

# ISB YEAR IN REVIEW

**2012-2013**



北京顺义国际学校  
INTERNATIONAL SCHOOL OF BEIJING





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# MESSAGE FROM THE ISB BOARD OF TRUSTEES

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Dear ISB Community:

The school year 2012-2013 was one of significant change and growth for ISB as we began to address the rich challenges and promise of the future. Academic developments and innovation, heralded by the adoption of our new Strategic Plan in May of 2012, began to get underway.

## **Our New Strategic Plan: Focus on the Future**

In 2012, the Futures Committee, building on our solid foundation and capitalizing on the momentum from reaching our 30-year milestone, formally presented an outline for our next five years: Strategic Plan IV—Focus on the Future. The plan, which reflects four years of intensive foundational work by school administrators, faculty, parents, and students, grew out of the articulation of six core values: global-mindedness, integrity, respect, balance, creativity, and service. The plan was approved by the Board of Trustees in May of 2012. At the same time, ISB completed a five-year accreditation self-review. The timing of these two events is not coincidental; many of the changes and improvements that had been recommended as part of our first accreditation process will be brought to life as the school moves ahead with Strategic Plan IV.

## **The Reasoning Behind the Plan**

Rapid advances in technology and the continuing globalization of marketplaces and professions have caused enormous shifts in the demands of the post-university workplace. Short-term skills in a single discipline are no longer enough to ensure that graduates find work and contribute meaningfully within their chosen fields. This paradigm shift has already touched universities everywhere, and it is now being felt in schools around the world.

Our challenge is to teach our students to recognize, develop, and pursue the passions and talents that will lead to success. To do this, we must step beyond the borders of a conventional academic model. This is the



challenge for the next five years: to evolve our program in such a way that ISB students are responsive, flexible, and curious seekers of knowledge, ready for the world of tomorrow.

Please read on to find out how we have been setting out to meet this challenge, and what we have done within ISB over the past twelve months to make sure we remain true to this vision.

On behalf of the ISB Board, warm regards,

Ehab Abou-Oaf

Chair, ISB Board of Trustees

## 2012-2013 TRUSTEES

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Ehab Abou-Oaf (Chair)



Tony Greubel



Mario Narduzzi



Mathias Boyer



Michael Harwitz



Allen Sanders



Tamera Fillinger



Diana Huang



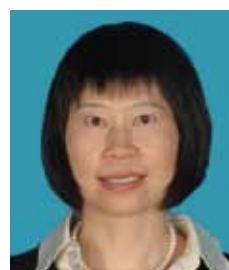
Stacey Savant



George Guo



Lu Chin Mischke



Jenny Ye

# WELCOME TO THE FUTURE, AT ISB

## A MESSAGE FROM HEAD OF SCHOOL, TAREK RAZIK

Dear ISB Community:

in 2012-2013, we had an overriding strategic aim: to begin the concrete steps that would ensure the implementation of the initiatives articulated in Strategic Plan IV - Focus on the Future.

This aim found expression in a range of areas and activities, from the work of curriculum design teams to the inauguration of the office of experiential learning. In every area, explicit efforts were made to adhere to our core values of global-mindedness, integrity, respect, balance, creativity, and service and to carry out the intentions of the plan's five Strategic Initiatives (see page 4). Concrete plans for making these goals a reality began to take shape early in the year. In August of 2012, the first Design Teams, made up of teachers and administrators, were convened.

Design Teams have the broad mandate to develop specific proposals for the "what" and "how" of the plan. Each Design Team worked on one of the five Strategic Initiatives. Their yearlong efforts focused on developing develop specific, programmatic steps for bringing the strategic initiatives to life within the learning model of the school. The curricular framework developed to deliver on these goals is Learning21@ISB.

The familiar image of the learning compass, seen at right, shows our programmatic ideal. Standards (content and skills) are at the core. The second ring shows ways in which ISB students participate in their learning. The outer ring shows the higher-order thinking, talents, and proficiencies that our students



develop.

Each Design Team produced a plan for interpreting the Strategic Initiatives in a programmatic way, reflecting the ideals of L21@ISB.

There is a lot of hard thinking that goes into such an effort, and I am extremely proud of the work done by our teachers and administrators that has kept us sailing toward our objectives. Welcome to the future, at ISB.

Warm regards,

Tarek Razik, Ed. D.  
Head of School





## 2012-2013: ISB's SENIOR LEADERSHIP

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**Tarek Razik, Ed. D.**  
Head of School



**Mark Hardeman, M. A.**  
Middle School Principal



**Rhonda Norris, M. Ed.**  
Deputy Head of School



**Dal Sohi, M. A.**  
Elementary School Principal



**Gerrick Monroe, Ph. D.**  
Chief Financial Officer



**Theresa Chao,**  
Chinese Program Principal



**Paul Wood, Ph. D.**  
High School Principal



# WHO WE ARE; WHAT WE AIM TO BE

As the implementation of the strategic plan began to coalesce, the Board recognized the importance of formal statements by which we can gauge our success through which we can express our goals for ISB as an institution.

Throughout the 2012-2013 school year, parents and staff members volunteered their time and effort to encapsulate the essence of ISB in new vision and mission statements. These statements were approved by the Board in March and formally adopted by the ISB Association of Parents in April. The vision statement describes the kind of community that we aspire to be. The mission statement delineates, in broad terms, who we are now, and what we are currently doing on our way to meeting this goal.

## THE ISB VISION

The International School of Beijing aspires to be an adaptive, inspirational, forward-looking learning community, cultivating relationships that ignite each student's passion for lifelong learning. We will nurture the intellectual, physical, social, and emotional development of each child. We will embrace change, inspire creativity and foster innovation. We will actively promote global understanding and respect within and between cultures. Our community will model integrity and seek opportunities to serve with compassion and conviction.

## THE MISSION OF ISB

The International School of Beijing offers an academically rigorous, balanced, and engaging learning environment, enriched by being in China and strengthened by collaboration with parents and external partnerships. We cultivate inspirational and creative opportunities to develop each student's unique potential. We nurture confidence and intellectual curiosity through experiential learning and innovative applications of knowledge and skills.





# SP IV COMES TO LIFE

The essence of Strategic Plan IV is summed up in the five Strategic Initiatives, below. These were the product of two years of community and school-wide work, a process that began with the enumeration of our Core Values and ended with the adoption of the plan in 2012 and the adoption of the new Mission and Vision statements in 2013.

In the 2012-2013 school year, ISB teachers and students began embracing the aims of the new strategic plan even before the Design Teams had created a blueprint. That is because the kinds of learning and teaching that the plan calls for are a natural evolution of our school dynamic.

On the following pages, we look at some of the curricular and co-curricular events of the year that exemplify the spirit of the plan, and illuminate opportunities for further growth. These stories were originally written by ISB students and teachers and were published last year in the ISB Bulletin.

## ISB'S STRATEGIC INITIATIVES CALL FOR US TO:

- Increase authentic learning through relevant and compelling local and global engagements
- Optimize each student's capacity to learn through individualized experiences and opportunities
- Nurture the whole child, including social- emotional, academic, and physical well-being
- Invigorate ISB's practice based on best research on teaching and learning methods, environments, and the changing realities of the 21st century
- Increase access to expertise and new learning opportunities through collaborative efforts and networks beyond ISB



## STRATEGIC INITIATIVE 1:

- Increase authentic learning through relevant and compelling local and global engagements.

### Making Connections in Little-Known Shunyi

*Bulletin article by Sayde P.*

Shunyi is home to ISB and to some villages that many people do not know about, hidden behind tall buildings or trees. In order to engage with the local communities that live in Shunyi, a group of middle school students and teachers have established an English teaching program within a local community. Every Sunday Emily (Grade 6), Ms. Perry (Grade 7 Humanities teacher), Ms. Gissing (Assistant Chinese principal), and I (Sayde, Grade 7) go to a village across from the Days Inn in Dragon Bay and teach English.

The program helps us to connect with people within our community that we didn't already know. We have gained leadership skills as well as providing free English lessons to Chinese children. During the week we plan our lessons by creating flashcards and worksheets and get everything ready for the upcoming Sunday. This project has brought us together with the local Chinese community as well as with each other as a teaching team. For example, I did not know Emily before we started teaching and now we are friends



and project partners. We certainly did not know the children in the village, but they are now our friends too! Celebrating our new friendship, we gathered for a potluck Thanksgiving meal in November at our Days Inn apartment.

### Turnabout: Seniors Teach Field Work Skills

*Bulletin article by Meiko H. and Jadee H.*

Coming back to ISB as seniors this year has been very exciting—and one of the best things has been sharing our enthusiasm for science with some of the younger students. On August 14th, we were invited to our former Environmental Science class (now called Integrated Field Science, or IFS) to lead a workshop with the students taking the class this year. Last year, Environmental Science was a really different and exciting class, because we did actual fieldwork at the pond at Yosemite. We also got real life experience by working with people outside the school. At the end of the class, we put forward a proposal to enhance the water environment of their pond.

In the workshop, we introduced the IFS students to LabQuest and the different probes that are used during data collection. (LabQuest is a standalone interface used to collect sensor data, such as temperature. It has built-in graphing and analysis applications; students can use its color touch screen to display, graph, and analyze data in the classroom or in the field.) We talked about the pros and cons of using LabQuest, and gave the students some tips. Then we showed them how to use the LabQuest, and they got to try it out with the probes



connected to it. Afterwards, we walked to Yosemite, to the pond where we had done research last year, to try the probes in the field.

It was great to go back to our old class, help out the current students, and pass on our knowledge about LabQuest and probes. This year, IFS will focus even more on field work. We enjoyed seeing our fellow students continuing what we started.



## Learning by Doing: The Lijiang Challenge

*Bulletin article by Vanessa M.*

During spring break, ten students and a handful of staff dedicated five days to taking part in ISB's first-ever student-initiated experiential learning trip. We arrived at Lijiang, in Yunnan, with the aim of collaborating with the Green Education Center, a non-governmental organization. We would learn alongside students from four other schools and apply our knowledge about the environment.

The four schools were ISB; Rendafuzhong Xishan School (RDFZ, another school from Beijing); the Lijiang Ethnic Minority Orphanage School; and Yulong #2 Middle School. The latter two are both based in Lijiang.

Lijiang is largely rural, and we did stay in a Naxi farm compound with no toilets and a very temperamental water system. On top of that, there were many hands-on activities that required the students to get a bit dirty. Yet all the students excitedly embraced every activity, even if it was out of their comfort zone, and were versatile enough to adapt to new living standards.

However, do not think Lijiang is just a quaint village tucked away in a corner, too distant and different to be relevant to us in Beijing. At GEC, the head of the NGO, Mr. Chen, taught classes about Lijiang's environmental challenges due to rapid economic expansion. We learned that tourism has allowed the average villager

to earn almost 20 times more income than ten years ago. Mr. Chen also introduced us to the biogas system installed at the center, and we learnt that the center's waste actually helps cook the food. We also had the opportunity to hike up a mountain reaching the most beautiful site, only to see that the entire area was littered. We helped by picking up as much trash as we could.

Towards the end of the stay, we spent a day discussing and conceptualizing plans to help Yulong's school environment. It was great to see collaboration between the four schools and not only did we learn ways to help Yulong's environment, but also ways to help our own schools.

This was a very rewarding trip as students learned in a way that a classroom couldn't have offered. It was interesting to see this eclectic group of students learning to overcome language barriers and find different ways of communicating with one another. What I thought was also incredibly impressive was the fact that nobody (not even the staff!) complained about any situation during the trip; everyone was always respectful. In retrospect, there were many times of confusion and even distress but it is the quick adaptation to these obstacles that added to the great experience.





## STRATEGIC INITIATIVE 2:

- Optimize each student's capacity to learn through individualized experiences and opportunities

A newfound passion for learning: The introduction of the "Passionate Project" in the High School paved the way for students to develop their own independent projects, often in disciplines or subjects not supported by the standard curriculum. Nick Y., Class of 2013, reflected on his "passionate project" last year for the Bulletin. Jenny C., who also graduated in 2013, combined her love of volleyball with her interest in women's health to develop and stage a school-wide women's health fund-raiser, "Volley for the Cure," in observance of Women's Health Month.

### "When Am I Ever Going to Use This?"

*Bulletin article by Nick Y*

I can confess to asking this question of my teachers countless times, especially regarding math problems and English essays. But over the past year, something has changed in my perceptions of learning, and this semester I have been able to test my new insights through an amazing new High School course called "The Passionate Project." It seems to be where the classroom and the world intersect.

About a year ago, when I still lived in California's Silicon Valley, I worked on many different projects as an intern at Facebook, and I discovered applications for what I was learning in school. Suddenly, everything started to make sense. I learned the importance of math and critical problem-solving when I was writing computer programs. I leveraged my English assignments to write better proposals that persuaded others to buy into my ideas. My Passionate Project comes from this love of technology and my desire to use technology to create solutions to the problems I see. My project has been to create a program that performs in-depth analysis on software usage and provides detailed feedback to help organizations make more informed decisions about their software needs.

One such problem is the inefficient use of software by companies. Enterprises spend thousands, even millions of dollars on software licensing, but the software is not always used. My Passionate Project aims to help organizations more accurately identify software needs and inefficiencies in software use, thereby enabling them to save on licensing costs. By taking part in the Passionate Project I have become more technologically competent, improving my self-motivation and project management skills. The project is enabling me to learn more about technology and giving me the opportunity to learn from the brightest people in the technology industry. Working independently on the project requires me to be motivated; I am directly responsible for its success or failure. I am finding ways to encourage myself to effectively find solutions to the roadblocks. Lastly, it is important to me not only to set goals, but also to meet them. In life, people expect you to deliver, and the Passionate Project is helping to prepare me to meet future expectations.



*Volley for the Cure: Jenny C. (above) takes care of business on the court. HS guided studies teacher Dan Russell, below, is the Passionate Project facilitator at ISB.*



Another way to realize the aims of Strategic Initiative 2 is to ensure that, as an institution, we are prepared to meet the needs of each student. There is much that can be done within the formal classroom setting to make certain that each student at ISB finds his or her strengths, and finds the voice with which to express and convey those strengths. Our Director of Student Support Services, Bill Hanagan, wrote about our progress toward a more inclusive approach to instruction.

## Inclusive Education at ISB

*Bulletin article by Bill Hanagan, NCSP, Director of Student Support Services/School Psychologist*

Inclusive education refers to the policy and practice of admitting a range of students and providing an appropriate level of support for them to be successful. For more than 10 years the expectation that international schools will become more inclusive has been driven by two major factors. One is globalization, which has led to a significant increase in the number of people living and working outside of their home countries. Given this statistic, it is inevitable that there will be more children applying to international schools who need additional support to be successful. The second major factor that contributes to the demand for greater inclusiveness is the progress that has been made over the last few decades in understanding and treating learning differences. Many of the families who have relocated overseas are coming from countries with highly developed programs within their educational system. Accordingly, international schools need to respond to an increase in the number of children who require additional support as well as the expectation that learning differences will be addressed using the best practices.

In March 2013, four staff members from ISB attended a conference in Johannesburg, South Africa. The title of the conference was The Next Frontier: Inclusion. A variety of international schools from around the world attended with the goal of becoming more effective in the way they manage inclusion. That conference helped to reinforce some of the policies and procedures that are in place at ISB along with providing new ideas. Some of the key features of successful inclusion that have been in place this year at ISB are as follows:

- Communication of policy and expectations to staff
- Strong data collection at the admissions stage
- Establish caseloads in support programs
- Early intervention (in terms of age and onset of difficulty)
- Multiple overlapping layers of support
- Flexible programs that adapt to student needs
- Training and professional development
- Differentiation of instruction in the classroom
- Collaborative consultation
- Co-teaching



Will ISB continue to be academically rigorous? Yes, that has been the experience of other international schools that have been more inclusive for ten years or longer. At this point we will admit students who fit the following criteria: We have a program that can meet their needs without disrupting the learning of others and there is space in the program at that grade level.





## STRATEGIC INITIATIVE 3:

### • Nurture the whole child, including social-emotional, academic, and physical well-being

There are dozens of ways that ISB ensures that our students' learning is not one-dimensional. Through curricular programs in music, physical education, and the arts, and through team sports, service, and other after-school and co-curricular programs, we provide opportunities for development and learning beyond traditional classroom-based skills.



The articulation of this learning goal within the Strategic Plan is crucial, imparting a deliberate, specific value to these programs. By recognizing the essential value of these programs, we ensure their continued support within the institution.

The Middle School mentoring trips (see article below) are a prime example of nurturing the whole child. The learning, team-building, and confidence-building that take place on the trips are transferred back into the classroom, bringing new energy and awareness to the learning.

### Middle School Mentoring Trip

*Bulletin article by Jim Fidler, MS Humanities Teacher*

Every year, the Middle School students take mentoring trips early in the year to help create bonds among classmates and to help each student discover his or her inner reserves of courage, creativity, and cooperation. In recent years, the Grade 8 students and their teachers have enjoyed the clear air, great outdoors and an overnight camping experience at The Ranch – LiZheWan.

The purpose of the overnight is to create an opportunity for students and teachers to spend time together in a different environment so that we could all know each other better and to build strong bonds that will take us through another successful year at ISB.

The many cooperative games and challenging ropes activity jacob's ladder reinforced the idea that together everyone achieves more. The level of engagement shown by the students ensured that they learned so much about themselves and what is required to create a successful team. We look to build on the important lessons learned at camp during the year.





Among the many ways that ISB helps educate the "whole child," perhaps nothing stands out quite like our new Fitness and Tennis Center--the Domes. The facility opened to great fanfare in January of 2013, and we have seen the value of it every day since then. We are keenly aware of the need to provide opportunities for activity for all of our students, every day, and in the harsh winter weather of Beijing, this can be a difficult challenge to meet. The Domes provide this opportunity, not only for students in the ES, who often populate the Domes at recess time, but for all members of the community. Parents and alumni are invited to use the facility when it is not in use by students and teachers.

## Welcome to the Domes!

*Bulletin article by Stefan S., Jerry W., Teety S. (Mr. Philen's English Class)*

Sporting facilities have been erected all across the globe, but the new building that has been constructed at ISB clearly reinvents the idea of indoor sporting in our community.

On Tuesday January 22, the grand opening of the domes commenced with a warm welcome from the High School Student Council president, Alek A. Despite the acoustic complications during his heart-felt speech, at the end, the audience was still eager to enjoy the upcoming performances. To add to the occasion, ISB's head of School Dr. Tarek Razik and Dr. Richard Saint-Cyr from the Beijing United Family Hospital took to the floor to share this compelling moment with the ISB community.

Along with the speeches, ISB's impressive Wushu Warriors of Wisdom did not fail to awe the crowd with their swift butterfly kicks and their nine-section whip acts. The domes were filled with surprised faces, shocked at the talent of the Wushu team. Moreover, the elementary school kids' spectacular juggling, dribbling and dunking performance even enticed some High School basketball team members to join in the fun.

All in all, ISB's dome celebration ceremony was a massive school event and a great success. Thanks to all the contributions from ISB staff members, students would love to see more domes built in the future.



## STRATEGIC INITIATIVE 4:

- Invigorate ISB's practice based on best research on teaching and learning methods, environments, and the changing realities of the 21st Century

The path ahead requires adaptive, flexible, creative learners. We must prepare our students to be familiar with new approaches to learning, comfortable with novel and rapidly changing technologies, and ready to learn in different settings and new media. Strategic Plan IV challenges educators to re-tool so that our students can always be a step ahead on the learning curve. Using digital media and fresh approaches (see stories, below) are just two of the ways we are implementing Strategic Initiative 4.

### Podcasting: A Medium for Reflection

*Bulletin article by Brad Philen, HS English Teacher*



In today's fast and flying 21st century we're all plugged in. Daily we read email messages, news stories, sport scores and standings. We post photos for friends and family on social-networking sites and tweet about the latest trend. The technology does offer unique opportunities for students to publish work. As we're all plugged in, we, too, all have a voice, ready to be heard. Podcasting offers our students a medium to publish their ideas, writing, and voice.

This year, English 10 has begun to explore recording tools to showcase learning and understanding. Our unit study started with the following two Essential Questions: How do we form and shape our identity? And, Is identity more about how we see ourselves or how others see us?

Students read autobiographical excerpts from prominent figures, listened to stories, watched film clips, shared with their peers, and then wrote about a significant time in their life when they realized their race. The students had a grand array of experiences and emotions surrounding the issue of race, color, and heritage. After peer-editing their writing, students recorded their stories using Garage Band, exported them to iTunes, and then uploaded to Soundcloud, which offers users an easy forum to record and share.

This recorded podcast allows the class to revisit the production at a later date, to offer continued feedback, and to share with schools around the world to encourage further discourse. Any medium that encourages students to reflect upon their learning in this way is a tool well worth utilizing in the classroom.

### MacBook Wednesday Workshops

*Bulletin article by Randy Stadham and Katie Chan, Ed Tech Facilitators*

In the preparation for the Mac roll-out to the elementary school in August 2013, the two Ed Tech facilitators, Katie Chan and Randy Stadham, have been working diligently in preparing elementary school teachers. They have been using Wednesday afternoons to introduce and familiarize them with the operational use and applications of the Apple MacBook. Workshops are delivered in well-organized professional development based on the school-wide PD plan developed by the Office of Ed Tech Facilitators focusing on the best practice of integrating technology into the classrooms. It has been widely accepted by the

teachers and this training will help them become better prepared and proficient in the use of technology at ISB.



Rick Stiggins, founder of the Assessment Training Institute, says that when students are well prepared over an extended period to tell the story of their own success (or lack thereof), they seem to experience a fundamental shift in their internal sense of responsibility for that success. We believe that this deep and engaged approach to assessment yields far more thought-provoking results than conventional grading systems and reflects Strategic Initiative 4 in action: use of best practices, for the advancement of all students. Read the article below about the introduction of portfolio conferences to the Elementary School in the spring semester.

Another teaching innovation that is gaining traction worldwide is "flipped teaching." See the story below about the use of this approach in Middle School math.

## Portfolio Conferences in the ES

*Bulletin article by Fiona Sheridan , ES Assistant Principal*

Portfolio Conferences have come to the ES! This year our Quarter 3 parent conferences had a slightly different format, especially in the younger grades. All of our K – Gr 5 students were involved in sharing their learning, self- assessment and reflections with their parents. This is a powerful opportunity for parents to see their child in charge of the learning process.

Each conference began with a 30-minute student-led session during which time the student shared his or her portfolio and various activities that highlighted their learning throughout the year. Students focused on their skills as communicators, analytical thinkers, and 21st-century learners. The parents' role at this time was to inquire, listen, be supportive and feel pride in their child!

Following this there was a three-way conference including the homeroom teacher. At this time the child shared his or her report card, generated with

guidance from the teacher. Each child reflected on him/herself as a learner, identifying some strengths and areas for growth. This is also a point for parents to ask the teacher any remaining questions they might have in order to clarify their understanding of their child's progress. Opportunities for the students to share their learning journey in the Specialist subjects were also included in the format.



## Flipped Teaching Turns Math on Its Head

*Bulletin article by Kim Williams and Laure Dubois, MS Math*

If you had walked into a Grade 8 Algebra 1 classroom during the last couple months of school, you would have seen students working together solving problems and answering one another's questions, and you would have noticed the teacher circulating around the room having individual conversations about mathematics. This collaborative environment was made possible by a method of instruction called Flipped Teaching, which is rising in popularity for use in the mathematics classroom.

Grade 8 algebra students experienced the flipped teaching method during their factoring and quadratics units of study. The students used watched videos at home of their teacher explaining new mathematical concepts. The next day in class, all students had to demonstrate their understanding of the new material by solving a few problems similar to those from the video. Students spent a majority of in-class time

working and asking questions of each other and the teacher as needed. At the end of class, students had the option of completing any unfinished problems outside of class if they felt they did not get adequate practice at their level of challenge. This method of instruction encourages students to take more responsibility for their own learning.

Overall a majority of the students found that the flipped teaching method worked well for their learning needs. The two Grade 8 Algebra 1 teachers, Mrs. Williams and Mrs. DuBois, both felt that one of the most significant benefits of flipped teaching was that it allowed them to circulate more in class, giving them more face-to-face time with every student. They agreed that, used appropriately, the flipped teaching method of instruction can be a very effective and efficient delivery method in the mathematics classroom.



## STRATEGIC INITIATIVE 5:

- Increase access to expertise and new learning opportunities through collaborative efforts and networks beyond ISB

There is no doubt that education--post-secondary as well as K-12--will increasingly emphasize the benefits of internships, apprenticeships, and outside expertise to add value to the traditional classroom learning. Strategic Initiative 5 is our way of formally embracing this shift. We are fortunate to be able to draw on our talented parents and successful alumni the world over, as well as experts from outside the school, in furtherance of the implementation of this goal. In 2012-2013, we began to construct a network of partnerships, eliciting enthusiastic responses from bankers, lawyers, artists, and other professionals who are part of the ISB community. In addition, we continued to draw on our connections within various professional specialties (see stories below) to increase the authenticity and the depth of our students' experiences.

### Monkey Business: APAC Theatre Comes to ISB

*Bulletin article by Tom Rosevear, Theatre Teacher & Director*



Fifty students from five APAC schools in Shanghai, Guangzhou, Kobe, Japan and Brent, Manila joined ten from ISB as we hosted the annual APAC theatre festival. Under the artistic direction of Ghaffar Pourarza, a professional Beijing Opera actor who specializes in Monkey King performances, the students worked together to learn the Beijing Opera skills of movement and voice. Ghaffar is a rarity, one of the few non-Chinese to be accepted into the tradition, which is usually passed on within families and learned from a young age.

His translation of some of the scenes of the classic story "Havoc in Heaven" into a modern milieu (the Queen of Heaven 'rapped' her song) and the choice of combat scenes kept the students especially interested. Four faculty members with theatre or dance backgrounds (Hway Anichowski, Frank Panych, Tony Flores and Hannah Northcott), supported by members of Ghaffar's troupe of professional opera performers, led the morning's warm-up sessions and helped with the choreography of the scenes.

In full opera make-up and costume, the students performed two versions of "Havoc in Heaven" for an appreciative and discerning audience.

### The World

*Bulletin article by Griffin Loynes, HS English Teacher*

On March 13th, Luke Wright, a published poet and performer, arrived at ISB to share his gift of verse with a group of our high school poets. At the beginning of the workshop, Luke shared two pieces of his work: one a lament of lost love; the other a more humorous take on a graffiti-riddled public school in England. The students laughed often as Luke's larger-than-life personality brought the sound of poetry alive. After sharing his work, Luke helped the students prepare pieces for an ISB spoken word event named The Word. Through Luke's guidance, the



students developed a feel for the importance of meter and rhythm to fuel the meaning of their poetry. The Word event took place on March 19, and the students released Luke's advice in torrents of rhythmic poetry.



From MOOCs to Minerva, there is no question that online learning is transforming post-secondary education around the world. Our membership in the Global Online Academy is important in two ways: first of all, it provides access to topnotch teachers from the best schools around the world, and to courses beyond the mainstream offerings at ISB. Second, students who take GOA courses at ISB are already on the path toward making the best use of online educational systems and technologies in the future.

## Online Learning Pioneers

Bulletin article by Josephine Lee



The global nature of learning is taking on increasing importance. Our students' world is not bounded by the physical constraints that shaped education before the boom in technology. The Internet has radically transformed how we acquire, share, and create information. Learning to make the best use of information and technologies is an important goal of educators and students alike.

This year, nine upperclassmen have pioneered a truly exciting practical application of this thinking, through the Global Online Academy. This non-profit consortium, founded by leading independent schools in the US, now includes a handful of elite international schools. It is extremely gratifying that ISB has been invited to join this select circle of inventive thinkers.

*In the following interview with the Bulletin, senior Meiko H. talked about her GOA course in Japanese Language Through Culture. Her teacher was Ayako Anderson of Noble and Greenough School in Massachusetts.*

### **Why did you choose to study through Global Online Academy?**

I chose GOA because it seemed it would be different from the usual classes we have in ISB, so I thought, why not try it out?

### **Would you recommend online learning?**

I feel like learning online is a good way to practice your time management skills, because there isn't actually a class where the teacher always sees you, so it all depends on you to meet the deadlines. GOA offers many classes that aren't available at school, so we can find something that is more related to our interests, instead of just taking a class for credits and grades.



### **What has been the most challenging aspect of the course?**

I think the most challenging part of the course was trying to keep in touch with my teacher and other students taking the course because of the time difference. Although my teacher always replies to my emails within 12 hours, it is still a bit difficult to ask questions through email. I also feel we don't have a lot of time to get to know the other students because the interaction we have is limited to group discussion online and Skype chats when we work together on projects.

### **How does it differ from your lessons here?**

It is different because the other students are from many different places, and they haven't all been to China. It is great to have the opportunity to share with them what I know about Chinese culture while they tell me about their culture.

### **Have you met people from interesting places in class?**

Yes, there are other students taking this course, one of them is living in Jordan, the rest are from all over the USA.

### **How does your course teacher support your learning?**

She uses many different ways to help us learn vocabulary and she gives us interesting assignments, such as making videos about one of our favorite dishes, or a tour around our house to practice the vocabulary we have just learnt.

# ISB BY THE NUMBERS, 2012-2013

**AT** ISB, our student body is made up of representatives of 50 different countries. Some--such as Albania and Botswana--are represented by a small number of students. Other countries, in particular the United States, contribute a large number of students who display an amazing diversity in their backgrounds and heritage.

For our young people, global connections and understandings are vital. Interestingly, our students grow more confident each year in expressing their awareness of their global citizenship and their desire to maintain their global awareness.

We are proud, too, of the many students who have spent a significant portion of their lives at ISB. In last year's graduating class of 171, representing 26 different nationalities, more than half had been at ISB since Grade 7 or earlier.

## STUDENTS BY NATIONALITY, 2012-2013

Nationality	Percentage of Enrolled Students
USA	48%
HK, Taiwan, Macau	15%
Republic of Korea	9%
Canada	8%
Australia	3%
All others	17%

ISB has its roots in diplomacy: the school was founded in 1980 to meet the needs of the sons and daughters of emissaries to the Peoples Republic of China from the UK, the US, New Zealand, Norway, and Australia. Over the years, we have been proud to educate children from an ever-widening circle of countries whose engagement with China has grown ever more sophisticated and complex.

In the 2012-2013 school year, ISB had students whose parents were attached to embassies of the following nations:

- Australia
- Botswana
- Canada
- Estonia
- India
- Israel
- Japan
- Republic of Korea
- Luxembourg
- Norway
- South Africa
- Spain
- Sweden
- The Netherlands
- USA





## FACULTY AND STAFF

**THE** longevity and commitment of our faculty and staff really tell the story of ISB. A pleasingly large number of the School staff have been here for more than a decade, and a handful for nearly two decades. Our longest-serving employee, Xiu Mei Zhang, has been with us for 25 years (see photo below).

Such staying power is very important for any school, where institutional memory and academic heritage play important roles. In an international school setting, longevity is even more important, because the population of students and families in such schools is often transient.

Long retention reflects not only job satisfaction but also the professionalism and dedication of staff members. In the 2012-2013 school year, our staff included 66 people who had been here for a decade or longer. Their service to the school strengthens our bonds in the community and continues our development as a reliable academic institution.

Most important of all, however, longevity is an indicator of value—our teachers and staff stay for many years because they feel they belong here.

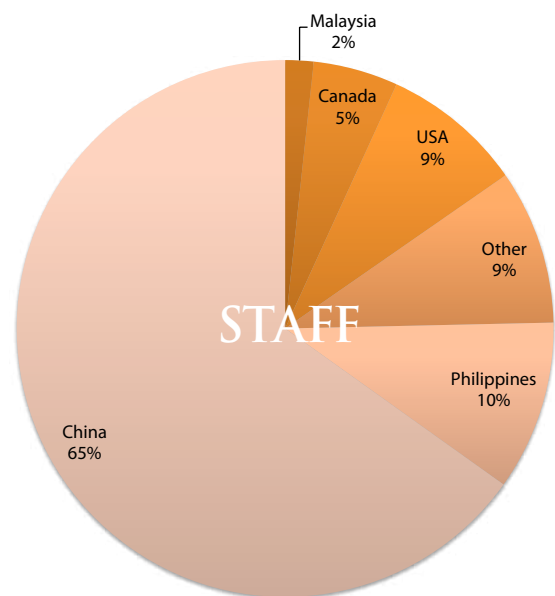
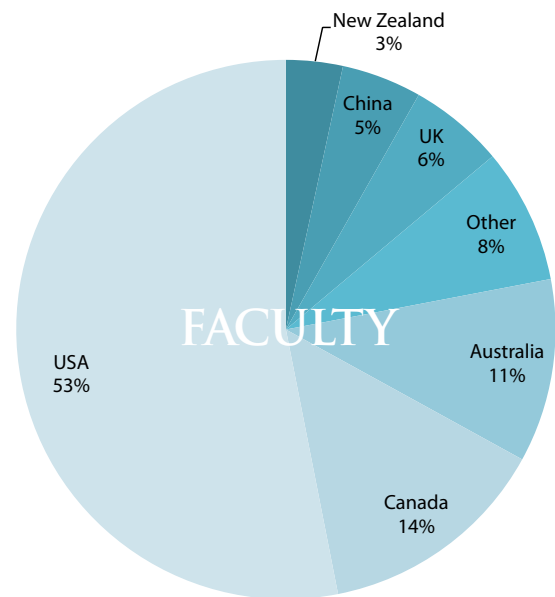
Our staff continued to show growing diversity in 2012-2013 reflecting increasing globalization worldwide, and a key aspect of any institution that wishes to educate global leaders. Our students are comfortable global citizens with an international perspective that will aid them as they build relationships, do business, and interact with others from every country on the globe. At the same time, we continue to have a large number of Chinese staff members—a further testament to our school's deep roots in the community here in Beijing.

Our teachers, administrators, and staff are motivated and well qualified. Excellent professional development is available widely for all teaching staff, and the result is a culture of learning among our faculty that is beneficial to them as well as to our students and families. On average, ISB's teachers have 18 years of classroom teaching experience. Nearly 70% hold advanced degrees. All are passionately committed to providing ISB students with the understandings and skills that will carry them confidently into the future.



# 1:9

School-wide  
Teacher-Student  
Ratio at ISB



### TEACHERS & STUDENTS BY DIVISION

Division	Number of Students	Number of Full-Time Faculty
ES	719	70
MS	525	45
HS	660	62

In addition, 7 full-time teachers divided their time between MS and HS; 21 full-time Chinese teachers worked in the four divisions of the school. ISB also employs 2 full-time school-wide faculty.

# CONGRATULATIONS TO THE ISB CLASS OF 2013

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Alek James Anichowski  
Guido Areces  
Agustina Baistrocchi  
Isabella Bambagioni  
David En De Barbalas  
Hawkins Chak Bory-Baar  
Margarita Bregolat Lukashova  
Heather Wan-Rong Budimulia  
YiGe Cao  
Na Young Cha  
JiWon Chae  
Benjamin Chang  
Hui-Jan Chang  
Jenny Hsienli Chang  
Nuo Chen  
Raymond Chen  
Wei-Shao Chen  
Yuxi Chen  
Justine Yu Mei Cheng  
Leah Michelle Cheung  
Man Him Joshua Chiu  
JeongHyun Cho  
SooHo Choi  
Ei Lin Chong  
Evelyn Ingrid Chow  
Neil Jon Christianson  
Brian Ka Fung Chung  
Jessica Xin Yee Chung

Maggie Maureen Compagnoni  
Hannah Nicole Cormack  
Heather Deng  
Sanya Dhoundiyal  
Jason Ding  
Oscar Pin Fang  
Timothy Jonathan Forbes  
Brittany Dahlia Taylor Fulton  
Michael Gao JR  
Bachar Ghanem  
Ayaka Habu  
Andrew Madison Henrichsen  
Erica Winifred Henson  
Naomie Yoko Helen Herpin-Saunier  
Cameron Clark Hillman  
Benjamin Hoenes  
Jadee F. Hsu  
Yiwen Hu  
Alexander C Huang  
Kevin Richard Huang  
Michelle Huang  
Wan Ting Huang  
Ya-Chi Huang  
Edward Huh  
Sarah Rebecca Irwin  
Chan Hui Jang  
Hanna Je  
Leon Feng Ji

Seiyeon Ji  
Liam Doherty Jordan  
Min Jeong Kang  
Shayan Yanji Kashani  
Alena Soyun Kim  
DongHa Kim  
Victoria Shui Ching Ko  
Avril Asae Koblitiz  
Austin Glenn Kretschmar  
Louis William Marc M. Krieger  
Maansi Kumar  
Shou-Chun Kuo  
Alexandra Lin Laske  
Chun-Kong Bryan Marcus Law  
Dong Yoon Lee  
Jessica Ying Lee  
Sang Hyuk Lee  
YongSeok Lee  
Anna Idalina Lehtonen  
Nils Valtter Lehtonen  
Yui Hang Leung  
Chrystal Yishan Li  
Ka Leung Andy Li  
Richard Ray Li  
Zhuofan Li  
Christopher Haw-Wei Lin  
Sophia Lin  
Angela An Liu





Cindy Liu  
 Kimberly Yujia Liu  
 Minna Shi Yang Liu  
 Sharon Shi-Ran Liu  
 Hannah Elizabeth Locher  
 Mariska Loudella  
 Angelique Ngaruma Luessi-Burgess  
 Jesper Alexander Luiga  
 Esther Joy McLachlin  
 Catriona Louise Mearns  
 Travis Meng  
 Alexander Nicholas Monaghan  
 Nico Italico Narduzzi  
 Talia Johanna Narduzzi  
 Chi Yui Ng  
 Lana Marie O'Reilly  
 Seungyol Oh  
 Dylan Patrick Oldfield  
 Minsoo Park  
 Tyler Roberts Fillinger Payne  
 Alexander Anh Dung Phan  
 Benjamin Lipson Plafker  
 William Boggan Prior  
 Rebecca Tong Qian  
 Annietha Shivashankarie Raj  
 Seth Rakamnuaykit  
 Samuel Victor Redding  
 Hyejin Roh

Kyuseok Roh  
 Yong Jin Roh  
 A Ra Ryu  
 Muhamad Dini Bin Aan Schatzmann  
 Natasha Antoinnette Schwab  
 Cindy Yu Jin Seung  
 Chieh Sha  
 Joanna Marie Shieh  
 Jeong Hwan Shin  
 Soo Bin Shin  
 Micah Medina Sindelar  
 Amanda Song  
 Felix Andrew Laurence Song  
 Ji Won Suh  
 Wei Ting Sze  
 Ian Mun Kit Tai  
 Michael Lei Tan  
 Olivia Qin Wen Tan  
 Irene Ailin Tang  
 Celine Zi Xuan Tee  
 Stephanie Wan Tian  
 Brittany Duyen Tieu  
 Jacky Ting  
 Cheuk Him Brian Tsang  
 Joshua David Vance  
 Alexandre Hao Han Wang  
 Ferris Wang  
 Jonathan Yibo Wang

Stephanie Be-Wen Wang  
 Xin Yi Wang  
 Jia Rong Paulo Wei  
 Tyler Keith Whitney  
 Erik Anders Bernhard Wollter  
 Elliot Lawrence Sun Wong  
 Katherine Kei Lok Wong  
 Michael Ho-Yeung Wong  
 Sean Kin Long Wong  
 Jeffrey Wu  
 Stephen Jan Wu  
 Leo Tian-Yang Xia  
 Matthew Kung Yan  
 Ting-Yu Yao  
 Aaron Haokun Ye  
 Brian Haoye Ye  
 Christy Sze Ye  
 Alan Robert Yin  
 Nicholas Edward Yut-Yun Young  
 Christopher Mitchell Yu  
 Karen Hsiaotian Zhang  
 Kenneth Yichi Zhang  
 Linda May Zhang  
 Rachel Moyao Zhang  
 Thomas Yaping Zhang  
 Kevin Sihao Zhao  
 Wen Tao Zhao  
 Emily Yilin Zhou  
 Andrew Tse Zhu



# UNIVERSITY MATRICULATION FOR 2013

## COLLEGE AND UNIVERSITY MATRICULATION FOR THE CLASS OF 2013

Ninety-nine percent of the graduating class of 2013 will attend four-year colleges or universities. Our graduates have elected to matriculate to the institutions named below; names in bold indicate an institution where two or more of last year's seniors are enrolled. The institutions that these young men and women have selected reflect their hopes for intellectual and professional development within a university that will also sustain their values and support their growth as individuals.

Aachen University of Applied Sciences	Rice University
Albion College	Ringling College of Art and Design
Amherst College	Roger Williams University
Babson College	Saint Mary's College of California
Bellevue College	Santa Clara University
Boston University	Savannah College of Art and Design
Brandeis University	School of the Art Institute of Chicago
Brigham Young University	School of Visual Arts
Brigham Young University, Idaho	Seattle University
Carleton University	Simon Fraser University
Carnegie Mellon University	Smith College
Central Saint Martins College of Art & Design	St. Olaf College
Central School of Speech and Drama	Stanford University
Chapman University	Suffolk University
Columbia University	Swarthmore College
Concordia University - Montreal	The Chinese University of Hong Kong
Drexel University	The College of Saint Rose
Eckerd College	The Hong Kong University of Science & Technology
Emerson College	Tufts University
Emory University	University of British Columbia
Eugene Lang College The New School for Liberal Arts	University of California at Berkeley
Fordham University	University of California at Los Angeles
Georgetown University	University of California at San Diego
Indiana University at Bloomington	University of California at Santa Cruz
Johns Hopkins University	University of Chicago
Johnson & Wales University (Providence)	University of Illinois at Urbana-Champaign
Kingston University	University of Lund
LASALLE College of the Arts	University of Kentucky
Lawrence University	University of Manchester
Lewis & Clark College	University of Mary Washington
London College of Communication	University of Michigan
Loughborough University	University of Minnesota, Twin Cities
Macalester College	University of Southern California
Manhattan College	University of Sydney
McGill University	University of the Arts London
McMaster University	University of Toronto, St. George
Miami University, Oxford	University of Washington
Middlebury College	University of Wisconsin, Milwaukee
New York University	Wesleyan University
North Park University	Western Washington University
Northeastern University	Wheaton College IL
Northwestern University	Whittier College
Occidental College	William Jewell College
Princeton University	Yonsei University - Underwood College
Rhode Island School of Design	



# IB AND COLLEGE BOARD TESTING RESULTS

## IB EXAMINATION RESULTS, BY SUBJECT

Of 171 graduates, 109 were full IB Diploma candidates; a further 54 took 3 or more IB courses in grades 11 and 12. Altogether, ISB seniors sat for a total of 1096 exams in the May session. The ISB mean and world mean for each subject are shown below.

Subject	(No. of Students)	ISB Mean	World Mean	Subject	(No. of Students)	ISB Mean	World Mean
English A: Lang & Lit HL	(36)	5.53	5.07	History SL	(13)	5.23	4.63
English A: Lang & Lit SL	(45)	5.60	5.10	History HL	(15)	4.93	4.89
English A: Literature HL	(22)	6.00	4.77	Psychology HL	(42)	4.61	4.57
English A: Literature SL	(35)	5.31	5.02	Psychology SL	(18)	5.17	4.44
Chinese A: Lang & Lit HL	(11)	5.64	5.74	Biology HL	(27)	5.11	4.34
Chinese A: Lang & Lit SL	(26)	5.52	5.66	Biology SL	(24)	5.04	4.29
Mandarin Ab In SL	(12)	6.00	5.45	Chemistry HL	(40)	5.00	4.55
Mandarin B HL	(34)	5.82	6.20	Chemistry SL	(22)	5.73	4.10
Mandarin B SL	(29)	6.00	6.03	Physics HL	(25)	5.20	4.67
Spanish Ab In SL	(6)	5.17	5.13	Physics SL	(16)	4.63	4.18
Spanish B HL	(3)	6.67	5.54	Math Studies SL	(40)	5.85	4.65
Spanish B SL	(2)	7.00	5.01	Math HL	(27)	5.78	4.41
French Ab In SL	(10)	6.20	4.92	Math SL	(82)	5.37	4.46
French B HL	(1)	7.00	5.33	Film HL	(23)	5.52	4.73
French B SL	(11)	6.00	4.90	Film SL	(2)	4.00	4.16
Economics HL	(79)	5.56	5.15	Music HL	(7)	6.14	4.43
Economics SL	(19)	4.47	4.73	Music Solo Perf SL	(4)	6.00	4.47
Env & Soc SL	(27)	4.85	4.22	Theatre Arts HL	(2)	6.50	4.77
Geography HL	(16)	5.06	5.15	Visual Arts HL	(21)	5.38	4.84
Geography SL	(3)	5.00	4.62	Visual Arts SL	(1)	6.00	4.52

## COLLEGE BOARD TESTING RESULTS

### SAT: Middle 50% for Previous Three Years

	Class of 2013	Class of 2012	Class of 2011
Critical Reading	560-700	580-710	560-700
Math	650-780	640-770	650-760
Writing	580-720	590-710	600-720

### AP Test Scores, 2013

Subject	No. of Students	Average Score
Calculus AB	4	2.50
Calculus BC	7	4.29
Chinese Language & Culture	6	3.50

### SAT Subject Tests, 2013

Subject	(No. of Students)	Mid-50%	Subject	(No. of Students)	Mid-50%
Biology-Ecology	(7)	530-580	Japanese w/Listening	(2)	570-740
Biology-Molecular	(24)	590-690	Math Level I	(33)	560-740
Chemistry	(47)	660-760	Math Level II	(78)	690-800
Chinese w/Listening	(54)	780-800	Physics	(20)	650-780
English Literature	(38)	610-740	Spanish	(3)	520-710
French	(2)	710-730	Spanish w/Listening	(1)	710-710
French w/Listening	(5)	650-750	US History	(9)	470-600
German w/Listening	(1)	550-550	World History	(3)	570-740

# THE INTERNATIONAL BACCALAUREATE AT ISB

**ISB** counselors work thoughtfully with students to help them choose the individual pathway that best suits their talents and strengths. In recent years, the number of High School students electing to pursue the IB Diploma has more than doubled, from 51 in 2009 to 109 in 2013. An additional 54 students from last year's class took three or more years of IB courses, many at the Higher Level.

With so many more ISB students pursuing the IB Diploma, a change in ISB's overall results might be expected. In fact, however, our results remain consistently quite high, in spite of the increased numbers.



## EXAMINATION RESULTS

In total, 163 members of the class of 2013 (95% of seniors) sat for a total of 1096 IB examinations in May of 2013. More than one-half of the IB exams taken by ISB seniors in 2013 earned scores of 6 or 7 (the maximum score is 7). Twenty-eight bilingual diplomas were awarded.

Year	No. of Exams Administered	No. of Diploma Candidates	No. of Diplomas Awarded	Average Diploma	World Average
2013	1096	109	105	35	30
2012	857	83	82	37	30
2011	904	83	81	37	30



		Class of 2013	Class of 2012	Class of 2011
Number of Diploma Candidates		109	83	83
Points Earned by Successful Candidates	40-45	14	19	21
	35-39	43	40	44
	30-34	36	19	13
	24-29	12	4	3





## THE CORE OF THE IB

At the heart of the requirements for the IB Diploma curriculum are three distinguishing elements: CAS, TOK, and the Extended Essay. Each of these required elements adds depth and breadth to the learning experience, nurturing the talents and development of the student as a whole person.

### Topics in TOK

The Theory of Knowledge course is an inquiry into the basis of human understanding that leads students to explore the various sorts of knowledge, understand how humans arrive at certainty, and the review the varieties of evidence required for certainty. Last year, TOK students explored some of the following questions:

- The extent to which knowledge issues in ethics are similar to those in other areas
- The roles of language and reason in history
- The importance of the opinions of experts in the search for knowledge
- The extent to which methodologies, rather than content, define various areas of knowledge

### CAS at ISB

CAS stands for Creativity, Action, Service; IB Diploma candidates must demonstrate sustained commitment in each of these areas throughout the two years of the Diploma program. The following are just some of the organizations, activities, and clubs through which our IB Diploma candidates fulfilled their CAS requirements in 2012-2013.

- DraXonics Design Team
- Concert Choir, Impromptue
- Concert Orchestra
- Varsity or JV interscholastic sports
- ISB dance team, Blue Fire
- Fall and spring theater productions
- One-act Festival
- Hope Healing Home
- Nightingale Charity Club
- Roots and Shoots
- Habitat for Humanity
- MUN
- The Break & Sententiae
- Forensics

### Extended Essay Topics

The Extended Essay introduces IB Diploma candidates to the independent research and writing skills that will be expected of them at university. Diploma candidates develop the topics, usually choosing to research a question related to one of their Higher Level courses. Here are some of the EE topics developed by members of the Class of 2013:

- The Darkness in the Human Spirit: Judge Holden in Cormac McCarthy's *Blood Meridian*
- How viable is the Multiple Realizability Theory and to what extent does it support functionalism as an approach to the mind-body problem?
- Investigating Factors that Affect the Sublimation of Dry Ice in Water
- The Divergent Falkland and Åland Islands Conflicts: Peaceful Resolution by Arbitration vs. Armed Conflict
- To what extent is the illegal motorcycle taxi industry in Wang Jing, Beijing, China a perfectly competitive market?



# STANDARDIZED ASSESSMENTS AT ISB

**SINCE** 2007, students in grades 3-8 and in Grade 10 have taken the International Schools Assessment (ISA). Developed specifically to monitor students in international schools, the tests reflect the Program of International Student Assessment (PISA), an ongoing study of the proficiency of 15-year-old students within national education systems in OECD and other developed countries. The ISA, which our students take in October of each school year, is an assessment with a broad international base. It compares student academic performance to those of students at nearly 300 international schools and thousands of students in state systems around the world. The tests in particular permit us to compare ISB with “like” schools—international schools of a similar size, with a comparable number of non-native English speakers, and other similarities among the student body.

The tests measure the performance of students in English Language Arts and Mathematics. The data that comes from the ISA helps our school to monitor progress and performance of groups and individuals. The ISA provides a strong link to classroom practice because it is language-rich and uses a problem-solving format rather than multiple choice alone. A distinctive feature of the ISA, in comparison with many other standardized tests, is the writing component, in which a narrative written by each student is externally assessed.

## ISA Scoring

When reflecting on the results of standardized tests, it is important to remember that good schools do not pursue test results per se. There is room for improvement in every educational scenario. What the testing results can show us is not “how we’re doing,” but where and how we can grow and improve.

Standardized tests are scored with a large group of students, and the range of scores of this group become norms. Norms provide the range of expected scores for any group completing the test at any future time. The ISA is the only group of tests specifically developed to assess the academic skills of students in international schools, allowing comparisons with “like” schools, which are those with a similar size and student composition. Many of our students have come from, or will attend, these like schools in our region through the course of their education.

In ISA tests, the maximum score of 700 is theoretically obtainable by some students in Grade 10, but a score of around 650 on that scale is considered very good indeed for that grade level. Younger students are expected to obtain correspondingly lower point scores, depending on their grade level. A “very good score” for Grade 3 might therefore be between 300 and 400.

The charts on the opposite page show the mean scores for students at ISB who sat for the ISAs in October of 2012. The performance of students at “like” schools and at all other schools is shown as well. Perhaps the most important feature of these charts is that they demonstrate continuous progress and learning at a consistent pace, from grade to grade and across the divisions at ISB. Also, the level of performance when compared to other schools demonstrates the consistent high standards of our program and the high achievement of our students.

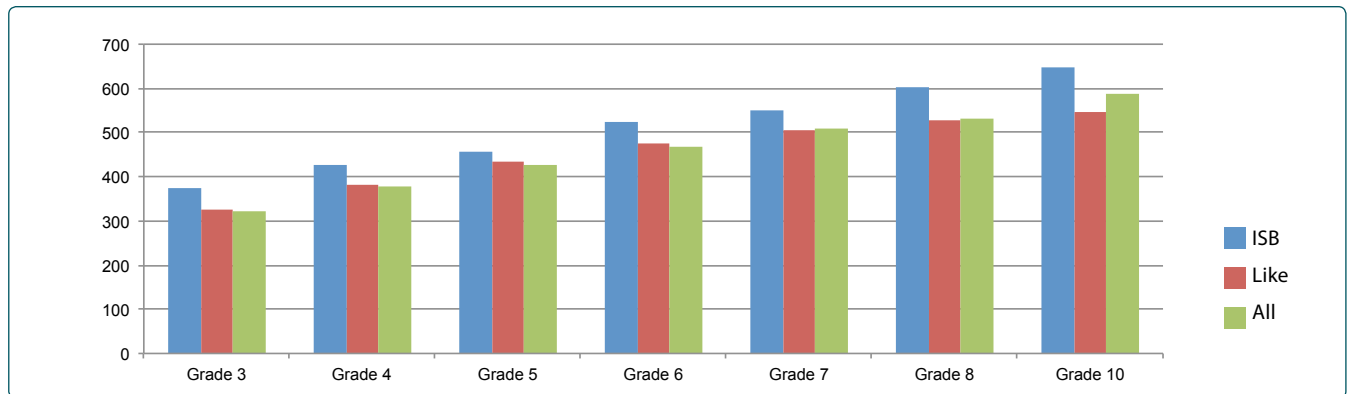
The top chart shows ISB's achievement in **Mathematical Literacy** compared with the achievement of students at similar and all schools. The mathematics assessment measures student mastery of quantity (number); space and shape (geometry); uncertainty (estimation, data and probability); and change and relationships (algebra and functions).

The second chart shows the growth and development in **Reading** skills for students taking the ISAs. Students are assessed on their ability to retrieve and interpret information and reflect on what they have read. According to the measures of this test, our students show achievement in reading at a level of approximately one year above that of students in similar schools. Again, the consistent upward trend shows that our students are progressing well from one level to the next.

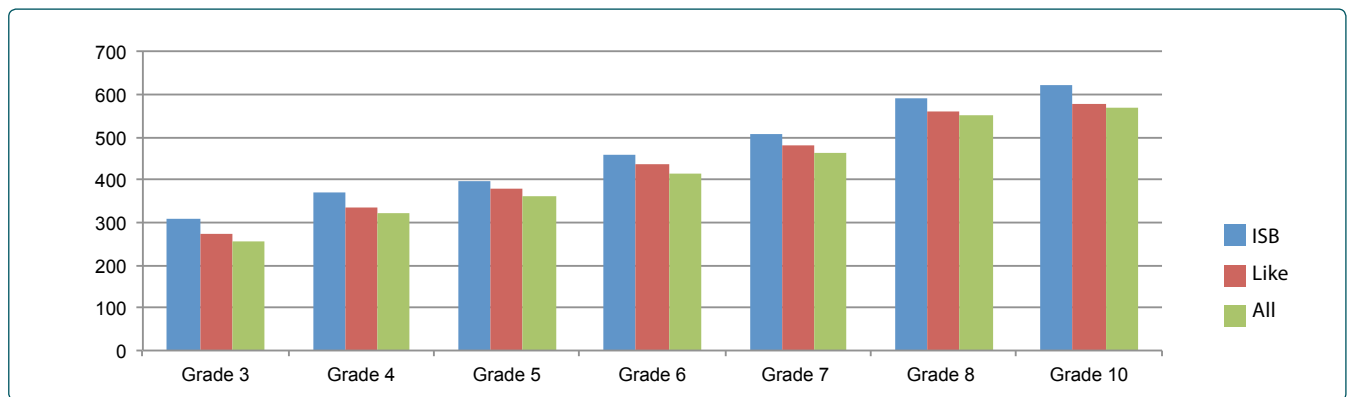
The ISA contains two writing assessments: **Narrative Writing** and **Expository Writing**. In both cases the students at ISB can be seen to make very steady progress. The Narrative Writing test measures the quality and range of ideas, story development, sentence and paragraph structure, spelling patterns, and other elements. The Expository Writing test looks at the depth and range of ideas presented, the quality of the reasoning used, grammatical correctness and command of English syntax, sentence fluency, and other aspects of sound argument.



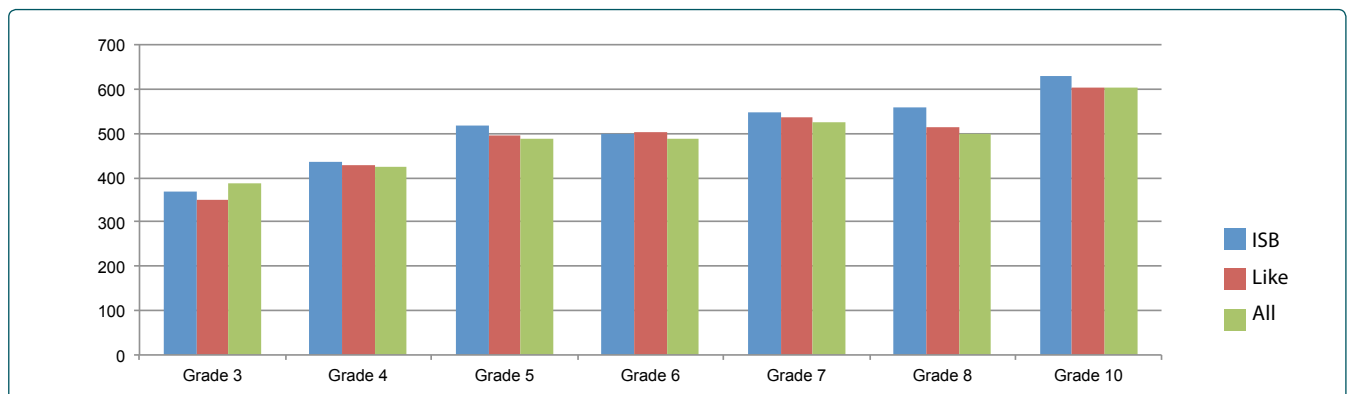
## Mathematics



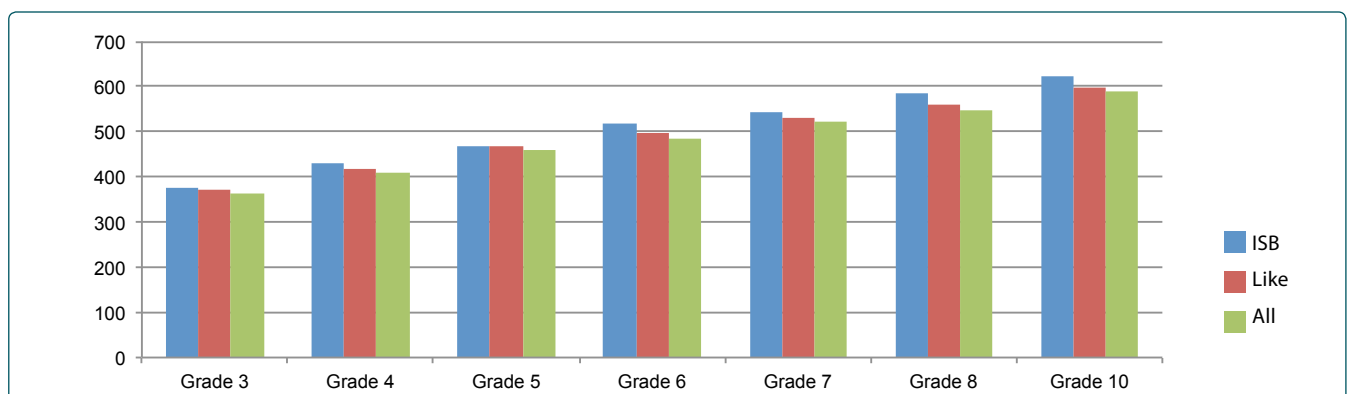
## Reading



## Expository Writing



## Narrative Writing





# PTA AND BOOSTERS: A VITAL PART OF OUR COMMUNITY

**AT** ISB we are fortunate indeed to have an amazing pool of able, interested, and energetic parents who give generously of their time and talents to make our school a great place to be—for students, for staff, and for other parents. These parents are active members of the PTA and Booster Club.

In the fall of 2012, the PTA with support of the school, organized International Day where students participated in games from around the world and families joined together for a community-wide potluck with terrific entertainment from various students, parents and teachers. The group also continued sponsoring and organizing the popular Guest Speaker Series and organized two wonderful outings for the parent community to Houhai Lake and to the 798 Art District.

In 2012-2013, the PTA also continued its successful PTA Movie Madness Matinee at the Megabox Theater in Sanlitun. As part of our service to the community, the PTA also organized the Community Flu Shots program, making it more convenient for families to stay healthy. The Scholastic Book Club orders were also very well received by the ISB community, as were the Visiting Author and Storyteller events.

The PTA Store and the Dragon's Den remained important center, not just for purchasing school supplies but also for meeting up with friends, catching up on news, and purchasing gift items for the students, staff & families of ISB.

## HIGHLIGHTS OF THE YEAR WITH THE PTA

- Welcome Picnic
- International Day
- Spring Fair
- Staff & Teacher Appreciation Day
- PTA Store
- Guest Speaker Series
- Community Outings to Houhai and 798
- Community Flu Shots
- Three Movie Madness Afternoons
- Book Fair Volunteers - remove please
- Visiting Authors, Chinese Storyteller and Poetry Alive Program
- Scholastic Book Orders
- Support of student lead charity organizations and groups
- Support of formals, prom, Science and Math Nights and other student activities
- Ice Cream and Popcorn Sales





The Booster Club continued its important support of “educating the whole child” (see Strategic Initiative 3!) through involvement in a wide range of performing arts and sports efforts. The Booster Club supported student-athletes and performers by providing backpacks and travel bags. At every on-campus concert or performance, the Booster Club was there, organizing snacks and hosting a post-performance reception for parents and students. The Booster Club also worked behind the scenes, to make visiting teams feel right at home. Our Hospitality Rooms for visiting coaches are an important element of ISB hospitality.

The PTA Spring Fair again drew a large and lively crowd, proving itself once more to be a great event for the ISB community. With the ever-popular Staff & Teacher Appreciation Day, and the Coach/Director Appreciation Luncheon, the PTA & Booster Club gave all of us the opportunity to show these important people how very much we appreciate their dedication to the development and growth of our children.

### HIGHLIGHTS OF THE YEAR WITH THE BOOSTERS

- Dragon's Den
- Gifts to all student participants of sports and performing arts activities
- Graduation Gift for all 2013 graduates
- Display banners for all Varsity Sports and all APAC PA & Forensics
- Oberlin Jazz Sextet visit to ISB
- Cast parties and T-shirts
- Great Wall Shootout
- Spring Fair
- Concessions at school events
- Receptions following Performing Arts events
- Hospitality Room for visiting coaches



## BEYOND ACADEMICS: THE PERFORMING ARTS AT ISB

**THE** purpose of our Performing Arts programs is to inspire and challenge students to learn beyond traditional academic settings. The program seeks to provide learning opportunities with evident links to many of the skills emphasized by Learning21; these include collaboration, inquiry, leadership, innovation, creativity, and global thinking. Our programs in theater, music, dance, and forensics offer ISB students a wide array of opportunities in which to hone these skills. Students develop their talents, take risks, and define themselves. They also learn important lessons in self-discipline, time management, cooperation, and problem-solving.

### GREAT PERFORMANCES

ISB celebrated the performing arts in dozens of outstanding ways, in every division, in 2012-2013. Many of the curricular courses in general music and drama in the lower grades, and in specialized music and theater courses in the High School, find extension and complements in enrichment classes and after-school groups.

Our programs included a variety of plays, musical ensembles, concert opportunities, and travel. In the Elementary School, all students took part in grade-level presentations based around concepts in dance, drama, and music. At the end of the year, all Grade 5 students took part in a memorable stage adaptation of the Chinese folk tale, "The Monkey King." Co-curricular activities included choirs and different music and drama ASAs. Similarly, the Middle School production of *Into the Woods* gave young actors an opportunity to stage a celebrated Stephen Sondheim musical.



In the High School, the traditional fall drama gave way to a holiday pantomime, *Aladdin*. The spring saw an outdoor production of Shakespeare's *Twelfth Night* in the OLE. The winter doldrums were once again chased away by the One-Act Festival; all nine plays staged in the 2013 festival were originals, written by ISB students.

On the musical side, the ISB Jazz Band and Combo, 'Impromptune,' and the ISB Symphony Orchestra all rehearsed and performed regularly throughout the year. In 2013, as in years past, the "Showtime" gala jazz concert had a standing-room-only crowd; this concert is also a service project, raising money for Habitat for Humanity. The concerts in the "Simply" series continued to be an excellent way to showcase different musical disciplines: choir, strings, band, and piano.

### FESTIVALS

During the school year 2012-2013, ISB students took part in music and theater festivals in The Hague, Vienna, Seoul, Hong Kong, Manila, Bangkok, and Shanghai. Students who were selected for the AMIS (Association for Music in International Schools) festivals were chosen from a competitive pool of talented students from around the world.





# BEYOND ACADEMICS: INTERSCHOLASTIC SPORTS

## SPORTS CHAMPIONSHIPS 2012-2013

### APAC

Varsity Girls Rugby  
Varsity Girls Tennis  
Varsity Girls Soccer  
Varsity Girls Softball  
Varsity Girls Swimming  
Varsity Girls Volleyball  
Varsity Boys Cross-Country  
Varsity Boys Swimming  
Varsity Boys Table Tennis

### CHINA CUP

JV Girls Volleyball  
Varsity Girls Basketball  
Varsity Girls Rugby  
Varsity Girls Swimming  
Varsity Girls Volleyball  
JV Boys Volleyball  
Varsity Boys Swimming  
Dragon Cup Soccer  
Varsity Girls

### ISAC

Gr. 6 Girls Basketball  
Gr. 6 Girls Volleyball  
Gr. 7 Girls Soccer  
Gr. 7 Girls Volleyball  
Gr. 8 Girls Basketball  
Gr. 8 Girls Soccer  
Gr. 8 Girls Volleyball  
MS Boys Badminton  
Gr. 6 Boys Basketball  
Gr. 7 Boys Basketball  
Gr. 8 Boys Basketball  
Gr. 8 Boys Volleyball  
Varsity Girls Soccer  
HS Girls Tennis  
JV Blue Boys Soccer  
HS Boys Table Tennis  
HS Boys Tennis  
Swimming  
HS Track & Field

### Regional Swimming

Taipei (#1 of 16 teams; FINA award)  
Mantas, Hong Kong (#1 of 19 teams)

**2012-2013** was a fabulous year for interscholastic sports at ISB. Our varsity teams won nine APAC championships. (Our Forensics crown made it 10 APAC tournament titles!)

Winning is just one of our goals. As SP IV articulates, the lessons learned by "the whole child" are invaluable. Through sports, our students acquire skills in leadership and collaboration. Through losses and tough training, they learn persistence and sportsmanship. These are the lessons that will be universally applicable later in life, to their "real lives," long after they have left school.

For this reason, our robust program, particularly in the Middle School and High School, is one that has enormous support from the entire community. In the High School, more than 400 students spread themselves across the offerings of all three seasons, to fill more than 600 player spots in 11 different sports. The Middle School students doubled up, with almost 350 s filling nearly 700 spots in 10 sports.

High School and Middle School athletes took part in four main sports conferences: ACAMIS (the Association of China and Mongolia International Schools); APAC (Asia-Pacific Activities Conference - schools in China, Korea, Thailand, Singapore, and Japan); ISAC (International Schools Athletic Conference - schools from Beijing and Tianjin); China Cup - schools from Shanghai, Hong Kong, and Beijing; and Dragon Cup Soccer, which is Beijing-based. This regional and local play gives our boys and girls fantastic learning opportunities, excellent bonding with teammates, and the chance to meet and get to know students from similar schools around the region. Last year, our athletes took part in tournaments and events in Shanghai, Tianjin, Hong Kong, Suzhou, Shekou, Manila, Seoul, Singapore, Nanjing, Kobe, and Guam, as well as right here in Beijing.

For many years, the ISB community has also profited from the strong affiliations we maintain with Sports Beijing, Club Football, and other local sports programs. These programs are particularly appealing for many of our elementary students, offering them the opportunity to experience competition, meet players from other schools in Beijing, and hone their skills in favorite sports. Many younger (UES and MS) ISB students take part in the sports development teams that these organizations run.



## BEYOND ACADEMICS: ASAS, SERVICE GROUPS, & CLUBS

**ISB** students are a diverse group, but there is one thing adjective that could be used to describe them all: engaged. ISB students thrive in our After-School Activities program, which is full of purposeful, learning-oriented opportunities, primarily targeted toward our elementary and middle school students. These activities provide exposure to a wide range of areas, and fall into one of five carefully considered categories: performing arts, arts & crafts, movement & games, life skills & service, and extension of class.

The most popular and plentiful ASAs for the younger students are usually those categorized as “movement and games.” In the High School, many activities are organized and run almost entirely by students, with a faculty member serving as an advisor.

In the Middle School and High School, older students choose from a wide range of clubs. These include service programs such as Habitat for Humanity, Roots and Shoots, and the Peer Helpers; special-interest clubs such as Filmism, Thespians International Theatre Troupe, Robotics, and Draxonics Design Team; and the school newspaper and MS and HS literary magazines. The Global Issues Network and the Model United Nations are two of our most exciting programs for students in the Middle School and the High School.

The ASA programs are all in addition to the co-curricular offerings in music and drama, and the interscholastic sports programs in the Middle School and High School.

The ASA program in 2012-2013 offered dozens of different activities in each session, with a total of nearly 2,500 enrollments for the year. The offerings help ISB students develop fine motor skills, leadership, political savvy, debating skills, fine motor skills, and compassionate connections to the world around them.

	Session 1	Session 2	Session 3
Number of Activities	80	72	79
Number of Students Enrolled	1116	880	797



In the Middle School and the High School, many well-known groups and activities function under the umbrella of ASAs. A few of these are listed below.

### MIDDLE SCHOOL

Yearbook  
Student Council  
Model United Nations  
Roots and Shoots  
Global Issues Group  
Wushu Warriors of Wisdom  
Kids Read

### HIGH SCHOOL

Forensics (debating team)  
Sententiae (student literary magazine)  
The Break (student newspaper)  
Beijing Student Press Association  
Student Council  
Model United Nations  
Roots and Shoots  
Habitat for Humanity  
Global Issues Group

### SERVICE OPPORTUNITIES AT ISB, 2012-2013

Last year, ISB students had the opportunity to raise money and awareness on behalf of the following charitable projects and institutions, among others.

- BHAEEC
- Children of Madaifu Apple Sale
- Empowerment Through Self-Esteem Education
- Global Issues Group
- Greenkeepers
- Habitat for Humanity
- High School Paper Use Reduction Project
- Love and Hope Center
- Me to We
- Middle School Paper Recycling Project
- Movember (staff only)
- New Hope Foundation (including Hope Healing Home and Hope Foster Home)
- Nightingale Charity Club
- Ping An Foster Home/Smile Week
- Plastic Bottle Recycling
- Rahula Maha Vidyalaya School
- Roots and Shoots
- Showtime Gala
- Side by Side
- Sun Village
- Terry Fox Run
- Walk for Change

# INCOME, EXPENSES, AND BUDGETARY CONSIDERATIONS

**THE** International School of Beijing has a robust tradition of quality programs, dynamic students and staff, and a supportive community which have enabled our school to become the example of educational excellence that it is today. These traditions and this strong foundation have permitted ISB to allocate the resources necessary to support continuous improvement of our organization. The International School of Beijing conservatively manages growth and addresses school improvement efforts well within budget parameters. The support of our community and their faith in our school as an institution is very important and part of what enables us to maintain our progress on the path of continuous improvement.

## REVENUES, EXPENSES, AND OPERATING RESERVES

The International School of Beijing received a total income of RMB 396,759,062 to support our operational and capital expenditure requirements for the 2012-13 school year. Ninety-five percent of ISB's income was derived from tuition and capital fees, with the remaining income generated from bus fees, interest income, and grants.

ISB's expenses for the 2012-13 school year adequately supported our personnel and operational needs. A substantial portion of ISB's operating expenses (76%) are used to support personnel expenses. The remaining portion of the school's operational expense is dedicated to support instruction, student activities, facilities, and technology needs.

Board policy targets that ISB maintain operating reserves of 25% of its operating budget. These reserves are earmarked for use if there is any sudden emergency closure or a sudden reduction in enrollment brought about by external forces. These reserves provide the

resources for ISB to wind up the business of the school or to carry through any protracted period of adversity in an orderly manner. At the end of the 2012-13 school year, ISB's targeted operating reserves as detailed in Board policy amounted to RMB 81,320,000.

## CAPITAL FEE INCOME AND EXPENSES

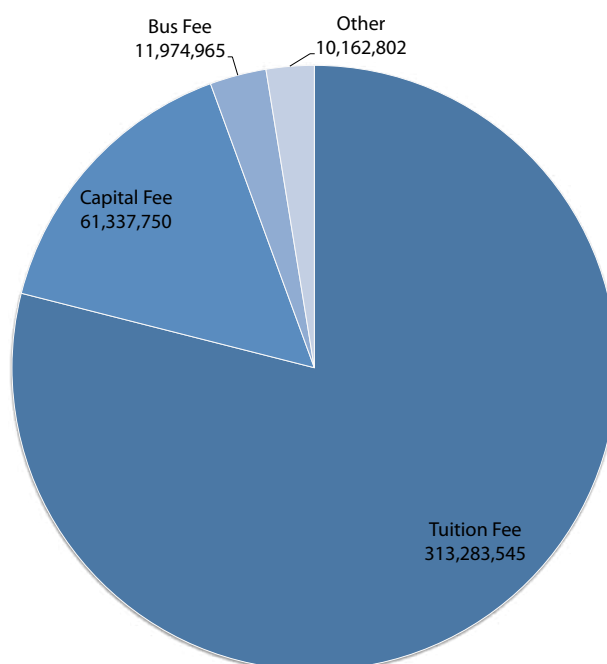
The Capital Fee is used to fund major capital expenditures and the annual debt service of the school's construction loans. For 2012-2013, the Capital Fee income was RMB 61,337,750. Capital fee income was used to address needs for construction and renovation projects throughout the school, furniture replacement, fixture upgrades, and the purchase of computers and other equipment for educational use.

## MAJOR CAPITAL EXPENDITURES FOR 2010-2011 WERE:

- Construction of the Fitness and Tennis Center
- Expansion of the Middle School/High School Cafeteria
- Construction of a new power substation on campus
- Replacement and upgrading of cooling towers
- Installation of a new stadium scoreboard

## ISB REVENUE SUMMARY, 2012-2013

(all figures in RMB)





## ISB'S CORE VALUES

Global-mindedness

Integrity

Respect

Creativity

Service

Balance



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