

UNITED STATES

A DYNAMIC PRESENCE: GROWTH AND CHARACTERISTICS OF IB WORLD SCHOOLS

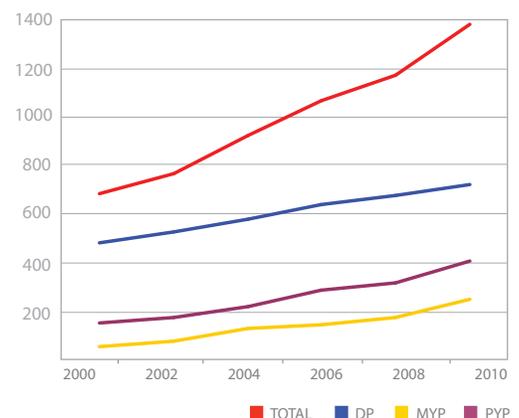
When was the first IB programme authorized in the U.S., and how has the IB grown in the country?

The first IB Diploma Programme was authorized in 1971 at the United Nations International School, a private school in New York. In 1978, Jerome I. Case International School, Rufus King High School and Wausau East High School, all in Wisconsin, became the first public schools to implement the DP, together with Withrow International High School in Ohio.

The first IB Primary Years Programme (PYP) was authorized in 1998 at the Dwight School, a private school in New York, followed in 1999 by the public Academy International Elementary school in Colorado.

Over the past five years, the total number of IB programmes in the US has doubled. The MYP and PYP have expanded exponentially since 2005, and the DP has also continued growing at a fast pace.

GROWTH OF IB PROGRAMMES IN THE U.S.

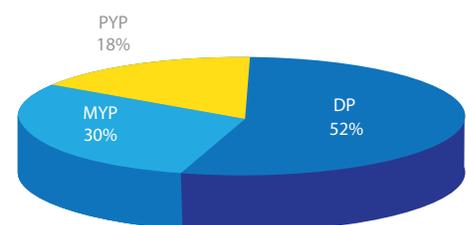


How many IB World Schools are there in the U.S. today, and which programmes do they implement?

There are currently 1,207 IB World Schools in the U.S., 1,100 (91%) of which are public. All of these schools are implementing 1,367 IB programmes (given that some schools implement several at once).

The Diploma accounts for more than half of all IB programmes in the U.S. Only 11 IB World Schools in the country implement the entire continuum of IB programmes, and five of these are public: Discovery Canyon Campus in Colorado Springs, Colorado, IDEA College Prep in Donna, Texas, Lehigh Valley Academy Regional Charter in Bethlehem, Pennsylvania, North Hills Prep in Irving, Texas, and Westlake Academy in Westlake, Texas.

DISTRIBUTION OF IB PROGRAMMES



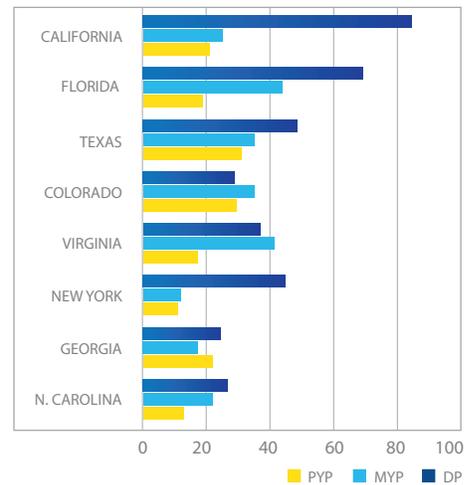
Where are IB World Schools located?

The states with the largest number of IB World Schools are California (120), Florida (114), Texas (102), Colorado (79), Virginia (73), New York (63), Georgia (57) and North Carolina (55). More than 55% of all U.S. IB World Schools are located in these eight states. California has the largest number of DP, while Virginia has the most MYP and Texas has the most PYP.

A large number of IB World Schools can also be found in South Carolina (48), Minnesota (45), Maryland (40), Michigan (40), Illinois (34), Ohio (27) and Oregon (26). The remaining IB World Schools are spread across 34 other states, with between 1 and 25 schools each.

North Dakota and South Dakota do not have any IB World Schools (as of October 2010).

STATES WITH THE MOST IB PROGRAMMES



What is the main language of instruction of US IB programmes?

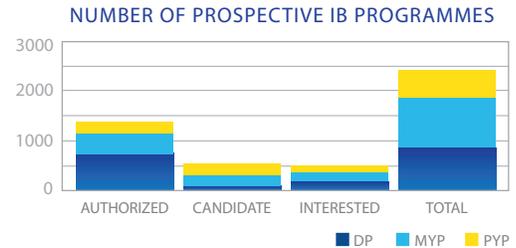
The main language of instruction of the vast majority of IB programmes in the U.S. is English. Only eight programmes are taught in an additional language as well (mainly Spanish), and two schools do not use English as a primary language of instruction.

State	City	IB World School	Program	Languages	Status
CO	Breckenridge	Breckenridge Elementary	PYP	English & Spanish	public
TN	Chattanooga	Brown International Academy	PYP	English & Spanish	public
CA	Menlo Park	German-American Int'l School	PYP	German	private
TX	Pharr	Graciela Garcia Elementary	PYP	English & Spanish	public
NC	Raleigh	J.Y. Joyner Center for Spanish Language	PYP	English & Spanish	public
TX	Spring	Klein Oak High School	DP	English & Spanish	public
MN	Forest Lake	Lakes International Language Academy	DP	Spanish	public
MT	Missoula	Missoula International School	PYP	English & Spanish	private
OR	Redmond	Redmond High School	DP	English & Spanish	public
OR	Portland	The International School	PYP	Chinese, Japanese & Spanish	private

What are the prospects for future growth of IB programmes in the country?

The total number of IB programmes in the U.S. may almost double in the near future, reaching more than 2,000. There are currently 520 candidates for authorization, and 507 have expressed interest in becoming candidates.

Although the DP will still represent the largest proportion of programmes, there will be a more balanced distribution among all three, with the PYP and MYP more than doubling in size.



PUBLIC IB WORLD SCHOOLS PROVIDE LOW-INCOME STUDENTS WITH A CHANCE TO SUCCEED

- In May 2009, the Georgia Public Policy Foundation recognized Fair Street International Baccalaureate World School, in Gainesville, as a leader among “No Excuses” schools, defined as those that have an above-average proportion of low-income students achieving at significantly higher levels than those projected according to statewide correlations between poverty and test scores. Fair Street, which serves 635 students in pre-K through 5th grade, is 68% Latino and 25% African-American, and 95% of its students qualify for free or reduced lunch. Principal William Campbell attributes the school’s success to “dedicated and professional teaching and support staff, in conjunction with the International Baccalaureate framework.” Previously, Fair Street had also received the Title I Distinguished Schools Award for making federal AYP for 5 years in a row, and its Latino Leadership Group has won the National Association of Elementary School Principals’ “Sharing the Dream” award.
- Atlanta’s International Community School (ICS) is a public charter school that was founded eleven years ago to serve a large number of refugee students arriving in the locality. It was initially modeled on Martin Luther King, Jr.’s vision of a “beloved community,” where “people of all faiths, origins and social situations learn from one another.” Today, the school is an IB PYP World School serving 400 students, half of whom are refugees, and the other half of whom come from a variety of local ethnic and socioeconomic backgrounds. Last year, the school received a national award for closing the achievement gap between minority and wealthier students, despite struggling financially and lacking an adequate building. This school has been profiled in *The New York Times* and the *Christian Science Monitor*.
- In 1989, Castle Park High School in Chula Vista, California, became one of the first Title I schools in the nation to implement an IB programme. Nearly 90% of students at Castle Park are Hispanic, and the school is located in a low-income neighborhood. In 2008, there are 57 students in the IB program, two of whom were recently awarded Gates Millennium Scholarships. They are both Hispanic, and the first in their families to attend college.
- At David Starr Jordan High School in North Long Beach, California, 70% of students are eligible for the free lunch program, and more than half live at or below the poverty line. Nonetheless, thanks to federal and state grant programs that provide exam fee assistance, many of these students are able to join the IB programme. Indeed, the ethnic and socioeconomic profile of students in the IB programme is very similar to that of the school as a whole. Students who complete at least one IB course have a college acceptance rate of 93%, in contrast with only 15% for the high school as a whole. In addition, in 2003-04 alone, IB graduates received more than \$500,000 in scholarship money.

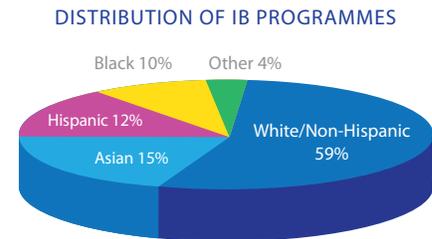
Sources: Georgia Public Policy Foundation, “Foundation Honors Georgia’s 44 ‘No Excuses’ Schools,” *The Gwinnett Gazette*, May 20, 2009, at: http://www.talkgwinnett.net/index.php?option=com_content&task=view&id=759&Itemid=1 William Campbell, “Community Engagement at the Center of Fair Street’s Success,” *Public School Insights*: <http://www.publicschoolinsights.org/stories/?storyid=10847>. See also: www.communityschools.org. Warren St. John, “Georgia School Melds a World of Differences,” *The New York Times*, December 24, 2007, at: <http://www.nytimes.com>. Mary Wiltenburg, “An Atlanta School Makes a Community from a World of Difference,” *The Christian Science Monitor*, August 11, 2008, at: <http://features.csmonitor.com/littlebillclinton/>.

A COMMITMENT TO EXPANDING ACCESS: PROFILE OF IB STUDENTS

What is the ethnic and economic background of IB Diploma candidates?

In 2009, the majority of IB Diploma candidates in the U.S. were White/Non-Hispanic (59%), and the next largest proportion were Asian/Pacific Islander (15%).

In terms of economic background, 16% of IB Diploma candidates came from a low-income family in 2009, as measured by their eligibility to receive a free/reduced lunch at school.



A RECORD OF SUCCESS: ACADEMIC PERFORMANCE

How successful have IB high school students been in passing IB exams and obtaining the IB Diploma?

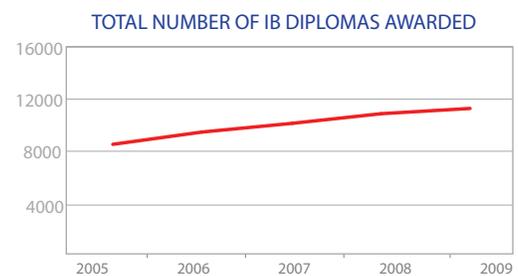
The total number of IB exams taken has increased by more than 70,000 over the past 5 years, reaching 165,938 in 2009. The total number of Diplomas awarded has also steadily increased.

Although the Diploma pass rate has declined slightly, more than two-thirds of all Diploma candidates continue to pass. In 2009, 69% of all Diploma candidates successfully obtained one.

Each year since 2005, the average score on the IB Diploma has remained higher than 27.

In 2009, the states with the highest IB Diploma pass rates were Michigan (93%), Indiana (78%) and Florida (78%). Michigan, Florida and Colorado had the highest percentage of exam scores of 4 or above (89%, 83% and 83% respectively). States with the lowest IB Diploma pass rates were Illinois (39%), Tennessee (39%) and Arkansas (43%).

In 2009, five states had more than 1,000 IB Diploma candidates: Florida (3,761), California (1,705), Virginia (1,098), Texas (1,063) and New York (1,047). In all of these states, Diploma pass rates were higher than 64%.



How have IB programmes been recognized as examples of academic excellence?

- A recent study conducted by the Educational Policy Improvement Center (EPIC) has found a very high degree of alignment between IB Diploma Programme standards and Knowledge and Skills for University Success (KSUS) college-ready standards, in all subject areas. In particular, the key cognitive strategies emphasized in the Diploma—critical thinking skills, intellectual inquisitiveness and interpretation—were found to be fully aligned with the expectations of university faculty. “What is perhaps most notable about our findings is the degree to which IB standards were found to be related to the kinds of key cognitive strategies that our previous research points to as being so important for success in colleges and universities,” added David Conley, CEO of EPIC. “We have learned that it’s not enough for students to study content in isolation; they must use their content knowledge to solve problems, make conjectures and inferences, and think deeply about the big questions of the disciplines. The IB standards seem to be particularly well suited to achieving these aims.”



- In 2006, the IB surveyed more than 500 educators involved with IB programmes in North America. The average respondent had 7.4 years of experience working with the IB, with 63 percent of those surveyed spending more than half their time supporting or teaching IB programmes. The overwhelming majority (99%) believe the IB allows students to develop understanding across a broad and balanced range of disciplines, that it encourages students to become lifelong learners, and that it is consistently academically challenging. 91% also believe that IB professional development workshops are of high quality.

- An Education Sector report which discusses ways in which “21st century skills” such as creative and critical thinking skills and complex problem-solving skills can be adequately assessed considers the IB Diploma Programme a particularly successful assessment model. According to the report, the IB Diploma Programme provides “evidence that the assessment of core content and advanced skills, aligned with a program of standards and curriculum, can happen at a large, even international, scale.” It highlights the IB combination of internal and external assessments, and the fact that all courses have three or four separate assessment components that measure a wide range of performance tasks. When discussing cost and quality-assurance mechanisms, the report also mentions the ways in which the IB “ensures a high level of consistency among its examiners” through detailed instructions and monitoring by senior examiners.

- Paul R. Gross, emeritus professor of life sciences, former vice president and provost of the University of Virginia, and lead author of the Thomas Fordham Foundation’s 2005 report on state science standards, has called upon states that are looking for a “truly world-class model” to turn to the IB. Taking the IB subsidiary biology curriculum as an example, Gross praises the fact that “no ambiguity is allowed on what is to be learned and understood.” Gross also stresses the fact that although the exam questions require plenty of “essay or analytical-thought answers,” they also require a thorough understanding of the subject matter and the use of concrete facts. Gross ends by arguing that although the IB approach may not be adequate for every student, “nobody has offered a good reason why our state standards should not move in the direction of excellence and detailed guidance exemplified by IB’s best features.”

• In the 2009 US News & World Report national Best High Schools ranking, based on an analysis of more than 21,000 public high schools in 48 states, fourteen IB World Schools were awarded “gold medals” and are in the top 100: International Academy in Michigan (#2), Stanton College Preparatory School in Florida (#17), Baccaalaureate School of Global Education in New York (#35), Bergen Academies Hackensack in New Jersey (#39), Yonkers High School in New York (#41), Paxton School for Advanced Studies in Florida (#42), School of International Studies (San Diego High School) in California (#44), South Side High School in New York (#46), Signature School in Indiana (#53), Suncoast Community High School in Florida (#60), Sumner Academy of Arts and Science in Kansas (#62), City Honors School at Fosdick-Masten Park in New York (#90), Metro Academic and Classical High School in Missouri (#92) and Coral Reef Senior High School in Florida (#95).

According to an additional US News & World Report ranking, whereby schools included in the main national Best High Schools ranking are listed according to the proportion of students at each school who took at least one IB exam, the top five schools in terms of IB participation are: International Academy in Michigan (100%), Baccaalaureate School for Global Education in New York (100%), City Honors School at Fosdick Masten Park in New York (97.3%), Sturgis Charter Public School in Massachusetts (95.3), and Yonkers High School in New York (94.1%).

IB WORLD SCHOOLS IN NEWSWEEK’S RANKING OF TOP HIGH SCHOOLS

Newsweek’s ranking of top high schools is based on the belief that schools should be recognized for their efforts to challenge as many students as possible with rigorous coursework. In this regard, “AP and IB participation are indicators of a school’s effort to get students to excel and prepare for college.” Thus, schools are ranked according to the number of AP, IB and/or Cambridge exams taken by all students at a school, divided by the number of graduating seniors in the same year. The resulting “Challenge Index” is a ratio which must be at least 1.000.

Since 2007, IB World Schools have made up more than one third of the top 100 high schools in the country, according to this ranking. The top IB World Schools for 2010 are listed below:

Rank	School	State	City	% Subs. Lunch
2	Jefferson County IB School	Alabama	Irondale	10
3	Stanton College Prep	Florida	Jacksonville	10
7	Signature School	Indiana	Evansville	10
8	Paxton School for Advanced Studies	Florida	Jacksonville	14
9	Suncoast Community High School	Florida	Riviera Beach	15
10	City Honors High School	New York	Buffalo	30
14	Interlake High School	Washington	Bellevue	22
15	North Hills Prep	Texas	Irving	3

For the full Newsweek 2010 ranking, see: <http://www.newsweek.com/feature/2010/americas-best-high-schools/list.html>

RECOGNITION OF THE IB ADVANTAGE: STATE AND UNIVERSITY POLICIES

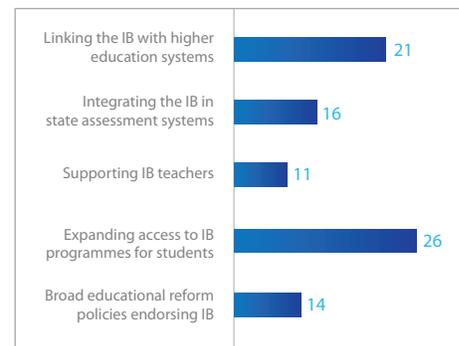
How do state policies and legislation currently support IB programmes?

The federal government has recognized the worth of IB programmes through the American Competitiveness Grant (ACG), awarded to students for their first and second years of college, if they have completed a rigorous secondary school program of study. The IB Diploma is recognized as one of these rigorous programs. In order to be eligible, IB students must take a minimum of two IB courses in high school and must achieve a passing score of 4 on the IB exams. The federal government also provides state grants through its Advanced Placement Test Fee Waiver Program, which reimburses both the AP and IB exam fees of eligible low-income students.

The extent of policies supporting IB ranges from states like Minnesota and Texas, where there are financial incentives for schools to implement the IB and state-sponsored assistance for IB teacher training, to states such as Alabama and New Jersey, where no policies have yet been formulated with regard to IB, despite having 17 IB World Schools in each.

The majority of states, however, (37 in 2008) currently have some form of legislation supporting the IB.

NUMBER OF STATES WITH IB-RELATED POLICIES



How do universities and colleges in the U.S. recognize the rigor of IB courses

- A commission convened by the National Association for College Admission Counseling and led by William R. Fitzsimmons, dean of admissions and financial aid at Harvard, has issued a final report outlining its findings regarding the value of using standardized tests such as SAT and ACT for college admission. The report urges colleges and student aid organizations such as the National Merit Scholarship Corporation to stop using minimum standardized test scores to determine eligibility for merit aid. It also states that “there are tests that...are more predictive of first-year and overall grades in college and more closely linked to the high school curriculum, including the College Board’s AP exams and Subject Tests as well as the International Baccalaureate examinations.”

- IB programmes have been recognized and praised by admissions officers at a variety of prestigious colleges and universities. Christoph Guttentag, Director of admissions at Duke University, has stated that “one of the advantages of an IB curriculum is its structure and quality. It’s a coordinated programme, well established, well known and well respected. We know the quality of IB courses, and we think the curriculum is terrific.” According to Jim Crowder, Director of admissions at Macalester College, “the IB offers an integrated curriculum that provides students with the skill needed to be world-class scholars, and an educational philosophy that prepares them to be first-class citizens. I do not know of a more comprehensive and appropriate learning model.”