

# BATAVIA PUBLIC SCHOOLS

*Educating students today to meet  
the challenges of tomorrow*

**District 101**

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**To:** Board of Education  
**From:** BHS Administration  
**Date:** February 9, 2010  
**Subject:** Advanced Placement (AP) Proposal

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**Policy Reference:** 6:60 curriculum Content

**Agenda Item:** Advanced Placement Proposal

**Item Type:** Consent    Action    Information    **Discussion**

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## **Recommendation:**

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## **Background Information:**

Based on feedback from the October 27, 2009, Board discussion regarding Advanced Placement classes at the high school, BHS administration has refined the proposal to incorporate more classes and target more students for participation. The Board received a draft of a new AP proposal in January, and they had the opportunity to submit questions and provide feedback. The answers to their questions and a summary of the latest recommendations are included for your review.

February 9, 2010

The members of the Board of Education received reports regarding Advanced Placement classes at the high school in February 2009, in October 2009, and in January 2010. Board members were invited to provide feedback to the high school administration regarding the most recent proposal. There were questions about portions of the proposal which we will address below. In addition to questions about the proposal, there were also concerns about implementing a program for next year that requires additional funds. We have included a section in this document to highlight some of the low-cost portions of the January proposal that we would like to recommend for the 2010-2011 school year.

## Questions about the proposal

1. **Question: When do you plan to administer the EXPLORE-PLAN-ACT assessments? Will this be done in the Fall or Spring? Ideally, we would like to assess students using the EXPLORE, PLAN, and mock-ACT in the fall. This would allow us the most time to analyze and use the data. Will there be a "mirror PSAE days" with all students in attendance while the juniors take the PSAE? Although "mirror PSAE days" with all students attending would be good, we do not have additional staff to administer tests to the underclassmen. The entire staff is utilized in testing the 11<sup>th</sup> grade students on the PSAE days so we can be in compliance with the mandated testing conditions required of the ACT, especially with the number of individual modifications that need to be made for some students.**
2. **Would AP courses be open for all students if the student is interested in taking the course? The concept behind our latest proposal is encouragement and guidance for any interested student to enroll in these courses. We are not intending to track students or put up barriers. Some students will require more support in these classes, which is also a part of the proposal.**
3. **Is there a limitation by grade level as to when a student can take an AP course? If yes, how does that fit with "AP rigor for all"? There are recommended course sequences for the core departments to provide scaffolded instruction to students; yet, there is flexibility in terms of the year for many of the AP course offerings proposed. It is true that many of the AP offerings are clustered at the junior and senior levels because of the necessary prerequisites.**
4. **Why in the sciences are Honors Chemistry, Biology, Physics remaining and not being changed to become AP courses like the others? Instead it suggested we offer one semester of honors and one semester of AP courses for each on these disciplines. The College Board and current AP teachers from the area all recommend that the AP science classes be offered as a second course in that discipline. The lab requirements and depth of content all but make it impossible to offer this as a first class in a discipline.**
5. **Why is there no recommendation to offer AP English Language and Composition, AP Statistics, or AP Computer Science? We will continue to looking at the viability of offering the English Language Course. From the research we did when this was discussed a few years ago, the test and course seemed to have a limited draw. The AP Statistics and Computer Science courses would likely draw from the same pool of students who are taking other AP or advanced classes, but we will continue to assess the viability of this course as well.**

6. *Have you explored alteration to block schedule so AP courses would meet all year for 45 minutes and back it up against another AP course for the other 45 minutes? We have looked at some alteration to the block for pairs of AP or honors classes. However, it became apparent when we looked for pairings that there was no overwhelming pattern. We will continue to look for schedule modifications that would best meet the needs of students, but right now it would limit the options for students if we dictated those pairings. Also, the more alterations we make to the master schedule, the less efficient it becomes.*

## Low cost portions of the proposal

The following changes could be implemented for the 2010-2011 school year at minimal cost if we have approximately the same staff and operating budget at the high school next year. These six structural changes could be made in preparation for a full implementation of the AP proposal at some point in the future. Some of these recommendations do not require any additional funding, and the recommendations that do require additional resources could be absorbed for next year.

### 1. *Weighted Grades*

Introducing a sensible weighted grades policy for the 2010-2011 school year could reverse the trend of our most gifted students not taking honors or Advanced Placement course offerings. Additionally, this structural change could entice students who are considering an honors or AP class to enroll in our most rigorous offerings. There would still be much work to do to implement the "rigor for all" philosophy of the high school, but this seems like a necessary step to alleviate fear among students and parents, so we can focus on learning. A high school task force would be developed with parents, students, and staff to discuss the options and plan for possible implementation and communication.

### 2. *EPAS Changes*

In order to begin collecting standardized Explore, Plan, and ACT data, the high school could begin implementing the proposed EPAS changes. Using Inform, we could develop robust, local prediction data to use in encouraging and guiding students into the honors and AP classes.

The proposed changes may also save the district money since the state pays for one Explore test and we are currently using this for both the 8<sup>th</sup> and 9<sup>th</sup> grade classes.

### 3. *Test Coordinator*

Charging students slightly more for the AP test will allow the high school to devote more resources to coordinating, testing, and using the data from the AP tests. This might need to include paying for a testing location. Starting this next year will allow a staff member to gain expertise in this while the number of tests is close to our current testing numbers (100 tests).

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## 4. Science Curricular Changes

The high school science curriculum committee is recommending changes to the existing Freshmen Integrated Science (FIS) class and to the course flow for the high school science department in order to facilitate students reaching the department's future AP offerings. In 2010-2011, the course will evolve to reflect the elimination of the overlaps with the middle school science course and focus on preparing students for the Earth Science heavy PSAT test. Additionally, this course would serve as a prerequisite to a future AP Environmental Science class.

Overall, the Science Department is looking at being proactive to future curriculum changes and to eliminate the barriers for students taking advanced, college-bound science courses.

## 5. Senior Flex Study

As part of the Feb 2007 strategic plan, the high school has been looking at improving the transition for seniors into college or the workforce. One of the possible interventions would be to allow seniors in good standing the option of taking first or fourth block off.

Staffing changes as a result of this could provide relief to class sizes and also provide a venue for AP support programming.

## 6. Course Changes for 2010-2011

Course	Delivery Model	Curricular Position	Student level
AP Psychology	18 week elective	Reduce term sections of current Psychology offering	Junior/Senior
AP European History	18 week + AP support	Replace World History (H)	Sophomore
AP Studio Art	9 week + prerequisites	Replaces Art Explorations class	Junior/Senior
AP Biology	18 week + AP support	Replaces Biology II	Junior/Senior

Text, equipment, and professional development cost might be able to be covered by department, school, and teaching and learning budgets plus the addition of some course fees.

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To: Dr. Jack Barshinger  
Dr. Jan Wright

From: Dr. Lisa Hichens, BHS Principal  
Brad Newkirk, BHS Assistant Principal

Re: Advanced Placement Proposal January 2010

## AP Executive Summary

Batavia High School has always been committed to providing students with a rigorous academic experience in preparation for the challenges of college and the workforce. As a part of the continuous improvement process, the question of expanding the Advanced Placement (AP) offerings at the school has been discussed and debated. Based on feedback from parents, students, and teachers, Batavia High School is proposing a three year expansion of the existing program, bringing the total number of AP offerings to 15 by the fall of 2012.

Part of expanding the existing AP program is a commitment to the concept of "AP rigor for all." The proposed AP expansion would encourage as many students as possible to take AP coursework by supporting them with time, resources, and access to highly qualified staff. We will change the way we assess and identify students to participate and also provide an incentive for students to risk taking an AP class. The implementation of the AP program at Batavia High School will be assessed to identify strengths and opportunities for growth. This ongoing assessment will help us identify areas of need for future professional development.

### *Assessment and Identification*

We will use a comprehensive system of assessing and identifying students who have the potential to score a 3 or higher on an AP exam according to ACT Success Indicators and local benchmark data. Changes to the existing assessment system include:

- Change from the current Explore (8<sup>th</sup>)-Explore (9<sup>th</sup>)-Plan (10<sup>th</sup>)-PSAE (11<sup>th</sup>) testing schedule to one that identifies students earlier and provides feedback for staff and students to identify skill areas of strength
- New EPAS system: Explore (8<sup>th</sup>)-Plan (9<sup>th</sup>)-retired ACT (10<sup>th</sup>)-retired ACT (11<sup>th</sup>)-PSAE (11<sup>th</sup>)
- Continued partnerships with the middle school, high school leadership team, and counselors to guide students into appropriate classes

### *Incentives*

To encourage more students to take honors and AP classes, grades for these courses would be weighted.

- Students would receive an extra grade point for their work in honors and AP courses
- Students' GPAs would be capped at 4.375 (average of three each year).

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- All students obtaining a 4.375 would be ranked first in their class.
- Weighting grades better aligns the high school with neighboring districts.

## *Class Offerings*

In addition to our current five AP offerings (Lit and Comp, Calculus AB, Calculus BC, Music Theory, Government), we would add ten additional courses over a three year period.

School Year	Course	Delivery Model	Curricular Position
2010-2011	AP Psychology	18 week elective	Reduce term sections of current Psychology offering
2010-2011	AP European History	18 week + AP support	Replace World History (H)
2010-2011	AP Studio Art	9 week + prerequisites	Replaces Art Explorations class
2010-2011	AP Biology	18 week + AP support	Replaces Biology II
2011-2012	AP Environmental Science	18 week + AP support	New Course offering
2011-2012	AP Chemistry	18 week + AP support	Second semester of Chemistry
2011-2012	AP US History	18 week + AP support	Replaces American History (H)
2012-2013	AP Physics B	18 week + AP support	Second semester of Physics
2012-2013	AP Spanish	18 week + AP support	Replaces Spanish V
2012-2013	AP French	18 week + AP support	Replaces French V

## *Support*

With more student taking AP and honors classes, there is a need to support this group of learners. This includes providing students with time, access to resources and staff.

- Support classes could be based on a resource-center model for students to access help on a recommended or self-directed basis.
- Support classes can be imbedded into the school day or extend the school day.

Teachers of AP classes would also need directed support in the form of professional development and coaching from his/her department chair.

## *Benefits and Costs*

The benefits of expanding the AP offerings at the high school include:

- Better vertical alignment between AP and feeder courses
- Program assessment through AP test scores
- Continued student access to rigorous classes

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The costs of expanding the AP offerings at the high school include:

- Increased spending for professional development, course materials and texts, and staffing
- Time devoted to curriculum alignment and development
- Communication and coaching for parents, teachers, and students

Following the proposed three year expansion, the cost would be significant. Estimates of staffing textbook purchases, curriculum development, and professional development would be the following:

- Year 1: \$37,000
- Year 2: \$70,000
- Year 3: \$50,000
- Ongoing professional development costs and staffing costs (support and new sections)

Additionally, in the process of implementing the AP offerings, the high school would need flexibility to run new and existing AP classes at smaller sizes until the classes could become established and the mechanisms for broadening the program were fully developed and deployed.

Details for this proposal are included in the following sections:

- AP Expansion Recommendation (page 4-8)
- Weighted Grade Recommendation (pages 9-11)
- Profile for the Class of 2009 (pages 12-16)

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## AP Expansion Recommendation

While remaining committed to a curriculum developed by local teachers for the students of Batavia High School, the administration and staff recognize the need to expand the high school's Advanced Placement offerings.

Below is a proposed expansion of the program for the next three years:

School Year	Course	Delivery Model	Curricular Position	Projected Costs
Current Offering	AP American Govt	18 week + study sessions	Additional offering	Continuing PD \$600/year
Current Offering	AP Calculus AB	18 week =study sessions	Replaced honors	Continuing PD \$600/year
Current Offering	AP Calculus BC	18 week + study sessions	Replaced regular level Calculus II	Continuing PD \$600/year
Current Offering	AP Lit and Comp	18 week + study sessions	Replaced honors	Continuing PD \$600/year
Current Offering	AP Music Theory	18 week	Additional offering	Continuing PD \$600/year
2010-2011	AP Psychology	18 week elective	Reduce term sections of current Psych offering	PD: \$600/year
2010-2011	AP European History	18 week + AP support	Replace World History (H)	Texts: \$9500 PD: \$600/year
2010-2011	AP Studio Art	9 week + prerequisites	Replaces Art Explorations class	PD: \$600/year Equip: \$1500
2010-2011	AP Biology	18 week + AP support	Replaces Biology II	Equip: \$2000 PD: \$1200/year Curr Align: \$750
2011-2012	AP Environmental Science	18 week + AP support	Additional offering with Earth Science prerequisites	Texts: \$2400 Equip: \$1000 PD: \$600/year Curr Align: \$750
2011-2012	AP Chemistry	Additional 18 week class	Additional offering (second semester of chemistry)	Staffing: \$10,000 PD: \$600/year Equip: \$2000

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				Texts: \$9500 Curr Align: \$750
2011-2012	AP US History	18 week +AP support	Replaces American History (H)	Texts: \$9,500 PD: \$1200/year
2012-2013	AP Physics B	Additional 18 week class	Additional offering course (second semester of physics)	Staffing : \$10,000 Texts: \$3000 Curr Align: \$750 PD: \$600/year Equip: \$1500
2012-2013	AP Spanish	18 week + AP support	Replaces Spanish V	PD: \$600/year Texts: \$3000 Curr Align: \$750
2012-2013	AP French	18 week + AP support	Replaces French V	PD: \$600/year Texts: \$3000 Curr Align: \$750
<b>Total AP offering by fall 2012</b>				<b>15</b>

The end result of this three year expansion would be to align Batavia High School's AP offerings with the offerings of some of our benchmark schools (Geneva 15, York 17, STC 23, D204 22). In 2009, Batavia High School offered 95 AP tests to 60 students. With the expansion of the AP program, we would expect to see approximately 300 AP tests being given in 2013. Also, because the expansion plan indicates that many of the new AP classes would be replacing some of the existing honors classes, we would expect to see dramatic growth in the number of students enrolled in AP classes.

Using the PLAN test as an indicator of AP success, we see that the following numbers of students could have a 50% chance of scoring a 3 or higher on the AP test:

AP Test	PLAN Test(s)	Score for 50% 3 or higher	# Students Indicated by PLAN 2009-2010 (420)
Biology	Average Math and Science	23	118
Calculus AB	Average Math and Science	22.5	124
Calculus BC	Average Math and Science	21	160

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Chemistry	Average Math and Science	24.5	90
English Literature	Average English and Reading	21.5	113
European History	Average English and Reading	21.5	113
Government: US	Average English and Reading	22.5	84
Physics B	Average Math and Science	23.5	108
Psychology	Average English and Reading	19	198
US History	Average English and Reading	22.5	84

These numbers are significantly higher than our current honors enrollments (e.g. World History (H) 85 vs potential 113 for AP European History or AP Lit *current* (36) vs AP Lit *PLAN identified* 113). So, if we are able to encourage students to opt into more rigorous course work, we could see a dramatic increase in honors and AP enrollment and make these courses more sustainable.

It is important to note that the expansion of the Advanced Placement offerings is not an effort designed to increase "rigor for some" but "rigor for all." The School Leadership Team will develop a specific action plan to increase student access to honors and AP classes.

To facilitate the growth in enrollment and AP testing, the following supports would be needed to support student achievement and provide the needed programmatic supports.

### *AP Support: EPAS Changes*

Currently, Batavia High School uses the EPAS system to monitor student progress as they progress to the capstone ACT exam: eighth and ninth grade students take the EXPLORE test, tenth graders take the PLAN test and junior take the PSAE with its two parts, ACT and WorkKeys.

To more effectively use the data generated by this testing system and to encourage more regular education students in the AP program, we would recommend changing the testing system to the following:

- 8<sup>th</sup> grade: EXPLORE (could also be used by RMS in 7<sup>th</sup> grade; this would continue to be an important screener for high school placement and need identification)
- 9<sup>th</sup> grade: PLAN (PLAN scores have benchmarked to AP success and could be used to guide students into the AP program)

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- 10<sup>th</sup> grade: retired ACT (would be a clear indicator of the performance of the students on the ACT exam)
- 11<sup>th</sup> grade: retired ACT and PSAE (in the fall, students would take a second retired ACT, so students not meeting their growth targets could be included in an appropriate intervention)

Several schools in the area use a system similar to this or with some variation.

School	8th	9th	10th	11 <sup>th</sup>
Barrington	EXPLORE	PLAN	PLAN	PSAE
Geneva		EXPLORE	PLAN	PSAE
Saint Charles	EXPLORE	Pre-PLAN	PLAN	ACT/PSAE
Naperville		PLAN	ACT	PSAE
York	EXPLORE		PLAN	PSAE
Wheaton	EXPLORE	EXPLORE	PLAN	PSAE
Batavia (current)	EXPLORE	EXPLORE	PLAN	PSAE
Batavia (proposed)	EXPLORE	PLAN	ACT	ACT/PSAE

### *AP Support: Support Class*

With more students taking AP and honors classes, there is a need to support this group of learners. The most efficient model might be to create and staff an AP multi-disciplinary resource. Students and teachers would be able to use this center to support the learning of these students,

- **Self-directed Support:** Students would be able to access the AP resource center for help on current class work or to learn test taking strategies.
- **Recommended Support:** Students who fall below a teacher's achievement benchmark could be referred to the AP resource center for additional support, tutoring, or to learn study or test taking skills. Teachers could arrange to send students in groups to the center to take practice tests or receive small group remediation.

Under our current AP model, students are supported in their AP classes by optional review sessions held in the evenings to prepare students for their AP tests. Teachers offer between four and twelve review sessions for students. Help is an option for students under our current system. With the addition of an AP resource center, help would become required. Additionally, teachers would have a means of covering the required AP curriculum without devoting time to AP practice tests or test taking strategies. Teachers could also extend the content of their class in a guided practice area.

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If an AP resource is added with a certified staff member, there would need to be an additional teacher added to the school's staffing (.33 FTE at an approximate cost of \$16,500).

### *AP Support: Testing Coordinator*

Currently, the counselors manage the AP testing for approximately 60 students. Coordinating the AP testing involves publicizing the test, collecting registrations and fees, ordering and preparing tests, staffing and proctoring tests, sending tests for scoring, and distributing scores to teachers.

With an increase in AP testing, it will be necessary to have an AP testing coordinator. This could be a stipend position paid for by increasing the amount charged per AP test. Tests for the 2009-2010 school year are \$86 with the school retaining \$8. This could be changed to \$100-\$120 per test to cover the cost of a testing coordinator. Proctors could also be paid out of this money during the two week testing window in May.

### *Summary*

Batavia High School will work to increase the AP offerings for the benefit of students. The above AP supports and structural changes will help direct more students into rigorous and challenging courses plus provide them the supports needs to be successful in the class and on the AP tests.

The AP expansion is not without its costs. Besides the buy-in and curricular work need to actualize this plan, there is a significant financial cost to this expansion. Below is a yearly summary of estimated costs.

Year	Estimated Cost					Total
	Prof Develop	Curriculum	Text	Staffing	Equipment	
1	\$3000 exist \$3000 new	\$750	\$9500	\$16500	\$3500	\$36,250
2	\$6000 exist \$2400 new	\$1500	\$21400	\$16500 \$10000	\$3000	\$60,800
3	\$8400 exist \$1800 new	\$2250	\$9000	\$16500 \$10000	\$1500	\$49,450
Ongoing	\$10,200			\$36500		\$36,500

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PHONE (630) 937-8600 FAX (630) 937-8601

## Weighted Grade Recommendation

To efficiently run an Advanced Placement program, there is a need to incentivize students to risk taking an AP class. Although we have a large number of students enrolling in at least one honors class (37.7%), the number of students challenging themselves by taking three or more honors classes per year is relatively small (3.4%). An incentive such as weighted grades has the potential to push all of our students to enroll in a greater number of our most rigorous classes. As the enrollment in these specialized courses increases, the classes become more cost-effective.

To this end, we propose going to a weighted grades system for all honors and AP classes. A survey of schools with demographics similar to Batavia High School, as well as schools with a large enrollment of students in honors and AP courses, was recently completed. Some schools have chosen to weight all courses, while others have more complicated models to attempt to minimize unfair advantages to groups of students. Many schools are considering or have already eliminated class rank. An analysis of Batavia High School's most recent graduates' GPA and class rank was done using a weighted scenario. A table with the results for the top 50 students is included below.

Actual Data from Class of 2009				Weighted Grades Scenario		
Credits Attempted	GPA	Class Rank	Number of honors classes	GPA	Class Rank	Effect of Weighting on Rank
32	4	1	3	4.094	38	-37
32	4	1	5	4.156	27	-26
32	4	1	8	4.250	14	-13
32	4	1	3	4.094	38	-37
32	4	1	9	4.281	12	-11
32	4	1	8	4.250	14	-13
32	4	1	11	4.344	7	-6
30.5	4	1	14	4.459	2	-1
32	4	1	2	4.063	45	-44
32	4	1	10	4.313	10	-9
32	4	1	5	4.156	27	-26
32.5	4	1	16	4.492	1	0
31.5	4	1	3	4.095	36	-35
32	4	1	8	4.250	14	-13

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32	4	1	1	4.031	51	-50
33	3.97	16	14	4.394	4	12
33	3.97	16	11	4.303	11	5
32	3.969	18	13	4.375	5	13
32	3.969	18	0	3.969	62	-44
32	3.969	18	1	4.000	59	-41
32	3.969	18	6	4.157	26	-8
32	3.969	18	11	4.313	9	9
32	3.969	18	9	4.250	13	5
32	3.969	18	3	4.063	43	-25
32	3.969	18	0	3.969	62	-44
32	3.969	18	14	4.407	3	15
32	3.969	18	3	4.063	43	-25
32	3.969	18	2	4.032	49	-31
29.5	3.966	29	7	4.203	18	11
33	3.939	30	8	4.181	22	8
32.5	3.938	31	13	4.338	8	23
32	3.938	31	2	4.001	57	-26
32	3.938	31	0	3.938	65	-34
32.5	3.938	31	6	4.123	32	-1
32	3.938	31	7	4.157	25	6
32	3.922	36	9	4.203	19	17
32	3.919	37	0	3.919	70	-33
33.5	3.91	38	11	4.238	17	21
33	3.909	39	4	4.030	53	-14
33	3.909	39	3	4.000	60	-21
32.5	3.908	41	15	4.370	6	35
32	3.906	42	3	4.000	61	-19
32	3.906	42	1	3.937	68	-26
32	3.906	42	7	4.125	31	11
32	3.906	42	4	4.031	52	-10
32	3.891	46	0	3.891	72	-26
32	3.891	46	4	4.016	54	-8
32	3.875	48	6	4.063	45	3
32	3.875	48	0	3.875	76	-28
32	3.875	48	10	4.188	21	27

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If Batavia Public Schools decides to weight grades, the following model seems to have the fewest drawbacks for Batavia High School.

- Weight all honors and AP courses.
- To allow for schedule conflicts and student needs, create a benchmark for the top GPA (4.375) for class rank which does not require a student to take every honors option to reach the benchmark. This benchmark would help to eliminate the competition and manipulation among the students competing for the coveted top spot.
- Any student who is able to meet this benchmark would be ranked first in the class. A student could meet this benchmark by taking 12 honors classes over 4 years and receiving an A in every class.
- There will always be issues associated with any model of weighted grades, but this model seems to have the fewest drawbacks. If we commit to a weighted grade system, a task force will work to finalize the details and communicate the change.

Feedback from parent and student groups indicates a desire to move a weighted grade model for honors and AP classes. However, there is a need to enact "common sense" weighting to minimize the manipulation and destructive pressures of an unlimited weighted grade system.

While the ultimate goal of our educational system is to promote an internal motivation for learning, there is a need to provide an additional external reward for taking rigorous and challenging courses. Providing a GPA "cushion" will allow more students to opt into or try an AP or honors class.

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## Profile for Class of 2009

### AP/Honors Enrollment

- 180 of 477 students (37.7%) took at least 1 honors class
- These students took an average of 5.04 AP/honors classes
  - Range was from 1 to 16 classes
  - Mode was 1 class
  - Median was 4 classes
- There were 19 possible AP/honors offerings
- 16 students (3.4%) of the class took 12 or more AP/honors classes

### AP Scores 2009

	Tests taken	Score Earned				
		5	4	3	2	1
Biology	2	0	0	1	0	1
Calculus AB	31	5	7	7	11	1
Economics - Micro	1	1	0	0	0	0
Eng Lit/Comp	20	2	12	5	1	0
French Language	4	0	0	2	2	0
Govt & Pol US	16	5	4	6	1	0
Music Theory	4	1	2	0	0	1
Physics B	1	0	0	0	0	1
Spanish Language	15	0	0	6	6	3
US History	1	0	0	0	1	0
<b>Totals</b>	<b>95 tests</b>	<b>14</b>	<b>25</b>	<b>27</b>	<b>22</b>	<b>7</b>
<b>60 students in 2009</b>		<b>(15%)</b>	<b>(26%)</b>	<b>(28%)</b>	<b>(23%)</b>	<b>(7%)</b>
<i>Comparison</i>	<i>64 tests</i>	<i>6</i>	<i>14</i>	<i>23</i>	<i>17</i>	<i>4</i>
<i>37 students in 2008</i>		<i>(9%)</i>	<i>(22%)</i>	<i>(36%)</i>	<i>(27%)</i>	<i>(6%)</i>
<i>Comparison</i>	<i>62 tests</i>	<i>3</i>	<i>28</i>	<i>19</i>	<i>7</i>	<i>5</i>
<i>37 students in 2007</i>		<i>(5%)</i>	<i>(45%)</i>	<i>(31%)</i>	<i>(11%)</i>	<i>(8%)</i>
<i>Comparison</i>	<i>67 tests</i>	<i>11</i>	<i>18</i>	<i>21</i>	<i>11</i>	<i>6</i>
<i>43 students in 2006</i>		<i>(16%)</i>	<i>(27%)</i>	<i>(31%)</i>	<i>(16%)</i>	<i>(9%)</i>

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## Class Rank

- 15 students (3.1%) achieved a rank of #1 (4.0 GPA)
  - These students took an average of 7.1 AP/honors classes
  - The number of honors classes taken for these students ranged from 1 to 16
  
- GPA by percentile rank

95 <sup>th</sup> percentile	3.969
90 <sup>th</sup> percentile	3.891
80 <sup>th</sup> percentile	3.712
70 <sup>th</sup> percentile	3.516

## College choices

Waubonsee Community College	Sugar Grove	IL	124
Northern Illinois University	DeKalb	IL	24
Illinois State university	Normal	IL	20
University of Illinois	Urbana	IL	15
Bradley University	Peoria	IL	14
Western Illinois University	Macomb	IL	13
Aurora University	Aurora	IL	12
University of Iowa	Iowa City	IA	11
College of DuPage	Glen Ellyn	IL	9
Southern Illinois University	Carbondale	IL	9
Augustana College	Rock Island	IL	6
Drake University	Des Moines	IA	5
Elgin Community College	Elgin	IL	5
Indiana Univesity	Bloomington	IN	5
University of Missouri - Columbia	Columbia	MO	5
DePaul University	Chicago	IL	4
Iowa State University	Ames	Iowa	4
Taylor University	Upland	IN	4

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Benedictine University	Lisle	IL	3
Carthage College	Kenosha	WI	3
DeVry University	Addison	IL	3
Michigan State University	East Lansing	MI	3
Monmouth College	Monmouth	IL	3
North Park University	Chicago	IL	3
Purdue University	West Lafayette	IN	3
St. Ambrose	Davenport	IA	3
Arizona State University	Tempe	AZ	2
Colorado State University	Fort Collins	Co	2
Columbia College in Chicago	Chicago	IL	2
Grand Valley State University	Allendale	MI	2
Knox College	Galesburg	IL	2
Lewis University	Romeoville	IL	2
Loyola University in Chicago	Chicago	IL	2
Marquette University	Milwaukee	WI	2
North Central College	Naperville	IL	2
Ohio State University	Columbus	OH	2
University of Minnesota	Minneapolis	MN	2
University of Wisconsin - Milwaukee		WI	2
University of Wisconsin - Platteville		WI	2
Appalachian State University	Boone	NC	1
Augsburg College	Minneapolis	MN	1
Austin Peay State University	Clarksville	TN	1
Barnard College	New York	NY	1
Blackhawk College	Kewanee	IL	1
Brigham Young University		UT	1
Butler University	Indianapolis	IN	1
Calvin College			1
Chicago College of Performing Arts at Roosevelt University (CCPA)	Chicago	IL	1
College of St. Benedict's and St. John's	Collegetown	MN	1

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Concordia University	River Forest	IL	1
Dartmouth College	Hanover	NH	1
Eastern Illinois University	Charleston	IL	1
Elmhurst College	Elmhurst	IL	1
Eureka College	Eureka	IL	1
Everest College	Aurora	IL	1
Flashpoint Academy	Chicago	IL	1
Illinois College	Jacksonville	IL	1
Illinois Institute of Technology	Chicago	IL	1
Indiana state University	Terre Haute	IN	1
ITT Tech	Burr Ridge	IL	1
Joliet Junior College	Joliet	IL	1
Judson University	Elgin	IL	1
Kendall College	Chicago	IL	1
Kendall College	Grand Rapids	MI	1
Lawrence University	Appleton	WI	1
Lincoln College	Lincoln	IL	1
Lipscomb University	Nashville	TN	1
Loyola University	Baltimore	MD	1
Marian College	Indianapolis	IN	1
Maryland Institute College of Art	Baltimore	MD	1
Miami of Ohio University	Oxford	OH	1
Milwaukee School of Engineering	Milwaukee	WI	1
Northern Michigan University	Marquette	MI	1
Northwest Missouri State	Maryville	MO	1
Northwestern University	Evanston	IL	1
Olivet Nazarene University	Bourbonnais	IL	1
Palm Beach Atlantic University	West Palm Beach	FL	1
Pima Community College	Tucson	AZ	1
Reed College	Portland	OR	1
Regency Beauty School	Elgin	IL	1
Robert Morris University	Chicago	IL	1
Saddleback College	Mission Viejo	CA	1
Simon's Rock, Bard College	Great Barrington	MA	1
St. Olaf	Northfield	MN	1

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The Citadel Military College of SC	Charlestown	SC	1
Triton College	River Grove	IL	1
United States Air Force Academy	Colorado Springs	CO	1
University of California at Santa Cruz	Santa Cruz	CA	1
University of Chicago	Chicago	IL	1
University of Colorado	Boulder	CO	1
University of Illinois Chicago	Chicago	IL	1
University of Kansas	Lawrence	KA	1
University of Kentucky	Lexington	KY	1
University of Miami	Coral Gables	FI	1
University of Mississippi	Oxford	MS	1
University of New Mexico	Albuquerque	NM	1
University of Notre Dame		IN	1
University of Pittsburgh	Pittsburgh	PA	1
University of Southern California		CA	1
University of Vermont		V	1
University of Wisconsin - Green Bay	Green Bay	WI	1
University of Wisconsin - Madison	Madison	WI	1
Utah State University	Logan	UT	1
Valparaiso University	Valparaiso	IN	1
Wartburg College	Waverly	IA	1
Washington State University	Pullman	Washington	1
West Virginia University	Morgantown	WV	1
Westminster College	New Wilmington	PA	1
Wheaton College	Wheaton	IL	1
Winona State University	Winona	MN	1