



# Hudsonville High School

February 20, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Hudsonville High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Jordan Beel for assistance.

The AER is available for you to review electronically by visiting the following [website](#), or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

Seminar is utilized to create and implement systematic and targeted interventions to provide support for struggling students. The interventions implemented during Seminar are based on school-wide achievement gap areas identified by our School Improvement Team and provide students with study time, additional instruction and intervention within the school day. Students identified for targeted assistance are scheduled into academic tutoring that provides an opportunity for daily reinforcement of core content area instruction designed to help remove learning barriers and to develop the study skills and the content expertise needed for successful completion of graduation requirements. We offer intervention support in a variety of ways including before school/after school tutoring, seminar time peer-to-peer tutoring via NHS, exam review sessions, parapro support in YL Algebra, classroom push-in/pull-out support, etc. We identify specific school-wide interventions through our school improvement team and they are implemented during Seminar, in such areas as critical thinking, inquiry, collaboration and communication.

State law requires that we also report additional information.

- Hudsonville Public School District has eight elementary buildings, a building for 5th and 6th graders living in the north part of the district, two middle school buildings, and a high school. Students attend the appropriate building in their neighborhood attendance area. Consideration is given allowing in-district building transfers (attending a school outside of the assigned attendance areas). These transfers could be approved if there is room available in that grade level. Parents are responsible for transportation to schools outside of their assigned attendance area.
- Hudsonville High School continues to use the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the schools' performance. The [School Improvement Plan](#) is available for your review.
- Additional information on student achievement, including school level data, can be reviewed at the [Parent Dashboard for School Transparency](#).

- Hudsonville Public Schools curriculum is aligned with Michigan Department of Education Content Expectations. K-12 subject area curriculum committees meet to review, evaluate, develop, and write horizontally and vertically aligned curriculum and assessments. Horizontal alignment assures that all students have access to the same curriculum regardless of which Hudsonville Public School they attend or teacher they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next. This on-going, cyclical process includes research, analysis of current practice, selection of appropriate resources, and implementation. [Curriculum maps](#) can be accessed on our website.

- Parent-teacher conferences attendance rates:

| <b><u>2025-26</u></b> |         |   |
|-----------------------|---------|---|
| Grade 9               | Fall    | 204 out of 536 students represented (38%) |
|                       | *Winter | 83 out of 534 students represented (16%)  |
| Grade 10              | Fall    | 126 out of 476 students represented (26%) |
|                       | *Winter | 51 out of 470 students represented (11%)  |
| Grade 11              | Fall    | 132 out of 483 students represented (27%) |
|                       | *Winter | 56 out of 483 students represented (12%)  |
| Grade 12              | Fall    | 108 out of 431 students represented (25%) |
|                       | *Winter | 39 out of 431 students represented (9%)   |

| <b><u>2024-25</u></b> |        |   |
|-----------------------|--------|---|
| Grade 9               | Fall   | 197 out of 489 students represented (40%) |
|                       | Winter | Cancelled due to inclement weather        |
| Grade 10              | Fall   | 165 out of 511 students represented (31%) |
|                       | Winter | Cancelled due to inclement weather        |
| Grade 11              | Fall   | 127 out of 448 students represented (28%) |
|                       | Winter | Cancelled due to inclement weather        |
| Grade 12              | Fall   | 125 out of 530 students represented (24%) |
|                       | Winter | Cancelled due to inclement weather        |

| <b><u>2023-24</u></b> |        |   |
|-----------------------|--------|---|
| Grade 9               | Fall   | 196 out of 493 students represented (40%) |
|                       | Winter | 141 out of 496 students represented (28%) |
| Grade 10              | Fall   | 148 out of 456 students represented (32%) |
|                       | Winter | 124 out of 454 students represented (27%) |
| Grade 11              | Fall   | 174 out of 551 students represented (32%) |
|                       | Winter | 131 out of 552 students represented (24%) |
| Grade 12              | Fall   | 92 out of 454 students represented (20%)  |
|                       | Winter | 63 out of 452 students represented (14%)  |

- Post-secondary enrollment (dual enrollment):  
During the 2025-26 school year, 16 students participated in dual enrollment. This represents .8% of the 9-12 population. During the 2024-25 school year, 35 students participated in dual enrollment. This represents 1.5% of the 9-12 population. During the 2023-24 school year, 34 students participated in dual enrollment. This represents 2% of the 10-12 population.

- **Advanced placement courses:**  
Hudsonville High School offers 21 different Advanced Placement courses during the 2025-26 school year. A total of 20 different Advanced Placement courses during the 2024-25 school year, and 19 during the 2023-24 school year.
- **College equivalent courses:**  
During the 2025-26 school year, 609 students enrolled in college equivalent courses. This represents 43% of the 10th-12th student population. During the 2024-25 school year 639 students enrolled in college equivalent courses. This represents 43% of the 10-12 student population. During the 2023-24 school year, 612 students enrolled in college equivalent courses. This represents 41.8% of the 10-12 student population.
- **College credit:**  
During the 2024-25 school year, 89% of the students that took Advanced Placement exams received a score earning college credit. During the 2023-24 school year, 91% of the students that took Advanced Placement exams received a score earning college credit. During the 2022-23 school year, 86% of the students that took Advanced Placement exams received a score earning college credit.

Our staff truly embraces the importance of helping each student learn to his/her full potential. We are proud to share the excellent results of these efforts. Thank you for partnering with us to provide the best educational experience possible for our students. Our scores reflect the time, attention, and quality instruction provided by our teachers and the involvement of our families and the Hudsonville community.

Sincerely,

*Jordan Beel*

Jordan Beel  
Principal