Agenda

1) Brief overview of where we have been and what steps we have taken
2) A look at the data
3) Two main meetings - What do we want to move to and what do we want to keep (traditions)?
4) Essential questions for today's meeting:
    a) Latin Honors System - Tier Levels
    b) Graduation Honors - How do we honor tier system and what do we want to keep (traditions)
    c) Roll Out

Committee Members

Terry Dade - Superintendent - Cornwall Central School District

Megan Argenio - Assistant Superintendent for Instruction - Cornwall Central School District

Louis Trombetta - Interim Principal - Cornwall Central High School

Joseph DeBold - Director of Guidance K-12 - Cornwall Central School District

Margaret Quinn - Board of Education Member - Cornwall Central School District

Barbara Parnes - Co-chairperson HS Student Services - Cornwall Central High School

Committee Members

John Hines - Mathematics Teacher/Cornwall HS Alum - Cornwall Central High School

Kelly Finn - English Teacher/Junior Class Advisor - Cornwall Central High School

Jacques Ponsolle - Technology Teacher/Senior Class Advisor/SGO Advisor - Cornwall Central High School

Meghann Chyla - English Teacher/Senior Class Advisor/SGO Advisor - Cornwall Central High School

Michael Kramer - Parent of Current 10th, 8th and 4th grade Students - Cornwall Central School District

5 members - Current Junior Class (Class of 2022)

Overview

TABLE 8. PERCENTAGE OF COLLEGES ATTRIBUTING "CONSIDERABLE IMPORTANCE" TO FACTORS IN ADMISSION DECISIONS: FIRST-TIME FRESHMEN, FALL 2007 TO FALL 2018

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Grades in College Prep Courses	80%	75%	87%	83%	84%	82%	82%	79%	—	77%	71	73
Grades in All Courses	52	52	46	46	52	50	52	60	—	77	81	75
Strength of Curriculum	64	62	71	66	68	65	64	60	—	52	51	62
Admission Test Scores	59	54	58	59	59	56	58	56	—	54	52	46
Essay or Writing Sample	26	27	26	27	25	20	22	22	—	19	17	23
Class Rank	23	19	16	22	19	13	15	14	—	9	9	9
Counselor Recommendation	21	20	17	19	19	16	16	17	—	15	11	15

Teacher Perspective

On a scale of 1-5, 1 being more negative and 5 being more positive, I feel that WITHOUT class rank the academic environment would be:
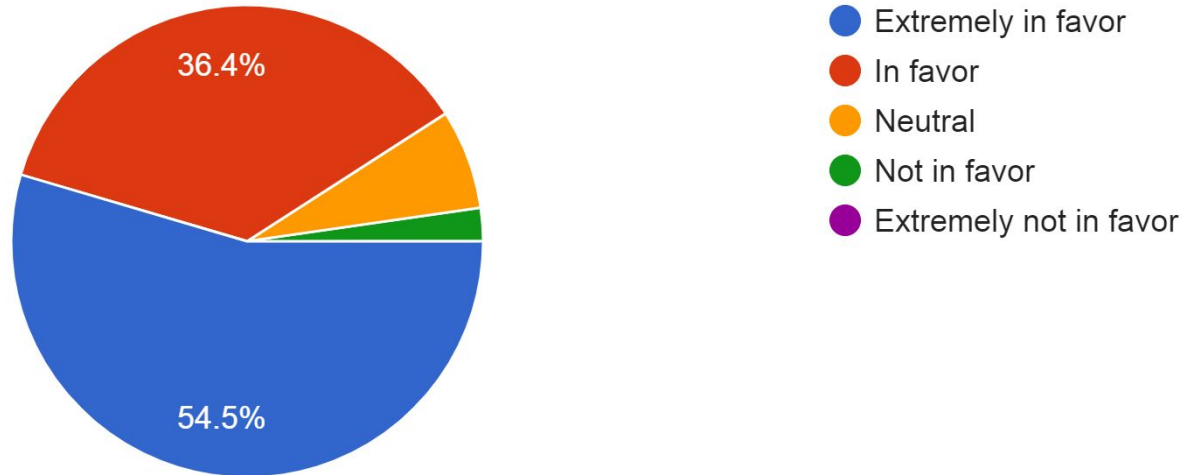
44 responses
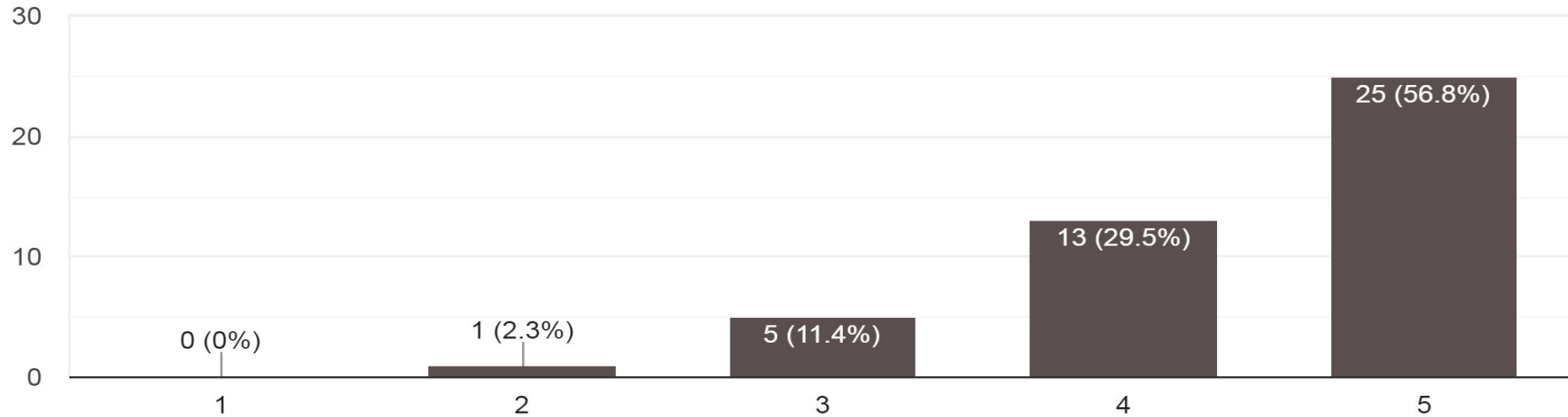
Teacher Perspective

How in favor are you in moving away from class ranking?

44 responses

Teacher Perspective - Current Observations

In my 10 advanced classes it is a frequent conversations among students when the class ranks are released, and it is a conversation that only serves to make most of the students insecure and anxious. I don't like that students discuss it with one another as it breeds unhealthy competition. And having spoken with students who are vying for the top spots, they have been frank about the fact that knowing their rank in 10th grade made them feel an immense pressure to maintain their standing at whatever cost.

I've seen anxiety, sadness, disappointment, and kids getting down on themselves from both my anxious high performing students who feel that "they didn't do good enough", or my lower level students who see that they're near the bottom of the class and then feel bad about themselves or their abilities.

In my observations, many kids care more about percentage points than content and personal achievement. I think ranking pits kids against each other rather than pushing for personal best.

Students use it to compare themselves to others. It is more often used in a negative way.

Students mostly dislike class rank as it is a poor representation of their intelligence. Others dislike its competitive nature. Universally students have mentioned it's impact on their stress.

Teacher Perspective - If We Moved Away From Rank

It will alleviate the intense pressure these students feel to maintain their standing. It will discourage unhealthy competition among peers and hopefully it will engender of love of learning rather than reducing classes to grades.

More focus on learning rather than getting the grade. Students tend to focus on grades and not learn the material. I've noticed higher incidents of cheating because of that.

The point highlighted about helping their fellow classmates rise to the top instead of beating them out to the top is the most positive thing I can see about this. Helping your fellow classmate knowing that it only impacts in a kind and caring way rather than a punitive way is so strong in building the character of these students.

Students should be working together and not avoiding helping each other just for the purposes of class rank. Also, it is so hard to compare school to school so 30th in Cornwall might be better than 10th somewhere else but 30 looks way worse than 10.

As stated in the presentation, colleges are no longer seeing the value in ranking such as this. This will allow students and parents to explore other ways of building character and credentials on a college app. or resume.

Students might actually find something they enjoy. Increase in internal motivation

Admissions Point of View

"How high schools determine class rank varies greatly, so there is little ability to apply it uniformly. Additionally, we see a rapidly increasing amount of school districts that do not choose to share class rank in class information with colleges and universities."

-Michael McKeon, Director of Undergraduate Admissions, SUNY Albany

"The GPA and the courses the student takes are more important. We don't compare by rank of the student. At the end of the day, it's about who they are. The rank is just a number that can be interpreted in many ways."

-Yale Admissions Officer

The Summary on Rank in the United States

More than half of high schools in the United States do not rank

Most small private and competitive high schools have done away with it because they feel it penalizes many excellent students who are squeezed out of the top 10 percent of the class and then overlooked by elite colleges.

Due to the tremendous differences in curricula and grading standards at different high schools, many admission officers (especially at selective private colleges) have begun to discount the accuracy and importance of class rank as a factor in evaluating students.

Student Perspective

- Students feel that there is a "cut-throat" nature to the rank system
- Students have reported that class rank causes anxiety and stress
- Students have also reported that students will often "game" the system by taking classes that can yield them a more favorable GPA depending on classes they take to get ahead, rather than take the courses they would enjoy and benefit from
- Students have reported that they feel like when they are helping a peer that is close in rank to them, they are inevitably hurting themself. They sometimes watch their peers fail.

SEL Perspective

- Rather than students fighting over singular spots in a rank system, students have nobody but themselves to knock them out of a tier. So competition to get to the highest level exists, but now is in a more supportive environment.
- Students would help "bring up" their peers to their tier or encourage them to strive harder.
- Students do not need to feel the anxiety and pressure that ranking causes them.

Frequently Asked Questions

What if my child needs their rank for a scholarship or applying to a service academy?

Rank can still be computed behind the scenes in our data management system and can be provided to anyone who needed it as a requirement

What about scholarships? How will they be eligible if some require a "top ten" or a top percentile requirement?

Again, rank can still be provided for these scholarships and be sent directly to the organization if needed. Percentiles, deciles, etc. can also still be provided

Frequently Asked Questions

What will happen to Valedictorian/Salutatorian? Celebrating the Top Ten in the class?

Traditional recognitions can still occur as exact GPA and rank can be computed behind the scenes. If the school would like to make a local decision on celebrating high achieving students they may choose to do so as well.

Timeline

Timeline of Class Rank Conversation

- **April of 2019** *-* First brought conversation regarding class rank and examining the policy to district office.
- **Fall of 2019** *-* Started research and collected data from college admissions reps from the public and private realms, additionally held informal "pulse check" conversations with various stakeholders.
- **March of 2020** *-* Collected data from CCHS teachers
- **COVID**
- **May 2020** *-* Proposed re-examination of Class Rank policy to Board of Education with student representatives

Data

Class of 2020

Class Size = 274

With a 90 or better = 110

Top 10 % Threshold = 95.721

# of Students 98 or better = 11

Students with 100 or better = 3

102.679	1	98.969	1	102.679	1	98.969	1
101.211	2	97.789	2	101.211	2	97.789	2
100.397	3	97.018	3	100.397	3	97.018	3
99.738	4	96.632	6	99.738	4	96.632	6
99.665	5	96.798	5	99.665	5	96.798	5
98.825	6	95.667	8	98.825	6	95.667	8
98.776	7	95.417	10	98.776	7	95.417	10
98.667	8	96.008	7	98.667	8	96.008	7
98.530	9	96.952	4	98.530	9	96.952	4
98.128	10	94.966	14	98.128	10	94.966	14
98.041	11	94.731	16	98.041	11	94.731	16
97.896	12	94.211	18	97.896	12	94.211	18
97.833	13	94.182	19	97.833	13	94.182	19
97.653	14	95.472	9	97.653	14	95.472	9
97.510	15	94.991	13	97.510	15	94.991	13
97.048	16	94.172	20	97.048	16	94.172	20
96.956	17	93.386	31	96.978	17	93.434	30
96.909	18	94.036	21	96.909	18	94.036	21
96.872	19	94.773	15	96.872	19	94.773	15
96.722	20	93.650	25	96.722	20	93.650	25
96.343	21	92.741	41	96.343	21	92.741	41
96.293	22	94.546	17	96.293	22	94.546	17
96.123	23	93.179	35	96.123	23	93.179	35
95.922	24	93.468	29	95.922	24	93.468	29
95.906	25	94.009	22	95.906	25	94.009	22
95.811	26	92.911	38	95.811	26	92.911	38
95.721	27	95.096	12	95.721	27	95.096	12
95.464	28	95.160	11	95.464	28	95.160	11
95.341	29	93.547	27	95.341	29	93.547	27
95.224	30	91.787	51	95.224	30	91.787	51
95.119	31	93.802	23	95.119	31	93.802	23
95.077	32	92.139	46	95.077	32	92.139	46
95.044	33	91.456	56	95.044	33	91.456	56
95.012	34	92.602	42	95.012	34	92.602	42
94.943	35	91.571	54	94.943	35	91.571	54
94.861	36	93.510	28	94.861	36	93.510	28
94.856	37	93.740	24	94.856	37	93.740	24
94.775	38	93.186	34	94.775	38	93.186	34
94.638	39	93.370	33	94.638	39	93.370	33
94.614	40	92.573	43	94.614	40	92.573	43
94.552	41	92.765	39	94.552	41	92.765	39
94.398	42	92.482	44	94.398	42	92.482	44
94.218	43	93.413	30	94.218	43	93.413	31

Class of 2021

Class Size = 287

With a 90 or better = 120

Top 10% Threshold = 97.866

# of Students 98 or better = 27

Students with 100 or better = 9

Student	Class Of	WGPA	WRank	UGPA	URank	WGPA	WRank	UGPA	URank
		102.834	1	99.424	1	102.834	1	99.424	1
		102.175	2	99.034	2	102.175	2	99.034	2
		101.558	3	97.750	4	101.558	3	97.750	4
		101.243	4	97.802	3	101.243	4	97.802	3
		101.143	5	97.348	6	101.143	5	97.348	6
		101.125	6	97.533	5	101.125	6	97.533	5
		101.099	7	97.224	9	101.099	7	97.224	9
		100.545	8	97.237	8	100.545	8	97.237	8
		100.326	9	97.322	7	100.326	9	97.322	7
		99.714	10	96.784	10	99.714	10	96.784	10
		99.605	11	96.323	12	99.605	11	96.323	12
		99.457	12	95.809	17	99.457	12	95.809	17
		99.338	13	95.837	16	99.338	13	95.837	16
		99.303	14	96.261	13	99.303	14	96.261	13
		99.294	15	96.456	11	99.294	15	96.456	11
		99.053	16	95.878	15	99.053	16	95.878	15
		98.943	17	96.190	14	98.943	17	96.190	14
		98.893	18	95.632	20	98.893	18	95.632	20
		98.710	19	95.168	26	98.710	19	95.168	26
		98.420	20	95.609	21	98.420	20	95.609	21
		98.390	21	95.256	25	98.390	21	95.256	25
		98.273	22	95.156	27	98.273	22	95.156	27
		98.207	23	95.337	23	98.207	23	95.337	23
		98.124	24	95.793	18	98.124	24	95.793	18
		98.098	25	95.686	19	98.098	25	95.686	19
		98.072	26	94.443	36	98.072	26	94.443	36
		98.012	27	94.957	28	98.012	27	94.957	28
		97.866	28	94.702	30	97.866	28	94.702	30
		97.808	29	95.359	22	97.808	29	95.359	22
		97.649	30	94.670	31	97.649	30	94.670	31
		97.417	31	93.990	42	97.417	31	93.990	42
		97.220	32	93.868	46	97.220	32	93.868	46
		97.000	33	93.978	44	97.000	33	93.978	44
		96.990	34	94.444	35	96.990	34	94.444	35
		96.987	35	93.625	51	96.987	35	93.625	51
		96.891	36	93.822	48	96.891	36	93.822	48
		96.848	37	94.033	41	96.848	37	94.033	41
		96.768	38	93.900	45	96.768	38	93.900	45
		96.595	39	94.114	39	96.595	39	94.114	39
		96.483	40	93.988	43	96.483	40	93.988	43
		96.278	41	94.890	29	96.278	41	94.890	29
		96.260	42	93.578	53	96.260	42	93.578	53
		96.227	43	94.488	34	96.227	43	94.488	34

Student	Class Of	WGPA	WRank	UGPA	URank	WGPA	WRank	UGPA	URank
Class of 2022		102.159	1	98.469	2	102.159	1	98.469	2
		102.088	2	98.618	1	102.088	2	98.618	1
		101.828	3	98.215	4	101.828	3	98.215	4
		101.766	4	98.094	5	101.766	4	98.094	5
		101.428	5	98.063	6	101.428	5	98.063	6
Class Size = 280		101.406	6	97.645	8	101.406	6	97.645	8
		101.141	7	97.706	7	101.141	7	97.706	7
		100.957	8	97.385	9	100.957	8	97.385	9
		100.781	9	97.156	10	100.781	9	97.156	10
With a 90 or better = 135		100.747	10	97.125	11	100.747	10	97.125	11
		100.491	11	96.875	13	100.491	11	96.875	13
		100.484	12	96.875	13	100.484	12	96.875	13
		100.389	13	98.286	3	100.389	13	98.286	3
Top 10 % Threshold = 97.981		100.084	14	96.500	18	100.084	14	96.500	18
		100.056	15	96.469	19	100.056	15	96.469	19
		100.036	16	96.545	16	100.036	16	96.545	16
		99.997	17	96.515	17	99.997	17	96.515	17
# of Students 98 or better = 27		99.438	18	96.088	21	99.438	18	96.088	21
		99.393	19	96.321	20	99.393	19	96.321	20
		99.316	20	95.750	24	99.316	20	95.750	24
*Students with 100 or better = 16		99.159	21	96.552	15	99.159	21	96.552	15
		99.073	22	95.636	25	99.073	22	95.636	25
		98.553	23	95.313	30	98.553	23	95.313	30
		98.431	24	95.469	28	98.431	24	95.469	28
		98.304	25	95.852	22	98.304	25	95.852	22
		98.168	26	95.786	23	98.168	26	95.786	23
		98.000	27	96.964	12	98.000	27	96.964	12
		97.981	28	94.469	42	97.981	28	94.469	42
		97.940	29	95.556	26	97.940	29	95.556	26
		97.689	30	94.262	45	97.689	30	94.262	45
		97.656	31	95.281	31	97.656	31	95.281	31
		97.643	32	94.215	46	97.643	32	94.215	46
		97.603	33	94.656	40	97.603	33	94.656	40
		97.593	34	94.690	39	97.593	34	94.690	39
		97.537	35	94.761	37	97.537	35	94.761	37
		97.236	36	95.536	27	97.236	36	95.536	27
		97.147	37	93.938	49	97.147	37	93.938	49
		97.125	38	93.656	53	97.125	38	93.656	53
		97.098	39	94.273	44	97.098	39	94.273	44
		97.079	40	94.750	38	97.079	40	94.750	38
		97.027	41	93.667	52	97.027	41	93.667	52
		96.891	42	93.969	48	96.891	42	93.969	48
		96.889	43	95.214	32	96.889	43	95.214	32

Goal #1 - Tiered System Based Upon Latin Honors

Develop a tiered system in which students only compete with themselves to get into that tier.   The tiered system can replicate collegiate Latin Honors For example:

Cum Laude - 92 - 94.99

Magna Cum Laude - 95 - 97.99

Summa Cum Laude - 98 +

Questions - Do we like these bands where they are? Do we want to move them up to make them more competitive? How do we want to recognize these students (graduation)?

Goal #2 - Traditions - What Do We Want to Keep/Change?

Valedictorian/Salutatorian

Top Ten in the Class

Speakers at Graduation

Goal #3 - Roll Out

How do we want to roll this out?

What year are we starting with? Hybrid for current year? Start fully for next year?

How will the community know?