



# IB matters

A World for Learning

November 2007

Douglas County High School  
2842 Front Street  
Castle Rock, Colorado 80104

Volume 11 Issue 2

## *International Baccalaureate Class of 2009 Induction*

September 26, 2007



### Upcoming Events

#### ***IB Social / Information Meeting*** — 9th, 10th grades

Thursday, November 15 6:30 pm, DCHS North Commons

Hear details of the IB Curriculum for help with upcoming registration. Teachers available to answer your questions! Stay after for dessert with other IB parents and staff.

#### ***Annual IB Graduate Panel / Mandatory 10th Gr CAS-Essay-TOK Meeting***

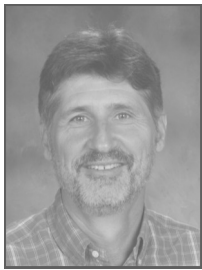
Tuesday, January 8 6:30 pm, DCHS Auditorium

IB staff discuss upcoming CAS (Creativity, Action, Service) hours, the TOK class and the Extended Essay requirement for 10th graders/parents. Following this session, past IB Graduates will discuss IB experiences, and the value of the program since leaving DCHS. **Both talks are open to all IB students and their parents.**

### *Inside —*

- ⇒ New IB courses to be offered (*page 3*)
- ⇒ 2008-9 IB Curriculum Guide online (*page 3*)
- ⇒ Juniors—New Extended Essay Guidelines (*page 3*)
- ⇒ Trip to Egypt! (*page 5*)
- ⇒ IB Students attend an Ethics Seminar at University of Denver (*page 3*)
- ⇒ 2007 IB exam scores, and where they were graded (*page 9*)
- ⇒ When is TOK class next semester? (*page 3*)

... and more!!



# Coordinator's Corner

## Reflections

by Rick Umbach,  
DCHS IB CAS Coordinator  
and Senior European History / TOK Teacher

The IB program encourages students to reflect upon what they have learned. We believe reflection will lead to deeper meaning and assist our development as ethical, involved, productive members of our society. Students are not the only members of the IB community who can benefit from reflection. Unfortunately, the adults who have the most impact on the lives of students sometimes forget to model the same reflective practices we expect from our youth, whether it concerns behaviors or learning. Adults tend to focus on end results rather than process, and justify behavior based on our own brand of pragmatism. Utilizing ethical considerations and worrying about large-scale ramifications is cumbersome and slows us down; after all, we're busy people with no time to think beyond our own needs and desires.

I know this reads like a lecture or a scolding someone would give a child. However, it's my own reflections on life as an IB teacher, a parent, and a member of the Castle Rock community. And nothing makes you reflect on your own life practices more than events like the birth of a child, or the death of a friend. As I write this, I'm in the midst of contemplating both events. Eleven years ago this month my wife and I were in China adopting my beautiful daughter Katherine. This past weekend I attended the funeral of my friend Michael. Both events reinforce my need to reflect on what I have done and use what I have learned to impact future decisions and behaviors.

The IB Learner Profile contains ten descriptors, which offer an understanding of characteristics that enable learners to personalize their learning and utilize it in the future. The tenth descriptor is "reflective". All ten are dependent on one another, and they are inextricably linked. However, reflection greatly impacts and enhances the other nine. We all must reflect on our principles, reflect on our thinking concerning various issues, and reflect on our treatment of others. Reflection helps us to be better communicators, because we've learned from our past mistakes and perhaps finally decided to think before speaking.

Reflection requires risk-taking, something many of us lose as we age. Whether it is too time-consuming or too uncomfort-

able, many of us tend to play it safe and refuse to reflect upon our own actions. If something goes wrong, it's easier and safer to blame someone else. Students, teachers, administrators, and parents all take risks as we individually and collectively navigate the world of IB. Students need to analyze and reflect on why they are part of IB, and whether they are willing to put forth the effort necessary to fulfill the requirements and adhere to the goals of the IB Mission Statement. Parents also need to reflect on their own motivations concerning IB, and support their students to meet the requirements as well as the spirit of the program. Educators have to regularly reflect on their educational practice and whether they are meeting the needs of students. The question remains, are we all willing to take the risk of reflecting on our beliefs and behaviors, perhaps finding that we received the results we deserved?

As I mentioned earlier, recent events and anniversaries have reminded me of the important role reflection plays in my professional and personal development. My friend Michael was a tireless advocate for people with disabilities. If I didn't know better, I would argue that the Learner Profile was written to illustrate the qualities she brought to the table of life. In her last days she reflected on her life, not to assess her accomplishments or shortcomings, but as a way to encourage others to take an active role in their communities and make a difference. My daughter serves both as a reminder and a role model. Katherine reminds me of the importance of reflecting so that I can do my best for her, the students of Douglas County High School, the community, and the planet. She is a role model because she has not yet learned to take the easy road; she is and hopefully will continue to be a reflective risk-taker.

Participating in IB brings challenges and rewards to all who choose to open themselves up to risk-taking and reflection. Hopefully, we are ready and willing to accept these challenges, with the understanding that the rewards will be fulfilling and have positive effects beyond what we can currently see and experience. IB has provided us with the opportunity, people like my friend Michael have given us the examples to follow, and my daughter and many others are counting on us.

## IB matters

HuskieIBPO.com

### Newsletter

Cheryl Monroe [monroecw@msn.com](mailto:monroecw@msn.com)  
Wendy Storey [wendy@eskimo.com](mailto:wendy@eskimo.com)

**Comments, Suggestions**  
**Student Articles**

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### Huskie IBPO Board

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Geoff Stephen

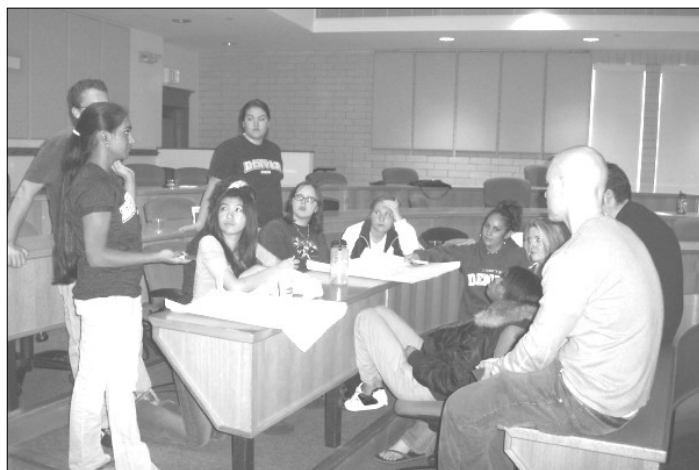
# Ethics Conference Held at DU

On October 12<sup>th</sup> and 13<sup>th</sup> 150 students from nine different International Baccalaureate schools across the Front Range came to the University of Denver for a conference on "Ethics in Education." Students from Douglas County, Poudre, Smoky Hill, Hinkley, Littleton, Ranum, George Washington and Centaurus attended. The conference began with opening remarks from Dr. Corey Ciochetti, a professor of business ethics at the University of Denver. Dr. Ciochetti emphasized that ethical behavior comes from an internal disposition and an ongoing determination to become the person that one wants to be. Students then broke into five groups and spent the rest of the afternoon with professors exploring the nature of ethics in particular subject areas. These areas included sports, business, anthropology, film, and philosophy.

On Saturday students discussed the nature of ethics and ultimately put together presentations for the end of the day. The most meaningful part of the conference seemed to be the opportunity for students to interact with peers from other International Baccalaureate programs in the intellectually stimulating environment of the University of Denver. They discovered that the issues that International Baccalaureate students face are not isolated to particular high schools and that the value of an International Baccalaureate education is shared throughout the region.

The University of Denver is to be commended for their accommodations, for their professionalism, for the excellence of the professors who volunteered their time and for their commitment to ethical principles. We hope to arrange future opportunities for school-to-school interaction that promotes cooperation and understanding.

*by Steve Fleet, IB Director*



## IB Bulletin Board

### Seniors—Give Thanks!

Don't forget to send thank-you notes to the teachers and counselors who have helped you with college recommendation letters, and especially, your Extended Essay!

### Thank You to . . .

. . . **All the parents** who helped with Junior Induction night! Behind all good IB students are really great IB parents! Thanks to everyone—parents, students and teachers who sent desserts, came early to help with set-up or stayed a little longer to clean up. I heard many compliments from those attending about how wonderful everything was. We couldn't do it without you!! — *Julia Radtke, IBPO Volunteer Coordinator*

. . . **Kathy Hannah** for preparing the program for the Junior IB Induction.

. . . **Julia Radtke** for helping Deborah Wick with office mailings in October.

. . . **Barb Reinhart** and **Yvonna Pardus** for preparing the IB display case. See it in the North lobby the next time you're at school!

. . . **Pam Ahlberg, Carol Greene, Smita Patel, Karen Soules, Carroll Lyn Steinberg, Jeff and Wendy Storey and Carrie Van-Bruwaene** for helping prepare September's newsletter for distribution.

### Juniors—TOK Night begins in January!!

Your Theory of Knowledge (TOK) evening class will be held Thursday evenings from 5:00—8:00 pm starting next semester after Winter Break. **The first night will be January 3!**

### Apply for Academic Letter!

Students can apply for an academic letter after having a 3.7+ GPA for the last 3 consecutive semesters. Pick up an application form in January from Liz Frohardt in the north main office, and return to counseling by month-end.

### New Essay Guidelines for Juniors

The IBO has updated the Extended Essay Guidelines (general and subject-specific) for the Class of 2009. These are now available on the Huskie IBPO website, [www.HuskieIBPO.com](http://www.HuskieIBPO.com).

### 2008-2009 IB Curriculum Guide and New Courses!

An updated IB Curriculum Guide is now available on the Huskie IBPO website. Check it out for planning course registration for next year!

Included are new course offerings for next year—Chinese for Foreign Language will be available for students starting 9<sup>th</sup> and 10<sup>th</sup> grades. Also Philosophy will now be offered at a High Level as well as the current Standard Level. See the IB Curriculum Guide for details.

# 68 Juniors Inducted into DCHS IB Program

On the evening of September 26, DCHS held its 10th official induction of IB juniors into the program. Sixty-eight students and their parents attended the ceremony, which celebrated their embarking on the two-year journey toward an IB Diploma.

Senior IB European History teacher Rick Umbach served as master of ceremony. Several DCHS administrators were in attendance, including principal Edna Doherty and assistant principals Andy Abner and Julia Caley. Also present were several Douglas County School District officials, including Superintendent Jim Christensen, Chief of Staff Pat McGraw, Assistant Superintendent of Learning Services Annette Fante, CFO David Hart, and Brenda Gifford, Director of Schools for the Douglas County High feeder area.

Dr. Steve Fleet, DCHS IB Coordinator, first spoke to the students. He pointed out the gift-wrapped IB journals on a table by the stage as a “cruel teacher’s joke.” The journals, to be used by the students in their Theory of Knowledge (TOK) class starting

in the spring, are “a present that is also a homework assignment.”

Dr. Fleet said he considers TOK to be the center of the IB education, with its emphasis on promoting critical thinking. He cited three key aspects to the class. First, learning must be personal, to be used to connect to oneself. It must also be profound—he encouraged each student to value his imagination and be able to see things in multiple ways. Finally he stated that critical thinking has to be perpetuating, with no end to ongoing learning. So, he said, the IB journals are indeed a gift, one that the students are giving themselves.

Michael Craven, a pre-IB social studies teacher, was the featured speaker of the evening. He encouraged the students to use the IB program to challenge both their weaknesses and strengths, which forces them to become thoughtful and reflective persons. He then focused on the CAS requirement (the creative, action and service hours performed outside the classroom) that may seem like a very large com-

mitment upon entering the program. But, he told the students, it will help them become more interactive with the world. “The sooner your ideological core is formed, the sooner it becomes part of who you are.”

Upon graduation, he said, the rush of accomplishment will be over and then, he asked them, “Where will you be? With the IB program, you will become a curious, open-minded, compassionate, thoughtful, and informed citizen of this world.”

The program concluded with Jill Goeken, English and TOK teacher, presenting each student with his journal, along with an IB pin and pen. As each signed the IB induction book, Mr. Umbach read the student’s written tribute to the person(s) who have helped them most to get to where they are today.

Following the ceremony, a reception was held in the Commons, hosted by the IB Department and the IBPO, with desserts provided by IB parents.



## New IB Inductees

- |                   |                     |                   |
|-------------------|---------------------|-------------------|
| Alyssa Bartle     | Melissa Hudec       | Gage Parrott      |
| Sara Bautista     | Meghan Johns        | Serena Patel      |
| Kyle Bergenthal   | Kathryn Johnson     | Trishna Patel     |
| Michael Bevers    | J Jueschke          | Nyssa Peterson    |
| Kathryn Bodnar    | Maggie Kakenmaster  | Avery Potter      |
| Regan Brown       | Yevgeniya Kazantsev | Christofer Pye    |
| David Cappella    | Erin Keehn          | Jillian Radtke    |
| Danielle Chelin   | Michael Knutzen     | Ashleigh Sawa     |
| Alice Choi        | Lauren Koppel       | McKayla Schanaman |
| Elizabeth Crumb   | Ma Kotre            | Yvonne Schroeder  |
| Magda Dankowska   | Shaelli Lawlor      | Courtney Seter    |
| Aimee Dennett     | Lauren Liggett      | Zenia Shroff      |
| Daniel Dupuis     | Brandon Little      | Matthew Spencer   |
| Alexa Engle       | Nicole Look         | Tyler Stephen     |
| Lisa Erickson     | Jordan Maxwell      | Chelsea Streit    |
| Brandi Evitts     | Laurel Mazur        | Carina Takh       |
| Kelly Fisher      | Nathan McCortney    | Jordan Towne      |
| Danielle Flynn    | Kalie McMonagle     | Brianne Treffner  |
| Justin Gerber     | Sheridan Monroe     | Joey Verbeke      |
| Melissa Greenberg | Riya Muckom         | Tianfei Wang      |
| Matthew Greene    | Alex Mullans        | Jennifer Weyandt  |
| Sarah Hannah      | Omar Murib          | Paul Wise         |
| Kelly Heo         | Zach Nakib          |                   |

# Faculty Profile

## Mike Craven

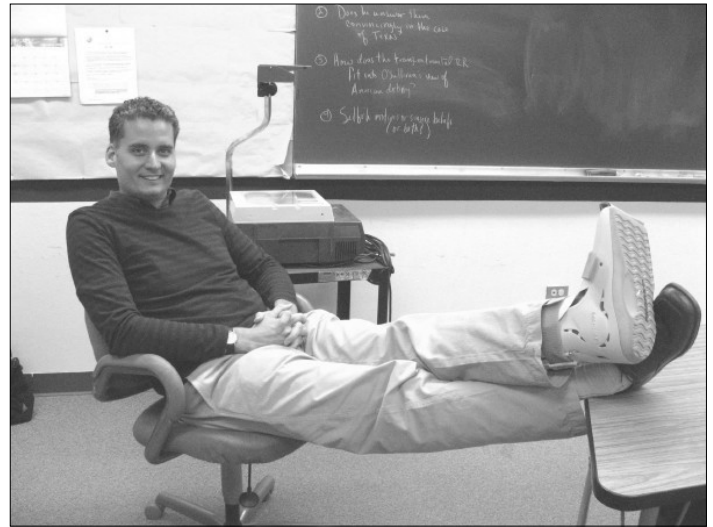
Social Studies

How can two mere mortals capture the mind of Craven on paper? Just as he describes his 2<sup>nd</sup> favorite movie, *Charlemagne, Holy Barbarian*, he “can’t be explained on printed word. It has to be a sensory experience.” But we shall attempt to divulge the hidden side of Mike P. Craven\*, which rarely rears its head for the public eye.

Craven now teaches AP US History and Pre-IB World History, but his life was not always such a utopian bliss. As a youngster, he was traumatized by his Halloween experience dressed as a spark plug, an experience that has followed him to this very day, making Halloween a “dark day in the Craven house.”

But let’s not dwell on the woes of Mr. Craven. He has spent many pleasant years of his existence getting his BA at UNC and his MA at William and Mary, both times majoring in history. This has led him to his destiny as the key source of inspiration to all infantile-minded DCHS history students. In fact, Craven sees this as one of his two greatest life accomplishments. Each year he starts with “blank-slated” freshmen and transforms them into competent beings of this world through his magical instruction. His other life goal was achieved two years ago when, over insurmountable odds, he got himself hitched to a woman who could handle his eccentricities.

You may be surprised to find that Craven regularly watches the quality film *Mean Girls*. This obvious and excessive display of masculinity may overwhelm you, but as his favorite president LBJ once said, “Every man has a right to a Saturday night bath.” His true two favorite



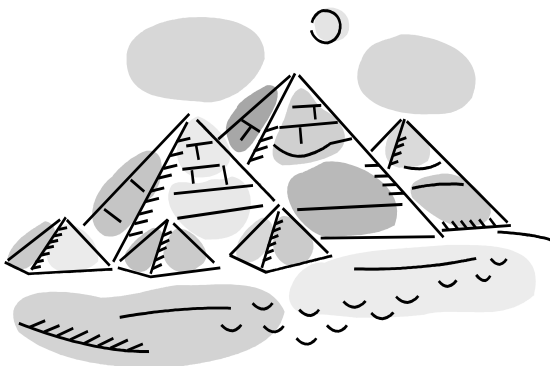
movies are actually *Goodfellas*, for its mobster appeal, and the space-centered movie *The Right Stuff* for its “legitimate heroes.” We feel like Craven embodies this heroic standard. You may be asking yourself how such a hero could justly be memorialized. Obviously, no combination of English words could possibly sum up Craven’s impact upon the world. Our inside sources tell us that to continue this impact, he wishes to be cremated, for it is “more environmentally friendly” than a burial.

Even after his true identity has been revealed, the Craven prestige lives on. And remember, kids, if you follow in the awe-inspiring path of Mike P. Craven, maybe you too could be someone who is “efficient, organized, PG-13 – rated fun!”

*\* P. is only a representation of Craven’s middle name, used for dramatic effect. The actual middle name is too deep within Craven’s identity for even the two authors of this article to discover.*

*by Kalie P. McMonagle '09 and Sheridan P. Monroe '09*

## Trip to Egypt Next Summer!



In the spirit of the IB curriculum and its global perspective, every so often IB teachers like to extend the opportunity for international travel to interested students. This year there is a trip to Egypt being sponsored by Mr. Craven, Ms. Clemens, and Ms. Clever. Most IB students studied ancient Egypt their freshman year, so the attractions of that culture will be familiar to them.

The 13 day tour will include visits to Cairo, Alexandria, the Egyptian Museum, and the Pyramids at Giza, as well as a boat cruise on the Nile River and stops at Kom Ombo and the Valley of the Kings. The trip package includes airfare, lodging, admission to the sites, and most meals. Departure is tentatively scheduled for May 27 and return June 8, 2008.

Interested parties can contact any of the three sponsors for more information regarding trip details, pricing, and payment deadlines. Parents are welcome to join the tour with their students!

**Laurie Clemens, Mike Craven and Kim Clever**

# IB Music: Nuts and Notes

by Alex Mullans '09

Many, if not all, of you have probably heard of IB Music. You know, that class of bandos, orchestra nerds, and the occasional choir kid.

We awaken even earlier than the rest of the school each morning, at "O-Dark thirty" so as to enlighten our minds even more. The "official" reason that IB Music is a "zero-hour" class is that we couldn't fit it into any other period without creating a conflict with another IB class. That's what Mr. Loewen says, at least, and he should know, given that his wife taught the class for some years.

However, I present a slightly more cynical reason: the school and IB want to make us work so hard in high school that college is a piece of cake. I talk to some of the college kids where I work, and they don't get up until noon. NOON!!! Can you believe that?

So, even though you may be saying, "Why take the class if you don't like getting up early?" My response: If you make the alarm hard enough to get to and crank your iPod up loud enough before you get there, the class is actually very interesting. I mean, where else can you hear a song about a chocolate moose on a train, and have to analyze it to boot?



So, if you were to just read this last sentence, like a good skimming IB student that you undoubtedly are, the summary is this: Mr. Safstrom, your ramblings at 6:10 in the morning are interesting enough that I will continue to force myself to get up, just to hear more about the Chocolate Moose.

## Evernote: Organization Software

by Silver Storey '11

*EverNote* is a note management application that runs on Microsoft computers. While it has many other uses, I find that *EverNote* helps me the most with school notes.

By transferring and categorizing your notes from class into *EverNote*, you can reinforce the information – it sticks with you longer. Changing fonts and display styles helps important information stand out. Organizing the information, both categorically and visually, can make your studying more effective.

*EverNote* is also great for research projects. It allows you to copy entire web pages, or just a couple sentences. This allows you to have all your research notes at your fingertips. Because *EverNote* has a link at the end of the

note that takes you back to the exact web page, you don't have any trouble citing your sources and creating bibliographies.

Of course, *EverNote* isn't only used just for school. You can use it for anything: writing articles, short stories or novels; making to-do lists for daily or weekly activities; creating shopping lists; tracking phone, e-mail messages, and expenses; making a list of contacts; or keeping those special recipes.

There are three different versions of : *EverNote*, *EverNote Plus*, and *EverNote Portable*. The free *EverNote* download has the minimum features. This is the *EverNote* that I currently use and am reviewing. *EverNote Plus* is available for \$50. *EverNote Plus* includes everything in the free *EverNote*, plus synchronization with any USB drive, handwriting recognitions, searchable handwritten notes, and searching inside graphics. *EverNote Portable* is \$20. *EverNote Portable* includes everything in the free *EverNote*, plus the ability to download *EverNote* onto your USB drive and use it with any other Microsoft computer, then take your USB drive and not leave a trace that you were there. This is great for accessing public computers at the library or at school.

In all its glory, *EverNote* has a few negatives. One of them is formatting. *EverNote's* formatting is unpredictable. Also, *EverNote* does not have any special characters, which can make it hard to put in mathematical equations. However, if you don't want to format any of your notes or use any special characters, *EverNote* is quite hunky-dory.

For more information on *EverNote* visit [www.evernote.com](http://www.evernote.com).



A sample *Evernote* screen.

# IB Learner Profile

The IB Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

It provides a long-term vision of education . . . a set of ideals that can inspire, motivate, and focus the work of schools and teachers, uniting them in a common purpose.

—IBO

## IBO Mission Statement

*The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

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

## IB learners strive to be:

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



*Members of the IB Leadership Council were asked how they have demonstrated the Learner Profile traits in their lives. Their responses will be published in our newsletter. The first two responses to the traits “risk-takers” and “principled” were published in our April, 2007 newsletter. The third, submitted by Trishna Patel ‘09, follows:*

### Trait: “Open-minded”

**Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.**

The IB Learner Profile has several characteristics in which an IB student’s learning styles can be categorized. Being open-minded is one of these categories. According to the IBO, open-minded students “understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of our individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.”

I believe I am an open-minded learner; I not only accept and appreciate my own culture but other cultures and points of view as well. Coming from an Indian family I have learned the traditions and values that come with my culture. Some of the traditions and values though, I do not agree with. An example is Indian girls are traditionally very conservative and not supposed to like or play sports, but I disagree with this belief. I am open to the Western culture where girls can play sports and enjoy watching them as well. Another example is that girls can be married exceedingly young. Again, I do not approve of this tradition. I have been willing to let myself become exposed to different cultures even though I may not agree with all their traits, due to my willingness to learn from other cultures

Being broad-minded comes from first the willingness to learn and to accept perspectives, values and traditions of individuals and cultures. In a world that is becoming “smaller” and with a global economy we need to expose ourselves to a variety of cultures, it is important to be an open-minded learner.

# Examples of an IB Test

—submitted in jest by Sara Bazley '08  
(from an unknown source)

**Instructions:** Read each question carefully. Answer all questions. Time limit: 2 hours. Begin immediately.

**History:** Describe the history of the Papacy from its origins to the present day, concentrating especially, but not exclusively, on its social, political, economic, religious and philosophical impact on Europe, Asia, America, and Africa. Be brief, concise and specific.

**Medicine:** You have been provided with a razor blade, a piece of gauze, and a bottle of scotch. Remove your appendix. Do not suture until your work has been inspected. You have fifteen minutes.

**Biology:** Create life. Estimate the differences in subsequent human culture if this form of life had developed 500 million years earlier, with special attention to its probable effect on the English Parliamentary System. Prove your thesis.

**Music:** Write a piano concerto. Orchestrate and perform it with flute and drum. You will find a piano under your seat.

**Sociology:** Estimate the sociological problems which might accompany the end of the world. Construct an experiment to test your theory.

**Epistemology:** Take a position for or against truth. Prove the validity of your stand.

**Physics:** Explain the nature of matter. Include in your answer an evaluation of the impact of the development of mathematics on science.

**Philosophy:** Sketch the development of human thought. Estimate its significance. Compare with the development of any other kind of thought

**General Knowledge:** Describe in detail. Be objective and specific.

## Huskie IBPO Highlights

*Activities are solely supported by IB family donations (suggested at \$25 annually)  
But we need more families to donate to keep up our work . . . and we'd like to do more . . .  
Please consider making a donation!!*

### What We've Been Doing So Far—

- Publish **IB newsletter** 4 times a year
- Developed and maintain **IBPO website**
- **Send email notices** to students and parents
- Hold **IB Graduate Panel** presentations annually.
- Hold **college presentations** on college selection, admission strategies and financial aid by outside speaker.
- Sponsor **Extended Essay training** for students and advisors
- Provide **volunteer and monetary support** for IB Dept activities
- Assist the IB Department in holding **informational meetings**
- Provide **staff appreciation / student support**

*Please send your  
tax-deductible donation to:*

Huskie IBPO, c/o DCHS IB Department  
2842 Front Street  
Castle Rock, CO 80104

or, have your student deliver a check to Deborah Wick,  
IB Administrative Asst., in the South Main Office.

*Make checks payable to "Huskie IBPO"*

Or pay by credit with **Paypal** on [www.HuskieIBPO.com](http://www.HuskieIBPO.com)!

### Huskie IBPO

August 2007—July 2008

	2007-8 Budget	2006-7 Actual
<b>Revenue</b>		
Beginning balance	470	624
Donations-general	3,500	1,140
Donations-exam snacks	200	40
Essay workshop registrations	<u>1,500</u>	<u>1,310</u>
<b>Total Revenue</b>	<b>5,670</b>	<b>3,114</b>
<b>Expenses</b>		
Essay workshop: trainer	1,200	1,200
Essay workshop: scholarships	250	—
Essay workshop: advisor session	500	275
Essay workshop: coordinators	800	400
Staff appreciation	750	350
Advertising	100	—
Senior party contribution	200	—
Social events	750	—
Exam snacks	200	55
Postage/supplies/printing	650	197
Website	37	79
Misc / contingency	<u>150</u>	<u>89</u>
<b>Total Expenses</b>	<b>5587</b>	<b>2645</b>
<b>Ending Balance</b>	<b>83</b>	<b>469</b>



# 2007 IB Exam Stats

The IB Diploma, awarded separately from the DCHS diploma, is based on scores from IB subject exams, the Extended Essay, Theory of Knowledge assessments, and the completion of the CAS requirement (creative, action and service hours).

There are also several minimum requirements in these categories, which may keep some students from obtaining the award. For a complete description of the Diploma requirements, see the IB Guidebook on the Huskie IBPO website ([www.HuskieIBPO.com](http://www.HuskieIBPO.com)).

73% of the IB Class of 2007 received the IB Diploma. Since the first graduating class in 2000, the number of DCHS seniors receiving the IB Diploma has averaged over 80%.

## Diploma Scores

For 2007, the average points earned by DCHS IB seniors toward their diplomas was 26.7 (out of a total of 45 possible points).

The breakdown of the scores is as follows:

34-36	4 students
30-33	15 students
24-29	28 students
Less than 24	15 students

*(24 points is the minimum required for the diploma; other requirements apply)*

## 2007 IB Subject Exam Scores

The IB examinations are graded from 1 - 7, with 7 the highest score. Grade distribution for the students graduating in 2007 was as follows:

	6/7	5	4	3	1/2	School Avg	World Avg
HL English	9	25	29	0	0	4.68	4.78
SL French	0	6	3	6	0	4.00	4.86
SL Spanish	19	17	14	0	0	5.18	4.86
European History	0	8	34	19	1	3.79	4.96
SL Philosophy	5	4	5	0	0	5.07	4.84
SL Psychology	4	19	4	2	0	4.90	4.27
HL Biology	4	2	10	5	1	4.18	4.14
SL Chemistry	4	7	7	21	3	3.71	3.91
SL Physics	0	2	7	8	2	3.47	4.06
SL Math	1	5	9	3	0	4.28	4.60
Math Studies	1	2	8	2	0	4.15	4.49
HL Math	2	4	14	4	4	3.86	4.43
HL Dance	4	7	1	0	0	5.33	5.29
HL Theatre Arts	0	5	2	1	0	4.50	4.34
SL Music	0	1	0	1	0	4.00	4.81
HL Art	0	4	0	0	0	5.00	4.67

## Not receiving IB emails?!?



- Update your email address
- Change your password
- IB Student Directory and carpool lists!

## A look at where last year's IB Exams were graded ...

Biology	Ireland, Czech Republic, Oman, Qatar
Chemistry	Australia
English	Tanzania, US
French	United Kingdom
Philosophy	Israel, Italy
Psychology	China, Greece
History	Finland, Chile, Czech Republic
Math HL	Australia, China, United Arab Emirates
Math Studies	United Kingdom, Australia
Math SL	Sweden, United Kingdom
Music	United Kingdom
Physics	United Kingdom, Australia
Spanish	Costa Rica, United Kingdom



# **DCHS IB Calendar**

## NOVEMBER

- 12 NO SCHOOL (Professional Day)
- 15 9th, 10th Grade IB Info Meeting / Social 6:30 pm, DCHS N Commons
- 21-23 NO SCHOOL (Thanksgiving)

## DECEMBER

- 3 IB Applications Due (new students)
- 18 FINALS: periods 1, 2, 3
- 19 FINALS: periods 4, 5
- 20 FINALS: periods 7, 8
- 21 NO SCHOOL (Grading Day)
- 24-31 WINTER BREAK

## JANUARY

- 1-2 WINTER BREAK
- 3 SCHOOL RESUMES Spring Semester Begins!
- 8 IB Grad Panel / Mandatory 10th Gr Meeting 6:30 pm, DCHS Auditorium
- 18 NO SCHOOL (Professional Day)
- 21 NO SCHOOL (Martin Luther King Day)

## FEBRUARY

- 15 NO SCHOOL (Teacher Comp Day)
- 18 NO SCHOOL (President's Day)

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