

SOMERS HIGH SCHOOL

# Planned Changes to SHS Grade Reporting

*What Would Change & Why It Matters*

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*At Somers High School, we believe that grades must communicate, as accurately as possible, what a student knows and is able to do.*



# Our Process

● Completed

● Current

● Upcoming

Nov – Feb

## Committee Review

Grading committee of faculty met to review grade reporting practices and evaluate systems

Jan - Mar

## Faculty Presentation

Findings and proposed A–F system presented to faculty

Feb – Mar

## Faculty Feedback

Faculty provided feedback on the proposed system

April

## Technology Review

Engaged with technology department to evaluate the feasibility of the plan

May – Jun

## Family & Student Input

Collect feedback and questions from families and students

Jun – Jul

## System Conversion

Implement conversion to A–F grading system in Infinite Campus and Schoology

Aug – Sep

## Student Rollout

Implement with students during open days

# The Strategic "Why"

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Why Transition to an A-F Reporting System?



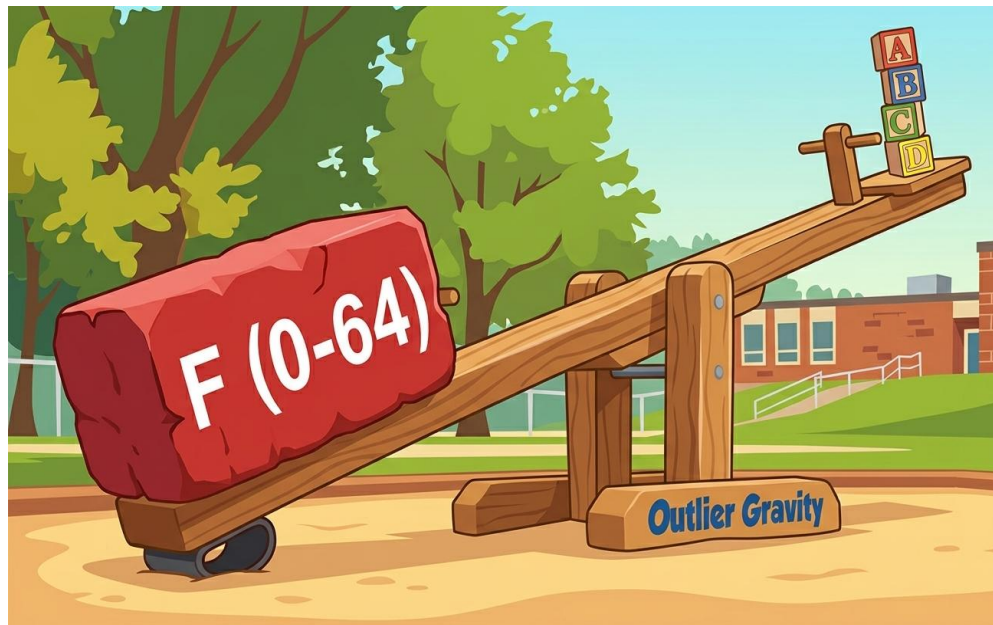
**Clear, consistent language around grading that students, parents, colleges, and employers can easily understand**

# 1. REDUCING THE IMPACT OF A ZERO

The traditional 100-point scale presents a dramatic mathematical imbalance. In a system where 0-64 is an "F," a single missing assignment can disproportionately distort a student's average.

## The 1/5th Principle

Under the A–F scale, a failing grade represents exactly one-fifth of the scale, ensuring that zeros carry proportional weight and do not become insurmountable obstacles to recovery.



# The many grade scales of Somers HS

## MYP

Grades 6–10 | Scale: 1–8

7–8 Excellent

5–6 Substantial

3–4 Developing

1–2 Beginning

## IB DP

Grades 11–12 | Scale: 1–7

7 Excellent

6 Very Good

5 Good

4 Satisfactory

3 Mediocre

2 Poor

1 Very Poor

## AP

All Levels | Scale: 1–5

5 Extremely Qualified

4 Well Qualified

3 Qualified

2 Possibly Qualified

1 No Recommendation

## Evidence Based

Proficiency Scale

RP Refined Proficiency

P Proficiency

AP Approaching Proficiency

DP Developing Proficiency

ME Missing Evidence

NE No Evidence

*Scales shown reflect descriptors used across different program levels at Somers High School*

## 2. UNIFIED LANGUAGE AND ALIGNMENT

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### **Program Integration**

Our school utilizes diverse frameworks including MYP, IB DP, EBG, and AP. Each has its own internal scale.



### **Reporting Clarity**

An A-F scale brings these disparate systems into alignment for final reporting, creating a consistent language for families and colleges.



### **Universal Standards**

Alignment ensures our internal rigor translates to external post-secondary expectations and admissions standards.

### 3. Focus on Skills & Mastery

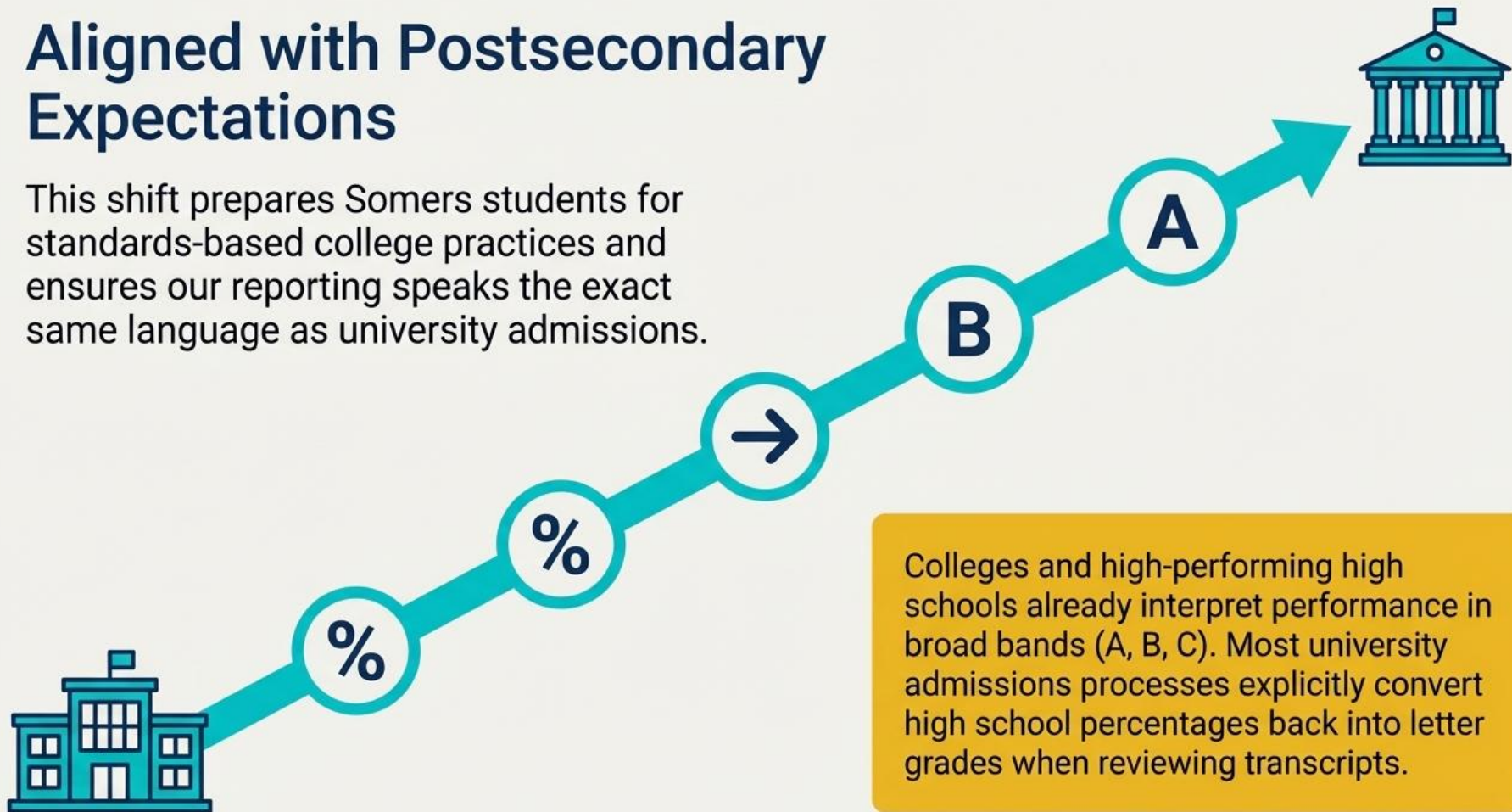
By moving away from incremental number chasing, we shift the conversation to what students actually know and can do.

- 🎯 **Mastery Bands:** Grades reflect performance across broad proficiency levels rather than single-digit variances.
- 👉 **Reduced Stress:** Eliminating the focus on "point-by-point" improvement reduces the anxiety associated with exact numeric grades.



# Aligned with Postsecondary Expectations

This shift prepares Somers students for standards-based college practices and ensures our reporting speaks the exact same language as university admissions.



Colleges and high-performing high schools already interpret performance in broad bands (A, B, C). Most university admissions processes explicitly convert high school percentages back into letter grades when reviewing transcripts.



Cornell University

Armen Abrahamian

Admissions Counselor

Class of '24

ADMISSIONS FEEDBACK

“

*We don't consider GPAs directly nor recalculate them — we are looking at the courses taken, their rigor, and the grades earned in them. These sort of changes [from 0-100 to A-F] would not affect your students' reviews in our process as long as we have an understanding of the rigor of your course offerings.*

#### KEY TAKEAWAYS

GPAs are not directly compared or recalculated

Course rigor and grades earned matter most

School context and course offerings are key

This change will not affect student reviews



## Clemson University

Jonathan Smith

Admissions Counselor,  
Undergraduate Admissions

Class of '21

ADMISSIONS FEEDBACK

“

*We review students within the context of the high school they attend, so any changes you make do not negatively affect the student as long as they remain within the school's context. It all depends on the school's context and curriculum — there is no set range or minimum students must meet across the country.*

### KEY TAKEAWAYS

Students are reviewed within their school's context

No set GPA range or minimum across the country

Weighting is also viewed within school context

Changes do not negatively affect students

A

Auburn University

Stella Wannemuehler

Admissions Advisor,  
New York Region

ADMISSIONS FEEDBACK

“

*An A–F grading scale on a 4.0 system will not affect our ability to review transcripts, nor will it impact their competitiveness in our admissions pool. We recalculate GPAs giving honors and AP classes a half point extra, regardless of the school's grading system.*

KEY TAKEAWAYS

A–F on a 4.0 system does not affect transcript review

No impact on competitiveness in admissions pool

Auburn recalculates GPAs using their own system

Honors/AP weight applied regardless of school system

# A–F Grading Scale

*GPA point values by course level, with 100-point conversion reference*

Grade	Unweighted	Honors / DE	AP / IB	100-pt Scale
<b>A+</b>	4.33	4.66	5.00	97–100
<b>A</b>	4.00	4.33	4.66	93–96
<b>A–</b>	3.66	4.00	4.33	90–92
<b>B+</b>	3.33	3.66	4.00	87–89
<b>B</b>	3.00	3.33	3.66	83–86
<b>B–</b>	2.66	3.00	3.33	80–82
<b>C+</b>	2.33	2.66	3.00	77–79
<b>C</b>	2.00	2.33	2.66	73–76
<b>C–</b>	1.66	2.00	2.33	70–72
<b>D+</b>	1.33	1.66	2.00	67–69
<b>D</b>	1.00	1.33	1.66	65–66
<b>F</b>	0.00	0.00	0.00	< 65

**Unweighted** Standard courses

**Honors / DE** Honors & Dual Enrollment

**AP / IB** Advanced Placement & IB

# Sample Report Cards

## SOMERS SENIOR HIGH SCHOOL

120 Primrose Street  
Lincolndale, NY 10540  
(914)248-8585

2025 - 2026 Quarter 1 Report Card  
Grade: 09 Counselor:

### GPA Summary:

Term GPA	Q1
Unweighted	94.143

### Attendance Summary By Term:

Course	Absent	Tardy
314 Algebra	3	1
018 Humanities-English 9	3	0
106 Humanities-Global 9	2	0
626 Jazz Band H	0	0
1995 Physical Ed 9	2	0
257 PLTW:Prncpls-Biomed Sci-H DE	3	0
421 Spanish 2	2	1
9001 Study Hall	5	0
611 Symphonic Band	2	0
101 Tusker 101	1	0

### Grade Report:

Course	Task	Q1
1) 018-34 Humanities-English 9 [Braz, Agostino]	Marking Period	96
5) 101-85 Tusker 101 [Timone, Anna]	Marking Period	P
3) 106-34 Humanities-Global 9 [Agostino, Braz]	Marking Period	96
6) 1995-7 Physical Ed 9 [Sokolofsky, Michael]	Marking Period	99
4) 257-87 PLTW:Prncpls-Biomed Sci-H DE [Woolsey, Melissa]	Marking Period	93
4) 314-5 Algebra [Kerrigan, Lindsey]	Marking Period	87
2) 421-2 Spanish 2 [Saffioti, Joseph]	Marking Period	89
1) 611-1 Symphonic Band [Reynolds, Terry]	Marking Period	99
Acad) 626-1 Jazz Band H [Reynolds, Terry]	Marking Period	99

Students who received a Term GPA of 84.50-89.49 have made the Honor Roll and students who have received an 89.50 or above have made the High Honor Roll.

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120 Primrose Street  
Lincolndale, NY 10540  
(914)248-8585

2025 - 2026 Quarter 1 Report Card  
Grade: 09 Counselor:

### GPA Summary:

Term GPA	Q1
Unweighted	4.04

### Attendance Summary By Term:

Course	Absent	Tardy
314 Algebra	3	1
018 Humanities-English 9	3	0
106 Humanities-Global 9	2	0
626 Jazz Band H	0	0
1995 Physical Ed 9	2	0
257 PLTW:Prncpls-Biomed Sci-H DE	3	0
421 Spanish 2	2	1
9001 Study Hall	5	0
611 Symphonic Band	2	0
101 Tusker 101	1	0

### Grade Report:

Course	Task	Q1
1) 018-34 Humanities-English 9 [Braz, Agostino]	Marking Period	A
5) 101-85 Tusker 101 [Timone, Anna]	Marking Period	P
3) 106-34 Humanities-Global 9 [Agostino, Braz]	Marking Period	A
6) 1995-7 Physical Ed 9 [Sokolofsky, Michael]	Marking Period	A+
4) 257-87 PLTW:Prncpls-Biomed Sci-H DE [Woolsey, Melissa]	Marking Period	A
7) 314-5 Algebra [Kerrigan, Lindsey]	Marking Period	B+
2) 421-2 Spanish 2 [Saffioti, Joseph]	Marking Period	B+
1) 611-1 Symphonic Band [Reynolds, Terry]	Marking Period	A+
Acad) 626-1 Jazz Band H [Reynolds, Terry]	Marking Period	A+