

# **SOAR 4 COMMUNITY RESEARCH**



# **STUDENTS SURVEY 2020 REPORT OF FINDINGS**

May 29th, 2020

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## INTRODUCTION AND METHODOLOGY

As Hudsonville Public Schools revisits and updates its SOAR strategic plans for SOAR 3, 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 817 students** completed the survey during the two weeks May 8-22, 2020.

Other online surveys have been conducted this Spring 2020 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 2020 with parents, grandparents, other residents, business people, staff and students to confirm major issues and guide development of survey questionnaires.

Students took the survey during their mandated shelter at-home time by clicking on the survey link in a May 8th email from the district's superintendent. A May 15th reminder/thank you email was also sent by the 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, given the decision to consider the Freshman Campus and High School buildings as one campus. 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 817 students, proportionately adjusted for a total population of approximately 1,900 Hudsonville High School grades 9-12 students, is 0.5% to 2.6% at the 95% confidence level.

Data from the 2017 Students survey is also included in this report. However, direct comparisons between this 2020 survey and the 2017 survey should be cautioned, given the different profile in the grade level of the respondents. Whereas this 2020 survey is closely evenly distributed with approximately 25% of the respondents in each of the four grade levels 9th through 12th, the 2017 student sample is primarily freshmen and sophomores (70%).

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. **Almost two-thirds of Hudsonville high school students (62%) are “extremely or very proud” to say that they’re students in Hudsonville Public Schools**, including 15% who reply “extremely proud.”

Very few say they’re “not at all proud” – just 4% of these high schools students.

2. **Only 60% to approximately half of these Hudsonville high school students believe their four core class subjects will be “extremely or very helpful” to them in their future life** ... 60% for English, 49% for Math, 51% for Science, and 48% for Social Studies.

Among all subjects, “extremely or very helpful” responses range from a high of 73% for Financial Management to a low of 30% for Art.

Moreover, “not at all helpful” responses range from a low of 2% for Life Skills and Business Education to a high of 21% for Dramatic Arts.

3. **Most of the Hudsonville high school students say they have participated (90%) in school-sponsored extracurricular activities during their high school years**,

continuing to improve from the already strong percentages in previous SOAR student surveys.

As expected, athletic teams (56%) are the most frequently mentioned extracurricular activity, and music groups (38%) are easily the second most popular.

4. **Most of the Hudsonville 10th-12th-graders have had some work or community service experience** during the school year (80%) or during the summers (82%) of their high school years.

Community service has been performed by more than one-third of these 10th-12th-graders during both the school year (35%) and during the summer (36%).

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

**Reading** ... More than half of Hudsonville high school students (58%) “strongly agree” that they can **correctly pronounce most words**.

Slightly less than half (46%) “strongly agree” that they **understand the meaning of most words**.

Forty-four percent “strongly agree” that they **understand most everything they read**.

**Writing and communicating** ... More than one-third of Hudsonville high school students (37%) “strongly agree” that they can **write effectively using proper grammar**.

One-third (34%) “strongly agree” that they have **effective persuasive writing skills**.

Thirty-nine percent “strongly agree” that they can **communicate to different people for different reasons**.

**Information and thinking** ... Slightly more than one-third of Hudsonville high school students (35%) “strongly agree” that they can **collect, analyze and interpret information**.

More than one-third (38%) “strongly agree” they can **think about ideas and connect across subjects**.

One-third (34%) “strongly agree” they can **solve everyday problems using what they have learned in school**.

6. Among all 22 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” (58%).

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**. More than 40% “strongly agree” with: “My life has a purpose” (49%); “I understand the meaning of most words” (46%); “I can resist negative peer pressure and dangerous situations” (46%); “I understand/comprehend most everything I am expected to read” (44%); “I understand the value of community service and volunteering to help other people” (43%); and “I feel positive about my future” (40%).

These high school students **feel least confident about taking an online course**, with only 12% who “strongly agree” with ““I would be interested in taking an online course.”

7. 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 for them personally:**

- ❖ “Teachers who expect my best efforts” (79%)
- ❖ “Teachers who are clear about how I am expected to behave” (78%)
- ❖ “Teachers who have high expectations for students like me” (73%).

**8. The experiences with the least percentages of “frequently” responses are associated with career and real-world related opportunities, along with teachers who understand their best learning style.**

- ❖ “Opportunities to work with community members on community projects” (11%)
- ❖ “Opportunities to apply what I am learning to real-world issues or problems” (14%)
- ❖ “Opportunities to develop and revise a personal *career* plan with help from school staff” (15%)
- ❖ “Opportunities to participate in career planning connecting my coursework with possible careers” (16%)
- ❖ “Teachers who understand how I learn best” (17%)
- ❖ “Opportunities to develop and revise a personal *educational development* plan with help from school staff” (19%)

**9. 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.**

Seventy-nine percent agree that their education and experiences during their years in Hudsonville Public Schools have prepared them for college or technical education, considerably more than the 66% who say they’re prepared for work, employment and careers. But, only 49% feel they’ll be prepared for everyday life.

**10. Familiarity with the OAISD’s Careerline Tech Center in Holland is modest**, with 70% of these high school students saying they’re at least somewhat familiar, including only 22% say they “know a lot about it.” Another 21% only have heard its name, while 10% are “not familiar at all” with it.

However, **satisfaction with the Careerline Tech Center is strong**, with almost half (48%) “completely or very satisfied,” including 21% who are “completely satisfied.” Twelve percent are “not at all satisfied.”

**11. There is definitely demand to expand world/foreign language instruction.** More than half feel it is “extremely or very important” to expand world/foreign language instruction at their high school (56%) and middle schools (54%), with slightly less than half for the elementary school level (45%).

Moreover, while 18% of these high school students believe it is “not at all important” to expand world/foreign language instruction at the elementary school level, only 7% say this for the middle schools and 9% for their high school.

12. **American Sign Language (ASL) is definitely the most popular world/foreign language suggested to add to the Hudsonville course selection**, with more than half saying to add it at the high school level (54%) and slightly less than half wanting to add it for the middle schools (45%).

French (23%) was the next most frequently cited language to add at the high school, while French (17%) and German (13%) were the next most mentioned to add to the middle schools.

13. **Satisfaction with how instructional technology is enhancing everyday classroom teaching and learning in Hudsonville Public Schools remains strong**, with half of these high school students “completely or very satisfied, , including 14% who are “completely satisfied.”

Moreover, very few are “not at all satisfied”... just 3%.

14. **Almost two-thirds of Hudsonville high school students (62%) agree that students use of cell phones supports learning**. This includes 28% who “strongly agree.” Fourteen percent disagree, while 23% are “not sure.”

15. **Most Hudsonville high school students do not support restricting cell phone use in their schools**. While one-third accept restricting cell phone use in their classrooms (35%), much fewer agree to restrict cell phone use in the cafeteria at lunch (just 9%) and in the hallways (only 10%).

Moreover, “definitely no” replies range from 84% for the cafeteria at lunch to 78% in the hallways to 25% in the classroom. Total “no” responses equal 52% for the classrooms, 91% for the cafeteria, and 88% for the hallways.

16. Approximately half of Hudsonville high school say it was **“extremely or very easy” for them to transition from elementary school to middle school** (48%), and **from middle school to high school** (53%).

Very few say these transitions are “not at all easy” ... including just 9% for elementary to middle school, and only 6% for middle to high school.



17. There is **definitely a strong preference for trimesters**. Five-sixths of Hudsonville high school students (83%) prefer the current trimesters, including a substantial 61% who reply “definitely trimesters.”

Only 12% prefer semesters, while 6% are “not sure.”

18. These Hudsonville high school students **definitely welcome a later start/end time for middle and high school students**, with elementary school students then starting and ending their school day 30 to 60 minutes earlier.

More than half answer “yes” (56%), including one-third who reply “definitely yes” (33%). Twenty-seven percent reply “no,” while 17% are “not sure.”

19. **More than half of these HPS high school students (57%) award an overall grade of at least A-minus to Hudsonville Public Schools.**

Another one-third (33%) assign an overall grade of B-plus, B, or B-minus. Seven percent give an overall grade of C-plus, C, or C-minus, while fewer than 1% assign a D grade and fewer than 1% give a failing F grade.

20. When asked unaided to suggest the **single most important improvement** for Hudsonville Public Schools, many students request:

- ❖ **Classes and instructional content that are more relevant, more hands-on, and more interesting to them**
- ❖ **More career oriented classes and instructional content**
- ❖ **More reasonable levels of homework, as sometimes it's much too much**
- ❖ **More to prevent, discourage and address bullying**
- ❖ **More diversity, students need to be more welcoming and more respectful to others not like them**
- ❖ **Teachers should treat everyone fairly and not have favorites**
- ❖ **More individual attention from teachers**

## SAMPLE PROFILE

### Gender

	2020	2017
Girls	65%	52%
Boys	35%	48%
Prefer not to answer	1%	-
(n)	(817)	(841)

### Grade level

	2020	2017
9th	23%	44%
10th	27%	26%
11th	26%	0%
12th	24%	30%
(n)	(817)	(840)

### Building

	2020	2017
Freshman Campus	23%	44%
Hudsonville HS	77%	56%
(n)	(815)	(844)

**Students' own grades (self-reported)**

<b>Mostly</b>	<b>2020</b>	<b>2017</b>
As	46%	39%
As and Bs	34%	37%
Bs	6%	8%
Bs and Cs	11%	10%
Cs	2%	3%
Cs and Ds	1%	2%
Ds	<1%	<1%
Ds and Fs	0%	<1%
(n)	(817)	(839)

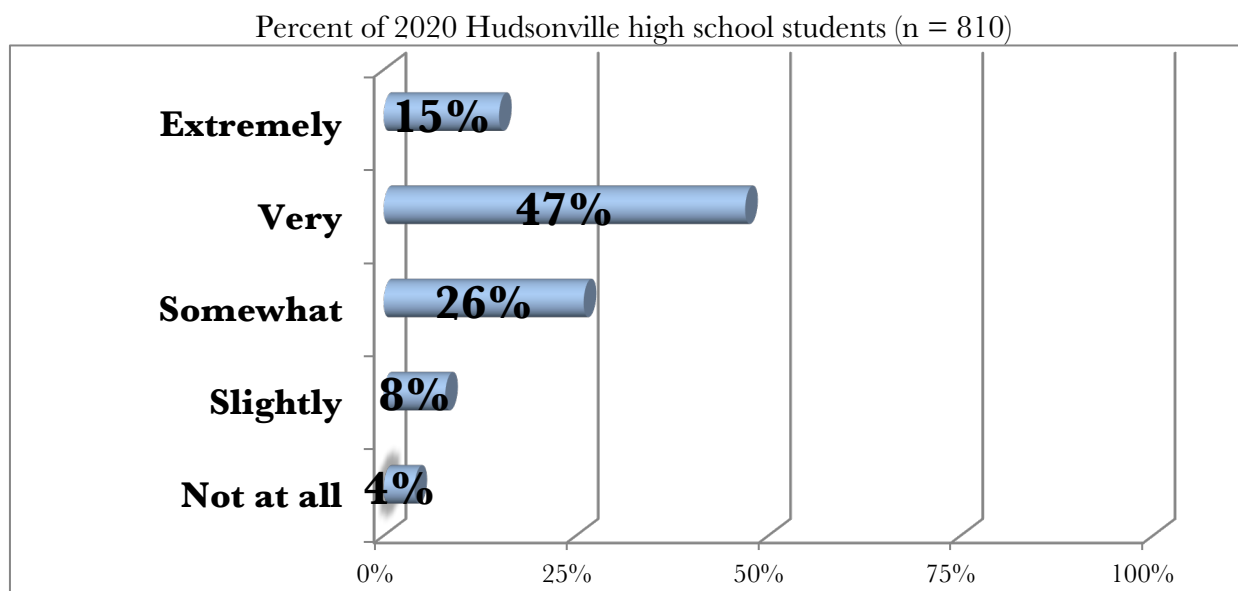
## SURVEY FINDINGS AND DISCUSSION

### Proud to be a Hudsonville Public Schools student

Almost two-thirds of the Hudsonville High School students responding are “extremely or very proud” (62%) to say that they’re students in Hudsonville Public Schools, including 15% of the who reply “extremely proud.”

Very few say they’re “not at all proud” –just 4% of these high school students.

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



	2020	2017
Extremely proud	15%	27%
Very proud	47%	36%
Somewhat proud	26%	25%
Slightly proud	8%	6%
Not at all proud	4%	6%
(n)	(810)	(771)

## Work and community experiences participation during high school

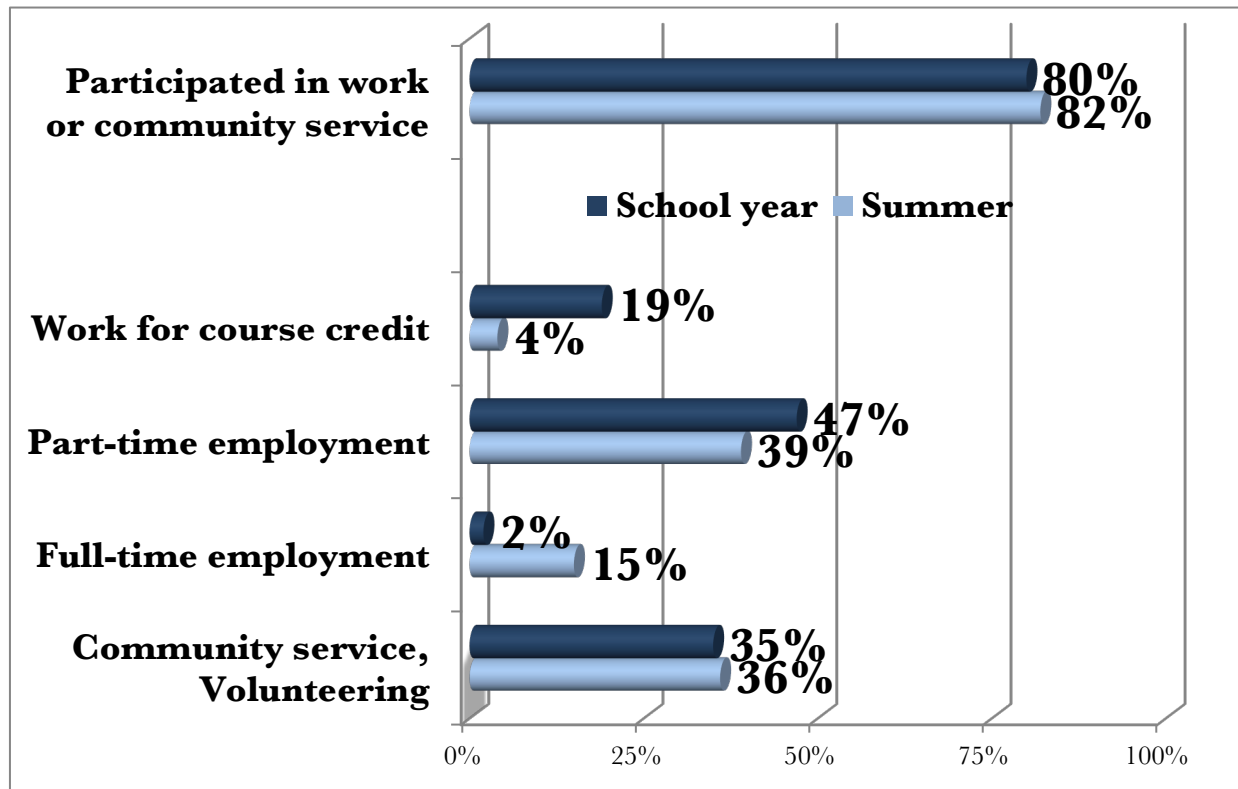
Most of the Hudsonville high school student responding have had some work or community service experience during the school year (80%) or during the summers (82%) of their high school years.

During the school year, 47% of these high school students have worked part-time, while another 2% have worked full-time. During the summer, the percentage who have worked full-time increases to 15%, while 39% have still worked part-time.

Almost one-fifth have had work experience for course credit during the school year (19%), but only 4% during the summer.

Community service has been performed by more than one-third of these high school students during both the school year (35%) and during the summer (36%).

Percent of Hudsonville HS students:



## Work and community experiences participation during high school

### 2020 Survey Hudsonville HS students

	<b>% during the school year</b>	<b>% during the summer</b>
Engaged in some work or community service experience during their high school years	80%	82%
Work experience for course credit (work-based learning)	19%	4%
Part-time employment	47%	39%
Full-time employment	2%	15%
Community service/Volunteering	35%	36%
(n)	(817)	(817)

### 2017 Survey Hudsonville HS students

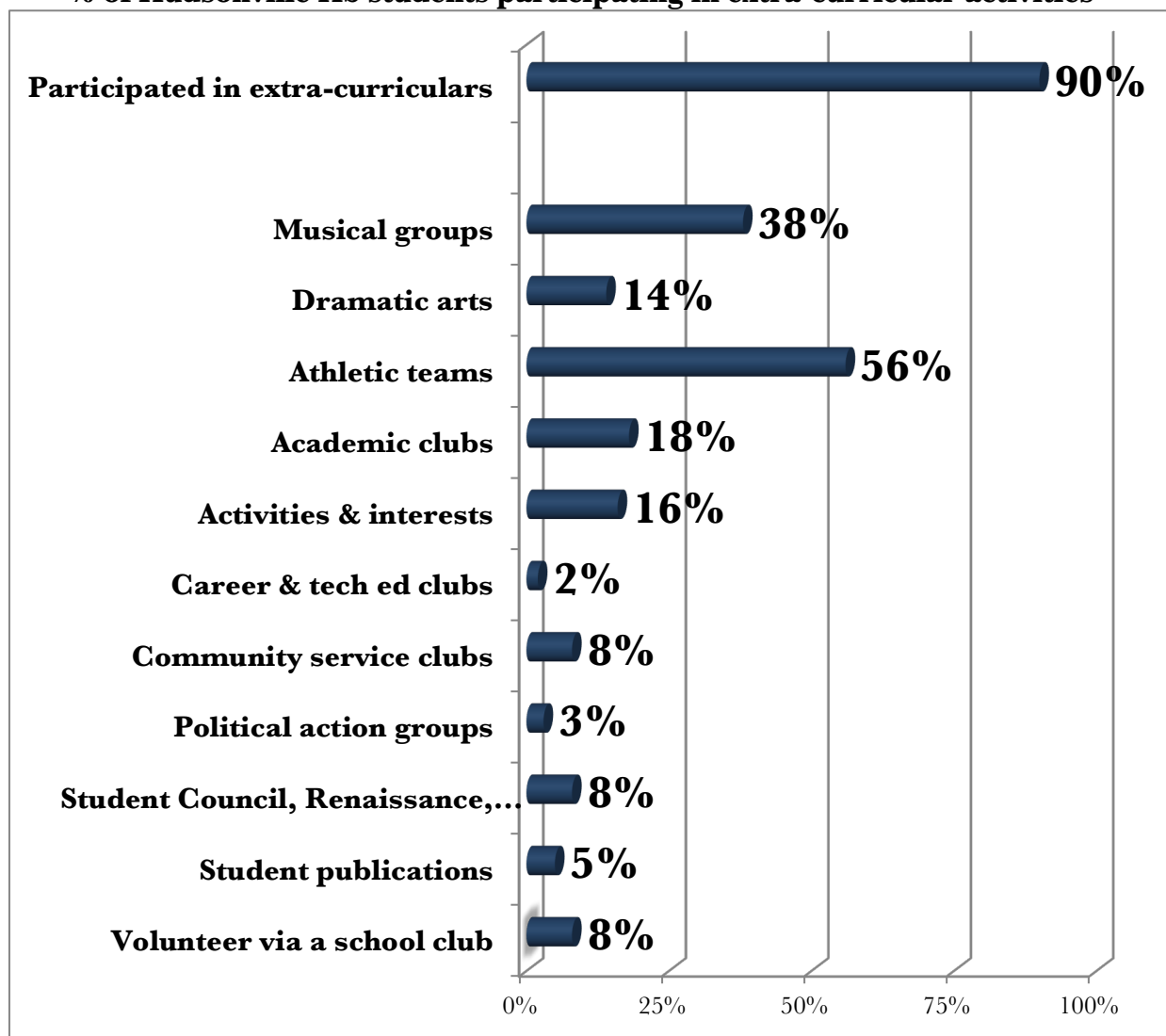
	<b>% during the school year</b>	<b>% during the summer</b>
Engaged in some work or community service experience during their high school years	75%	78%
Work experience for course credit (work-based learning)	27%	8%
Part-time employment	37%	38%
Full-time employment	3%	17%
Community service/Volunteering	30%	37%
(n)	(844)	(844)

## School-sponsored extracurricular activities participation

Most of the Hudsonville high school students responding say they have participated (90%) in school-sponsored extracurricular activities during their high school years.

As expected, athletic teams (56%) are the most frequently mentioned extracurricular activity. Music groups (38%) are easily the second most popular, and then followed by academic clubs (18%), activities/interests clubs (photography, ski, etc. – 16%), and dramatic arts groups (14%). Student government (8%), community service clubs (8%), volunteering through a school club (8%), student publications (5%), political action groups (3%), and career and technical education clubs (2%) are less popular.

**% of Hudsonville HS students participating in extra-curricular activities**



## School-sponsored extracurricular activities participation

	<b>% of Hudsonville HS students</b>	
	<b>2020</b>	<b>2017</b>
Participated in extra-curricular activities	90%	88%
Music (band, choir, etc.)	37%	33%
Dramatic arts (theater, dance, etc.)	14%	14%
Athletic teams (including school teams, cheerleading)	56%	59%
Academic clubs (National Honor Society, Science Olympiad, Green Team, etc.)	18%	12%
Activities & interests (photography, film, ski, etc)	16%	20%
Career & technical education clubs (School Store etc)	2%	3%
Community service clubs (SADD, Junior Statesman, etc.)	8%	4%
Political action groups/clubs (We the People, etc)	3%	3%
Student council/Renaissance/Student representative	8%	8%
Student publications (newspaper, yearbook, etc.)	5%	4%
Volunteering through a school club	8%	not reported
(n)	(817)	(844)



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

### Core classes

**English:** Only 60% of Hudsonville high school students believe their English classes will be “extremely or very helpful” to them in their future life.

Four percent reply “not at all helpful.”

**Math:** Only 49% 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 51% of Hudsonville high school students believe their Science classes will be “extremely or very helpful” to them in their future life.

Five percent reply “not at all helpful.”

**Social Studies:** Only 48% of Hudsonville high school students believe their Social Studies classes will be “extremely or very helpful” to them in their future life.

Five percent reply “not at all helpful.”

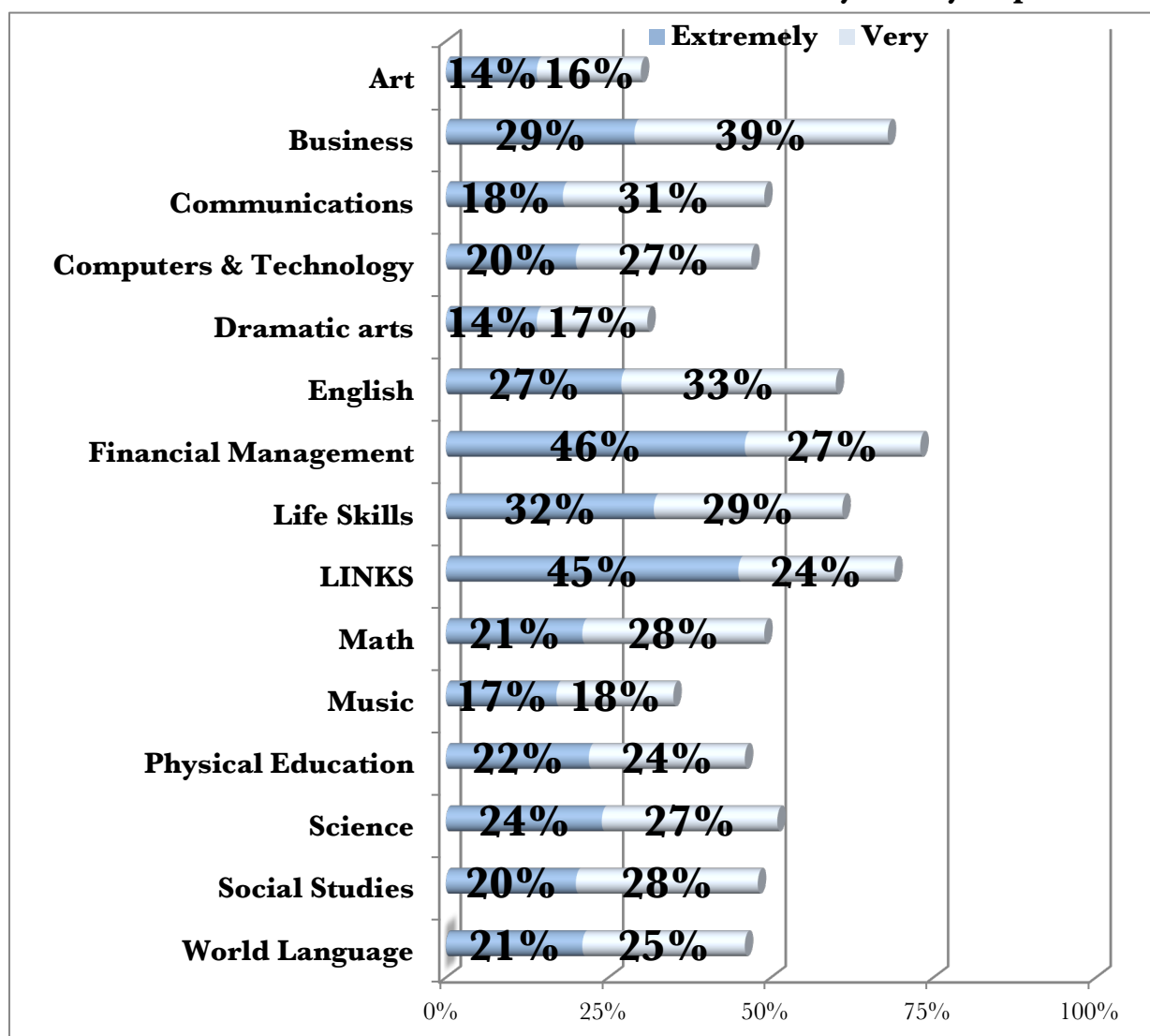
Percent replying “extremely or very helpful”	2020	2017
English	60%	65%
Math	49%	58%
Science	51%	52%
Social Studies	48%	50%
(n)	(717)	(757)

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

“Extremely or very helpful” responses from these Hudsonville high school students range from a high of 73% for Financial Management to a low of 30% for Art.

“Not at all helpful” responses from these Hudsonville high school students range from a low of 2% for Life Skills and Business Education to a high of 21% for Dramatic Arts.

**% of Hudsonville HS students who find a class “extremely or very helpful”**



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

### 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%

**2017 Survey Hudsonville high school students (n = 844)**

	<b>Extremely helpful</b>	<b>Very helpful</b>	<b>Somewhat helpful</b>	<b>Slightly helpful</b>	<b>Not at all helpful</b>
Art	7%	18%	36%	21%	17%
Business Education	26%	41%	23%	5%	4%
Communications	19%	34%	29%	12%	6%
Computers, Technology	20%	35%	29%	11%	5%
Dramatic Arts	9%	25%	27%	22%	17%
English	28%	37%	25%	7%	3%
Financial Management	42%	37%	13%	4%	5%
Life Skills	28%	35%	26%	7%	5%
LINKS	36%	23%	23%	8%	11%
Math	23%	35%	27%	12%	4%
Music	22%	22%	23%	20%	13%
Physical Education	27%	24%	27%	14%	7%
Science	22%	30%	30%	12%	7%
Social Studies	21%	29%	32%	11%	7%
World Language	18%	26%	29%	16%	12%

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

### Reading skills

More than half of Hudsonville high school students (58%) “strongly agree” that they can **correctly pronounce most words**.

Slightly less than half (46%) “strongly agree” that they **understand the meaning of most words**.

Forty-four percent “strongly agree” that they **understand most everything they read**.

Hudsonville high school students who “strongly agree”

	2020	2017
I can decode (read) most words.	58%	53%
I know the meaning of most words.	46%	41%
I understand most everything my teacher asks me to read.	44%	39%
(n)	(817)	(844)

### Writing and communicating skills

More than one-third of Hudsonville high school students (37%) “strongly agree” that they can **write effectively using proper grammar**.

One-third (34%) “strongly agree” that they have **effective persuasive writing skills**.

Thirty-nine percent “strongly agree” that they can **communicate to different people for different reasons**.

Hudsonville high school students who “strongly agree”

	<b>2020</b>	<b>2017</b>
I can write effectively using proper grammar.	37%	35%
I have effective persuasive writing skills (such as essays).	34%	30%
I can communicate to different people for different reasons	39%	36%
(n)	(817)	(844)

### Information and thinking skills

Slightly more than one-third of Hudsonville high school students (35%) “strongly agree” that they can **collect, analyze and interpret information**.

More than one-third (38%) “strongly agree” they can **think about ideas and connect across subjects**.

One-third (34%) “strongly agree” they can **solve everyday problems using what they have learned in school**.

Hudsonville high school students who “strongly agree”

	<b>2020</b>	<b>2017</b>
I can collect, analyze and interpret information.	35%	30%
I can think about ideas and make connections among reading, writing, math, social studies, and science.	38%	32%
I know how to go about solving real-world problems using what I have learned from different subject areas.	34%	30%
(n)	(817)	(844)

## **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” (58%)

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. More than 40% “strongly agree” with:

“My life has a purpose” (49%)

“I understand the meaning of most words” (46%)

“I can resist negative peer pressure and dangerous situations” (46%)

“I understand/comprehend most everything I am expected to read” (44%)

“I understand the value of community service and volunteering to help other people” (43%)

“I feel positive about my future” (40%)

Fourteen of the 22 statements received combined “strongly or somewhat agree” percentages from at least 90% of these Hudsonville 9th-12th-graders.

Moreover, 20 of the 22 statements received combined “strongly or somewhat agree” percentages from at least three-fourths of these Hudsonville 9th-12th-graders.

The fewest combined “strongly or somewhat agree” percentages are for:

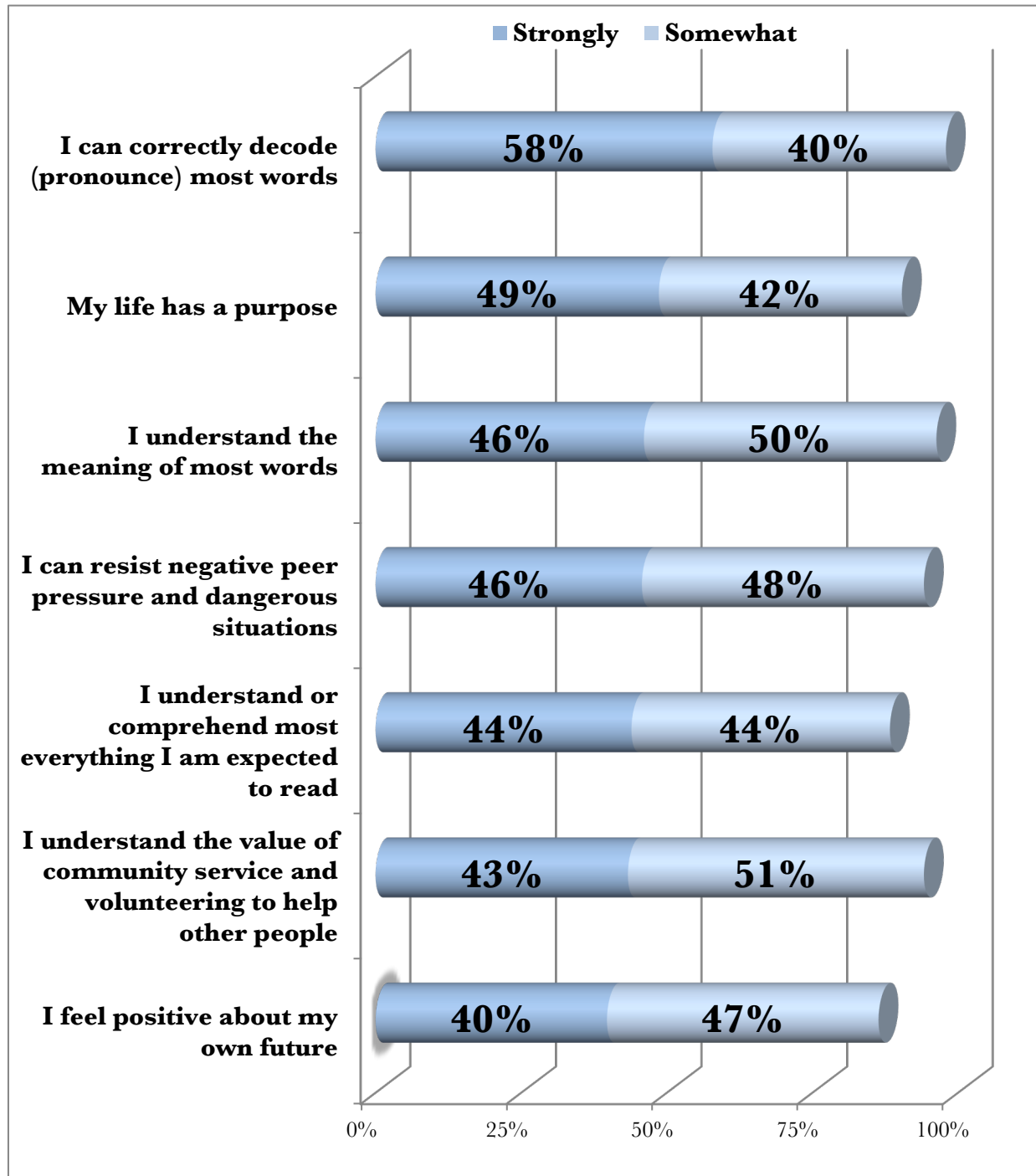
“I would be interested in taking an online course” (44%)

“I have good study and homework habits” (68%)



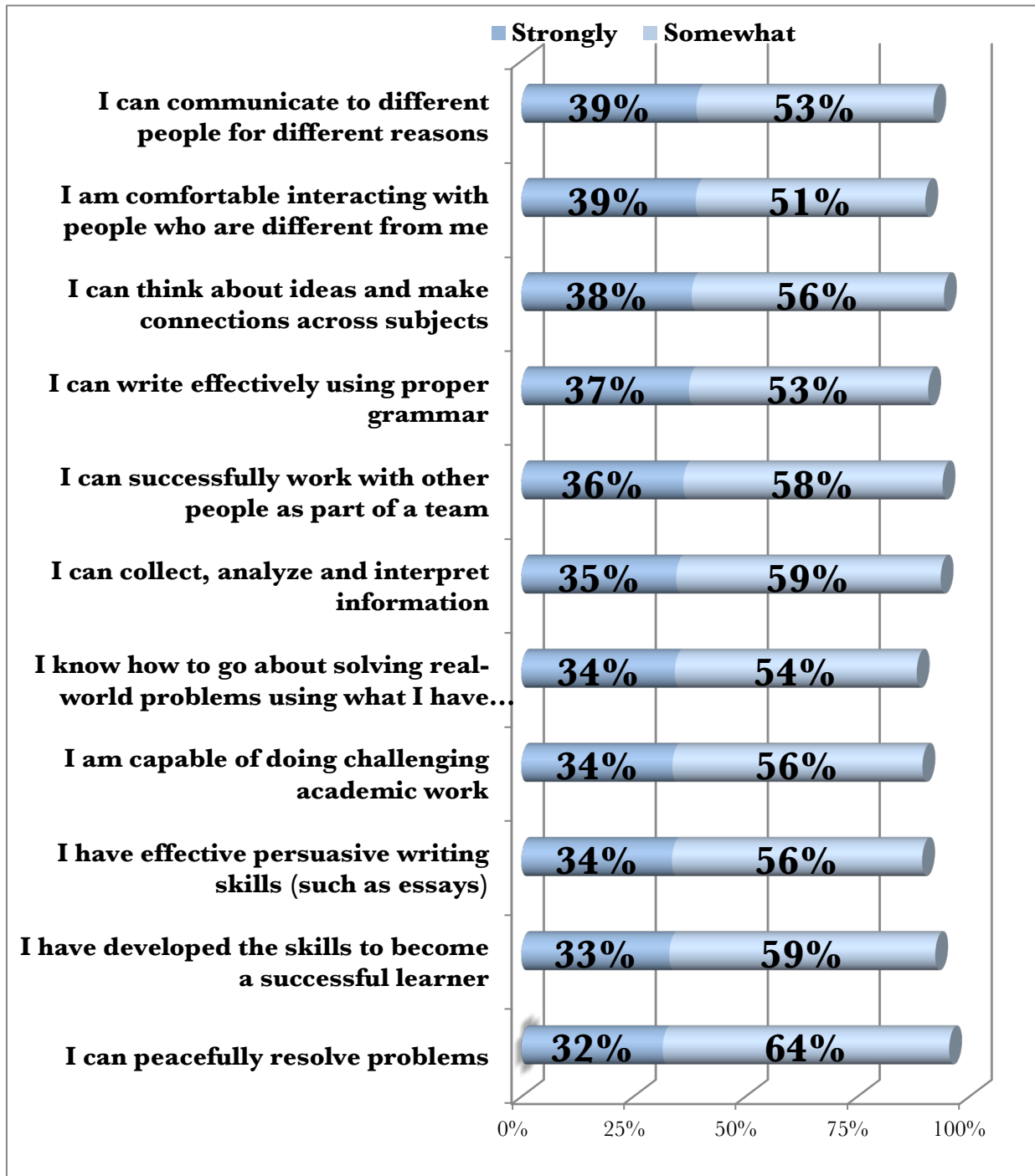
## What has been learned up to this point in life

Percent of HPS high school students who agree



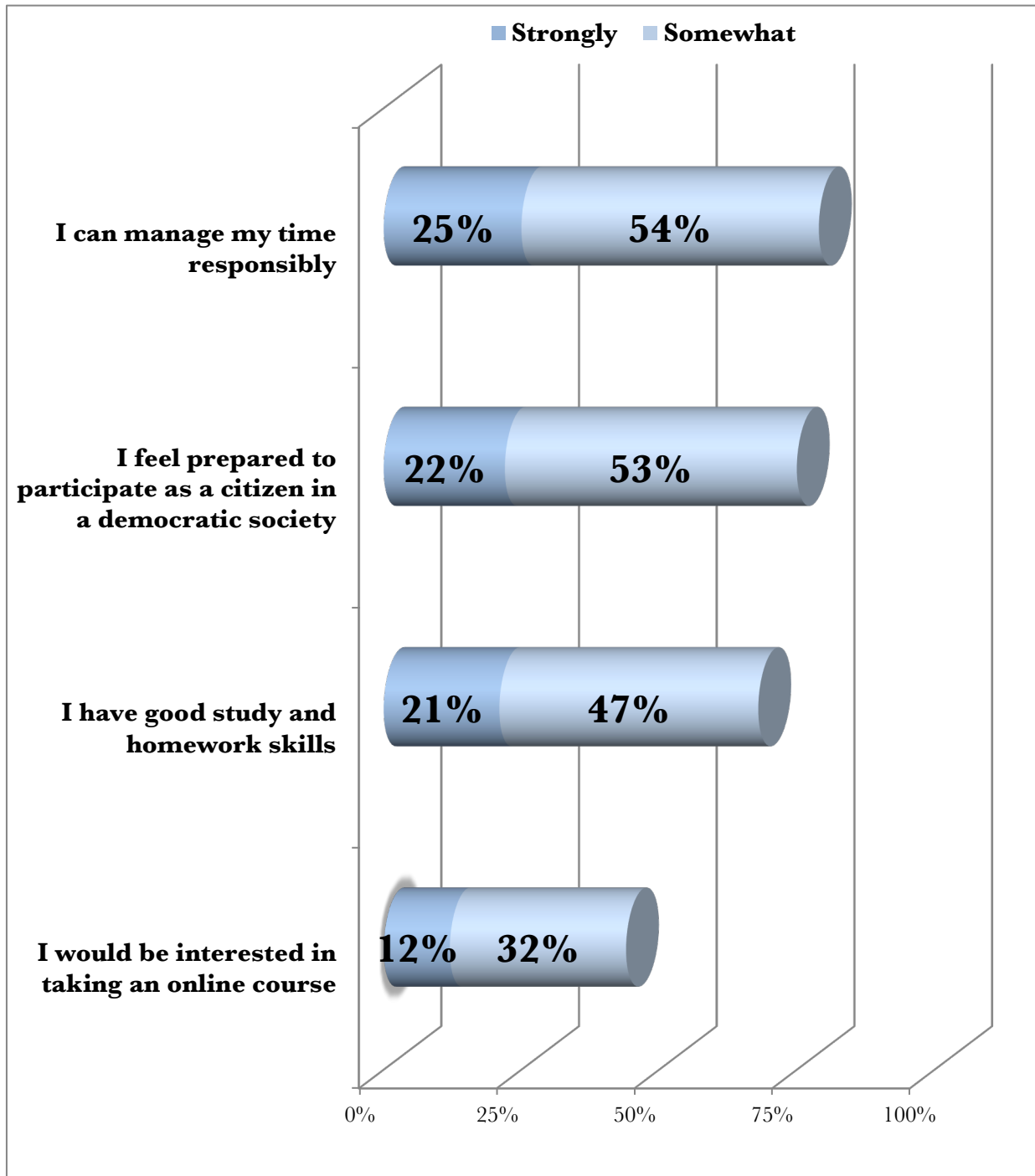
## What has been learned up to this point in life

Percent of HPS high school students who agree



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

Percent of HPS high school students who agree



**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%

**2017 Survey Hudsonville high schools students (n = 844)**

<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.	41%	55%	3%	<1%
I understand/comprehend most everything I am expected to read.	39%	52%	8%	1%
I can write effectively using proper grammar.	35%	56%	8%	<1%
I have effective persuasive writing skills (such as essays).	30%	56%	12%	2%
I can collect, analyze and interpret information.	30%	62%	7%	<1%
I can think about ideas and make connections across subjects.	32%	61%	6%	<1%
I know how to go about solving real-world problems using what I have learned from different subject areas.	30%	59%	10%	1%
I would be interested in taking an online course.	14%	32%	41%	14%
I can manage my time responsibly.	25%	58%	14%	2%
I have good study and homework skills.	21%	49%	25%	6%
I can communicate to different people for different reasons.	36%	56%	6%	2%
I am comfortable interacting with people who are different from me.	33%	52%	13%	2%
I can successfully work with other people as part of a team.	35%	56%	7%	2%
I am capable of doing challenging academic work.	28%	60%	11%	2%
I feel prepared to participate as a citizen in a democratic society.	23%	56%	17%	4%
I understand the value of community service and volunteering to help other people.	36%	57%	6%	1%
I have developed the skills to become a successful learner.	32%	60%	7%	<1%
I can peacefully resolve problems.	29%	62%	7%	1%
I can resist negative peer pressure and dangerous situations.	40%	52%	5%	2%
My life has a purpose.	51%	40%	6%	3%
I feel positive about my own future.	44%	45%	9%	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” (79%)
- “Teachers who are clear about how I am expected to behave” (78%)
- “Teachers who have high expectations for students like me” (73%)

More than half 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” (63%)
- “At least one adult at my school that I can count on to help and support me if I need assistance” (62%)
- “A school environment that feels safe” (60%)
- “Respectful teachers who are positive role models” (57%)
- “Teachers who challenge me to learn more” (55%)
- “Opportunities to select a variety of course options and electives” (54%)

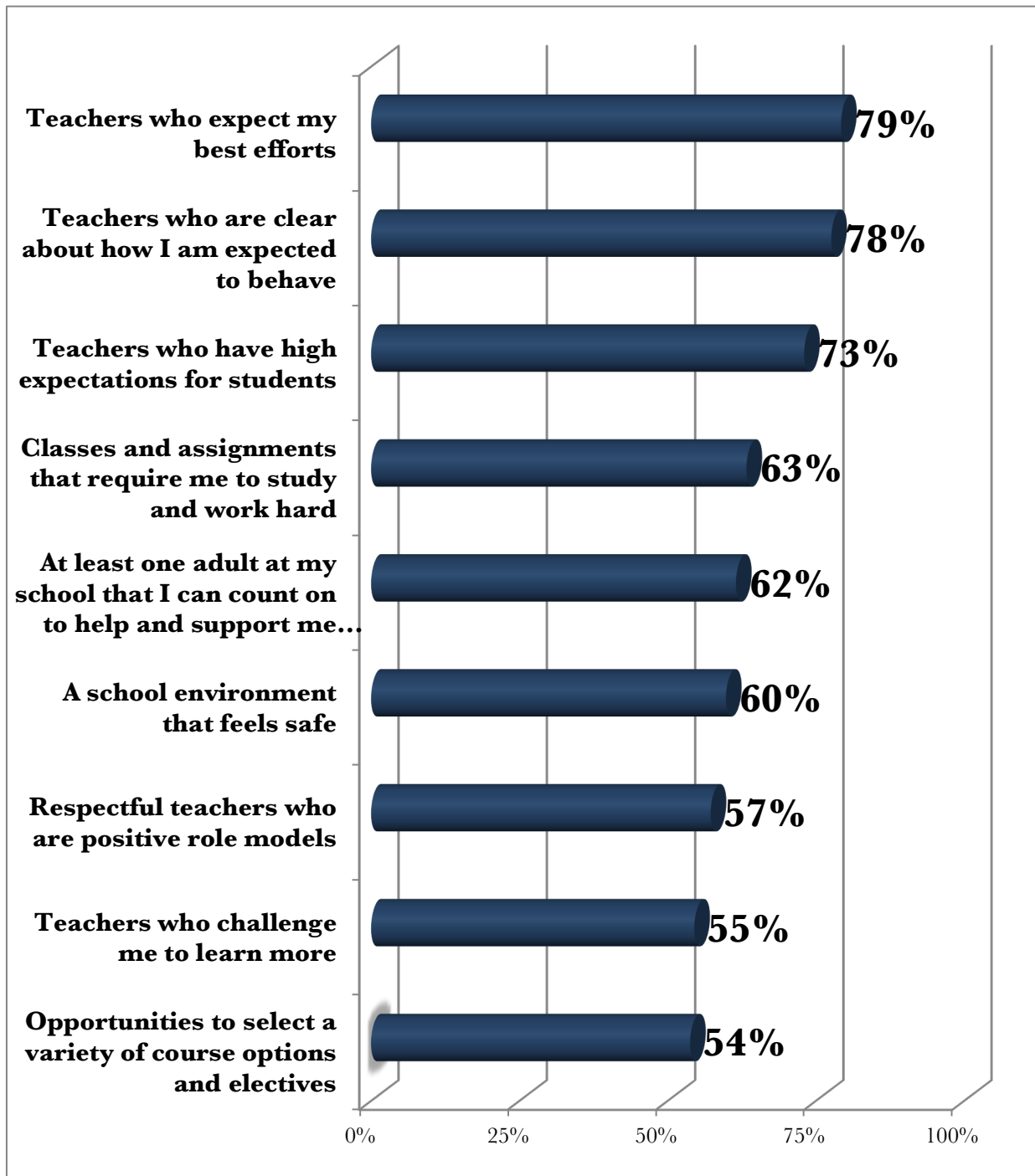
At least 40% of these Hudsonville high school students reply “frequently” to 13 of the 34 experiences evaluated. Additionally, at least 90% reply “frequently or sometimes” to 12 of the 34 experiences.

The experiences with the least percentages of “frequently” responses from these Hudsonville high school students are associated with career and real-world related opportunities, along with teachers who understand their best learning style:

- “Opportunities to work with community members on community projects” (11%)
- “Opportunities to apply what I am learning to real-world issues or problems” (14%)
- “Opportunities to develop and revise a personal *career* plan with help from school staff” (15%)
- “Opportunities to participate in career planning connecting my coursework with possible careers” (16%)
- “Teachers who understand how I learn best” (17%)
- “Opportunities to develop and revise a personal *educational development* plan with help from school staff” (19%)

## Frequency of experiences in Hudsonville Public Schools

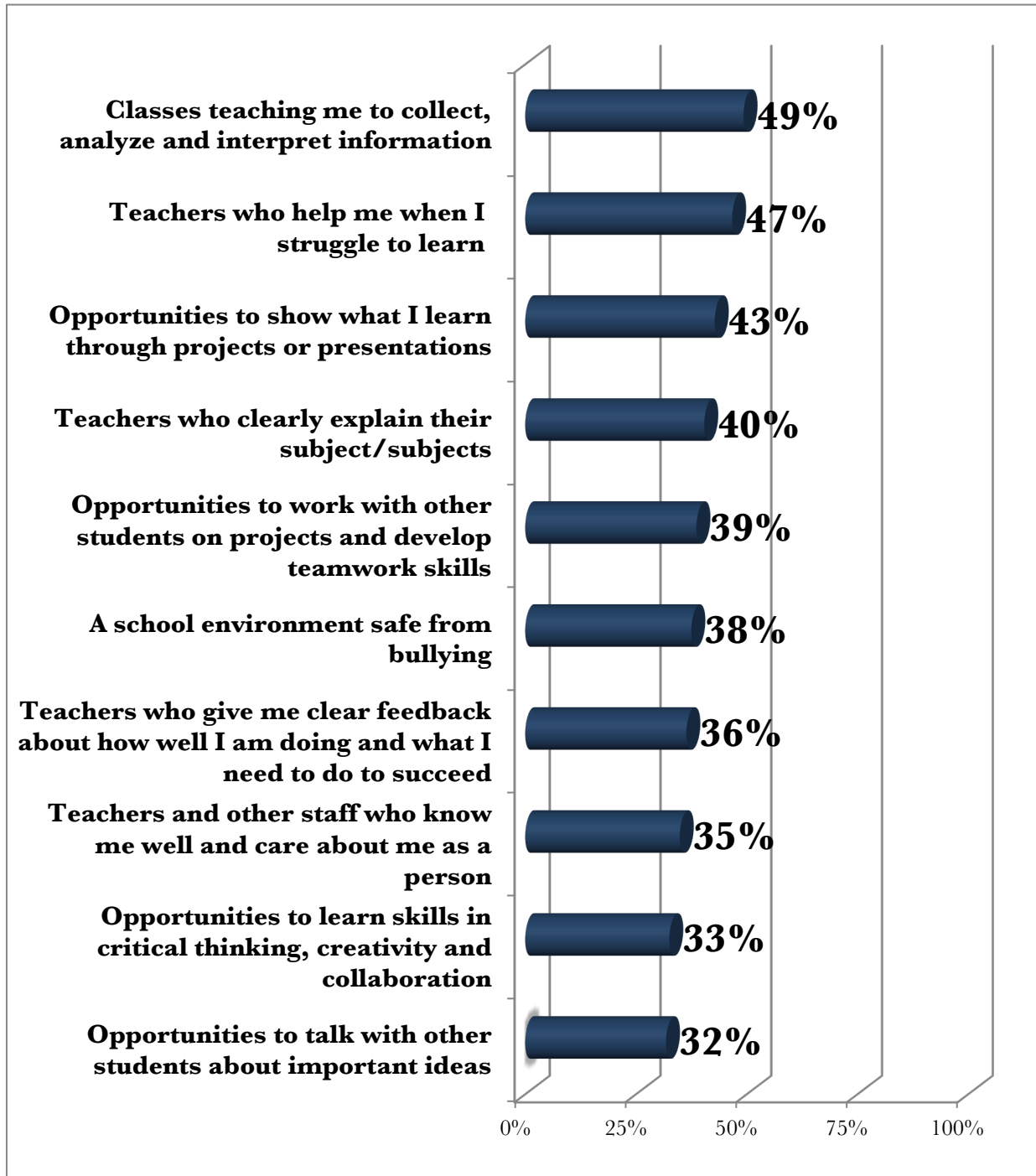
% of Hudsonville high school students who experience it “frequently”





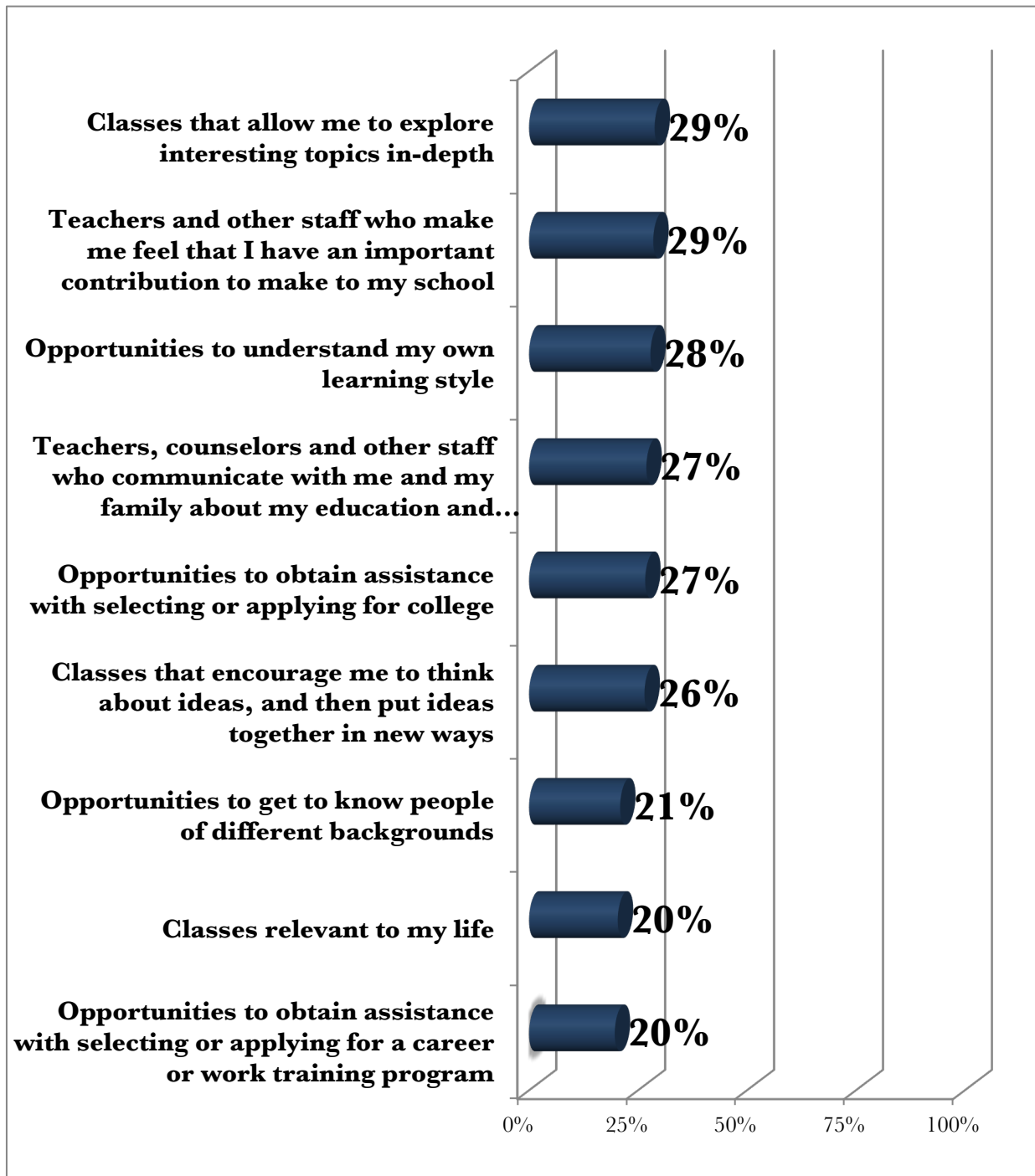
## Frequency of experiences at Hudsonville Public Schools

% of Hudsonville high school students who experience it “frequently”



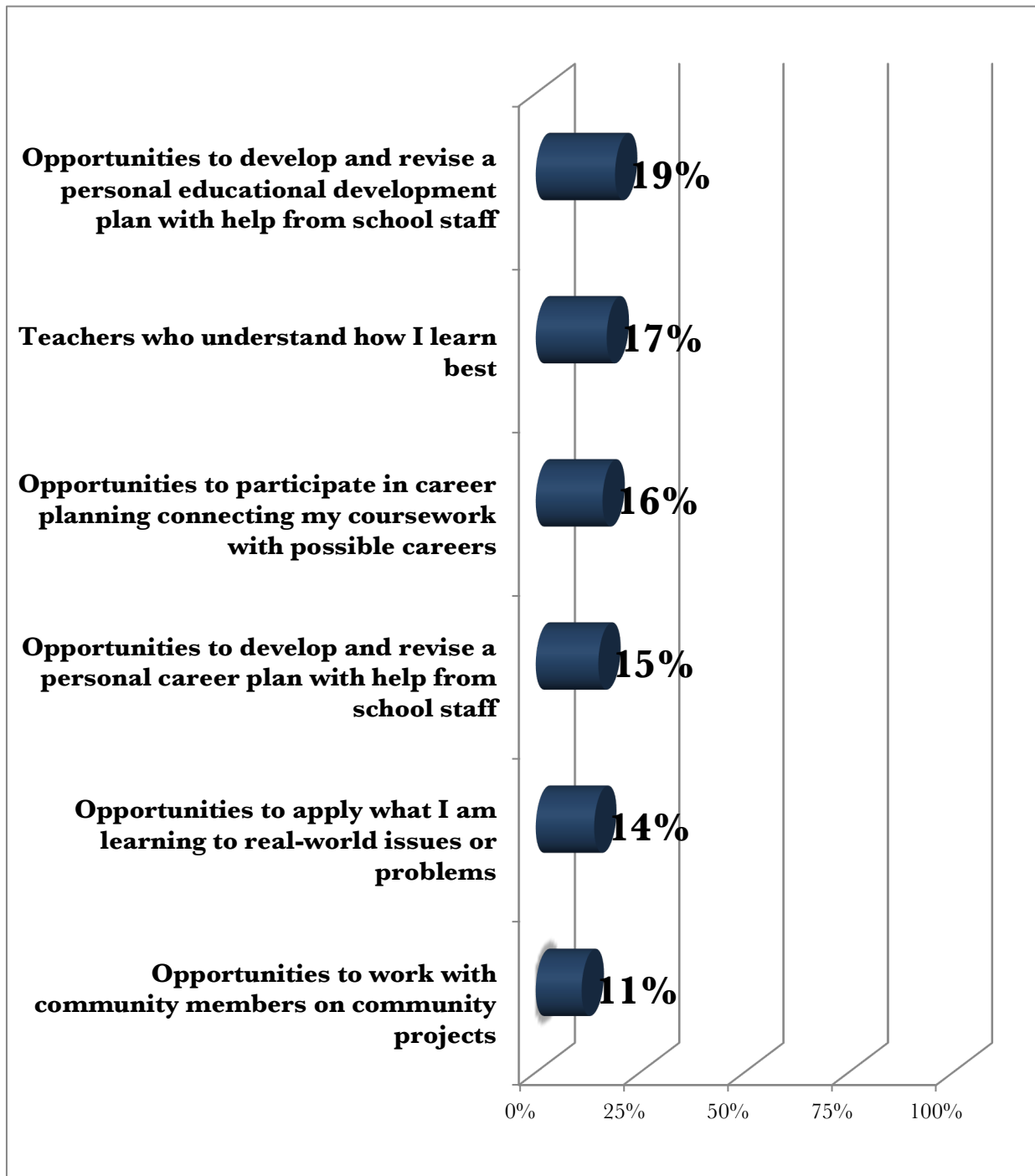
## Frequency of experiences at Hudsonville Public Schools

% of Hudsonville high school students who experience it “frequently”



## Frequency of experiences at Hudsonville Public Schools

% of Hudsonville high school students who experience it “frequently”



## Frequency of experiences in Hudsonville Public Schools

### 20120 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}**

<b><i>During my years in Hudsonville Public Schools, I have experienced:</i></b>	<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%

## Frequency of experiences in Hudsonville Public Schools

### 2017 Survey Hudsonville high school students (n = 844)

<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	23%	58%	17%	2%
Classes that allow me to explore interesting topics in-depth	30%	54%	14%	2%
Classes teaching me to collect, analyze and interpret information	42%	50%	6%	2%
Teachers who are clear about how I am expected to behave	67%	29%	3%	1%
Teachers, counselors and other staff who communicate with me and my family regarding my education and career plans	27%	40%	24%	9%
Opportunities to show what I learn through projects or presentations	29%	57%	12%	2%
Teachers who give me clear feedback about how well I am doing and what I need to do to succeed	30%	48%	18%	4%
Teachers who help me when I struggle to learn	40%	46%	10%	4%
Opportunities to apply what I am learning to real-world issues or problems	16%	55%	24%	5%
Opportunities to participate in programs connecting my coursework with possible careers	15%	47%	31%	7%
Classes that encourage me to think about ideas, and then put ideas together in new ways	26%	57%	15%	2%
Classes and assignments that require me to study and work hard	47%	43%	8%	3%
Teachers who expect my best efforts	70%	26%	3%	1%
Teachers who have high expectations for students like me	60%	34%	4%	1%
Teachers who challenge me to learn more	49%	41%	9%	2%
Opportunities to get to know people of different backgrounds	20%	44%	28%	8%
Teachers and other staff who know me well and care about me as a person	31%	46%	17%	5%

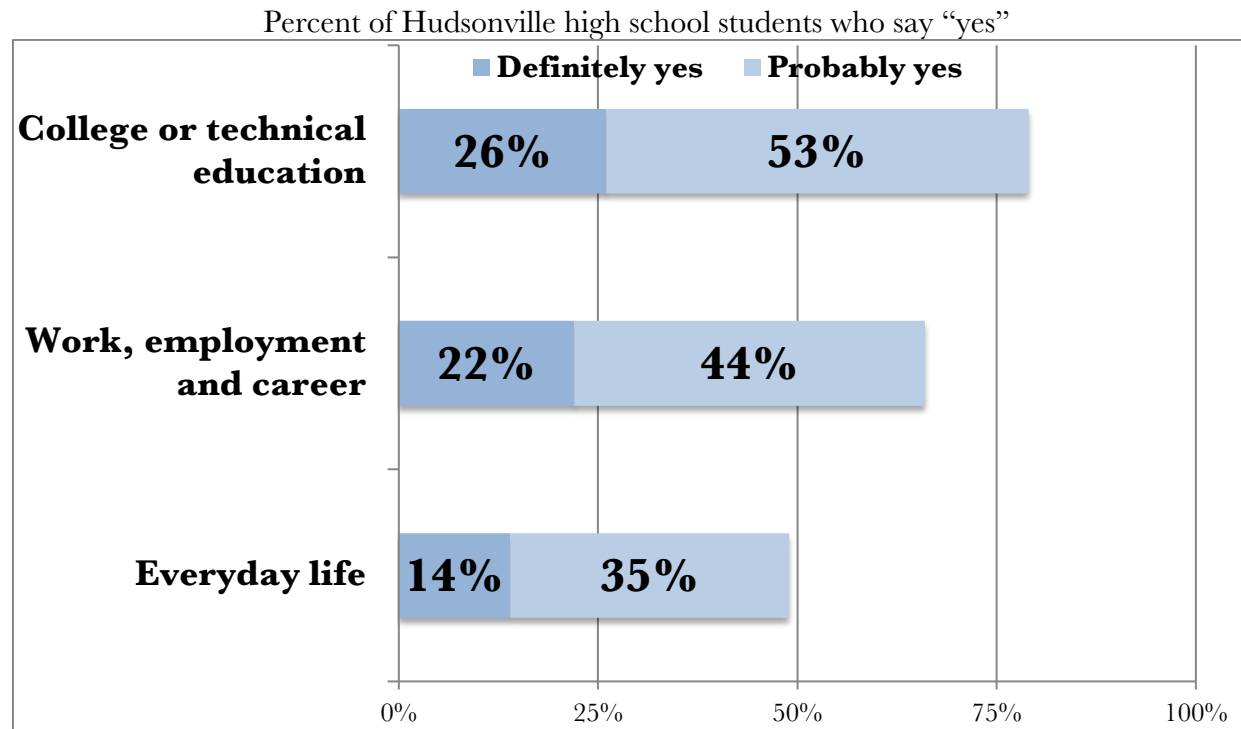
**2017 Survey Hudsonville high school students (n = 844)**

<b><i>During my years in Hudsonville Public Schools, I have experienced:</i></b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Teachers and other staff who make me feel that I have an important contribution to make to my school	29%	44%	22%	6%
Respectful teachers who are positive role models	50%	43%	4%	3%
Opportunities to work with other students on projects and develop teamwork skills	33%	57%	9%	2%
Opportunities to talk with other students about important ideas	31%	53%	13%	3%
Opportunity to select a wide variety of course options and electives	46%	45%	6%	2%
Opportunities to understand my own learning style	31%	49%	16%	4%
Teachers who understand how I learn best	18%	51%	25%	6%
Teachers who clearly explain their subject/subjects	37%	55%	6%	2%
Opportunities to develop and revise a personal <i>educational development</i> plan with help from school staff	17%	53%	20%	10%
Opportunities to develop and revise a personal <i>career</i> plan with help from school staff	15%	47%	26%	13%
A school environment safe from bullying	36%	47%	11%	6%
A school environment that feels safe	53%	39%	5%	3%
At least one adult at my school that I can count on to help and support me if I need assistance	52%	32%	10%	6%
Opportunities to obtain assistance with selecting or applying for college	28%	45%	19%	9%
Opportunities to obtain assistance with selecting or applying for a career or work training program	20%	48%	20%	12%
Opportunities to work with community members on community projects	17%	37%	30%	16%



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

Seventy-nine percent of Hudsonville high school student responding agree that their education and experiences during their years in Hudsonville Public Schools have prepared them for college or technical education, 66% say they're prepared for work, employment and careers, but only 49% feel they'll be prepared for everyday life.



Percent of 2020 Hudsonville high school students responding

	Continue formal education	Work and careers	Everyday life
Definitely yes	26%	22%	14%
Probably yes	53%	44%	35%
Not sure	11%	15%	21%
Probably no	8%	14%	20%
Definitely no	2%	4%	10%
(n)	(579)	(581)	(578)

## Prepared for college or technical education after high school

Percent of Hudsonville high school students

	<b>2020</b>	<b>2017</b>
Definitely yes	26%	30%
Probably yes	53%	52%
Not sure	11%	11%
Probably no	8%	5%
Definitely no	2%	2%
(n)	(579)	(648)

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

Percent of Hudsonville high school students

	<b>2020</b>	<b>2017</b>
Definitely yes	22%	28%
Probably yes	44%	45%
Not sure	15%	14%
Probably no	14%	10%
Definitely no	4%	3%
(n)	(581)	(650)

## Prepared for everyday life after high school

Percent of Hudsonville high school students

	<b>2020</b>	<b>2017</b>
Definitely yes	14%	21%
Probably yes	35%	40%
Not sure	21%	19%
Probably no	20%	14%
Definitely no	10%	6%
(n)	(578)	(650)

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

Seventy percent of Hudsonville high school students are at least somewhat familiar with the OAISD's Careerline Tech Center in Holland, including 22% say they "know a lot about it."

Another 21% only have heard its name.

Ten percent reply "not familiar at all" when asked about the Careerline Tech Center.

This question was not asked in the 2017 Student survey.

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

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

Almost half of Hudsonville high school students (48%) are “completely or very satisfied” with the Careerline Tech Center, including 21% who are “completely satisfied.”

Twelve percent are “not at all satisfied.”

This question was not asked in the 2017 Student survey.

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?

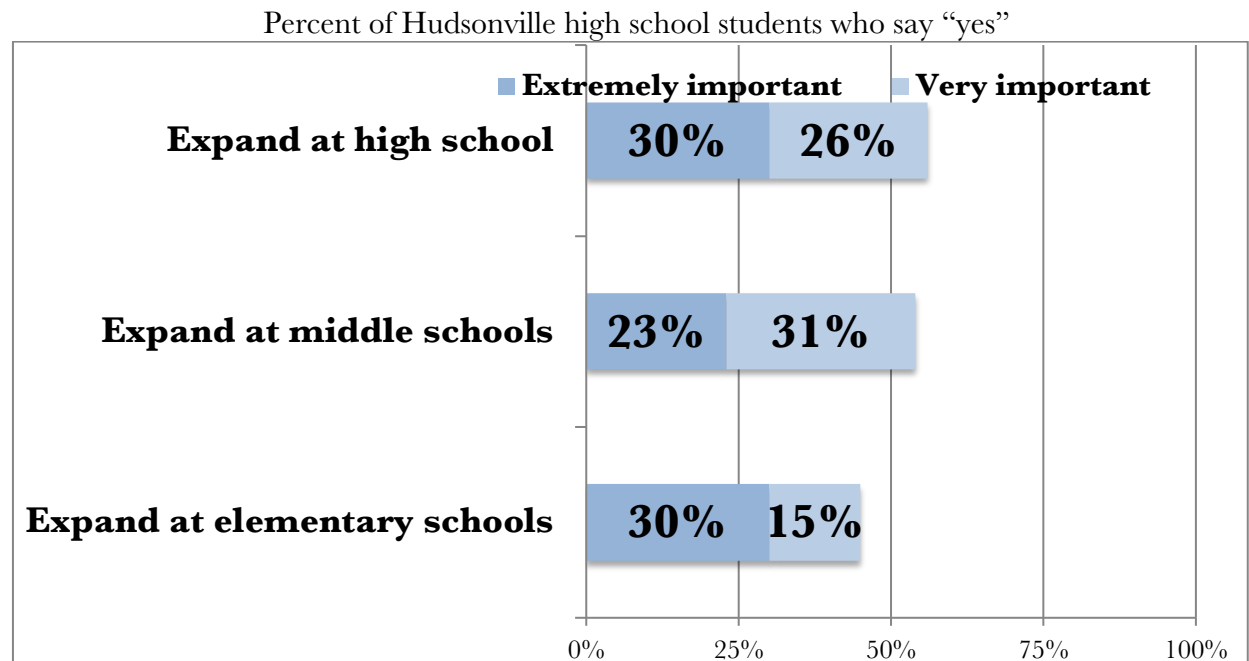
Percent of Hudsonville high school students

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

## Expand world/foreign language instruction

Fifty-six percent of the Hudsonville high school student responding feel it is “extremely or very important” to expand world/foreign language instruction at the high school level, while 54% say it for the middle school level and less than half for the elementary school level (45%).

Moreover, while 18% of these high school students believe it is “not at all important” to expand world/foreign language instruction at the elementary school level, only 7% say this for the middle school level and 9% for the high school level.



Percent of 2020 Hudsonville high school students responding

Expand world/foreign language instruction	Elementary schools	Middle schools	High school
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 student responding, with more than half saying to add it at the high school level (54%) and slightly less than half wanting to add it for the middle schools (45%).

French (23%) was the next most frequently cited language to add at the high school, while French (17%) and German (13%) were the next most mentioned to add to the middle schools.

Other languages suggested unaided include Russian, Italian, Dutch and Korean.

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 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

Half of Hudsonville high school students (50%) are “completely or very satisfied” with how technology enhances teaching and learning in Hudsonville’s everyday classrooms, including 14% who are “completely satisfied.”

Very few, just 3%, are “not at all satisfied.”

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

	2020	2017
Completely satisfied	14%	21%
Very satisfied	36%	35%
Somewhat satisfied	39%	32%
Slightly satisfied	9%	8%
Not at all satisfied	3%	3%
(n)	(574)	(649)

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

Almost two-thirds of Hudsonville high school students (62%) agree that students use of cell phones supports learning. This includes 28% who “strongly agree.”

Fourteen percent disagree, while 23% 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>2020</b>	<b>2017</b>
Strongly agree	28%	26%
Agree	34%	45%
Not sure	23%	Not asked
Disagree	9%	23%
Strongly disagree	5%	6%
(n)	(581)	(771)



## Restrict students cell phone use

Most Hudsonville high school students do not support restricting cell phone use in their schools.

While one-third accept restricting cell phone use in their classrooms (35%), much fewer agree to restrict cell phone use in the cafeteria at lunch (just 9%) and in the hallways (only 10%).

“Definitely no” replies range from 84% for the cafeteria at lunch to 78% in the hallways to 25% in the classroom. Total “no” responses equal 52% for the classrooms, 91% for the cafeteria, and 88% for the hallways.

This question was not asked in previous SOAR Student surveys.

Percent of 2020 Hudsonville high school students responding

<b>Restrict students cell phone use</b>	<b>Classrooms</b>	<b>Cafeteria lunch</b>	<b>Hallways</b>
Definitely yes	10%	7%	7%
Probably yes	25%	2%	3%
Not sure	14%	1%	2%
Probably no	27%	7%	10%
Definitely no	25%	84%	78%
(n)	(580)	(580)	(578)

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

Almost half off Hudsonville high schools students (48%) responding say it was “extremely or very easy” for them to transition from elementary school to middle school, including 21% who reply “extremely easy.”

Very few, just 9%, say it was “not at all easy.”

	2020	2017
Extremely easy	21%	21%
Very easy	27%	34%
Somewhat easy	31%	28%
Slightly easy	13%	10%
Not at all easy	9%	8%
(n)	(574)	(646)

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

Slightly more than half off Hudsonville high schools students (53%) responding say it was “extremely or very easy” for them to transition from middle school to high school, including 23% who reply “extremely easy.”

Very few, only 6%, say it was “not at all easy.”

	2020	2017
Extremely easy	23%	23%
Very easy	30%	33%
Somewhat easy	27%	27%
Slightly easy	15%	10%
Not at all easy	6%	7%
(n)	(577)	(645)

## Trimesters versus Semesters

Five-sixths of Hudsonville high school students (83%) prefer the current trimesters, including a strong 61% who reply “definitely trimesters.”

Only 12% prefer semesters, while 6% are “not sure.”

This question was not asked in the 2017 Student survey.

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>2020</b>
Definitely trimesters	61%
Probably trimesters	22%
Not sure	6%
Probably semesters	7%
Definitely semesters	5%
(n)	(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 (56%) 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 one-third who reply “definitely yes” (33%).

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

This question was not asked in the 2017 Student survey.

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

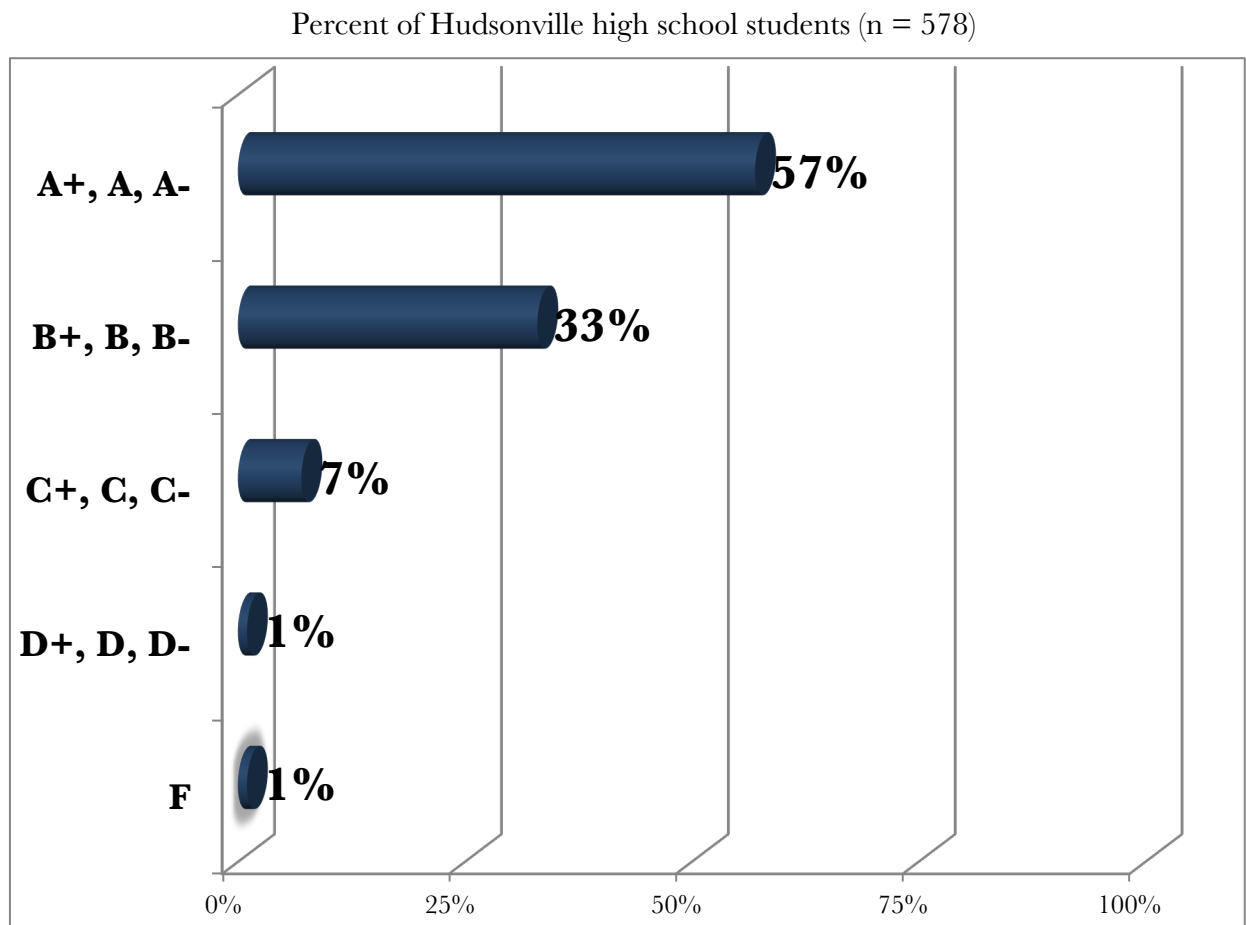
	<b>2020</b>
Definitely yes	33%
Probably yes	23%
Not sure	17%
Probably no	10%
Definitely no	17%
(n)	(579)

## Grading Hudsonville Public Schools

More than half of the HPS high school students (57%) responding award an overall grade of **at least A-minus** to Hudsonville Public Schools.

Another one-third (33%) assign an overall grade of **B-plus, B, or B-minus** to Hudsonville Public Schools.

Seven percent give an overall grade of C-plus, C, or C-minus, while fewer than 1% assign a D grade and fewer than 1% give a failing F grade.



## Grading Hudsonville Public Schools

Percent of Hudsonville high school students

	<b>2020</b>	<b>2017</b>
A+	7%	7%
A	25%	23%
A-	25%	26%
B+	18%	17%
B	10%	10%
B-	5%	4%
C+	3%	4%
C	3%	3%
C-	1%	2%
D+	<1%	1%
D	0%	<1%
D-	0%	<1%
F	<1%	2%
(n)	(578)	(652)

## **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, more hands-on, and more interesting to them
- ❖ More career oriented classes and instructional content
- ❖ More reasonable levels of homework, as sometimes it's much too much
- ❖ More to prevent, discourage and address bullying
- ❖ More diversity, students need to be more welcoming and more respectful to others not like them
- ❖ Teachers should treat everyone fairly and not have favorites
- ❖ More individual attention from teachers



## SOAR 4 Community Research Students Survey

Updated April 29, 2020

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 May 22.

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. Which school do you attend?  
Freshman Campus                  High School
4. Which best describes the grades you earn in your classes?  
Mostly A's                  Mostly A's and B's  
Mostly B's                  Mostly B's and C's  
Mostly C's                  Mostly C's and D's  
Mostly D's                  Mostly D's, E's, and F's
5. 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



6. In which work and community experiences have you participated during high school?  
(select ALL that apply for both during the school year and during the summer)

	<b>During the school year</b>	<b>During the summer</b>
Work experience for course credit (work based learning)		
Part-time employment		
Full-time employment		
Community service/volunteering		
None at all, have not worked or participated in any community programs		

7. 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) \_\_\_\_\_

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

**Subject areas:**

	<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						

9. 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 would be interested in taking an online course.				
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.				

10. 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.				

## 10. {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.				
Teachers who clearly explain their subject/subjects.				
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 safe.				
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.				

11. 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

12. 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

13. 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

14. 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

15. 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

16. 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	—	—	—	—	—

17. 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 \_\_\_\_\_)

18. 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 \_\_\_\_\_)

19. 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?

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

20. 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

21. Some other school districts are restricting students from using their cell phones during the school day. This topic also emerged in our recent focus groups with staff, parents and students. For each of the following, should Hudsonville Public Schools restrict students from using their cell phones?

	<b>Definitely yes</b>	<b>Probably yes</b>	<b>Not sure</b>	<b>Probably no</b>	<b>Definitely no</b>
a) In the classrooms	—	—	—	—	—
b) In the cafeteria at lunch	—	—	—	—	—
c) In the hallways	—	—	—	—	—

22. 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

23. 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

24. 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?

Definitely trimesters      Probably trimesters      Not sure      Probably semesters      Definitely semesters

25. 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

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/HudsonvilleStudentsSOAR4Survey2020>

**Landing page after submitting surveys is the district home page:**  
**<https://www.hudsonvillepublicschools.org>**