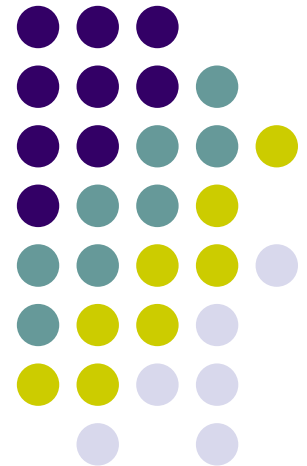


# AP/IB Committee Update

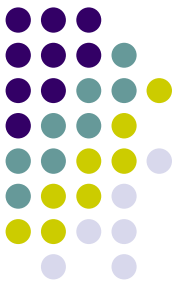
Board of Education Meeting  
May 2008

Dr. Teresa Prendergast  
Dr. Adele Bacotti

Ms. Jeannette Balantic  
Ms. Gail Bennington  
Mr. Carlo Rebolini



# AP/IB Committee

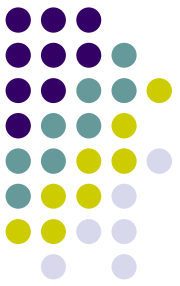


Co-Chairs: Dr. Teresa Prendergast  
Dr. Adele Bacotti

Members: Jeannette Balantic  
Gail Bennington  
Stuart Dods  
Dominick Esposito  
Linda Fabrizio  
Peter Giacalone  
Brad Hepworth  
Jeanne Kennedy  
Kitty Klein

Patricia Mannion  
Steve Mayo  
Loreen McMahon  
Marie Nuzzi  
Carlo Rebolini  
Amy Regis  
Diane Veitch  
Kathryn Ventuleth  
Christopher Wuest<sub>2</sub>

# Additional Participants of Site Visitations



Teachers:      Jeannot Barr  
                    Lea Brunetti  
                    Jennifer Crawford  
                    Nicholas Feulner  
                    David Izzo  
                    Robert Wiedenhoft

Parents:        Pam Adams  
                    Pam O'Connor  
                    Marcia Kelly



# Overview of Tonight's Presentation

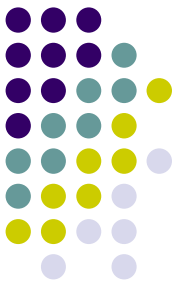
- District Goals
- College Readiness
- Advanced Placement
- International Baccalaureate Program
- Research
- Comparison of AP and IB
- Unanswered Questions
- Committee Recommendations
- Question and Answer



# District Goals

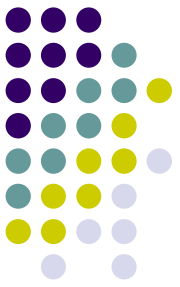
- To conduct a comprehensive study of current AP offerings
- To research the International Baccalaureate Program
- To compare AP and IB programs and make recommendations for future district initiatives

# What must students know and be able to do in order to succeed in college?

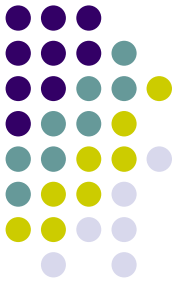


- Express ideas in writing and orally in a clear and convincing fashion
- Think critically and analytically in order to solve problems
- Draw inferences and reach conclusions independently
- Develop an inquisitive nature
- Reflect and act on critical feedback
- Develop core *habits of mind*

# College readiness skills (continued)

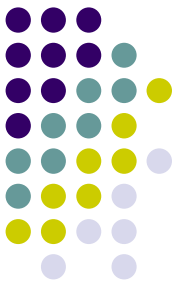


- Discern the relative importance and credibility of various sources of information
- Prioritize and manage time effectively
- Use technology to enhance learning
- Apply content knowledge and cognitive skills to broader context



# AP Findings

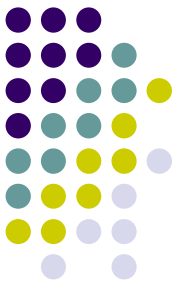
# Advanced Placement Courses



- The strength of AP is its focus on one course of study and an associated exam.
- Each course is challenging, although collectively the courses lack cohesiveness.
- Teachers who teach AP in one discipline are not expected to coordinate instruction with colleagues in other disciplines.
- Some schools/departments restrict admission to AP courses.

# Garden City High School

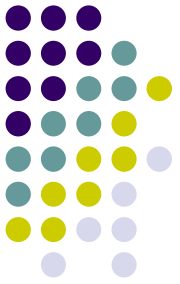
## 2006-07 AP Course Offerings



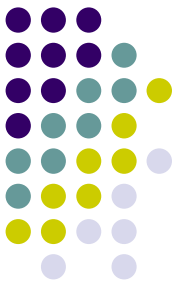
- US History
- European History
- Human Geography
- Psychology
- Biology
- Chemistry
- Physics
- Statistics
- Calculus BC
- English Language/Comp
- English Literature
- Latin
- Italian
- Spanish
- French
- German
- Music Theory
- Studio Art
- Computer Science

# Additional AP Courses

- 2007-08 World History
- 2008-09 US Government & Politics  
Macroeconomics

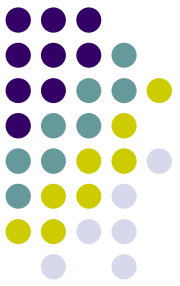


# Review of AP Data for Garden City HS



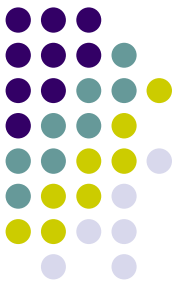
- Collected AP data (number of students, scores and grade level) by exam and discipline
- Analyzed enrollment trends within and across content areas
- Compared our AP data with national and county means.

# Advanced Placement Results- 2006-07



Exam	# of students	GC Mean Score	National Mean
English Lang	58	3.79	2.69
English Lit	123	2.89	2.82
US History	137	3.48	2.59
European History	53	2.92	2.92
Human Geography	87	2.98	2.95
Psychology	37	3.24	3.12
Music Theory	13	3.23	3.11
Studio Art-Draw	9	2.67	3.02
Studio Art- 2D Design	2	2.5	2.93

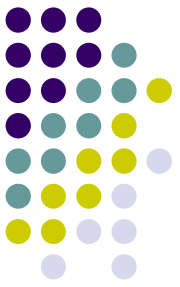
# Advanced Placement Results- 2006-07 (continued)



Exam	# of students	GC Mean Score	National Mean
Biology	24	4.67	2.97
Chemistry	6	4.67	2.46
Physics	21	4.05	3.47
Statistics	83	2.48	2.82
Calculus BC	55	3.33	3.67
French	10	1.5	2.56
Spanish	7	3.0	3.38
Latin	6	2.5	2.79
German	7	2.57	3.05
Italian	12	2.33	2.46

# 2006-07 Comparisons

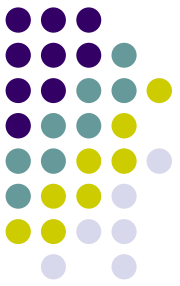
## Advanced Placement Results



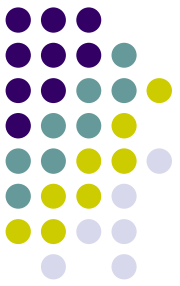
Exam	# of GC students tested	GC Mean Score	Avg # of students tested Nassau County	Nassau County Mean Score
English Lang	58	3.79	64	3.19
English Literature	123	2.89	55	3.02
US History	137	3.48	67	3.22
European History	53	2.92	46	3.04
Human Geography	87	2.98	49 Only 2 districts participated	3.07
Psychology	37	3.24	43	3.42
Music Theory	13	3.23	6	3.00
Studio Art-Draw	9	2.67	10	2.84
Studio Art- 2D Design	2	2.5	12	3.29

# 2006-07 Comparisons

## AP Results (continued)

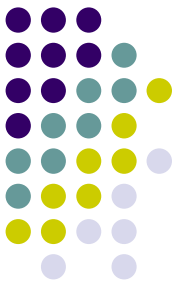


Exam	# of GC students tested	GC Mean Score	Avg # of students tested Nassau County	Nassau County Mean Score
Biology	24	4.67	35	3.64
Chemistry	6	4.67	21	3.20
Physics	21	4.05	10	3.70
Statistics	83	2.48	22	2.88
Calculus BC	55	3.33	30	3.81
French	10	1.5	8	2.41
Spanish	7	3.0	24	2.68
Latin	6	2.5	9 Only 3 districts participated	1.97
German	7	2.57	5 Only 3 districts participated	1.82
Italian	12	2.33	9	1.98



# AP Conclusions

# Comparative AP Data Analysis

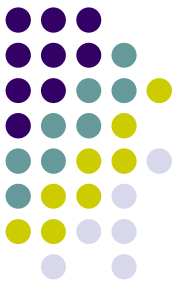


- When compared to Nassau County districts, Garden City students are afforded greater opportunities to participate in AP courses on a yearly basis.
- Exams in English and social studies project highest enrollments with mean scores above national norms.
- While enrollment numbers are low in the AP Biology and Chemistry, mean scores are 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 are slightly above mean scores in the county; national norms surpass GC and Nassau County districts.
- AP art courses have low enrollment and scores below national norms.
- Based on low enrollment and AP scores, a need may exist for alternative opportunities in the fine arts and world languages.



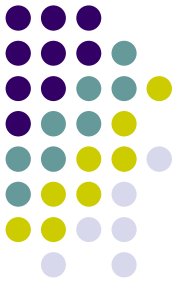
# 2007 AP Results

Of the 325 juniors and seniors enrolled in AP courses at GCHS:

- 772 AP exams were administered in May 2007
- 73% of those exams received a score of 3 or higher
- 40% of those exams received a scored of 4 or higher

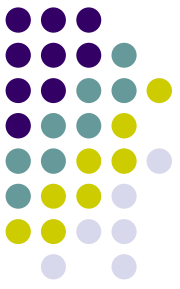
AP Scholar Awards Granted to GCHS Students:

- 106 students were honored as AP Scholars (3.0 / 3)
- 14 named AP Scholars with Honor (3.25 / 4)
- 36 named AP Scholars with Distinction (3.5 / 5)
- 1 National AP Scholar (4.0 / 8)



# IB Findings

# What are the Components of the International Baccalaureate Program?

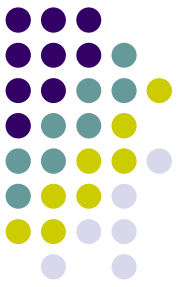


## The IB Continuum

Diploma Program:	1968
Middle Years Program:	1994
Primary Years Program:	1997

The Diploma Program is a challenging two-year program of international education for students aged 16 to 19.

# IB Mission Statement



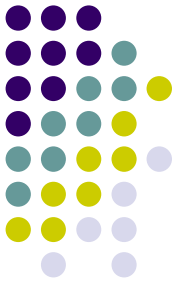
***High quality international education for a better world***

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop a challenging program of international education and rigorous assessment.

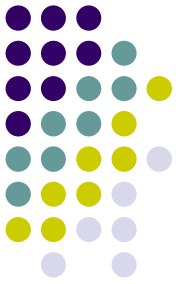
These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# International Baccalaureate Program



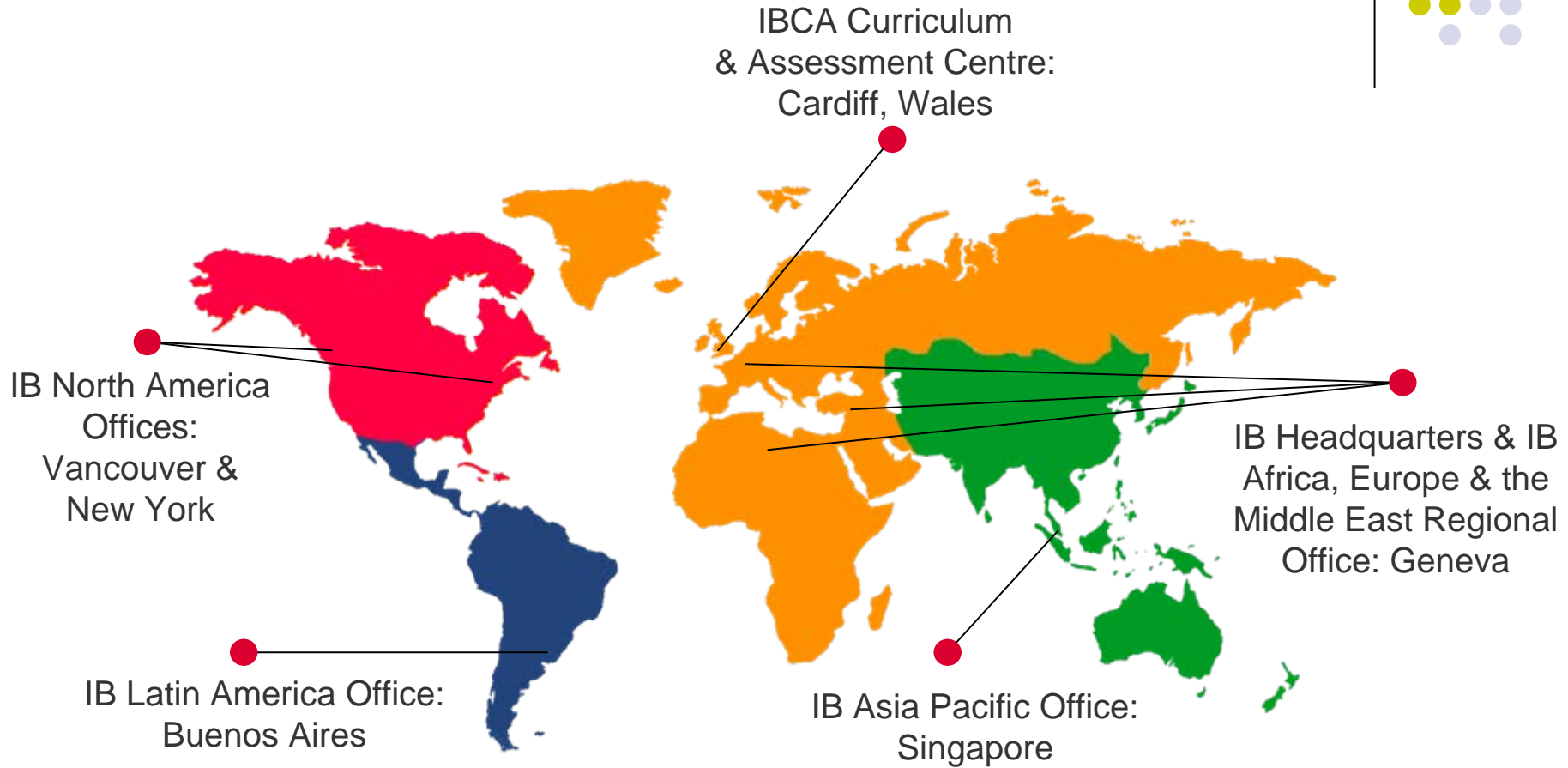
- IB Certificate
  - Awarded to students who take individual courses
- IB Diploma
  - Awarded to students who complete core requirements

# Elements of the IB Program

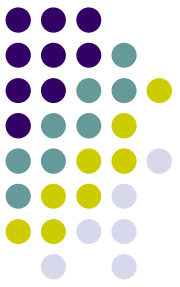


- Stimulate curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Promote international-mindedness
- Draw on content from educational cultures around the world
- Require study across a range of subjects
- Establish links among individual subjects
- Require the learning of a second language
- Focus on developing a variety of learning skills
- Provide opportunities for individual and collaborative planning and research
- Encourage students to become responsible and active members of their community

# IB Regional Offices



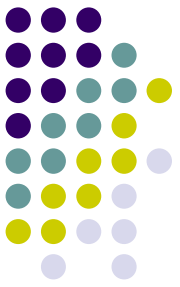
# Number of Diploma Program IB Schools



- IB North America 682
  - 119 Canadian Schools
  - 555 US Schools (in 45 states)
  - 8 Caribbean Schools
- IB Latin America 188
- IB Africa, Europe, & Middle East 518
- IB Asia Pacific 212

1,600 DP Schools in 124 Countries

# What is the IB Diploma Program?

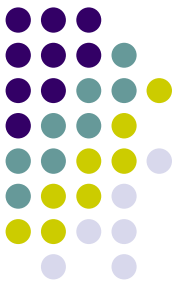


The IB Diploma Program is presented as six academic areas enclosing a central core.

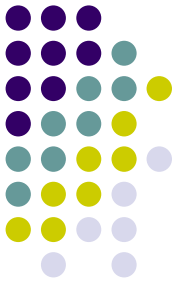
It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages; a humanities or social science subject; an experimental science; mathematics; one of the creative arts.

Three core elements – the extended essay, theory of knowledge and creativity, action, service – are compulsory and central to the philosophy of the program.

# How is the IB Diploma structured?



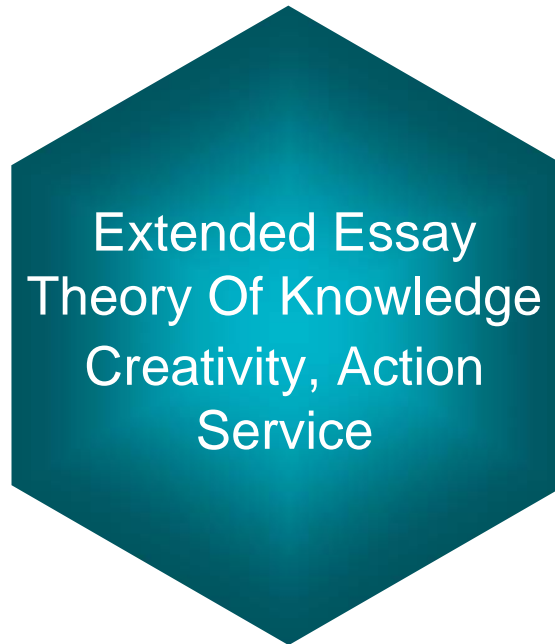
- The curriculum contains six subject groups together with a core made up of three separate parts.
- Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level, and the remaining three subjects are studied at standard level.
- All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Program.



Group 2: Second  
Language,  
Classical Languages

Group 3:  
Individuals  
and Societies

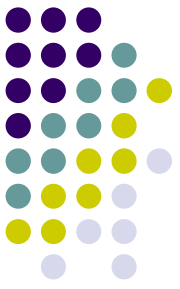
Group 1:  
Language A1



Group 4:  
Experimental  
Sciences

Group 5:  
Mathematics and  
Computer Science

Group 6: Arts



# Subject Groups 1 & 2

## Group 1: Language A1 (English)

- Encourages mastery in writing and oral skills, and respect for the literary heritage of a first language
- Is complemented by an international perspective through world literature

## Group 2: Second Language

- Is required of all diploma candidates
- Aims to enable students to use the language in a range of contexts, for many purposes
- Focuses on written and spoken communication



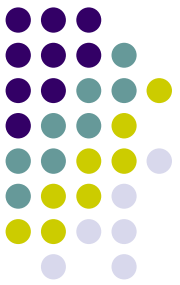
# Subject Groups 3 & 4

## Group 3: Individual and Societies

- Courses might include Economics, Business Management, Geography, History, Philosophy, Psychology, Social & Cultural Anthropology, or Information Technology in a Global Society

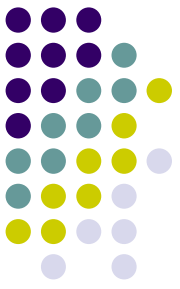
## Group 4: Experimental Sciences

- Practical laboratory skills
- Collaborative learning through an interdisciplinary project
- A sense of social responsibility, by examining local and global issues



# Group 5: Mathematics

- Aims to deepen understanding of this discipline and to promote confidence and facility in the use of mathematical language
- Courses include:
  - Mathematics HL
  - Mathematics SL
  - Mathematical Studies SL

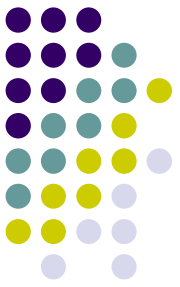


# Group 6: The Arts

Emphasis on practical production by students and exploring creative work in a global context

- Visual Arts
- Music
- Theatre Arts
- Film and Studio
- Dance

# Center of the Hexagon: Three Core Requirements



## Extended Essay (EE)

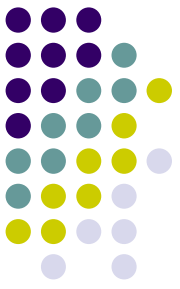
- 4000 word essay, on a topic of student interest
- Excellent preparation for independent study at university level

## Creativity, Action, Service (CAS)

- Provides a framework for experiential learning, involving students in new and active roles
- Develops awareness and a sense of responsibility towards the community

## Theory of Knowledge (TOK)

- Provides opportunities for critical reflection on how we know and what we know
- Develops awareness of cultural perspectives and biases
- Allows for connections to be established among and across disciplines

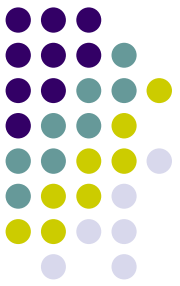


# To Earn the IB Diploma

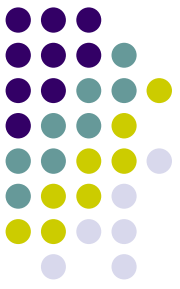
To earn the Diploma a candidate must:

- Successfully complete the extended essay (EE), Theory of Knowledge (ToK), and Creativity, Action and Service (CAS) requirements
- Complete courses from groups 1-5, and a 6<sup>th</sup> subject from either group 6 or any other group
- Successfully complete the internal and external requirements of 3 HL courses and 3 SL courses
- Earn a minimum of 24 points (each subject is graded on a 1-7 scale + a maximum of 3 points for the core requirements- EE, CAS, ToK, of the program)

# How are Students Assessed?



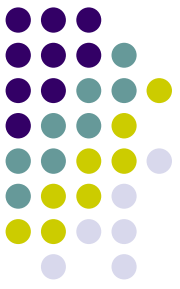
Assessments throughout the  
two-year program include...



# Internal Assessments

In all subjects, internal assessments are created and scored by classroom teachers. Examples include:

- oral exercises in language subjects
- projects
- student portfolios
- class presentations
- practical laboratory work
- mathematical investigations
- artistic performances



# External Assessments

- External assessments are administered by classroom teachers but marked by external examiners.
- Because of the greater degree of objectivity and reliability provided by the external assessments, they comprise the greater share of the overall grade for each subject.

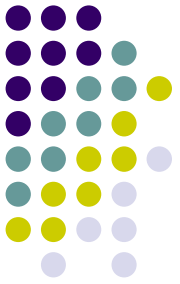
# Becoming an IB World School is an Extensive Process



## Application Process

- *Feasibility Study (Recommended minimum 6 months)*
- Intent To Apply (Interested Schools Form)
- Application Form, Part A (Application for Candidate Status)
- Application Form, Part B (Application for Authorization)
- Authorization Visit

# Professional Development



## Application and Authorization Workshops (Level 1)

### *Where:*

- IB North America Regional Workshops
- IB Contracted Workshops

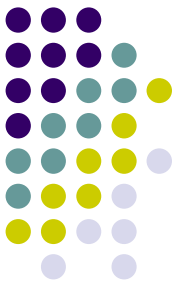
### *Who must attend:*

- Designated coordinator
- Head of school
- All subject area teachers

### *Recommended:*

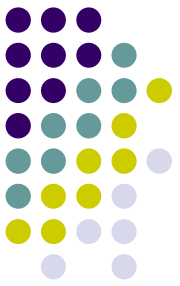
- CAS and EE Coordinators
- Librarians
- Counselors

# Fees and Related Costs (as of 2007-08)



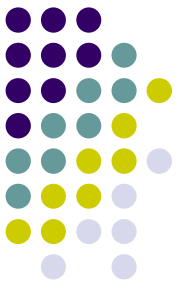
● Intent to Apply	No Fee
● Consultant Request Form	\$3300
● Application Form, Part A	\$1000
● Application Form, Part B	\$4500
● Review (after 4 years)	\$3500
● Professional Development	\$1500 per person

# Annual Fees for IB Diploma Program (as of 2007-08)



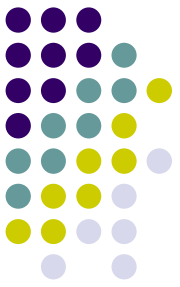
- Annual School Authorization Fee \$8850
- Assessment Fees
  - Student Registration Fee \$123
  - Subject Fee \$ 84
- Postage \$600
- Publications, journals, etc. Varies

# IB Committee Involvement



- April 2007- Assistant Superintendent of Locust Valley Schools meets with IB Committee
- October 2007- Rockville Centre site visit
- October 2007- Commack site visit
- November 2007- Attend IB Guild Presentation (Mystic, CT)
- December 2007- Locust Valley site visit
- December 2007- Attend IB College Experience at Locust Valley
- January 2008- Attend Commack HS IB College Night
- January 2008- Committee update to High School faculty
- March 2008- Northport site visit
- March 2008- Committee update to PTA
- March 2008- Assistant Dean for Honors College at Hofstra University meets with committee
- May 2008- BOE Presentation

# Research on the impact of IB



Various studies have been conducted on the performance of IB students, the standards of the program, the effect of the implementation of the program on a school.

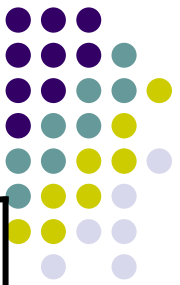
# Student Feedback

## Comments from Commack and Locust Valley IB Graduates



- “The IB program taught me how to think critically and multi-task. My transition to college was easier than other students around me. The extended essay was an extremely valuable experience.”  
– Commack IB Graduate attending James Madison
- “My IB experience taught me to manage time, write effectively, speak eloquently, and explore issues critically.” – Commack IB Graduate and Graduate of NYU (Double Major Economics and Math)
- “Students who graduate from an IB Program are more prepared for a college experience than other students. It is much more student centered than AP.” – Locust Valley IB Graduate attending Boston University

# College Acceptance Rates



University	Total Population Accepted	Total IB Candidate Acceptance	Total IB Diploma Candidate Acceptance
University of Florida	58%	88.4%	88.9%
Virginia Polytechnic Institute	66%	67.9%	80.2%
James Madison University	58%	65.1%	76.9%
University of Virginia	39%	55.9%	69.3%
University of California (LA)	24%	41.4%	48.5%
University of CA (San Diego)	41%	60.5%	65.6%
University of CA (Berkley)	24%	45.4%	50.6%
SUNY Binghamton	41.9%	93.3%	100%
George Mason University	66%	88.4%	97.3%
New York University	25.5%	50.5%	51.8%

# College Feedback



## Amherst College

In a nutshell, the best applicants to Amherst College are those who have made the most of their academic opportunities -- and, of course, we realize different schools provide different opportunities. Within the U.S., we do regard the AP and IB curricula among the most rigorous out there and certainly a student's decision to enroll in the IB program is indication of their academic ambition. Such students are well prepared to succeed at Amherst.

Katharine L. Fretwell

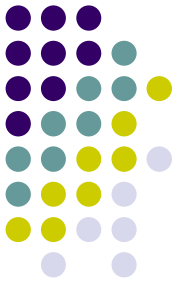
Director of Admission/Senior Assoc. Dean

## Duke University

We respect the rigor of the International Baccalaureate program and consider it to be a highly challenging course of study for high school students. We don't prefer IB over AP as students don't control the type of program his or her high school may offer or the school their parents may choose on their behalf. Our undergraduates who complete an IB diploma find themselves well prepared for the academic rigor of Duke.

Admissions Office

# College Feedback (continued)



## Bucknell University

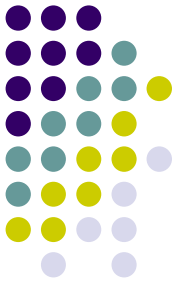
We are very supportive of the IB program. In fact, we prefer this over AP for the following reasons:

- The holistic, coordinated nature of the IB program which is not captured simply by offering a wide range of AP courses.
- Our experience that too often the AP course is “taught to the test” which, in our opinion, can limit the learning experience.
- We will continue to consider and honor our longstanding relation with the AP program but are very interested in the emerging interest in IB.

Kurt M. Thiede,

VP for Enrollment Management/Dean of Admissions

# College Feedback (continued)



## Rochester Institute of Technology

We do look at IB as a cut above AP. The integration of course work in the IB program creates a more holistic preparation for the student. Most IB applicants are generally very strong and well prepared for study at the bachelor's level.

Daniel Shelley

Assistant Vice President and Executive Director of Undergraduate Admissions

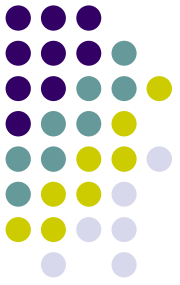
## Colgate University

Colgate thinks very highly of the IB program. We think of IB on a very similar level as AP. We compare what a student can take at each school. Every school is very different, but we like to see that students are taking a rigorous courseload relative to what is offered at each school.

Joshua L. Smith

Assistant Dean of Admission

# College Feedback (continued)



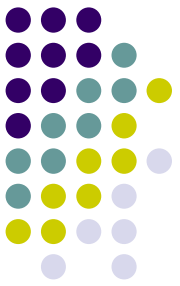
## Boston University

BU is very familiar with the IB Program, “we put a great deal of value on IB. We feel that it is terrific preparation for college. We appreciate that it is a full curriculum as opposed to AP. We prefer to see students take the full IB Diploma, however we do see at many schools students taking a mixture of AP and IB. AP and IB are very different systems. There is more of a choice for AP, where a student can opt to take AP level only in certain subjects (their strengths), where in IB, they are in a full program and are expected to take a higher level of classes across the board. No student is at a disadvantage with either system – the decisions are based on what is offered at the particular school.”

**Patrick McNally**

**Sr. Associate Director of Admissions**

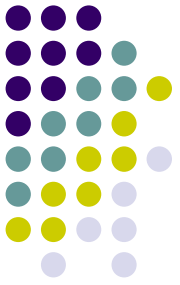
# ***Newsweek, May 2007***



According to Newsweek's annual list of "America's Best High Schools", 42 of the top 100 public high schools in America were IB World Schools. In fact, 5 out of the top 10 schools were IB World Schools.

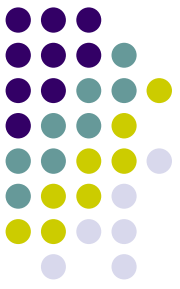
In total 172 IB World Schools made the list.

# AP and IB Conclusions



A summary of what we  
learned...

# A Comparison of the AP and the IB Programs



Both AP and IB Programs are:

- designed to enrich the high school experience.
- almost universally accepted as evidence of a high level of secondary achievement.
- successful and highly respected by major colleges and universities throughout the nation.
- excellent opportunities to prepare students for advanced study and potentially earn college credit.
- designed to appeal to different learning styles.
- not mutually exclusive.

## AP Program

- National Standard of Excellence
- College level courses
- College Board does not require teachers to be trained but course audit must be approved
- Students generally take AP exams in their areas of strength. Exams are based on specific content of courses with objective questions and essays
- Students may take an AP exam without taking the course

## IB Program

- International Standard of Excellence
- Comprehensive curriculum of college level work
- Formal training is required of teachers
- Six different exams are required for the IB Diploma. Students must prepare in all areas, those of strength as well as weakness.
- Students who have not taken an IB course may not take an IB exam

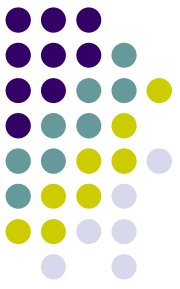


## AP Program

- Exams are graded externally and student marks are assigned
- 14,000 high schools participate in AP
- Exams are based on specific content of courses with objective questions and essays
- Oral exam in foreign language only

## IB Program

- Scores include internal and external assessments
- 555 high schools use IB
- Exams are based on broad general understanding of concepts and fundamental themes; questions emphasize essay writing
- Oral assessment in English, foreign language and other disciplines
- EE, ToK, CAS requirements

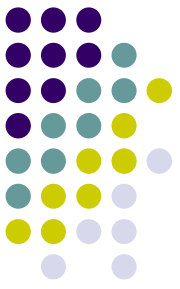


# Conclusions



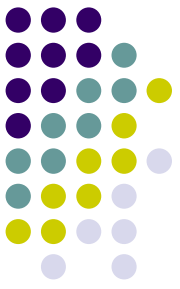
- The IB Diploma Program is more comprehensive than the AP or IB certificate courses where students can take individual courses in the subjects which interest them. The IB diploma requires students to take 3 HL and 3 SL courses.
- Most AP courses emphasize coverage of factual information, whereas IB courses foster greater analysis of the facts.
- The IB diploma program is comprehensive and balanced in structure.
- AP and IB programs can co-exist in a HS setting.

# The IB Program is different because it ....



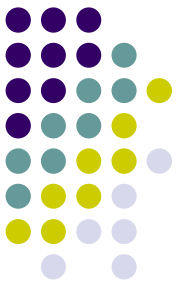
- offers a comprehensive, two-year international curriculum for juniors and seniors.
- applies international standards equally to all schools.
- requires rigorous multiple internal and external assessments.
- combines breadth with depth.
- emphasizes civic engagement through the CAS component.
- fosters critical thinking skills.
- promotes a global mindset.
- provides two tiered opportunities: IB certificate and IB Diploma.
- offers opportunities for all students through open enrollment.

# Unanswered Questions Raised by the Committee



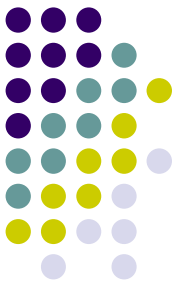
- Would an IB program increase college acceptance results for the more competitive schools?
- Would IB support our desire to enhance college readiness?
- What supports are needed for students with special needs?
- How does the scope and sequence of the IB program compare to our existing programs?
- Does IB focus on fewer topics than AP ? If so, how does this benefit and prepare students for college and subsequent subject specific courses?
- Is the pedagogical approach for IB different from AP ?
- Is the community receptive to such a program?

# Unanswered Questions Raised by the Committee (continued)



- Will the Garden City community accept the rigor of a full diploma program?
- Would IB complement our school's structure and culture?
- Do we have the resources needed to support this program?
- How would an IB program impact our already tight schedule?
- How would IB impact our successful athletic and music programs?
- What about serious art or music students? Could they participate in the diploma program and still enroll in additional electives?
- Will limited space at the HS be an issue with regard to implementing an IB program?
- How would the need for an IB Coordinator and a CAS Coordinator impact our staffing?

# 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 other 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 1 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

**Thank you for allowing us the opportunity to speak with you tonight.**

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**Questions?**

