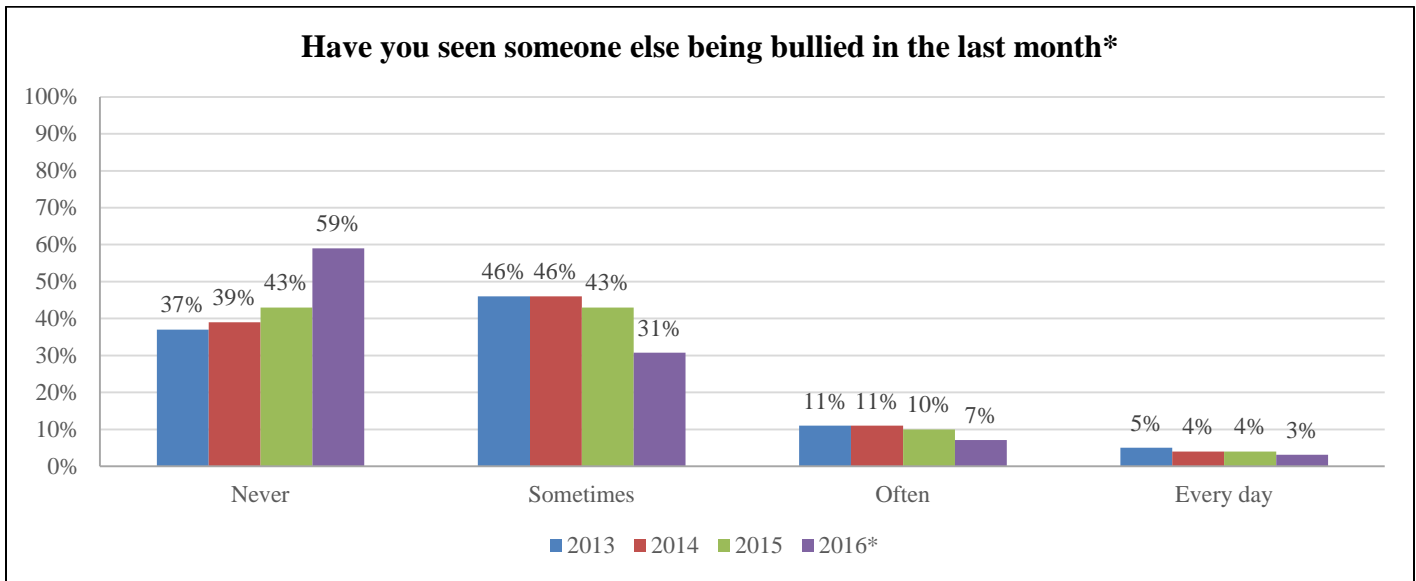


\* Indicates this was not a response option for elementary school students.

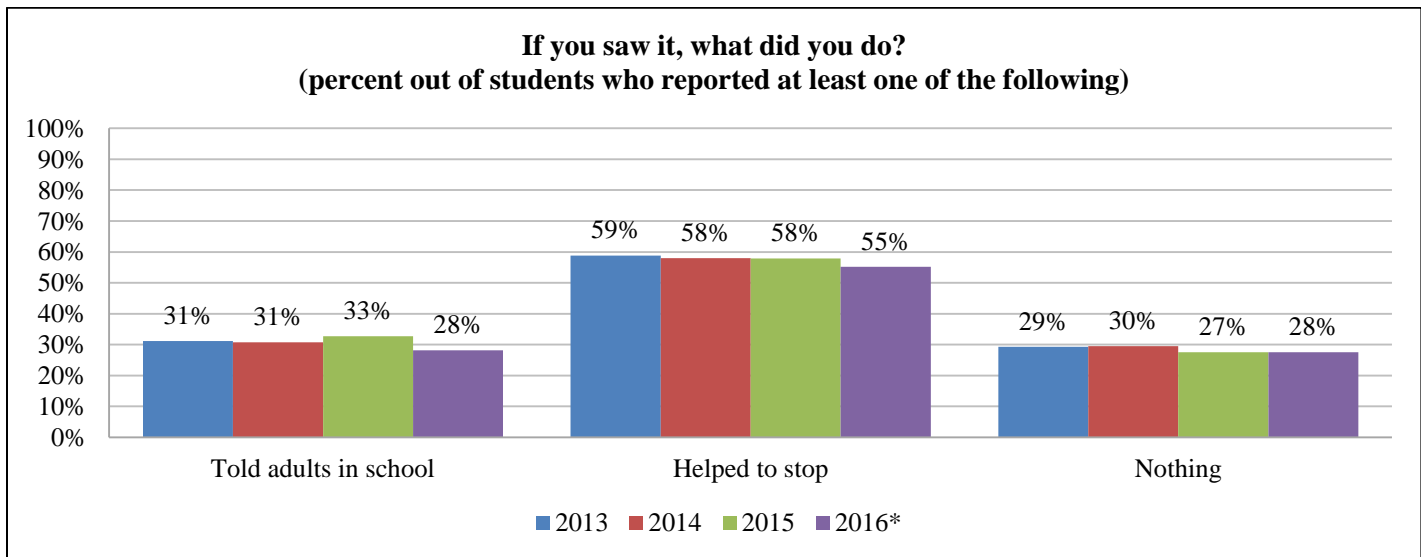
Note: In 2016, students were instructed to respond for the last month, while in previous years a time span was not specified. Students were instructed to select all that apply. For the “other” responses, students were provided the opportunity to include other reasons of why they bullied someone else. From these open-ended responses, the top two responses included: (1) they bullied/were mean me or my friends and (2) I am joking around.

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

- About 59% of students reported that they have not seen someone else being bullied in the past month, while 31% of students have seen it ‘sometimes’.
- Approximately 7% of all students reported that they have seen someone else being bullied “often” in the last month and 3% of students reported that they have seen someone bullied “every day”.
- About 83% of students who saw bullying either told an adult at school or helped to stop the incident.



\* Wording for this item changed in 2016 to specify that the bullying occurred in the last month.

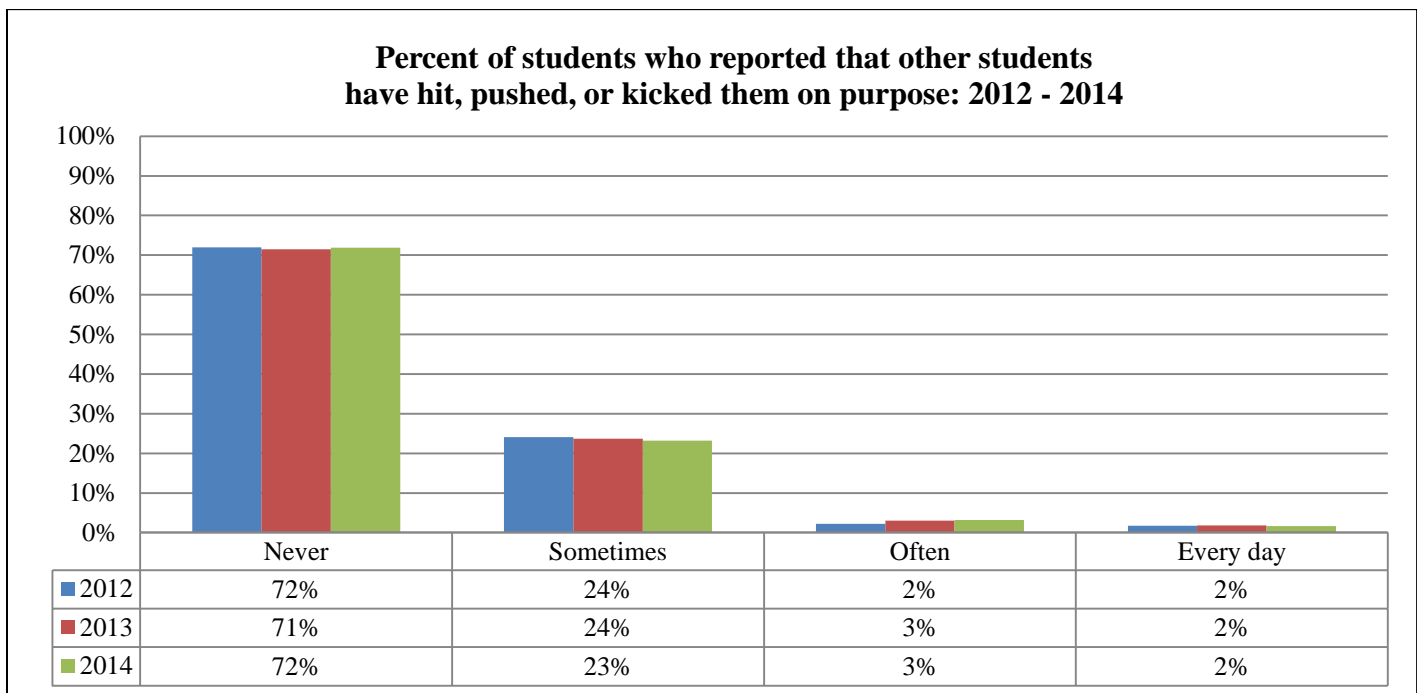
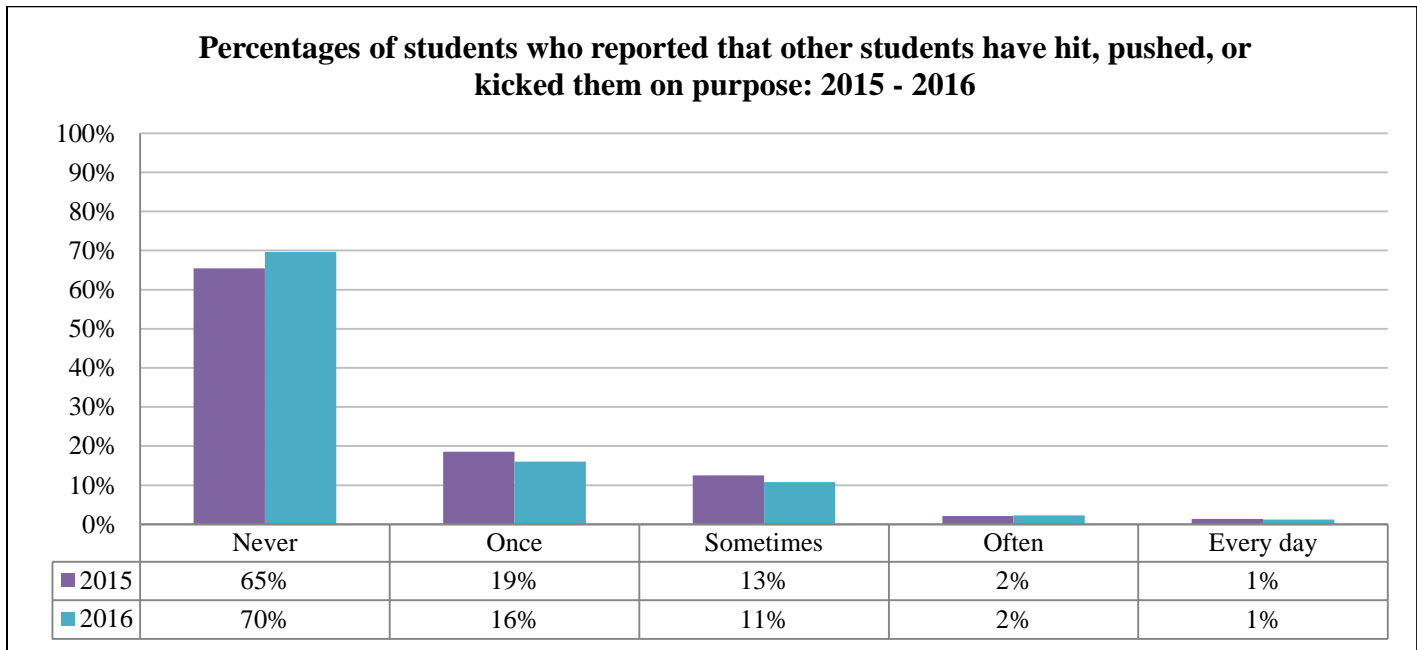


\*In 2016, students were instructed to respond for the last month, while in previous years a time span was not specified. Percentages of students who indicated what they did when they saw someone being bullied out of those who reported doing at least one of these actions. Students were also given the option of ‘other.’ Students were instructed to select all that apply.

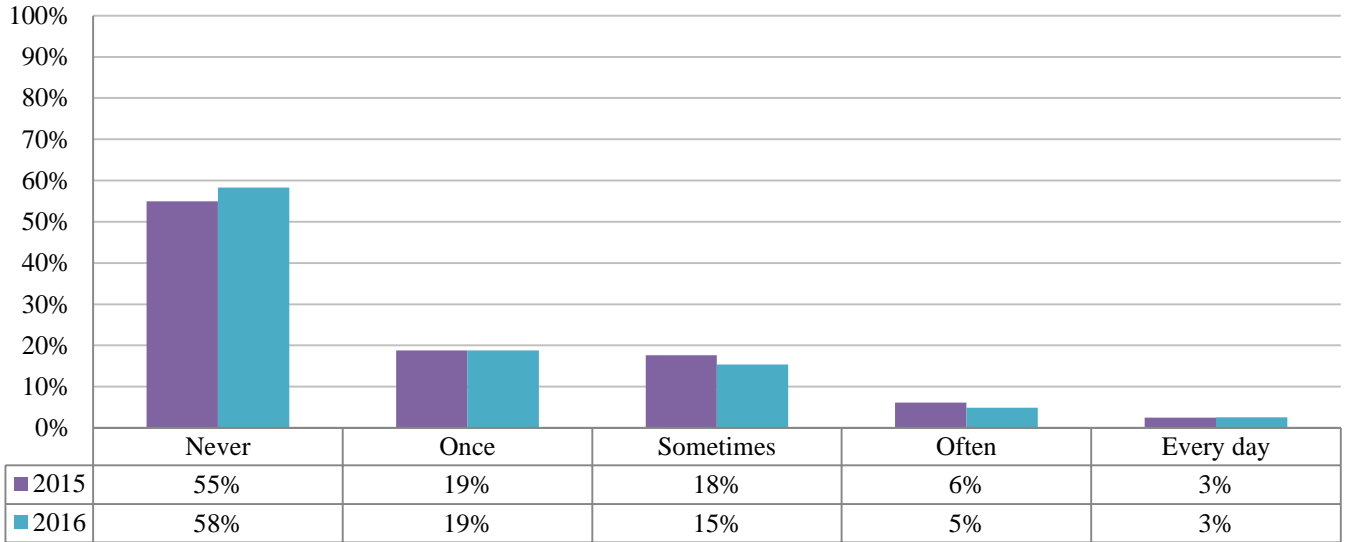


### Comparing survey responses by year

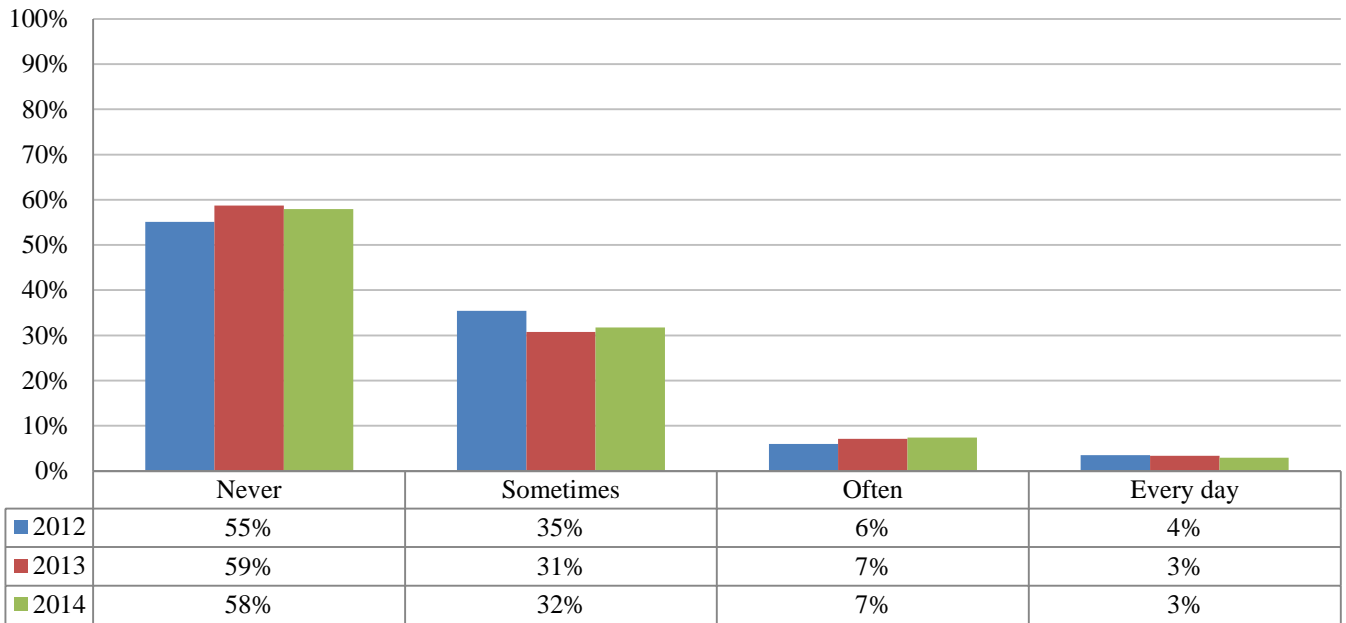
For the series of survey questions asking, during the past month, how often have they experienced each of the seven bullying behaviors, the response options changed. Prior to 2015, the options included never, sometimes, often, and every day. Beginning in 2015 the response options included never, once, sometimes, often, and every day. The following pages contain the reported frequency of students experiencing these behaviors over the last 5 years. The 2015 and 2016 results are depicted separately due to the change in scale described above.

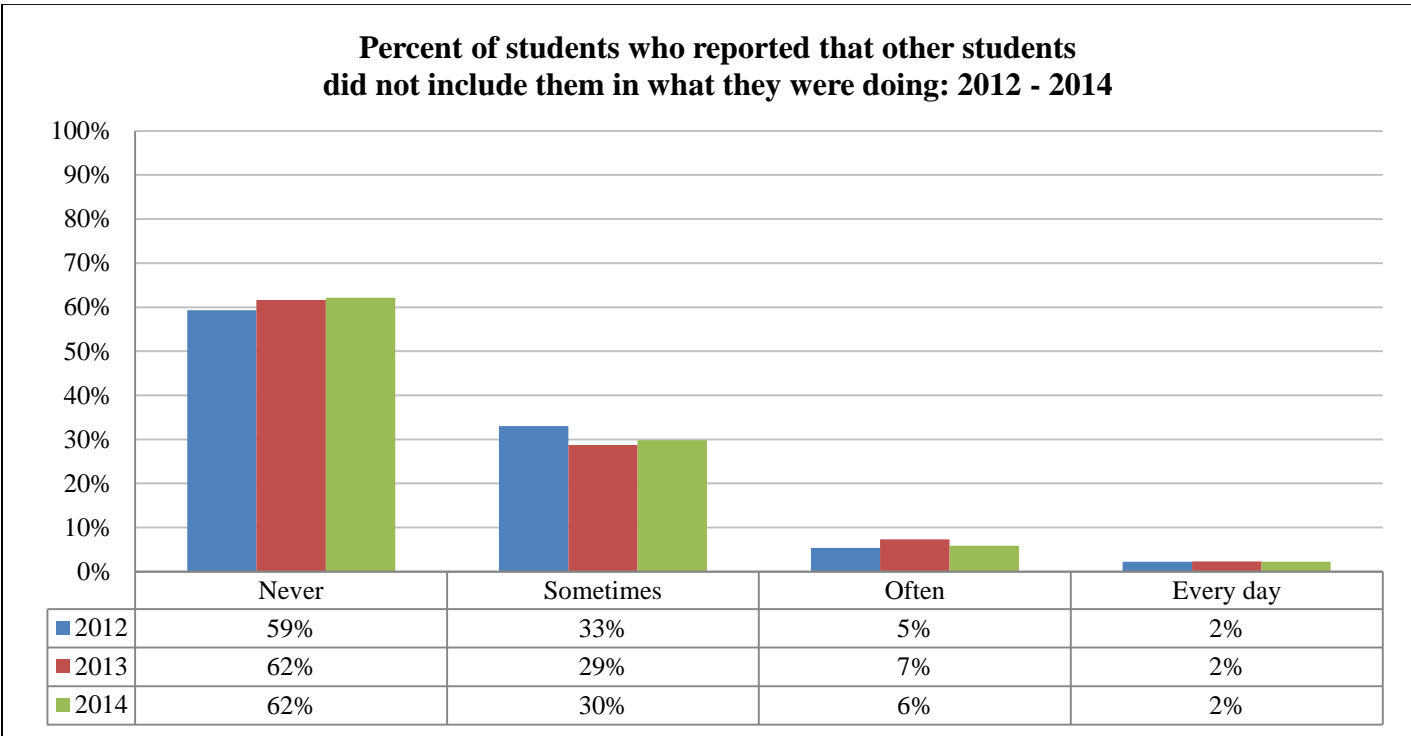
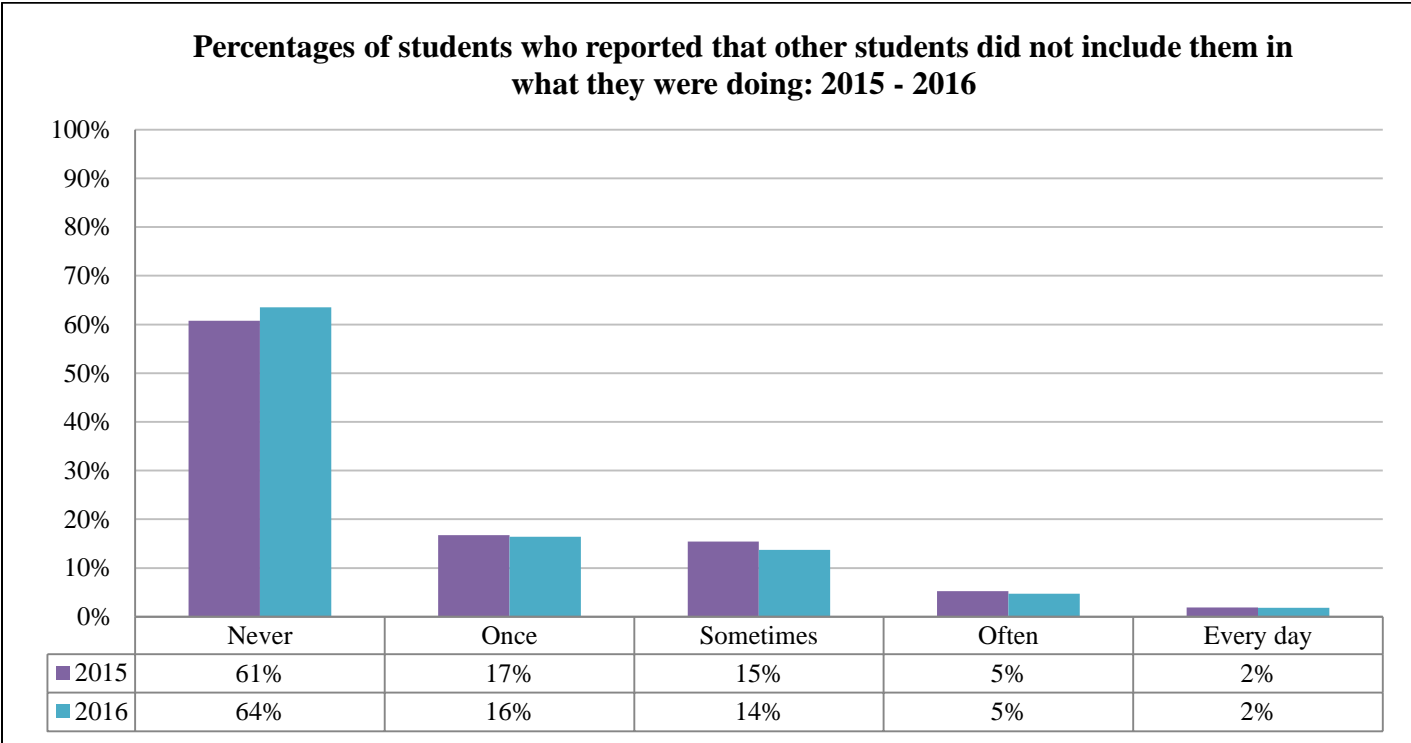


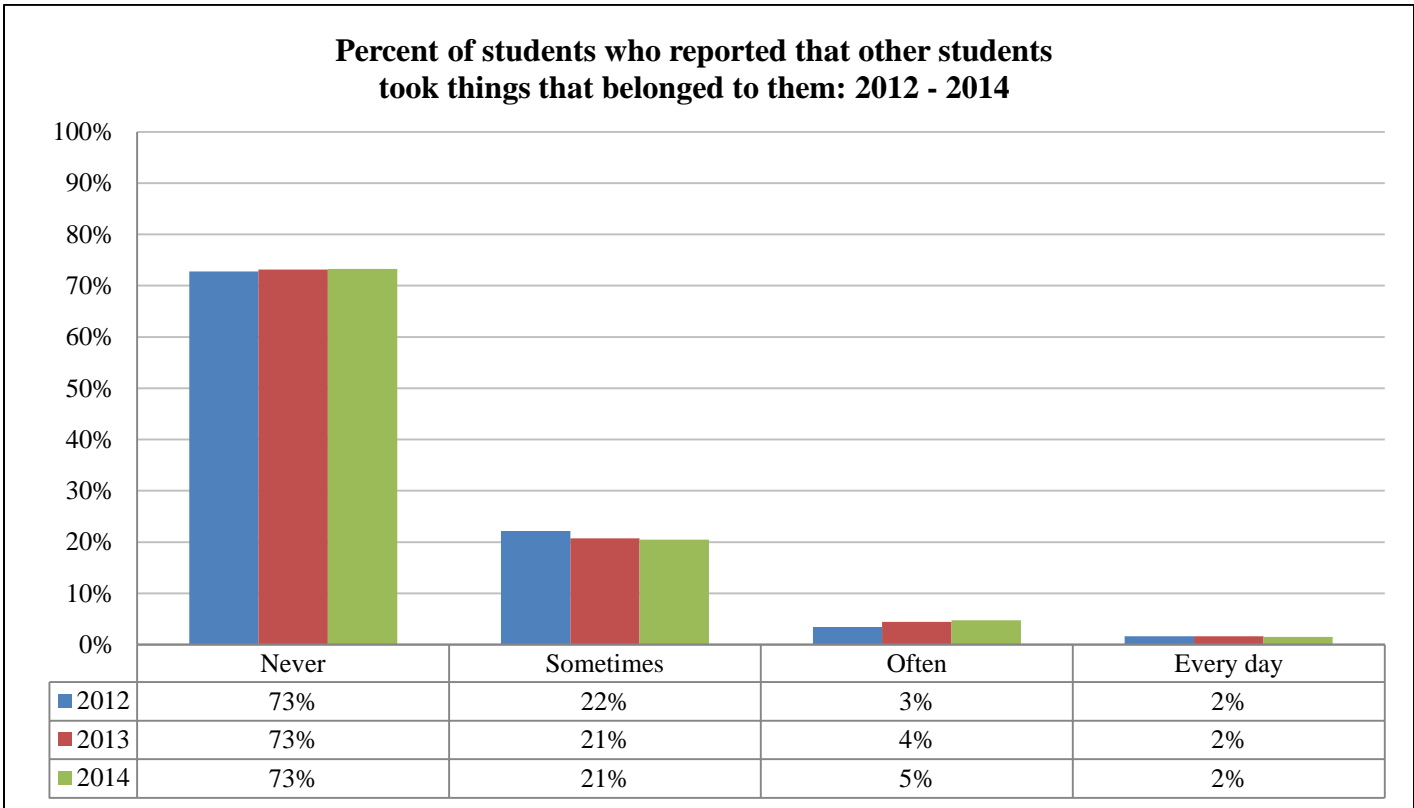
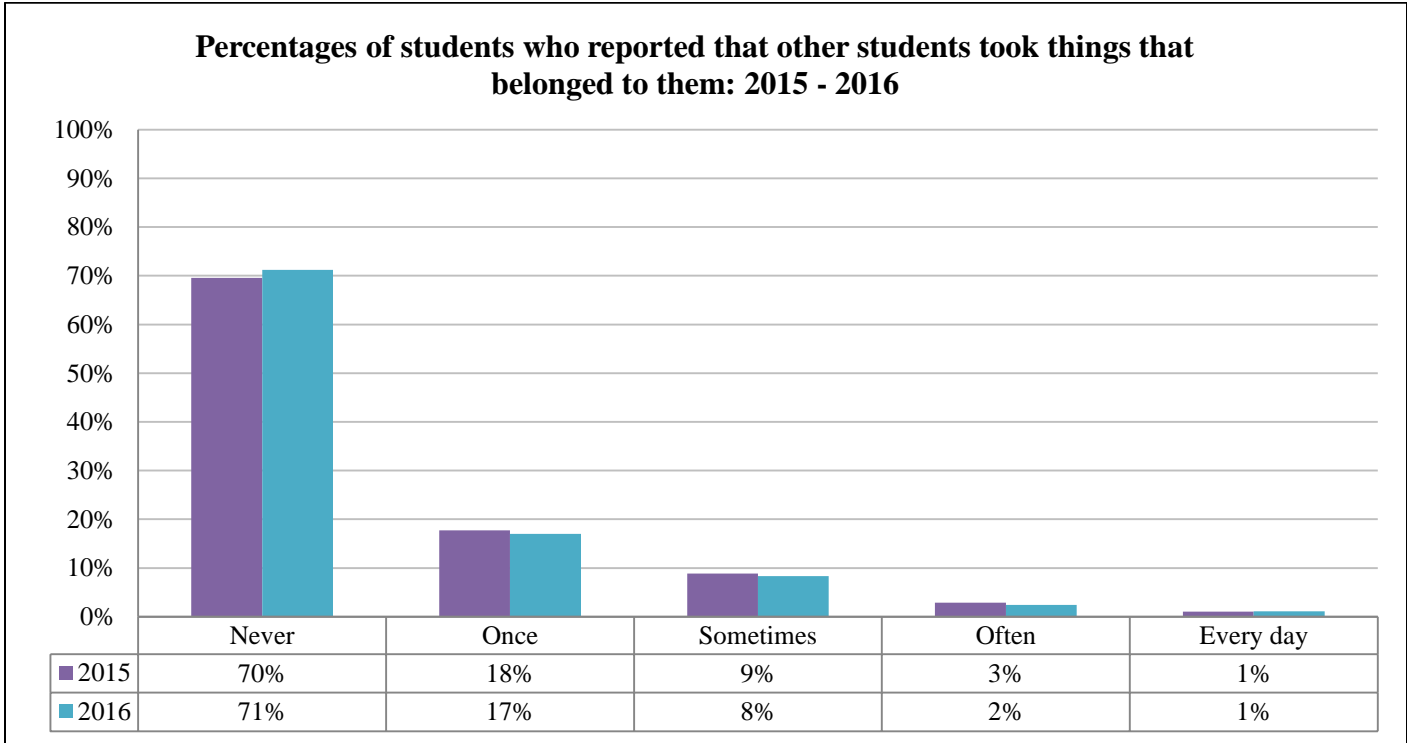
**Percentages of students who reported that other students have said mean things, teased them, or called them names: 2015 - 2016**



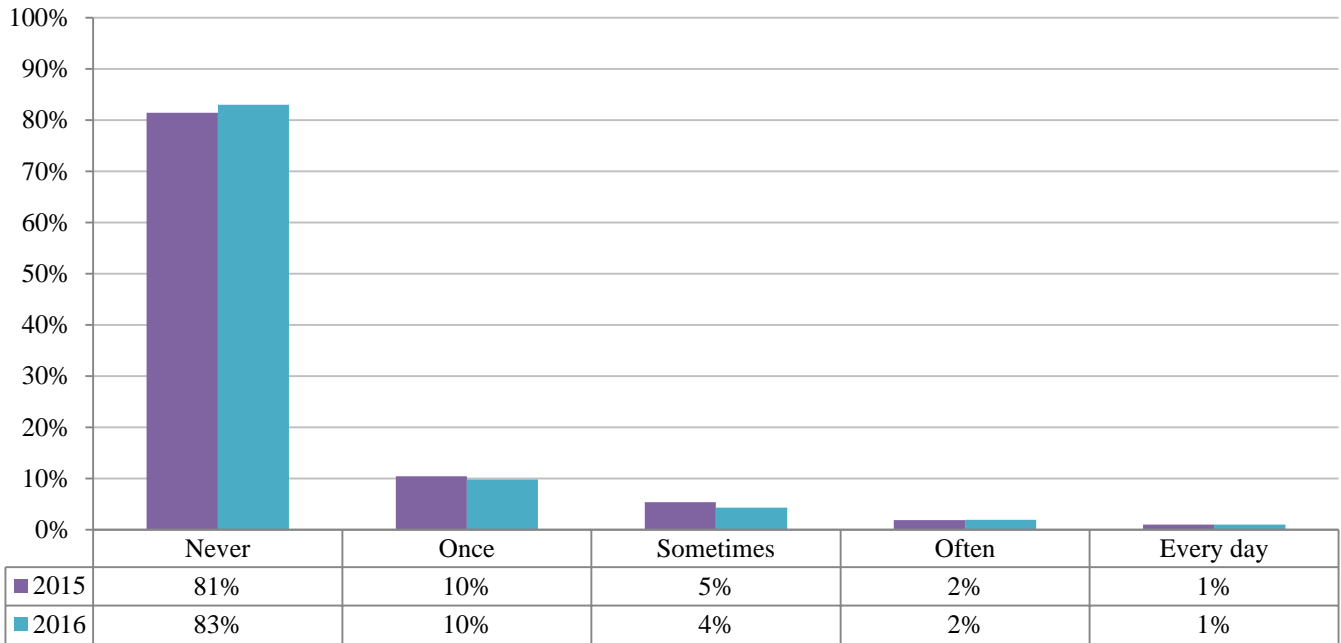
**Percent of students who reported that other students have said mean things, teased them, or called them names: 2012 - 2014**



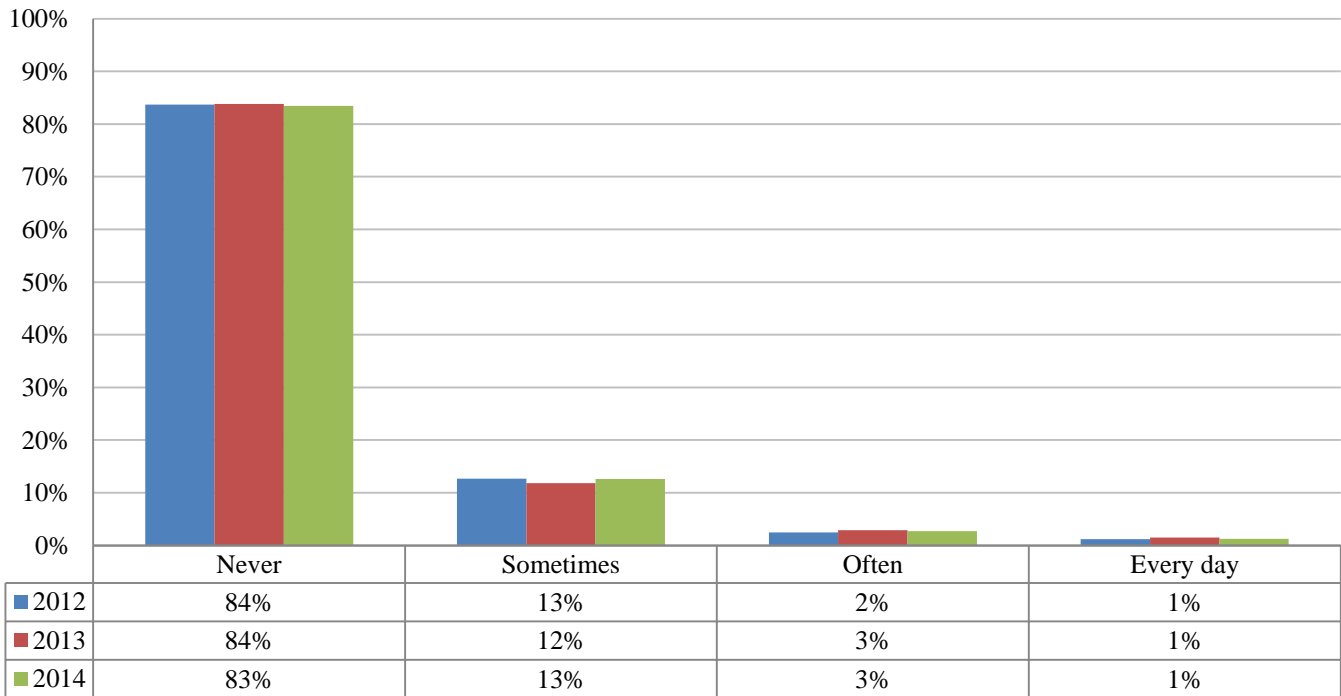


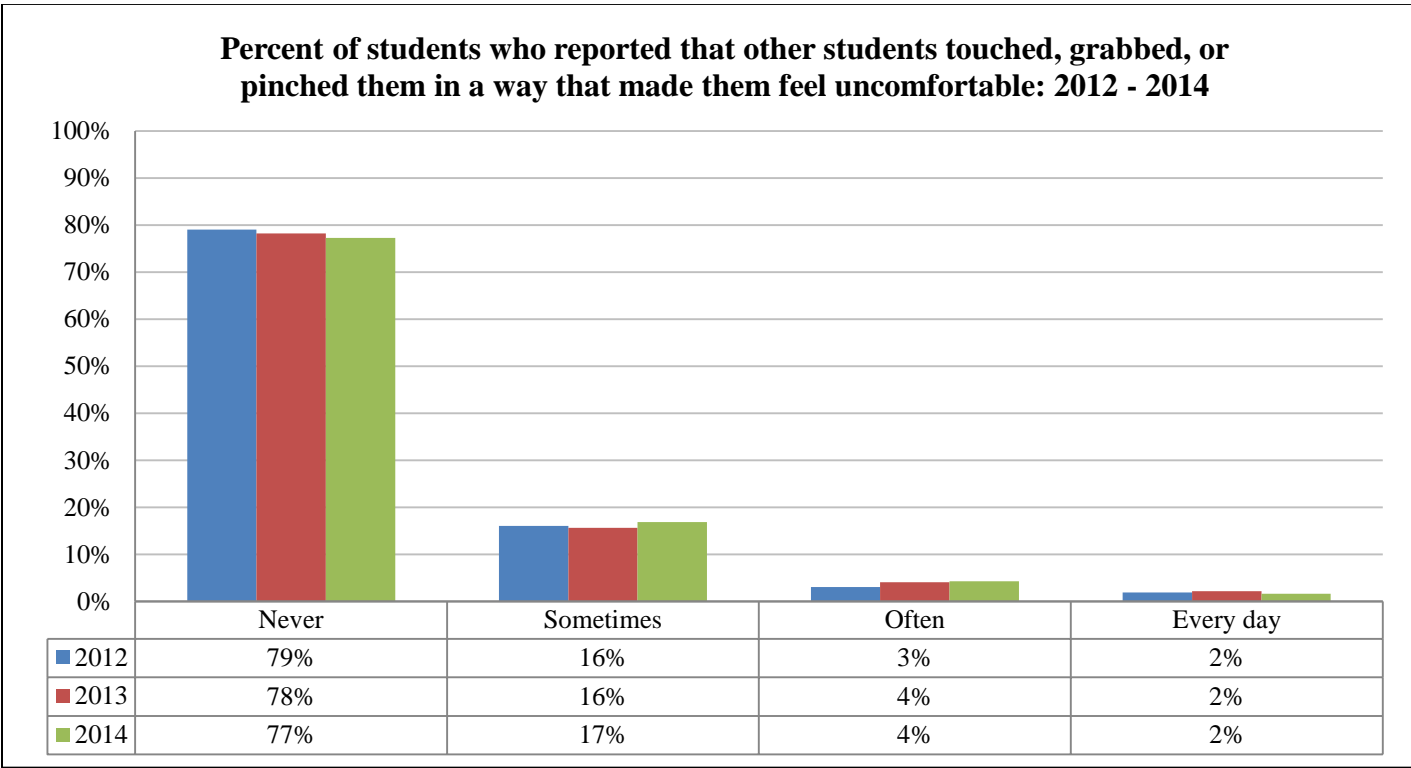
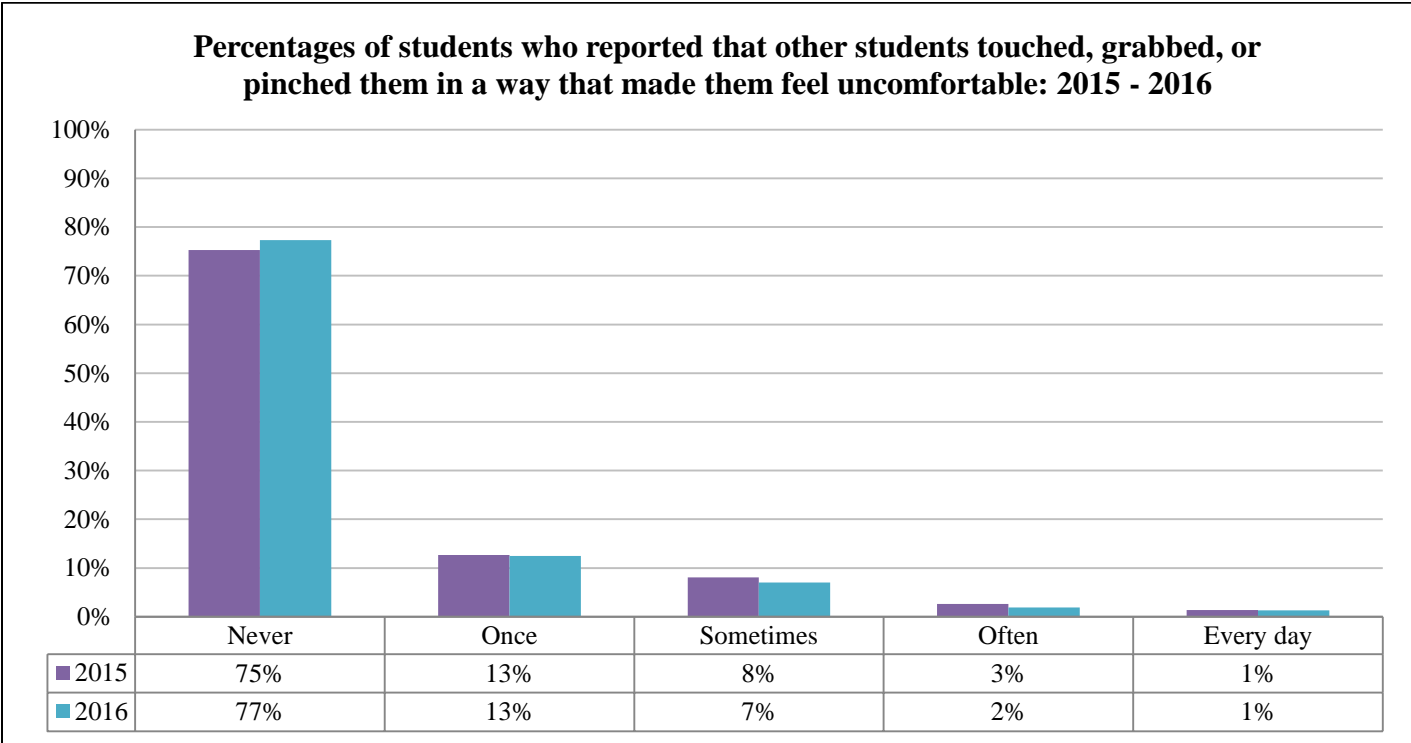


**Percentages of students who reported that other students threatened to hurt them or take things: 2015 - 2016**

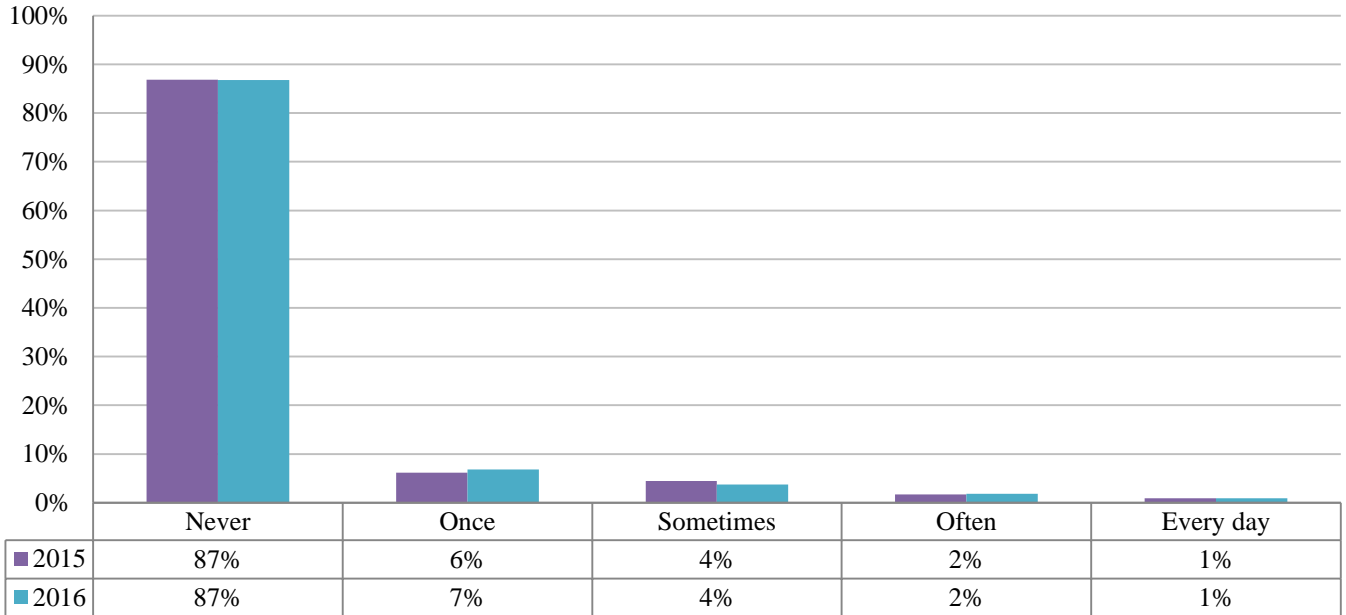


**Percent of students who reported that other students threatened to hurt them or take things: 2012 - 2014**

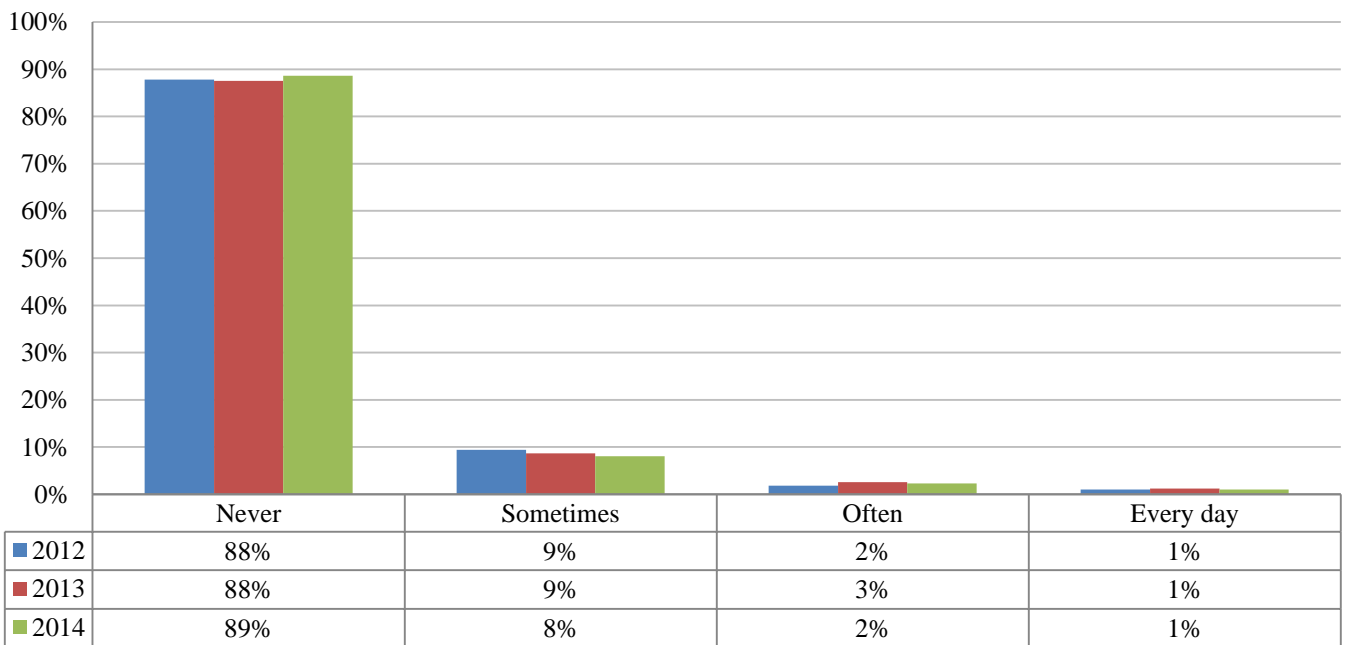




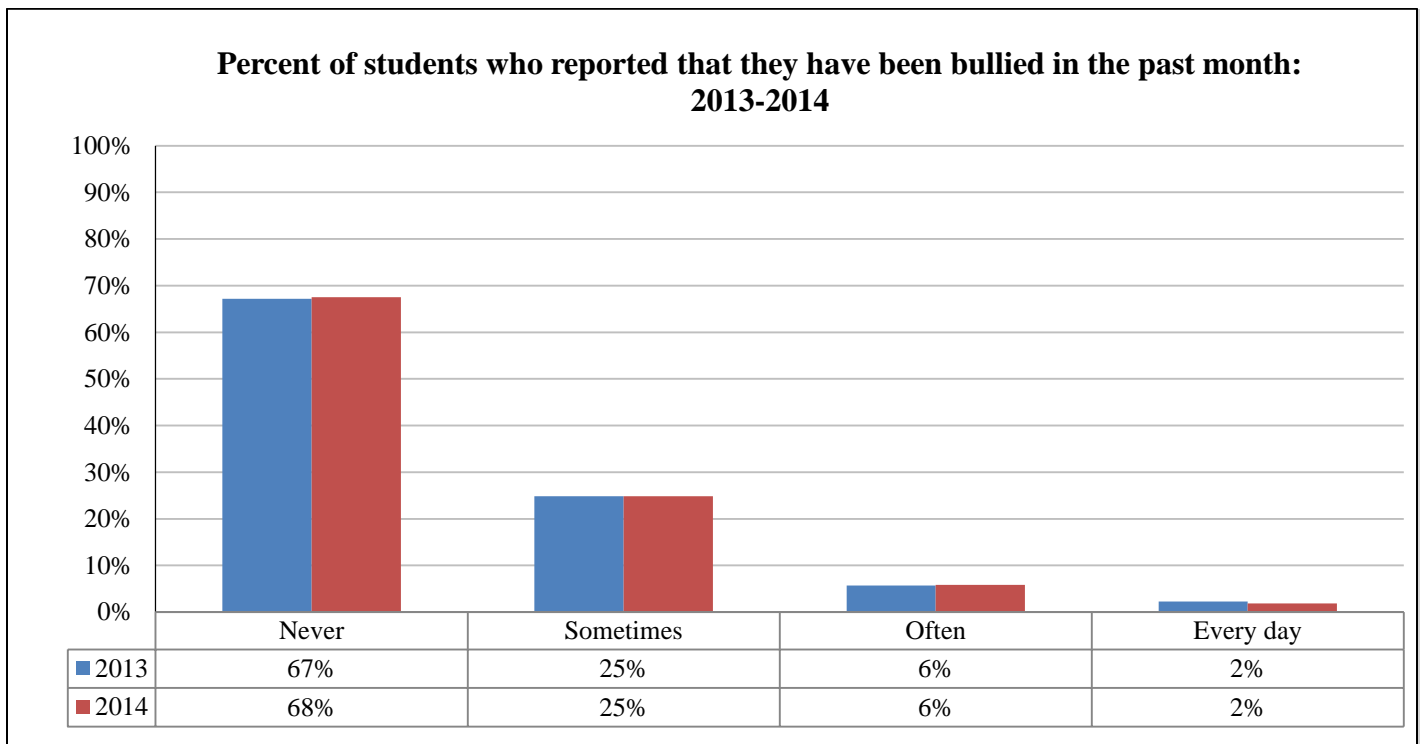
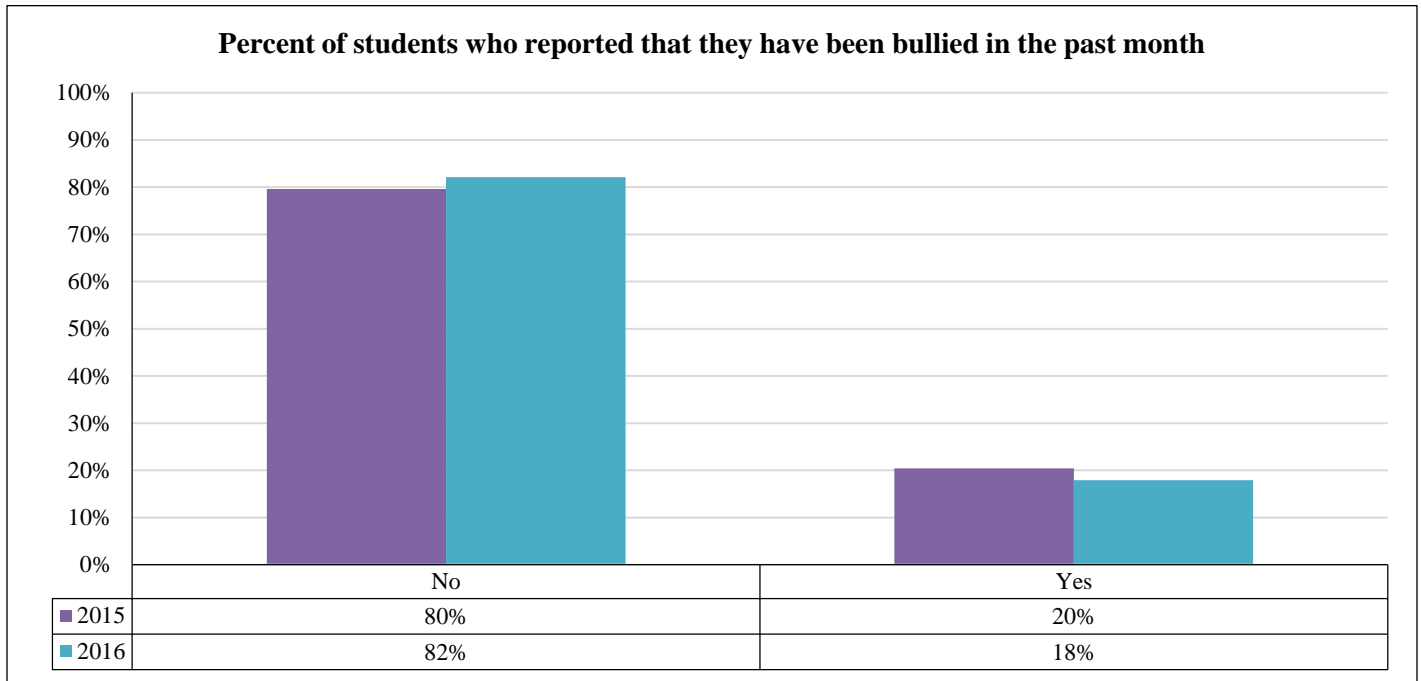
**Percentages of students who reported that other students did mean things to them through the computer, cell phone, or other electronic device: 2015 - 2016**



**Percent of students who reported that other students did mean things to them through the computer, cell phone, or other electronic device: 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 and 2016 results are depicted separately due to the change in scale described above.





## Open-ended responses

Students were instructed, “If you do not feel safe at school, please tell us why.”

### *Elementary*

Themes from elementary students included:

- Students reported having mean things said about their height, their weight, their name, or something about their appearance.
- Students reported not feeling safe because of the fear that they might be bullied.
- Students also reported lack of supervision at recess, in the hallways or in the bathroom, as a reason why they felt unsafe.
- Students reported fearing violence from strange adults, including that someone might come into the school or playground and start shooting or kidnap them. Students were particularly concerned about being kidnapped from the playground. Many students also mentioned fearing clowns.
- Students reported feeling unsafe because of older students who bully them and other students bringing weapons to school.
- Lastly, students mentioned feeling unsafe because of potential disasters, including tornadoes, fires, and bus crashes.

### *Secondary*

Themes from secondary students included:

- Students reported not feeling safe because of older students in the school as well as fears about violence in the schools and on the bus.
- Students fear that clowns will attack them.
- Students mentioned having mean things said about their height, weight, or other appearance factors.
- Lastly, students reported feeling unsafe because of crowding and lack of supervision in the halls. Many students mentioned that they can be shoved, tripped, or kicked in the hallways.

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.