



IB matters

A World for Learning

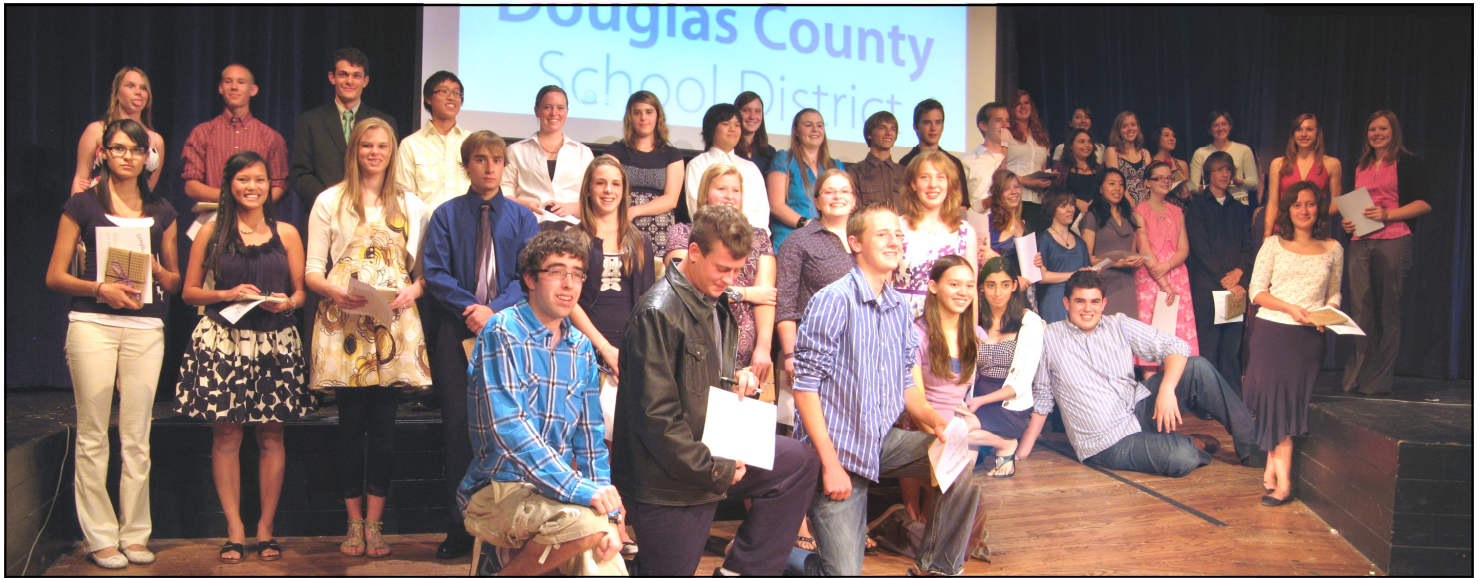
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International Baccalaureate—Class of 2012 Induction

September 21, 2010



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*Not Pictured

Class of 2012 Kicks-Off the School Year

DCHS welcomed 60 Juniors into the IB Diploma program in a moving ceremony on a warm September evening. The program began with introspective commentaries from Dr. Fleet and Mr. Umbach on what will unfold in the lives of these students over the next two years and beyond.

Students were presented with their TOK journals, a present Dr. Fleet commented on as one which he felt somewhat guilty giving as it represented homework. In addition, class members were awarded their IB pins and pens for the journals.

Each student was asked to write a reflection on someone who was an inspiration to them. Throughout the audience, you could see many moms and dads wiping away tears as their teens mentioned them. Aunts, siblings, grandparents and teachers were also among the touching tributes.

Following pictures, Juniors and their families enjoyed drinks, delicious desserts, and a fun social hour in the Commons.



Juniors receive induction pens, pins and journals



Coordinator's Corner

~ IB—A Community of "We"

by Dr. Steve Fleet, DCHS IB Coordinator

When DCHS first decided to pursue the International Baccalaureate Programme, I was not a supporter. We were in the process of increasing enrollment in our Advanced Placement classes and IB seemed to me a complicated distraction. We visited schools, looked at curriculum and studied rubrics. Everything seemed impressive but did not seem to be enough for us to change direction as a school.

Then some IB students from surrounding schools came to DCHS to talk about their experience. I have been a believer in the program ever since.

Beyond their articulate, confident ability to express ideas, the visiting students struck me with their constant use of "we." They clearly saw themselves as part of an educational community. They understood the need for individual excellence, but they knew that their growth as individuals and citizens comes from interactions with others. They also knew that they had a responsibility not just to benefit from such interactions but also to contribute to them. "As we presented our group projects... when we prepare for exams ...when we study" meant not just "we" the four students standing there, or even "we" the students, it meant "we" the students and staff and families of the International Baccalaureate Programme.

I think that this "we" is what makes IB the single best education available. The IB community requires consistent and rigorous training for its faculty; it uses the most current research to perpetually fine tune its practices; it incorporates rigorous assessments with clear expectations; it requires students to personalize their educa-

tional understanding and provides them multiple and authentic settings to demonstrate their learning. IB requires students and staff to reflect on what they do and to ask why they are doing it. Achievement in IB can be understood on a worldwide scale with the standards applied equally to the finest schools across the globe. Students must engage in research, and they must commit themselves to projects that apply their talents in a manner that helps make this a better world. All of this is not hyperbole. It is the IB experience. In my opinion there is no educational experience that compares to it. As talk of school reform reenters the public discourse, there is no better model than the IB model.

Many students will provide reasons for not pursuing IB. Sometimes the workload is too overwhelming, but more often than not, they simply do not want to do the work. There is no doubt that IB is a demanding programme, but we are made stronger by the challenges we face not by the challenges we avoid. I can confidently say that IB will provide an education that carries students forward and increases the opportunities they will have. The record of college success by IB students provides proof of that.

Now as I see juniors and seniors present in front of classmates and see them talk to potential candidates, I once again am reminded of the power of "we." I see that they are undergoing a transformative education that gives them the confidence to express ideas, to believe in their power of expression, to probe their imaginations and to become critical thinking citizens: citizens who will forever acknowledge the debt that they owe to each other in their never-ending pursuit of education.

IB matters

HuskieIBPO.com

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Dear IB Parent . . .

What's the best way for parents and IB students to stay up to date on program requirements and timing of requirements?

~ Sophomore Mom Starting to Panic

Dear Panicked,

When my daughter was a Freshman, I started to attend the IBPO meetings, which are held every month. I found the parents at those meetings to be an invaluable resource. Many had already navigated the IB labyrinth and were able to answer most of my questions and give my daughter and I guidance on what needed to be planned for and how to best approach the planning process. From this group, I learned about class selection, standard level courses, high level courses, what the testing process would look like, what colleges think about IB students, that IB students are leaders who like to have fun and many other answers to all our concerns. I encourage attendance at any or all of the monthly meetings.

Everyone should take a close look at the Huskie IBPO website. The address is www.huskieibpo.com. There you will find the IB exam schedule (updated in January), events by grade, upcoming events, the IB Curriculum Guide, Extended Essay information, links to information on standardized tests, college admission planning and financial planning. The website also has a list of opportunities for IB students to fulfill the CAS requirement. It has been designed to provide IB students and parents a way to stay current with the dynamic nature of the program.

All IB students and parents should "like" the Huskie IB Facebook page. There you will find other IB students and parents who will be great resources for you. The IBPO works hard to keep it relevant and interesting and checking it should become part of your regular Facebook routine. You would hate to miss an important post!

While the IB programme seems daunting, there are students and parents who would be delighted to share their knowledge and experience with new IB parents. So come to the meetings, read the newsletter, regularly check out the Huskie IBPO Facebook page, scourer the website and ask current parents to help; they would love to.

~IBPO Junior Mom

When should you start CAS hours? Please give advice on the best ways to get your hours completed.

~ Sophomore Mom who thinks CAS = Confusing & Stressful

Dear Confused and Stressed Out Soph Mom,
When you are sitting in the auditorium and you and your student hear '150 hours,' I think everyone's heart starts racing and you pretty much zone out on everything else. Here's the truth—150 hours really isn't that hard to accomplish. I am speaking from experience; I have a graduate of the IB program and a current Sophomore.

The key is to prepare now! CAS hours can begin to accumulate the second your student finishes their Sophomore year. Your student needs to have one large project that incorporates something for which they have a passion. Some past examples include students interested in the legal and/or justice fields joining the teen court or teen advisory groups. Other examples involve students connecting their culture with a cause. In 2008-2009, we had students design tee-shirts and sell them in school and in stores with proceeds going toward the Central Asia Institute. Last year, students held food drives and one innovative student built an archery range! Many large projects incorporate multiple students with one acting as the lead. You are limited only by your imagination for your project. Before committing to a project, your student should check with the CAS coordinator, Mrs. Clever. You don't want to start down a path and find out later it won't count for CAS.

In addition to the large project, your student will need to fulfill the remaining CAS hours. Again, look to your student's interests for inspiration. If your student is a musician, what if she gave a workshop to aspiring young musicians or acted as an assistant to a conductor in one of the middle schools? If your student is an athlete, contact the directors at the recreational sports leagues in your area for ideas. Your student can also help other IB students on their large projects.

A great resource for CAS Opportunities is the Huskie IBPO web site. Click on the 'Opportunities' page and get inspired!

~ Sophomore Mom Getting Ready for Summer 2011

P.S. Remember to take pictures on your large project and have your student write a newsletter article to inspire others!

You are limited only by your imagination for your CAS large project.

IB Bulletin Board

Special Mention

The Extended Essay of **Caley Follmer**, 2010 DCHS IB grad, has been published by the Department of Religious Studies at San Diego State University. You can read Caley's EE by accessing this link on the internet:
<http://jonestown.sdsu.edu/AboutJonestown/JonestownReport/Volume12/StudentPapers.htm>
Congratulations to Caley on this noted accomplishment!

Parker IB Bus Schedule change . . .

Many thanks to IBPO Board Member, **Sharynne Wilson**, for arranging for a more reasonable bus schedule from Parker for our IB students there. The bus will now depart the Hobby Lobby parking lot at 6:35am and return there at 3:45pm, almost an hour earlier! Great job, Sharynne!

IB Junior Induction

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. We couldn't do it without you!!

. . . **Tracy Hagan** for preparing the program for the Junior IB

Induction.

. . . **Laura Lewis, Roberta Duarte Stopnitzky and Heather and Danielle Tolliver** for setting up and serving the desserts for IB Induction.

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 6!**

Apply for Academic Letter!

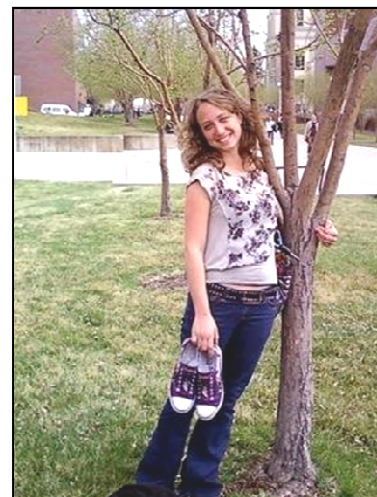
Students can apply for an academic letter after having a 3.7+ GPA for the last 3 consecutive semesters. You can pick up an application form any time from the north main office, and return it to counseling by the end of January.

2011-2012 IB Curriculum Guide

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

My Post IB Enlightenment

A 2009 IB Grad shares her thoughts on IB



When I think back to my time in high school, particularly the last two years, I remember a bratty teenager with a bad attitude who didn't see what benefit IB could possibly have beyond bragging rights. Let me be the first to say it: I was wrong. If you had told me two years ago that I would come to consider my IB experience and diploma to be one of the things which defines me, I'd have told you that you're crazy. But it's true. It took me some time, but I finally saw the light and realized that my teachers were right: IB is worth the struggle, late nights, and overall loss of sanity.

In terms of college life, I can't even begin to explain all of the ways in which IB has benefitted me. I scored well enough on my IB exams that my school awarded me nearly two and a half semesters of transfer credit. I'm 19 years old and a junior in college—how cool is that?! I also realize now just how well IB taught me to write a paper. My favorite anecdote about this is the essay that my Human Cognition professor assigned last spring, which was to be "about five pages in length." Taking this number to be a minimum, I turned in a 14-page research paper. The next time she assigned an essay, she specifically said that it was to be "a maximum of five pages." Not only did I out-write my classmates, but I was also the only 18 year old in Psych 4144 that semester. Or what about the fact that I'm now working a full-time at a job I love, attend school full-time, and am involved in state- and national-level leadership of FBLA-PBL? None of this would have happened without IB, and now that I've realized this, I know without a doubt that IB was worth the stress, frustration, and sleepless nights.

My advice for those of you forging your way through IB right now is twofold. First, listen to your teachers, particularly in regards to not procrastinating and the importance of IAs (Internal Assessments). I know the vast majority of you won't listen (yes, I disregarded the same advice while I was in your shoes), but

believe me when I say that they're right. Also, sleep really isn't as important as you think it is. By that, I'm not encouraging you to wait until midnight to start a paper due first period tomorrow, but that you shouldn't be afraid to explore other non-academic interests. Find something to be passionate about, and immerse yourself in that. For me, my duties as an FBLA state officer and the challenge of balancing a job and social life outside of school kept me going throughout my time in IB. Don't worry about the insane logistics of your schedule, just live it and love it, and the rest will fall into place. Live for today, because once tomorrow comes, you can't get it back.

I scored well enough on my IB exams that my school awarded me nearly two and a half semesters of transfer credit.

In the time since graduation, I've had several major revelations regarding IB: Dr. Fleet was right to extol the values of the program, Dr. Funk was right to question my college selection motives, and Madame Maechler was right to cram endless French verb conjugations into our heads. Those of you who knew me before know what huge admissions these are. For the rest of you, learn from my post-IB enlightenment: trust and follow the advice of your teachers, and if you need help seeing the light at the end of the tunnel, don't be afraid to reach out to your parents, teachers, classmates, or IB alumni. Above all else, embrace every moment you have in high school and IB, because it'll be over before you know it. As crazy as it sounds, you will one day miss this.

Dani Chelin
DCHS IB 2009
French and Psychology major, UC Denver
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What's New on HuskieIBPO.com ?

If you haven't visited the Huskie IBPO web site lately, you're in for a treat! Here's what's new on the site:

- Quotes from current and past IB students running as a ticker tape on the Home page
- New IB Art from IB Seniors on the Gallery page
- Pictures from the Spring IB Dance Concert on the Gallery page
- Color newsletter archive on the Home page

DCHS IB Students "In the News"

Who says you can't play sports and be in IB?

Sophomore, **Renee Craft**, returns as catcher on the girls varsity softball team. She's joined by Freshman pitcher, **Jocelyn Rockhold**.

(DC News Press 9/2/10)

Sophomores, **Robert Rothschild** and **Susheel Nalla** opened at No. 2 in DC boys tennis doubles.

(DC News Press 9/2/10)

Senior, **Chris Carter**, mid-fielder and team captain on boys varsity soccer, assisted on one of two goals scored in a win over Green Mountain Sept. 7 in Lakewood.

(DC News Press 9/16/10)

Senior, **Jack Murphy**, was pictured returning a volley during a tennis match with Mountain Vista Sept. 23 at DCHS.

(DC News Press 9/30/10)

Senior, **Bella Peccolo's** CAS project, a coat drive for homeless veterans, was featured in a front page article in the *Your Hub* section.

(Your Hub 9/30/10)

Sophomore, **Sarah Vander Meulen**, is the lone girl on the new DCHS mountain bike program.

(DC News Press 10/7/10)

Freshman, **Jocelyn Rockhold**, was pictured pitching at the Class 5A state softball championship playoffs on Oct. 22 in Aurora where they faced a tough challenge from defending state champs Legacy. Sophomore, **Renee Craft**, went out with an injury prior to regionals.

(DC News Press 10/28/10)

Know of any IB Students making the news? Email us at: newsletter@huskieibpo.com



IB Seniors, **Tito Reinhart** (No. 2) & **Chris Carter** (No. 8), two of the Huskie's captains this season with varsity boys soccer, close in on a Doherty midfielder Sept. 11 at DC stadium during non-conference action.

(DC News Press 9/16/10)

DCHS IB Dance 2010 Summer Events

IB Dance was busy dancing this summer! We hosted 2 events. In mid June the 1st Annual IB Dance Summer Intensive was a week long dance camp with artistic directors from APEX Contemporary Dance Theatre. There were 17 student dancers who attended this camp. They worked on techniques in Ballet, Jazz and Modern dance styles that culminated in a performance on the final day of the intensive. Approximately 60 family members were in attendance for the final performance.

At the end of July, IB Dance alumni, Kate Herrell, organized and directed an alumni performance for six alumni dancers from school years 2003, 2005, 2006 and 2008. Proceeds from this performance went to the Task Force, these dancers raised \$30 and collected 15 pounds of food! For a first time event there were 40 audience members!

A successful and fun summer of IB Dancin'!



College Planning Meeting Reviews Fit and Finances

Seventy-five people, the majority Freshmen and Juniors, arrived at DCHS on a warm fall night to learn more about gaining admission to top tier colleges and how to use different financial strategies to pay for a post-secondary education.

Our two guest speakers, Sarah Tierney and Jay Murray, shared their experience with college admissions and financial aid offices.

Sarah began the night addressing how to structure your high school career toward gaining college admission. Competition for admission is continually increasing; for its class of 2014, Harvard, for example, admitted a record-low 6.9% of applicants, 2,110 students out of 30,489. More than 3,000 of the applicants scored a perfect 800 on SAT critical reading and 4,100 scored a perfect 800 on SAT Math tests.

It's critical for a student to find the right college 'fit.' Admission offices search through applications and choose the students they feel will be the most successful at their school. Retention of college freshman is a key statistic that parents and students are watching closely. If a university doesn't think you'll make it back, you're less likely to be accepted.

How do you find the right fit for you? When should you start the process?

→ Take your academic temperature in your **Freshman** year.

Match your current ability with a school where you will be a success. If your goal is one of the 150 highly selective colleges in the US, step it up a notch. Map out an academic plan; stretch yourself and include AP & IB courses whenever possible.

→ In your **Sophomore** year, continue to stretch yourself and start to focus on a few extracurricular activities. Strive to hold a Leadership position. Most colleges feel the *quality* of participation is more valuable than the *quantity* of club memberships. Now is the time to take the PSAT tests.

→ In your **Junior** year, take the SAT Reasoning Tests and SAT Subject Tests. Continue to build on the relationship with your counselor that you established in your Freshman year.

→ Make sure your college offers the major you think you want to take *and* options in different areas. If you think you want to major in engineering and hate it when you get to college, if you are at a school that only offers engineering, you're in trouble.

→ Generally, you should apply to 6-9 schools; 2-3 are your safety schools, 2-3 are "should admits" and 2-3 are "top reaches."

→ Be honest with yourself. College offers little to no supervision. How is this going to affect you academically?

→ What do I need to learn before leaving for college? How to use the microwave? How to do laundry? Start now on your path to independence.

→ Kick some tires. Visit, visit, visit...and did I mention ... visit? When you visit, make the most of the trip. Plan ahead to meet with faculty. If you play an instrument, ask to sit in on a

concert band rehearsal. If sports are your thing, a contact with the head of the athletic department is a must. Ask yourself several fundamental questions: Large or Small school? Urban or Rural setting? What is the social vibrancy of the campus?

→ Where will you be happy? Are you a summer person who hates the snow and ice? News flash! Cornell is probably not for you. Think about any special needs you may have, be they health or talent, and seek out a place that will fulfill those needs. Strive to get the real story. Ask tough questions of the tour guide. Remember their job is to market their school. Visit the dorms and the cafeteria; speak to the academic departments that interest you.

→ Do your research! Check out one of the multitude of books on college reviews from the library or simply access the data online. If it seems like hard work, it is! Your reward will be 4 years in an academically and socially satisfying environment.

Probably **MOST** important. If you are truly interested in a college, make multiple contacts with as many people as you can via email, phone and, if they are visiting our area, in person. Make sure you know the local admissions staff for Colorado *and* make sure *they* know *you*! Given the choice between two identical students, the college will pick the one that has shown more interest in the school every time. Remember, you have lots of competition so make yourself stand out.

"No one should pay full price for college unless they so choose."

Jay Murray followed Sarah with an in-depth discussion of college finances. Jay started his presentation with some staggering statistics about college.

→The four year cost to send a child to public university for today's seniors will top \$100k. For private/elite colleges, expect well over \$200k.

→The average time it takes to get an undergraduate degrees is now 6.5 years due to the increase in the number of kids attending college. It's not that they aren't trying; they simply cannot get into the classes they need. This is more prevalent at state universities.

→67% of students will apply for need based aid.

→50% of families are restricting their kids college choices due to costs.

What's a family to do???

→Work the scholarship databases out—fastweb.com, collegeboard.com and scholarships.com are three of the many on the internet. Understand the competition is *fierce* for these funds. It's a numbers game. Don't expect to win *any* until you apply to at least 100.

→Watch Naviance for local scholarships. You have a better chance at winning these.

→Visit the counseling office at DCHS, *and other schools*, to ask about scholarships that may not be posted online.

(Continued on page 7)

(Continued from page 6)

→Above all, never pay for a scholarship! Know the 7 signs of a scholarship scam by visiting www.ftc.gov/scholarshipscams

→Research tax strategies now as it is the tax year when your student is a junior that colleges will consider.

→Talk with Grandparents. The majority of grandparents say they want to help with college costs but are not being asked!

→Apply for financial aid even if you think you make "too much."



Learn more about selecting the right college and paying for it by contacting Sarah & Jay at:

Sarah Tierney–Mosaic Admissions
www.mosaicadmissions.com

Jay Murray–Solutions for Tuition
www.solutionsfortuition.com

News 'n Notes

Congratulations !



DCHS IB is proud to announce our National Merit Scholars Class of 2012

Semifinalist Abby Halmes

National Hispanic Recognition Nichelle Giraldes

Commended Richard Green

Semifinalists are the highest scoring entrants in each state.

National Hispanic Recognition is limited to the top 5,000 outstanding Hispanic/Latino seniors in the country.

Commended students are named on the basis of a national applied Selection Index.

Upcoming Events

Annual IB Graduate Panel & Mandatory 10th Grade CAS-Essay-TOK Meeting

Thursday, January 6
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. Don't miss our most exciting night of the school year!**

DCHS IB Freshman Orientation & Registration

Wednesday, January 12
6:00 pm, DCHS Auditorium

This meeting will assist new DCHS IB students in selecting courses for next year. Registration forms for 8th graders are due soon after, and may be turned in at this session. Come to this meeting and get all your questions answered!

IB *matters* Newsletter Needs You!



The IB matters newsletter is always looking for talented young writers to provide insightful articles about IB. You may not think what you are doing is of interest to anyone else, but let us be the judge of that! We have immediate openings in the February issue for:

- Group 4 Physics project articles and pictures
- CAS projects
- Seniors! We are looking for a journal-type article on your upcoming English oral
- HL Music students, we'd like to hear about your composition
- TOK articles. What it is, when it is, how you are dealing with the night class, and who the teachers are!
- Trips abroad
- Free association. Just write an essay on anything you think is interesting about IB

Keep your articles, relevant, funny, insightful, and as clean grammatically as humanly possible!

Articles and pictures should be sent to: newsletter@huskieibpo.com

Remember being in 8th Grade?

On two Thursday evenings this fall, current 8th grade students interested in learning about the IB program at DCHS attended information sessions in the North Commons. Dr. Fleet gave an overview of the program and current IB students talked about their reasons for choosing IB. Many of the current students were from Parker and Highlands Ranch and said that the commute was well worth the time to come to DC for the program.

Each session was attended by well over 200 people. After the program overview, a Q & A session clarified items such as CAS, standard level and high level courses and the difference between the Middle Years Program and the Diploma Program. Parents were also interested in college statistics for IB graduates.

Following Q & A, IB teachers were available to review specific course flows and selections.

Students interested in participating in shadowing a current IB student could place their names in a basket for this opportunity.

Applications to participate in IB for the 2011-2012 school year are due by Friday, December 10th.



Parents and students listen to Dr. Fleet give an overview of IB



Interested 8th graders review course flow charts for the four-year plan

IBPO Marketplace

Looking for a holiday gift that benefits IB at DCHS?
How about a versatile sport blanket to keep in your car?

The nylon side keeps grass, wind or moisture away & the

fleece keeps you warm.

Easily foldable with velcro closure and pocket.

Size is 50" x 60"

Support DCHS International Baccalaureate Program!

\$19.95

Holiday gift bag available for an additional \$1.00

Contact: Barbara Reinhart - 303.697.9961 or

reinhart@mtnmfg.com



2010 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).

70% of the IB Class of 2010 received the IB Diploma.

Diploma Scores

For 2010, the average points earned by DCHS IB seniors who received their diplomas was 29 (out of a total of 45 possible points).

The breakdown of the scores is as follows:

36-40	1 student
30-35	15 students
24-29	19 students
Less than 24	11 students

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

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

Biology	Malaysia, Kenya
Chemistry	China, United Kingdom, Turkey
English	France, Kenya
French	United Kingdom, US, Canada
Philosophy	United Kingdom, Ireland
Psychology	Spain, Canada
History	Greece, Kenya, Uganda
Math	UK, Singapore, Thailand, India, Turkey
Music	United Kingdom, Italy
Physics	United Kingdom
Spanish	United States, Greece
Dance	New Zealand
Theatre Arts	United States, Canada
Visual Arts	United States, United Arab Emirates



2010 IB Subject Exam Scores

The IB examinations are graded from 1 - 7, with 7 the highest score. Grade distribution for the students graduating in 2010 was as follows:

	6/7	5	4	3	1/2	School Avg	World Avg
HL English	2	24	23	0	0	4.57	4.71
SL French	0	3	5	1	2	3.83	4.70
SL Spanish	11	13	16	2	0	4.83	4.79
European History	8	18	17	3	0	4.67	4.72
SL Philosophy	4	14	6	0	0	4.92	4.91
SL Psychology	7	10	4	0	0	5.14	4.27
HL Biology	2	10	18	7	0	4.19	4.18
SL Chemistry	0	4	14	13	3	3.56	3.92
SL Physics	0	4	1	1	0	4.50	4.07
SL Math	9	8	1	2	0	5.25	4.48
Math Studies	1	6	6	1	1	4.33	4.75
HL Math	0	1	4	7	4	3.13	4.37
HL Dance	0	1	2	0	0	4.33	5.18
HL Theatre Arts	0	1	4	0	0	4.20	4.58
HL Visual Arts	0	0	1	1	0	3.50	4.92



Attention Junior Parents!!

Now is the time to prepare for IB Exam costs!

The average cost of IB exams is **\$700** per student. These fees are due in early fall of the senior year and are not included in registration fees. You will be invoiced by the IB office. A late fee of \$50 is assessed if the fee is not paid on time. This cost does not include any AP exams fees, which are due in January of the senior year.

While this fee may seem expensive, should your student gain their IB diploma and attend a public university in Colorado or Texas, they will enter college as a sophomore. Many other colleges and universities offer similar status for IB students.

That's a 25% savings on college tuition and room and board!

Your student's college planning should include checking each university's web site for credit they give for the IB diploma *AND* individual IB test scores. If you cannot find the information on the web site, a call to admissions is warranted.

DCHS IB Calendar



DECEMBER

- 2 Orchestra Concert (7:00pm)
- 7 Choir Concert (7:00pm)
- 9 Band Concert (7:00pm)
- 10 FINALS: periods 1, 2, 9
- 14 FINALS: periods 3, 4
- 15 FINALS: periods 5, 6
- 16 FINALS: period 7, 8
- 17 NO SCHOOL (Grading Day)
- 20-31 WINTER BREAK

JANUARY

- 3 SCHOOL RESUMES Spring Semester Begins!
- 6 First TOK of Spring Semester for Juniors
- 6 IB Grad Panel / Mandatory 10th Grade Meeting 6:30pm, DCHS Auditorium
- 10 Continental League Concert
- 12 Freshman IB Orientation 6:00pm, DCHS Auditorium
- 17 NO SCHOOL (Martin Luther King Day)
- 21 NO SCHOOL (Professional Development Day)

FEBRUARY

- 4 FBLA District V Conference
- 6-8 All State Choir
- 10-12 All State Orchestra, CU Boulder
- 21 NO SCHOOL (President's Day)
- 23 Parent / Teacher Conferences
- 24-26 DCHS Theater presents Footloose



Douglas County School District
Douglas County High School
International Baccalaureate
2842 Front Street
Castle Rock, CO 80104