

ANNUAL REPORT

2016-17



北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING

CONTENTS

3 SECTION 1: A VISION FOR LEARNING

5 From the Head of School

7 From the Board Chair

9 Mission, Vision, and Core Values

11 SECTION 2: EXCELLENCE IN EDUCATION

13 Office of Learning

14 Curriculum Review

15 Educational Technology

17 Professional Learning

19 Strategic Learning

23 Elementary School

25 Middle School

27 High School

29 Assessing the Results

33 Support Services

35 Co-curricular

37 ASA

39 SECTION 3: THE ISB FAMILY

41 Admissions

43 Faculty and Staff

45 Parent Teacher Association

46 Booster Club

49 Alumni Relations

51 SECTION 4: FACILITIES

53 A 21st Century Campus

55 SECTION 5: FINANCES

57 Financial Review

59 SECTION 6: COMMUNICATIONS AND MARKETING

61 Telling the ISB Story



SECTION 1:
A VISION FOR LEARNING

FROM THE HEAD OF SCHOOL

Dear Community,

The stories shared within this report give an account of a year-in-the-life of a well-established school: high expectations and high standards, impressive academic results, excellent care of each student, innovative programs and students in pursuit of their personal passions. These stories are amongst the many reasons why I accepted the offer to serve as the Head of School at the International School of Beijing. I am proud and humble to work at a school where the central motivation for every decision made and action taken is improving our students' learning experience.

With the support of the entire community, the 2016-2017 school year at ISB was a tremendous success; I offer my thanks to Dr. Razik and his team and the Board of Trustees for their years of service and dedication. The school was able to deliver the kind of education that our Mission, Vision, and Core Values demand of us: one which nurtures the individual curiosity of each child, honors the rich cultural heritage of China, and builds lasting relationships with one another.

- 5 The purpose of the annual report is to recognize and celebrate the incredible contribution and investment by our community in supporting ISB. The ISB community is filled with bright, capable, and motivated individuals – from the 12-member Board of Trustees who guide our work, to the more than 500 faculty and support staff, 11,500 alumni, and more than 1,600 students served during the 2016-2017 school year. Students, faculty, and families: we have gathered together from all over the world, united in our passion for learning, to share our time, energy, and talent. I am grateful to everyone who cares so deeply about ISB's future success and impacts ISB in such positive ways.

It's never been more important for schools and families to work closely together. Community support is the bedrock for our continued success. Therefore, I would like to conclude by inviting you, our readers, to explore new ways to deepen your engagement with the school community: follow us on social media, make an appointment to come in and talk with us, volunteer for a parent organization, or attend a community event. You have my open invitation to visit our school, in order to observe, and participate in, the transformational learning experiences taking place here every day.



Patrick Hurworth

Patrick Hurworth, M.A.

FROM THE BOARD CHAIR

Dear ISB Community,

The task of governing a non-profit, international school is one that is complex, challenging, thought-provoking, and incredibly gratifying. Your Trustees are committed to, first and foremost, advancing ISB’s mission, vision and core values while upholding best practices in governance.

I would like to thank Dr. Marc Murphy, past Board Chair, as well as the rest of our outgoing Trustees for their energy and leadership. Every year, the Board works to position the school for long-term success. We do that, together, through a variety of means, addressing fiscal management, strategic planning and oversight, policy development and review, and supporting our Head of School.

The Head of School is the Board’s sole employee, and a healthy relationship is vital. The past year was critical, with the hiring of a new Head of School and bidding farewell to Dr. Tarek Razik. A wide range of faculty, staff, parents, and even students were engaged in the recruitment process and we are energized as Mr. Patrick Hurworth takes the helm with great skill and enthusiasm. A successful transition will be a key focus for the 2017-2018 Board of Trustees.

Ultimately, Trustees serve in the best interest of all of our students. This is the most gratifying part of our work. When we see students following their passions, excelling in challenging studies, making an impact as they embark on their careers, finding their niche – we know that we are succeeding. We also know that we have a duty to strive for even more. Success spurs us on to imagine what is possible at ISB and where we can go, not only in the next years but in the next decades.

As incoming Chair of ISB’s Board of Trustees, I am honored to take up that charge and work with my fellow Trustees and our Head of School to continue ISB’s evolution. We are able to do so because of the innovative, critical, and effective work that has been done in the past – much of which is featured in the pages of this report.

I thank you for your interest in the school’s performance and progress, and I look forward to a productive year ahead. As we move forward into the 2017-2018 school year and beyond, I am excited about the future – we are well-positioned to embrace the opportunities and tackle the challenges that lie ahead. In doing so, we will serve all Dragons: those of yesterday, today, and tomorrow.

2016-17 ISB Board of Trustees

Emily Chan	Edward Grulich	Marc Murphy (Chair)
Edie Chen	Philip Hu	Nadine Pettman
Doug Cogle	Gus Kang	Richard Robinson
Jon Eichelberger	Liyin Liang	Sabine Rogge



Nadine Pettman
2017- 2018
Chair, ISB Board of Trustees

Our Mission

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.

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 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.

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.



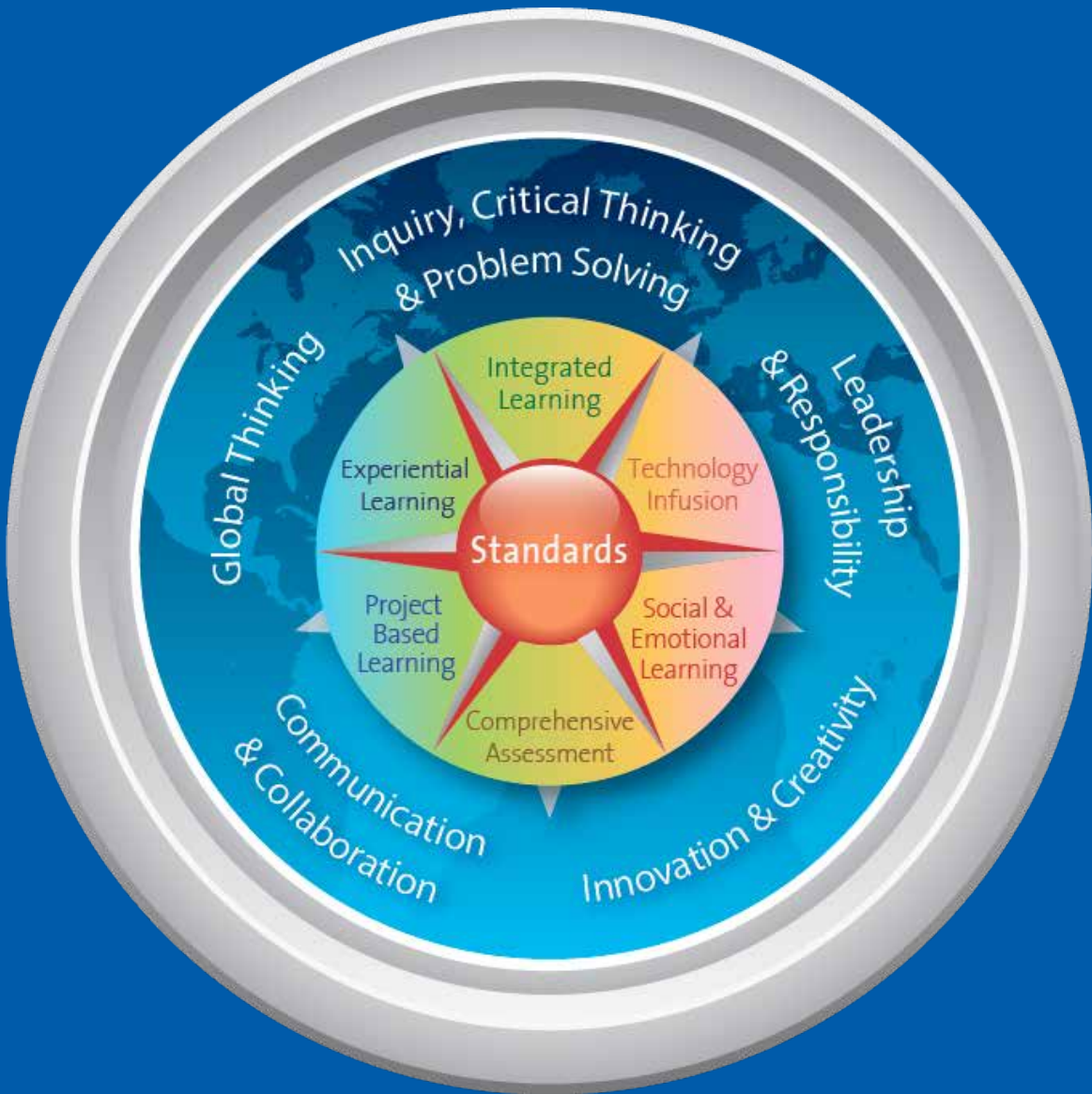


SECTION 2: EXCELLENCE IN EDUCATION

OFFICE OF LEARNING

The Office of Learning encompasses support positions related to teaching and learning at ISB: curriculum, educational technology, library-media, strategic learning, and assessment coordinators. It is the aim and mission of the office to support teachers in their work at ISB as they strive to be the best practitioners for our students.

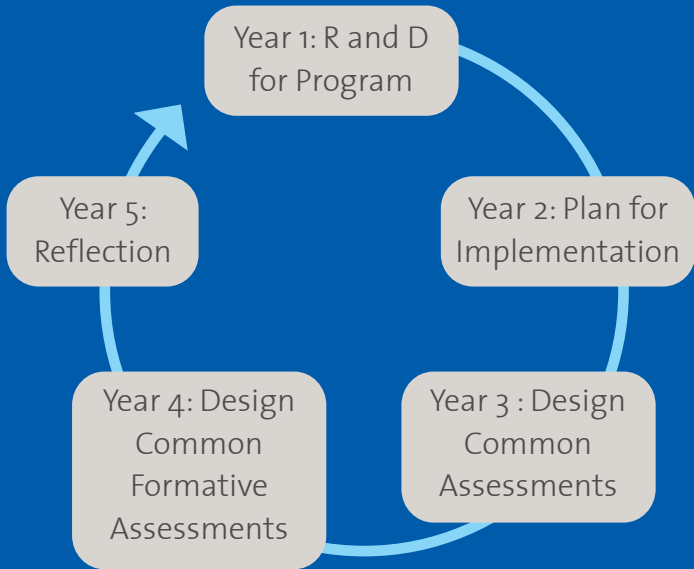
ISB continues to undergo extensive research and development into curriculum, examining **best practices** around the world to ensure each student is provided an exceptional international education. This supports our vision to **“be an adaptive, inspirational, forward-looking learning community, cultivating relationships that ignite each student’s passion for lifelong-learning.”**



CURRICULUM REVIEW

ISB follows a Curriculum Review Cycle that ensures an approach to program improvement that is continuous and research-based. The Review Cycle also provides a structured opportunity to consider the degree to which, and identification of, areas for growth and implementation of L21 dispositions. Over the past few years, there has been extensive programmatic work to plan programs for students that incorporate best practices, and are designed around our new standards. In particular, revisions were made to:

- Grade 9 and 10 Science, to ensure all students are exposed to the various disciplines: Biology, Chemistry, Physics, Earth, and Space & Engineering. This change will allow us to design more integrated science electives in the high school.
- The elementary school re-designed their Science and Social Studies units to improve integration opportunities with English, and to create more opportunities for design and engineering in their Science units.
- Grades 6 to 10 revision of English and Social Studies. These revisions are meant to align to new standards that place greater value on non-fiction reading and writing, as well as design a Social Studies program that is concept-based and embraces deep skills of evaluation and inquiry.
- Performing Arts and Visuals Arts have adopted new standards to guide their programs that provide a common framework and language to support student learning of the arts.



EDUCATIONAL TECHNOLOGY

Our educators broaden students' skills-base by integrating technology into their learning activities. Our students work with a wide variety of programs and often create and edit videos as part of their learning experiences. Students are introduced to our one-to-one laptop and/or iPad program in Kindergarten. They work with laptops in class on individual activities and on collaborative projects. Students in the middle school take on more responsibility for their learning and take their laptops home in the evenings to complete homework tasks, which carries on into the high school.

The middle and high school adopted and began preparations for the rollout of a new, modern learning management system (LMS) that will better support students and teachers in a dynamic blended learning environment.

The elementary school adopted and began preparations for the rollout of Seesaw, a student-driven portfolio platform to be used across the elementary school to empower students to document, share and reflect upon their own learning journey throughout the academic year, and across their years in the school.

All three divisions went through a process to update or rewrite their 'Responsible Use Agreement (RUA)' to be used with students as a teaching and learning tool. In the elementary school, this RUA is aligned with the three school rules (Be Safe, Be Responsible, Be Respectful). In the middle and high schools, a working group of students, teachers, counselors and administrators got together to compare our existing documentation with that of other schools around the world, and helped to create an agreement that is student-friendly and focused on helping to support them make good choices and decisions.

Integrating 'Digital Citizenship' into our curriculum continues to be a focus for our work with teachers. In the elementary school, digital citizenship topics and concepts were incorporated into appropriate units, while the middle and high schools brought specific digital citizenship lessons into their mentoring blocks.



PROFESSIONAL LEARNING

During 2016-17, the Office of Learning was focused on supporting the development of a number of programs within ISB. Specifically, our Dual Language program; our new Math program; introduction of a common approach to teaching for our EAL students; development of Science programs school wide; and ensuring a common understanding of the role of inquiry in learning at ISB.



17

Tania Lattanzio ran a weekend workshop and worked with elementary school teachers on the development of new units of study, centered around our inquiry work.

Paul Anderson worked closely with our high school Science department on the development of our Science 9 and Science 10 programs, aligned to our new standards that embrace the embedding of engineering into our classes.



Tom Schimmer worked with middle and high school teachers to support our standards-based assessment work and improve our feedback systems to students about their learning.

18

Jose Medina, from the Center for Applied Linguistics, trained teachers in the English as an Additional Language (EAL) model. This was accomplished by four days of training over two visits. Dr. Medina also worked specifically with our Dual Language teachers; and provided 'Learning Labs' for our EAL teachers, which proved very successful. We plan to continue this work going forward.

Erma Anderson worked with elementary and middle school teachers on a unique program to support implementation of the Common Core Math Standards. The Math Specialist in International Schools is a two-year, five-session professional learning opportunity for teachers to support instruction and assessment of Math, from Kindergarten to grade 8.

STRATEGIC LEARNING

ISB maintains its reputation for academic excellence as we explore innovative models of teaching and learning. Our educators facilitate hands-on opportunities for our students to process information, apply their knowledge and develop transferable, real-life skills. Our educators engage students in learning experiences in and beyond the classroom. But our high-performing faculty aren't the only educators helping to expose our students to the world around them. Each year, we invite a diverse range of experts to partner with us; to enrich the experiences for our students; and allow them the opportunity to practice and implement curricular concepts. Our Strategic Learning Office (SLO) works with teaching teams to provide appropriate and robust experiential learning activities for students, throughout the school year.

Experiential Learning Activities

19



Elementary School



Middle School



High School



School Wide

Middle School Mentoring Trips



Fall Trips



Spring Trips

High School Experiential Learning Opportunities



Grade 9 Through 11



Grade 12

Visiting Experts



School Wide



School Wide Residencies



Elementary School Residencies



Middle School Residencies



High School Residencies

20



Highlights:

Lower Elementary School

Students visited a farm to see where food is grown and raised, to gain a much better understanding of all the processes that are involved in growing and distributing the food that we eat.

Upper Elementary School

We organized a week's worth of activities for the Grade 5 Wellness unit. Students engaged in a week of activities that were led by local experts including: cooking healthy food, Taichi, calligraphy, flower arranging, tea ceremony, and meditation.



Middle School:

Cast members of the MS production Once Upon a Hutong explored the Forbidden City and Jingshun Park to gain a better understanding of context and history for the play.

High School:

Salon on Mao's rule of China for IB History students: A student-led discussion about Chairman Mao Zedong's legacy in contemporary China involving a panel of experts. Our students engaged in in-depth intellectual conversations with the experts, an experience that taught them how to articulate nuanced views on historical and modern issues enriched by the perspectives of others.

School Wide Events:

Chinese New Year Parade and the annual Terry Fox Run, which raised 55,550 RMB.



ELEMENTARY SCHOOL



Guidance Counseling Program

Guidance counselors oversaw improvements to the elementary school program which incorporate social thinking, child protection, digital citizenship concepts, and parent workshops. Teaching social thinking strategies helps students develop empathy and interpersonal skills, while parent workshops focused on STEPS Parenting, supporting children through transition periods and developing responsible digital citizenship.

Student Impact Rubrics

Rubrics defining expectations for students in completing tasks; listing necessary criteria, clarifying the standards of a quality performance, and tracking feedback on progress made in pursuit of those standards. Elementary faculty implemented student impact rubrics to gain baseline data on the school's progress toward attainment of the school wide initiatives.

Elementary School Open Houses

Our two elementary school open houses provided parents the opportunity to learn more about the dual language program, and the chance to tour the school with admissions officers and other school administrators. Both open houses were extremely well attended, and successful, as evidenced by the high number of resulting student applicants.

Inquiry and Scientific Practices

Teachers worked with expert consultants to solidify the inquiry-based approach to learning in the elementary school. Curriculum units were integrated so that students can see the relevance of cross-cutting concepts in science, social studies and literacy. Using an inquiry approach, students have opportunities to explore, discover and uncover their interests, choosing in how, what, and the pace at which they learn. Teachers plan instruction expressly to encourage students to think and behave like scientists.

Dual Language Program Rollout

Working closely with the Center for Applied Linguistics (CAL), the Elementary School team implemented a 50-50 dual language program for 40 of our preschool students. Students learned in Chinese for half the day and in English for half the day. CAL provided consultation to school leadership, observed and offered feedback to teachers, and conducted workshops with teachers and teaching assistants.

Professional Learning in Language Arts

CAL also provided training to teachers in language arts in the Sheltered Instruction Observation Protocol (SIOP), building teachers' skills and capacity for working with EAL students. SIOP is a planning framework that ensures instruction is appropriately aimed at the varying needs of language learners, and supports skills development in reading, writing, listening and speaking.

Professional Learning in Math

Elementary math faculty underwent professional development, taking the Mathematics Specialists in International Schools (MSIS) certificate program, which has helped them develop common assessments, and to develop more effective math instruction.

Destination Imagination

An inaugural group of twenty-two grade 3 students traveled to Singapore to participate in a Destination Imagination tournament. Destination Imagination is an organization that provides opportunities for students to put 21st century learning skills into practice. At tournaments in the US and Asia, teams take on challenges related to STEM, improv, visual arts, or service learning.

Math Curriculum Updates

Elementary faculty implemented several major math curriculum updates: documenting math curricular units, developing common assessment tasks, updating content objectives, and identifying language objectives outlining how students communicate their understanding of mathematical ideas and concepts.

Mindfulness

Through guidance classes the elementary school counselors embedded mindfulness practices in the social-emotional learning (SEL) curriculum. An increasing number of teachers used practices prior to the start of a lesson to help improve student attention and focus.

MIDDLE SCHOOL

Fantastic Co-curricular Programs

Participation in a rich variety of co-curricular activities helped enhance and energize the lives of our students. Highlights included the International Schools Theater Association (ISTA) trip, the Association for Music in International Schools (AMIS) competition, the World Scholars Cup (which ISB hosted), sports seasons, Habitat for Humanity, and the Anti-Bullying Committee launched as a student-led effort.

Once Upon a Hutong

Linking to local culture is an important strategic initiative for ISB. Telling the story of Wang Li, a young prince in search of a wife, Once Upon a Hutong, was written and directed by middle school Drama teacher, Hannah Northcott. With three performances, the production featured over 50 middle school students who sang, danced, and acted, to bring the story to life. The student cast and their teachers deepened their understanding of the settings, period, and customs of the play, through an experiential learning trip to the Forbidden City early in the rehearsal process.

Fall and Spring Trips

All middle school students enjoyed a mentoring trip with their homeroom colleagues and teachers. In tandem with the Strategic Learning Office and JUMPI, the middle school faculty reworked the fall and spring student trips. ISB Middle School uses experiential education to help students realize their passions and potential. These trips are an important part of ISB's mentoring program as they build a true sense of community in the middle school.

Design Technology Expansion

The year saw many important developments in our design and engineering curriculum, facilities, and faculty; including the hiring of a MS/HS Design Technology Coordinator, a new Design Technology classroom, greater use of 3D printing and laser cutting, robotics enrichments, Ignite Weeks in Futures Academy, and a large middle school presence at the Innovation EXPO. Our Design Technology Coordinator worked with teachers across all subject areas to meaningfully incorporate technology, engineering, design principles, and project-based learning into student learning experiences.

Personalized Learning

Personalized learning at ISB provides instruction, curriculum, and learning environments tailored to our student's learning preferences and specific interests. This year, the One Day program was revised to deliver greater personalization, and enrichment was updated and expanded to support student choice, through options such as Genius Hour and Independent Study.

Standards-Based Assessments

Updated assessment, grading, and reporting practices place greater emphasis on learning; employing standards-based methods to provide clear feedback to students and to parents about learning progress and mastery. Traditional assessment methods and numerical calculations tend to focus students on earning points; these new practices are shown to reduce anxiety, emphasizing learning instead of merely earning points and therefore making learning more enjoyable.

Student-Led Conferencing (Spring)

Expanded from Futures Academy, the middle school has implemented student-led conferencing (SLC) each spring. SLC gives students a chance to demonstrate their mature ownership of their learning and growth to their parents. Parents and teachers will continue to meet at fall conferences to promote and build the relationship between home and school.

Smile Week

Led by the Middle School Student Council (STUCO), the ISB community raised over 100,000 RMB for orphans in need of cleft palate surgeries at Ping An Medical Foster Home. For the tenth year, this tradition of service involved an incredible amount of service, coordination, and hard work by the students who organized a wide array of fundraising activities.

Successes in Futures Academy

The third year of Futures Academy saw many successes: enrollment climbed to more than 80 students; schools in the region sent teams to observe the program in operation; there was greater cooperation with outside experts such as Creatica, Philippe Kassouf, and William Lindsey; the entrepreneurship unit raised money for SMILE week; and the grade 8 capstone projects engaged students to take action, based on their learning and beliefs.

Futures Public Radio

Futures Public Radio (FPR) is a student-led multimedia platform for student storytelling, launched this year through the ISB Research & Development grant proposal by teachers. Students select and collaborate on stories about the ISB community. FPR enhances students' media and literacy skills through writing, interviewing, reporting, sound engineering, podcasting, web design, and audio and video production.

HIGH SCHOOL



Experiential Learning Opportunities (ELO)

ELOs were expanded this year through our partnership with JUMP. Students were able to develop their own personal plans and some of the trips designed by students went out again this year. Students visited more locations out of country than in previous years with trips to Japan, Vietnam, and the Philippines. Student feedback has been collected and will be incorporated into this unique ISB experience that allows students to explore their passions at the end of the school year.

Overall Scores

International School of Beijing (ISB) students once again achieved fantastic results in the International Baccalaureate (IB) Diploma Programme, with an average score of 36: six points higher than the IB global average. This score is achieved by the top 15% of students taking the IB Diploma around the world. One ISB student received the maximum score of 45 points; less than 0.15% of students worldwide received full marks this year. Our AP median scores were also strong, comparing favorably with worldwide averages, and our SAT results improved year-on-year in all areas.

Science Alignment

Our teachers worked collaboratively to develop a best-practice model for teaching science at ISB for grades 9 and 10. This new model gives students a broader understanding of scientific concepts and subject area and allows all students to explore a wide range of scientific content. The goal is to help students prepare for the wide range of IB Sciences that ISB offers. Teachers worked with a world leader in science education, Paul Anderson, throughout the process.

Futures in HS

In our first year of High School Futures Academy we had a wonderful year of learning and growing. Students chose several individual topics to explore and learn about to demonstrate their skills in each of the curriculum areas. Students went off campus to explore a wetland area outside of Beijing, they had guest speakers come and work with them as well as sharing their learning with their peers, parents, and teachers at the end of each unit.

Student as Learner

Student as a Learner feedback was given for the first time this year on reports to help students understand their progress in the areas of Responsibility, Attitude and Collaboration in the learning process. Students were given chances to self-reflect and discuss these areas with their teachers to help them improve in the learning process.

Standards Based Grading

Teachers developed standards based rubrics in all subject areas, and as part of our move towards standards based grades we separated out academic achievement and behaviors. Students no longer receive grades for formative feedback from this year onward. These efforts are to help give students better feedback to help them improve learning.

Year Long Mentoring

Our mentoring model showed consistent growth and improvement in preparation for its extension as a year long program. Mentoring lessons were developed to cover topics from relationship building, self-esteem and digital citizenship. In addition to supporting our personalized learning and nurturing the whole child, our mentoring model ensures every student has direct access to a teacher whom they form a trusting, meaningful relationship with in a small group setting. Teachers will follow their mentor students for all four years that they are in high school to build bonds within the group and with the mentor teacher.

Amazing College Acceptances

Our academic measures are many, but among the most noteworthy are our seniors' impressive International Baccalaureate (IB), Advanced Placement (AP), and ACT/SAT scores, which allowed them to matriculate to many of the world's finest colleges and universities, such as Central St. Martin's School of Art, Columbia University, Harvard University, Les Roches, McGill University, New York University, Princeton University, Stanford University, University College London, University of California at Berkeley, University of British Columbia, University of Hong Kong, and University of Warwick.

Fiddler on The Roof

High school drama students presented a powerful, heart-felt performance of this beloved hit-musical for the community. The large cast and crew put in long hours: diligently worked on practicing choreography, building sets, learning music, and memorizing lines to bring this celebration of Jewish culture to life.

Service

We enjoyed our second year of gold certification in the Duke of Edinburgh International Award program. Student clubs and service groups also made significant achievements in their work, contributing to the vitality of our school and local community.

ASSESSING THE RESULTS

International Baccalaureate

International School of Beijing’s Class of 2017 students achieved exceptional results in the International Baccalaureate (IB) Diploma Programme, with an average score of 36: six points higher than the IB global average. This score is achieved by the top 15% of students taking the IB Diploma around the world.

This year, an incredible 25% of ISB students achieved a score of 40 points and above, putting them in the top 7% of students worldwide. This is, typically, the level of attainment required to gain admission to some of the world’s top-ranked universities.

One ISB student received the maximum score of 45 points; less than 0.15% of students worldwide received full marks this year. This achievement is especially impressive, given more than half a million examinations were processed in this cycle – the largest number in the history of the IB Diploma Programme.

College Acceptances by Region for Classes of 2016 and 2017



Top 14 schools by students choosing to enroll

- | | |
|--|------------------------------------|
| 1. New York University | 8. Boston College |
| 2. University of Southern California | 9. Boston University |
| 3. University of Toronto | 10. Carnegie-Mellon University |
| 4. University of British Columbia | 11. Indiana University/Bloomington |
| 5. Columbia University | 12. Northeastern University |
| 6. University of Illinois/Urbana-Champaign | 13. Pennsylvania State University |
| 7. University of California/Berkeley | 14. Tufts University |

2017 International Baccalaureate Results

Pass rates and point awards for the 83 graduates who completed the Diploma in May 2017 appear below, with comparative information for the previous two years.

		Class of 2017	Class of 2016	Class of 2015
Number of Diploma Candidates		83	91	100
Pass Rate		96%	96%	99%
Points obtained by				
successful candidates	40-45:	20	17	9
	35-39:	32	40	40
	30-34:	22	24	24
	24-29:	6	6	8
School Mean		36	36	35
World Mean		30	30	30
Bilingual Diplomas		21	27	27

Measures of Academic Performance

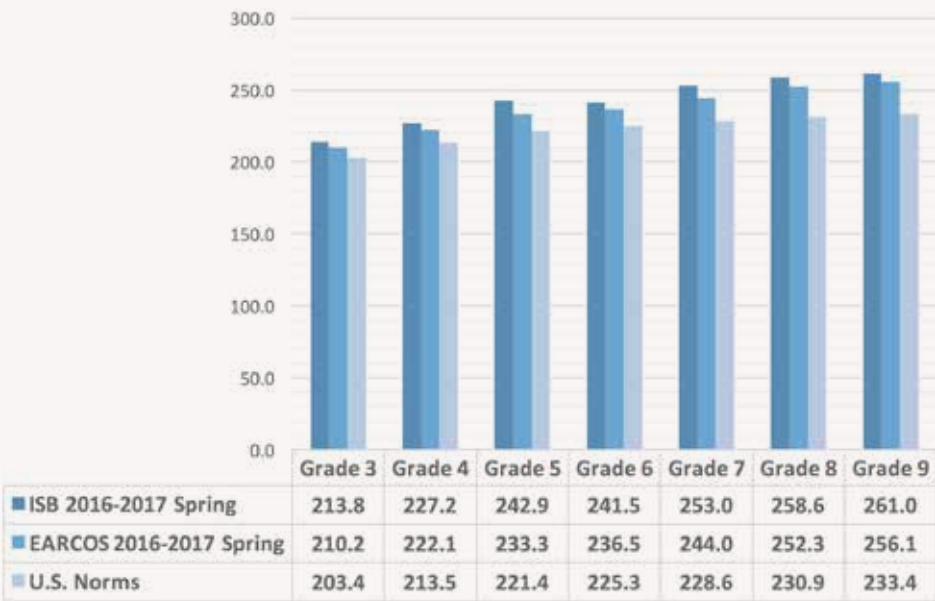
ISB marked its third year of Measures of Academic Progress® (MAP®) in 2016-17. This assessment system has served as an important external data point for us. As we deepen our curriculum review cycle in 2017-18, we aspire to develop our own internal systems to measure academic achievement.

MAP® assessments are given to students in grades three through eight in the areas of language skills, math, and reading. MAP® assessments are criterion-referenced, meaning they generate a score that is based on a level of knowledge and skill that is not dependent on grade level. Since MAP® assessments are given twice each year, growth is also calculated.

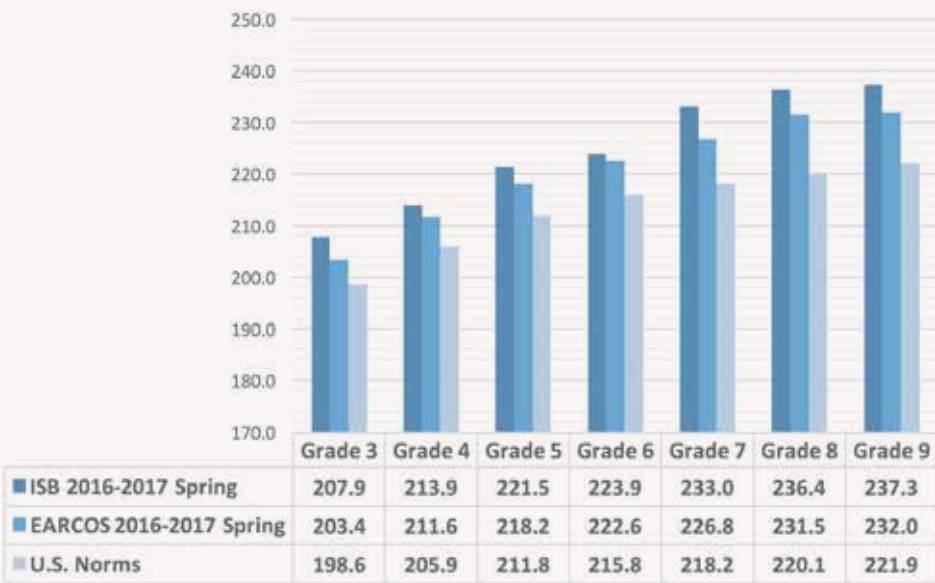
The charts to the right show the statistics for Spring 2016-17. The ISB average represents the average score of all our students in that grade who took the test. The US average represents the average score of all students in that grade who took the test worldwide. The East Asia Regional Council of Schools (EARCOS) average represents the average score of all students in that grade who took the test at EARCOS schools. The school percentile represents how the average score of a grade level at ISB compares to the average score of a grade level in all other schools who administered the test.

As you can see from the results, our average scores are significantly higher than the average scores of the US and EARCOS comparison groups.

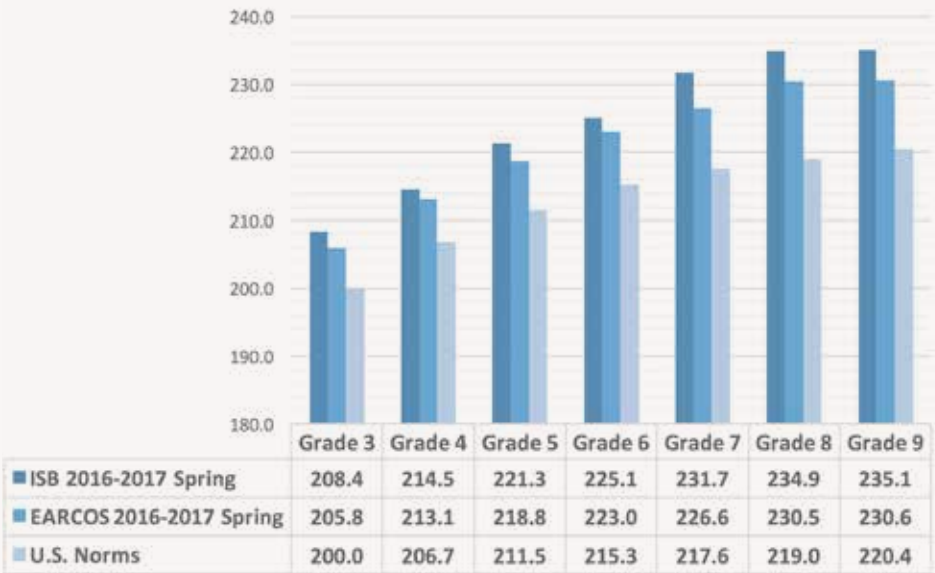
2016-2017 Spring MAP Mathematics



2016-2017 Spring MAP Reading



2016-2017 Spring MAP Language Usage



SUPPORT SERVICES

ISB is committed to providing a range of academic, language, social, and emotional services for students with unique learning profiles, PreK through to grade 12. We recognize that all learners benefit from a safe and supportive environment, and that understanding and supporting each child’s academic, social and personal growth is imperative to their success.

The 2016-17 school year was an exciting year of reflection and action planning for student support services. We boosted professional collaboration across divisions, while simultaneously delivering exemplary academic English language support, academic interventions, and social-emotional support for students.

English Language Support

ISB’s English as an Additional Language (EAL) program is a ‘sheltered immersion’ program that aims to develop students’ English language skills in the context of our L21 curriculum. In collaboration with classroom teachers, 13 EAL specialists nurture their students’ English language proficiency through work in regular classrooms in grades 1-8, along with additional pull-out sessions and teacher consultation as needed. In the high school, EAL students are supported through an additional support class and consultation with subject teachers as needed. International Baccalaureate (IB) students who are still developing their English skills are offered ‘English as an additional language’, alongside advanced literacy in their mother tongue or strongest language.

ISB is transitioning to the Sheltered Instruction Observation Protocol (SIOP), a research-based model advocated by the Center of Applied Linguistics (CAL). Our inclusive language policy that supports one of ISB’s greatest assets: students’ linguistic and cultural diversity. Our teachers receive SIOP training twice annually to develop strategies to make English more explicit in the context of curriculum content.

Learning Support Services

The school wide learning support team consists of 11 learning support teachers, three instructional assistants, and one speech and language pathologist. The Director of Student Support Services also serves as school psychologist. During 2016-17, learning support services underwent a review assessing effectiveness

in each area. External audit results recommended improvements in communication of policies and procedures to the larger school community. Our goal for the 2017-18 school year is to raise awareness celebrate the successes of our learning support services with the community.

ISB uses a Multi-Tiered System of Support model (MTSS), which includes a Response to Intervention (RTI) problem-solving approach school wide. We are continuously developing tighter progress monitoring processes. In the elementary school, we completed our second year using AIMSWeb, a screening and progress monitoring system based on direct, frequent, and continuous student assessment of reading skills for students. The accompanying graphic provides a description of the model. We place strong emphasis on early intervention through tier 1 and 2 supports in the early grades.

In grades 3 to 9, we use the Measures of Academic Progress® (MAP®) testing as a school wide screening, twice annually (fall and spring). Students scoring below a designated level are identified for further data collection, support, and skill remediation. In addition to using a RTI approach, ISB has the capacity to conduct psychoeducational (psych-ed) assessments, when necessary, to inform instruction. However, the RTI approach is typically sufficient in identifying student needs. Implementing our MTSS model requires strong collaboration between classroom teachers, student support services, and parents.

Tier 1:

All students receive high quality, research-based instruction. Classroom teachers focus on differentiating their instruction to meet the diverse learning needs of students. Teachers design and administer on-going formative assessment and periodic summative assessments to gauge student growth and progress in relation to curricular goals and objectives.

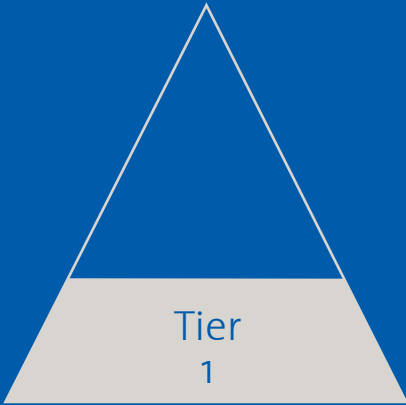
Tier 2:

Students who are not making sufficient progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. The intervention is provided in small group settings in addition to instruction of the general curriculum. The instruction is targeted on identified skills and the intervention usually is temporary. However, sometimes it is determined that a student needs a Tier 2 level of support for an extended period of time. The Tier 2 placement is reviewed quarterly in grades K-8 and by the semester in high school.

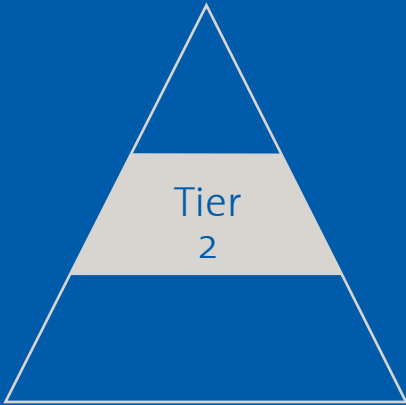
Tier 3:

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions in Tier 2 are considered for Tier 3. The data collected during Tiers 1, 2 are included and used to make the eligibility decision.

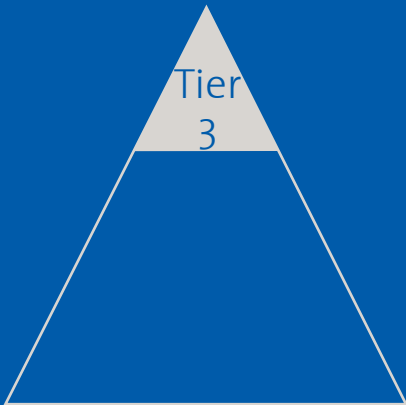
Implementing the MTSS Model will help ISB continue to build capacity to meet the diverse needs and interests of students.



Core Classroom Instruction



Targeted Small Group Instruction



Intensive Individual Intervention

CO-CURRICULAR

2016-17 was one of the busiest years on record in the Activities Office at ISB, both from a hosting and participation perspective. We welcomed APAC Volleyball, Dance and Super Girls Soccer onto campus, as well as China Cup, ACAMIS, ISAC and AMIS events, involving students from across all divisions of ISB.

Season 1

Our high school students achieved success as APAC Champions in Girls’ Cross-Country, followed by a series of second place finishes in Boys and Girls Volleyball, Girls Rugby and Boys Tennis. We continued our amazing streak of runner-up placings at China Cup in September with Boys and Girls Volleyball (Varsity and Junior Varsity), Boys and Girls Tennis, and Girls Rugby all in silver medal positions.

The middle school teams ended their opening seasons with the ISAC tournaments across Beijing, and our elementary school athletes attended both the ISAC Cross-Country event hosted by ISB, as well as the ISAC Soccer event at Dulwich College Beijing. In Performing Arts, we staged a hugely successful run of Showcase concerts.

APAC Dance, hosted in November, was a great success, with instructors coming from across China to lead high school students in modern dance, Chinese folk dance, and in hip hop.

During Thanksgiving weekend, ISB hosted another hugely successful Tim Callahan Great Wall Shootout and picked up championship trophies in both the boys and girls tournaments. Additionally, we had excellent APAC Orchestra and Choir festivals in Shanghai at Concordia International School Shanghai, and Shanghai American School (SAS), an ISAC middle school Volleyball weekend, and a sold-out middle school production of Once Upon a Hutong.

Season 2

Early 2017, saw our students involved in China Cup, APAC, ACAMIS, MUN in Qatar, Asian All Stars Swim Meet and second season performing arts festivals. BEIMUN, hosted at ISB, was a huge hit and attracted more than 600 participants. Our annual ‘Charity Fashion Show’, a student-led event, was once again a tremendous success.

APAC Girls Soccer, hosted by ISB in April, was a huge hit with everyone that attended. The players, coaches, spectators, and ISB community members attended in such force for the opening ceremony – each played their role in a fantastic weekend of great goals, great sportsmanship and great fun! Our visiting soccer players also had the opportunity to attend Fiddler on the Roof performed by our high school and faculty thespians. The show was, as always, just perfect, and was well received by both our own community and our visitors alike.

A very large and dedicated group of middle school students and teachers attended the International Schools Theatre Association (ISTA) Festival held on Telunas island in Indonesia, and our high school Jazz Band were very fortunate to have been part of a totally unique experience, taking a master class workshop with the Beijing Blue Note Jazz Band, before opening up for the band at the ‘Blue Note’ club to a regular paying Friday night audience.

ISB Main Events 2016-17

September

ACAMIS Tennis
China Cup Volleyball*
AMIS Honor Jazz Festival and Jazz Skills Workshop

October

AMIS European Middle School Honor Boys’ Choir
APAC Volleyball*
ACAMIS Volleyball

November

AMIS Workshop for Students and Teachers of IB Music
ACAMIS Golf
APAC Dance*
Great Wall Shootout Basketball*

January

China Cup Forensics*
AMIS Middle School Honor Mixed Choir
ACAMIS Basketball
AMIS Solo & Ensemble Festivals

February

ASIAN All Star Swim Meet*

March

AMIS High School Honor Choirs
Asian Middle School Honor Band
AMIS High School Honor Band and Orchestra
China Cup Soccer*
AMIS European Middle School Honor Orchestra

April

AMIS Asian Middle School Honor Boys’ and Girls’ Choirs
APAC Super Soccer (Girls)*
ACAMIS Soccer
AMIS European Middle School Honor Girls’ Choir

May

AMIS European Middle School Honor Band
ACAMIS Track & Field*

*Tournament hosted by ISB

ACAMIS: Association of China and Mongolia International Schools

AMIS: Association for Music in International Schools

APAC: Asia Pacific Activities Conference

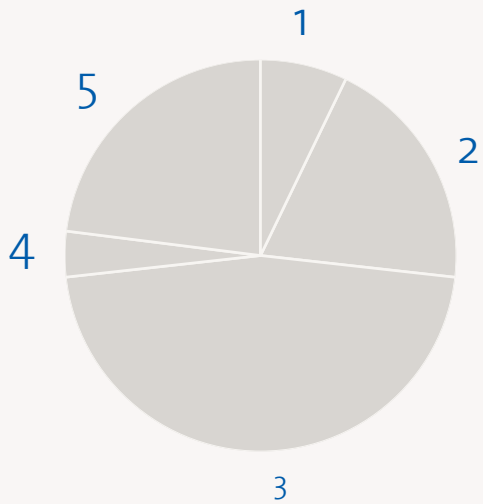
BEIMUN: Beijing Model United Nations

China Cup: tournament between ISB, Hong Kong International School (HKIS), Shanghai American School (SAS)

ISAC: International Schools Athletic Conference

ISTA: International Schools Theatre Association

For the elementary students, over 200 ASAs were offered, with close to 500 registrations in every session. Elementary school teams participated in ISAC soccer, handball, cross-country, badminton, swimming and track and field. Grades 3 to 5 were, once again, able to participate in another successful Dribbling Dragons program. The elementary production of Twinderella had a cast of 60, and we showcased all our strings and band students in the traditional ES Showcase concerts at the end of each semester.



- 1. Performing Arts
- 2. Arts & Crafts
- 3. Movement & Games
- 4. Life skills/Service
- 5. Extension of Class





SECTION 3:
THE ISB FAMILY

ADMISSIONS

ISB continues to attract new families who want their children to be part of a welcoming community, that works in partnership to provide a tailored, connected, real-world curriculum for all students. Families who commit to ISB are attracted for all the right reasons; they see our proven record of academic excellence, our inspirational learning opportunities enhanced by being in China; and our warm community where parents, teachers, and students form lifelong friendships.

To be able to offer our new families a warm welcome as they navigate the application process, the start of the 2016-17 school year saw the opening of our new Admissions Suite. This has allowed us to personalize the attention we give to families while offering them a comfortable space to rest, before and after their appointments begin. In the 2016-17 school year, we welcomed more than 440 new students to ISB and provided 584 tours, an average of three per school day. Of these newcomers, 250 students enrolled in August 2016 and 159 in January 2017. Our school wide enrollment for 2016-17 totaled 1,668 students.

The launch of a successful Open House program led to 5 Open Houses, which drew a total of 344 people. We fully enrolled our Dual Language Program for PreK 3 and PreK 4, as well as for the newly extended Kindergarten Dual Language Program. The school was so sought after throughout this year's admissions season that waiting pools now exist for the 2017-18 school year in 10 of our 15 grades.

Nationalities

Albania 1	Canada 167	India 28	Mongolia 1	Spain 2
Algeria 1	China (HK, Macau, TW) 303	Indonesia 2	Netherlands 7	Sweden 13
Argentina 2		Ireland 3	New Zealand 10	Tajikistan 2
	Denmark 5			
Australia 59		Israel 2	Norway 3	Thailand 1
	Ethiopia 3			
Austria 2		Italy 7	Pakistan 3	United Kingdom 19
	Finland 4			
Belgium 2		Japan 18	Philippines 7	USA 610
	France 15			
Botswana 2		South Korea 287	Rwanda 1	Venezuela 2
	Germany 9			
Brazil 3		Lesotho 1	Saudi Arabia 2	Total 1668
	Greece 2			
Bulgaria 1		Malaysia 15	Singapore 34	
	Hungary 2			
Cameroon 3		Mexico 2		

Open House Attendance

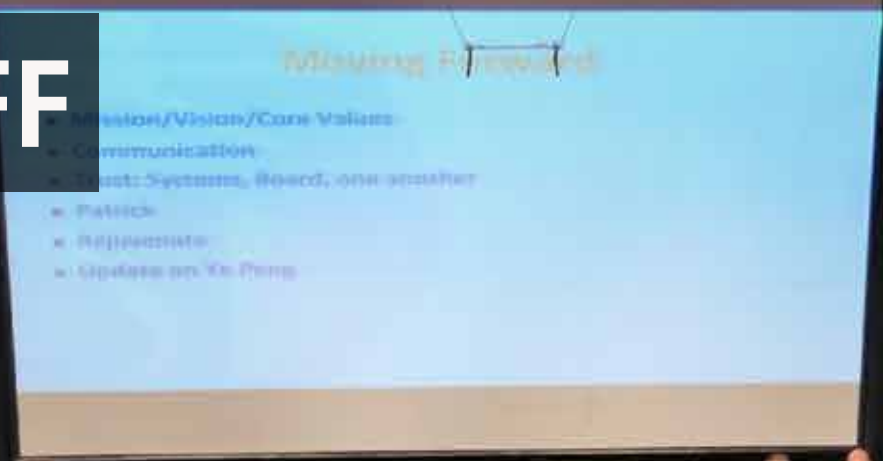
LES Open House: 74
ES Open House: 156
MS/HS Open House: 51
College Guidance: 31
MS/HS Open House: 32
Total Attendance: 344

2016-17 At a Glance

Family Tours: 584
New Enrollment: 440
Mid-Year Enrollment: 159
Student Body: 1,668
Number of Families: 1,045
Nationalities: 48



FACULTY AND STAFF



43

44

ISB is a proud of its faculty and staff. With a strong 36-year history, we are able to attract passionate, professional, multicultural faculty and staff, who bring a variety of experiences and views to enhance our students' education.

All members of the ISB administration and faculty have qualifications in their respective fields from externally recognized authorities. ISB's continuous professional development program supports faculty attendance at a wide variety of workshops and online trainings sponsored by the International Baccalaureate Organization and other reputable educational institutions around the world. Furthermore, ISB faculty benefit from a variety of educational consultants who provide workshops on campus during the course of the year.

Our support staff are a dedicated team who are committed to supporting the advancement of ISB in areas including education, finance, facilities, human resources, admissions and communications & marketing. The dedication and expertise they bring, helps to ensure ISB's success.

Student to Faculty Ratio

9.5:1

Staff Demographics

Administration: 20
Faculty: 193
Support: 133

Years of Service

	Admin	Faculty	Support
0-2 years	8	76	45
3-5 years	7	50	29
6-8 years	2	17	12
9-11 years	0	7	19
12+	3	43	29

Educational Qualification

Administration:
Doctorate (2)
Masters (13)
Bachelors (5)

Faculty:
Doctorate (2)
Masters (137)
Bachelors (53)

Nationality
US: 115
Canada: 27
Australia/NZ: 33
Greater China: 120
Other: 51

PARENT TEACHER ASSOCIATION

The long-term goals of the PTA are to build a strong and healthy community; and standardize PTA processes and procedures, to ensure consistency for committees in the future. During the 2016-17 school year we worked with school administration to carry out an official audit, through an outside company, to ensure our finances and procedures were standardized and documented. This has now been adopted as an annual audit, to ensure clarity and transparency.

We partnered with the elementary school administration to help build an ES Student Council (STUCO). We also supported a number of training programs for parents, aimed at providing insight to the ISB educational philosophy.

A highlight this year, was helping to facilitate a community-wide Blood Drive. Working with the ISB Human Resources office, we recruited more than 120 donors from across the Beijing International School community, in support of an ISB staff member, battling leukemia. The community donation of 72 pints of blood impressed The Red Cross, who worked with us to organize at short notice.



2016-17 Executive Board

President: Cherry Wu
1st Vice President (Communications): Silas Newland
2nd Vice President: Estella Tsang
2nd Vice President: Joycelyn Diong
Secretary: Vicki Zhao
Treasurer: Iris Rang
Store Manager: Jennifer Beebe

LES Divisional Reps: Sue Wang, Liyin Liang
UES Divisional Reps: Shan Huang, Debra Monroe
MS Divisional Reps: Loretta Liu, Amy Xu
HS Divisional Reps: Georgina Guang, Jane Lu
Booster Club President: Harumi Graham

BOOSTER CLUB

ISB Booster Club works with administration, PTA, and faculty to help enrich our students' experiences at ISB. To achieve our goal, the Booster Club raises funds through the sale of school supplies, school spirit merchandise, and community social fundraising events.

With the strong support of parents and the ISB community, the Booster Club was able to contribute 72,000 RMB for athletic and performing arts activities and also contribute 70,000 RMB for wireless microphones for the performing arts department as a 35th anniversary gift in 2016-2017.



Booster Club Services

- Design and produce ISB logo products sold at the Dragons' Den
- Sell concessions at school events
- Host performing arts receptions after concerts
- Weekly popcorn sales
- Host a Coaches/Directors Appreciation lunch

What we gift

- Travel bags to all HS students and coaches
- Travel tags to all HS varsity sports teams and coaches
- Activities T-shirts to all MS students
- T-shirts for ES Jedi Jugglers
- T-shirts for '1000 rep' challenge winners
- T-shirts and pizza for cast and crew of MS drama production
- T-shirts and pizza for cast and crew of HS drama production
- T-shirts, cakes and drinks for cast and crew of ES drama production
- Goodie bags for ES year end concert
- Graduation gifts for all graduates
- Wireless microphones for Performing Art as 35th anniversary gift

PTA by the Numbers

- 16 elected executive members
- 20+ associate members
- 45+ PTA Store volunteers
- 25+ ice cream sales volunteers
- + 600,000 RMB to support student enrichment and charities, and community events

Highlights

New parent orientation

Community outings

Parent cooking & exercise classes

Blood Drive

Parents training & workshop

47 International Day

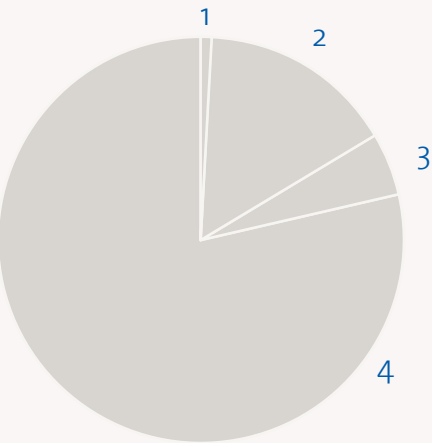
Spring Festival Tea Celebration

Elementary School Student Council (ES STUCO)

Teacher & Staff Appreciation Day

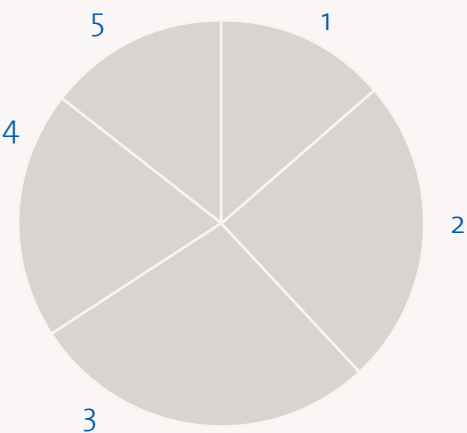
Student activity support

2016- 27 Income



- 1. Misc. Income: 5,930
- 2. PTA Store: 99,173
- 3. Ice Cream: 31,858
- 4. Spring Fair: 497,196
- Total: 634,157 RMB

2016- 27 Expense



- 1. Internal Audit: 64,569
- 2. Student Charities: 115,532
- 3. Student Activities: 131,511
- 4. Community Events: 92,736
- 5. Other Expenses : 67,539
- Total: 471,890 RMB



ALUMNI RELATIONS

International School of Beijing CONGRATULATES ITS GRADUATING CLASS



49

Our Alumni network continues to grow from strength to strength. Following the launch of our online platform at the end of the 2015-16 school year, registered members, made up of not only previous ISB students, but also parents and faculty members, has exceeded 1000.

The platform provides the opportunity for alumni to connect with each other, and to give back to ISB by offering mentoring and internship opportunities to current ISB students. Alumni are provided the opportunity to share job openings, advertise reunions, and create groups for their graduation year, or location.

Our regular monthly newsletter shares current news on campus, as well as successes of alumni, profiles, and photos. An active social media presence through Facebook, also helps to ensure we reach as many alumni as possible and continue to grow the network and maintain strong global connections to ISB.

The opportunity to reconnect with old friends in person, is still important to us and to our alumni. In 2016-17, we hosted 7 reunions at various global locations, in addition to the gatherings organized by our team of alumni representatives throughout the world.

As we say at ISB, once a Dragon, always a Dragon.

50

Alumni Facts & Figures

- Establishment of School: 1980
- Establishment of Alumni Association: 2012
- Number of Alumni: 11,500 (as of 2017)
- Alumni students: 6,000
 - Former students: 3,400
 - Graduates: 2,600
- Alumni Parents: 5,500

- First graduation class: 1993
- Alumni Nationalities: 60
- Alumni Demographics:
 - USA 47%
 - South Korea 15%
 - Europe 8 %
 - Canada 7 %
 - China - Hong Kong 5%
 - China - Taiwan 3%
 - Australia 3%
 - Singapore 2.5%
 - India 1.7%
 - Malaysia 1.5%

Stay Connected

- ISB Alumni Network – 1000 registered users
- Alumni Newsletters – 36
- Alumni Magazines – 9 issues
- Alumni Profile/Spotlight – 85 alumni have been profiled or featured
- Alumni Reunions: New York, Boston, Chicago, San Francisco, Los Angeles, Toronto, Melbourne, Singapore, Seoul, Hong Kong, Shanghai and Beijing (Attended by some 800 alumni in total)

Get Involved

- Alumni class representatives: 26
- Alumni regional representatives: 22
- Alumni ambassadors: 280
- Alumni mentors: 700



SECTION 4: FACILITIES

A 21ST CENTURY CAMPUS

Overview

At ISB, we are committed to providing the best possible environment and opportunities for our students to excel. Our campus is an extension of our learning philosophy and was designed to realize our vision; to nurture the intellectual, physical, social and emotional development of our students. Providing a campus which supports our Mission and Vision is of utmost importance. Every year, we invest time and money to ensure we continue to meet this high standard. Our dedicated facilities team, work hard throughout the year to ensure our campus maintains the high standards ISB has become known for.

When we wave goodbye to students and staff, and the doors close for summer vacation, our facilities department starts work on some of our bigger renovation projects.....

Summary of Major Projects 2016-17

- Air balance for air filtration system
- Upgraded BMS & Honeywell controlling system
- Replaced AC for main server room
- Renovated 18 restrooms
- Renovated main reception/hallway
- Renovated Office of Learning
- Leveled swimming pool floor
- Installed new climbing wall
- Installed new lockers for performing arts hallway
- Installed new bleachers for Gym 3
- Repainted & recarpeted 40 offices
- Replaced bulletin boards for all hallways
- Replaced ceiling tiles for 1st floor classrooms
- Repainted Upper Elementary School classrooms
- PTA 35th Anniversary gift to ISB: water fountain construction in Tiananmen square
- Installed LED lights for parking lots

Just Some of the Things We Operate and Maintain

- 4 x 2,000KVA Transformers
- 2 Diesel engine generators
- 317 electrical sub-boards and distribution boards
- 8807 indoor lights and 658 outdoor lights
- 3 absorption chillers
- 2 cooling towers
- 65 air-handling units
- 1090 fan coil units
- 40 split air conditioners
- 2 boilers
- 50 exhaust fans
- 25 sewerage pump units
- 4 septic tanks



SECTION 5: FINANCES

FINANCIAL REVIEW

As a not-for-profit institution, ISB invests all revenue back in to our school, to further our mission and vision and provide an excellent education for our students. To be able to continue to provide the excellent education ISB is known for, we need to be able to attract and retain highly qualified administrators, faculty, and staff; invest in quality instructional resources; provide excellent equipment and world-class technology; and construct, renovate, and maintain top-tier facilities. Our Board of Trustees are voluntary members who receive no financial compensation for their commitment of time or effort.

ISB budgets and manages its finances in alignment with the school year cycle, such that financial results are based on the period from July 1 to June 30. Note also that due to ISB’s legal status conversion process, the functional currency is required to be the Chinese renminbi (RMB), thus all amounts are stated as such.

Revenues, Expenses, and Operating Reserves

The majority of ISB’s income (95%) comes from tuition and capital fees, with bus fees, interest income and grants, making up the remainder.

ISB’s income for the 2016-17 school year adequately supported our personnel and operational needs. School revenue was 1% in excess of projected budget, driven by additional enrollment in the second half of the school year. Most of ISB’s operating expenses (65%) are used to support personnel expenses. Salary adjustments in 2016-17 included an average 4% increase in employee salary schedules, while school fees increased 5% year-on-year.

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 2016-17 school year, ISB’s targeted operating reserves, as detailed in Board policy, amounted to over 88.7 million RMB.

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. In 2016-17, our capital fee income was 49.7 million RMB. 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.

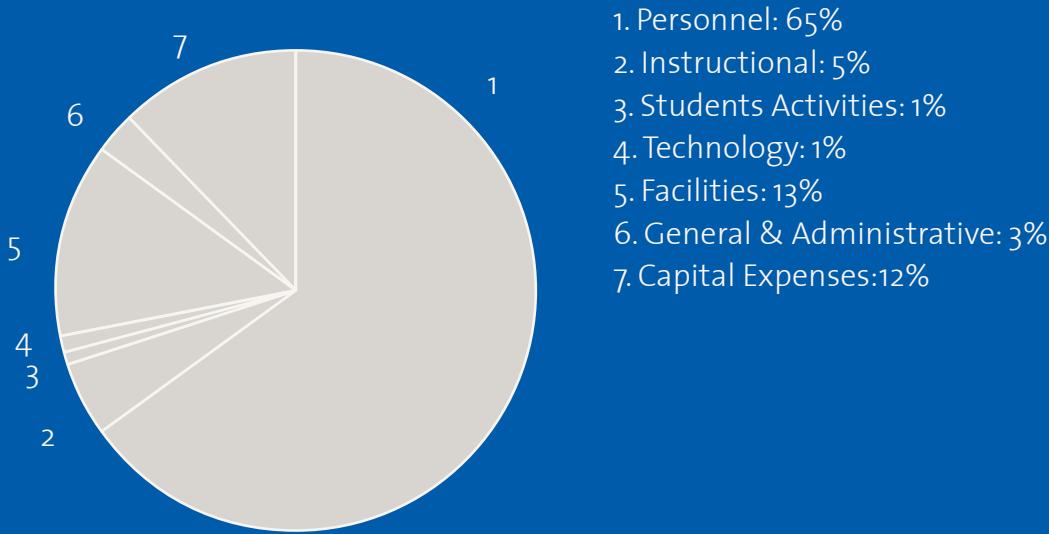
Major capital expenditures for 2016-17 were:

- Swimming Pool floor levelling
- IT Network upgrade
- Restroom remodel
- Climbing Wall replacement
- Elementary playground re-surface

Looking Ahead

ISB continues to be in a financially sound position as reflected by positive audit results and meeting the school’s reserve targets. Through on-going trend analysis, we are able to financially plan for the best interests of educating our students. The Board of Trustees approved a conservative budget based on 1,608 students for the 2016-17 school year, keeping salary and benefits competitive, to ensure we continue to attract highly qualified faculty and staff. We continue to assess trends and when needed we re-align our budget at the start of the new school year.

How are School Fees Being Used





SECTION 6: COMMUNICATIONS AND MARKETING

TELLING THE ISB STORY

As well as ensuring our community is kept up to date, and continues to maintain confidence in the education offered at ISB, news features help to inform potential families and staff of the Mission and Vision of ISB. Fifty-five stories, shared through the website and official social media channels, detailed the opportunities for innovation and creativity, communication and collaboration, leadership and responsibility, global thinking, and inquiry, critical thinking and problem solving, available to our students on any given day at ISB.

We continue to dominate internet search engines for many keywords and phrases associated with international schools in Beijing and China. Coupled with our ever-growing social media activity, we continue to ensure the global community is able to find up to date news and information on the education offered at ISB, and maintain our international reputation.

Our website design is constantly evolving to ensure we stay on top of global trends, and help to maintain our reputation as a forward-looking, innovative school.

We introduced the photo-sharing portal, Vidigami, during the school year 2016-17. This secure platform allows the ISB community to share photos of the many events happening throughout campus. The system is password protected and therefore only allows parents, students and ISB staff to contribute and view photos. Helpfully, it also includes a mobile app which makes it even easier to share some of the exciting moments happening at ISB.



	2015-16	2016-17
Followers	3179	4575
Reach	172,309	358,351
Posts	178	243



	2015-16	2016-17
Followers	239	481
Likes	1121	5071
Posts	75	94



	2015-16	2016-17
Followers	287	466
Impressions	30,701	66,073



	2015-16	2016-17
Followers	2717	4808
Reads	40,621	68,278





北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING