



BOARD OF EDUCATION
November 2, 2021

Profile of a Learner in Somers

**Superintendent and Learning Office
engaging stakeholders in the
conversation: “What attributes do we
want to develop in all learners in SCSD?”**

- Board of Education – August 2021
- SCSD Administration – August 2021
- Somers Intermediate School – September 2021
- Primrose Elementary School – October 2021
- Somers High School & Middle School - Ongoing
- Tusker U – Family Focus – To be rescheduled

Learner Profile

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Somers High School IB DP Participation

Total Number of SHS
Juniors and Seniors

557

36%

Percentage of Juniors
and Seniors Taking 1
or More IB DP Courses

Number of Students
Taking One or More IB
DP Courses this School
Year

198

30

Number of IB Students
with an IEP/504
Testing in May 2022
with Accommodations

Number of Seats in IB
Classes Held by Juniors
and Seniors

339

15

Number of SHS Full
Diploma Candidates

Number of Students
Registered for one or
more IB Assessments in
May 2022

150

27

Number of SHS IB
Diplomas Awarded
to Date

Number of Students
Enrolled in Year One of a
Two-Year IB DP Course

48

30

Number of Current SHS
Teachers with IB DP
Training and Experience



The Benefits of Being an IB Diploma Candidate

IB courses help students learn to think in interconnected ways, to research and write across disciplines, to consider multiple perspectives, and to ask good questions. Colleges value these skills and know that IB Diploma graduates tend to be very successful in college.

Below are some colleges and universities that confer Sophomore Status to IB Diploma Graduates upon entry.

The IB Diploma and College: A Snapshot



Example 1: Bard College

International Baccalaureate: A student may be allowed to accelerate for up to 32 credits (a normal full year) at the time of Moderation if the Moderation Board so recommends. To be eligible for credit, IB students must score 5 or above in individual subjects.

Example 2: SUNY Albany

The University at Albany will award 30 credits to students completing the requirements for the IB Diploma with a cumulative score of at least 30 (including both Standard Level and Higher Level exams) and no score lower than a 4.

Example 3: Hofstra University

Students in the full International Baccalaureate program may receive up to 30 credits. In order to receive the full 30 credits the following conditions must be met: The IB diploma must be completed with a score of 30 or more points and the student must complete at least 3 higher level exams with a score of 5 or higher.

Example 4: Florida Gulf Coast University

International Baccalaureate Program (IB). Students may be awarded up to thirty (30) semester hours of credit in FGCU courses for scores of four (4) or higher on IB exams, in accordance with the equivalency table in the University catalog. IB equivalence will count toward communication and computational skills requirements. In addition, IB Diploma holders will be invited to apply to our honors college.

Example 5: Sarah Lawrence College

Students who enter the College with a full IB diploma may earn 30 credits toward a Sarah Lawrence degree. Nondiploma IB students who score 5 or above on higher-level exams may request three credits for a maximum of three subjects or a total of nine credits. If a student has earned an IB diploma and other credits prior to matriculation, a maximum of 30 credits will be awarded.

Example 6: Boston College

Scores of 6 or 7 on HL exams will earn advanced placement units and will satisfy a core requirement. You will still be required to take the full 120 credits necessary for graduation, unless you have the equivalency of 30 credits, in which case you may qualify for advanced standing and would be eligible to graduate from Boston College in 3 years.

Example 7: George Washington University

First-year applicants may earn college credit before they matriculate. As many as 24 credits will be awarded to IB Diploma earners.

Example 8: Georgia Tech

Students entering Georgia Tech may receive up to 30 college credits based upon their IB Diploma scores and status.

IB Acceptance Rate at The Top 25 US Universities

A survey conducted by the International Insight Research Group showed that the acceptance rate of IB students into Ivy League universities is up to 18% higher than the total population acceptance rate. The gap is even more significant for top-ranked universities outside of the Ivy League, where it is 22% higher, on average.

College or University	Acceptance Rate	IB DP Candidate Acceptance Rate
MIT	7.2%	23.1%
Stanford University	4.65%	17%
Harvard University	5.1%	12.2%
Cal Tech	8%	28.3%
University of Chicago	7.9%	60.3%
Princeton University	6.5%	17.2%
Cornell University	14.1%	47%
Yale University	6.3%	14.3%
Johns Hopkins University	11.4%	46%
Columbia University	6%	13.6%
University of Pennsylvania	9.4%	31.6%
U Michigan, Ann Arbor	28.6%	70.8%
Duke University	9%	36.2%

College or University	Acceptance Rate	IB DP Candidate Acceptance Rate
UC Berkeley	17.5%	45.5%
Northwestern University	9%	48.8%
UCLA	18%	41.4%
UC San Diego	35.9%	60.7%
Carnegie Mellon University	13.7%	69.6%
NYU	33%	46.8%
Brown University	9.3%	19.2%
University of WI, Madison	49%	75%
University of Washington	45%	63.4%
University of TX at Austin	39%	81.5%
University of IL at Urbana	66%	90.4%
Georgia Institute of Tech	25%	79.4%

Somers Middle School MYP Update

November 2, 2021

Goals From April 2021 We've Been Busy

- Identify interdisciplinary connections
- Complete 3 full MYP units by end of 2022 for each discipline/grade level
- Finalized Drafts of the 4 IB required Policies (Practices) Assessment, Inclusion & Diversity Language and Academic Honesty & Integrity
- Collaborate with the HS MYP Coordinator to create vertical articulation and alignment

The Learner Profile

- Advisory Kick-off- introduced The Learner Profile to all students
- Each Month is connected to a Learner Profile
- 3 Murals throughout the building

Trainings

- Assessment- building wide
- Community Project
- ATL (Approaches to Learning)

Student Work and Learning Engagements Samples

- 6th Grade Social Studies- Global Citizen/Create Your Own Super Hero
- Command Terms



SHS 9-10 Middle Years Programme Implementation Update

SCSD approach to MYP implementation for Grades 9 and 10 at Somers High School:

In close collaboration with SMS, SHS developed a plan that embodies a continuum of learning experiences that will lead to successful MYP implementation.

