



**STUDENT FEEDBACK:  
12TH GRADE ENGLISH  
CLASSES**

*Educating the whole child for personalized success*

# Recommendation #1

**Advanced Placement, dual-credit and honors courses should be weighted according to the following: adding 6 percentage points to the course grade GPA for AP credit, 4 percentage points to the course grade GPA for dual-credit courses and 2 percentage points to the course grade GPA for honors courses.**

**Rationale: Students should be incentivized to take our most rigorous courses. Currently, AP=5 pts and nothing for honors or dual credit courses.**

**Student Feedback and Recommendation:  
Students agree with this recommendation and are  
very happy about the change.**



## Recommendation #2

The end of the 3rd marking period should replace the current practice of ending the final calculation of grades for seniors after the second marking period beginning with the 2024-25 school year.

**Rationale:** The final calculation of senior grades for honor recognitions should occur as late as possible in the school year to keep students engaged, and ensure student learning and effort continues as close to graduation as possible.

**Student Feedback and Recommendation:  
Students agree with this recommendation and  
believe the determination for establishing the cut  
off point occur as late as possible in the school year.**



## Recommendation #3

**Courses in band, music and PE will be included in the GPA beginning with the 2024-25 school year.**

## Student Feedback:

### Students do not agree with this recommendation.

Band and Chorus:

It is too stressful for AP students to miss classes for lessons. This is why only one senior is in chorus.

Students are put on structured study hall for missing lessons, but the make-up period is still during a class.

5 students said yes to including Band and Chorus because you are learning a new skill, it's an elective, and they thought it helped you when applying to colleges.

14 students said no because missing classes for lessons hurts grades for those classes.



## Student Feedback:

# Students do not agree with this recommendation.

### Physical Education:

- Students felt the grades were biased, but overall, it's an easy grade.
- Students liked the idea of this **class being pass/fail**.
- Students feel there is a gender bias in the rubric. It's easier for boys to get credit for changing into “gym clothes” when they didn't. It's how they normally dress. Girls who wear “dressier clothes” cannot do this.
- Most students were unaware that this class was not included in the average.
- 0 students said yes.
- 7 students said no because it's hard to gauge effort. Some students felt the rubric doesn't reflect effort.
- 6 students had no opinion. They did say that it would probably bump up their overall averages.
- 9 students liked the idea of **making it a pass/fail class**.





# Student Recommendation

**Courses in band, music should not be included in the GPA as the district has historically done. Physical Education should become Pass/Fail and not included in the GPA beginning with the 24-25 school year.**

## Recommendation #4

The Jr/Sr High will continue to use Regents exams as the final. However, beginning with the 24-25 school year, final exams will be worth 10% of the final course grade. Midterm examinations will be added valued at 10% of the total final grade. Marking periods 1,2,3 & 4 will each be worth 20%.

## Recommendation #4 Rationale

Using the Regents as the final will continue to motivate students to take the exam seriously. Reducing the weighted value will benefit many students as it will have a lower impact on their final grade. It will also reduce stress for students. Adding midterms - a comprehensive exam - will serve as a key check point half way through the year to determine students' progress to date on the course content. This will also help to identify areas which should be spiraled (reinforced) throughout the curriculum for the second semester.

## Student Feedback:

### **Students do not agree with this recommendation.**

Most students said no because there is still too much weight for one exam.

Students said test anxiety negatively affects students' averages.

Most students agreed that some type of assessment is needed.

Students asked why there are 4 marking periods when it's not required by NYS.

Students were in favor of replacing exams with Project Based Learning with 19 students agreeing that students should have a choice in which projects they can do. This keeps students motivated.

Before School Tools, students whose overall final averages were exempted from final exams. Teachers bubbled in scantron sheets and would include a 90+ student's final exam only if it helped the student.



# Student Recommendation

The Jr/Sr High will continue to incorporate Regents exams and finals into student grades. However, instead of having separate categories for midterms or final exams, the mid term exam grade would be included in the 2nd marking period and the final exam would be averaged into the 4th marking period.

## Recommendation #5

The long-standing district practice of identifying the Top Ten students of the graduating class be eliminated beginning with the 2024-25 school year in favor of an honors benchmarking system, which recognizes all graduating seniors who achieve final GPAs in the following bands

**90%+ - Honors,**

**94%+ - High Honors,**

**97%+ - Highest Honors**

The weighted average will be used for all honors recognitions.

## Recommendation #5 Rationale

With declining enrollment and some classes with 40+ students, it no longer makes sense. By having benchmark targets, all students are motivated to achieve their personal best instead of being pitted against each other to vie for a certain ranking in the class.

# Top 10 Data

<b>Class of:</b>	<b>Top 10 average range</b>
<b>2024</b>	98.63-94.93
<b>2023</b>	99.4-91.7
<b>2022</b>	97.4-93.27
<b>2021</b>	96-91
<b>Missing 2020</b>	
<b>2019</b>	95.72-89.92
<b>2018</b>	97.29-89.42





# Student Feedback

- Agreed that the top 10 is inconsistent. According to the data of previous top 10 lists, the classes of 2018 and 2019 the lowest average for #10 was an 89. That student would not have made the top 10 in 2024 as the lowest average this year is a 94.93
- We are too small of a school to do a top 10. “We’ve lost the value of it.”
- Some students said that Top 10 rankings motivate students. However, others said that those students who are protesting against this change know they wouldn’t even be in the top 10 if the classes had been weighted.”
- Shifting to an honor benchmark ranking would include more students. Students were favorable to this.
- “Can it be phased out since this year’s 9th grade class is already competing?”
- They agreed that val/sal should be kept.

# Student Recommendation

The long-standing district practice of identifying the Top Ten students of the graduating class be phased out and end with this year's current 9th graders (Class of 2027). Beginning with the 2024-25 school year the district will implement an honors benchmarking system, which recognizes all graduating seniors (with colored stoles at graduation) who achieve final GPAs in the following bands

**90%+ - Honors,**

**94%+ - High Honors,**

**97%+ - Highest Honors**

The weighted average will be used for all honors recognitions.

## Recommendation #6

**The Valedictorian and Salutatorian recognitions should be eliminated in favor of the Highest Honors target of 97%.**

**Rationale:** Those students achieving the “Highest Honors” designation would receive the accolades and honors formerly reserved for the Valedictorian/Salutatorian. The achievement of standards becomes the goal rather than competition among students. Under this scenario, the school is not arbitrarily indicating a finite number of Highest Honors scholars, but is setting various standards for students to achieve. The motivation and quality of the students will determine how many are honored in any given year.

# Student Recommendation

**The ranking of the Valedictorian and Salutatorian recognitions should continue along with the implementation of the Honors Benchmarking recognition targets.**

## Recommendation #7

**Class rank should not be published or made part of a student's official transcript beginning with the 2024-25 school year.**

## Recommendation #7 Rationale

**Is our purpose to select talent or develop talent?**

Ranking motivates the top students even though it also serves as a point of stress. It fosters unhealthy competition, even dishonesty, instead of a collaborative environment. It also leads to students selecting courses to boost their GPA and ranking. For students who struggle, publicizing class rank only further disincentivizes them and even discourages them from trying. Additionally, class rank hurts the majority of students who apply to colleges.

## Student Feedback

- Students didn't know that class ranking would affect their college acceptances.
- “Ranking students doesn't have a bearing on how you'll do in college so it shouldn't be shared.”
- “The district should be developing students, not ranking them.”

# Student Recommendation

**Class rank should not be published or made part of a student's official transcript beginning with the 2024-25 school year, except for the recognitions specifically to designate the Valedictorian, Salutatorian and members of the Top Ten through the 2026-27 school year.**



# Engagement Summary

Waterville Central School District  
June 11, 2024

As we consider district-wide changes to our grading policy and how seniors are recognized, what are some important things we need to keep in mind?



## PARTICIPATION

### Breakdown of Participation



**191**  
Participants



**126**  
Thoughts



**3,256**  
Ratings

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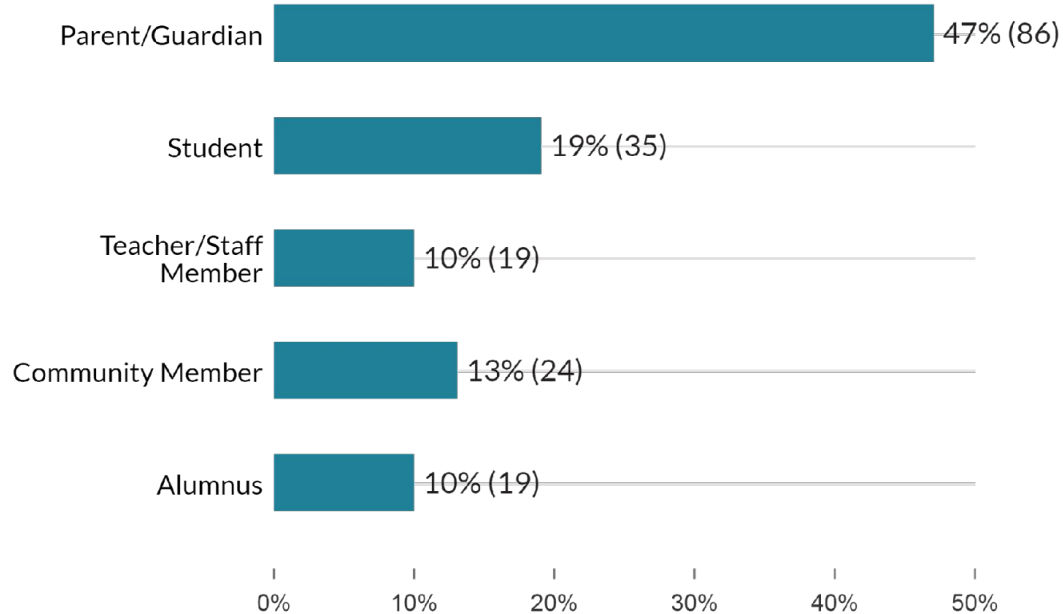


## PARTICIPATION

### Breakdown of Participation



To help us better understand your perspective, what best describes your role in the Waterville CSD community?

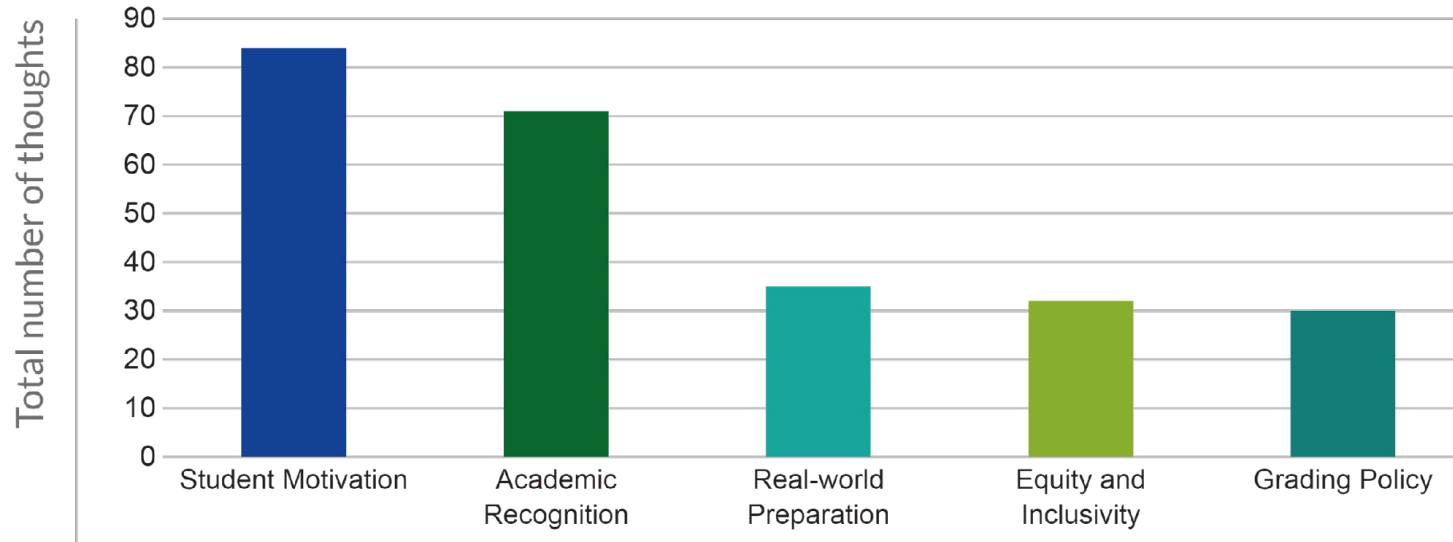






## CONVERSATION CATEGORIES

### Top Themes by total thoughts



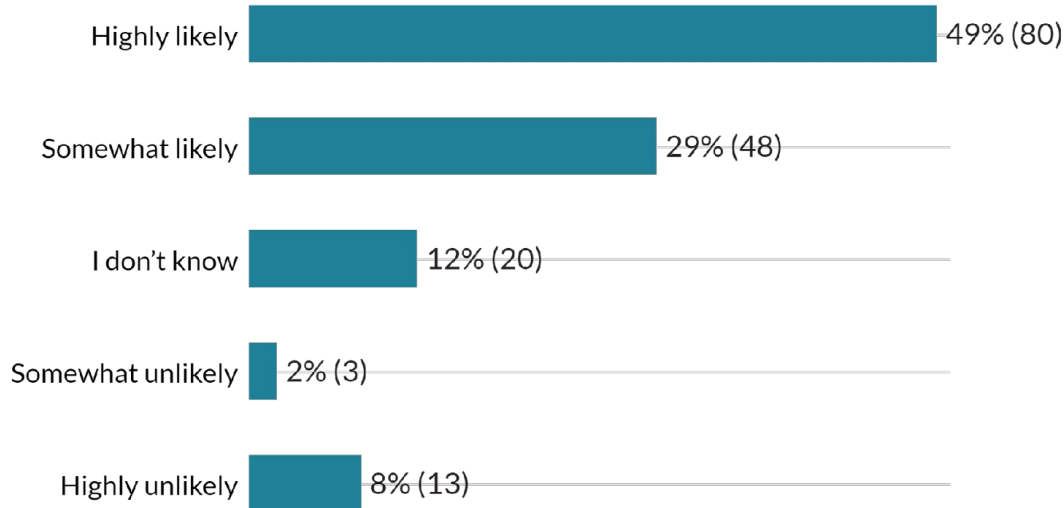


## PARTICIPATION

### Breakdown of Participation



AP, dual-credit and honors courses be weighted according to the following: Adding 6 percentage points to the course grade GPA for AP, 4 for dual-credit and 2 for honors. Rationale: Students should be motivated to take our most rigorous courses. Currently, 5 percentage points are added for AP credit and nothing for honors or dual credit. How likely are you to support this recommendation?



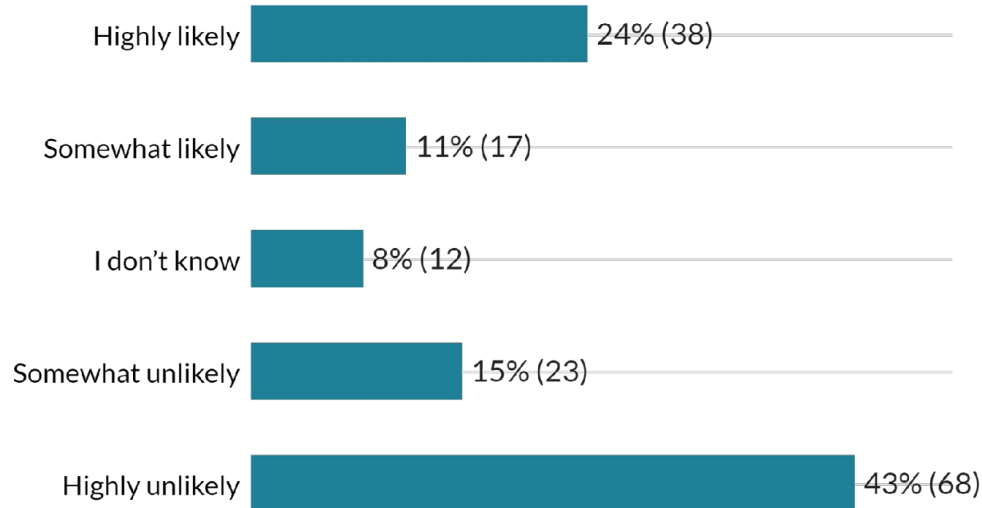


## PARTICIPATION

### Breakdown of Participation



Replacing the Top 10 with recognizing seniors in the following benchmarks: Honors 90%+ High Honors 94%+ Highest Honors 97%+ Rationale: With declining enrollment and some classes around 40, it doesn't make sense. Students should be encouraged to be self-motivated instead of competing for a ranking. This allows for more students to be recognized. How likely are you to support this recommendation?



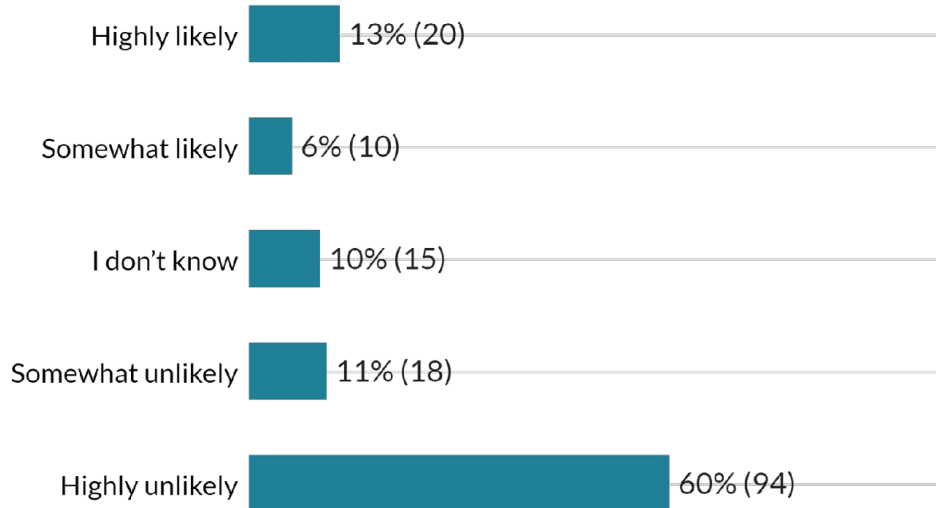


## PARTICIPATION

### Breakdown of Participation



The Valedictorian/Salutatorian recognitions be replaced with honors benchmarks. Rationale: The achievement of standards rather than competition among students becomes the goal. The school is not arbitrarily selecting a finite number of Highest Honors scholars, but is setting standards. Student motivation will determine how many are honored yearly. How likely are you to support this recommendation?







## PARTICIPATION

### Breakdown of Participation



Class rank should not be publicized or made part of a student transcript. Rationale: Ranking motivates top students but also creates stress, unhealthy competition and dishonesty. It leads students to select courses to boost their GPA. Ranking disincentivizes and discourages struggling students. It hurts the majority of those who apply to colleges. How likely are you to support this recommendation?

