

# SOAR V COMMUNITY RESEARCH



# STUDENTS SURVEY 2023 REPORT OF FINDINGS

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## INTRODUCTION AND METHODOLOGY

As Hudsonville Public Schools revisits and updates its SOAR strategic plans for SOAR V, it recognizes it is essential to communicate with and involve its communities of parents, residents, staff and students into its planning process. Consequently, Hudsonville Public Schools has asked Gartner & Associates to conduct this related community research.

The value of this community research is threefold:

1. First, this community research collects each stakeholder group's distinct perceptions of the Hudsonville district's relevant education needs, issues, culture and performance.
2. Simultaneously, this research enables Hudsonville Public Schools to dialogue with its various community members and strengthen its relationship with them.
3. Finally, this research also acts to inform district residents, staff and students about the issues facing Hudsonville Public Schools and alternative solutions.

This community research centers around plans to improve teaching and learning within Hudsonville Public Schools -- including academic achievement, instruction and curriculum, supporting transitions from one school levels to the next (such as elementary to middle school), parents support for their children's learning, the surrounding educational culture and environment, and supporting programs, services and infrastructure comprising the total educational experience for Hudsonville students and their families.

This phase is an online survey with 9th-12th grade students attending Hudsonville Public Schools. A **total 1,372 students** completed the survey during the week April 20 –25, 2023.

Other online surveys have been conducted this Spring 2023 with the district's staff and with all parents with children currently at Hudsonville Public Schools.

The initial phase of this community research was a set of seven focus group discussions in February-March 2023 with parents, grandparents, other residents, business people, staff and students to confirm major issues and guide development of survey questionnaires.

Students took the survey by clicking on the survey link in an email from the district's superintendent.

The survey was transparently hosted on the Survey Monkey online survey service via Gartner's annual subscription. When a student completed the questionnaire and submitted their survey, they were transparently returned to the district's home page.

Percentage findings are reported for total Hudsonville High School 9-12 grade level students. However, the companion Excel database does include separate worksheets and frequency distributions for each grade level 9 through 12.

Verbatim responses to questions calling for additional comments are provided in an appendix separate from this report.

The sampling error range for 1,372 students, proportionately adjusted for a total population of approximately 1,963 Hudsonville High School Campus students, is 0.3% to 1.5% at the 95% confidence level.

Data from the 2020 Students survey is also included in this report. However, direct comparisons between this 2023 survey and the 2020 survey should be cautioned, given the different profile in the grade level of the respondents. Whereas this 2020 survey was more closely evenly distributed with approximately 25% of the respondents in each of the four grade levels 9th through 12th, the 2023 student sample has more freshmen and sophomores (56%). Additionally, the 2020 survey sample was 65% female and this 2023 survey sample is 52% female.

Gartner designed and directed the research, developed the questionnaire in consultation with Hudsonville Public Schools, provided web access, analyzed the data, and provided this written report of the survey findings.

The contributions of Dr. Doug VanderJagt and his leadership team are duly and appreciably noted here.

## SUMMARY OF FINDINGS

**1. Proud to be a Hudsonville Public Schools student ... 31% of Hudsonville high school students are “extremely or very proud” to say that they’re students in Hudsonville Public Schools,** including 6% who reply “extremely proud.”

12% say they’re “not at all proud.”

These findings are declined from the 2020 SOAR Student survey.

**2. Academic courses expected to be very helpful in future life ... Only 50% to 62% of these Hudsonville high school students believe their four core class subjects will be “extremely or very helpful” to them in their future life ...** 62% for English, 55% for Math, 50% for Science, and 54% for Social Studies.

Among all subjects, “extremely or very helpful” responses range from a high of 78% for Financial Management to a low of 18% for Dramatic Arts.

Moreover, “not at all helpful” responses range from a low of 4% for Financial Management to a high of 33% for Dramatic Arts.

**3. What they have learned ... Key academic skills:**

**Reading ...** 53% of Hudsonville high school students “strongly agree” that they can **correctly pronounce most words.**

43% “strongly agree” that they **understand the meaning of most words.**

41% “strongly agree” that they **understand most everything they read.**

**Writing and communicating ...** 31% “strongly agree” that they can **write effectively using proper grammar.**

27% “strongly agree” that they have **effective persuasive writing skills.**

34% “strongly agree” that they can **communicate to different people for different reasons.**

**Information and thinking ...** 33% “strongly agree” that they can **collect, analyze and interpret information.**

34% “strongly agree” they can **think about ideas and connect across subjects.**

30% “strongly agree” they can **solve everyday problems using what they have learned in school.**

4. **What they have learned ...** Among all 23 statements about **what they have learned up to this point in their life**, these Hudsonville high school students are **most confident about their ability to pronounce most words**. More than half say they “strongly agree” with: “I can correctly decode (pronounce) most words” (53%).

These high school students **are also more confident about their future, understanding the meaning of most words, and being able to resist negative peer pressure**. At least 40% “strongly agree” with:

- ❖ “I understand the meaning of most words” (43%)
- ❖ “My life has a purpose” (42%)
- ❖ “I understand/comprehend most everything I am expected to read” (41%)
- ❖ “I can resist negative peer pressure and dangerous situations” (40%)

These high school students **feel least confident about their study and homework skills** ... “I have good study and homework habits” has both the fewest combined “strongly or somewhat agree” percentage (61%) and the lowest “strongly agree” percentage (17%) among these 23 statements.

5. **School-sponsored extracurricular activities participation ... Many of the Hudsonville high school students say they have participated (86%) in school-sponsored extracurricular activities during their high school years.**

As expected, athletic teams (58%) are the most frequently mentioned extracurricular activity, and music groups (31%) are easily the second most popular.

6. **Frequency of experiences in Hudsonville Public Schools ...** When the Hudsonville high school students were asked to report the frequency of certain experiences occurring at their high school, **their experiences with the greatest percentage of “frequently” responses relate to teacher expectations and support for them personally:**

- ❖ “Teachers who expect my best efforts” (64%)
- ❖ “Teachers who are clear about how I am expected to behave” (61%)
- ❖ “Teachers who have high expectations for students like me” (54%)
- ❖ “At least one adult at my school that I can count on to help and support me if I need assistance” (51%)

**7. Frequency of experiences in Hudsonville Public Schools ... Their experiences with the least percentages of “frequently” responses are associated with career and real-world or relevant learning opportunities, teachers who understand their best learning style, and lessons that teach the importance of empathy:**

- ❖ “Opportunities to develop and revise a personal career plan with help from school staff” (14%)
- ❖ “Opportunities to participate in career planning connecting my coursework with possible careers” (15%)
- ❖ “Opportunities to work with community members on community projects” (15%)
- ❖ “Opportunities to apply what I am learning to real-world issues or problems” (15%)
- ❖ “Opportunities to develop and revise a personal educational development plan with help from school staff” (16%)
- ❖ “Teachers who understand how I learn best” (16%)
- ❖ “Classes and lessons that teach the importance of empathy for others” (17%)
- ❖ “Classes relevant to my life” (17%)

**8. Prepared for education, work and life after high school ...** These high school students **believe they are more prepared to continue their formal education than they are for work and careers and especially for everyday life.**

75% agree that their education and experiences during their years in Hudsonville Public Schools have prepared them for college or technical education.

63% say they’re prepared for work, employment and careers.

50% feel they’ll be prepared for everyday life.

**9. Familiarity and satisfaction with the OAISD’s Careerline Tech Center in Holland ... Familiarity is modest** with 64% of these high school students saying they’re at least somewhat familiar, including only 18% say they “know a lot about it.” Another 21% only have heard its name, while 15% are “not familiar at all.”

**39% are “completely or very satisfied with the Careerline Tech Center.** Another 36% are “somewhat satisfied,” while 12% are “not at all satisfied.”

**10. Expand world/foreign language instruction ... There is definitely demand to expand world/foreign language instruction.**

63% feel it is “extremely or very important” to expand world/foreign language instruction at their high school, 53% at their middle schools, and 33% at their elementary schools.

Moreover, while 27% of these high school students believe it is “not at all important” to expand world/foreign language instruction at the elementary school level, only 8% say this for the middle schools and 9% for their high school.

**11. Which world/foreign language to add ... American Sign Language (ASL) is definitely the most popular world/foreign language suggested to add to the Hudsonville course selection,** with 51% saying to add it at the high school level and 43% wanting to add it for the middle schools.

French (24%) was the next most frequently cited language to add at the high school, while French (16%), German (14%) and Chinese (11%) were the next most mentioned to add to the middle schools.

**12. Satisfaction with how instructional technology is enhancing everyday classroom teaching and learning in Hudsonville Public Schools ...** 42% of these high school students are “completely or very satisfied.”

Moreover, few are “not at all satisfied”... just 7%.

**13. Ease to get assistance or tutoring support after school from a teacher or another staff member or another student right here at Hudsonville High School ...**

40% of these Hudsonville high schools students say it is “extremely or very easy” to get. Few say it is “not at all easy,” just 7%.

**14. Students use of cell phones supports learning ...** 54% of these Hudsonville high schools students agree, which is declined from 62% in the 2020 SOAR Student survey.

20% disagree, while 26% are “not sure.”

**15. Ease of transitions from elementary school to middle school to high school ...**

46% say it was “extremely or very easy” for them to transition from elementary school to middle school, and 49% from middle school to high school.

Few say these transitions are “not at all easy” ... 12% from elementary to middle school and 11% from middle to high school.

**16. Trimesters versus Semesters ...** There is **definitely a strong preference for trimesters**. 77% of these Hudsonville high school students prefer the current trimesters, including a substantial 57% who reply “definitely trimesters.” Only 16% prefer semesters, while 7% are “not sure.”

**17. Later start/end for middle and high school students, with elementary school students starting/ending earlier ...** These Hudsonville high school students **definitely welcome a later start/end time for middle and high school students**, with 57% saying “yes” (56%), including 36% who reply “definitely yes.” 27% reply “no,” while 17% are “not sure.”

**18. Interest in participating in intramural sports at Hudsonville High School ...** 26% of these Hudsonville high school students are “extremely or very interested” to participate in intramural sports. A surprising 33% are “not at all interested.”

**19. When students observe or receive a derogatory, negative, or hurtful comment ...** More than 25% of these Hudsonville High School students say they observe or receive a derogatory, negative, or hurtful comment “almost daily” or “almost weekly” for:

- ❖ One’s actions (33%)
- ❖ Physical appearance (31%)
- ❖ Personality (30%)
- ❖ Sexual orientation (28%)
- ❖ One’s abilities (27%)
- ❖ Clothing/dress (26%)

**20. Grading Hudsonville Public Schools ... 45% of these HPS high school students award an overall grade of at least A-minus to Hudsonville Public Schools.**

Another 36% assign an overall grade of B-plus, B, or B-minus.

15% give an overall grade of C-plus, C, or C-minus, while 4% assign a D grade and 2% give a failing F grade.

21. **Suggestions to improve Hudsonville Public Schools** ... The more frequently mentioned suggestions include:

- ❖ Classes and instructional content that are more relevant and more engaging to them
- ❖ More career oriented classes and instructional content
- ❖ More individualized instruction to a student's learning style and interests
- ❖ More world language classes, especially American Sign Language and French
- ❖ More electives and fewer required courses
- ❖ More actions to prevent, discourage and address bullying, especially for harassing others for their sexual orientation
- ❖ Students and teachers both need to be more welcoming, more respectful and more kind to others not like them
- ❖ Teachers should treat everyone fairly and not have favorites
- ❖ More flexible cell phone policy, including allowing cell phones in backpacks

## SAMPLE PROFILE

### Gender

	<b>2023</b>	<b>2020</b>
Female	52%	65%
Male	45%	35%
Prefer not to answer	3%	1%
(n)	(1,368)	(817)

### Grade level

	<b>2023</b>	<b>2020</b>
9th	26%	23%
10th	30%	27%
11th	24%	26%
12th	20%	24%
(n)	(1,367)	(817)

### Eligible to receive English Language Learner support

	<b>2023</b>
Yes	4%
No	45%
Don't know	48%
Prefer not to answer	3%
(n)	(1,023)

## SURVEY FINDINGS AND DISCUSSION

### Proud to be a Hudsonville Public Schools student

Thirty-one percent of the Hudsonville High School students responding are “extremely or very proud” to say that they’re students in Hudsonville Public Schools, including 6% who reply “extremely proud.”

Another 40% say they’re “somewhat proud,” while 18% are “slightly proud.”

Twelve percent say they’re “not at all proud.”

These findings are declined from the 2020 SOAR Student survey.

Q. How proud are you to say you’re a student in Hudsonville Public Schools?

	<b>2023</b>	<b>2020</b>
Extremely proud	6%	15%
Very proud	25%	47%
Somewhat proud	40%	26%
Slightly proud	18%	8%
Not at all proud	12%	4%
(n)	(1,363)	(810)

### School-sponsored extracurricular activities participation

Many of the Hudsonville high school students responding say they have participated (86%) in school-sponsored extracurricular activities during their high school years.

As expected, athletic teams (58%) are the most frequently mentioned extracurricular activity.

Music groups (31%) are easily the second most popular, and then followed by academic clubs (16%), dramatic arts groups (14%), activities/interests clubs (photography, ski, etc. – 11%), and student government (11%).

Volunteering through a school club (7%), community service clubs (6%), student publications (4%), political action groups (3%), and career and technical education clubs (3%) are less popular.

**% of Hudsonville HS students**

	<b>2023</b>	<b>2020</b>
Participated in extra-curricular activities	86%	90%
Music (band, choir, etc.)	31%	37%
Dramatic arts (theater, dance, etc.)	13%	14%
Athletic teams (including school teams, cheerleading)	58%	56%
Academic clubs (National Honor Society, Science Olympiad, Green Team, etc.)	16%	18%
Activities & interests (photography, film, ski, etc)	11%	16%
Career & technical education clubs (School Store etc)	3%	2%
Community service clubs (SADD, Junior Statesman, etc.)	6%	8%
Political action groups/clubs (We the People, etc)	3%	3%
Student council/Renaissance/Student representative	11%	8%
Student publications (newspaper, yearbook, etc.)	4%	5%
Volunteering through a school club	7%	8%
(n)	(1,372)	(817)

## Academic courses expected to be very helpful in future life

“Extremely or very helpful” responses from these Hudsonville high school students range from a high of 78% for Financial Management to a low of 18% for Dramatic Arts.

“Not at all helpful” responses range from a low of 4% for Financial Management to a high of 33% for Dramatic Arts.

### Core classes

**English:** Only 62% of Hudsonville high school students believe their English classes will be “extremely or very helpful” to them in their future life.

Five percent reply “not at all helpful.”

**Math:** Only 55% of Hudsonville high school students believe their Math classes will be “extremely or very helpful” to them in their future life.

Seven percent reply “not at all helpful.”

**Science:** Only 50% of Hudsonville high school students believe their Science classes will be “extremely or very helpful” to them in their future life.

Ten percent reply “not at all helpful.”

**Social Studies:** Only 54% of Hudsonville high school students believe their Social Studies classes will be “extremely or very helpful” to them in their future life.

Seven percent reply “not at all helpful.”

### Percent replying “extremely or very helpful”

	2023	2020
English	62%	60%
Math	55%	49%
Science	50%	51%
Social Studies	54%	48%
(n)	(1,174)	(717)

## Academic courses expected to be helpful or not in future life

### 2023 Survey Hudsonville high school students (n = 1,174)

	<b>Extremely helpful</b>	<b>Very helpful</b>	<b>Somewhat helpful</b>	<b>Slightly helpful</b>	<b>Not at all helpful</b>
Art	8%	15%	27%	24%	26%
Business Education	32%	36%	20%	8%	5%
Communications	19%	34%	25%	13%	9%
Computers, Technology	19%	30%	30%	14%	8%
Dramatic Arts	8%	10%	25%	24%	33%
English	26%	36%	24%	10%	5%
Financial Management	49%	29%	13%	5%	4%
Life Skills	33%	32%	22%	9%	5%
LINKS	34%	24%	20%	11%	11%
Math	23%	32%	26%	13%	7%
Music	16%	17%	18%	21%	27%
Physical Education	24%	27%	24%	16%	10%
Science	23%	27%	26%	14%	10%
Social Studies	25%	29%	27%	12%	7%
World Language	21%	25%	25%	16%	12%

**2020 Survey Hudsonville high school students (n = 804)**

	<b>Extremely helpful</b>	<b>Very helpful</b>	<b>Somewhat helpful</b>	<b>Slightly helpful</b>	<b>Not at all helpful</b>
Art	14%	16%	27%	28%	15%
Business Education	29%	39%	25%	6%	2%
Communications	18%	31%	36%	10%	5%
Computers, Technology	20%	27%	31%	15%	7%
Dramatic Arts	14%	17%	26%	23%	21%
English	27%	33%	25%	11%	4%
Financial Management	46%	27%	14%	9%	4%
Life Skills	32%	29%	26%	11%	2%
LINKS	45%	24%	17%	7%	7%
Math	21%	28%	30%	13%	7%
Music	17%	18%	26%	21%	18%
Physical Education	22%	24%	31%	14%	9%
Science	24%	27%	30%	14%	5%
Social Studies	20%	28%	32%	14%	5%
World Language	21%	25%	27%	14%	12%

## What has been learned up to this point in life ... Key academic skills

### Reading skills

More than half of Hudsonville high school students (53%) “strongly agree” that they can **correctly pronounce most words**.

Forty-three percent “strongly agree” that they **understand the meaning of most words**.

Forty-one percent “strongly agree” that they **understand most everything they are expected to read**.

Hudsonville high school students who “strongly agree”

	<b>2023</b>	<b>2020</b>
I can correctly decode (pronounce) most words.	53%	58%
I understand the meaning of most words.	43%	46%
I understand/comprehend most everything I am expected to read.	41%	44%
(n)	(1,131)	(817)

**Writing and communicating skills**

Almost one-third of Hudsonville high school students (31%) “strongly agree” that they can **write effectively using proper grammar**.

Twenty-seven percent “strongly agree” that they have **effective persuasive writing skills**.

One-third (34%) “strongly agree” that they can **communicate to different people for different reasons**.

Hudsonville high school students who “strongly agree”

	<b>2023</b>	<b>2020</b>
I can write effectively using proper grammar.	31%	37%
I have effective persuasive writing skills (such as essays).	27%	34%
I can communicate to different people for different reasons	34%	39%
(n)	(1,131)	(817)

**Information and thinking skills**

One-third of Hudsonville high school students (33%) “strongly agree” that they can **collect, analyze and interpret information.**

One-third (34%) “strongly agree” they can **think about ideas and connect across subjects.**

Thirty percent “strongly agree” they can **solve everyday problems using what they have learned in school.**

Hudsonville high school students who “strongly agree”

	<b>2023</b>	<b>2020</b>
I can collect, analyze and interpret information.	33%	35%
I can think about ideas and make connections among reading, writing, math, social studies, and science.	34%	38%
I know how to go about solving real-world problems using what I have learned from different subject areas.	30%	34%
(n)	(1,131)	(817)

## **What has been learned up to this point in life**

When asked what they have learned up to this point in their life, the Hudsonville high school students responding are most confident about their ability to pronounce most words. More than half say they “strongly agree” with:

“I can correctly decode (pronounce) most words” (53%)

Next, these high schools students feel most confident about their future, understanding the meaning of most words, and being able to resist negative peer pressure. At least 40% “strongly agree” with:

“I understand the meaning of most words” (43%)

“My life has a purpose” (42%)

“I understand/comprehend most everything I am expected to read” (41%)

“I can resist negative peer pressure and dangerous situations” (40%)

Eleven of the 23 statements received combined “strongly or somewhat agree” percentages from at least 90% of these Hudsonville 9th-12th-graders.

Moreover, 21 of the 23 statements received combined “strongly or somewhat agree” percentages from at least three-fourths of these Hudsonville 9th-12th-graders.

“I have good study and homework habits” has both the fewest combined “strongly or somewhat agree” percentage (61%) and the lowest “strongly agree” percentage (17%) among these 23 statements.

**2023 Survey Hudsonville high schools students** (n = 1,131)

<b>At this point in my life, I believe:</b>	<b>Strongly agree</b>	<b>Somewhat agree</b>	<b>Somewhat disagree</b>	<b>Strongly disagree</b>
I can correctly decode (pronounce) most words.	53%	43%	3%	1%
I understand the meaning of most words.	43%	52%	4%	1%
I understand/comprehend most everything I am expected to read.	41%	48%	9%	2%
I can write effectively using proper grammar.	31%	58%	9%	2%
I have effective persuasive writing skills (such as essays).	27%	60%	11%	2%
I can collect, analyze and interpret information.	33%	59%	6%	2%
I can think about ideas and make connections across subjects.	34%	59%	6%	1%
I know how to go about solving real-world problems using what I have learned from different subject areas.	30%	57%	10%	3%
I can successfully take a class online.	25%	49%	18%	8%
I can manage my time responsibly.	25%	55%	17%	3%
I have good study and homework skills.	17%	44%	28%	10%
I can communicate to different people for different reasons.	34%	57%	7%	2%
I am comfortable interacting with people who are different from me.	36%	54%	8%	3%
I can successfully work with other people as part of a team.	35%	58%	5%	2%
I am capable of doing challenging academic work.	32%	56%	10%	2%

**2023 Survey Hudsonville high schools students** (n = 1,131) {continued}

<b>At this point in my life, I believe:</b>	<b>Strongly agree</b>	<b>Somewhat agree</b>	<b>Somewhat disagree</b>	<b>Strongly disagree</b>
I feel prepared to participate as a citizen in a democratic society.	22%	53%	19%	6%
I understand the value of community service and volunteering to help other people.	38%	55%	4%	2%
I have developed the skills to become a successful learner.	29%	61%	7%	2%
I can peacefully resolve problems.	30%	63%	6%	1%
I can resist negative peer pressure and dangerous situations.	40%	51%	7%	2%
My life has a purpose.	42%	47%	7%	5%
I feel positive about my own future.	36%	48%	11%	4%
I know who I am as a person.	34%	47%	15%	4%

**2020 Survey Hudsonville high schools students (n = 817)**

<b>At this point in my life, I believe:</b>	<b>Strongly agree</b>	<b>Somewhat agree</b>	<b>Somewhat disagree</b>	<b>Strongly disagree</b>
I can correctly decode (pronounce) most words.	58%	40%	2%	0%
I understand the meaning of most words.	46%	50%	3%	<1%
I understand/comprehend most everything I am expected to read.	44%	44%	11%	<1%
I can write effectively using proper grammar.	37%	53%	8%	1%
I have effective persuasive writing skills (such as essays).	34%	56%	10%	<1%
I can collect, analyze and interpret information.	35%	59%	6%	<1%
I can think about ideas and make connections across subjects.	38%	56%	5%	<1%
I know how to go about solving real-world problems using what I have learned from different subject areas.	34%	54%	9%	3%
I would be interested in taking an online course.	12%	32%	36%	21%
I can manage my time responsibly.	25%	54%	18%	3%
I have good study and homework skills.	21%	47%	24%	7%
I can communicate to different people for different reasons.	39%	53%	7%	1%
I am comfortable interacting with people who are different from me.	39%	51%	8%	1%
I can successfully work with other people as part of a team.	36%	58%	5%	<1%
I am capable of doing challenging academic work.	34%	56%	8%	2%

**2020 Survey Hudsonville high schools students** (n = 817) {continued}

<b>At this point in my life, I believe:</b>	<b>Strongly agree</b>	<b>Somewhat agree</b>	<b>Somewhat disagree</b>	<b>Strongly disagree</b>
I feel prepared to participate as a citizen in a democratic society.	22%	53%	19%	6%
I understand the value of community service and volunteering to help other people.	43%	51%	5%	1%
I have developed the skills to become a successful learner.	33%	59%	7%	1%
I can peacefully resolve problems.	32%	64%	4%	<1%
I can resist negative peer pressure and dangerous situations.	46%	48%	4%	1%
My life has a purpose.	49%	42%	6%	4%
I feel positive about my own future.	40%	47%	11%	2%

## Frequency of experiences in Hudsonville Public Schools

When the Hudsonville high school students were asked to report the frequency of certain experiences occurring at their high school, the experiences with the greatest percentage of “frequently” responses relate to teacher expectations for them *personally*:

- “Teachers who expect my best efforts” (64%)
- “Teachers who are clear about how I am expected to behave” (61%)
- “Teachers who have high expectations for students like me” (54%)
- “At least one adult at my school that I can count on to help and support me if I need assistance” (51%)

At least 40% of these Hudsonville high school students cite “frequently” for a school environment that made them feel supported and secure, as well as teachers who challenge them to learn more:

- “Classes and assignments that require me to study and work hard” (49%)
- “Opportunities to select a variety of course options and electives” (47%)
- “Respectful teachers who are positive role models” (46%)
- “Teachers who challenge me to learn more” (40%)
- “A school environment that feels physically safe” (40%)

At least one-third of these Hudsonville high school students reply “frequently” to 12 of the 41 experiences evaluated. Additionally, at least 75% reply “frequently or sometimes” to 20 of the 41 experiences.

The experiences with the least percentages of “frequently” responses from these Hudsonville high school students are associated with career and real-world or relevant learning opportunities, teachers who understand their best learning style, and lessons that teach the importance of empathy:

- “Opportunities to develop and revise a personal *career* plan with help from school staff” (14%)
- “Opportunities to participate in career planning connecting my coursework with possible careers” (15%)
- “Opportunities to work with community members on community projects” (15%)
- “Opportunities to apply what I am learning to real-world issues or problems” (15%)
- “Opportunities to develop and revise a personal *educational development* plan with help from school staff” (16%)
- “Teachers who understand how I learn best” (16%)
- “Classes and lessons that teach the importance of empathy for others” (17%)
- “Classes relevant to my life” (17%)

## Frequency of experiences in Hudsonville Public Schools

### 2023 Survey Hudsonville high school students (n = 990)

<i>During my years in Hudsonville Public Schools, I have experienced:</i>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Classes relevant to my life	17%	57%	22%	4%
Classes that allow me to explore interesting topics in-depth	25%	53%	18%	4%
Classes teaching me to collect, analyze and interpret information	38%	51%	9%	3%
Teachers who are clear about how I am expected to behave	61%	33%	4%	2%
Teachers, counselors and other staff who communicate with me and my family about my education and career plans	21%	41%	29%	9%
Opportunities to show what I learn through projects or presentations	27%	56%	13%	3%
Teachers who give me clear feedback about how well I am doing and what I need to do to succeed	28%	44%	22%	6%
Teachers who help me when I struggle to learn	39%	45%	13%	3%
Opportunities to apply what I am learning to real-world issues or problems	15%	47%	29%	9%
Opportunities to participate in career planning connecting my coursework with possible careers	15%	40%	32%	13%
Classes that encourage me to think about ideas, and then put ideas together in new ways	25%	54%	17%	5%
Classes and assignments that require me to study and work hard	49%	38%	9%	4%
Teachers who expect my best efforts	64%	30%	4%	2%
Teachers who have high expectations for students	54%	38%	5%	2%

**2023 Survey Hudsonville high school students (n = 990) {continued}**

<i><b>During my years in Hudsonville Public Schools, I have experienced:</b></i>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Teachers who challenge me to learn more	40%	46%	11%	3%
Opportunities to get to know people of different backgrounds	20%	42%	30%	8%
Teachers and other staff who know me well and care about me as a person	27%	44%	22%	7%
Teachers and other staff who make me feel that I have an important contribution to make to my school	22%	40%	27%	11%
Respectful teachers who are positive role models	46%	43%	9%	2%
Teachers who clearly explain their subject/subjects	37%	53%	8%	3%
Opportunities to work with other students on projects and develop teamwork skills	32%	57%	9%	2%
Opportunities to talk with other students about important ideas	27%	54%	16%	4%
Opportunities to select a variety of course options and electives	47%	43%	8%	2%
Opportunities to understand my own learning style	27%	45%	21%	7%
Teachers who understand how I learn best	16%	44%	30%	10%
Opportunities to develop and revise a personal educational development plan with help from school staff	16%	43%	27%	14%
Opportunities to develop and revise a personal career plan with help from school staff	14%	39%	28%	18%
Opportunities to learn skills in critical thinking, creativity and collaboration	27%	56%	13%	4%
A school environment safe from bullying	26%	40%	20%	13%

**2023 Survey Hudsonville high school students (n = 990) {continued}**

<i><b>During my years in Hudsonville Public Schools, I have experienced:</b></i>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
A school environment that feels physically safe	40%	42%	11%	7%
A school environment that feels emotionally safe	23%	41%	22%	14%
A school environment that feels welcoming to everyone	20%	46%	23%	12%
A school environment with opportunity for each student to grow and succeed	31%	52%	12%	5%
At least one adult at my school that I can count on to help and support me if I need assistance	51%	33%	9%	6%
Opportunities to obtain assistance with selecting or applying for college	26%	47%	16%	11%
Opportunities to obtain assistance with selecting or applying for a career or work training program	23%	44%	21%	12%
Opportunities to work with community members on community projects	15%	42%	28%	16%
Feeling that I belong at my school.	26%	46%	17%	10%
Feeling connected to other students at my school.	30%	47%	16%	7%
Classes and lessons that teach the importance of empathy for others.	17%	40%	30%	13%
Classes and lessons that teach the importance of being responsible for one’s own actions.	29%	45%	18%	9%

## Frequency of experiences in Hudsonville Public Schools

### 2020 Survey Hudsonville high school students (n = 817)

<i>During my years in Hudsonville Public Schools, I have experienced:</i>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Classes relevant to my life	20%	57%	20%	2%
Classes that allow me to explore interesting topics in-depth	29%	53%	17%	1%
Classes teaching me to collect, analyze and interpret information	49%	42%	7%	2%
Teachers who are clear about how I am expected to behave	78%	19%	3%	<1%
Teachers, counselors and other staff who communicate with me and my family about my education and career plans	27%	42%	25%	6%
Opportunities to show what I learn through projects or presentations	43%	45%	11%	2%
Teachers who give me clear feedback about how well I am doing and what I need to do to succeed	36%	44%	16%	4%
Teachers who help me when I struggle to learn	47%	39%	11%	3%
Opportunities to apply what I am learning to real-world issues or problems	14%	52%	28%	7%
Opportunities to participate in career planning connecting my coursework with possible careers	16%	41%	34%	10%
Classes that encourage me to think about ideas, and then put ideas together in new ways	26%	53%	16%	4%
Classes and assignments that require me to study and work hard	63%	27%	9%	<1%
Teachers who expect my best efforts	79%	18%	2%	<1%
Teachers who have high expectations for students	73%	25%	2%	<1%

**2020 Survey Hudsonville high school students (n = 817) {continued}**

<i><b>During my years in Hudsonville Public Schools, I have experienced:</b></i>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Teachers who challenge me to learn more	55%	38%	7%	<1%
Opportunities to get to know people of different backgrounds	21%	38%	33%	8%
Teachers and other staff who know me well and care about me as a person	35%	40%	19%	6%
Teachers and other staff who make me feel that I have an important contribution to make to my school	29%	40%	23%	9%
Respectful teachers who are positive role models	57%	35%	7%	<1%
Opportunities to work with other students on projects and develop teamwork skills	39%	52%	9%	<1%
Opportunities to talk with other students about important ideas	32%	52%	13%	3%
Opportunities to select a variety of course options and electives	54%	37%	7%	1%
Opportunities to understand my own learning style	28%	43%	22%	7%
Teachers who understand how I learn best	17%	45%	30%	8%
Teachers who clearly explain their subject/subjects	40%	50%	8%	2%
Opportunities to develop and revise a personal educational development plan with help from school staff	19%	40%	27%	14%
Opportunities to develop and revise a personal career plan with help from school staff	15%	35%	32%	18%
Opportunities to learn skills in critical thinking, creativity and collaboration	33%	53%	12%	2%

**2020 Survey Hudsonville high school students (n = 817) {continued}**

<i><b>During my years in Hudsonville Public Schools, I have experienced:</b></i>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
A school environment safe from bullying	38%	42%	13%	7%
A school environment that feels safe	60%	30%	7%	3%
At least one adult at my school that I can count on to help and support me if I need assistance	62%	24%	8%	6%
Opportunities to obtain assistance with selecting or applying for college	27%	39%	22%	13%
Opportunities to obtain assistance with selecting or applying for a career or work training program	20%	41%	26%	14%
Opportunities to work with community members on community projects	11%	34%	36%	18%

### **Prepared for education, work and life after high school**

Three-fourths of the Hudsonville high school students (75%) responding agree that their education and experiences during their years in Hudsonville Public Schools have prepared them for college or technical education.

Fourteen percent replied “no,” while 12% are not sure.

Almost two-thirds of the high school students (63%) say they’re prepared for work, employment and careers.

Twenty-two percent replied “no,” while 15% are “not sure.”

Only half of the high school students (50%) feel they’ll be prepared for everyday life.

One-third replied “no” (32%), while 19% are “not sure.”

Percent of 2023 Hudsonville high school students responding

	<b>Continue formal education</b>	<b>Work and careers</b>	<b>Everyday life</b>
Definitely yes	21%	18%	13%
Probably yes	54%	45%	37%
Not sure	12%	15%	19%
Probably no	10%	15%	22%
Definitely no	4%	7%	10%
(n)	(881)	(878)	(874)

### Prepared for college or technical education after high school

Percent of Hudsonville high school students

	<b>2023</b>	<b>2020</b>
Definitely yes	21%	26%
Probably yes	54%	53%
Not sure	12%	11%
Probably no	10%	8%
Definitely no	4%	2%
(n)	(881)	(579)

### Prepared for work, employment and career after high school

Percent of Hudsonville high school students

	<b>2023</b>	<b>2020</b>
Definitely yes	18%	22%
Probably yes	45%	44%
Not sure	15%	15%
Probably no	15%	14%
Definitely no	7%	4%
(n)	(878)	(581)

### Prepared for everyday life after high school

Percent of Hudsonville high school students

	<b>2023</b>	<b>2020</b>
Definitely yes	13%	14%
Probably yes	37%	35%
Not sure	19%	21%
Probably no	22%	20%
Definitely no	10%	10%
(n)	(874)	(578)

**Familiarity with career and vocational education classes at the OAISD’s Careerline Tech Center in Holland**

Almost two-thirds of the Hudsonville high school students responding are at least somewhat familiar (64%) with the OAISD’s Careerline Tech Center in Holland, including 18% who say they “know a lot about it.”

Another 21% only have heard its name.

Fifteen percent reply “not familiar at all” when asked about the Careerline Tech Center.

Q. How familiar are you with the Careerline Tech Center in Holland, a program operated by the Ottawa Area Intermediate School District, with its career technology/vocational education classes available to Hudsonville High School students?

Percent of Hudsonville high school students

	<b>2023</b>	<b>2020</b>
Know a lot about it	18%	22%
Know a little about it	46%	48%
Only heard its name	21%	21%
Not familiar at all	15%	10%
(n)	(872)	(575)

**Satisfaction with career and vocational education classes available at the OAISD’s Careerline Tech Center**

Thirty-nine percent of the Hudsonville high school students responding are “completely or very satisfied” with the Careerline Tech Center, including 13% who are “completely satisfied.” These percentages are declined from the 2020 SOAR Students survey.

Another 36% are “somewhat satisfied,” while 12% are “slightly satisfied.”

Twelve percent are “not at all satisfied.”

Q. If you are familiar with the Careerline Tech Center, how satisfied are you with its career technology/vocational education classes available to Hudsonville High School students?

Percent of Hudsonville high school students

	<b>2023</b>	<b>2020</b>
Completely satisfied	13%	21%
Very satisfied	26%	27%
Somewhat satisfied	36%	34%
Slightly satisfied	12%	7%
Not at all satisfied	12%	12%
(n)	660)	(390)

## Expand world/foreign language instruction

Sixty-three percent of the Hudsonville high school students responding feel it is “extremely or very important” to expand world/foreign language instruction at the high school level, while 53% say it for the middle school level and 33% say it for the elementary school level.

Moreover, while 27% of these high school students believe it is “not at all important” to expand world/foreign language instruction at the elementary school level, only 8% say this for the middle school level and 9% for the high school level.

Percent of 2023 Hudsonville high school students responding

<b>Expand world/foreign language instruction</b>	<b>Elementary schools</b>	<b>Middle schools</b>	<b>High school</b>
Extremely important	20%	19%	34%
Very important	13%	34%	29%
Somewhat important	24%	28%	20%
Slightly important	16%	11%	8%
Not at all important	27%	8%	9%
(n)	(863)	(867)	(865)

Percent of 2020 Hudsonville high school students responding

<b>Expand world/foreign language instruction</b>	<b>Elementary schools</b>	<b>Middle schools</b>	<b>High school</b>
Extremely important	30%	23%	30%
Very important	15%	31%	26%
Somewhat important	20%	32%	24%
Slightly important	16%	8%	11%
Not at all important	18%	7%	9%
(n)	(571)	(572)	(572)

### Which world/foreign language to add

American Sign Language (ASL) is definitely the most popular world/foreign language suggested to add to the Hudsonville course selection by the Hudsonville high school students responding, with approximately half saying to add it at the high school level (51%) and 43% wanting to add it for the middle schools.

French (24%) was the next most frequently cited language to add at the high school, while French (16%), German (14%) and Chinese (11%) were the next most mentioned to add to the middle schools.

Other languages suggested unaided include Korean, Japanese, Latin, Dutch, Italian, Russian, Portuguese, Norwegian, Swedish, Danish, Finnish, and Hebrew.

Q. Which world language would you like to see added at the high school level (currently Chinese, German and Spanish)?

Q. Which world language would you like to see added at the middle school level (currently only Spanish)?

Percent of 2023 Hudsonville high school students responding

<b>World/foreign language to add</b>	<b>Middle schools</b>	<b>High school</b>
American Sign Language	43%	51%
Arabic	2%	4%
Chinese	11%	Already offered
French	16%	24%
German	14%	Already offered
Japanese	4%	8%
Latin	5%	4%
Other	6%	9%
(n)	(850)	(861)

Percent of 2020 Hudsonville high school students responding

<b>World/foreign language to add</b>	<b>Middle schools</b>	<b>High school</b>
American Sign Language	45%	54%
Arabic	2%	4%
Chinese	9%	Already offered
French	17%	23%
German	13%	Already offered
Japanese	3%	6%
Latin	5%	5%
Other	5%	7%
(n)	(564)	(569)

**Satisfaction with technology enhancing everyday teaching and learning**

Forty-two percent of the Hudsonville high school students responding are “completely or very satisfied” with how technology enhances teaching and learning in Hudsonville’s everyday classrooms, including 11% who are “completely satisfied.”

Few are “not at all satisfied” (7%).

Q. How satisfied are you with how technology is used to enhance teaching and learning in our **classrooms** (not computer labs or media centers) in Hudsonville Public Schools?

Percent of 2020 Hudsonville high school students responding

	<b>2023</b>	<b>2020</b>
Completely satisfied	11%	14%
Very satisfied	31%	36%
Somewhat satisfied	35%	39%
Slightly satisfied	16%	9%
Not at all satisfied	7%	3%
(n)	(869)	(574)

**Ease to get assistance or tutoring support after school from a teacher or another staff member or another student right here at Hudsonville High School**

Forty percent of the Hudsonville high school students responding say it is “extremely or very easy” to get assistance or tutoring support after school from a teacher or another staff member or another student right here at Hudsonville High School, including 11% who reply “extremely easy.”

Another 38% say it is “somewhat easy,” while 15% reply “slightly easy.”

Few say it is “not at all easy” (7%).

This question was not asked in the 2020 Student survey.

	<b>2023</b>
Extremely easy	11%
Very easy	29%
Somewhat easy	38%
Slightly easy	15%
Not at all easy	7%
(n)	(852)

### **Student use of cell phones in the classroom supports learning**

More than half of Hudsonville high school students (54%) agree that students use of cell phones supports learning, which is declined from the 2020 SOAR Student survey.

This includes 23% who “strongly agree.”

Twenty percent disagree, while 26% are “not sure.”

Q. Do you agree or disagree that student use of cell phones in the classroom is supporting learning?

Percent of 2020 Hudsonville high school students responding

	<b>2023</b>	<b>2020</b>
Strongly agree	23%	28%
Agree	31%	34%
Not sure	26%	23%
Disagree	11%	9%
Strongly disagree	9%	5%
(n)	(869)	(581)

### Ease to transition from elementary school to middle school

Almost half of Hudsonville high schools students (46%) responding say it was “extremely or very easy” for them to transition from elementary school to middle school, including 15% who reply “extremely easy.”

Few say it was “not at all easy” (12%).

	<b>2023</b>	<b>2020</b>
Extremely easy	15%	21%
Very easy	31%	27%
Somewhat easy	28%	31%
Slightly easy	14%	13%
Not at all easy	12%	9%
(n)	(862)	(574)

### Ease to transition from middle school to high school

Approximately half off Hudsonville high schools students (49%) responding say it was “extremely or very easy” for them to transition from middle school to high school, including 18% who reply “extremely easy.”

Few say it was “not at all easy” (11%).

	<b>2023</b>	<b>2020</b>
Extremely easy	18%	23%
Very easy	31%	30%
Somewhat easy	26%	27%
Slightly easy	13%	15%
Not at all easy	11%	6%
(n)	(869)	(577)

### Trimesters versus Semesters

More than three-fourths of Hudsonville high school students (77%) prefer the current trimesters, including a strong 57% who reply “definitely trimesters.”

Only 16% prefer semesters, while 7% are “not sure.”

Q. Hudsonville Public Schools presently utilizes a trimester schedule, while some other school districts have a semester schedule.

Which do you prefer ... trimesters with 5 classes for 12 weeks in each of 3 trimesters over the year, or semesters with 6 or 7 classes for 18 weeks in each of 2 semesters over the year?

Percent of Hudsonville high school students

	<b>2023</b>	<b>2020</b>
Definitely trimesters	57%	61%
Probably trimesters	20%	22%
Not sure	7%	6%
Probably semesters	10%	7%
Definitely semesters	6%	5%
(n)	(867)	(578)

**Later start/end for middle and high school students, with elementary school students starting/ending earlier**

More than half of Hudsonville high school students (57%) prefer a later (30 to 60 minutes) start and end for middle and high school students, with elementary school students then starting and ending their school day 30 to 60 minutes earlier. This includes more than one-third who reply “definitely yes” (36%).

Twenty-seven percent reply “no,” while 17% are “not sure.”

Q. Some school districts in other states have modified the starting time for elementary and secondary students. This is based on the proven science that teenagers’ body clocks (circadian body rhythm) naturally fall asleep later (11:00pm or later), while younger children naturally fall asleep and awaken earlier. Moreover, teenagers’ changing hormones lead them to need more sleep. Because we need two separate bus routes, they cannot all start at the same time. So how would you feel if middle and high school students started and ended their school day 30 to 60 minutes later, while elementary school students started and ended their school day 30 to 60 minutes earlier?

Percent of Hudsonville high school students

	<b>2023</b>	<b>2020</b>
Definitely yes	36%	33%
Probably yes	21%	23%
Not sure	17%	17%
Probably no	10%	10%
Definitely no	17%	17%
(n)	(869)	(579)

## Interest in participating in intramural sports at Hudsonville High School

Approximately one-fourth of Hudsonville high schools students (26%) responding say they are “extremely or very interested” to participate in intramural sports at Hudsonville High School, including 12% who reply “extremely interested.”

A surprising 33% are “not at all interested.”

This question was not asked in the 2020 Student survey.

Percent of Hudsonville high school students

	<b>2023</b>
Extremely interested	12%
Very interested	14%
Somewhat interested	27%
Slightly interested	13%
Not at all interested	33%
(n)	(846)

## When students observe or receive a derogatory, negative, or hurtful comment

More than 25% of the Hudsonville High School students responding say they observe or receive a derogatory, negative, or hurtful comment “almost daily” or “almost weekly” for:

- ❖ One’s actions (33%)
- ❖ Physical appearance (31%)
- ❖ Personality (30%)
- ❖ Sexual orientation (28%)
- ❖ One’s abilities (27%)
- ❖ Clothing/dress (26%)

Q. For each of the following things, how often have you observed or received a derogatory, negative, or hurtful comment?

Percent of Hudsonville high school students 2023 Survey (n = 861)

	<b>Almost daily</b>	<b>Almost weekly</b>	<b>Almost monthly</b>	<b>Once or twice a semester</b>	<b>Almost never</b>
Physical appearance	16%	15%	11%	16%	41%
Clothing/dress	13%	13%	11%	15%	48%
One’s abilities	13%	14%	13%	17%	42%
Personality	16%	14%	12%	16%	42%
One’s actions	18%	15%	12%	15%	41%
Not having enough money	6%	5%	7%	10%	71%
Race or ethnicity	9%	8%	10%	10%	63%
Gender	11%	10%	11%	10%	57%
Sexual orientation	17%	11%	8%	9%	55%
Religion	6%	7%	8%	12%	68%

## Grading Hudsonville Public Schools

A little less than half of the HPS high school students (45%) responding award an overall grade of **at least A-minus** to Hudsonville Public Schools.

Another 36% assign an overall grade of **B-plus, B, or B-minus** to Hudsonville Public Schools.

Fifteen percent give an overall grade of C-plus, C, or C-minus, while 4% assign a D grade and 2% give a failing F grade.

Percent of Hudsonville high school students

	<b>2023</b>	<b>2020</b>
A+	4%	7%
A	19%	25%
A-	22%	25%
B+	15%	18%
B	13%	10%
B-	8%	5%
C+	7%	3%
C	5%	3%
C-	3%	1%
D+	2%	<1%
D	<1%	0%
D-	<1%	0%
F	2%	<1%
(n)	(869)	(578)

## Suggestions to improve Hudsonville Public Schools

Q: If you could change one thing to improve your education and experiences at Hudsonville Public Schools, what would you change?

(The verbatim responses to this question are reported in a separate appendix.)

### Summary of Suggestions

- ❖ Classes and instructional content that are more relevant and more engaging to them
- ❖ More career oriented classes and instructional content
- ❖ More individualized instruction to a student's learning style and interests
- ❖ More world language classes, especially American Sign Language and French
- ❖ More electives and fewer required courses
- ❖ More actions to prevent, discourage and address bullying, especially for harassing others for their sexual orientation
- ❖ Students and teachers both need to be more welcoming, more respectful and more kind to others not like them
- ❖ Teachers should treat everyone fairly and not have favorites
- ❖ More flexible cell phone policy, including allowing cell phones in backpacks



## SOAR V Community Research Students Survey

March 28, 2023

Please complete the following survey carefully and honestly. Your responses will help our district better understand its students and improve the education and programs it provides to its students. Please complete this survey by April 21.

Your responses are completely anonymous and reported only in aggregate. Please **skip** any question that you feel you don't have sufficient information or experience to answer. We appreciate your help.

1. Gender  
 Male                  Female                  Prefer not to answer
2. What grade are you in?  
 9th                  10th                  11th                  12th
3. Are you eligible to receive English Language Learner (ELL) support?  
 Yes                  No                  Don't know                  Prefer not to answer
4. How proud are you to say that you're a student in Hudsonville Public Schools?  
 Extremely proud                  Very proud                  Somewhat proud                  Slightly proud                  Not at all proud
5. In what school-sponsored extra-curricular activities have you participated during high school?  
 (select ALL that apply)  
 None at all; have not participated in extra-curricular activities  
 Musical groups (band, choir, orchestra, etc.)  
 Dramatic arts (theater, dance, etc.)  
 School athletic teams  
 Academic clubs (Robotics, National Honor Society, Science Olympiad, Green Team, etc.)  
 Activities and interests (Photography, Film, Equestrian, Ski, etc.)  
 Career and technical education clubs (School Store, etc.)  
 Community service clubs (Junior Statesmen, Slick, etc.)  
 Political action groups and clubs (We the People, etc.)  
 Student Council/Renaissance/student representative on school or district committees  
 Student publications (newspaper, yearbook, etc.)  
 Volunteering through a school club  
 Other (specify) \_\_\_\_\_

6. Please tell us how helpful you think each of these courses will be in your future education, work, career, and personal life?

<b>Subject areas:</b>	<b>Did not take</b>	<b>Extremely helpful</b>	<b>Very helpful</b>	<b>Somewhat helpful</b>	<b>Slightly helpful</b>	<b>Not at all helpful</b>
Art (drawing, photography, etc.)						
Business (accounting, marketing, etc.)						
Communications (speech, yearbook, etc.)						
Computers/Technology						
Dramatic Arts (theater, dance, etc.)						
English (literature, grammar, writing)						
Financial Management						
Life Skills (nutrition, etc.)						
LINKS program						
Mathematics						
Music (vocal, instrumental, etc.)						
Physical Education						
Science (biology, chemistry, etc.)						
Social Studies (history, civics, government, psychology, economics, etc.)						
World Language						

7. For each of the following statements, please tell us what best reflects what you have learned up to this point in your life. (select just ONE choice for each statement)

<b><i>At this point in my life, I believe:</i></b>	<b>Strongly agree</b>	<b>Somewhat agree</b>	<b>Somewhat disagree</b>	<b>Strongly disagree</b>
I can correctly decode (pronounce) most words.				
I understand the meaning of most words.				
I understand/comprehend most everything I am expected to read.				
I can write effectively using proper grammar.				
I have effective persuasive writing skills (such as essays).				
I can collect, analyze and interpret information.				
I can think about ideas and make connections across subjects.				
I know how to go about solving real-world problems using what I have learned from different subject areas.				
I can successfully take a class online.				
I can manage my time responsibly.				
I have good study and homework skills.				
I can communicate to different people for different reasons.				
I am comfortable interacting with people who are different from me.				
I can successfully work with other people as part of a team.				
I am capable of doing challenging academic work.				
I feel prepared to participate as a citizen in a democratic society.				
I understand the value of community service and volunteering to help other people.				
I have developed the skills to become a successful learner.				
I can peacefully resolve problems.				
I can resist negative peer pressure and dangerous situations.				
My life has a purpose.				
I feel positive about my own future.				
I know who I am as a person.				

8. For each statement, please select the choice that best reflects how often you have had that experience during your years in Hudsonville Public Schools.

(for each statement, select just ONE choice)

<b><i>During my years in Hudsonville Public Schools, I experienced:</i></b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Classes relevant to my life.				
Classes that allow me to explore interesting topics in-depth.				
Classes (teaching me to collect, analyze and interpret information.				
Teachers who are clear about how I am expected to behave.				
Teachers, counselors and other staff who communicate with me and my family about my education and career plans.				
Opportunities to show what I learn through projects or presentations.				
Teachers who give me clear feedback about how well I am doing and what I need to do to succeed.				
Teachers who help me when I struggle to learn.				
Opportunities to apply what I am learning to real-world issues or problems.				
Opportunities to participate in career planning connecting my coursework with possible careers.				
Classes (that encourage me to think about ideas, and then put ideas together in new ways.				
Classes and assignments that require me to study and work hard.				
Teachers who expect my best efforts.				
Teachers who have high expectations for students.				
Teachers who challenge me to learn more.				
Opportunities to get to know people of different backgrounds.				
Teachers and other staff who know me well and care about me as a person.				
Teachers and other staff who make me feel that I have an important contribution to make to my school.				
Respectful teachers who are positive role models.				
Teachers who clearly explain their subject/subjects.				

8. {CONTINUED}

<i><b>During my years in Hudsonville Public Schools, I experienced:</b></i>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Opportunities to work with other students on projects and develop teamwork skills.				
Opportunities to talk with other students about important ideas.				
Opportunities to select a variety of course options and electives.				
Opportunities to understand my own learning style.				
Teachers who understand how I learn best.				
Opportunities to develop and revise a personal <b>educational development</b> plan with help from school staff.				
Opportunities to develop and revise a personal <b>career</b> plan with help from school staff.				
Opportunities to learn skills in critical thinking, creativity and collaboration				
A school environment safe from bullying.				
A school environment that feels <b>physically</b> safe.				
A school environment that feels <b>emotionally</b> safe.				
A school environment that feels welcoming to everyone.				
A school environment with opportunity for each student to grow and succeed.				
At least one adult at my school that I can count on to help and support me if I need assistance.				
Opportunities to obtain assistance with selecting or applying for college.				
Opportunities to obtain assistance with selecting or applying for a career or work training program.				
Opportunities to work with community members on community projects.				
Feeling that I belong at my school.				
Feeling connected to other students at my school.				
Classes and <b>lessons</b> that teach the importance of empathy for others.				
Classes and <b>lessons</b> that teach the importance of being responsible for one’s own actions.				

9. Do you expect that your education and experiences at Hudsonville Public Schools are preparing you for college or any technical education after high school?

Definitely yes      Probably yes      Not sure      Probably no      Definitely no

10. Do you expect that your education and experiences at Hudsonville Public Schools are preparing you for work, employment and career?

Definitely yes      Probably yes      Not sure      Probably no      Definitely no

11. Do you expect that your education and experiences at Hudsonville Public Schools are preparing you for everyday life?

Definitely yes      Probably yes      Not sure      Probably no      Definitely no

12. How familiar are you with the Careerline Tech Center in Holland, a program operated by the Ottawa Area Intermediate School District, with its career technology/vocational education classes available to Hudsonville High School students?

Know a lot about it      Know a little about it      Only know it by name      Not familiar at all

13. If you are familiar with the Careerline Tech Center, how satisfied are you with its career technology/vocational education classes available to Hudsonville High School students?

Completely satisfied      Very satisfied      Somewhat satisfied      Slightly satisfied      Not at all satisfied

14. How important is it for Hudsonville Public Schools to expand its world/foreign language instruction at each of its school levels?

	<b>Extremely</b>	<b>Very</b>	<b>Somewhat</b>	<b>Slightly</b>	<b>Not at all</b>
a) Elementary schools	—	—	—	—	—
b) Middle schools	—	—	—	—	—
c) High school 9-12	—	—	—	—	—

15. Which world language would you like to see added at the high school level (currently Chinese, German and Spanish)?

American Sign Language      Arabic      French      Japanese      Latin  
 Other (please specify \_\_\_\_\_)

16. Which world language would you like to see added at the middle school level (currently only Spanish)?

American Sign Language      Arabic      Chinese      French      German  
 Japanese      Latin      Other (please specify \_\_\_\_\_)

17. How satisfied are you with how technology is used to enhance teaching and learning in our classrooms in Hudsonville Public Schools?

Completely satisfied      Very satisfied      Somewhat satisfied      Slightly satisfied      Not at all satisfied

18. If you're struggling in a class, how easy is it to get assistance or tutoring support after school from a teacher or another staff member or another student right here at Hudsonville High School?

Extremely easy      Very easy      Somewhat easy      Slightly easy      Not at all easy

19. Do you agree or disagree that student use of cell phones in the classroom is supporting learning?

Strongly Agree      Agree      Not Sure      Disagree      Strongly Disagree

20. How easy for you was the transition from elementary school to middle school?

Extremely easy      Very easy      Somewhat easy      Slightly easy      Not at all easy

21. How easy for you was the transition from middle school to high school?

Extremely easy      Very easy      Somewhat easy      Slightly easy      Not at all easy

22. Hudsonville High School presently utilizes a trimester schedule, while some other school districts have a semester schedule.

Which do you prefer ... trimesters with 5 classes for 12 weeks in each of 3 trimesters over the year, or semesters with 6 or 7 classes for 18 weeks in each of 2 semesters over the year?

Definitely trimesters      Probably trimesters      Not sure      Probably semesters      Definitely semesters

23. Some school districts in other states have modified the starting time for elementary and secondary students. This is based on the proven science that teenagers' body clocks (circadian body rhythm) naturally fall asleep later (11:00pm or later), while younger children naturally fall asleep and awaken earlier. Moreover, teenagers' changing hormones lead them to need more sleep. Because we need two separate bus routes, they cannot all start at the same time. So how would you feel if middle and high school students started and ended their school day 30 to 60 minutes later, while elementary school students started and ended their school day 30 to 60 minutes earlier?

Definitely yes      Probably yes      Not sure      Probably no      Definitely no

24. How interested are you in participating in intramural sports at Hudsonville High School?

Extremely interested      Very interested      Somewhat interested      Slightly interested      Not at all interested

25. For each of the following things, how often have you observed or received a derogatory, negative, hurtful or harassing comment or behavior?

	<b>Almost daily</b>	<b>Almost weekly</b>	<b>Almost monthly</b>	<b>Once or twice a semester</b>	<b>Almost never</b>
a) Physical appearance	—	—	—	—	—
b) Clothing or dress	—	—	—	—	—
c) One’s abilities	—	—	—	—	—
d) Personality	—	—	—	—	—
e) One’s actions	—	—	—	—	—
f) Not having enough money	—	—	—	—	—
g) Race or ethnicity	—	—	—	—	—
h) Gender	—	—	—	—	—
i) Sexual orientation	—	—	—	—	—
j) Religion	—	—	—	—	—

26. How would you grade the education you have received from Hudsonville Public Schools?

- A+      A      A-      B+      B      B-  
 C+      C      C-      D+      D      D-      F

27. If you could change one thing to improve your education and experiences at Hudsonville Public Schools, what would you change?

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***Thank you for sharing your ideas about your education and experiences at Hudsonville Public Schools! We appreciate it!***

HS survey URL is: <https://www.surveymonkey.com/r/HudsonvilleStudentsSOAR5Survey2023>

**Landing page after submitting surveys is the district home page:**

<https://www.hudsonvillepublicschools.org>