

A dark blue background featuring a faint, lighter blue world map. The map shows the continents and is centered behind the text.

# International Baccalaureate Diploma Program

Portage Public Schools  
2000-2007

# History of Our Program

- 11/95-01/97: Investigation of the DP and of its alignment with existing HS programs
- 1997: Board of Education approval to pursue authorization
- January 1998: Associate status granted by IBO Council of Foundation
- 1998-99: first teaching of courses
- 1999-2000: first Certificate candidates
- 2000-2001: first Diploma candidates

# IB DIPLOMA PROGRAM IN PORTAGE

## (1) Language A1: English HL I & II

## (2) Language B:

- French HL/SL
- German HL/SL
- Spanish HL/SL
- Latin SL (NHS)

## (4) Experimental Sciences:

- Biology HL/SL
- Chemistry HL/SL (2 yrs.)
- Physics HL
- Environmental Systems SL (CHS)

- Extended Essay (EE)
- Theory of Knowledge (TOK)
- Creativity, Action, Service (CAS)

## (3) Individuals & Societies:

- 20<sup>th</sup> C. Wld. Hist. SL
- History of the Americas HL
- Psychology HL/SL (2 yrs)
- Bus. & Mgmt. SL

## (5) Mathematics:

- Mathematics SL
- Math Studies SL

## (6) The Fine Arts Electives:

- Visual Arts HL/SL
  - Music HL/SL
  - Theatre Arts SL
- OR: a second group 2, 3, or 4 subject

# Vision

PPS:

Portage Public  
Schools

will shape the future  
by empowering every  
student to contribute  
intelligently and  
ethically in an  
information-rich,  
global society.

IBO:

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

# Mission Statements

PPS:

*Through a partnership of school staff, students, parents and community, all PPS students will become effective communicators, responsible citizens, self-directed learners and complex thinkers.*

- Mastery of effective communication skills
- Ability to monitor and assess one's own performance
- Responsibility for one's own learning
- Responsible citizenship in various environments
- Model complex thinking

IBO:

...To this end, the IBO works with schools, governments and international organizations to develop challenging programs 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.*

# The IBO Learner Profile for all levels, K-12

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

# District-Wide Exam Results

Year	Total number of candidates examined	Number of diploma candidates	Number of certificate candidates	Number of diplomas awarded	Number of exams administered
2007	207	26	175	-	477
2006	231	24	199	16	528
2005	218	15	194	12	466
2004	172	11	151	9	332
2003	181	25	150	23	422
2002	151	11	132	6	313
2001	137	13	122	11	317
2000	78	-	78	-	106

## Recognition of the IB DP – Comments by University Admissions Officers

- **MIT: Marilee Jones, Director of Admissions:** “Send us prepared students à la IB...it is the best high school prep curriculum an American school can offer.”
- **Duke University, Christoph Guttentag, Director of Admissions:** “One of the advantages of an IB curriculum is its structure and quality. It’s a coordinated program, well established, well known, and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific.”
- **Harvard University, Marilyn McGrath Lewis, Asst. Dean of Admissions:** “IB is well known to us as excellent preparation. Success in an IB program correlates well with success at Harvard. We are pleased to see the credentials of the IB Diploma Program on the transcript.”

# University of Michigan

- “A transcript that reveals a student’s enrollment in International Baccalaureate courses serves notice to the admissions officer that the applicant is someone who accepts rather than avoids educational challenges. Further, a successful IB student will enroll at Michigan with some advantages over students who have taken less intensive programs...
- Unquestionably, a school that graduates each year a number of students with IB diplomas has demonstrated its commitment to high educational standards and that commitment will serve to influence admissions decisions at the University of Michigan.”

*Cliff Sjogren, former Director of Admissions, University of Michigan*

# University of Michigan

When asked whether the full IB diploma, as opposed to single IB certificates, is advantageous to an underclassman applicant, a U of M underclassmen admissions counselor replied:

“The short answer to your question is yes. We did admit students from both Portage High Schools without the full IB diploma this year, but in most of those cases the students still had a good bit of rigor in their curriculum (maybe a class or two short of the full program). We definitely take note of that [the IB Diploma] in the admissions process at Michigan! Feel free to quote me on that!”

*Joseph Gore,  
Admissions Counselor,  
University of Michigan*

# Michigan State University

“My eyes light up when I see ‘International Baccalaureate Diploma Programme’ on a transcript. Students who apply to Michigan State University with IB credentials are assumed to be mature, curious, and creative. They have proven to be successful in a rigorous program that is both broad and deep in its content and intellectual challenge. On campus, IB graduates move with ease in a diverse and global university that demands intercultural skill and adaptability. The challenge of completing an IB diploma means that a student has engaged in the kind of rigorous work that is likely to help them become not just an outstanding college student and citizen of the world, but an exceptional one.”

*Pamela Horne, Assistant to the Provost for Enrollment Management and Director of Admissions, Michigan State University*

# University of California Admissions Officers

- “The IB student in particular presents qualifications and qualities that are really valued by admissions officers.”
- “The breadth and depth of the IB program, the curriculum, provides us at the Admissions Office with a kind of information and assurance that students have done the work that we expect of them in the academic area. Not only that, they exhibit the potential of doing very well at our institution. In short, what is in the program of IB, the emphasis on the linkages between the disciplines being studied, for example, the extended essay, all of these things are really excellent indicators to us that the student has done the work that we require and, also, the student will bring a lot to the institution.”
- “...there are other things that are intangible...These particular candidates exhibited evidence of determination, tenacity, motivation, and all these kinds of qualities that are really, really very valued by all of us as we do our selection for admission.”

# University Acceptance Rates 2003

	All Applicants 2003	IB Applicants 2003	IB Diploma Applicants 2003
Duke University	25%	36.2%	39.4%
Cornell University	29%	47.0%	47.6%
Georgetown University	21%	34.6%	34.8%

Based on results from voluntary student survey of 6392 seniors graduating from high schools in the USA in 2003 – 4018 Diploma candidates and 2374 Certificate candidates.

# University Acceptance Rates 2003

	All Applicants 2003	IB Applicants 2003	IB Diploma Applicants 2003
Michigan State University	67%	88.9%	77.8%
MIT	16%	23.1%	23.8%
University of Michigan	49%	70.8%	78.5%

Based on results from voluntary student survey of 6392 seniors graduating from high schools in the USA in 2003 – 4018 Diploma candidates and 2374 Certificate candidates.

# University Acceptance Rates 2003

	All Applicants 2003	IB Applicants 2003	IB Diploma Applicants 2003
UC Berkeley	24%	45.4%	50.6%
University of Virginia	38.0%	55.9%	61.3%
University of Florida	58%	88.4%	88.9%

Based on results from voluntary student survey of 6392 seniors graduating from high schools in the USA in 2003 – 4018 Diploma candidates and 2374 Certificate candidates.

## Examples of College Credits Awarded for IB Courses (HL only)

	GVSU	MSU	UM	WMU
English A1	3 (score 4+)	8 (score=6,7) 4 (score=5)	6 (score=6,7) 3 (score=5)	8 (score=6,7) 4 (score=5)
Chemistry	8 (score 4+)	8 (score=6,7) 5 (score=5)	8 (score=5+) 5 (score=4)	4 (score=5+)
History	6 (score 4+)	8 (score=5+)	4 (score=5+)	6 (score=5+)
Psychology	6 (score 4+)	3 (score=5+)	8 (score=5+)	3 (score=5+)

For more information on college credit, visit: <http://www.ibo.org/country/US/>

# Benefits of the PPS Program

- Increase in number/percentage of students taking our most rigorous course of study:
  - Students enrolled in IB courses 2001 to 2007: 41.3% to 54.2%
  - Students taking AP exams 2002 to 2006: 139 to 186
  - Students taking IB exams 2002 to 2006: 151 to 231

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# Student Survey Questions

1. How well did the IB program prepare you for college work?
2. What sort of recognition did you receive for your IB course work?
3. What are your feelings about the IB program now that you are at/out of college?
4. Would you recommend IB courses to other students and why/why not?

## Average Program Cost Comparisons 2006-2007 Budget and Participation Projections

Program	Cost to District	Number of Portage Students Impacted	Cost per Student Impacted	Potential Cost Offset by Attracting Students to the District
KAMSC*	\$337,000**	90	\$3,744	No***
EFA*	\$153,000	85	\$1,800	No
Gifted/Talented (PPS)*	\$362,329	280	\$1,294	Yes
EFE*	\$1,195,392	1,112 (seats)	\$1,075	No
ATYP	\$12,100	23	\$526	No
IB Diploma Program	\$120,000	733	\$164	Yes

\*The figures do NOT reflect district-paid transportation charges.

\*\*Includes direct cost to the district **and** lost revenue (½ of the foundation grant).

\*\*\*It is possible that **NOT** offering access to KAMSC would dissuade students from attending any school in the county.

# International Baccalaureate Schools of Michigan (IBSOM)

<http://www.ibnasubregional.org/>

IBSOM is an official, IBNA-recognized Regional Association  
(approximately 20 in North America and the Caribbean)

## IBSOM will:

- Provide IB training in Michigan and reduce professional development costs
- Foster recognition and university acceptance of IB students' work
- Provide a support structure for IB candidate and applicant schools
- Foster economic development in Michigan
- Facilitate professional and public discussion of IB programs

# Acknowledgements

- IB *Learner Profile*, © IBO 2006
- Data on university acceptance rates: © IBO 2003, used with permission
- IBNA report from Paul Campbell, associate director, IBNA, used with permission