

AP/IB Committee Update

Board of Education Meeting
May 2009

Committee Members

Administrators

- Teresa Prendergast
- Nanine Cuttitta
- Bernadette Arnone
- Jeannette Balantic
- Gail Bennington
- Maxine Bogen
- Stuart Dods
- Peter Giacalone
- Kitty Klein
- Adele Pecora
- Nina Prasso

Teachers/Counselors

- Tim Casale
- Jennifer Crawford
- Domenick Esposito
- Jeanne Kennedy
- Patricia Mannion
- Stephen Mayo
- Scott McAuley
- Loreen McMahon
- Marie Nuzzi
- Cynthia Quarentello
- Katherine Thullen
- Dianne Veitch
- Christopher Wuest

Committee Members (continued)

Parents

- Pam Adams
- Julie Germano
- Stefanie Granville
- Anne Kinn

Additional Site Visit Participants

- Lea Brunetti
- Crystal Hurrell
- David Izzo
- Shawn Uttendorfer
- Carlo Rebolini
- Kathryn Ventuleth
- Robert Wiedenhoft

Garden City District Goals 2007-08

Study AP Offerings



Research IB Program



Compare AP and IB Programs



Recommend Future Initiatives to BOE

May 2008 Committee Recommendations

- Continue the existence of this committee
- Attend Guild of IB Schools of the Northeast (GIBS) Orientation Seminar in Commack on June 7, 2008
- Expand parent membership of the committee
- Establish contacts with high performing districts involved with IB
- Conduct additional site visits to other high performing districts
- File Interested Schools Form with IBO
- Allow teachers and administrators to attend professional development Level I workshops
- Obtain additional information and update the Board of Education regarding feedback from colleges about IB and credit opportunities
- Establish parent focus groups
- Report to the Board of Education after curriculum Level 1 training



2008-09 Committee Projects

File Interested Schools Form with IB

IB High School Site Visitations

Attend IB Level I Workshops

Conduct College Surveys

Establish Parent Focus Groups

IB Findings

Interested Schools Form

- Filed the Interested Schools Form with the IBO in July 2008 expressing interest in the Diploma Program
- District was assigned an identification code which was need for Level I workshops
- No fees were incurred

Site Visitation- Northport HS

- Administrators, teachers and parents visit Northport HS in October 2008

Level I Workshop Training

- Bernadette Arnone- IB English
- Scott McAuley- IB History of the Americas
- Christopher Wuest- IB Mathematics
- Patricia Mannion- IB Biology
- Marie Nuzzi- IB Spanish
- Diane Veitch- IB Visual Arts
- Dave Perrotta- IB Administration
- Nanine Cuttitta- IB Coordination

Level I Workshop Expenditures

- Eight teachers and administrators attended three-day IB Level I Workshops in fall/winter 2008
- Funds were allocated in the 2008-09 budget to cover registration fees, travel, etc
- Workshops and related expenses cost \$14,000, of which \$4,815 was offset by federal grant

Common Elements Learned from IB Level I Workshops

- Each of the IB courses have written external examinations, consisting of typically two or three required papers. Internal assessments, which are scored by classroom teachers, require oral and/or written research papers.
- IB English and IB History of the Americas (social studies) curricula complement the NYS Regents curricula
- IB Biology and IB Mathematics curricula conflict with New York State Regents sequences and would require a re-alignment of course offerings
- IBO plans to re-evaluate the Spanish and English program in 2013

IB English

- Requires a two-year course of higher level study
- Demands metacognition – knowledge and application
- Provides an international outlook via the study of works in translation
- Promotes genre studies, critical thinking, and analytical view of literature
- External – written papers are assessed by international raters
- Internal – oral presentations assessed by classroom teachers and checked for rater reliability
- Anticipates major changes in English IB curriculum by 2013

IB History of the Americas

- Completed in grades 11 & 12
- Allows for substantial teacher and student choice
- Complements NYS Regents curriculum
- Strong emphasis on research and writing
- External assessment more thorough than AP
- Would compete with existing Advanced Placement program

IB Mathematics

- IB math curriculum offers a theoretical approach to mathematics
- Standard Level offers only two topics not included in new NYS Algebra 2 curriculum
 - Vector analysis and Calculus
- IB courses have minimal statistical content
 - AP Statistics is the department's largest elective
- Higher Level requires double period – schedule conflicts

IB Biology

- Standard Level (SL) is similar to Regents Level Biology which is offered in ninth or tenth grade
- Higher Level (HL) is a two year program and is more challenging with a broader base of topics, as well as flexibility in choice of topics to be covered
- Existing curriculum would need to be realigned to accommodate the placement of IB Biology in junior and senior years

IB Spanish

- Language is Usually at Standard Level because of its Demanding Curriculum
- Reading, Writing, Speaking Components— *NO LISTENING*
- Writing and Speaking Deal with Social Issues:
Environment, Human Rights, Indigenous Communities, Literary Writers
- Oral Component is Theme-Based, Cultural, International:
 - Taped in January — 9 to 12 minutes
 - Three 3-4 minute presentations
- Major Changes in Language in 2013:
 - Students will be required to read complete novels, not just excerpts
- The Existing Curriculum Would Need to be Overhauled to Meet IB Requirements:
Intense grammar in 9th grade; must finish *all* grammar in 10th grade
- IB Language is Intense Research-Based:
 - much of the work is done outside of the classroom

IB Visual Arts

- Requirements

23 projects and 10 research books

- Facilities

Must accommodate minimum variety of mediums: Sculpture, ceramics, painting, printmaking, drawing, pastels, watercolor, assorted crafts

- Time Commitment

10 – 15 hrs. per week of studio time; 10 – 15 hrs. per week of research time

- Exam

External assessment – students present their artwork to an examiner

IB Administration

- IB strongly recommends that all constituents be “on board” with the implementation of the program before moving forward.
- Staffing implications:
 - IB & CAS Coordinators – 3 classes of release time for each coordinator is recommended.
 - Other release time will be needed for collaboration, training and Extended Essay Mentors
- Scheduling Concerns:
 - How many students? How many courses? (Students will be making tough choices)
 - Running IB with AP Courses (Co-seating may be necessary)
 - Testing – Conflicts with IB exams and AP exams.

Projected IB Costs and Related Fees

- Additional Level I Training Needed \$9,000
- Initial Start up fees (Application A, Application B, Consultant, Level II training) \$39,500
- Annual Budget Items (Annual Fee, postage, staff development, coordinator summer conference, dedicated copy machine) \$35,000
- Ancillary Fees (students assume costs- \$88 per course)
- Enquiry Upon Results (\$140 per course; district inquiry concerning student performance \$92 per student per exam)
- Curriculum Writing Projects & Textbooks, Library materials
- IB Recommended Staffing Positions: Coordinator, CAS, Extended Essay, Secretary support)-- Additional FTE's
- Possible increase in teacher FTE's depending on student course registrations

Projected Costs \$200,000

IB Coordination

- Each IB World School appoints a coordinator who is responsible for the management and administration of the program in their school.
- **ROLE OF THE COORDINATOR:** year round critical role in the success of an IB Program necessitating release time or full time depending on the size of the program
- **RESPONSIBILITIES INCLUDE:** developing and administering the budget, recruitment and selection of students, communication with subject teachers and curriculum coordinators, communication with students, CAS (Creativity, Action, Service), Communication with parents, extended essays, examinations, and teaching staff
- **IN ADDITION:** Mentors are needed to oversee the students' extended essay and IB strongly recommends another Coordinator for the **CREATIVITY, ACTION, SERVICE (CAS)** component

College Survey-How Colleges View AP versus IB

- Garden City High School Counseling Department surveyed college admissions representatives on the Advanced Placement (AP) program versus the International Baccalaureate (IB) program.
- Colleges were surveyed to determine whether they preferred one program over another when evaluating college applicants. Fifty-four schools provided responses to the question, “Does [your] school prefer AP or IB?”
- Results showed seven schools preferred the AP program, two schools preferred the IB program, and forty-five schools had no preference.
- Of the two schools (Lafayette College and Villanova University) that preferred IB, both representatives said they only prefer the full IB diploma.

PROGRAM	COLLEGE/UNIVERSITY
ADVANCED PLACEMENT	Catholic University of America College of St. Rose Lehigh University SUNY Plattsburgh St. John's University Washington College Western New England College
EITHER	Adelphi , Alfred, Amherst, Arizona State, SUNY Binghamton, SUNY Buffalo, College of Saint Rose, Drew, Duke, Fairfield, SUNY Farmingdale, Fordham, Franklin & Marshall, SUNY Geneseo, George Mason, Georgetown, George Washington, Hamilton, Hartwick, Hobart & William Smith Colleges, College of Holy Cross, Indiana, Ithaca, James Madison, Lesley, Loyola Maryland, Manhattan, Muhlenberg, Northeastern, NYIT, New York University, SUNY Oneonta, Pace, Providence, University of Richmond, Roger Williams, Sacred Heart, Saint Anselm, University of Scranton, Seton Hall, Siena, St. Joseph's, St. Michael's, SUNY Stony Brook, University of Tampa, Vanderbilt
INTERNATIONAL BACCALAUREATE	Lafayette University Villanova University

College Survey-Earning College Credit for AP and IB Courses

- Garden City High School Counseling Department researched how colleges award credit based on AP and IB examination scores.
- Data was recorded from 43 colleges and universities
- In order to receive college credit, 17 schools require a score of three or higher on an AP exam while 26 schools require a four or higher on an AP exam.
- In order to receive college credit, 7 schools require a score of four or higher on an IB exam. 20 schools require five or higher and 11 schools require a six or higher. These schools only accept the higher level courses (HL).
- Three colleges accept the higher level and some standard level (SL) courses.
- Two colleges (Catholic University and Hamilton College) only accept the full IB diploma and will give credit based on a review of the curriculum.

College/University	Advanced Placement	International Baccalaureate
College of The Holy Cross, Duke, Fairfield, George Washington, Georgetown, Hobart & William Smith, Loyola Maryland, NYU, Vanderbilt, Villanova, SUNY Binghamton	4 or higher	HL only- 6 or higher
Drew, Franklin & Marshall, Indiana, Lafayette, Lehigh, Northeastern, Providence, University of Richmond, Siena, St. Joseph's, Washington	4 or higher	HL only- 5 or higher
Pace, Sacred Heart	4 or higher	HL only- 4 or higher
SUNY Buffalo, Fordham, SUNY Geneseo, Manhattan, Roger Williams, University of Scranton, St. Michael's, SUNY Stonybrook, University of Tampa	3 or higher	HL only- 5 or higher
Arizona State, George Mason (SL 6 or higher), Hartwick, Ithaca, James Madison (SL5 or higher) Lesley, SUNY Plattsburgh,	3 or higher	HL only- 4 or higher

Parent Focus Groups

- Representatives from the committee hosted two meetings- February 25th and March 5, 2009.
- Forty-five parents representing all grade levels attended.
- After an initial presentation, committee members met with parents in smaller groups to listen to and discuss questions or concerns about the IB program.
- Common themes raised at focus groups included (but were not limited to) staff development requirements, skills set needed for writing and research, cost and facilities, state assessments, community endorsement, increase in academic rigor, CAS requirements, pre-IB course preparation, and extended essay components.

IB Conclusions

Areas of Consensus

- IB is a rigorous academic program
- IB offers many opportunities for students to strengthen college readiness skills
- Several content areas would require curriculum changes in pre-IB grades 8-10 (math, science, and Spanish)
- IBO intends to re-evaluate programs in 2013
- No local control of test accommodations for special needs students
- Tremendous time commitment required by students to complete IB diploma program

Areas of Consensus (continued)

- College admission process includes a review of high school programs available and student willingness to participate in most challenging courses.
- Facility constraints exist in the music and arts department
- Committee is sensitive to the current economic climate and the added costs associated with the program.
- Requires extensive and consistent oversight by building administration
- Scheduling challenges (SL and HL courses)
- Implementation for a program of this magnitude would require student and community support

AP Findings

Garden City High School

Current AP Course Offerings

- US History
- European History
- Human Geography
- Psychology
- World History (2007)
- US Government & Politics (2008)
- Macroeconomics (2008)
- Biology
- Chemistry
- Physics
- Statistics
- Calculus BC
- English Language/Comp
- English Literature
- Latin
- Italian
- Spanish
- French
- German
- Music Theory
- Studio Art
- Computer Science

2008 AP Results

Of the 450 sophomores, juniors and seniors enrolled in AP courses at GCHS:

- 913 AP exams were administered in May 2008
- 65% of those exams received a score of 3 or higher
- 32% of those exams received a scored of 4 or higher

AP Scholar Awards Granted to GCHS Students:

- 93 students were honored as AP Scholars (3.0 / 3)
- 15 named AP Scholars with Honor (3.25 / 4)
- 39 named AP Scholars with Distinction (3.5 / 5)
- 3 National AP Scholars (4.0 / 8)

Advanced Placement Results- 2007-08

Exam	# of GC students	GC Mean Score	Nassau County Mean Score	National Mean
English Lang	53	3.30	3.10	2.78
English Lit	154	2.61	2.90	2.78
US History	122	3.02	2.91	2.67
European History	48	2.54	2.75	2.81
Human Geography	73	2.48	2.65	2.87
Psychology	69	2.99	3.28	3.10
Music Theory	11	3.45	3.45	3.09
Studio Art-Draw	11	2.27	3.14	3.08
Studio Art-Design	1	N/A	3.18	3.09
World History	103	3.61	3.14	2.59
Computer Science	7	2.4	2.82	2.86

Advanced Placement Results- 2007-08 (continued)

Exam	# of GC students	GC Mean Score	Nassau County Mean Score	National Mean
Biology	12	4.08	3.11	2.78
Chemistry	20	4.45	3.20	2.73
Physics	15	4.13	3.99	3.34
Statistics	99	2.35	2.91	2.80
Calculus BC	52	3.60	3.59	3.66
French	12	1.5	2.27	2.61
Spanish	6	4.0	2.69	3.25
Latin	4	3.25	2.71	2.74
German	6	3.0	1.51	3.06
Italian	9	2.89	2.16	2.52

AP Conclusions

Comparative AP Data Analysis

- When compared to Nassau County districts, Garden City students are afforded greater opportunities to participate in AP courses on a yearly basis.
- Exams in English and social studies project highest enrollments with mean scores near or above national norms.
- While enrollment numbers are low in the AP Biology and World Language courses, mean scores are typically above national and county norms; AP Physics enrollment and mean scores surpass national and Nassau County data.

Comparative AP Data Analysis

- AP math courses enjoy healthy enrollments compared to Nassau County districts, although scores fall below national and county norms.
- AP Spanish has lower enrollment compared to Nassau County districts, although GC scores surpass national and county averages.
- Open enrollment exists for elective AP course offerings- AP European History, Human Geography, Psychology and Statistics. While results are below Nassau County mean scores, student enrollment figures exceed the county.
- AP US History and AP World History results surpass county and national averages, while enjoying healthy enrollments.

Committee Recommendations

Committee Recommendations

- The committee does not recommend the implementation of the IB program because:
 - ✓ In this economic climate, cost factors are prohibitive.
 - ✓ Facility constraints exist in the art and music department.
 - ✓ No clear indication that IB is more valued than AP in the college admission process.
 - ✓ Several content areas would require curricula changes.
 - ✓ IBO's intention to re-evaluate certain programs in 2013.

Committee Recommendations (Continued)

- Integrate meaningful research assignments in grades 6-12 that require students to develop and use critical thinking skills.
- Explore the possibility of offering a required writing/research course for all ninth graders
- Offer continued support of current AP programs and increase opportunities in science (AP Environmental Science)
- Expand opportunities for students to earn college credit through high school course offerings

Thank you for the opportunity to research the best educational programs on behalf of our children.

Any Questions?