

IB Educating for Excellence.

Educating for Excellence with the IB Diploma Program

The IB Diploma Program prepares students for success in college, work and life.

*The International Baccalaureate (IB) Diploma Program (DP) offering is a natural extension of the Corning-Painted Post Area School District's commitment to its Quantum Leap student achievement initiative. The DP is fully aligned with Quantum Leap's Rigor, Relevance and Relationships learning goals. Plus, the IB diploma is an internationally recognized pre-university qualification and **symbol of academic excellence**. In addition, the DP delivers on the District's commitment to leading its students on a journey of self-discovery and learning that prepares them for success in college, work and life.*

For East and West High 11th and 12th graders who are willing to work hard, the IB Diploma Program is an option that will improve their chances of being admitted into the college or university of their choice, earn them college credits and provide them with superb academic experiences that will more than prepare them for the rigors and responsibilities they will face in post-secondary education.



Curriculum and Instruction

In the IB Diploma Program, students can choose to take one or more courses for certification, or they can pursue the "full IB diploma." One-year Standard Level (SL) and two-year Higher Level (HL) courses are offered in six subject groups. Full diploma candidates must take at least three and not more than four courses at the higher level and the others at the standard level. Within this model, students are able to explore some subjects in depth and some more broadly over the two-year period of the program. The IB subject areas and courses offered at East and West are outlined below.

Subject Groups

Group 1 – Language A: English (HL)
Develops students' understanding of the value of their culture and language, encourages appreciation of literature and builds writing and speaking skills.

Group 2 – Language B: French or Spanish (SL)
Develops students' awareness of the relationship between languages and

cultures, and teaches the second language from the most basic level to fluency.

Group 3 – Individuals and Societies: Economics (SL) or History of the Americas (HL)
Helps students develop a critical appreciation of human experience and behavior as well as the history of social and cultural institutions.

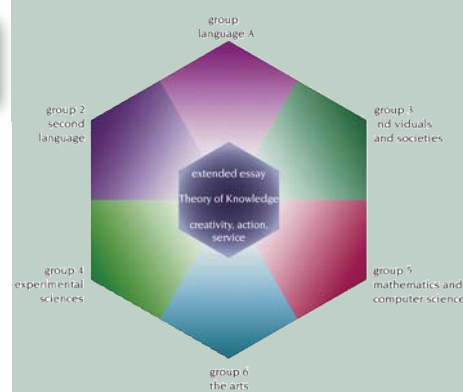
Group 4 – Experimental Sciences: Biology and Chemistry (HL & SL)
Develops students' ability to analyze, evaluate and synthesize scientific information and raises awareness of the moral, ethical, social, economic and environmental implications of using science and technology.

Group 5 – Mathematics and Computer Science: Math Studies (SL) and Math (HL & SL)
Enables students to develop mathematical knowledge, concepts and principles plus helps them understand and use technology in a variety of mathematical contexts.

Group 6 – The Arts: Visual Arts (SL & HL) and Music (SL)
Emphasizes creativity (that is, the making of art, music and theater) in the context of disciplined, practical study of the arts; promotes the pursuit of quality in the creation of art and assists students to develop their potential.

(Continued on reverse)

The IB Diploma Program Framework



Six subject groups form the outside of the DP hexagon. Classes in each group are offered at the standard level (one year) or at the higher level (two years.)

Students can take one or more courses for certification or they can pursue "the full IB diploma."

Diploma candidates must take at least three and not more than four classes at the higher level and the rest at the standard level.

The core of the hexagon shows the requirements all candidates must complete to be considered for the IB diploma.



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Every DP student has opportunities suited to their best academic strengths to demonstrate their knowledge in a subject area.

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Core Requirements

In addition to studying courses in the six subject areas, students explore, investigate and create within the three core requirements of the DP curriculum:

Theory of Knowledge (TOK)

The interdisciplinary TOK course demonstrates connections by exploring the nature of knowledge across all subjects. It also encourages an appreciation of other cultural perspectives.

Extended Essay

The Extended Essay gives students practical experience with the independent research and writing they will be expected to produce in college.

Creativity, Action, Service (CAS)

Participation in the school's CAS program encourages students to be involved in artistic pursuits, sports and community service work. It builds well-rounded young people who appreciate what life has to offer outside of school.

These core requirements of the DP base student learning in IB's fundamental philosophy of educating the whole person while supporting *Quantum Leap's* learning goals of Rigor, Relevance and Relationships. Through their work to meet the TOK,

Extended Essay and CAS requirements, students develop an understanding of the nature of knowledge itself, the skills to extend classroom learning to other situations and a willingness to help others.

Assessment

Ongoing assessment activities in the IB Diploma Program track students' understanding of the material in each course they take. Progress checks can reveal gaps in understanding and guide teachers to revisit certain topics in class.

After completion of a class, there are some things students will be expected to **know** and some things they will need to **know how to do**. Final assessment activities are structured accordingly, measuring individual student knowledge and capability in a balanced way. Every DP student has opportunities suited to their best academic strengths to demonstrate their knowledge in a subject area. Our DP teachers carry out at least some of the progress evaluation for their own students as they grade work produced over the normal course of study. Some samples of this work are then evaluated by IB moderators to ensure that all IB schools, including East and West High, use a common standard. Other types of assessment work, like research papers and visual art projects, are reviewed directly by outside IB examiners.

External examinations still form the greatest piece of the overall assessment structure for each DP subject because of the objectivity that can be guaranteed with this type of testing and marking. Identical DP exams are given throughout the world, ensuring a common standard. As a result, colleges and universities regularly grant college credit for DP coursework based on student scores alone because they know exactly what the student was required to do to pass the course.

Students take DP exams under conditions similar to those in other standardized testing situations: time limits, absence of aid and no prior knowledge of the questions. The nature of the questioning varies from subject to subject and may include multiple choice, short answer, essay questions, data or text analysis and case study questions. The variety of question types allows students to capitalize on their test experience and academic strengths as much as possible. **Student performance is measured only against assessment criteria and is not compared to the work of other students.**

The IB examiners grade work in each subject on a seven-point scale (seven is highest). Therefore, each student can score up to 42 points through their six subject assessments. They are eligible for an additional three points for combined performance in the Extended Essay and Theory of Knowledge, raising the maximum possible points to 45. **The minimum score needed to gain the diploma is 24 points, provided that certain conditions relating to the distribution of points across subjects are met.**

C-PP's First Diploma Program Students Pass Exams Handily

The 2005-2006 school year marked the first year East and West High students could opt to enroll in the IB Diploma Program or individual IB courses. Despite growing pains and the challenges that were inevitable in this first year of the new program, **86% of C-PP Diploma Program students passed their first IB examinations with a score of satisfactory or above.** A closer look at the exam data reveals even more good news. Our students scored well-above the world-wide average in the Math exams, particularly in the standard level Math Studies course. C-PP students pulled in an average of 5.24 points compared with the global median score of 4.82. (Exams are graded on a seven point scale.) **Congratulations to our pioneering DP students!**

Future DP students will also be happy to know that local grades for IB classes are weighted by a factor of 1.05 because of the program's rigor.



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About Expectations and Relationships in the IB Diploma Program

Students have a network of nurturing, supportive adults at school whom they can turn to for advice, encouragement and answers.



Since the IB Diploma Program has a reputation for its rigor, some students and parents might wonder if it is a good fit for their family and individual educational goals. While it is true that the Diploma Program (DP) is not for everyone, it is, in fact, the ideal program for more students than is commonly believed.

About Expectations

The Corning-Painted Post Area School District believes that **all students are gifted and talented**, and is committed to providing the best educational opportunities for each of them to reach their true potential. We know that young people rise to the expectations adults have for them. Interestingly, a landmark national study called "The Silent Epidemic" found that many high school drop-outs said they would have worked harder in school if expectations had been higher.

In a survey of East and West High DP students conducted in March 2006, only 57% of respondents said they felt challenged in school. So, while the IB Diploma Program is indeed rigorous, it is certain to provide a healthy challenge for many of our students. Furthermore, the premium instruction students receive in the DP prepares them

quite well to meet the high expectations of the program. Teachers work hard to ensure that IB learning objectives and course requirements are known and understood among pupils and parents by maintaining open lines of communication via e-mail, meetings, newsletters and Web sites. It is also important to note that our trained DP teachers coordinate with one another to balance the timing of tests and intense classroom assignments so DP students do not experience an undue burden caused by converging deadlines.

About Relationships

Still, DP students may feel stressed, uncertain or unsure of themselves at times. They may have questions about their coursework or need to think through their time-management and school/life balance decisions. In addition to their parents, students have a network of nurturing, supportive adults at school whom they can turn to for advice, encouragement and answers. Showing their commitment to students *and* to *Quantum Leap's* Relationships learning goal, DP teachers, in-school IB coordinators and guidance counselors are glad to respond to individual students' needs.

Because District staff are concerned with the students' entire school experience and with the entire student, they are eager to be helpful in fostering the success of each DP candidate. One of the many benefits of the IB framework is that teachers have more flexibility. Students who raise a concern or problem find that teachers can often make adjustments that smooth the way for a solution. **The key is that students have only to ask.** C-PP staff encourage and welcome students and parents to approach them with questions, concerns and observations.

C-PP IB Diploma Program Coordinators

Remember, the IB Diploma Program coordinators and all the IB teachers are ready to assist you. Please feel free to contact them at the phone numbers or e-mail addresses below.

West High - Cathy Honness
T: (607) 936-3794 ext. 3004
E: CHonness@cppmail.com

East High - Michelle Caulfield
T: (607) 936-3746 ext. 2930
E: MCaulfield@cppmail.com

District IB Coordinator - Eileen Bowen
T: (607) 962-3704 ext. 2711
E: EBowen@cppmail.com

Questions? Know Where To Go For Answers.

The Guidance Counselor helps with academic planning, career goals, scheduling, testing and the like. This is someone who can navigate academic challenges with students.

The School Psychologist helps with emotional problems like depression, extreme fear or worry and other intense feelings. This is someone who can help students sort through strong feelings, especially when they become overwhelming.

The School Social Worker helps with social problems that can make it hard for students to do their best at school. This is someone to visit if there is not enough food for everyone, not enough money to pay the bills, the adults can't care for the young children or there is violence at home. The social worker can help the student and family find help to overcome these and other obstacles, too.

IB Coordinators and IB Teachers help with questions, concerns or observations specifically about the IB program and IB classes. They will certainly be glad to direct students to other kinds of help, too, when needed.

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The IB Diploma Advantage

The IB diploma actually gives students a head start on their university credential.



Because the International Baccalaureate (IB) Diploma Program is new in our District and is an offering students may elect to take or not in 11th and 12th grade, many students and parents are carefully weighing the benefits of IB against more familiar programs, such as AP.

IB – Excellent Preparation for College

While the Corning-Painted Post Area School District continues to offer AP, SUPA and ACE courses at East and West in subjects not offered through IB, the District highly recommends that students inclined toward college choose to pursue an IB diploma. The Advanced Placement program is indeed comfortably familiar, and it is not without its strengths. But, while AP has a good reputation for covering college-level subject content in the classroom and preparing students to pass an achievement test for possible college credit, its benefit essentially stops there.

In contrast, IB is an instructional framework of best-practice teaching strategies that focus on depth of learning in each sub-

ject instead of merely scanning and memorizing large amounts of course content. The IB Diploma Program delivers a range of learning experiences and applies core requirements that stimulate critical thinking, inquiry and reflection. In particular, the *Theory of Knowledge* core requirement helps students better understand the nature of knowledge itself — how it is gained, how it is applied and the role it plays in cultural and political beliefs. The *Extended Essay* requirement does a stellar job of preparing students for the rigor of college, helping them build their capacity to synthesize and evaluate knowledge through the experience of producing a formal research paper.

Beyond preparing students to meet expectations at the college level, the IB diploma actually gives students a head start on their university credential. The IB diploma is recognized around the world as the most rigorous and prestigious high school diploma available. Because IB courses and exams are standardized, colleges and universities know exactly what a student had to do to achieve certification in an individual IB course or to earn the full IB diploma. They

also know that a successful IB student will be a successful college student. (In fact, in the highly competitive college application process, admissions officers sometimes question the choices of capable students who do not pursue the IB diploma when it is offered in their high school.) **Students who graduate with the full IB diploma are eligible for an average of 30 hours college credit at numerous institutions. In fact, many colleges and universities waive the entire freshman year for full IB diploma graduates.** Some of the colleges that grant credit for IB include many that C-PP students regularly attend, such as: SUNY schools, St. Bonaventure, Alfred University, Duke, University of Rochester, RIT, Penn State, Ivy League schools, military academies, Johns Hopkins, Notre Dame and many others. *(See more on college credit and "IB Friendly" colleges on the reverse of this page.)*

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IB, AP, ACE and SUPA 2006-2007 Course Offerings

C-PP offers college level courses using a "non-compete" policy, with IB as the preferred course. This means that we do not offer AP, SUPA or ACE courses in competition with each other or with IB based on a long-standing policy in our District. The following AP, SUPA, ACE & IB courses are being taught in 2006-2007:

Program	EHS Proposed Subjects	WHS Proposed Subjects
AP	World (Global), Physics, Calculus AB/BC	World (Global), Physics, Calculus AB/BC
SUPA	Sociology, Psychology	Sociology, Psychology
ACE	French, Spanish	French, Spanish
IB	English HL, Spanish SL, French SL, Biology SL & HL, Chemistry HL & SL, Math Studies SL, Mathematics HL & SL, Visual Arts SL & HL, Music SL, Economics SL, History of the Americas HL	English HL, Spanish SL, French SL, Biology SL & HL, Chemistry HL & SL, Math Studies SL, Mathematics HL & SL, Visual Arts SL & HL, Music SL, Economics SL, History of the Americas HL



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The IB Diploma Advantage

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One of the distinct advantages of IB is that it focuses on the whole student and on the student's whole experience.



IB – Excellent Preparation for Work

Again in contrast to other advanced learning programs, the IB instructional approach extends far beyond classroom teaching and test preparation. Nowadays, businesses want employees who can think innovatively, work in teams and communicate effectively — skills that do not spring up from the practice of studying textbook content alone. IB trained teachers provide a range of learning experiences designed to cultivate well-rounded young adults who are thinkers, communicators and open-minded collaborators. Teaching strategies such as group projects, presentations and experiments establish relevance between what is learned at school and how classroom education can be applied in other settings. Additionally, the DP's *Creativity,*

Action and Service (CAS) core requirement gets students out of the classroom and into the world for valuable real-life experience.

IB – Excellent Preparation for Life

One of the distinct advantages of the IB framework is that it focuses on the whole student and on the student's whole experience. It also gives students a broader view of the world through the study of different cultures and countries in a variety of classroom subjects, including foreign languages. The *Theory of Knowledge* course, built almost entirely of questions, encourages students to reflect on the role knowledge plays in the emergence of beliefs across cultures. Students consider the strengths and limitations of their own and others' cultural perspectives, and become better

able to evaluate their own views. In today's exceedingly smaller world, the ability to understand and respect diverging cultural perspectives will serve students well in a wide range of interpersonal relationships. Furthermore, the *Creativity Action and Service* course develops students' ability to work and live in respectful relationship to the people around them. Service activities in particular build their self-confidence, empathy and willingness to help others. Sports and physical activities help students understand how their own abilities can coalesce with others' gifts to achieve a specific result, or for the simple purpose of enjoying leisure time with peers.

The IB Diploma and College Credit

College credit is granted for AP, SUPA, ACE and IB at the discretion of colleges and universities with the following exceptions: passing an ACE course guarantees credit at Corning Community College and passing a SUPA course guarantees credit at Syracuse University.

Most colleges and universities have specific policies regarding AP courses. Because they are not standardized, AP courses vary widely from high school to high school across the country. Also, students are not required to take AP exams, and many do not. As a result, students usually are required to demonstrate what they have learned in a particular AP course before a college will grant credit. Students are advised to contact their college of choice for the most current information.

IB students receive college credit at numerous institutions. Students who graduate with the full IB diploma are eligible for an average of 30 hours college credit. Many colleges and universities waive the entire freshman year for full IB diploma graduates. *Imagine saving the cost of a full year of college at today's tuition prices!*

Some of the colleges that grant credit for IB include many that C-PP students regularly attend, such as: SUNY schools, St. Bonaventure, Alfred University, Duke, University of Rochester, RIT, Penn State, Ivy League schools, military academies, Johns Hopkins, Notre Dame and many others.

Want to know if your preferred school recognizes the IB diploma?

For a complete list of colleges and universities across the U.S. and elsewhere in the world that have IB diploma recognition policies, visit C-PP's IB web pages or go directly to www.ibo.org/universities/listalluniversities.cfm.

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Frequently Asked Questions About The IB Diploma Program

Q: What is IB?

A: IB (International Baccalaureate) is a critical component of C-PP's *Quantum Leap* student achievement initiative that will help more students perform at higher levels faster. The world-renowned programs are based on a framework of proven, best practice teaching strategies that are designed to develop the "whole child" by addressing their academic, physical and social needs. Also, IB is focused on helping students develop critical thinking skills (Rigor), understanding the connections between subjects and with the "real world" (Relevance) and collaborating with others (Relationships). Additionally, it is often said that IB makes average students above average and above average students exceptional.

Q: Why did the District choose IB?

A: Because we needed to make significant, District-wide changes in our curriculum to improve student achievement, especially at the middle school level. After a C-PP team conducted extensive research into available options, the Board of Education voted to implement IB. The program has a 38-year track record of success in schools all around the world. In fact, there is no other educational program that is as well known or as highly regarded as IB. The quality of education is so superb that 1,878 schools in 124 countries have instituted the programs. In the U.S. alone there are 684 IB schools, including 39 in New York State, and the numbers are continuing to grow. C-PP has the unique distinction of being the first and only public school district in New York State that provides the IB programs to all secondary students.

Q: Who manages IB?

A: The International Baccalaureate Organization (IBO) is a non-profit located in Geneva, Switzerland. It is funded by fees from

participating schools, income from workshops, sales of IB materials and donations. There are four regional offices around the world, including IB North America (IBNA) in New York, NY. The regional offices work closely with IB schools to provide support, training, resources and assistance with student assessments.

Q: How does IB benefit students?

A: IB starts with the expectation that all children can learn and achieve at a high level. The programs help students become aware of their personal learning style, how to take responsibility for their learning and how to communicate what they have learned. Also, IB gives students a broader view of the world through studying different cultures and countries in a variety of classroom subjects, including foreign languages. In addition, IB provides students with the following key benefits:

- Development of critical-thinking, problem-solving and time-management skills as part of the best college preparation available. (Rigor)
- Instruction that emphasizes the connections between classroom subjects and with the real world. (Relevance)
- More collaboration between teachers to create interesting and integrated learning experiences, and more hands-on and group activities for students. (Relationships)

Q: What are the specific IB programs?

A: There are three distinct IB programs: the Primary Years Program for grades Pre-K through 5; the Middle Years Program for grades 6 through 10 and the Diploma Program for grades 11 and 12. Currently, C-PP is in the process of implementing the Middle Years and Diploma Programs in all four

of our middle and high school buildings. We have a long-term goal to adopt the Primary Years Program once the middle and high school programs are well-established.

Q: What is the IB Diploma Program?

A: The IB Diploma Program (DP) is widely recognized as the most prestigious college prep program in the world. In our District, the DP is an optional program for East and West High students. The best candidates are hard-working, college bound students who want to be challenged, to earn college credits and to improve their chances of being admitted into the college or university of their choice. DP students may take individual courses for certification or pursue a full IB diploma. Those who graduate with an IB diploma have a credential that proves that they rank among the very best students in the world.

Q: If the IB Diploma Program is so rigorous, what is C-PP doing to make the grading system fair?

A: The C-PP Board of Education has approved weighted grades for all DP courses.

Q: What is the DP curriculum?

A: Students can choose to take one or more courses for certification, or they can pursue the full IB diploma. One-year Standard Level (SL) and two-year Higher Level (HL) courses are offered in six subject groups: English, French or Spanish, Mathematics and Computer Science, Experimental Sciences, Individuals and Societies, and the Arts. Full diploma candidates must take at least three and not more than four courses at the higher level and the others at the standard level. This allows students to explore some subjects in depth and some more broadly over the two-year period of the DP. In addition to studying courses in the six subject areas, students will explore, investigate and create within the three elements that form the core requirements of

the Diploma Program curriculum: Theory of Knowledge; Creativity, Action and Service; and the Extended Essay.

Q: What is Theory of Knowledge?

A: Known as "TOK," this part of the DP curriculum is an interdisciplinary course designed to help students reflect upon the knowledge they have gained inside and outside the classroom. Composed almost entirely of questions, the TOK course is excellent preparation for college as it prompts students to become aware of themselves as independent thinkers, to respect others' points of view and to act responsibly in an increasingly interconnected and uncertain world.

Q: What do I need to know about Creativity, Action and Service?

A: Participation in the Creativity, Action and Service (CAS) aspect of the DP encourages East and West High students to be involved in music, drama, art, sports, community service work and other activities. These opportunities allow students to pursue personal interests and develop natural talents that help them develop into well rounded people. Along the way, CAS helps them learn to appreciate what life has to offer outside the traditional classroom, including the value of giving back to the community.

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Q: What is the Extended Essay?

A: This is an independent, self-directed research project that allows students to study a topic of interest in-depth over the course of two years. In completing the 4,000-word essay, students learn how to analyze, synthesize and evaluate information and to their own draw conclusions. They are supported and guided by a teacher throughout the process. The Extended Essay is important because it prepares students for the kind of research and writing they will be required to do at the college level.

Q: When do students have to decide whether or not to enroll in the IB Diploma Program?

A: Students must choose whether or not to pursue the full IB diploma at the end of 10th grade because many DP courses extend over two years, and students must begin those classes in their junior year.

Q: What if a student enrolls in the DP and later wants to drop out?

A: If for some reason a DP student wishes to withdraw from the program, they can do so at any time. However, they cannot decide to enter the full Diploma Program after their junior year begins because it takes two years to complete. Therefore, all reasonably bright students with a good work ethic are encouraged to begin the DP and make adjustments at a later date if they so choose.

Q: What choices do students have if they do not want to enroll in the IB Diploma Program?

A: In the 2006-2007 school year, juniors and seniors in the C-PP District can choose from the following paths leading to graduation with a New York State Regents Diploma:

- Standard Regents classes
- Standard Regents classes combined with one or more AP, SUPA or ACE classes
- Standard Regents classes combined with one or more IB classes for certification
- Full IB Diploma Program (meets all Regents requirements)

Q: What about the local diploma?

A: Currently, C-PP offers a less rigorous local diploma for those unable to meet the New York State Regents requirements. Also, students with disabilities can take the Regents Competency Test if they have not been successful on the corresponding Regents exam in order to earn a local diploma. C-PP's local diploma will be phased out in 2008, as required by the state. The low pass option for the required Regents exams will become a permanent safety net for students with disabilities.

Q: Do colleges award credit for IB courses?

A: IB students receive college credit at numerous institutions. Because IB courses and exams are standardized, most colleges and universities know exactly what a student had to do to achieve certification in an individual IB course or to earn the full IB diploma. They also know that a successful IB student will be a successful college student. In fact, in the highly competitive college application process, admissions officers sometimes question the choices of capable students who do not pursue the IB diploma when it is offered in their high school. Students who graduate with the full IB diploma are eligible for an average of 30 hours college credit, and often get their entire freshman year waived, which represents tremendous savings for families.

Q: How can I find out which colleges give credit for IB courses?

A: Some of the colleges that grant credit for IB include many that C-PP students regularly attend, such as: SUNY schools, St. Bonaventure, Alfred University, Duke, University of Rochester, RIT, Penn State, Ivy League schools, military academies, Johns Hopkins, Notre Dame and many others. A link to the complete list can be found at www.ibo.org/country/US/index. This handy index allows Web users to call up specific colleges and read their current IB policy statements.

Q: I've heard that the IB Diploma Program is too hard – how do students manage it?

A: In a March 2006 survey of enrolled DP students at East and West High, 59% of respondents said the balance between school work and other activities was "about right – I can do the things I want to do and still do well in school." This statistic is important because the respondents were actual DP students in the C-PP District. The reality is, all students have to make choices about what courses to take and which activities they can manage, whether it is music, sports, clubs, church activities or a part-time job. Learning to set priorities and make these kinds of choices is healthy for high school students, as they will have to do it throughout their lives. Students are encouraged to think through these choices with their parents, IB Coordinators and Guidance Counselors.

Q: How many C-PP students are enrolled in the DP program?

A: The Diploma Program (DP) is an optional program for 11th and 12th graders. It is intended for highly motivated students who are willing to work hard and are

college bound. In 2005-2006, the first year of DP implementation in our District, there were 152 East and West students taking individual DP courses or pursuing the full IB diploma. DP enrollment has increased to 286 for 2006-2007. This number is expected to rise each year as the program becomes better established and more familiar to C-PP students and their families.

Q: What support is available for DP students?

A: The District is committed to supporting IB Diploma Program students and their parents. A dedicated team of teachers is working hard to make sure all requirements are known and understood. The DP teachers actively coordinate major assignments to avoid overlapping deadlines and exam dates to help manage student work loads. Also, DP teachers leverage existing curriculum wherever possible to avoid creating duplicate or unnecessary extra work for students. In addition, the DP Coordinators at East and West High Schools communicate frequently with everyone to address questions and concerns. This is done through email, parent and student meetings, building newsletters, the District's Web site, teacher Web sites and brochures, among other ways.

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