

International ACAC Regional Institute · Costa Rica

Beyond the Template

Building a school profile that works for your students

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International College Counselor

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The Americas 2026

Who we are

Two chairs, one document

The counselor's chair

Kate Cottrell

- International college counselor at a school that had never had one
- Inherited a profile written for families, not admission readers
- Rebuilt the grade data at a school with no numerical grades
- Has helped develop 11 school profiles

The reader's chair

Courtney Salazar

- Reads files from systems she has never seen
- Has minutes, not hours, per profile
- Wants context, not your best students
- Says plainly what helps and what she skips



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Where we're going

5 min

Why this document matters

A tight framing — no convincing needed

15 min

Real profiles from the region

With the distribution graph in focus

15 min

When there are no numbers

A distribution built from descriptors

8 min

Getting your school to say yes

Where profile projects actually stall

12 min

Discussion

Your profiles, blockers and questions



Before we start: three questions

Hands up. No wrong answers, and no one is keeping score.

1

Who wrote your current profile?

- You did
- Someone before you
- No idea

2

When was it last really updated?

- This year
- 2–3 years ago
- Longer

3

Does it have a grade distribution graph?

- Yes
- No
- Not sure what that is



The document read before your student

It arrives with every application

The only chance your school gets to speak for itself.

It answers what a transcript can't

Was that course load hard? Is that grade strong here?

Silence gets filled with assumption

A vague profile doesn't stop the reader. They fill in the blanks.

A profile doesn't make a student look better. It makes a student legible.



The school profile is not a brochure

The Brochure

Written for	Prospective families
Its job	To persuade
Its voice	Aspirational, warm, visual
Its length	As long as it's beautiful

The Profile

Admission officers
To contextualize
Factual, plain, specific
Two pages is ideal

Many international school profiles are a brochure wearing a profile's name.



What makes a super school profile

1 Student demographics

2 Curriculum and graduation requirements

3 Language of instruction

4 Grading scale

5 Where students enroll

6 Counselor contact

7 CEEB code

8 The grade distribution graph

*Take thirty seconds. Count how many of these **eight** your own profile actually has.*



Read it the way a reader reads it

Courtney's first ninety seconds with a profile she has never seen

1

Locate the school

Country, curriculum, size, language.

2

Find the scale

If it takes more than fifteen seconds, I'm guessing.

3

Place the student

Where does this grade sit among peers?

4

Check what was available

Could this student have taken more?



Real profiles

Profiles from the region



ACADEMIA COTOPAXI
AMERICAN INTERNATIONAL SCHOOL

SCHOOL PROFILE 2026-2027
CEEB Code: 930405

College Counselor: Maria Elena Ross
Email: mross@cotopaxi.k12.ec
Telephone: (593) 2 382 3270 ext. 3003
School Director: Luis Ramirez
High School Principal: Michael Spialoni
High School Assistant Principal: Russell Krummel
IB Diploma Coordinator: Maria Gribanuk

Address: De las Higuerillas y Alondras (Montaserri)
Quito - Ecuador
Telephone: (593) 2 382 3270
Mailing Address: Academia Cotopaxi American International School
P.O. Box # 17-11-6510
Quito, Ecuador
Website: www.cotopaxi.k12.ec
Instagram: Cotopaxi.k12

Our Vision

Nurturing education as
driving force for **curiosity,**
passion, purpose,
and **transformation.**

School Accreditation
New England Association of Schools and Colleges (NEASC)
International Baccalaureate Organization (IBO)
Ecuadorian Ministry of Education

School & Community
Academia Cotopaxi American International School (AC) is a private, independent, coeducational, and inclusive American international day school serving students from Preschool through Grade 12. We are a member of American International Schools in the Americas (AIMSA). The School was founded in 1959 and is located in Ecuador's capital city, Quito. The student body consists of 558 students in three divisions: Elementary School, Middle School, and High School. 73% of our teachers have Master's Degrees.

We expect the class of 2026 to have 37 graduates. Academia Cotopaxi is proudly international in its student body, enrolling students from 33 countries. 60% of our students are international and 40% are Ecuadorian. Of the international students, 28% are North American.



Colégio Leffler
INTERNATIONAL OLYMPIC SCHOOL

SCHOOL PROFILE
2026 - 2027

College Entrance Exam Prep Course Address:
Alameda das Alagôbas, 71 - Centro das Águas
Salvador - Bahia (Brazil) Postal Code 41820-500
CEEB-SAT code: 910096

School Address:
Rua das Rosas, 418 - Pituba
Salvador - Bahia (Brazil) Postal Code 41810-070
CEEB-SAT code: 549547

Pituba Campus SAT/AP Test Center

Curriculum:
Students follow the Brazilian National Curriculum; AP exams offered. IB and AP Courses are not offered.

School Entrance System:
Assessment Test: ABC in Portuguese Interview with parents and student

Academic Team:

School Principal:
José Humberto de Souza Prates
humberto.prates@colegioleffler.com.br

Technology Director:
Breno Grinbach
breno.grinbach@colegioleffler.com.br

Pedagogical Director:
Luciene Bastos
lucienebastos@colegioleffler.com.br

Counselor:
Bruno Santos
brunopsantos@colegioleffler.com.br
+55 71 98346-7414

Assistant Counselor:
Leda Lemos
ledalemos@colegioleffler.com.br
+55 71 99708-9854

Enrollment:
210 students in grade 6-12
67 students in Post Graduate
Prep Course
44 students in Graduation Class

Languages
Portuguese
German
Literature
Writing
English

Mathematics
Math
Computational Thinking
Statistics

Humanities
Geography
History
Philosophy
Sociology
Ecology
Epistemology
Life Management

Additional Prep Tracks
Bilingualities
History of Sciences
Current Affairs
Languages and Culture
Languages and Math
Life Management

PE and Sports
Physical Education
Chess
Volleyball
Soccer
Judo

Arts and extracurricular activities
Arts
German Course
Debate Club
Journalism Club
Mock - Model UN Prep
Book Club

Arts clubs: Photography, Drawing and Theater, CPCL - Research Center and Artistic Publisher in three different subjects: Physics, Biology and Humanities



THE EUROPEAN SCHOOL
COSTA RICA

SCHOOL PROFILE
The European School

PO Box 177
Heredia, Costa Rica
Tel: (506) 2261-0717
www.europeanschool.com

Monica Balbo
High School Academic Principal
mbalbo@europeanschool.com

Amy Smith-González
College Counselor
asmith@europeanschool.com

College Entrance Examination
Board code (CEEB): 834140



The School and Community

Founded in 1989, The European School is a K-12 institution located in Heredia, Costa Rica that offers an English-based, humanities-focused curriculum. The humanistic, literature-based educational program recognizes each student as an entire being with different gifts and limitations, needs and abilities, and hope for the future. The European School is presently serving 515 students from over forty-five countries around the world. The European School is accredited by Costa Rica's Ministry of Public Education (MEP) as well as the International Baccalaureate Organization (IBO).

Bilingual Education

Bilingualism is central to the European School's philosophy. Starting in kindergarten, all classes are taught in English, with one daily period of Spanish language and literature. French is introduced as a third language in seventh grade, and may give the student enough proficiency to further their studies in a French-speaking university.

The Academic Program

Once a student finishes 10th grade, he or she must enroll in the full IB Diploma Program, as it is the only pathway we offer to graduate from the European School. Our students must take both English A HL (Literature or Language and Literature) and Spanish A HL (Literature or Language and Literature), and then choose four other courses from the list of courses offered at our school, which are:

- Geography or History (SL or HL)
- Chemistry or Biology (SL or HL) or Environmental Studies and Systems (SL or HL)
- Math Analysis and Approaches or Math Applications and Interpretations (SL or HL)
- French B or Visual Arts (SL or HL) or a second science or humanities subject

Your turn

60 seconds, silent

- What did you learn?
- What did you guess at?
- Where did your eye go?
- What would you cut?

Then: shout it out.



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→ **College Counselor:** Maria Elena Ross
Email: mross@cotopaxi.k12.ec
Telephone: (593) 2 382-3270 ext. 3003
School Director: Lural Ramirez
High School Principal: Michael Spielman
High School Assistant Principal: Russell Krummell
IB Diploma Coordinator: Maria Gribensk

→ **Address:** De las Higuierillas y Alondras (Monteserrín)
Quito – Ecuador
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Academic Program

Students in the high school follow a U.S. college preparatory curriculum. Academia Cotopaxi does not offer Advanced Placement (AP) classes. The language of instruction is English and graduates earn a U.S. secondary school diploma. In addition, students can also pursue an Ecuadorian diploma and can choose to pursue a full International Baccalaureate (IB) diploma during their junior and senior years, or enroll in individual IB courses. All IB diploma candidates are required to engage in and complete the assessments associated with Theory of Knowledge and the Extended Essay, as well as complete CAS (Creativity, Activity and Service).

All students are required to complete the requirements of CAS whether they are enrolled in the full diploma or taking a mix of IB and non IB courses. The high school provides extensive extracurricular activities including National Honors Society, Model United Nations, Music, Drama and Student Council. Athletic opportunities include soccer, basketball, volleyball, and swimming.

Grading Scale

Academia Cotopaxi has adopted the seven point IB Grading Scale. This scale is used for our GPA calculations. As of 23-24, 0.25 bonus points are awarded for SL classes and 0.5 bonus points are awarded for HL classes in the weighted GPA. Academia Cotopaxi does not rank students.

AC Grade	7	6	5	4	3	2	1	1
Descriptor	Excellent	Very Good	Good	Satisfactory	Moderate	Poor	Very Poor	Incomplete

2026-2027 Courses Available to the Class of 2027

English 11-12	IB Biology HL/SL
IB English Lang & Lit HL/SL	IB Chemistry HL/SL
IB English Literature HL/SL	IB Physics HL/SL
IB English B SL	Precalculus
English for Academic Purposes	Statistics & Probability
Spanish 1	IB Math AA HL/SL
Spanish 2	IB Math AI SL
Spanish 3	Arts Exploration
Spanish 4	Art in Action
Spanish 11/12	IB Visual Arts HL/SL
IB Spanish ab initio SL	HS Drama and Film Production
IB Spanish B HL/SL	Ensemble
IB Spanish Lang & Lit HL/SL	Screenplay
IB Spanish Lang & Lit HL/SL	Digital Art
IB Spanish Lang & Lit HL/SL	Dance
IB Spanish Lang & Lit HL/SL	Piano
IB Spanish Lang & Lit HL/SL	History of Rock
IB Spanish Lang & Lit HL/SL	Yearbook
IB Spanish Lang & Lit HL/SL	Health and Physical Education
IB Spanish Lang & Lit HL/SL	Global Citizenship
IB Spanish Lang & Lit HL/SL	Study Support
IB Spanish Lang & Lit HL/SL	Theory of Knowledge 12
IB Spanish Lang & Lit HL/SL	Personalized Learning Pathway
IB Spanish Lang & Lit HL/SL	IB Design Technology HL/SL
IB Spanish Lang & Lit HL/SL	IB Robotics

Class of 2026 Acceptances and Matriculations

*Bold indicates Matriculation

Canada

McGill University
McMaster University
University of Alberta
University of Ottawa
University of Toronto
University of British Columbia
Humber College
Huron of Western University
Saint Mary's University (Halifax)
University of Manitoba
Queen's University
University of Calgary
University of Victoria

Europe

IE University - Madrid Campus
Toulouse Business School - Toulouse
Lancaster University - Leipzig
Forward College
Franklin University
Webster University - Geneva
University of Galway
Trinity College Dublin
Rangos College Institute
LURSS University
Dublin City University
Studenckolleg - Giann University of Applied Sciences

Latin America

Universidad San Francisco de Quito
Universidad de los Andes
Universidad CES
Tecnológico de Monterrey
Riversidad de Buenos Aires

United Kingdom

UCL (University College London)
The University of Edinburgh
King's College London, University of London
University of the West of England, Bristol

United States

American University
Arizona State University
Augustana College
Bates College
Ball State University
Beloit College
Brigham Young University - SUNY
Brigham Young University
Butler University
California Lutheran University
Carnegie Mellon University
Central Connecticut State University
Chemical University of Haverhill
Christopher Newport University
College of Charleston
Columbus School of Mines
Columbia College Chicago
Concordia College
Cornell University
Cotley College
Duke University
Embry-Riddle Aeronautical University
Emerson College
Erasmus University
Florida International University
Fordham University
Georgetown University
Glennville State University
High Point University
Hobart and William Smith Colleges
Hofstra University
Hollins University

United States (cont'd)

Houston Christian University
Illinois College
Indiana University - Bloomington
Iowa State University
Ithaca College
Johnson & Wales University
Juniata College
Lewis University
Long Island University
Louisiana State University - Baton Rouge
Loyola Marymount University
Lynn University
Massachusetts College of Pharmacy and Health Sciences
Middlebury College
Milwaukee School of Engineering
Missouri Southern State University
New York Institute of Technology
New York University
Newman University
Northeastern University
Northwest Missouri State University
Ohio Northern University
Ohio Wesleyan University
Pace University
Penn State University
Purdue University
Purdue University Fort Wayne
Purdue University Northwest
Queens College, City University of New York
Quinnipiac University
Rollins College
Saint Ambrose University
Sarah Lawrence College
Savannah College of Art and Design
Seattle University
Snow College
Springfield College
St. Olaf College
Stanford University
Stevens Institute of Technology
SUNY - Geneseo
SUNY College of Environmental Science and Forestry
SUNY - Buffalo
Syracuse University
Temple University
The New School
Tulane University
University of Arizona
University of California - Berkeley
University of California - Davis
University of California - Los Angeles
University of California - San Diego
University of California - Santa Barbara
University of California - Santa Cruz
University of Connecticut
University of Dayton
University of Denver
University of Hawaii - Manoa
University of Illinois - Chicago
University of Missouri
University of Mount Union
University of Nevada - Reno
University of Redlands
University of South Dakota
University of Southern California
University of Tennessee - Martin
University of the Incarnate Word
University of Washington - Seattle
US Naval Academy
Washington College
Western College
Whitaker College
Woodbury University
Xavier University
York College of Pennsylvania

Class of 2026 Academia Cotopaxi Cumulative Weighted GPA Distribution

GPA	% of Students	# of Students
Above 6.5	22%	9
6.0-6.49	24%	10
5.5-5.99	34%	14
Below 5.49	20%	8

*Please note that these GPAs only include grades earned at Academia Cotopaxi.

SAT Summary Class of 2026

SAT Summary Class of 2026			
Section	Mean Score	Students Tested	
Evidence Based Reading and Writing	600	15	
Math	608	15	
Total	1200	15	

The IB Diploma is open to all AC High School Students.

	Full IB Diploma Candidates	IB Diploma Pass Rate	Average Passing Points	IB Diploma Highest Score	IB Certificate Candidates
Class of 2024* (Previous)	22 students	55%	24	41	15 students
Class of 2025	25 students	84%	32	41	9 students
Class of 2026	26 students	88%	35	39	13 students
Class of 2027	8 students	100%	35	36	12 students
Class of 2022	28 students	100%	32	39	5 students



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SCHOOL PROFILE

2026 - 2027



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Salvador - Bahia | Brazil | Postal Code 41820-500

CEEB-SAT code: 910096

School Address:

Rua das Rosas, 418 - Pituba
Salvador - Bahia Brazil | Postal Code 41810-070

CEEB-SAT code: 548547

Pituba Campus: **SAT/AP Test Center**



Curriculum:

Students follow the Brazilian National Curriculum; AP exams offered.
IB and AP Courses are not offered.

School Entrance System:

Assessment Test - ABC in Portuguese
Interview with parents and student

Academic Team:

School Principal

José Humberto de Souza Prates
humbertoprates@colegioleffler.com.br

Technology Director

Breno Gramacho
brenosantos@colegioleffler.com.br

Pedagogical director

Luciene Bastos
lucienebastos@colegioleffler.com.br

Counselor

Bruna Santos
brunosantos@colegioleffler.com.br
+55 71 98346-7414

Assistant Counselor

Lucas Lopes
lucastaixeira@colegioleffler.com.br
+55 71 99708-9654

Enrollment

210 students in grade 6-12
67 students in Post Graduate
Prep Course.
44 students in Graduation Class.



Languages

| Portuguese
| Grammar
| Literature
| Writing
| English

Mathematics

| Math
| Computational Thinking
| Statistics

Sciences

| Biology
| Chemistry
| Physics
| Introduction to Scientific
| Research
| Robotics
| Data Science - Python

Humanities

| Geography
| History
| Philosophy
| Sociology
| Diplomacy
| Life Management

Additional Prep Tracks

| Geopolitics
| History of Sciences
| Current Affairs
| Languages and Culture
| Sciences and Math
| Life Management

PE and Sports

| Physical Education
| Chess
| Volleyball
| Soccer
| Judo

Arts and extracurricular activities

| Arts
| German Course
| Debate Club
| Journalism Club
| Mock - Model UN Prep
| Book Club
| Arts clubs: Photography,
| Drawing and Theater.
| CPCL - Research Center and
| Article Publisher in three
| different subjects: Physics,
| Biology and Humanities

History

Founded in 2020 by educators Humberto Prates and Luciene Bastos, Colégio Leffler expanded to include middle school in 2023. With over 25 years leading Curso Interseção, they pioneered Bahia's top prep course for IME, ITA, FUVEST, UNICAMP, and ENEM, consistently placing students in elite military academies. Leffler offers a rigorous Olympiad track, advanced coursework, and preparation for international programs and competitions.

Mission

Leffler provides a supportive learning environment with small classes, extended hours, and a strong focus on STEAM. Students excel in Olympiads, advanced coursework, and international programs like Harvard MUN. Leveraging Salvador's rich Afro-Brazilian culture and a diverse student body (40% Black or mixed-race), the school offers interdisciplinary workshops on social issues and current events. Leffler fosters civic engagement through the National Youth Parliament and proudly supports students in organizing the state's first MUN for public schools.

Language Courses

The Leffler International Language Academy (LILA) offers top-tier English and German courses, emphasizing communication, academic preparation, and global opportunities. Our program builds language and socio-emotional skills. With quality materials and afternoon classes, LILA equips students for a globalized future.

LICAP | Leffler's International College Advising Program



Leffler's International College Advising Program (LICAP) is a three-year academic advising program designed to prepare students for global opportunities, including university admissions, standardized tests (e.g., SAT), and international scholarships. Through dynamic classes, individualized support, and specialized guidance, LICAP helps students build pathways to prestigious institutions worldwide. It also encourages participation in global competitions to enhance academic profiles. LICAP Class represents one of Colégio Leffler's most rigorous and selective course offerings, requiring good understanding of the English language and strong academic standing. The program is not open to all students. Classes are held twice a week in the afternoons, with mandatory biweekly individual meetings. Evaluations are based on timely submissions of assignments (70%) and participation (30%). LICAP equips students to excel in a globalized world and pursue excellence in top international institutions.

Grading Scale

Leffler uses the standard Brazilian Grading System which is 0.0-10.0
*The minimum passing grade is 6.0 in each subject and it is the only requirement to graduate.

Student to faculty ratio: 6:1

Numeric Grade Range	Performance Level	Approx. US GPA Equivalent
9.0 - 10.0	Outstanding	4.0
8.0 - 8.9	Excellent	3.0 - 3.9
7.0 - 7.9	Good	2.0 - 2.9
6.0 - 6.9	Average	1.0 - 1.9
0.0 - 5.9	Below Average	Below 1.0



Leffler's Core Values:



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ITA-IME Class

Studying at ITA or IME (Elite military higher education institutes) may seem like a distant dream, but not for Leffler students! Designed for 2nd and 3rd-year high schoolers, this class also welcomes those who started their prep earlier in the Pre-ITA-IME program.

With experienced teachers, the program includes intensive afternoon classes and guided morning sessions in the first semester, focusing on mastering the most complex problems from ITA and IME entrance exams. Dedication and rigorous study lead to real results.

CPCL - Colégio Leffler's Research Center

To provide even greater support to students across different areas of knowledge, Leffler has established a Research Center that fosters student's research projects and scientific publications with the guidance of teachers holding Master's and PhD degrees in the fields of Biology, Physics, and International Relations.

One of the first projects developed with the support of the Center is a research initiative in Artificial Intelligence, Computational Physics, and Physics Teaching and Learning. This initiative also led to the publication of the article *"Physics Teaching Mediated by Machine Learning: The Case of the Simple Pendulum"* in the prestigious scientific journal *"Revista Brasileira de Ensino de Física"* (Qualis A1). The article was developed by high school students under the supervision and full support of Professor Humberto Pates. It introduces an innovative approach to physics education by incorporating machine learning into the classical study of the simple pendulum.

Olympiads Project

It is an opportunity to excel in the greatest academic challenges. The Leffler Olympiads Project offers free classes in Mathematics, Physics, and Chemistry, specifically designed for students in grades 6 to 9 (Lower Secondary Education). Open to the local community, not just Leffler students, the project aims to prepare participants for prestigious academic competitions and foster a passion for STEM subjects.

Leffler students participated and won medals in the following Olympiads*:

- | | |
|--|--|
| Bahia Women's Mathematics Olympiad (OFMEBA) | Brazilian Mathematics Olympiad (OBM) |
| Bahia's State Mathematics Olympiad (OMEBA) | Brazilian Public School Mathematics Olympiad (OBMEP) |
| Kangaroo International Mathematics Olympiad | Brazilian Portuguese Olympiad (OP) |
| Shark Olympiad of Mathematics (OTM) | Mathématiques sans Frontières Olympiad |
| Brazilian Robotics Olympiad (OBR) | Asia International Mathematical Olympiad (AIMO) |
| Brazilian Olympiad of Knowledge (OBS) | Bahian Chemistry Olympiad (OBAQ) |
| National Science Olympiad (ONC) | Brazilian Science and Engineering Fair (FEBRACE) |
| Brazilian Astronomy and Aeronautics Olympiad (OBA) | Brazilian Olympiad English Language (OBLU) |
| Brazilian Geography Olympiad (OBG) | Virtual Physics Olympiad (OVF) |
| National History of Brazil Olympiad (ONHB) | |
| Brazilian Linguistics Olympiad (OBL) | |
| Brazilian Physics Olympiad (OBP) | |
| Brazilian Chemistry Olympiad (OBQ) | |
| Brazilian Biology Olympiad (OBB) | |

**MEDALS AND AWARDS**

*Medals so far - December



Students enrolled in the school and the PG program were approved in the following universities*:

International Universities:

- | Yale University
- | Duke University
- | Dartmouth College
- | Drake University
- | Alfred University
- | Loyola University Chicago
- | Stetson University
- | Davidson College
- | Syracuse University
- | University of Wisconsin-Madison
- | University of Pennsylvania
- | Missouri University of Science and Technology
- | Universidade do Porto
- | The University of Hong Kong
- | Williams College
- | Arizona State University
- | Sheridan College
- | University of Toronto
- | Texas Tech University
- | University of Sussex
- | York St John University
- | University of Notre Dame

Brazilian Universities:

- | Instituto Tecnológico de Aeronáutica (ITA)
- | Instituto Militar de Engenharia (IME)
- | Universidade de São Paulo (USP)
- | Universidade Estadual de Campinas (UNICAMP)
- | Universidade Federal da Bahia (UFBA)
- | Escola Bahiana de Medicina e Saúde Pública (EBMSP)
- | Universidade do Estado da Bahia (UNEB)
- | Universidade de Brasília (UNB)
- | Universidade Federal de Minas Gerais (UFMG)
- | Universidade Estadual Paulista (UNESP)
- | Universidade Estadual do Sudoeste da Bahia (UESB)
- | Universidade Estadual de Feira de Santana (UEFS)
- | Instituto Federal de Educação, Ciência e Tecnologia da Bahia (IFBA)
- | Universidade Federal do Sul da Bahia (UFSB)
- | Universidade Federal do Rio de Janeiro (UFRJ)
- | Universidade Federal de São Paulo (UNIFESP)
- | Instituto Federal do Paraná (IFPR)
- | Fundação Getúlio Vargas (FGV)
- | Instituto de Ensino e Pesquisa (INSPER)
- | Instituto Brasileiro de Mercado de Capitais (IBMEC)
- | Link School of Business (LSB)

*Full updated list available on our website.

Accreditation & Associations:

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lefflerios@colegioleffler.com.br

f t i n y c o /colegioleffler

www.colegioleffler.com.br



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Tel: (506) 2261-0717
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Monica Balbo

High School Academic Principal

mbalbo@europeanschool.com

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- Chemistry or Biology (SL or HL) or Environmental Studies and Systems (SL or HL)
- Math Analysis and Approaches or Math Applications and Interpretations (SL or HL)
- French B or Visual Arts (SL or HL) or a second science or humanities subject



Grading System

A	93-100	7
B	85-92	6
C	78-84	5
D	70-77	4
F	0-69	<4

Final grades for students in grades 11 and 12 are based on 50% semester exams and 50% quarter grades.

The minimum passing grade for all courses is 70%.

In accordance with school policy, class rank and grade point average (GPA) are not calculated or reported.

Students are enrolled in the IB May Exam Session. IB scores are available on July 6 each year and students apply to university with their IB predicted scores.

2026-2027 School Calendar

Q1: July 27 - September 25
Q2: October 12 - December 11
Q3: January 18 - March 19
Q4: April 5 - June 18

IB Graduation -
May 22, 2027

All IB students undertake two-year courses in *Theory of Knowledge (TOK)* and *Creativity, Activity, and Service (CAS)*, and complete a 4,000-word *Extended Essay (EE)* on a research topic of their choice, as required for the IB Diploma. Through the EE and Internal Assessments (IAs), students formulate their own research questions, further developing their critical reading and writing skills. Our IB students also participate in *Outward Bound*, an intensive 10-day wilderness experience, volunteer at *Pacuere Reserve* to protect endangered leatherback turtles, and many hike *Mt. Chirripó*, Costa Rica's highest mountain. Through these challenges, we aim to foster environmental stewardship, resilience, and leadership skills that contribute to creating principled and balanced individuals.

Our IB average results for the past five years are the following:

Year	No. of Candidates	Average Grade	Average Total	Passing Rate	No. of Courses Offered with Results Above World Average
2026	30	5.35	34	100%	18 out of 20
2025	29	4.9	31	100%	17 out of 21
2024	31	5.17	33	100%	21 out of 23
2023	21	5.13	33	95.2%	19 out of 21
2022	31	5.48	35	100%	16 out of 19

College Attendance

Successful IB graduates pursue their passions at respected universities worldwide. Our most recent graduates have selected:

Costa Rica -Universidad de Costa Rica -Instituto Tecnológico de Costa Rica -Universidad Nacional -ULead	Canada -University of Alberta -University of British Columbia -Simon Fraser University	Italy -University of Padua -Politecnico di Milano
Spain -Universidad de Navarra -Universidad Francisco de Vitoria -EDEM -Universidad de Salamanca -ie	United States -Oregon State -Lawrence University -University of Kansas -Dickinson College	UK -University College Cork -UWE Bristol
Mexico -TEC de Monterrey	Austria -IMC Krems	The Netherlands -Han University of Applied Sciences -HAS Green Academy
	Asia -Kyushu University -Yonsei University	



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What the room found

Landed

- Grading scale stated near the top
- Courses shown with how many take them
- Matriculation as a range, not highlights
- A distribution graph with its n
- A named counselor with a real email

Left us guessing

- Grades in words, no number anywhere
- A scale that shifts between divisions
- Admissions listed, not enrollments
- A graph with no axes or cohort size
- Four pages of photos, one of data



The distribution graph does one job

**It makes an 85 at your school legible
next to an 85 from anywhere else.**

Without it

- They see the grade
- Not if it's common here
- They compare to schools they know

With it

- They see the grade in context
- Top students stand out
- Students are compared to peers

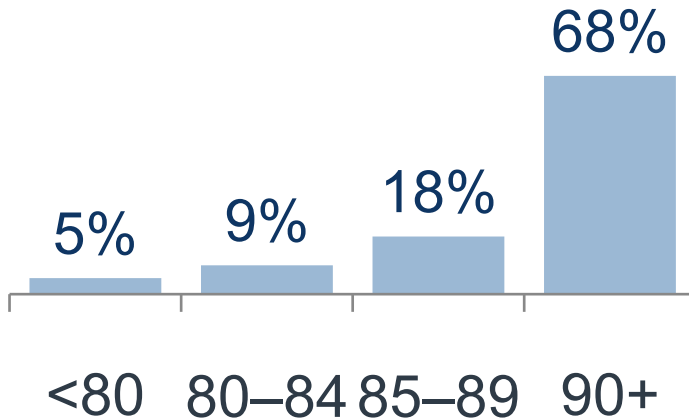
Why it's rare

- Needs clean multi-year data
- Can expose grading patterns
- Nobody owns it



One student, three schools, the same 85

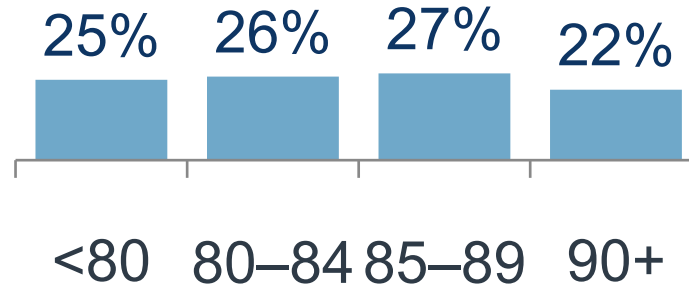
School A



68%

of grades are higher

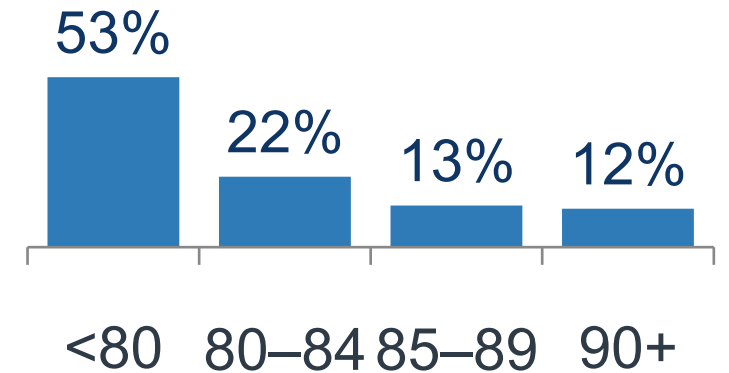
School B



22%

of grades are higher

School C



12%

of grades are higher



When the graph works against you

No cohort size

Eleven students isn't a distribution.

No scale stated

Bars labeled 1–7 with no key.

Every year blended

Grades 9 and 12 pooled into one shape.

Only the top band

"42% earn an A" is marketing, not data.

Unlabeled axes

Percent of students, or of grades?

A new shape yearly

It can't be compared to itself.



Turn and talk

Three minutes • in pairs

Think about the grade data on your own profile.

- Could a reader place one of your students?
- Is the gap data, design, or permission?
- Which failure mode is yours?

We'll take two or three answers before we move on.



What if there are no numbers?

Our descriptor

Excellent



Superior

Outstanding



High

Good



Basic

Acceptable



Basic

Insufficient



Low

Five descriptors. Four national levels.

National (MEN)

The position I was in

- No international college counselor, ever
- Rivals whose schools send a number
- A grading section of words explaining words
- A deadline: before application season



What I actually found when I arrived

A rubric, not a grade

A 1–4 scale per skill. Great for learning, not for universities.

Formative, then one grade

Only the year-end descriptor reaches the transcript.

No number anywhere

No percentage, no GPA, no rank.

But it was consistent

Same five descriptors, grades 8–11, every subject.



The decision that made it all possible

The equivalency we built

Excellent	=	4.0	A+
Outstanding	=	3.6	A-
Good	=	3.2	B
Acceptable	=	2.8	C+
Insufficient	=	2.4	F

The version we didn't publish

A simple count of Excellents, Outstandings and Goods. Nothing to convert, nothing to defend.

Why we chose numbers

An unknown school with no published test scores. A number lets a reader place one student.



Then the part that took hours

- | | | |
|---|------------------------|--|
| 1 | Type in every grade | Every student, subject and year, by hand |
| 2 | Convert each one | Replace each descriptor with its number |
| 3 | Calculate the GPAs | Cumulative GPA across four years |
| 4 | Build the distribution | Bin, count and draw the graph |
| 5 | Write every transcript | Descriptor, number, letter and GPA |

None of it is difficult. All of it is slow — and one wrong cell changes a student's GPA.



What changed when I handed it to AI

What I give it

- The school's transcript format
- Every student's grades, as issued
- The equivalency table I built
- Then I check it against the source

What comes back in ~30 minutes

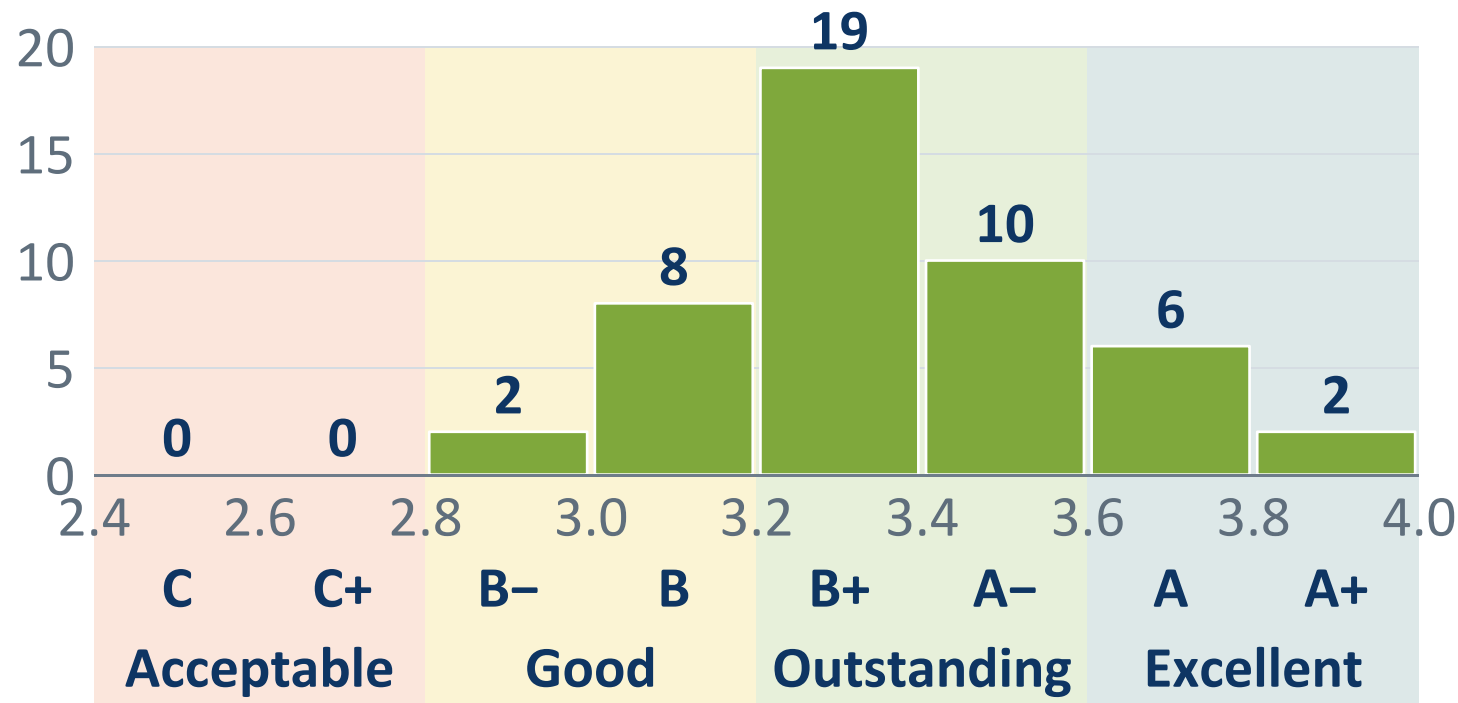
- Every transcript, filled in
- A workbook of converted grades
- Every cumulative GPA
- The distribution chart

**AI compressed the labor, not the judgment.
The equivalency is still mine.**



The graph, as published

Students



Counts, not %

With 45 students, counts beat percentages.

The n is printed

Forty-five, on the graph itself.

Three scales

GPA, letter and descriptor on one axis.



One page, doing three jobs at once

Page 3 of the Alcaparros profile, in order

1 First, the scale

The school's own words first, then the GPA and letter.

2 Then, the graph

Directly below, so the bands are already defined.

3 Then, the caveat

The conversion is an aid to reading, not official.

**Order is the whole trick: scale, graph, then honesty.
A reader who starts at the top never has to guess.**



Make it defensible

Print the reasoning next to the graph. It's a few lines.



The cohort

Which students,
which years, how
many



The scale

What the bands
mean, in your
terms



The method

How descriptors
became numbers



The contact

A named person
who will answer



Two paragraphs worth copying

On the conversion

The GPA and letter-grade columns are our attempt to express Alcaparros grades in terms an international reader will recognize. They are not an official conversion, and no conversion is exact. The Alcaparros descriptor and its rubric definition are the authoritative record of what a student achieved.

On timing

Because summative grades are issued at the close of each academic year, the most recent complete grades available during the northern-hemisphere application season are from Colombian grade 10. Admissions teams with questions are warmly invited to contact our International College Counselor directly.



Why profile projects stall

Nobody owns it

It sits between counseling, the registrar and marketing.

The registrar has no time

Real work, no budget, no release time.

Leadership sees

marketing

They'll treat your ask as a design request.

Someone fears the data

A graph shows grading patterns. Not everyone wants that.

Three are logistics. One is politics. Diagnose before you email.



Who you need, and what they care about

Head of School

Reputation, outcomes

"Our students are read without context peer schools provide."

Academic Director

Consistency

"We need one grading scale we can state and defend."

Registrar

Workload, accuracy

"I need one export, once a year. I'll do the rest."

Marketing / Comms

Brand control

"You keep the design. This is a different document."

IT / Data

Access, privacy

"Here's exactly what data I need and who will see it."



Make the ask small and the evidence real

Don't say

- *"Our profile is weak."*
- *"We need to redo it all."*
- *"Other schools do this."*
- *"Pull all the grades for me."*

Say

- *"Our students are read without context."*
- *"One page, one graph, this year."*
- *"Here's what a reader sees next to us."*
- *"One export a year. I'll do the rest."*

Walk in with

A peer school's profile,
printed

One sentence from an
admission officer

One of your students
as the example



Buy-in

If you do nothing else this year

1

Audit

An hour with your profile and the checklist. The gaps are your project.

2

Fix one thing

State the grading scale plainly, near the top.

3

Show evidence

One peer profile and one sentence for your head of school.

4

Ask for more

One win turns the next ask into a continuation.

Nobody approves a rebuild. People approve a next step.



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Over to you

Bring us your profile, your data problem, or your blocker

- What on your profile are you unsure about?
- What does your grading do that surprises readers?
- Who would say no — and to what?
- Courtney: what do you wish every profile had?
- What worked for you that we didn't cover?

Stay in touch

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[QR code: slides and the methodology write-up]

