

ANNUAL REPORT

2018-2019



北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING

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FROM THE HEAD OF SCHOOL

Dear ISB Community,

Empowered with purpose and compassion. That's our vision of each child's future; and it starts here at ISB. In our classes, corridors, and everywhere on campus, our focus is to allow each girl and boy the chance to explore, and to discover their passions.

This doesn't happen by accident. ISB selects the most research-informed programs to help structure our curriculum. Not bound by the expectations of one particular national education system, we can be an agile school. We have high expectations of each other and set those expectations in a collaborative manner. As we approach our 40th anniversary,

ISB can reflect on its past with great pride. It can, equally, look to the future with confidence, propelled to 2020-2021 with what will be our rearticulated Mission, Vision, and Core Values and, by extension, new strategy. My commitment to you and your children, your most prized assets, is to never allow the school to be complacent and, in that, ensure that together we push for incremental improvements in our core business: learning.

In 2014, the research of Layard et al concluded that...

"The most powerful childhood predictor of adult life-satisfaction is the child's emotional health... the least powerful predictor is the child's intellectual development."

Which responsible head of school would choose to neglect the findings of such research? Having served in leadership roles in five schools in five countries over 27 years, I have some first-hand experiences of my own upon which I draw to help guide our work and decisions at ISB. Perhaps the most important finding is as follows: Whether you are from Beijing, Boston, Bangkok or Berlin, we all have common ground. We all want our children to have satisfaction in their adult life. And so, schools must do all they can to ensure that students' social and emotional needs are met.

From such firm foundations, we know that students perform better than anticipated in their academic pursuits. Self-compassion, compassion for others, and empathy are in short supply in our world. We know that colleges and employers seek such personal attributes, and increasingly so. More importantly, our world needs our next generation to lead, to think, to find their place in the world and to commit to serving others. Personal success and making a contribution to the well-being of others are not mutually exclusive.

Our rearticulated Mission and Vision (developed during the course of last school year in a broad, inclusive process), will, I anticipate, be adopted for next school year, 2020-2021. We have not changed our Mission and Vision so much as reiterated the existing statements in plain language; language which will be more easily understood by our youngest students, our eldest students, by parents, teachers, support staff and all who are associated with ISB. I am proud that our community has developed these inspirational statements:

Mission

We are an inspiring international community in Beijing where thinkers and leaders find their place in the world and serve others. So that our learning is at its best, we build strong relationships and set high expectations together. We are committed to challenging and joyful learning with the freedom to explore.

Vision

Empowered with purpose and compassion.

As you read through this Annual Report, look for the themes in our rearticulated Mission and Vision in the text and the photographs you see. It won't be difficult to identify that, every day, at ISB we live our Mission. Our Board of Trustees, our Leadership Team and all of my tremendous colleagues are proud of our established, cherished school. I'm excited about our future. Putting our children first, setting high expectations together, we will challenge ourselves to improve. I hope to have you alongside me for the journey.

Patrick Hurworth

Patrick Hurworth, M.A.

FROM THE BOARD CHAIR

I am privileged to return as Chair of the ISB Board of Trustees for 2019-2020, and am now in my fourth year serving on the Board. Taking a moment to reflect on the progress we have achieved and to look forward to the exciting new efforts taking shape, I am reassured of the commitment at ISB to learning, growing, and being better together. Equally pleasing is how well Mr. Patrick Hurworth has settled in as ISB's Head of School after two years.

Mr. Hurworth is the Board's sole employee, but operating ISB requires a team made up of the Head of School, my fellow Trustees, our hard-working teachers and staff, parents, and the entire ISB community. Together, we charted a course for our school in 2018-2019 that positions us for success long into the future. Reading the coming pages, I hope you are as proud as I am of our students' accomplishments and the opportunities afforded them at ISB through the efforts of so many in our community.

As Board Chair, I'm excited by the progress that is obvious in this Annual Report, as it is indeed by walking around our campus. The most visible change is the construction work that began in 2018-2019 under our Facilities Master Plan (FMP). The result of an extensive community consultation, the FMP will expand learning opportunities, enhancing students' ability to identify and pursue their passions. With these innovative learning spaces set to strengthen the school in academics and co-curricular activities, anticipation is really mounting now for their opening from January of 2020.

Another community project which really took off in 2018-2019 was the redrafting of ISB's Mission and Vision statements. The Board empowered an expansive team of staff, students, and parents (with guidance from outside consultants) to refresh this important guiding declaration of ISB's principles and purpose. Hundreds of people provided their stories about what makes ISB the special place that it is. With a draft of the Mission produced by the end of last school year, we hope to have the new Mission and Vision finalized after community approval and ready to put into operation for 2020-2021.

I was also very pleased last year to see our Advancement Office established as something much more than a fundraising arm. It is an extension of our outreach and partnership with wider Beijing, our own ISB family, as well as alumni and anyone else touched by ISB.

The Board helps govern the school through means including addressing fiscal management, strategic planning and oversight, and policy development and review. Ultimately, we serve in the best long-term interests of ISB's students. It is an honor for all Trustees to be a small part of the ISB experience.



2018-2019 ISB Board of Trustees

Mathias Boyer
Doug Cogle (Chair)
Gabriella Eitingon
Jennifer Huang

Vincent Jiang
Gus Kang
Ken Lee
Liyin Liang

Francis Ng
Cynthia Wang
Sue Wang
Thomas Wu

Doug Cogle
2019-2020
Chair, ISB Board of Trustees

MISSION & VISION



The Mission, Vision, and Core Values statements on these pages have served ISB well for seven years, making clear our principles and purpose and providing an important guide for our governance and operation. However, among the responsibilities of the ISB Board of Trustees is periodically assessing the statements and making adjustments as needed. Community members told us via our Climate Surveys in 2017 and 2018 that the statements needed an update, and the Board was happy to respond by authorizing a review.

ISB conducted a comprehensive community consultation last year to determine the content of new Mission and Vision statements. Guided by Ewan McIntosh (of NoTosh, a strategic planning firm which has worked not only with schools but also in the corporate sector), hundreds of staff, students, and parents provided their stories about what makes ISB the special place that it is.

By the end of 2018-2019, we had a draft of the new Mission statement, and we are aiming to have this and a new Vision finalized after community approval and ready to put into operation by August 2020. There will be ongoing work with the community in 2019-2020 to ensure the statements truly capture the heritage of ISB, the school's current work, and the work ISB needs to do to give students the best possible experience and preparation for their exciting futures.

OUR MISSION (CURRENT)

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 (CURRENT)

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 strives to support the development and implementation of various programs school-wide. Our main drivers in this work are to keep student learning and the learning experience at the center, seek alignment between the three schools when and where appropriate, and to support teacher and parent understanding of our programs.

Highlights

In 2018-2019, we had a strong focus on parent education, supported the development of new Mission and Vision statements for ISB, and planned for an increased focus on social and emotional learning for the 2019-2020 school year.

For our Parent Education Series, we developed many new opportunities for parents to learn about ISB's programs and presented talks by experts in a variety of fields and disciplines. Through the year, we saw a steady increase in attendance and many parents expressed appreciation for the additional learning opportunities. We see this as critical work to support our community's understanding of what an ISB education looks like, what it means, and why learning in the ISB way is more beneficial for student learning and lifelong success.

We ran an extensive process through the Office of Learning to create a community Design Team to canvass our community to discover what is special and unique about ISB. This process to inform the drafting of new Mission and Vision statements involved hundreds of students, parents, teachers, and administrators. The process surfaced so many great things about ISB and provided much insight into our community, our needs, and our wants for our students.

Another area of important work is the establishment of a framework to define what we want for the social and emotional learning (SEL) experience of our students. This involves a PreK-Grade 12 team who engaged in extensive research and adopted the Collaborative for Academic, Social, and Emotional Learning (CASEL) model for SEL. We worked with an outside consultant to determine what the model looks like at ISB and distill it in ISB language. There will be many opportunities in 2019-2020 to explain our process and plans for implementation at ISB.

Visiting Experts Included:



TANYA CROSSMAN
Third Culture Kids

Tanya Crossman is an internationally recognized expert and speaker on third culture kids and issues facing cross-cultural families. She is the author of *Misunderstood: The Impact of Growing Up Overseas in the 21st Century*, which articulates the experiences of young people growing up cross-culturally. Tanya is passionate about coming alongside cross-cultural families with information, encouragement, and support. Tanya lived in China from 2004 to 2012 and recently returned to Beijing.



EMILY DELIDDO
Balanced Literacy

Emily DeLiddo was a senior staff developer at the Teachers College Reading and Writing Project (TCRWP) at Columbia University for close to 12 years. She travels to schools nationally and internationally modeling lessons and leading study groups around balanced literacy.



DR. JOSÉ MEDINA
Dual Language

Dr. José Medina is the Chief Educational Advocate at Educational Solutions, a consulting company that serves to create educational access for all students, their families, and the communities they live in. With a specific focus on meeting the needs of emergent bilingual students and language learners, he provides a broad range of support to educational entities throughout the United States and internationally.



JENNIFER CHANG-WATHALL
Integrated Math

Jennifer Chang-Wathall is an independent educational consultant, author and part-time instructor for the University of Hong Kong. With over 25 years of experience in the education field, Jennifer has worked in several international schools including South Island School in Hong Kong, the United Nations International School in New York, and Island School in Hong Kong.



AMY BURKE and KEVIN HAWKINS
Mindfulness

Co-founders of Mindwell, supporting educational communities to foster well-being through mindfulness and social-emotional learning, Amy Burke and Kevin Hawkins work internationally as teacher trainers and provide workshops and retreats for educators, students, and parents with a focus on self-care, and stress management.



PAUL ANDERSON
Next Generation Science Standards

Paul Anderson is an educational consultant and YouTube creator. Paul is an experienced educator having taught science in the U.S. state of Montana for 20 years. He was the 2011 Montana Teacher of the Year. Paul has created hundreds of YouTube science tutorials, viewed millions of times by students around the world. His specialties include the Next Generation Science Standards (NGSS), educational technology, and effective classroom design.

CURRICULUM REVIEW

Our French and Spanish teachers came together to prioritize the American Council on the Teaching of Foreign Languages (ACTFL) standards, then build vertically aligned units around these standards. This refreshed curriculum is now documented on the ISB public website.

Most teams are now considering their curriculum from a vertical lens with common vertical assessments. Teachers come together in vertical discipline-based teams around student exemplars and data to ensure that our assessments display a purposeful increase in rigor.

Most teams are now coming together to reflect in grade-level teams on common formative assessments, to support effective differentiation.

We have worked with Consilience Learning to create a data portal where teachers can see their incoming students' learning data to consider how best to support each student.

CHINESE INTEGRATION

This year marked an important milestone for our Chinese language program. We implemented the new restructured three-pathway model to cater to a wide range of learners from those discovering Chinese for the first time to native speakers, and established the Chinese Language and Culture Center (CLCC) as a research resource hub to support development of the Chinese curriculum and school-wide cultural activities.

Our 21 dedicated Chinese teachers developed many new units of study to align with the refined standards, make connections with topics introduced in other disciplinary areas, offer authentic opportunities for students to use their language skills, and explore research-based best practice in the field to help improve students' language proficiency and intercultural competence.

We continued to grow as a leader in the field by hosting the PreK-Grade 12 Chinese Articulation Workshop, which was inaugurated by ISB 18 years ago for Chinese teachers and administrators in the Asia-Pacific region. We identified professional development and authentic learning opportunities to improve the program quality and to motivate learning. Half of our faculty are trained in Oral Proficiency Interview (OPI), Writing Proficiency Test (WPT), and Sheltered Instruction Observation Protocol (SIOP).

We organized the second Chinese Panda Reading Challenge and launched *Blank*, the first bilingual children's literature and art magazine in the international school community, to promote Chinese reading and writing as well as intercultural understanding through literature.

This year, we are celebrating another impressive number of International Baccalaureate (IB) Bilingual Diploma students: around 35 percent of our class of 2019 achieved the IB Bilingual Diploma – the highest recognition of bilingual achievement in an international school. This is an amazing result for a school that is offering Chinese as a language program.

The CLCC organized a series of cultural events to celebrate significant traditional festivals in our host country – Spring Festival, Mid-autumn Festival, Dragon Boat Festival, etc. China is also integrated into many subject units from PreK to High School, so students have opportunities to develop deeper understanding of China's social, political, cultural, and natural environments, and apply their L21 skills in real-life situations.

PROFESSIONAL LEARNING

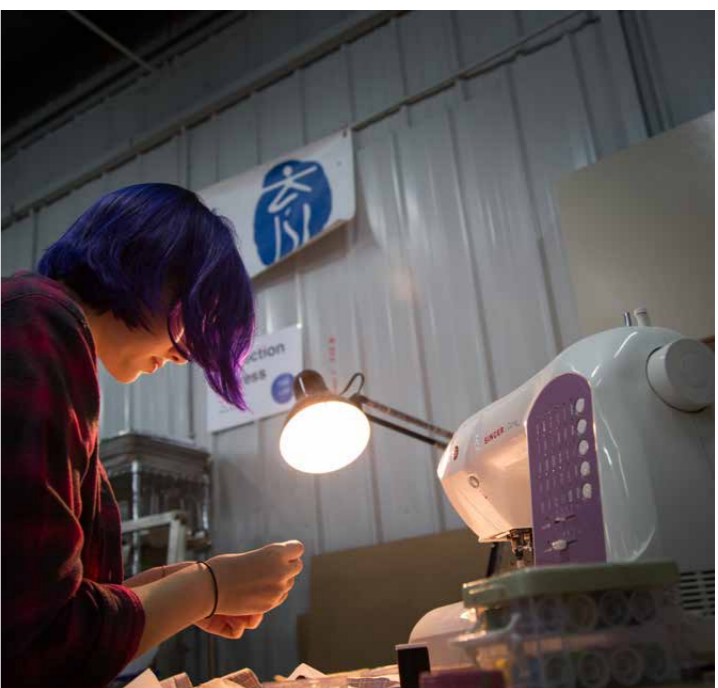
We have continued to bring in some of the top people in the field of education to support teaching and learning at ISB. Some highlights include:

- Our support of our English as an additional language (EAL) learning continued in 2018-2019 with the work of Dr. José Medina. His regular visits demonstrate our commitment to training all ISB teachers in strategies and practices that best support EAL students.
- Our secondary math teachers worked with Dr. Jennifer Wathall to consider concept-based integrated approaches to the teaching of mathematics.
- We continued our implementation of Writer's Workshop training in the Elementary School.
- We continued to inquire into the benefits of mindfulness in supporting our well-being.
- We hosted an Adaptive Schools workshop to support learning on best practices in collaboration.

SERVICE AND EXPERIENTIAL LEARNING OFFICE

The Service and Experiential Learning Office had a busy year as all members of the team settled into new roles. Highlights of the work undertaken are listed below:

- ⌄ Beginning work on building a Risk Assessment and Management System at ISB. We engaged the services of an independent consultant to audit our current practices and have integrated several of the most pressing aspects into our work.
- ⌄ The Service Learning Committee, consisting of 15 members from across all parts of the school, worked on foundational elements of service learning at ISB. We drafted an ISB Service Learning Cycle, adopted the Organisation for Economic Co-operation and Development (OECD) Global Competence framework, and conducted research into current service learning practices at ISB.
- ⌄ In terms of experiential education, we organized 18 High School Experiential Learning Opportunities (ELOs), fall and spring overnight programs for the Middle School, Grade 4 and Grade 5 overnight trips, as well as an extremely busy schedule of field trips, guest speakers, and other experiences for students across the school.
- ⌄ Our office also organised a host of visiting experts who came to ISB to share their knowledge and experience in greater depth with students on campus.



EDUCATIONAL TECHNOLOGY/STEAM/LIBRARY

- ⌄ Completed plans for an extensive Elementary School Library refresh, including the addition of a mezzanine level, to make our ES library an even more integral part of the ISB community and to better support student learning and inquiry.
- ⌄ Completed a review and adoption of new standards for both educational technology and library.
- ⌄ Each grade level in the ES (Kindergarten-Grade 5) has developed an integrated unit that meaningfully incorporates the ISB Design Process and leverages experiences in the ES Design Lab.



ELEMENTARY SCHOOL

Writer's Workshop

Elementary teachers deepened their pedagogy with the Writer's Workshop, which was in its second year of implementation. Focus was placed on conferring with students so that instruction could be more appropriately differentiated to meet student needs and support their growth as writers. PreK-3 and PreK-4 teachers also focused professional learning on mark making and pre-literacy skills.

Growth Accommodated in New Homerooms

The Elementary School grew with the addition of six new homerooms – five homerooms in the Lower Elementary School and one homeroom in Grade 5. In consideration of normal attrition and new families, the Elementary School had approximately 200 new students enrolled, 30 new faculty members, and 20 new members of support staff.

Implementation of the Dual Language Program

This was the third year of implementation for the Dual Language Program. Enrollment was at its maximum from August 2018 in PreK 3, PreK 4, Kindergarten, and Grade 1. A waitlist exists to enter the Dual Language Program.

Lilian Wong was hired to serve as the Dual Language Program Leader and she assumed the role in October 2018. Since her arrival, the curriculum for Chinese Language Arts has been further developed, the number of instructional resources to support the development of Chinese literacy has increased, and professional learning around dual immersion has continued. Plans are underway to establish a professional network of dual language immersion educators within the East Asia Regional Council of Schools (EARCOS) region.

The year 2018-2019 finished with positive enrollment projections for 2019-2020. All dual language classrooms from PreK 3 to Grade 2 were expected to open at capacity.

More Opportunities in Chinese

The ES Chinese Program expanded from a two-track to a three-track pathway to provide increased opportunities to address the varying proficiency levels of students. The pathways are Chinese as an Additional Language (CAL), Advanced Chinese (AC), and Chinese Language and Literature (CLL). CAL serves students who are new to Chinese or have limited proficiency. AC serves students who have strong speaking and listening skills yet are limited in their literacy skills. CLL serves students who are primarily native speakers of Chinese and have a solid foundation in the four language domains of speaking, listening, reading, and writing.

Disciplines Integrated

Elementary teachers at each grade level from Kindergarten to Grade 5 developed one integrated unit. This curriculum development required that teachers look at the core content areas of English language arts, science, social studies, and math for possible areas of connection across content and skills. An integrated approach to teaching enables students to apply and transfer skills and knowledge in relevant, authentic situations.

19 Balanced, Consistent Literacy

A shared approach to Word Study, one aspect of a balanced literacy program, was undertaken from Kindergarten to Grade 5. This undertaking led to greater consistency in practice.

Parent Education

ISB launched a series of workshops and talks to raise awareness among parents of the school's programs and educational theory. Sessions on the Writer's Workshop, inquiry and differentiation, and parenting continued to bolster ISB's commitment to parent education.

New Design Facilities

In connection to the development of integrated units, the ES Design Space saw greater activity and use as students created projects related to their units of study. Students and teachers, with the collaboration of staff facilitators, took advantage of opportunities to put the ISB Design Cycle into practice.

Investment in Teacher Learning

Commitment to the professional learning of teachers in language arts through training in the 6Cs, a planning framework, continued as new teachers learned with consultant José Medina.

Arts and Debate

The ES show *Doo-Wop Wed Widing Hood* had over 100 Upper Elementary School students involved in the production – the main cast, the ensemble, the choir, and the Mozart Ensemble. The Elementary School also had its first group of Grade 4 students participate in a Model United Nations event sponsored by Dulwich College Beijing.

A photograph of three middle school students smiling and posing outdoors. The student on the left is a girl with dark hair, wearing a yellow t-shirt with 'ISB MS' printed on it. The student in the middle is a boy with brown hair and sunglasses, wearing a red t-shirt with 'ISB MS' printed on it. The student on the right is a girl with dark hair, wearing a green t-shirt with a circular logo. They are standing in front of a white fence and green trees.

MIDDLE SCHOOL

The 2018-2019 school year was one of continued excellence and significant developments in the Middle School, knowing that the best schools are always looking to the future and seeking to improve.

The Futures Academy, where the instructional model is based on the integration of subjects and project-based learning, was in its fifth year. The incoming class of Grade 7 students in the Futures Academy was the biggest ever, with 48 enrolled. The original goal of the Futures Academy was to explore a very different model of education for the 21st century and then take the best practices and implement them elsewhere in the school. Several other schools have built new programs using the Futures Academy as a model.

From these standpoints, the Futures Academy has been a success. Other sections of ISB have implemented assessment techniques, conference styles, reporting styles, instructional styles, and other programmatic features developed in the Futures Academy. We are now at a point where the differences between the Futures Academy and the rest of the Middle School are not as different as they once were. This is a successful outcome from our original goals for the program, and in the near future we will look at ways to re-shape or re-envision the Futures Academy and the rest of the Middle School as a result of this success.

Middle School students enjoyed a rich menu of activities and special events throughout the 2018-2019 school year. They participated in four seasons of sports, drama production *Honk!*, numerous trips around China and beyond, aquatics programs, academic and robotics competitions, arts festivals, service projects, clubs, after-school activities (ASAs), Model United Nations, and student government. We continued the tradition of One Day: a day when students design their own learning experience and exploration. ISB offers an incredible range of opportunities and freedom for students to explore their interests, both inside and beyond the established curriculum.

The Middle School leadership and teachers undertook some major planning initiatives in 2018-2019 to improve the school. Teachers continued to receive training and implement techniques for better serving our English language learners. We have made significant progress in improving our Mentoring program where students focus on social-emotional learning (SEL) and relationship skills.

New elective classes were developed for implementation in 2019-2020 to provide students with greater opportunities to personalize their Middle School experience. A program called Flex Time was conceived in order to provide students with the time they need to be appropriately challenged and successful in their various classes. Flex Time will also be implemented in 2019-2020. The ever-popular Enrichment program was also given a facelift for 2019-2020, with new emphasis on deeper learning experiences, exhibitions of work, and service learning.

In the Middle School, we are always striving to give our students the very best educational experience, tailored to their interests and needs.

HIGH SCHOOL

Standards-based Grading and Reporting

After four years of planning, we were proud to roll out our first Standards-based Reports. We had gathered data and feedback from teachers, parents, students, and colleges to develop the best report to help our students engage in the learning process. Our new report features “strand” grades for all courses for Grade 9 and 10 students to help them understand their areas of strength and areas for growth. We moved to a 1-7 grading scale that helps align our grading practices from Grade 9 to 12. We took in feedback throughout the year and look forward to improving our reporting system for the years to come for all students.

New Interdisciplinary Courses

This was the first year in transition to a more interdisciplinary approach for our Grade 9 and 10 students to access a student-centered approach to education. We ran Science and Engineering for Grade 9 students and Action Research in a Developing World for Grade 10 students. Our Science and Engineering students were given the opportunity to dive deep into our Next Generation Science Standards using the design cycle and applied engineering projects. Action Research students engaged in real-life challenges of a rural Cambodian village through two on-site visits, and developed plans to help improve the community through collaborative planning. These courses gave students a new approach to learning at ISB and there are more to come.

New Grade 9 Learning Space

We worked through a collaborative process to identify the best way to share our new approaches to learning with all students in Grade 9. We worked with teachers and students to develop a plan to re-design the learning space to better suit the type of approach to education that ISB would like to see in the future. We created flexible and creative spaces that have allowed all students access to the innovative practices that we embrace at ISB. Students could work in small groups in our break-out spaces, design and create hands-on projects in our design space, and interact with students and teachers in a more collaborative environment with our open-concept plan.

IB by the Numbers

It was an excellent year for our students overall in their International Baccalaureate (IB) results. Most impressive was our 95-percent pass rate of the IB Diploma. ISB does not run an exclusive IB program and all students with the desire to take the IB Diploma are given the chance. On top of that, we had a third of our students achieve a bilingual diploma. This means that they took Language A in English and Chinese, which is challenging and demonstrates how remarkable ISB students truly are.

ASSESSING THE RESULTS

International Baccalaureate

In 2018-2019, ISB students notched another year of excellent results in the International Baccalaureate (IB) Diploma Programme, with an average score of 36 – six points higher than the typical global average in this world’s toughest college preparatory course.

ISB students’ IB average has been at 35 points or above since 2009. Demonstrating consistent excellence, their average score has now been five to seven points above the global average for over a decade. Our students achieved a pass rate of 95 percent in the latest round of IB exams. One ISB student was even awarded the maximum 45 points.

2019 International Baccalaureate Results

Pass rates and points awards for the 77 graduates who completed the Diploma in May 2019 appear below, with comparative information for the previous two years.

		Class of 2019	Class of 2018	Class of 2017
Number of Diploma Candidates		77	72	83
Pass Rate		95%	99%	96%
Points Obtained by				
Successful Candidates	40-45:	25	14	20
	35-39:	24	26	32
	30-34:	14	19	22
	24-29:	11	12	6
School Mean		36	35	36
World Mean		30	30	30
Bilingual Diplomas		26	20	21



UNIVERSITY ADMISSIONS for the Class of 2019

UNITED STATES

American University
Art Center College of Design (2)
Babson College
Bard College
Beloit College
Bennington College
Boston College (4)
Boston University (9)
Brandeis University
Brigham Young University
Brown University (3)
Bryant University
California Institute of the Arts
California Polytechnic, San Luis Obispo
Carnegie Mellon University (4)
Case Western Reserve University
Chapman University (2)
College of Charleston
College of William and Mary
Colorado School of Mines
Colorado State University
Columbia University (2)
Cornell University
Dartmouth College
Drexel University (2)
Drew University
Eckerd College
Emerson College (2)
Emory University (4)
Endicott College
Fordham University (8)
George Mason University
George Washington University (5)
Georgia State University
Goucher College
Illinois State University
Indiana University at Bloomington (7)
Ithaca College (2)
James Madison University (2)
Kalamazoo College
Lehigh University

Lewis & Clark College
Loyola Marymount University (2)
Loyola University Chicago
Marlboro College
Marquette University
Maryland Institute, College of Art (4)
Marymount Manhattan College
Mass. College of Art & Design
Michigan State University (2)
Mount Holyoke College
New York University (11)
Northeastern University (15)
Northwestern University
Ohio State University (2)
Oregon State University
Pace University
Pennsylvania State University (5)
Pratt Institute (4)
Purdue University (4)
Rensselaer Polytechnic Institute (2)
Rhode Island School of Design (3)
Rochester Institute of Technology
Rutgers University, New Brunswick (2)
San Diego State University (3)
San Jose State University
Santa Clara University (5)
Sarah Lawrence College
Savannah College of Art & Design (3)
School of the Art Institute of Chicago (7)
School of Visual Arts (3)
Scripps College
Seattle University
Southern Methodist University
Stevens Institute of Technology
Suffolk University
Syracuse University (4)
Texas A&M University

The Citadel
The New School/Parsons (7)
The New School/Eugene Lang College (2)
Union College
United States Naval Academy
University of California, Berkeley (5)
University of California, Davis (15)
University of California, Irvine (16)
University of California, Los Angeles (5)
University of California, Merced (3)
University of California, Riverside (8)
University of California, San Diego (21)
University of California, Santa Barbara (20)
University of California, Santa Cruz (16)
University of Colorado, Boulder (3)
University of Denver (2)
University of Georgia
University of Illinois, Chicago
University of Illinois, Urbana-Champaign (12)
University of Iowa
University of Maryland, College Park (2)
University of Massachusetts, Amherst
University of Miami
University of Michigan, Ann Arbor (5)
University of Missouri, Columbia
University of New Hampshire (2)
University of North Carolina, Chapel Hill
University of Oregon
University of Pittsburgh

University of Puget Sound
University of Redlands
University of Rhode Island (2)
University of Rochester (4)
University of San Francisco (4)
University of Southern California (10)
University of Texas, Austin
University of Texas, Dallas
University of Virginia (3)
University of Washington, Seattle (8)
University of Wisconsin, Madison (2)
Utah State University
Virginia Tech
Wagner College
Washington University, St. Louis
Wellesley College
Wells College
Whitman College
Whittier College (2)
Worcester Polytechnic Institute

CANADA

Carleton University
McGill University (2)
McMaster University (3)
Mount Allison University
Queen's University (2)
Ryerson University
University of Alberta
University of British Columbia (8)
University of Toronto (10)
University of Victoria
University of Waterloo (5)
Western University (4)
York University (2)

UK and EUROPE

Anglia Ruskin University
City, University of London
Durham University (3)
King's College, University of London (5)

London School of Economics
Royal Holloway, University of London
Queen Mary, University of London
Universita Cattolica del Sacro Cuore
University College London (3)
University of Aberdeen
University of Birmingham
University of Bristol
University of Cambridge
University of East Anglia
University of Edinburgh (3)
University of Exeter (3)
University of Leeds
University of Leicester
University of Leicester Medical School
University of Manchester (4)
University of Nottingham (2)
University of Sheffield
University of Southampton
University of St. Andrews (2)
University of Sussex
University of the Arts London
University of Warwick (3)

ASIA

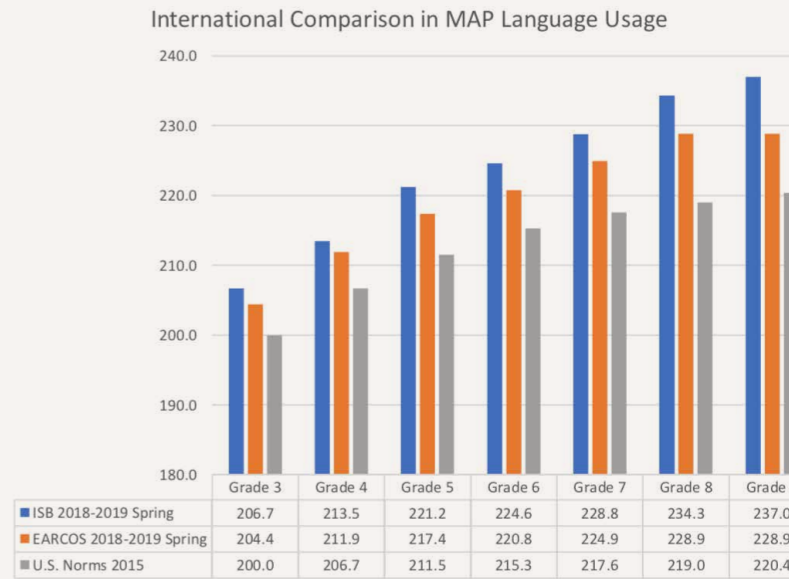
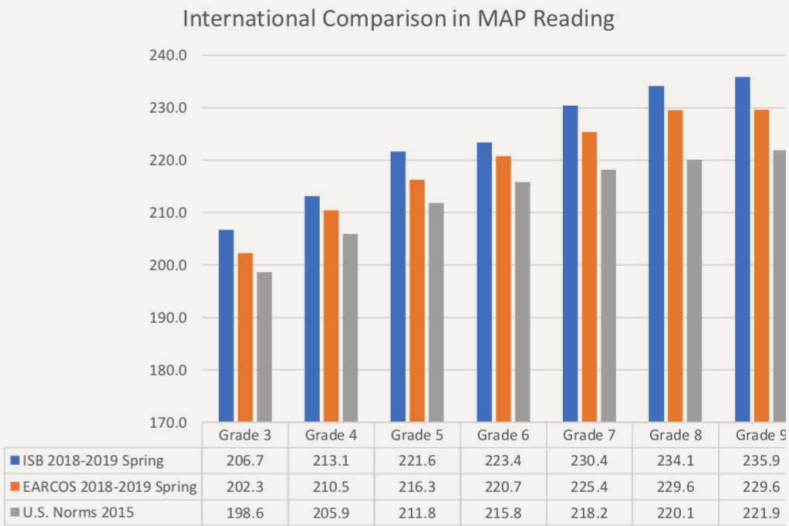
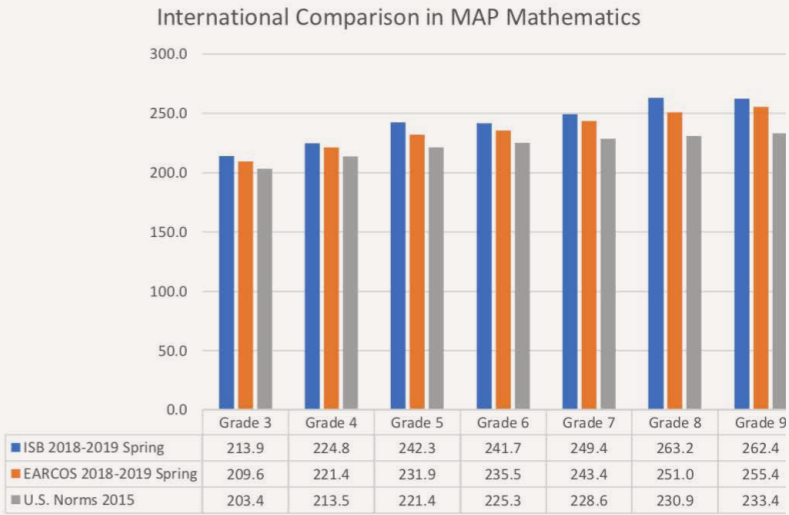
City University of Hong Kong
Duke Kunshan University
Hong Kong Polytechnic (2)
Hong Kong Univ. of Science & Technology (2)
Korea Inst. of Adv. Science & Technology
Seoul National University (3)
University of Hong Kong (7)

Measures of Academic Progress

ISB marked its fourth year of Measures of Academic Progress (MAP) in 2018-2019. This assessment system has served as an important external data point for us. As we deepen our curriculum review cycle in 2019-2020, we aspire to develop our own internal systems to measure academic achievement.

MAP assessments are given to students in Grades 3 through 9 in the areas of language skills, math, and reading. MAP assessments are criterion-referenced, meaning they generate a “Rausch Unit (RIT)” 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 2018-2019. The ISB RIT score represents the average score of all our students in that grade who took the test. The East Asia Regional Council of Schools (EARCOS) RIT represents the average score of all students in that grade who took the test at EARCOS schools. The U.S. Norms 2015 RIT represents the average score of all representative students from both public and private schools, urban and suburban, in that grade who took the test in the U.S. in the year of 2015.



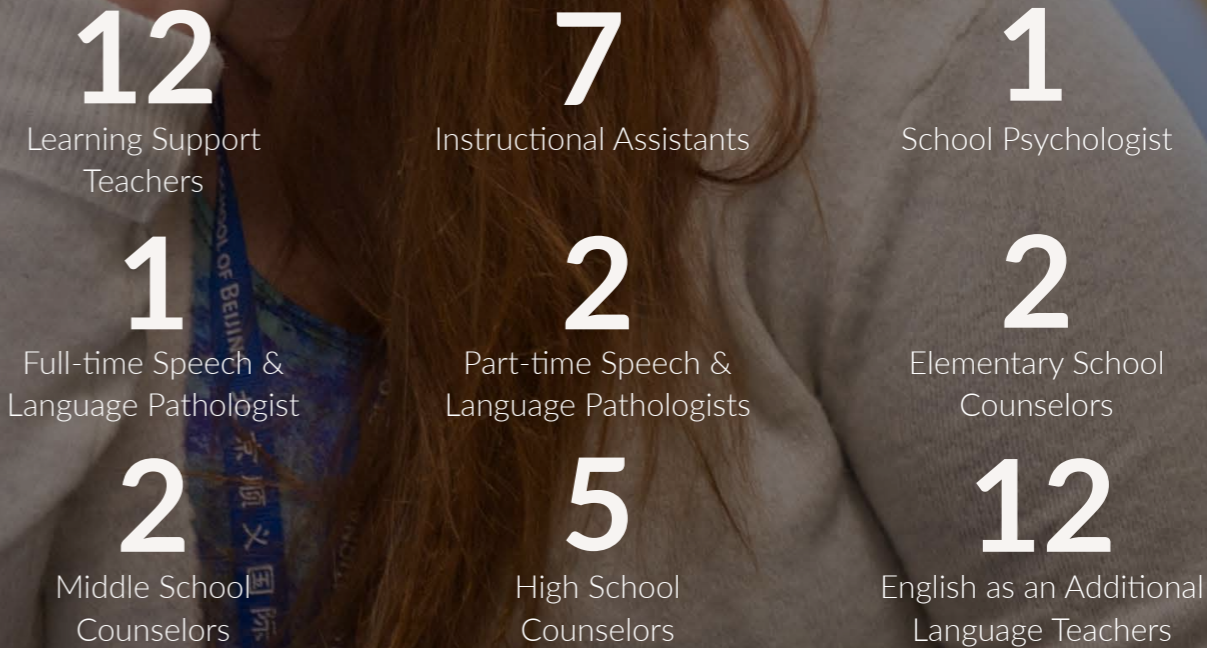
SUPPORT SERVICES

Student Support Services at ISB intervene on behalf of students who need services that support their academic and emotional development. Student Support Services staff include counselors, English as an additional language (EAL) and learning support (LS) teachers at each division. The speech and language pathologists and school psychologist support all divisions.

Student Support Services professionals work with teachers and parents to make ISB's curriculum accessible to our diverse student population by tailoring instruction to support individual student needs. Recognizing and respecting developmental and cultural diversity, our partnership guides students across the developmental learning spectrum toward their unique social-emotional, linguistic, academic, and physical potential.

Our main focus in 2018-2019 was on the creation of a student learning data portal. This tool aggregates all of the data we have on students both internally and externally. With this data all in one place, teachers can easily look at classes and individual students and see multiple data points. This helps us to triangulate data and make good choices to support student learning and also serves as an early screener to identify students who may need a little extra support in an academic area. We ran multiple data meetings this year to engage teachers with this tool and support them as they work to meet the needs of our LS and EAL learners.

Student Support by the Numbers



CO-CURRICULAR

2018-19 was another busy year in the Activities Office, from both a hosting and participation perspective. We welcomed four APAC events to Beijing – Baseball, Orchestra, Swimming, and Track and Field, as well as China Cups in Baseball, Tennis, Basketball, and Soccer. On top of all this, there was a multitude of ISAC events, three full-scale productions, and countless concert performances involving students from across all divisions at ISB.

Season 1

Season 1 sports in the High School (HS) saw us crowned APAC champions in Girls Volleyball in Korea, as well as picking up several APAC silver medals in Boys Volleyball and Tennis. Once again, the Dragons were represented at nine APAC season-ending tournaments, our Boys Baseball team picking up bronze in the event hosted at ISB. The Middle School (MS) teams ended their opening seasons with the ISAC tournaments across Beijing, and our Elementary School (ES) athletes attended both the ISAC Cross-country event at ISB and the ISAC Soccer event at Dulwich College Beijing.

31 It was a big semester for performing arts as we welcomed APAC Orchestra to Beijing in November. Under the guidance of visiting conductor Natalia Luis-Bassa, over 100 HS string players rehearsed for three full days before taking the stage at the Forbidden City Concert Hall for a truly memorable final performance. Not to be outdone by their HS counterparts, our MS thespians put on a fantastic version of the hit musical *Honk!* seen by three sell-out crowds in the ISB Theater. On top of this, we had excellent APAC Dance and Choir festivals in Shanghai and Taejon respectively.

Thanksgiving Weekend was also great fun again, as we hosted another hugely successful Tim Callahan Great Wall Shootout and picked up gold in the Girls tournament and silver in the Boys. Gym 2 was absolutely packed out on both Thursday and Friday afternoons as the whole HS student body was released to attend and cheer on the Dragons. And for the final on Saturday evening, it was another great show of Dragon spirit from the ISB community, who turned out in huge numbers to see both Boys and Girls finals!

Season 2

Early 2019 and it was full steam ahead once more – China Cup, APAC, JPAC, CISSMUN in Shanghai, Asian All Stars Swim, Kidsread, and second-season performing arts festivals. APAC Swim was a huge hit here on campus and the pool was packed with spectators for the three days in January, with the crowd treated to some of the best swims ever seen in our pool. The ISB Boys picked up gold, the ISB Girls grabbed silver, with many of those performances that weekend contributing to us being named the top international school swim program worldwide for the 2018-2019 school year – a remarkable achievement by swimmers, coaches, and parents at the school.

BEIMUN was once again held at ISB and a huge hit, attracting more than 500 participants, with one of the highlights being the visit of the U.S. Ambassador to China, who presented and then fielded questions from the delegates. As always, the Charity Fashion Show was a tremendous success, and on the topic of success we had a multitude of students involved in AMIS and ISTA festivals across the region and even further afield in Europe, India, and the Middle East.

There was no letup, of course, as spring approached and warmer weather found its way to Beijing. The Track team once again made the journey to Taipei in mid-March, and the following week China Cup Soccer came to campus. As we moved into April, a dedicated cast and crew treated the community to a highly professional and well-received HS production, *Anon(ymous)*.

That same week, we welcomed all our fellow APAC schools to the Track and Field meet for 2019, a quite brilliant weekend of high-quality performances both on the track and on the field in the ISB Stadium. Spring saw a total of around 150 HS students involved in a season-ending sports tournament, representing the Dragons in APAC, JPAC, ACAMIS, or ISAC. And while those numbers were good, they were even better in MS as our younger athletes cleaned up in the local Basketball tournaments, claiming first place in more than half of the final competitions.

Hats off to several students from the Nightingale Charity Club who staged a charity basketball event on campus in late April involving students, faculty, parents, and the local community. Such was the success that one can only imagine this becoming a regular fixture on the ISB calendar. One already regular fixture, ISB Community Golf, saw a record-breaking group of 70 golfers hit the links for the annual team scramble event to celebrate another fantastic year here at ISB.

In the Elementary School, over 200 ASA offerings were put out, with close to 500 students registering in every session. ES teams participated in ISAC Soccer, Handball, Cross-country, Badminton, Swimming, and Track and Field, and once again we ran an outstanding Dribbling Dragons program for Grades 3-5. The ES production of *The Wizard of Oz* had a cast of over 100, and audiences were wowed by our strings and band students in the traditional ES Showcase concerts at the end of each semester.

ISB Main Events 2018-2019

September

- | | |
|----------------------|-------------------|
| China Cup Baseball * | APAC Basketball |
| China Cup Tennis * | APAC Forensics |
| China Cup Rugby | APAC Swimming * |
| China Cup Volleyball | APAC Table Tennis |
| | JPAC Basketball |

October

- APAC Baseball *
- APAC Rugby
- APAC Tennis
- APAC Volleyball
- APAC Cross-country
- JPAC Volleyball

November

- APAC Choir
- APAC Dance
- APAC Orchestra *

January

- China Cup Basketball *
- China Cup Forensics
- China Cup Swimming
- China Cup Table Tennis

February

- APAC Band
- APAC Theater

March

- China Cup Badminton
- China Cup Soccer *
- China Cup Softball

April

- APAC Badminton
- APAC Boys Soccer
- APAC Girls Soccer
- APAC Softball
- APAC Track and Field *
- JPAC Soccer

*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)

CISSMUN: Concordia International School of Shanghai Model United Nations

ISAC: International Schools Athletic Conference

ISTA: International Schools Theatre Association

JPAC: Junior Asia Pacific Activities Conference

ASA

Our Elementary School (ES) and Middle School (MS) students were able to choose from 229 after-school activities (ASAs) this school year. ES teams also participated in ISAC Soccer, Handball, Cross-country, Badminton, Swimming, and Track and Field. The ES sports year culminated with over 70 students in Grades 3 to 5 participating in the Dribbling Dragons program. The ES production of *Doo-Wop Wed Widing Hood* had a cast of 126, and our strings and band stars wowed audiences in the traditional ES Showcase concerts at the end of each semester.

229

Number of ASAs offered

1,305

ASA enrollments





SECTION 3: THE ISB FAMILY

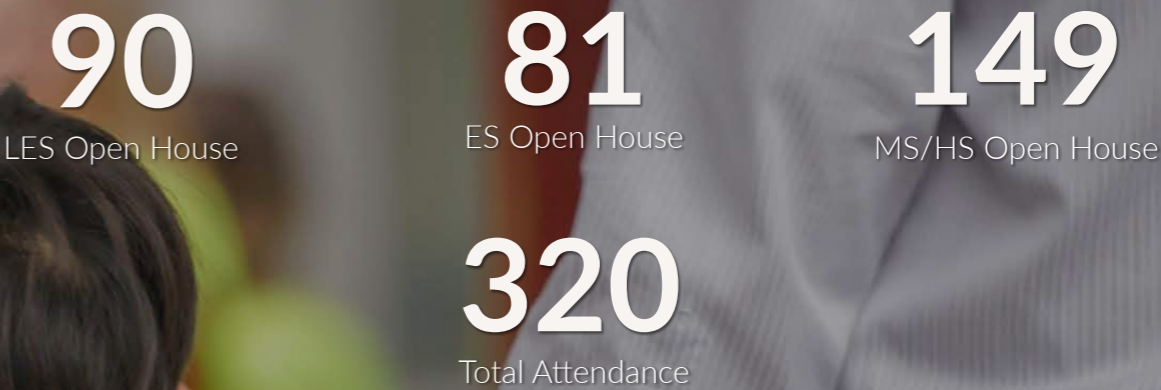
ADMISSIONS

It is clear that ISB continues to be a sought-after school attracting Beijing families from around the world. This was evident throughout 2018-2019 as a 30-percent increase in applications was experienced and enrollment in our PreK 3-Grade 12 school grew by 103.

Keeping up with the tour schedule of 874 families this past year was no easy task, but our prospective families' joyful reaction to everything that ISB offers, and all it will have to offer in the near future, is infectious. This is especially true as we share details of our Facilities Master Plan construction projects, which will inspire new programming and allow for even better learning while also ensuring we can continue to attract and retain the world's most caring and effective faculty.

For the second year running, there were waiting pools in our Dual Language Program, demonstrating the popularity of this program as it grows to Grade 2 in 2019-2020.

2018-2019 Open House Attendance



Nationalities

Albania 1	Canada 180	Hungary 3	Mongolia 2	Saudi Arabia 2
Argentina 2	China (HK, Macau, Tw) 308	India 24	Myanmar 1	Singapore 28
Australia 68	Denmark 4	Indonesia 2	Netherlands 7	South Africa 3
Austria 3	Ethiopia 5	Ireland 4	New Zealand 11	South Korea 277
Belgium 1	Finland 1	Italy 5	Norway 6	Sweden 9
Botswana 2	France 10	Japan 18	Pakistan 2	Tajikistan 2
Bulgaria 1	Germany 4	Malaysia 6	Philippines 4	Thailand 1
Cameroon 3		Mexico 2	Russia 7	United Kingdom 14
				USA 526

Total 1,722

2018-2019 Admissions at a Glance





FACULTY AND STAFF

ISB is proud of its faculty and staff. With a history of nearly 40 years, we are able to attract passionate, professional, multicultural faculty and staff, who bring a variety of experiences and views to enhance our students' education.

39 In September 2018, 140 applicants attended our first Teacher Recruitment Fair. Further swelling the ranks of excellent educators ISB can draw upon, the event was hosted on campus to identify top talent and showcase the school to those interested in joining the community. The applicants came from Beijing, China, Southeast Asia, and further afield to be interviewed for positions and get information on the school. After such a successful first year, the Recruitment Fair will become a regular fixture on the ISB calendar.

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 training 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 throughout the year.

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

Years of Service

	Admin	Faculty	Support
0-2 years	5	123	71
3-5 years	6	42	24
6-8 years	6	23	28
9-11 years	0	9	7
12+	4	20	39

2018-2019 Staff at a Glance

8.2:1	21	217	169
Student to Faculty Ratio	Administrative Staff	Faculty	Support Staff
4	199	156	130
Doctorate Degrees	Masters Degrees	Bachelors Degrees	U.S. Citizens
31	32	157	57
Canadian Citizens	Australian/NZ Citizens	Greater Chinese Citizens	Other

PARENT TEACHER ASSOCIATION

The PTA works to build a strong and healthy school community, led by 16 elected executive members and supported by scores of volunteers. It raised more than 350,000 RMB for student and community activities in 2018-2019, through channels including:

- The PTA Store. Situated on campus, this store selling school supplies and gift items is operated and maintained entirely by volunteering parents.
- The ISB Spring Fair is organized by 300 PTA volunteers every year.

PTA by the Numbers

- 357,000 RMB raised for student and community activities.
- Visitors enjoyed products from nearly 100 sponsors and vendors at the ISB Spring Fair.

BOOSTER CLUB

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

Booster Club Services

- Designs and produces ISB logo products sold at the Dragons' Den
- Sells concessions at school events
- Weekly popcorn sales
- In charge of Coaches/Director Appreciation Luncheon
- Coordinates receptions after Performing Arts events

In 2018-19, the PTA also organized popular events including:

- International Day. Students paraded in their national dress, and parent-run booths showcased the wide variety of nationalities and cultures that make up the ISB community.
- New Parent Welcome Breakfast.
- Teacher and Staff Appreciation Day, featuring a lunch prepared by parents and ceremony for contract staff.
- Chinese New Year Celebrations. Parents and teachers at ISB worked together to prepare and perform a show to celebrate the most important Chinese festival.
- Community events including health talks, outings, cooking lessons, and a smartphone photo contest and training.

With the strong support of parents and the ISB community, the Booster Club was able to contribute nearly 79,990 RMB for athletic and performing arts activities in the 2018-2019 academic year.

Gifts Include

High School (HS) – Popcorn for Student Council; travel tags for all HS Varsity students and coaches

Middle School (MS) – T-shirts and pizza for MS drama; popcorn for Grade 8 Star Night

Elementary School (ES) – T-shirts for ES drama

Performing Arts – Snacks and goodie bags for HS, MS, ES concerts

Others – Sponsored visit of Olympic swimmer and alumni Camille Cheng; Coaches/ Director Appreciation Luncheon; gifts for Chinese New Year celebration



ADVANCEMENT

ISB established an Advancement Department in the spring of 2018 with the aim of consolidating the school's strong community networks and leveraging them to finance transformative educational opportunities. After important initial work with world-renowned consultants Global Philanthropic, the Advancement Department has quickly become an important part of the school, incorporating Alumni Relations and ensuring that ISB's Mission and Vision are advanced through the passion of all our stakeholders.

Advancement – Why?

- To most effectively harness our collective connections, resources, relationships
- To secure our long-term financial viability
- To ensure ISB sustains its reputation as one of the world's leading international schools
- To make best use of the deep affection in which ISB is held

Advancement – Progress and Achievements

- Financial gifts received – 530,000 RMB
- Financial gifts formally pledged – 8,000,000 RMB
- Gifts supporting teaching excellence and professional growth (for example, an ongoing commitment for an ISB cohort to attend Harvard's prestigious Project Zero)
- Ensured pro-bono expert advice on school sustainability program
- Facilitated new field trip opportunities for students
- Forged further relationships with peer schools to share best practice
- Planning for 40th anniversary celebrations – 2020-2021



ALUMNI RELATIONS

The ISB Alumni Association continues to grow year after year. More than 1,300 former students, parents, and faculty members have created profiles on the Alumni Network website, isbalumninetwork.com. The platform provides the opportunity for alumni to connect with one another online, and to give back to ISB by offering mentoring, career, and internship opportunities. Our monthly newsletter and alumni spotlights/profiles provide an update of campus news and serve as a medium to showcase our alumni and their stories and successes.

An active social media presence on Facebook and WeChat also helps to ensure we reach as many alumni as possible and continue to grow our global network. The opportunity to connect in person with old and new friends alike is still important to us and to our alumni. During the 2018-2019 school year, we hosted reunions in Hong Kong, London, Boston, Shanghai, Beijing, and Seoul. Our team of alumni representatives stationed around the globe also organized additional gatherings in their respective locales.

In order to better serve the needs of our ever-growing alumni network, the decision was taken in 2018-2019 to appoint a full-time Alumni Relations Coordinator for 2019-2020, working under the Advancement Department.

Alumni Facts & Figures

Establishment of School: 1980
Establishment of Alumni Association: 2012
Number of Alumni: 12,130 (as of June 2019)
Alumni Nationalities: Over 60

Getting Involved

ISB Alumni Network: 1,313 registered users
Alumni Mentors: 897 registered users

Staying Connected

Alumni Reunion Locations: Hong Kong, London, Boston, Seoul, Beijing, Shanghai
Facebook Groups: 12, representing different regions
WeChat Groups: 3 Alumni WeChat groups and one parent Alumni group



SECTION 4: FACILITIES



47 21ST CENTURY CAMPUS

Overview

At ISB, we are committed to providing the best possible environment for our students to excel. Our campus is an extension of our learning philosophy and was designed 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.

2018-2019 was a massive year for the development of our campus as we began construction of our Facilities Master Plan projects. Strengthening ISB in both academics and co-curricular activity, the projects include new arts and theater centers, plus remodels of the Early Years Learning Center and Middle School/High School Design Center. These innovative learning spaces are set to open in 2019 and 2020.

Our dedicated facilities team worked hard throughout 2018-2019 not only to manage these projects but to implement a large range of smaller but also important maintenance and campus improvement tasks.

Major Projects 2018-2019

- Replace halogen lights with LED lights in Gym 1, 2, 3
- Replace fluorescent lights with LED lights in all offices
- Artificial turf replacement for stadium
- Adding adult restrooms
- Paint work – Gym ceilings, Facilities Master Plan, hallways, Middle School classrooms
- Bulletin board replacement in classrooms (Middle School/High School)
- Middle School/High School classroom chair replacement (80 classrooms)
- Ceiling tile replacement for classrooms and offices on third floor
- Rooftop waterproofing – Phase II of II
- High School science lab renovation
- Grade 9 Flex Space design and construction
- Permits application for Facilities Master Plan
- North façade renovation design for main building

School Bus Service 2018-2019

- Buses: 54
- Bus drivers: 54
- Bus monitors: 54 (full time), 9 (part time)
- Student passengers: 1,044
- Staff passengers: 205
- Bus stops: 106
- Field trips: 1,080
- Total distance traveled by ISB buses: 1,084,728 km



SECTION 5: FINANCES

FINANCIAL REVIEW

As a not-for-profit institution, ISB invests all revenue back into the school, to further our Mission and Vision and provide an excellent education for our students. 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 ISB’s booking 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 percent) comes from tuition and capital fees, with bus fees, interest income and grants making up the remainder.

ISB’s income for 2018-2019 adequately supported our personnel and operational needs. School revenue was 1 percent in excess of projected budget, driven by additional enrollment in the second half of the school year. Most of ISB’s operating expenses (69 percent) are used to support personnel expenses. Salary adjustments in 2018-2019 included an average 4-percent increase in employee salary schedules, while school fees increased 4 percent 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 maintains operating reserves of 25 percent 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 2018-2019 school year, ISB’s targeted operating reserves, as detailed in Board policy, amounted to over 107 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 2018-2019, our capital fee income was 56.5 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 2018-2019 were:

High School student computer replacement
Artificial turf replacement

LED lighting replacement in offices and gymnasiums

Grade 9 Flex Space design and construction

Middle School/High School classroom chair replacement

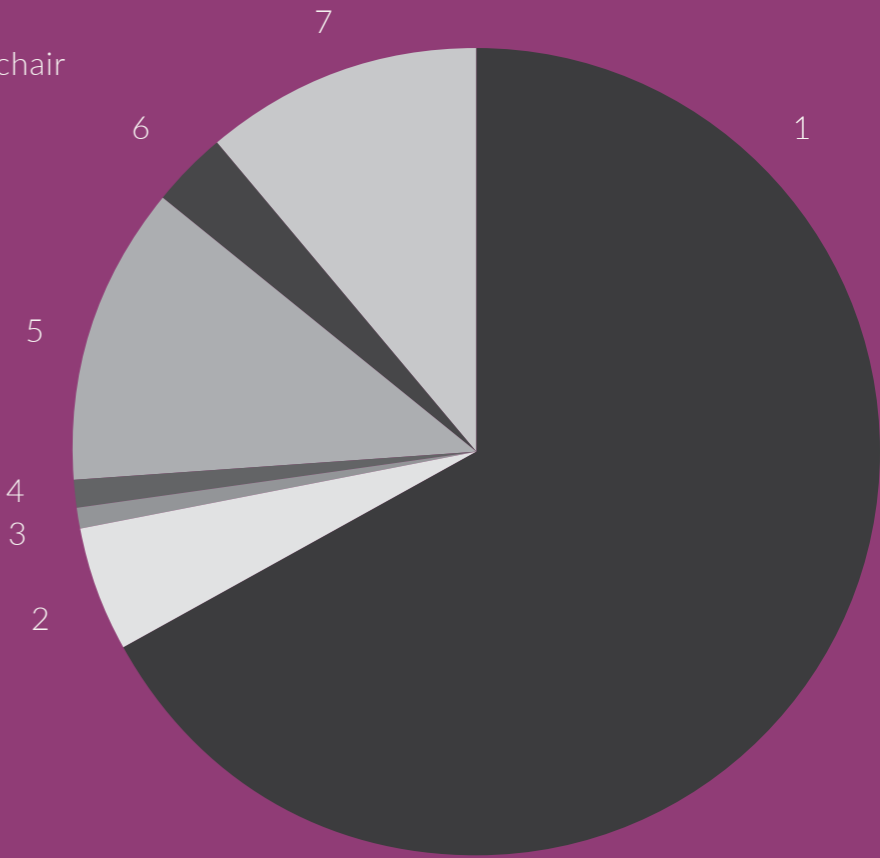
North façade renovation of main building

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 ongoing trend analysis, we are able to financially plan for the best interests of educating our students. The Board of Trustees approved a budget based on 1,800 students for the 2019-2020 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 realign our budget at the start of the new school year.

How School Fees Are Used

- 1. Personnel: 69%
- 2. Instructional: 5%
- 3. Student Activities: 1%
- 4. Technology: 1%
- 5. Facilities and Transportation: 12%
- 6. General and Administrative: 3%
- 7. Capital Expenses: 9%



[ABOUT](#)

[ADMISSIONS](#)

[LEARNING](#)

[CO-CURRICULAR](#)

[COMMUNITY](#)

[EMPLOYMENT](#)

[NEWS & MEDIA](#)

DIFFERENT BY DESIGN

At ISB, we believe each student's unique potential starts with a balanced and innovative approach to learning.



PLAY VIDEO

SECTION 6:
COMMUNICATIONS AND
MARKETING

TELLING THE ISB STORY

The biggest project and achievement of the Communications and Marketing Office during the 2018-2019 school year was the redesign of the ISB website. In an effort to stay up to date with the ever-advancing digital world, we completed a process of upgrading the website and community portal, Dragons' Gate.

The structure of sections did not change too drastically as we did not want families, both current and prospective, to get lost within the site. The clean design and clear language for menus hopefully makes it even easier for visitors to find what they are looking for. The written content for the almost 850 pages that make up both the website and Dragons' Gate was re-written and/or reviewed. The refreshed design also included 11 videos and over 400 images being created/edited/sourced.

In total, the Communications and Marketing Office wrote/edited and shared 64 stories with the ISB and online communities through both the website and our social media accounts in 2018-2019.

As we continue our focus on inbound marketing to help attract Mission-aligned families and faculty to ISB, we worked with IMPACT, our Inbound Marketing consultants, to launch a new online marketing campaign focused on our new facilities that will open for use during 2020. In addition to this, we continue to maintain a healthy online presence through our website, with a growing number of visits not only to the website in general, but to key pages including our Admissions and Employment pages.

We published the following documents/reports:

- 2017-2018 Annual Report
- School Profile
- Admissions Brochure
- Parent Communication Guide
- Employee Communication Guide
- ISB Branding Guide
- Co-curricular Guide

ISB website stats:

- There were 121,474 users of the site in 2018-2019, up 13.19 percent from 2017-2018, across 313,910 sessions
- 59,257 users were from organic searches, up 14.36 percent from 2017-2018
- Average time on site is up 40.54 percent from 2017-2018 (5:32 minutes vs 3:56 minutes)
- The Admissions pages saw 46,384 unique page views in 2018-2019
- The Employment page saw 30,029 unique page views in 2018-2019

55



	2018-2019	2017-2018
Followers	5,342	5,035
Posts	199	223
Reach	223,174	167,585



	2018-2019	2017-2018
Followers	1,257	937
Likes	10,972	11,865
Posts	90	132



	2018-2019	2017-2018
Followers	804	632
Impressions	518,617	108,314



	2018-2019	2017-2018
Followers	9,629	7,819
Reads	65,645	63,046

56





北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING