

Class Rank

Research highlights:

- Secondary school class rank has declined in importance as a factor in the college admission decision over the past decade.
- Colleges vary in how they use class rank in admission, based on a combination of institutional characteristics.
- High schools employ a range of class rank models, which vary based on the characteristics of the school.
- Ninety-two percent of high schools regularly report class rank information of some type to colleges and universities.
- In addition to its use for admission purposes, roughly half of all colleges and many states consider class rank as one criteria for eligibility for merit-based financial aid.

Implications for practice:

NACAC's Statement of Principles of Good Practice (SPGP) states:

High school members [of NACAC] will provide colleges and universities with a description of the school's marking system that, if available, will provide some indication of grade distribution that may include the rank in class and/or grade point average.

NACAC's Statement of Counselor Competencies states:

Counselors and college admission officers should be able to assist students in understanding the admission process and how colleges, universities, and other postsecondary institutions make admission decisions. This should include information about the relative importance of class rank, among other factors.

Other implications:

- Colleges and universities should not assume that high schools are unwilling to provide information about class rank unless explicitly told by a school representative, including the school counselor. Colleges are encouraged to allow flexibility in the ways in which high schools report class rank information as part of the admission process.
- All high schools are encouraged to provide some information about grade distribution in their school profile or other summaries of pertinent school information.
- Colleges indicate that applicants for whom class rank information is not provided are more likely to be evaluated based on standardized admission test scores than students for whom class rank information is provided.

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The National Association for College Admission Counseling offers this publication to assist college admission professionals in three primary ways: (1) to provide research that can help professionals understand the role of high school rank in the college admission process; (2) to offer professionals a ready-made tool to share with key decision-makers who establish class rank policies; and (3) to share additional information and resources about class rank with all counselors and professionals involved in college admission counseling.



How Colleges Value Class Rank in the Undergraduate Admission Process

HOW CLASS RANK STACKS UP AGAINST OTHER ADMISSION FACTORS

As Table 1 below indicates, 23 percent of colleges attach ‘considerable importance’ to class rank as a factor in evaluating applications for admission. As such, class rank falls far below the top academic factors—grades in college preparatory courses, strength of curriculum, admission test scores, and grades in all courses—that colleges consider in the admission decision.

An institution’s emphasis on class rank varies depending on specific characteristics of the institution. Table 2 provides a summary of colleges’ assessment of class rank by different institutional characteristics.

Table 2 indicates that public colleges place a higher degree of emphasis on class rank than private and that larger institutions generally value class rank more highly than small institutions. Between 2004

and 2006, selectivity and yield have also exhibited statistically significant, though small, correlations with the valuation of class rank. Generally speaking, institutions with lower acceptance rates and those with lower yield rates placed *slightly* more importance on class rank.¹

Why do certain types of institutions place more emphasis on class rank than others? NACAC research suggests that highly selective institutions attribute more importance to the entire range of factors in the admission process than institutions that are less selective. Admission officers at these colleges attempt to draw fine distinctions between similarly-qualified applicants, which results in an escalated level of importance for all factors, including class rank.

A college’s yield rate appears to also have a small, but significant, effect on the valuation of class rank. Colleges that enroll a smaller percentage of their admitted students appear to value class rank slightly more

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Table 1. Percentage of colleges attributing different levels of importance to factors in the admission decision: 2006

| Factor | Considerable importance | Moderate importance | Limited importance | No importance |
|----------------------------------|-------------------------|---------------------|--------------------|---------------|
| Grades in college prep courses | 75.9% | 17.4% | 2.9% | 3.8% |
| Strength of curriculum | 61.5 | 25.3 | 7.6 | 5.6 |
| Admission test scores (SAT, ACT) | 60.4 | 27.9 | 7.3 | 4.4 |
| Grades in all courses | 51.2 | 36.4 | 9.5 | 3.0 |
| Essay or writing sample | 27.9 | 30.6 | 21.5 | 20.0 |
| Class rank | 23.1 | 38.6 | 24.6 | 13.7 |
| Counselor recommendation | 21.2 | 40.7 | 28.0 | 10.0 |
| Student’s demonstrated interest | 20.8 | 31.2 | 25.8 | 22.3 |
| Teacher recommendation | 19.5 | 41.1 | 27.8 | 11.5 |
| Interview | 10.4 | 23.1 | 34.7 | 31.8 |
| Extracurricular activities | 7.6 | 37.0 | 39.9 | 15.5 |
| Subject test scores (AP, IB) | 7.6 | 23.5 | 35.5 | 33.3 |
| State graduation exam scores | 6.3 | 13.4 | 28.3 | 52.1 |
| SAT II scores | 5.2 | 8.5 | 24.5 | 61.8 |
| Work | 2.9 | 21.5 | 44.5 | 31.0 |

SOURCE: NACAC Admission Trends Survey, 2006.

Correlations between institutional characteristics and attribution of importance to class rank in admission: selectivity 2006 (-.183), selectivity 2004 (-.162), yield 2005 (-.143), yield 2004 (-.185) $p < .01$

How Colleges Value Class Rank

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Table 2. Percentage of colleges attributing “considerable importance” to class rank by institutional characteristics: 2006

| | Class rank |
|---|--------------|
| Total | 23.1% |
| Control | |
| Public | 35.2 |
| Private | 18.9 |
| Enrollment | |
| Fewer than 3,000 students | 16.6 |
| 3,000 to 9,999 | 43.4 |
| 10,000 or more | 34.1 |
| Selectivity | |
| Accept fewer than 50 percent of applicants | 30.0 |
| 50 to 70 percent | 27.6 |
| 71 to 85 percent | 20.9 |
| More than 85 percent | 14.5 |
| Yield | |
| Enroll fewer than 30 percent of admitted students | 22.1 |
| 30 to 45 percent | 21.1 |
| 46 to 60 percent | 30.9 |
| More than 60 percent | 21.6 |

highly than colleges that enroll larger percentages of their admitted students. Two phenomena may explain this relationship. Some low-yield institutions may attempt to raise the academic profile of incoming students by placing an increased emphasis on recruiting and admitting students in the top portions of their high school class. In addition, some low-yield colleges may have admission requirements with a ‘bright line’ minimum requirement for class rank. In such cases, institutions may be slightly less selective, but maintain a class rank threshold that affords some certainty that admitted students will be able to complete college-level coursework while providing a relatively simple set of admission criteria for students.

While a greater percentage of public colleges consider class rank as a factor in the process, the absence of a statistical relationship between an institution’s control and its valuation of class rank indicates that other attributes of public colleges, such as selectivity and yield, are more likely to be responsible for the greater emphasis placed on class rank at those institutions.

In any instance, the relationship between school characteristics and the consideration of class rank in the admission decision is fairly small. Overall, most colleges and universities tend to view class rank in a similar manner.

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A college’s yield rate appears to also have a small, but significant, effect on the valuation of class rank. Colleges that enroll a smaller percentage of their admitted students appear to value class rank slightly more highly than colleges that enroll larger percentages of their admitted students. Two phenomena may explain this relationship. Some low-yield institutions may attempt to raise the academic profile of incoming students by placing an increased emphasis on recruiting and admitting students in the top portions of their high school class. In addition, some low-yield colleges may have admission requirements with a ‘bright line’ minimum requirement for class rank.

How Colleges Value Class Rank

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THE DECLINING INFLUENCE OF CLASS RANK

As Table 3 shows, colleges' assessment of class rank has declined substantially over the past 15 years. In 1993, class rank was considered among the top academic factors, behind grades in college preparatory courses and admission test scores.

Figure 1 provides a graphic illustration of the progress of four key factors in the admission decision over the same time period. Colleges' devaluation of class rank accompanies a corresponding increase in the importance of standardized admission tests.

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Table 3. Percentage of colleges attributing “considerable importance” to factors in the admission decision: 1993 to 2006

| | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Grades in college prep/ strength of curriculum ¹ | 82% | 83% | 80% | 78% | 81% | 79% | 84% | 78% | 80% | 76% | 78% | 80% | 74% | -- |
| Grades in college prep | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 76 |
| Strength of curriculum | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 62 |
| Admission test scores | 46 | 43 | 47 | 48 | 50 | 51 | 54 | 58 | 52 | 57 | 61 | 60 | 59 | 60 |
| Grades in all courses | 39 | 37 | 41 | 38 | 41 | 44 | 42 | 43 | 45 | 50 | 54 | 57 | 54 | 51 |
| Essay | 14 | 17 | 21 | 20 | 18 | 19 | 19 | 20 | 20 | 19 | 23 | 25 | 23 | 28 |
| Class rank | 42 | 40 | 39 | 36 | 34 | 32 | 32 | 34 | 31 | 35 | 33 | 28 | 31 | 23 |
| Counselor rec. | 22 | 20 | 19 | 17 | 20 | 16 | 18 | 16 | 17 | 16 | 17 | 18 | 17 | 21 |
| Demonstrated interest | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 7 | 7 | 15 | 21 |
| Teacher rec. | 21 | 19 | 18 | 19 | 19 | 16 | 14 | 14 | 16 | 14 | 18 | 18 | 17 | 20 |
| Interview | 12 | 12 | 15 | 13 | 11 | 11 | 9 | 11 | 11 | 10 | 9 | 9 | 9 | 10 |
| Extracurricular activities/work ² | 6 | 6 | 7 | 6 | 6 | 4 | 5 | 7 | 6 | 7 | 7 | 8 | 8 | -- |
| Extracurricular activities | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 8 |
| Work | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 3 |
| Subject tests (AP, IB) | -- | -- | -- | -- | -- | -- | -- | -- | -- | 6 | 7 | 5 | 7 | 8 |
| State exams | -- | -- | -- | -- | -- | -- | -- | -- | -- | 6 | 7 | 6 | 7 | 6 |
| SAT II scores | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 5 |

-- Data are not available.

¹ On the 2006 survey, grades in college prep courses and strength of curriculum were listed as two separate factors. In previous years, one factor was listed as grades in college prep courses/strength of curriculum.

² On the 2006 survey, extracurricular activities and work were listed as two separate factors. In previous years, one factor was listed as work/extracurricular activities.

SOURCE: NACAC Admission Trends Surveys, 1993 through 2006.

How Colleges Value Class Rank

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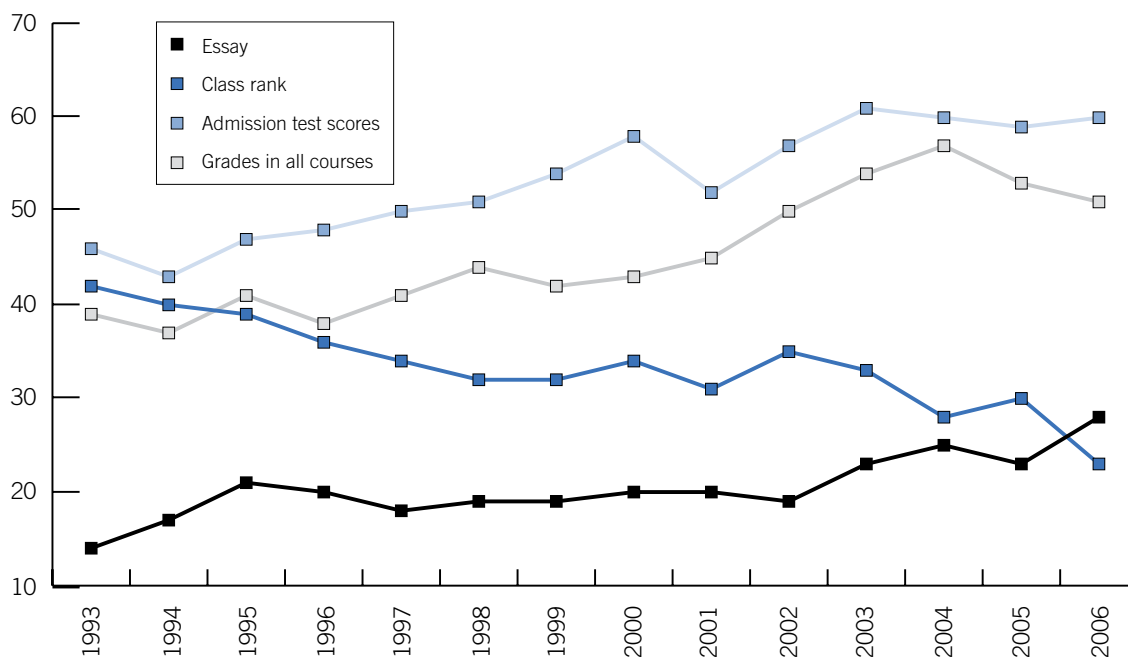
Why have colleges placed less emphasis on class rank as a factor in the admission decision? Based on the research, we can speculate that:

- The increasing number of applications submitted for admission over the past decade has likely been accompanied by an increase in the number of high schools from which students send applications. The corresponding increase in the number of high school programs that admission officers must be able to evaluate, along with the decreasing amount of time admission officers may spend with each application, may have substantially reduced the efficiency and reliability of class rank as an indicator of a student's qualifications. With an expanding and diversifying applicant pool, colleges increasingly view comparisons of students with their fellow applicants as more useful than comparisons of students with their high school classmates.
- The complexity of high school grading schemes, combined with restrictions on the amount of time admission officers may spend on applications, may have also reduced the effectiveness

of class rank as a reliable indicator of student qualifications. NACAC's 2005 Counseling Trends Survey indicated that 66 percent of high schools used "weighted" grade point averages (GPA). While there are some common ways of weighting GPAs, the number of different grading systems and frequency of change among schools makes it difficult, if not impossible, for colleges and universities to systematically interpret GPA policies at each high school from which transcripts are received. NACAC's 2005 Admission Trends Survey found that nearly half (49 percent) of colleges recalculate student GPAs during the process of evaluating applications for admission. Since class rank is ultimately reliant on grading systems, college admission officers may increasingly look to other factors, again such as standardized tests, that create efficiencies in the review process.

- The 'tertiary' nature of class rank—a percentage or numeric rank is meaningless in the absence of information about (1) the grade point average system and (2) the number of students at a given high school. Colleges currently utilize the primary measures on which class rank is based.

Figure 1. Percentage of colleges attributing "considerable importance" to factors in the admission decision: four factors showing the greatest change from 1993–2006



SOURCE: NACAC Admission Trends Surveys, 1993-2006.

How High Schools Use and Report Class Rank

Secondary schools have different ways of recognizing students for their academic achievement. In response to NACAC's 2006 Counseling Trends Survey, 80 percent of high schools indicated that they recognized individual students with top numeric ranks, such as valedictorian and salutatorian. A little more than half (55 percent) indicated that they recognized a group of students based on percentile rank—i.e. designating the top 5 or 10 percent as “cum laude,” “honors,” or some other form of distinction. Sixty-five percent recognized groups of students based on GPA cut-off points—i.e. designating all students with an “A” or “B” average as “cum laude,” “honors,” or some other form of distinction (see Table 4). Public high schools were more likely than private high schools to have engaged in each of the three types of ranking. Larger schools were more likely to have recognized groups

of individuals based on percentile rank.² A large number of high schools also reported a wide array of variations on ranking systems that included elements of all three varieties of rank.

Secondary schools also had different policies about reporting class rank information to college admission offices, and these policies varied more widely by institution type. As shown in Table 5, 61 percent of high school guidance departments reported that they regularly provided the numeric rank for individual students. This practice was largely a function of the school's public/private status. Nearly three-quarters of public schools reported that they regularly provided this information. However, while 62 percent of private schools reported recognizing students based on top numeric ranks, only 10 percent

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Table 4. Percentage of high schools that recognized students based on class rank: 2006

| | Recognized individual students with top numeric rank | Recognized group of students based on percentile rank | Recognized group of students based on GPA |
|-------------------------------------|--|---|---|
| Total | 80.0% | 54.9% | 65.4% |
| Control | | | |
| Public | 84.5 | 60.0 | 68.2 |
| Private | 62.3 | 36.2 | 55.3 |
| Private non-parochial | 52.4 | 38.1 | 55.7 |
| Private parochial | 78.6 | 33.0 | 54.6 |
| Population of city/town | | | |
| Fewer than 25,000 people | 87.1 | 58.1 | 67.8 |
| 25,000 to 249,999 | 75.2 | 56.2 | 68.1 |
| 250,000 or more | 69.3 | 45.9 | 57.1 |
| Enrollment | | | |
| Fewer than 500 students | 74.4 | 44.2 | 61.6 |
| 500 to 999 | 84.3 | 56.5 | 63.2 |
| 1,000 to 1,499 | 85.2 | 64.1 | 71.1 |
| 1,500 to 1,999 | 77.4 | 66.1 | 69.2 |
| 2,000 or more | 83.6 | 70.9 | 74.1 |
| Free and reduced price lunch | | | |
| 0 to 25% of students eligible | 77.0 | 51.9 | 63.6 |
| 26 to 50% | 86.2 | 62.9 | 74.1 |
| 51 to 75% | 87.5 | 64.5 | 67.6 |
| 76 to 100% | 76.9 | 51.7 | 58.4 |

SOURCE: NACAC Counseling Trends Survey, 2006.

² Correlation between enrollment and: use percentile rank (.146), $p < .01$

How High Schools Use and Report

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indicated that they regularly provided individual ranks to colleges. Larger schools also were somewhat more likely to report that they regularly provided this information.³

Only 26 percent of secondary schools reported that they regularly provided percentile rank for individual students. Public schools were more likely to report doing so in comparison to their private school counterparts. Forty percent of schools indicated that they regularly provided the general grade distribution for their graduating classes, an alternative to providing individual student ranks. Private schools were more likely than public schools to report that they regularly provided these grade distributions.

Differences among high school rank reporting policies are most likely to be based on the size of the school. Small schools are less likely to report numeric rank, as such reports run the risk of placing what could be perceived as a blemish—a low rank in class—despite high grades.

Overall, 92 percent of high schools regularly provided class rank information of some type—whether numeric rank, percentile rank, or grade distribution—to colleges and universities as part of the admission process. Eight percent of high schools reported that they did not provide any class rank information whatsoever to colleges and universities as part of the admission process.

Table 5. Secondary schools' practices regarding the reporting of class rank information to colleges: 2006

| | Numeric rank for individual students | | | Percentile rank for individual students | | | General grade distribution for graduating class | | |
|-------------------------------------|--------------------------------------|------------------------|-----------------|---|------------------------|-----------------|---|------------------------|-----------------|
| | Regularly provided | Provided only if asked | Did not provide | Regularly provided | Provided only if asked | Did not provide | Regularly provided | Provided only if asked | Did not provide |
| Total | 61.1% | 13.0% | 25.8% | 26.3% | 36.7% | 37.0% | 40.3% | 20.8% | 38.9% |
| Control | | | | | | | | | |
| Public | 74.3 | 14.8 | 10.9 | 31.0 | 39.3 | 29.7 | 35.9 | 24.5 | 39.6 |
| Private | 10.1 | 6.1 | 83.8 | 8.6 | 27.6 | 63.8 | 56.3 | 7.6 | 36.1 |
| Private non-parochial | 6.0 | 6.0 | 88.0 | 5.0 | 19.3 | 75.7 | 62.1 | 6.6 | 31.3 |
| Private parochial | 17.0 | 6.3 | 76.8 | 14.7 | 41.3 | 44.0 | 46.2 | 9.4 | 44.3 |
| Population of city/town | | | | | | | | | |
| Fewer than 25,000 people | 74.7 | 15.0 | 10.3 | 29.2 | 38.8 | 32.1 | 36.6 | 25.2 | 38.1 |
| 25,000 to 249,999 | 56.2 | 13.0 | 30.8 | 26.9 | 34.9 | 38.2 | 39.5 | 17.6 | 42.9 |
| 250,000 or more | 35.4 | 8.6 | 56.0 | 17.8 | 34.9 | 47.3 | 50.5 | 14.8 | 34.7 |
| Enrollment | | | | | | | | | |
| Fewer than 500 students | 52.9 | 15.1 | 32.0 | 23.1 | 39.4 | 37.4 | 40.6 | 24.6 | 34.8 |
| 500 to 999 | 61.9 | 11.2 | 26.9 | 22.9 | 33.5 | 43.6 | 41.5 | 17.5 | 41.0 |
| 1,000 to 1,499 | 66.7 | 11.5 | 21.8 | 25.9 | 40.0 | 34.1 | 38.3 | 18.7 | 43.1 |
| 1,500 to 1,999 | 69.2 | 11.3 | 19.5 | 37.7 | 31.1 | 31.1 | 38.3 | 23.3 | 38.3 |
| 2,000 or more | 76.9 | 12.8 | 10.3 | 40.4 | 34.9 | 24.8 | 38.1 | 15.2 | 46.7 |
| Free and reduced price lunch | | | | | | | | | |
| 0 to 25% of students eligible | 55.1 | 9.3 | 35.7 | 24.1 | 32.4 | 43.5 | 40.2 | 17.5 | 42.3 |
| 26 to 50% | 80.6 | 16.0 | 3.4 | 34.0 | 41.4 | 24.6 | 33.1 | 29.9 | 37.1 |
| 51 to 75% | 69.4 | 25.0 | 5.6 | 31.9 | 47.5 | 20.6 | 40.7 | 27.4 | 31.9 |
| 76 to 100% | 57.3 | 25.8 | 16.9 | 36.8 | 41.4 | 21.8 | 45.2 | 32.1 | 22.6 |

SOURCE: NACAC Counseling Trends Survey, 2006.

³ Correlation between enrollment and: report individual rank (.113), $p < .01$

Other Uses for Class Rank: “X” Percent Plans and Scholarship Programs

“X” PERCENT ADMISSION PLANS

As a result of administrative, judicial and voter action, three states have adopted admission policies for state institutions that rely exclusively on class rank. In Texas, Florida and California, admission to state institutions is guaranteed for students finishing in the top “X” percent of their high school class.

- **Texas (Top 10):** Students finishing in the top 10 percent of their high school class are eligible for automatic admission to any public university in Texas.
- **Florida (Talented 20):** Students finishing in the top 20 percent of their high school class are eligible for automatic admission to one of the 11 state universities. Students in this group are also given priority for receiving Florida Student Assistance Grants if they qualify for need-based aid.
- **California (Eligibility in the Local Context Plan):** The University of California, in conjunction with participating California high schools, determines the top four percent of students at each high school based on GPA in UC-approved coursework. The top four percent of students, upon completion of additional requirements, are eligible for admission to one of the UC system campuses.

As a result of administrative, judicial and voter action, three states have adopted admission policies for state institutions that rely exclusively on class rank. In Texas, Florida and California, admission to state institutions is guaranteed for students finishing in the top “X” percent of their high school class.

Each plan requires students to complete a core college preparatory curriculum in high school.

SCHOLARSHIP PROGRAMS

Of colleges that provided merit-based institutional aid in 2005, 50 percent included class rank as one among several criteria for eligibility (NACAC 2005). As Table 6 shows, public colleges and colleges with large enrollments were more likely to have included class rank as one criteria for eligibility for institutional merit aid. It is likely that institutional aid policies at large, public institutions are tied to statewide policies dictated by legislatures or governing boards.

In addition, 24 states offered merit-based aid that was, at least in part, based on class rank (NASSGAP, 2005).

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Table 6. Percentage of institutions using class rank as one factor for allocating postsecondary institutional merit aid, 2005.

| | |
|---|--------------|
| Total | 50.2% |
| Control | |
| Public | 60.9 |
| Private | 46.1 |
| Enrollment | |
| Fewer than 3,000 students | 47.4 |
| 3,000 to 9,999 | 50.0 |
| 10,000 or more | 61.3 |
| Selectivity | |
| Accept fewer than 50 percent of applicants | 45.5 |
| 50 to 70 percent | 58.1 |
| 71 to 85 percent | 48.4 |
| More than 85 percent | 55.7 |
| Yield | |
| Enroll fewer than 30 percent of admitted students | 50.5 |
| 30 to 45 percent | 50.9 |
| 46 to 60 percent | 55.7 |
| More than 60 percent | 48.9 |

Other Uses for Class Rank

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Table 7. Award criteria for state-sponsored student financial aid programs that use class rank as at least one criteria

| Program Name by State | Total Dollars Disbursed | Criteria for Merit-Based Awards | | | Eligibility Requirements | |
|---|-------------------------|---------------------------------|------------|--------|--------------------------|---------------|
| | | Test Score | Class Rank | Grades | Set By State | Set By Campus |
| Arkansas | | | | | | |
| Arkansas Governor's Scholarship | \$7,480,059 | X | X | X | X | |
| Connecticut | | | | | | |
| Capitol Scholarship Program | \$6,857,280 | X | X | | X | |
| Delaware | | | | | | |
| Diamond State Scholarship | \$250,625 | X | X | X | X | |
| Florida | | | | | | |
| Florida Bright Futures Scholarship Program-ATS Awards | \$351,556 | | X | | X | |
| Georgia | | | | | | |
| Governor's Scholarship | \$1,956,727 | | X | | X | |
| Idaho | | | | | | |
| Idaho Promise Category A Scholarship Program | \$325,500 | X | X | X | X | |
| Indiana | | | | | | |
| Institutional financial aid | \$104,702,584 | X | X | X | | X |
| Hoosier Scholars Program | \$344,500 | X | X | | X | |
| Iowa | | | | | | |
| State of Iowa Scholarship | \$368,156 | X | X | | X | |
| Kansas | | | | | | |
| Kansas State Scholarship | \$991,515 | X | X | X | X | |
| Montana | | | | | | |
| Governor's Postsecondary Scholarship - Merit | \$170,500 | | X | X | X | |
| Governor's Postsecondary Scholarship - Merit-At-Large | \$84,000 | X | X | X | X | |
| Nebraska | | | | | | |
| Remission/Tuition Waivers | \$66,007,015 | X | X | X | | X |
| New Hampshire | | | | | | |
| Leveraged Incentive Grant Program | \$546,500 | X | X | X | X | X |
| New Jersey | | | | | | |
| Outstanding Scholar Recruitment Program | \$20,684,037 | X | X | | X | |
| Edward J. Bloustein Distinguished Scholars | \$5,233,736 | X | X | | X | |
| NJ STARS | \$4,047,589 | | X | | X | |
| Urban Scholars | \$2,093,819 | | X | X | X | |

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Other Uses for Class Rank

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| | | | | | | |
|-------------------------------------|---------------|---|---|---|---|---|
| New Mexico | | | | | | |
| NM Scholars | \$1,318,981 | X | X | | X | |
| New York | | | | | | |
| Scholarship for Academic Excellence | \$12,378,000 | X | X | | X | |
| North Carolina | | | | | | |
| NC Teaching Fellows Program | \$9,681,455 | X | X | X | X | |
| Nurse Scholars Program | \$3,492,250 | X | X | | X | |
| Principal Fellows Program | \$2,900,000 | X | X | | X | |
| Ohio | | | | | | |
| Academic Scholarships | \$7,788,755 | X | X | X | X | |
| Oklahoma | | | | | | |
| Oklahoma Tuition Waiver | \$93,215,567 | X | X | X | X | X |
| Academic Scholars | \$9,633,300 | X | X | X | X | |
| Oregon | | | | | | |
| Fee Remissions | \$32,007,168 | X | X | X | | X |
| Pennsylvania | | | | | | |
| Cheyney University Keystone Academy | \$2,740,784 | X | X | X | | X |
| PHEAA AES Award | \$2,289,693 | X | X | X | X | |
| South Carolina | | | | | | |
| LIFE Scholarship | \$130,922,591 | X | X | X | X | |
| Palmetto Fellows Scholarship | \$28,408,604 | X | X | X | X | |
| SC Tuition Grants Program | \$28,618,266 | X | X | X | X | |
| Vermont | | | | | | |
| Vermont Honor Scholarships | \$101,000 | X | X | X | X | |
| Washington | | | | | | |
| Washington Promise Scholarship | \$4,185,267 | X | X | | X | |
| Washington Scholars | \$2,311,404 | X | X | X | X | |
| Wisconsin | | | | | | |
| Academic Excellence Scholarship | \$3,155,461 | | X | X | X | |

State incorporation of a student's class rank in the decision to award merit-based financial aid has led to the development of statewide standards for establishing class rank. Since grade point averages determine class rank, such policies typically extend well beyond class rank and include standards for grading scales and course weighting.

Five states—Arkansas, Florida, South Carolina, Tennessee, and West Virginia—have uniform grading policies, all based on minimum grade point average requirements for their state merit scholarships.

Links

NACAC STATE OF COLLEGE ADMISSION REPORT

www.nacacnet.org/MemberPortal/ProfessionalResources/Research/SOCA.htm

NACAC STATEMENT OF PRINCIPLES OF GOOD PRACTICE

www.nacacnet.org/MemberPortal/AboutNACAC/Policies/

NACAC STATEMENT ON COUNSELOR COMPETENCIES

www.nacacnet.org/MemberPortal/AboutNACAC/Policies/

“The Parts of an Admission Folder.” Steps to College Newsletter. NACAC. 29 Aug. 2007

www.nacacnet.org/MemberPortal/News/StepsNewsletter/The+Parts+of+an+Admission+Folder.htm

Florida “Talented 20” Resources
www.fldoe.org/Talented20/

Texas “Top 10” Admission Overview
www.collegefortexans.com/additional/top10rule.cfm

National Association of State Student Grant and Aid Programs (NASSGAP)
<http://www.nassgap.org/>

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The National Association for College Admission Counseling (NACAC) is an organization of more than 10,000 professionals from around the world dedicated to serving students as they make choices about pursuing postsecondary education.

Visit **www.nacacnet.org**
for more information.

The screenshot shows the NACAC website homepage. At the top left is a photo of three students. The NACAC logo is in the top center, with the tagline "National Association for College Admission Counseling" and "Guiding the way to higher education". Navigation links include Home, Member Login, Contact Us, Shopping Cart, and Site Map. A search bar is located below the navigation. On the left is a vertical menu with categories like About NACAC, Advertising, Events Calendar, Government Relations, News, Professional Resources, Products & Services, Member Directory, and Student Resources. The main content area features "College Admission News" with a list of articles, a "Survey" section with a question about college admission competitiveness, and a "News from NACAC" section with a call for proposals for the 2008 Seattle conference. A "WANTED: Volunteers" banner is at the bottom.

NACAC National Association for College Admission Counseling
Guiding the way to higher education

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search
Advanced Search

About NACAC >
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Professional Resources >
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Member Login

Welcome to our Web site!

If you are already an association member or have previously registered, please...
Log In

Not registered?
Register here!

College Admission News

- Record numbers apply to colleges [December 12, 2007]
- Harvard Beats Yale To Punch: Competition Heats Up To Expand Financial Help [December 12, 2007]
- Other Colleges Eye Harvard's Plan to Increase Affordability [December 12, 2007]
- Johnston to set up early college program: High school plan gets board's nod [December 12, 2007]
- Alfond legacy: College grant for all Maine babies [December 12, 2007]

[More news articles >](#)

News from NACAC

December 15 is the Deadline for the **2008 Call for Proposals**: Submit a proposal for NACAC's 64th National Conference, to be held September 25-27, 2008 in Seattle, WA, that will help our participants increase their core competencies and strengthen their skills. [Learn more.](#)

NACAC 2008 Seattle
64th National Conference
September 25-27

WANTED: Volunteers

Survey

Do you believe that college admission has become more competitive over the past 20 years?

Yes No

Submit

QUICK LINKS:

- Professional Development Opportunities
- NACAC Policies and Statements
- Frequently Requested Items/Forms
- NACAC E-List

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