

ISB Year in 2014-2015 Review

Annual
Report



北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING



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Our

Mission

The International School of Beijing offers an academically rigorous, balanced, and engaging learning environment 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.

Our

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 life-long-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.

Our

Core Values

Global-Mindedness fosters diversity of thought among students who consider their role in an increasingly connected world.

Integrity is as highly valued as results, laying the platform by which we function.

Respect among our community is a fundamental attribute for learning together.

Balance in the lives of all our community members is promoted and supported.

Service prepares engaged global citizens committed to contributing to the world around them.

Creativity is a critical quality for future success, which along with innovation is valued and promoted.



北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING

Message from the Head of School

As Head of School at ISB, I have the privilege of being part of a vibrant and compassionate learning community. Each day I am witness to staff, students, and families striving to not only ensure ISB students get a great education, but excel as global citizens in an increasingly connected world.

As is evidenced by this annual report, ISB is a school committed to providing students from PreK-3 to Grade 12 with a vast range of opportunities to nurture their academic, physical, and social-emotional well-being. The rapidly changing world we live and work in today demands that we prepare our students to be inquisitive global thinkers with 21st century skills including leadership and responsibility, creativity and innovation, and communication and collaboration.

We do this through our L21 curriculum, dedicated teaching staff, state-of-the-art facilities and resources, learning support programs, co-curricular activities, and regular school-family dialogue. Our vision commits us to “embrace change, inspire creativity, and foster innovation.” This annual report provides an opportunity to reflect on our progress in this pursuit. Underpinned by Strategic Plan IV (SPIV), the learning opportunities and partnerships documented in the following pages represent how we are meeting our goals to provide each student with an international education enriched by being in China.

Central to ISB’s formula for success is our commitment to continuous improvement. Just as we strive to prepare our students for ever-changing realities, so too must we adapt and evolve to maintain our status as a world-class educational institute. In 2014-15, we were able to further advance implementation of SPIV to support student learning and make progress in our accreditation process through school-wide efforts.

The achievements highlighted in this annual report are the result of the hard work and dedication of many people, and to them I am sincerely grateful. The greatest strength of ISB is its community – those people who work tirelessly, often without recognition, to ensure we remain a leader in international education and 21st century learning. While students are the heart of our school, the enriching education we provide for them is only made possible by our Board’s efficient governance and strategic guidance.

Serving as ISB’s Head of School has been one of the most fulfilling challenges of my professional career. I am honored to work with dedicated faculty, passionate parents and, most importantly, engaged students who remind us each day that, as educators, we have the best job in the world. On a personal note, one of my highlights in 2014-15 was extending this honor for another five years as Head of School. I am proud of how far we have come and excited at what lies ahead.

Warm regards,

Tarek Razik, Ed. D.
ISB Head of School



Message from the Board Chair

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It is an enormous privilege to join Dr. Razik and the members of the ISB Board of Trustees in leading this great school. It is clear that, even by our own high standards, 2014-15 was a memorable year at ISB, providing inspirational and creative learning opportunities that developed each student's unique potential.

As a Board we have a clear brief, which includes the stewardship of the school's major financial, intellectual, and physical assets. Regarding the latter, this past year saw the addition of multiple new flexible learning spaces, including the Futures Academy hub and renovated MS/HS Library, as well as extensive security upgrades to ensure we continue to provide a safe, caring learning environment. Designed around the key learning principles of community, flexibility, and transparency, these projects were completed on time and on budget.

In April 2015, the Board welcomed seven new trustees whose diverse experience and shared passion for ISB will help us continue carrying out our mission.

ISB's mission statement commits us to a "rigorous, balanced and engaging learning environment." Part of that commitment is making sure the school supports staff development to allow our teachers to use the latest in teaching strategies and advanced technologies to develop each student's unique potential. The school nurtures confidence and intellectual curiosity through experiential learning opportunities at all grade levels. The Board is committed to ensuring that ISB is able to support these learning opportunities for our children consistent with SPIV, both now and in the future.

I know I speak for my fellow trustees when I thank you all for the privilege of serving ISB. While much of our focus as a school is on the progress students make acquiring L21 skills including communication, collaboration, critical thinking, and problem solving, this annual report provides the opportunity to reflect on how we as ISB stakeholders have applied these same skills for the benefit of our vibrant learning community.

Thank you for your support and commitment to ISB's continuous improvement and excellence.

Sincerely,

Mara Warwick, Chair
ISB Board of Trustees



Mara Warwick



Jon Eichelberger



Marc Murphy



Marc de Beer



Saeri Yuk



Edward Grulich



Philip Hu



Emily Chan



Sabine Rogge



Edie Chen



Haitao Li



Richard Robinson

Strategic Plan Focus on the Future

Implementation of SPIV entered its third year in 2014-15. Substantial progress was made in each of the plan's five initiatives as reflected by meaningful global and local learning opportunities. Success in the 21st century depends on maximizing the uniqueness and individual skills one has gained in a lifetime of learning. ISB aims to instill these skills and experiences in our students through five strategic initiatives that form SPIV.

Each initiative is devised of essential questions, enduring understandings, and strategic targets. We strive to ensure that our students have the tools and skills necessary to succeed after leaving ISB and become well-rounded global citizens equipped for the changing realities of the 21st century.

IV:

on

Future

Strategic Initiative

Increase relevant learning through authentic, compelling local and global engagements. We have designed a relevant global education program with an emphasis on China, incorporating experiential engagements and cross-disciplinary studies.

The Phoenix Rises from the Ashes

The Phoenix Project is an integrated unit that includes math, humanities, and science. These three subjects aligned current units around the project to deliver the curriculum in an authentic, compelling way as promoted by Strategic Initiative 1 of SPIV. The project required students to work in teams to form a new government and devise a new model for a post-disaster society. Students developed a deeper understanding of academic learning through the Phoenix Project's application in real-world settings.

By launching Phoenix Project as a simulated earthquake response for internally displaced persons in China, students gained insight into the emotions and experiences of individuals and communities coping in the aftermath of an earthquake. Phoenix Project also enabled students to gain L21 skills such as inquiry, critical thinking and problem solving, innovation and creativity and global thinking.



Shunyi School Partnership Proves 'Kids Are Kids'

It's easy to pay attention to the things that are different about life in China, but Grade 1 students learned they actually share a lot in common with peers in their host country. As part of their global thinking inquiry unit "Kids are Kids," ISB students visited the Primary School Affiliated with Shunyi No. 1 High School in April to gain valuable insight into life in and out of the classroom for their local counterparts. Two weeks later, students from the Shunyi school visited ISB to reciprocate the valuable learning experience. The experiential learning opportunity increased relevant learning through a compelling local engagement by giving ISB students the chance to interact with Chinese peers. It also strengthened children's Chinese cultural integration and reflected one of ISB's core values, global-mindedness, by encouraging them to think as global citizens.



ISB Concert Orchestra Performs at NCPA

ISB's Concert Orchestra performed at the National Centre for the Performing Arts (NCPA), affectionately known as "The Egg," on October 15, 2014. ISB students formed a collaborative 180-strong orchestra with students from the Beijing National Day School, performing to an audience of more than 1,500 people. The concert aligned with several SPIV initiatives, including providing a compelling local and global engagement and deepening students' Chinese integration. ISB Concert Orchestra conductor Cindy Bulteel said the concert represented "ISB's mission in practice." "There were positive partnerships, students following their passions – it was our strategic plan in action. The NCPA, as a world-class venue in China, was an authentic global engagement for the students, who also benefited by collaborating with students from the local Chinese school," she said.



Strategic Initiative

Optimize each student's capacity to learn through individualized experiences and opportunities. We individualize our approach to education based on each student's unique potential and elevate opportunities for all children at all levels by challenging them appropriately.

HS Showcases Innovation at Annual ELO Week

ISB hosted another successful High School Experiential Learning Week in June 2015, honoring a year-end tradition that takes learning out of the classroom – and students' comfort zones. A total of 30 experiential learning opportunities (ELOs) were showcased at the exhibition, with each project optimizing students' capacity to learn through individualized experiences. Projects reflected student experiences and learning outcomes across a wide range of interests including cooking, playwriting, archery, martial arts, online comics, exploration of China by hiking and biking, recording music at a professional studio, and extended projects at local service organizations. Working in groups of at least 12 with individual budgets of 3,500 yuan (\$546), high school students were guided in their ELOs by a driving question. Each project promoted critical thinking, collaboration, and local and global engagement through external partnerships.



MS Students Learn Valuable Lesson in Poetry

Hip-hop artist and Australian slam poetry champion Luka Lesson visited ISB from March 2 to 11, 2015 as part of his mission to "wipe the dust off poetry" and share its power with middle school students participating in their annual Poetry Con. This year's Poetry Con consisted of three main events: Poetry Hacks, in which students learned poetic techniques and styles; workshops with poet in residence Lesson, who honed students' writing and performance skills; and the Poetry Café, which featured daily performances in the MS/HS Cafeteria by students reciting their own poems or works by favorite poets. Lesson's poetry workshops in English classes focused on self-expression and "facilitating destruction of the blank page" by breaking down the writing process and teaching students to refine their own work. In humanities classes, he deepened students' connection to social issues by teaching them how to research topics and create art that is both educational and entertaining.



NFL Legend Jerry Rice Visits ISB

NFL Hall of Fame wide receiver Jerry Rice engaged in a student-led dialogue at ISB on November 15, 2014. The visit by Rice, who won three Super Bowls with the San Francisco 49ers, presented a diverse array of opportunities for students to learn through individualized experiences. The dialogue was spearheaded by four students, who demonstrated key L21 skills including leadership, responsibility, communication, and collaboration. Furthermore, Rice's visit also provided a unique opportunity for high school students in the ISB Film Club to benefit from a real-world experience by collaborating with NFL China as part of an internship. "When you've got real people from real companies relying on you to do your part, you want to succeed. That drive is more there in a real-world setting when it aligns with your passion," said Elias K, a Grade 11 student in the Film Club.



Strategic Initiative

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Nurture the whole child, including social-emotional, academic, and physical well-being. We engage the entire family, in partnership with ISB, in the process of implementing L21 skills as an important element in nurturing and developing the whole child.

Grand Finale for 'The Monkey King'

After eight years and as many performances based on different chapters, *The Monkey King* reached its exciting finale on May 28 and 29, 2015 in a learning experience that nurtured the whole child by engaging the school community. Based on the main character of Chinese classical novel *Journey to the West*, the performance has become an ISB tradition that began when the Class of 2015 were in Grade 5 in 2008. Preparation for the performance begins in Grade 3, when students dramatize nursery rhymes for PreK children and learn music, drama, choreography, movement, and dance. In Grade 4, students work on adapting music and dance routines to folk tales, before incorporating more advanced elements of storytelling and Peking opera movements in Grade 5. The performance is a wholly collaborative learning experience divided into two acts. In the first act, all students act; in the second act, they play Chinese folk music. *The Monkey King* also deepens students' cultural connection to China by introducing them to the legendary 7th-century pilgrimage by the Buddhist monk Xuanzang, who inspired *Journey to the West*.



English and Drama Students Get Physical in Theater

Two world-renowned physical theater educators returned to ISB in September 2014 to share their expertise with middle and high school students in drama and English classes. Mark Hill, an experienced Australian stage performer who teaches with the International Schools Theater Association and National Institute of Dramatic Art in Australia, led back-to-back two-hour workshops at the ISB theater for middle school students cast in the musical production *Mulan Jr.* staged in May. After teaching students about the seven types of onstage energy, Hill outlined how to master on-stage focus and physical awareness to connect with audiences. His workshops culminated in an energetic display of butoh, a form of Japanese dance theater he described as "poetry of the body." Meanwhile, New York playwright and actress Megan Campisi returned to the roots of Western literature by delving into Shakespearean classics *King Lear* and *Hamlet* as part of her mission to "catapult students' imagination into the text."



NBA Yao School Promotes Healthy Balance

ISB's network of external partnerships soared to new heights on June 5 when Chinese basketball legend Yao Ming visited the school to train youngsters aspiring to follow in his giant footsteps. The towering superstar led drills with around 60 boys and girls in the NBA Yao School, an after-school activity launched at ISB earlier this year. Following the training session, the former Houston Rockets center toured ISB and participated in a dialogue led by three of the school's own stars from the boys and girls varsity basketball teams. As ISB's seniors prepare to take the next step of their lives, Yao encouraged them, along with all students, to always believe in the giant within. As the first international school to partner with NBA China, ISB's alliance with the NBA Yao School nurtures students' physical well-being while offering balance with their academic studies.



Strategic Initiative

Invigorate ISB's practice based on best research on teaching and learning methods and the changing realities of the 21st century. We maximize quality of teaching through strategic recruiting, teacher development, and alignment of evaluation and professional growth based on the future direction of the school.

Transition to MAP in Standardized Testing

In 2014-15, ISB adopted the Measures of Academic Progress (MAP) after eight years of using the International Schools' Assessment (ISA) as our grades 3 to 9 academic achievement test. Based on the best teaching and learning methods in addition to changing realities of the 21st century, the decision to use MAP was also made because it provides ISB with a strong external measurement of academic achievement. Furthermore, it gives the school reliable measures of group and individual growth. As a part of this transition, students took the MAP assessment from September 8 to 26. The MAP assessment is computer-based and conducted in groups of students. This assessment is given twice each year, providing data on the academic growth of students in the current school year as well as growth from year to year in the areas of math, language usage, and reading comprehension in grades 3 to 9. MAP requires shorter testing sessions to optimize class time while providing detailed, accurate information about your child's growth. One of the key elements of SPIV is supporting the individualized learning and growth of our students.



ISB Gets Its Own 'Great Wall' for Art

ISB's newest art space injected plenty of color into school life and gave students a space of their own to showcase their artistic talent and creativity in 2014-15. The middle school art department proposed "The Wall," a four-meter outdoor art space located in ISB's central quadrangle just outside the art classrooms, in April 2014. The proposal was accepted the following month and construction of "The Wall" was completed in May 2014. Graffiti art has become an expressive and, in some instances, controversial part of popular culture. Funded by one of ISB's innovations grants, "The Wall" was built to allow students the opportunity to explore this unique art form and learn the responsibilities associated with graffiti culture.



Faculty Hone PBL Teaching Methodologies

The Buck Institute of Education (BIE) delivered a professional development workshop on project-based learning (PBL) for ISB faculty on November 8 and 9, 2014. PBL forms a key part of ISB's curriculum as an approach that prepares students for applying their learning in the real world. Andrew Churches, a PBL and IB consultant, also worked with faculty in the ongoing development of PBL experiences aimed at engaging and motivating students. BIE instructor Micki Evans also visited ISB in February for a PBL workshop specifically for the elementary school faculty.



Strategic Initiative

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Increase access to expertise and new learning opportunities through additional collaborative efforts and networks beyond ISB. We take learning beyond the classroom by serving as a hub for many types of partnerships that broaden students' horizons and enrich academic learning.

Zhang Yimou Directs Multiple Learning Opportunities

ISB rolled out the red carpet for legendary Chinese director Zhang Yimou in an experiential learning opportunity of blockbuster proportions on February 24, 2015. The internationally acclaimed filmmaker participated in three student-led dialogues, sharing his insight about values at the core of ISB's L21 curriculum. During their interaction with Zhang, students deepened their cultural connection to China by asking questions in Chinese and learning more about China's position as the world's fastest growing film market. A video was also produced about Zhang's visit that included an interview by high school students involved in ISB's Chinese newspaper enrichment program. An English edition of Zhang's book *Homework* was made available thanks to the efforts of a group of students in a high school Chinese class, whose teamwork and dedication produced a translation of publishing house standard. Zhang's visit aligned with initiatives in SPIV by optimizing each student's capacity to learn through individualized opportunities and increasing access to expertise through collaborative efforts and networks beyond ISB.



ISB Concert Choir Performs at Sino-US Ties Reception

A dozen students from ISB's Concert Choir performed at a reception commemorating the 35th anniversary of Sino-US diplomatic relations at the Great Hall of the People in Beijing on September 4, 2014. ISB students were joined by other American students from international schools as part of a partnership that saw them perform Chinese and American folk songs to an audience of dignitaries including Chinese Vice President Li Yuanchao and former US President Jimmy Carter. ISB singers performed two songs on the evening including "Peony and Rose," which was sung in Chinese and symbolized friendship between the two countries. The rare opportunity to perform at the Great Hall of the People, Beijing's equivalent of Capitol Hill, presented a once-in-a-lifetime local and global experiential learning opportunity for ISB students. In addition to seeing the importance of high-level diplomacy, choir members learned more about their own unique role as cultural ambassadors able to unite people from both sides through music.



Danny Gregory Draws on Artistic Creativity from ISB

ISB hosted Danny Gregory as its artist in residence from September 15 to 26, 2014. He interacted with students from all grades throughout his two weeks at ISB, from leading sketching workshops in the lower elementary school to giving seniors advice on what to expect at art school or university. One of his first engagements was participating in a student-led dialogue during a high school assembly. During the Q&A session, Mr. Gregory spoke about how he used his artistic talent in the corporate world and revealed what inspires him each time he picks up his pencil and sketchbook.



Key SPIV Survey Findings in 2014-15

Since 2013, ISB's external consultant Leadership Development International Training (LDiT) has been involved in the SPIV assessment process. In 2013, LDiT began a longitudinal survey and collected on-line survey data to determine a baseline rating for each strategic initiative and impact statement.

We have intentionally expanded the sources of evidence as educators have worked to integrate SPIV elements into the design of their learning experiences. It is clear that this intentional focus has resulted in increased quality of activities with great alignment to SPIV. It is also clear that we have observed a breadth and depth of impact over the last two years. We see obvious qualitative progress in all impact statements. The following is a list of the LDiT survey's top findings as presented to the Board of Trustees' Futures Committee for its year-end report:

The launch of the ISB Futures Academy (SI 1-5) and the planning for the expansion of the ISB Futures Academy in 15/16 (SI 1-5).

Continued integration of project-based learning (PBL) at the student level (SI 2) and expansion of teacher capacity in facilitating this model (SI 4).

Expansion of strategic and organic partnerships resulting in the ability to more dynamically support student learning experiences when they come forward (98 organic partners, 62 strategic partners, and 64 other partnerships currently being explored) (SI 5).

Review and focus on Assessment and Reporting to support the implementation and further design and development of the ISB Student HUB for the Futures Academy and prototyping elements in all divisions of the school (SI 2 and 3).

Expansion of experiential learning (SI 1-5) throughout the school with almost 700 experiences supported during the 14/15 academic year, including a stronger focus on the integration of experiential learning opportunities into the curriculum.

Implementation of the funding from the ISB Innovations Grant in support of expanding innovation at the student learning level (SI 4).

An expansion of our definition of success aligned with the Strategic Initiatives through the development of a school-wide assessment philosophy (SI 2, SI3, SI4).

Overall, teachers exhibit great enthusiasm for the mission and vision of ISB, and for holistically impacting students' lives. Most students are engaged with their learning and exhibit many aspects of L21.



Jake Steven Anichowski
Hwan Bae
Elisha Zoe Beebe
William Maxwell Bernell
Stephen Reed Bomberger
David Brenner
Michael Jian Yong Cao
Tsam Mang Melinda Chan
Michael Chang
Austin Chen
Hsinyi Chen
Pei-Hua Chen
Shannon Chen

Wei Chen
Katrina Pei Shan Cheung
Hazel Min Er Chew
Justin Chiang
Kelly Chiang
Sarah Catherine Chin
Sung Woo Cho
Amanda Yu Jieh Chou
Wing Fung Chou
Matthew Chu
Hyo Jin Chung
Tsui Yee Emily Chung
Won Young Chung

Ethan James Curtis
Harrison Starr Curtis
Bor-Xun Ding
Dion Dong
Daniel Lee Fang
Ting An Fang
Michelle Karen Feng
Ethan Douglas Fitter
Dylan Alistair Frayne
Piper Ray Gammons
Hermes Hui Lin Gehnen
Frances Gu
Tyler Hitchcock

Jacqueline Ling Hon
Sidney Mae Hong
Kaiwen Hu
Eric Lisan Hua
Stephanie Huie
JiMin Hwang
Jasmin Jalali-Yazdi
Jae Min Jang
Hwanghah Jeong
Nikhil Kaimal
Ji Yeon Kang
Mario Kardous
Nicolas Abdo Kardous

Samim Kashani
Lee Young Kim
Woo Sik Kim
Logan Hwa-Hsi Kuo
Kathryn T La
Ching Yee Rosanne Lam
Ka Yun Billy Lau
Woody Lau
Angela Ying Lee
Joonhee Lee
Tinbite Elias Legesse
Rebecca Tsaiyo Leu
Jonathan Edward Leung

Jonathan Lingjie Li
Michelle Mengyao Li
So (Xiang) Li
Eric K Lin
David William Hao Liu
Geoffrey Liu
Henrik Liu
Rikki Wenxin Liu
Alison Hammond McGarigal
Vanessa Meng
Daphne Chaewon Miller
Antonio César Mitchell
Alexei Anton Vladimirovich Mojeiko



Jay Zhe-An Mok
Patrick Guming Nan
Eric Nils Bernhard Narup
Cherry Tsz Yan Ng
Naomi Severine Julia Nilsson
Yusho Nishioka
Angeline Yi-Jun Pan
Ju Young Jane Park
Stefan Edward Peng
Yi Lin Peng
Teran Eric Peterson
Quincy Mateer Reverman
Anna Hong Ricks

Adriana Rodriguez
Lauren Elisa Savant
Margaret McDonald Shang
Oscar Shaw
Stephanie Tianhui Shen
Jarrett Rei Shirouzu
Erin Elizabeth Shull
Sabrina Hui Min Siah
Kay Hang Darryl So
Nicholas Matthew Sylvester Song
Taylor Moor Sun
Kevin Shin Tan
Daniel Tang

Rena Tang
Sabrina Zi Yi Tee
Liam Sami Ellis Teggins
Avani Priya Verma
Auston Wallace
Elin Victoria Walther
Rachel Be-Yun Wang
Jenny Wei
Chi Hang Ted Wong
Chun Wong
Chun Hei Adrian Wong
Tsz Long Luke Wong
Amanda Jean Woolsey

Chin-Wei Wu
Ariana Xiang
Benjamin Wang Xu
Guillaume Qihang Xu
Kimberly Wang Yan
Helen MY Yang
Jia Ye Yang
Emily Ann Ye
Hei Lam Hilary Yeung
Addison Mitchell Yu
Huiwen Wendy Yu
Philipa Zhiping Yu
Sisi Yu

Ya-Hsien Yu
Tsz Ki Yue
Jason Yu Zhai
Lan Zhan
Chelsea Victoria Zhang
Lea Zhang
Vivian Duan Zhang
Jinghan Zhao
Henry Honglei Zheng
William Zicheng Zhou
Daniel Shen Zhu



University For 2015 Matriculation

UNITED STATES

Albion College
American Univ. (2)
Amherst College (2)
Arizona State Univ.
Babson College (3)
Baylor Univ.
Bellevue College
Boston College
Boston Univ. (9)
Brandeis Univ. (4)
Brigham Young Univ., Idaho (2)
Brigham Young Univ., Utah (5)
Brown Univ. (3)
Bryn Mawr College (2)
California Polytechnic State Univ.
California State Univ., Long Beach
Calvin College
Carleton College
Carnegie Mellon Univ. (9)
Chapman Univ.
Claremont McKenna College
Clark Univ.
College of Saint Rose
College of William and Mary (3)
College of Wooster (3)
Colorado College
Columbia Univ. (2)
Connecticut College
Cornell Univ. (3)
Drexel Univ. (3)
Duke Univ. (3)
Eckerd College (2)
Embry-Riddle Aeronautical Univ. (2)
Emerson College
Emory Univ. (2)

Eugene Lang College of Liberal Arts
Fordham Univ. (3)
Franklin and Marshall College
Geneva College
Georgetown Univ.
Gettysburg College
Haverford College (2)
Indiana Univ. Bloomington (3)
Indiana Univ. of Pennsylvania
Johns Hopkins Univ. (2)
Johnson & Wales Univ., Rhode Island
Lawrence Univ. (2)
Lewis & Clark College
Lock Haven Univ. of Pennsylvania
Longwood Univ.
Macalester College (4)
Manhattan College
Massachusetts Institute of Technology
Miami Univ., Oxford
Middlebury College (2)
New York Univ. (16)
North Park Univ.
Northeastern Univ. (5)
Northwestern Univ. (9)
Oberlin College
Occidental College
Pace Univ., New York City
Pennsylvania State Univ., Univ. Park (3)
Pitzer College
Pomona College
Portland State Univ.
Princeton Univ. (3)
Reed College
Rhode Island School of Design (2)
Rice Univ. (2)

Ringling College of Art and Design (2)
Rochester Institute of Technology
Roger Williams Univ.
Rutgers Univ., New Brunswick (2)
Saint Mary's College of California
Santa Clara Univ. (3)
Savannah College of Art and Design (2)
School of the Art Institute of Chicago (2)
School of Visual Arts
Sciences Po - Columbia Univ. Dual BA Program
Seattle Pacific Univ.
Seattle Univ.
Skidmore College (2)
Smith College (2)
Southeastern Univ.
Southern Illinois Univ., Carbondale
St. John's Univ., Queens
St. Olaf College
Stanford Univ.
Suffolk Univ. (2)
Swarthmore College (4)
Syracuse Univ. (3)
Trinity College
Tufts Univ. (4)
Union College
Univ. of California, Berkeley (7)
Univ. of California, Davis (6)
Univ. of California, Irvine
Univ. of California, Los Angeles (13)
Univ. of California, Merced
Univ. of California, Riverside
Univ. of California, San Diego (15)

Univ. of California, Santa Cruz (5)
Univ. of Chicago (8)
Univ. of Delaware (2)
Univ. of Illinois, Urbana-Champaign (9)
Univ. of Kentucky
Univ. of Mary Washington
Univ. of Maryland, College Park (2)
Univ. of Massachusetts, Amherst
Univ. of Michigan (3)
Univ. of Minnesota, Twin Cities (2)
Univ. of North Florida
Univ. of the Pacific
Univ. of Pennsylvania
Univ. of Puget Sound
Univ. of Redlands
Univ. of Southern California (25)
Univ. of Virginia
Univ. of Washington (7)
Univ. of Wisconsin, Milwaukee
Ursinus College
Utah State Univ.
Virginia Polytechnic Institute and State Univ. (2)
Washington Univ., St. Louis
Wellesley College (3)
Wesleyan Univ.
Western Washington Univ.
Wheaton College Illinois
Whitman College
Whittier College
William Jewell College
Worcester Polytechnic Institute

UNITED KINGDOM

Central Saint Martins
Goldsmiths College, Univ. of London
King's College London
Kingston Univ.
London College of Communication
Loughborough Univ.
Nottingham Trent Univ.
Royal Central School of Speech and Drama
School of Oriental and African Studies
Univ. of London
Univ. of Aberdeen
Univ. of the Arts London
Univ. of Bath
Univ. of Brighton
Univ. College London
Univ. of Edinburgh
Univ. of Glasgow
Univ. of Hull
Univ. of Kent
Univ. of Leeds
Univ. of Leicester
Univ. of Manchester
Univ. of Nottingham
Univ. of Warwick (2)

CANADA

Carleton Univ.
Concordia Univ. Montreal
Emily Carr Univ. of Art and Design
McGill Univ. (2)
McMaster Univ.
Queen's Univ.
Quest Univ. Canada
Simon Fraser Univ.
Univ. of British Columbia (16)
Univ. of Manitoba
Univ. of Toronto (24)

WORLD-WIDE

Aachen Univ. of Applied Sciences (Germany)
The Chinese Univ. of Hong Kong (China)
Hanyang Univ. (S. Korea)
Hong Kong Univ. of Science and Technology (China) (2)
IE Univ. (Spain)
International Medical University (Malaysia)
Korea Univ. (S. Korea)
LASALLE College of the Arts (Singapore)
Lund Univ. (Sweden)
National Institute of Technology, Karnataka (India)
Seoul National Univ. (S. Korea) (4)
Singapore Management Univ. (Singapore)
Univ. of Hong Kong (China) (2)
Univ. of Sydney (Australia) (2)
Yonsei Univ. (S. Korea) (4)
Yonsei Univ., Underwood Intl. College (S. Korea)

IB and College Board Testing Results

INTERNATIONAL BACCALAUREATE RESULTS, 2015

Pass rates and point awards for the 100 graduates who completed the Diploma in May 2015 appear below, with comparative information for the previous two years.

Class of 2015	—
Class of 2014	—
Class of 2013	—

Number of Diploma Candidates	82	100	100
Pass Rate	99%	97%	97%
Points obtained by successful candidates	40 - 45 35 - 39 30 - 34 24 - 29	9 40 32 10	14 43 36 12
School Mean	35	35	35
World Mean	30	30	30
Bilingual Diplomas	27	28	28

May 2015 IB examination results by subject

Of 141 graduates, 82 were full IB Diploma candidates; a further 54 took three or more IB courses in grades 11 and 12. Altogether, ISB seniors sat for a total of 777 exams in the May 2015 session. The ISB mean and world mean for each subject are shown below:

Subject	—
No. of Student	—
World Mean	—
ISB Mean	—

English A: Lang & Lit HL	(27)	5.63	5.09	History SL	(10)	5.50	4.65
English A: Lang & Lit SL	(67)	5.45	5.22	Philosophy SL	(1)	5.00	4.70
English A: Literature HL	(21)	5.95	4.74	Psychology HL	(32)	5.09	4.67
English A: Literature SL	(14)	5.57	5.06	Psychology SL	(21)	5.52	4.36
Chinese A: Lang. & Lit. HL	(10)	5.30	5.73	Biology HL	(32)	5.50	4.34
Chinese A: Lang. & Lit. SL	(30)	4.93	5.68	Biology SL	(19)	4.79	4.24
Chinese Ab In SL	(6)	6.50	5.38	Chemistry HL	(47)	4.40	4.49
Chinese B HL	(16)	6.25	6.38	Chemistry SL	(23)	4.17	4.05
Chinese B SL	(35)	6.60	6.10	Physics HL	(27)	5.33	4.68
Spanish Ab In SL	(9)	5.78	5.06	Physics SL	(16)	4.94	4.19
Spanish B HL	(4)	6.25	5.36	Math Studies SL	(19)	5.68	4.48
Swedish A: Lit.	(1)	7.00	5.09	Math HL	(22)	5.59	4.43
French B HL	(3)	7.00	5.22	Math SL	(80)	5.48	4.43
French B SL	(10)	5.80	4.89	Film HL	(20)	5.95	4.62
Bus. & Man. SL	(1)	5.00	4.76	Film SL	(1)	5.00	4.11
Economics HL	(71)	5.41	5.14	Music HL	(5)	6.00	4.45
Economics SL	(8)	5.13	4.66	Music SO. Perf. SL	(1)	5.00	4.43
Env. & Soc. SL	(18)	5.22	4.20	Theater Arts HL	(2)	5.00	4.96
Geography HL	(6)	5.67	5.22	Visual Arts HL	(16)	6.06	4.84
Geography SL	(5)	5.00	4.69	Visual Arts SL	(3)	5.67	4.58

COLLEGE BOARD TESTING RESULTS

SAT: Middle 50% for previous three years

Class of 2015	—	Critical Reading	550-710	550-670	560-700
Class of 2014	—	Math	620-760	630-740	650-780
Class of 2013	—	Writing	580-730	560-700	580-720

SAT SUBJECT TESTS, Class of 2016, for testing completed 2014-2015

Subject	—	Biology-Ecology	1) 640-640	Math Level I	(2) 590-670
No. of Students	—	Biology-Molecular	(1) 610-610	Math Level II	(25) 750-800
Mid-50%	—	Chemistry	(6) 560-800	Physics	(5) 650-730
		Chinese w/Listening	(6) 780-800	Spanish	(1) 670-670
		English Literature	(7) 640-710	US History	(1) 640-640
		French w/Listening	(1) 690690		

AP TEST SCORES, 2015

Subject	—	Calculus AB	9	3.33
No. of Students	—	Calculus BC	9	3.66
Average Score	—	Chinese Language & Culture	6	4.16
		Computer Science	3	3.33

The Booster Club and PTA

Supporting
Students,
Building
Community

In 2014-15, ISB's Booster Club and Parent Teacher Association (PTA) supported a diverse range of events, charities, and student enrichments through financial sponsorship and volunteer efforts.



The Booster Club is a parent organization established to promote school spirit through the ongoing support of the athletics, visual and performing arts, and academic programs. From providing banners and spirit items at home games to special event T-shirts to hosting the refreshment concession at performing arts events, our purpose is to support and encourage students to participate in co-curricular activities so that they can become well rounded individuals. The Booster Club supports the following matches, tournaments, and festivals in athletics, performing arts, and other enrichments.

ACAMIS

Basketball, volleyball, soccer tournaments.

APAC

Basketball, volleyball, tennis, soccer, baseball, rugby varsity competition matches.

China Cup

High school drama, choir, orchestra, band festivals.

ISAC

Junior varsity and varsity competitions in volleyball, basketball, tennis, soccer, and swimming, as well as forensics (speech and debate). Middle school and Grade 9/junior varsity competitions in soccer, basketball, volleyball, tennis, swimming, track & field, and other invitational events.

Proceeds from the Booster Club's Dragon's Den sales of spirit wear, concession snacks, and Popcorn Thursdays funded ISB athletic gear, including sports travel bags, for every high school student, and apparel for our ISB athletes and performing arts students. The Booster Club also hosted a successful Appreciation Luncheon for ISB's coaches and directors.



PTA Store

In addition to providing much-needed school supplies to the students and teachers of ISB, PTA volunteers running the store have also supported the community in the following events and projects:

- Assisted Roots and Shoots to sell handmade Christmas wreaths to support the Love and Hope Center.
- Helped students sell tie-dyed t-shirts, socks, and wristbands for breast cancer awareness.
- Assisted Nightingale charity club to organize the annual Car Boot Sale.

Spring Fair

The tireless efforts of PTA members sealed a successful 2015 Spring Fair. The Fitness and Tennis Center was filled with vendors and a variety of food was on offer all over campus. Games and activities for students filled the entire school. In addition to this, there were twelve hours of performances on two stages, raffles, and tombola. There was something for everyone at Spring Fair this year. This is PTA's largest fund-raising event of the year. Funds from the Fair support the various activities including the enrichment and charity initiatives listed below.

International Day

Hundreds of PTA members put together booths representing dozens of regions and countries to celebrate the cultural diversity of our school. Activities organized for the celebration included: booths with games, songs, dances, crafts projects and food from a variety of countries.

Support for New Families

The PTA prepared and presented hundreds of welcome packages to new ISB families at the Newcomers' Orientation in August 2014 and again in January 2015. The PTA also had a booth to introduce new families to the school and answer any questions about living and adjusting to life in Beijing.

Student Run Charity Programs

The PTA supported dozens of charities through our student-run clubs and organizations including:

- October breast cancer awareness activities.
- Habitat for Humanity: Brick Drive prizes and Showtime Gala.
- Matching fundraising for the Car Boot Sale.
- Matching fundraising for the High School Charity Fashion Show.
- Supporting the elementary school's Moon Bears Project.

Enrichment Programs

The PTA was proud to support ISB by co-funding the following visiting authors and artists: Kelly Halls, The Two Steves, Danny Gregory, Rebecca Cohen, and Bali Rai. The PTA also supported the High School Kaleidoscope Arts Festival.

Coffee Mornings and Socials

PTA representatives from the lower elementary, upper elementary, middle school, and high school held several coffee mornings for parents and teachers throughout the year. These were used to gather a sense of community among the parents in each division and to provide useful information about ISB activities.

Scholastic Book Fairs

Twice in 2014-15, PTA scholastic volunteers reviewed and delivered thousands of books to our children through the Scholastic Book Program.

Holiday Gifts to Teachers and Administrations

The PTA donated a total of 40,000 RMB divided among the following charities on behalf of our faculty:

- The Love and Hope Center
- Smile Train
- Lang Fang
- Sun Village
- Hope Healing Center

Teacher & Staff Appreciation Day

The PTA thanked our faculty and staff with a well-stocked and beautiful luncheon to celebrate everything they do for our children. The PTA presented a special gift to all of ISB's service personnel, including Sodexo and Chartwells staff, to thank them for their service to ISB in a special ceremony. The staff included all maintenance, cleaning, cafeteria, security guards, bus drivers, and other workers who are responsible for ensuring the school's safe, smooth day-to-day operations.

Outings and Community Events

The PTA sponsored several family outings this school year including trips to Red Snail Temple and Stone Forest Gorge. The ISB community also enjoyed other PTA-sponsored events including a presentation by pediatric occupational therapist Cris Rowan, stand-up comedy act by Joe Wong, Latin dance and cuisine workshops, Movie Madness, Chinese tea party, and a Chinese New Year Celebration.

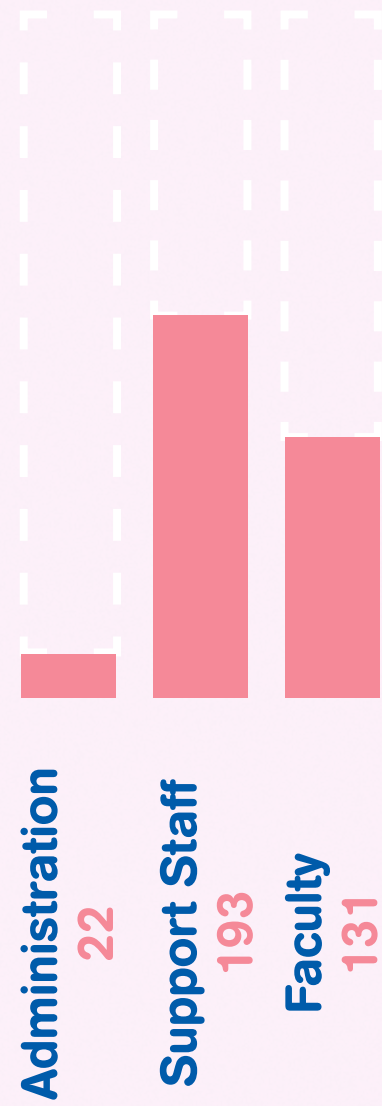
Celebrations and Graduations

The PTA supported ISB students' major milestones by providing the following:

- Grade 5 Celebration T-shirts
- Grade 8 Pi Day T-shirts
- High School Senior Dinner
- Grade 9 and 10 summer formals
- Grade 12 graduation souvenirs: framed photo, towel, and backpack
- Ice cream for Track & Field Day and flu shots

Human Resources

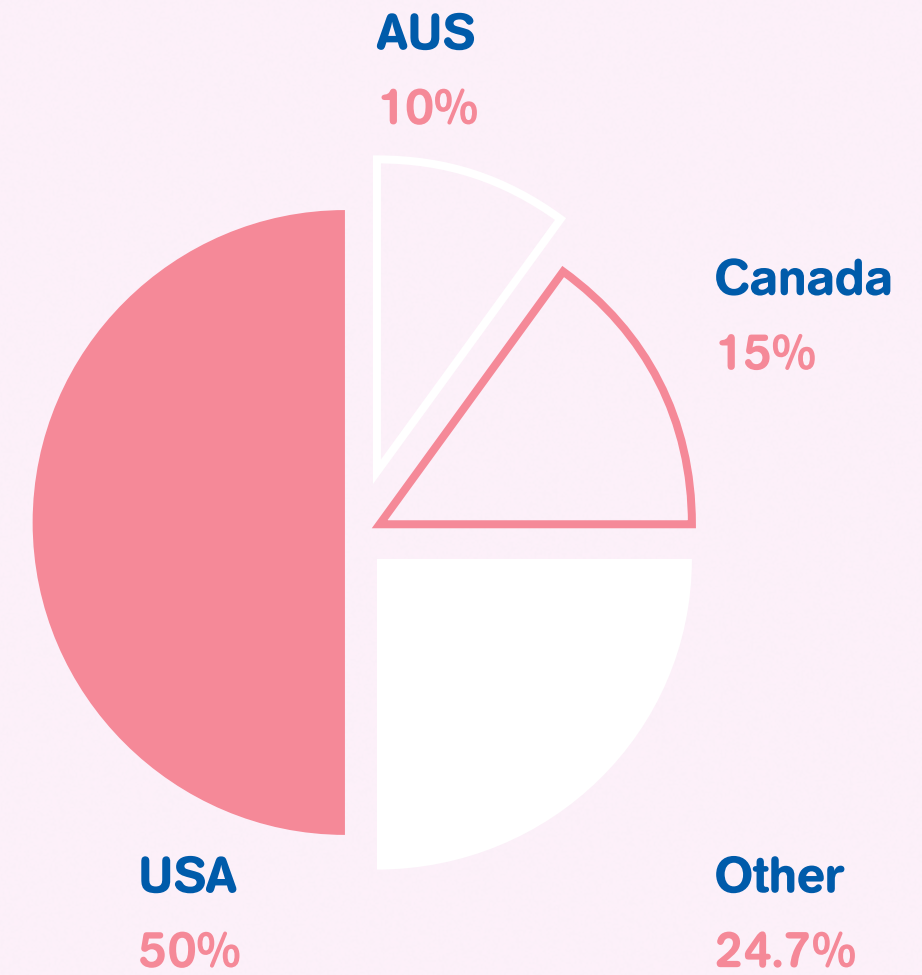
Review



Educational Qualification



Faculty Nationalities and Age Range



Ages:	22 - 30	31 - 50	51 - 65+
2013	12	122	79
2014	16	123	71
2015	16	117	59

Curriculum Review

Curriculum and professional learning (CPL) coordinators worked closely with various curriculum area leaders (CALs) and administration in 2014-15 to update ISB's curriculum documents. Existing ISB standards were based on documents from different organizations, which in recent years have updated their documents. In the core subjects (English, math, science, and social studies), it was decided to update ISB's standards in the following ways:

English

was previously based on AERO (American Education Reaches Out) and is updated with the current AERO which was revised to align to the Common Core.

Math

was previously based on NCTM (National Counsel for the Teachers of Mathematics) and NCTM updated their standards to the Common Core State Standards.

Social Studies

was previously based on NCSS (National Council for Social Studies) which has updated their standards to the C3 Standards (College, Career, and Civic Life).

Science

was previously based on a variety of sources and is updated to NGSS (Next Generation Science Standards).

All other subject areas will update and affirm their standards through the establishment of a Curriculum Review Cycle.

Curriculum Review Cycle

The establishment of a Curriculum Review Cycle allows us to periodically reflect on our alignment to our adopted standards and benchmarks and the articulation of our program PK-12. It is through the Curriculum Review Cycle we take time to investigate and consider new research related to learning in our discipline. It also provides a structured opportunity to consider the degree to which and identification of areas for growth and implementation of Chinese Integration, PBL, Whole Child and Learning 21 dispositions

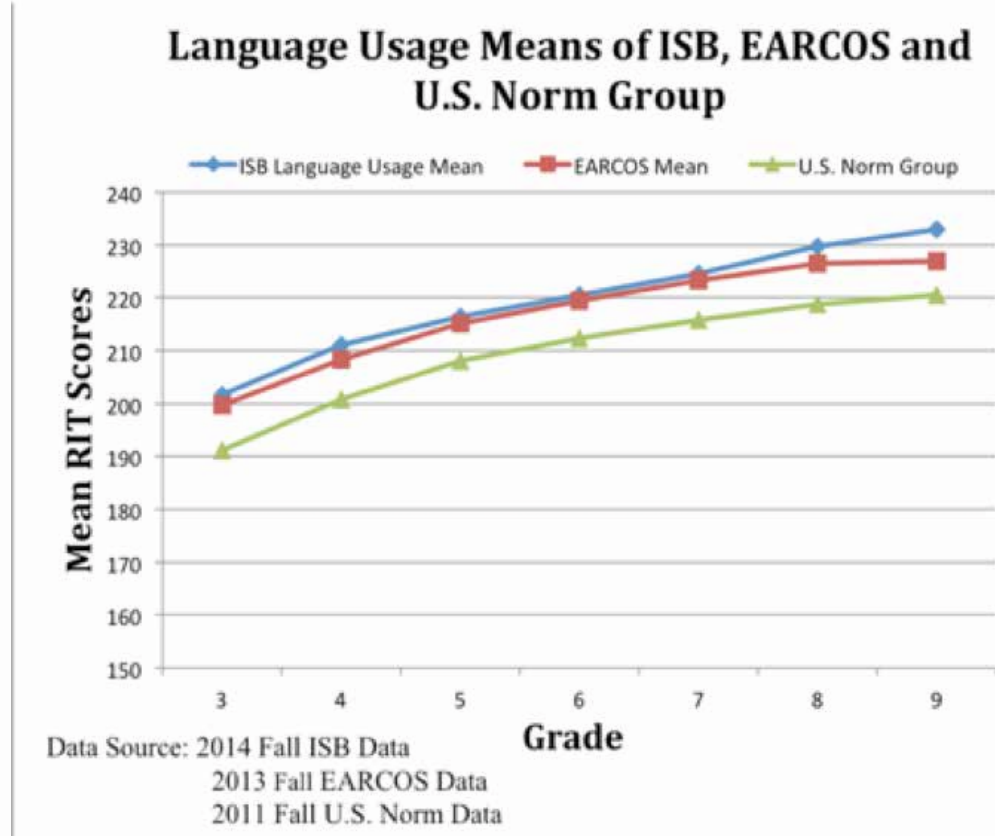
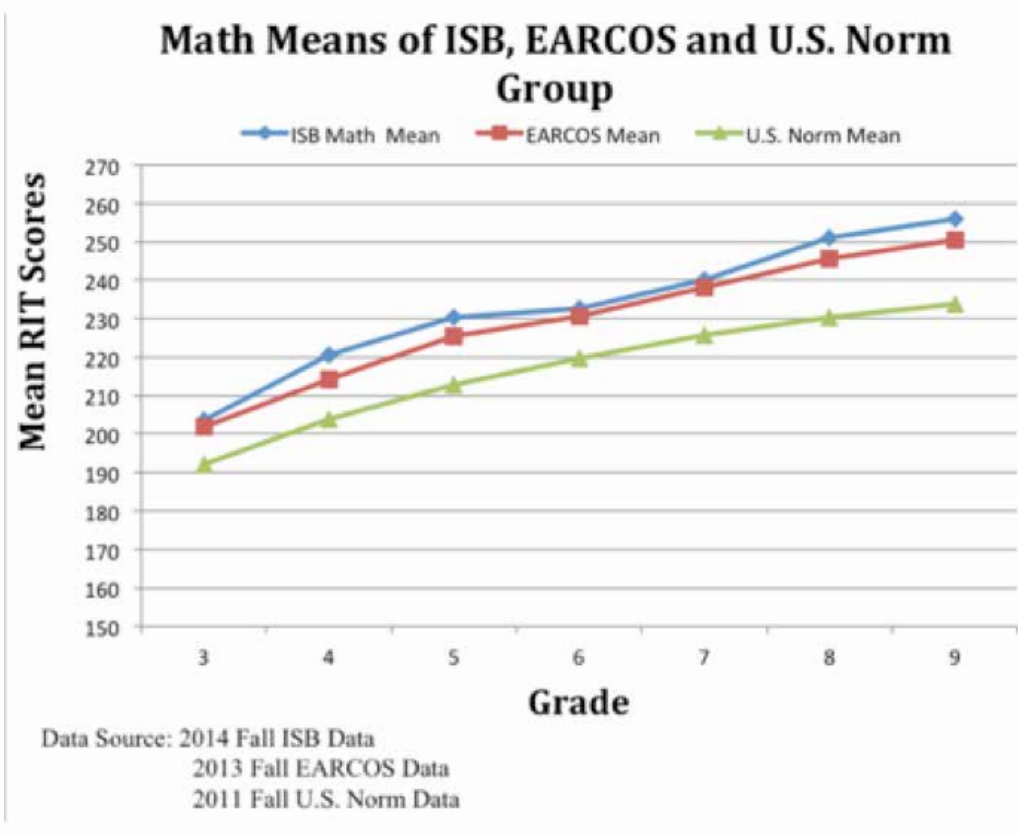
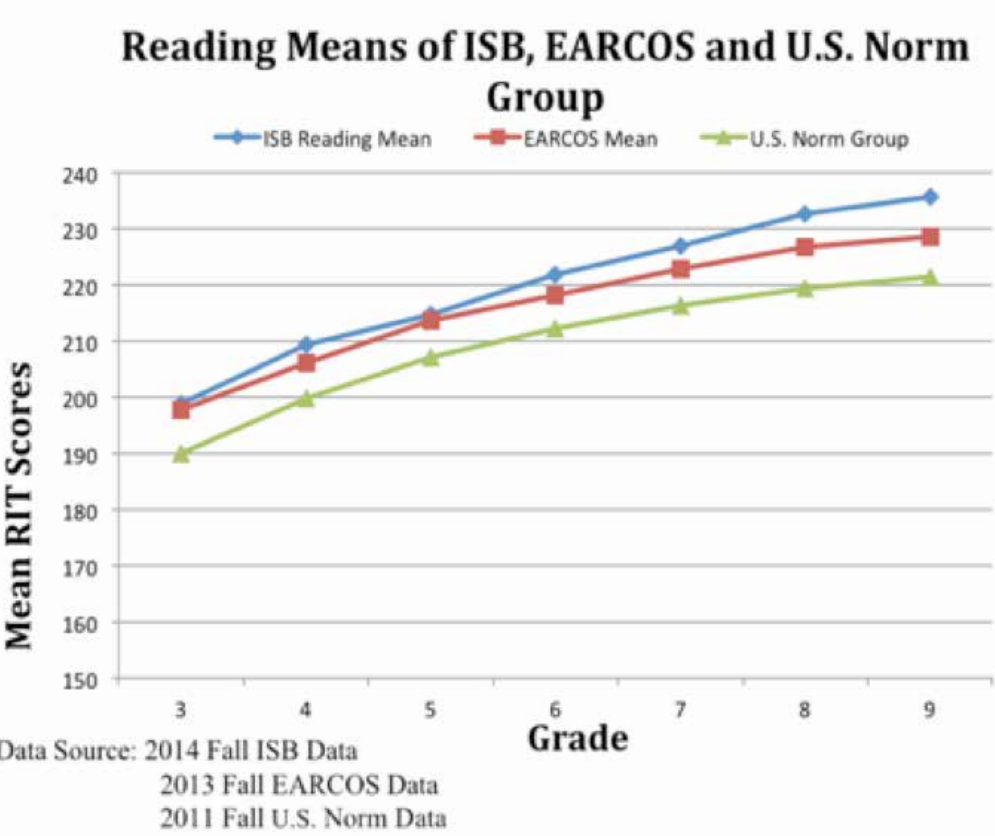


Process of Curriculum Review

SPIV Implementation

This is integrated and connected to each year in the Curriculum Cycle in the following ways:

- Consideration of research on teaching and learning (high leverage pedagogy, best practice, etc.)
- Evaluation of the levels of integrated learning (including Chinese integration), experiential learning, project-based learning, individualized learning, and other L21 elements, including the incorporation of whole-child considerations into the curriculum.
- Focused identification of strengths and areas for growth within the program for each of the above areas for integration in the development of units as well as the development of appropriate assessments.
- Yearly action planning to address areas for growth with in the curricular program to be considered and incorporated into each year of the Curriculum Review Cycle.



Year 1 Review the Program

- Reflect on research related to teaching and learning in the discipline area
- Review and analyze the department philosophy
- Reflect on use and implementation of current standards and benchmark
- Affirm use of current standards
- If need be, identify and adopt new standards and benchmarks
- Reflect on student data related to the program
- Make changes and modification to existing program to align work with findings and agreements here

Year 2 Develop/Align Based on Year 1 Findings

- Make changes and modification to existing program to align work with findings and agreements from Year 1
- Identify and select supporting curriculum material and core resources
- Design vertically aligned common assessments

Year 3 Implement

- Implement changes and revise curriculum documentation as needed
- Implement vertically aligned common assessments
- Data collection and analysis of vertically aligned common assessments

Year 4 Continuous Improvement

- Through reflection and minor revisions continue to refine the implemented curriculum
- Begin the process of reflection on the overall alignment of the program to prepare for Year 1 of curriculum review
- Collect and utilize data and refine common assessments

Key Findings in 2014-15

- MAP supports learning gap identification
- Gives a picture of the diversity of learners in a class
- May be more useful for support than extension
- Gives us excellent comparative data

Integrating MAP Assessment

In 2014-15, ISB adopted the Measures of Academic Progress (MAP). The MAP assessment is computer-based and conducted in groups of students. This assessment is given twice each year, providing data on the academic growth of students in the current school year as well as growth from year to year in the areas of math, language usage, and reading comprehension in grades 3 to 9.



Financial Review

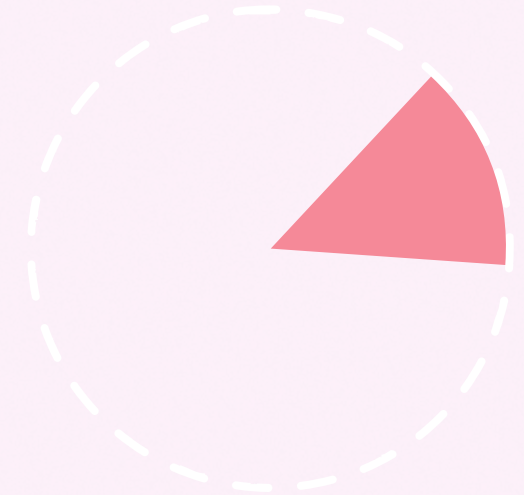
Revenues, Expenses, and Operating Reserves

The audited financial results for 2014-15 compare favorably with the budget approved by the ISB Board in November 2013. Revenue for the year, which was 7 percent higher than forecast, was primarily generated by higher student enrollment and recognition of past building fees and expenses. ISB maintained a stable budget amid changing circumstances in 2014-15, posting satisfactory financial and tax audit reports. In response to declining enrolment, the budget was reforecast based on conservative estimates and a commitment not to cut any existing school programs.

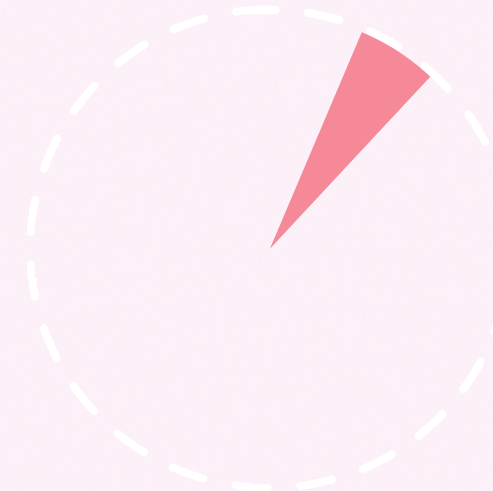
Salary and benefit adjustments included a 2 percent increase in employee salary schedules and 3.5 percent increase to school fees. Adjusted budgeting processes were implemented to more closely track expenditures related to SPIV and other initiatives that make ISB a leading international school. Board policy targets that ISB maintains an operating budget reserve of 25 percent. These reserves are earmarked for use if there is any sudden emergency closure or sudden reduction in enrollment brought about by external forces. These reserves provide 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 2014-15 school year, ISB's targeted operating reserves as detailed was more than 85 million RMB.



Personnel
76%



Facilities
13%



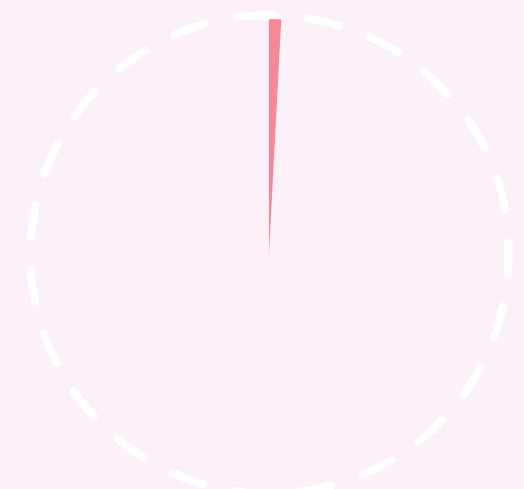
Instructional
5%



General & Administrative
3%



Technology
2%



Student Activities
1%

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 2014-15, capital fee income was 45.1 M v. Capital fee income was used to address campus and classroom renovation projects, furniture replacement, fixture upgrades, loan payment, and the purchase of computers and other equipment for educational use.

Major Capital Expenditures in 2014-15

- HVAC upgrade, including phase II of an air handler replacement program, which kept air quality index levels below 20 in all indoor areas at all times
- Chiller, pumps, and boiler replacement
- Construction of student cooking lab
- Renewal of student laptops

Communications Review

Sharing the 'ISB Story' in 2014-15

The 2014-15 school year was filled with key milestones for ISB's communications team. Storytelling reached new heights with in-depth articles and engaging videos showcasing implementation of SPIV and other school initiatives. The Bulletin, ISB's flagship quarterly publication, transitioned to a new digital format that was environmentally friendly and supported multimedia content to add another dimension to storytelling. In addition to publishing the ISB Alumni Association's magazine Rui Long each quarter, the communications department also launched Xiang Long, a monthly e-newsletter for ISB alumni that highlights the latest school news and alumni profiles.

Dragons' Gate, ISB's online parent and staff portal introduced in 2010, was further streamlined in 2014-15 ahead of a broader revamp slated for 2015-16. Sliding banners on Dragons' Gate and a dozen e-boards throughout the school provided the ISB community with clear, accessible information about important events in a timely manner.

The biggest undertaking for 2014-15 was the redesign of the ISB website. We evaluated all sections and reworked the site architecture to make it more visually engaging and less text-heavy. We launched the redesigned website April 17 in its new format. Special features of the new website include videos throughout the site, more photos that link to articles highlighting students' learning experiences, and a customizable school calendar. Feedback within the community has been overwhelmingly positive, with users noting the website is easy to navigate and visually stimulating.

During 2014-15, we also enhanced our presence on social media by establishing accounts on Instagram, Twitter, YouTube, and Vimeo. Our Facebook presence, previously divided into two pages for the alumni association and school, was unified into an all-encompassing ISB account.

This is a very exciting time for communications as we continue to further explore dynamic ways to tell the ISB story across a variety of platforms to a diverse global audience.



1,986 likes



40 videos, 10,732 views, 78 subscribers



1,106 members



Dragons' Gate

Average daily unique visits 470
Average daily page views approx. 1,500





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