



HIS
ANNUAL REPORT
2018 - 2019

2018 - 2019 Hokkaido International School Annual Report

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Part I: CORE CURRICULAR AREAS

Curriculum Overview Report

Person in Charge and Title: Barry Ratzliff: Head of School

Major Achievements:

- Preparatory work for PLCs (Professional Learning Communities) to address areas of curricular growth stemming from the WASC visit, particularly for vertical alignment within the curriculum
- Redefining of the role of the Curriculum Committee within the school and its relationship within the school's organizational plan. Changes included:
 - Selection process for CC membership
 - Terms for members
- Visit of Dr. Junko Cancemi to deepen understandings of the Reggio-Emilia approach for the EY
- Adoption of a "Definition of the Child" for the Reggio-inspired EY program
- Redevelopment of the school's Vision and Mission & Learning Statements to align them to the taught curriculum of the school
- Full review of the school's Essential Instructional Practices
- Creation of an ERB (Ethical Review Board) structure and application process to accommodate the research requirements of the AP Capstone Program
- Preparing the groundwork for the school's curriculum review process, in the wake of WASC accreditation recommendations
- Adoption of a Professional Development Approval process, which seats PD direction and approval under the Curriculum Committee, allowing for better alignment between curriculum goals and PD.

Areas for Growth:

- Implementation of the PLCs into next school year
- Complete the task of writing the Mission & Learning statements of the school (currently a list of the core values that should be reflected in a future statement)
- Process for student input (feedback) on their learning experiences within the
- Vertical alignment of the school's curriculum
- Review of the HUSKIES and how they are assessed within the secondary program

ELL Report

Person in Charge and Title: Joe Tomasine, ELL Coordinator

1. Major Achievements in 2018-2019

- Continued assessment and support of all students enrolled in program
- ELL fee structure eliminated
- Frequency of administration for WIDA-MODEL as benchmark assessment doubled to 2 times/year
- 3 day, whole-school training in the WIDA framework for instruction and assessment delivered by certified external trainer
- Entrance (acceptance) benchmarks for admission set in place and utilized during admissions decision-making
- ELD assessment scores and progress benchmarks used to identify at-risk students and fed into shared documents for support team
- Needs assessment undertaken to ascertain current level of understanding / use of various elements from the WIDA framework

2. Areas for Growth for 2019-2020

- The ELL coordinator recommends that a formal procedure be put in place, recording the process and product of collaboration between ELL teachers and classroom teachers

- The ELL coordinator recommends that care be taken to ensure all ELL students - not limited to those newest to English but also those at the mid and high levels of proficiency - be provided consistent support by various support teams (ELL teachers, classroom teachers, administrators)
- The ELL coordinator recommends that consistent efforts be made to increase awareness and use of all elements in the WIDA framework (ELD scores, Can-Do descriptors, Model Performance Indicators, Visual/Graphic/Interactive supports) by various support teams (ELL teachers, classroom teachers, administrators)
- The ELL coordinator recommends that consistent efforts be made to increase inter-curricular and inter-educator collaboration within the ELL department

3. ELL Students in Each Grade (as of June 2019)

Class	K	1	2	3	4	5	6	7	8	9	10	11	12
	11	5	5	11	4	8	4	2	4	9	5	8	1

Part II: CURRICULAR SUPPORT AREAS

Activities Report 2018-2019

Major Achievements:

- MS Boys basketball - 5th place
- MS Girls basketball - 4th place
- HS Girls basketball - 3rd place
- HS Boys JV Basketball - 3rd place
- HS Boys Basketball 5th place
- Brazilian Jui Jitsu ... new activity 8-10 regular members

Sport	Boys	Girls
MS Soccer		
HS Soccer	11	
MS Volleyball		12
HS Volleyball		9
MS Basketball	8	9
HS Basketball	HS10 JV 11	
Managers	2	2
H.A.A.	4	16

Part II: CURRICULAR SUPPORT AREAS

Activities Report

After School Japanese (AS Japanese) Program

Person in Charge and Title: HIS Office

Program Overview: AS Japanese provides students with further opportunities to develop their ability in the Japanese language. During this second year, the program expanded to include three sections across two levels: low & high. The curriculum continues to be catered toward self study with feedback from the teacher in a multi-level, multi-age environment.

Quarter 1	Elementary	Secondary
	2	4
Quarter 2	Elementary	Secondary
	3	8
Quarter 3	Elementary	Secondary
	3	8
Quarter 4	Elementary	Secondary
	3	8

Elementary Extracurricular Activities

Person in Charge and Title: Joe Tomasine / ELL Coordinator

Major Achievement: Electronic Roster management made it possible to safely keep track of students in a consistent manner.

Major Challenge: Increased focus on child-protection - including both mandatory training - contributed to the difficulty of finding appropriate activity-leaders from outside the school faculty and staff.

Activities available to the children this past school year included sewing, guitar, basketball, soccer, chess, snow fun, hip-hop dancing, fun games, paper airplanes, and other fun activities.

Extra ... In addition to the above volunteer activities, the school welcomed Jiu Jitsu, Japanese and Music (piano / violin) as activities which students could elect to participate in. Students needed to pay ongoing fees to participate in these programs.

Arts Performances Report 2018 - 2019

Persons in Charge and Title:

Kirin Sugino: MP Dance, EY & MP1 & MP2 Music, Secondary Choir, MS Dance, HS Dance teacher

Yutaka Sugino: Instrumental/Jazz Band, MP3 Music, HS Keyboard teacher

Elementary Assembly

Who: MP and EY students

What: Showcases for what they had learned in class.

When: Once every month, but participation depended on preparedness.

Where: MPR

Major Achievements:

- Students displayed pieces they learned in music classes by performing songs and also doing musical exercises on stage.

- Valuable performance opportunity for EY students, who are too young to participate in the larger performances.

Music- Winter Celebration

Who: EY, All MP, Secondary Choir, Rock Band, Jazz Band Club, Jazz Band, HS/MS Dance

What: Performance of 1-2 songs per performing group

When: Dec. 13, 2018

Where: HIS gym

Major Achievements:

- Active leadership opportunity for Ranko Hong (Arts Officer), who worked with Music Director to organise, promote, and MC the event
- Featured decorations by the art classes
- The first time EY performed 3 short songs in front of the whole student body!
- MP3 students performed 3 short pieces on their recorders
- Had student-run groups (Jazz Band Club and Rock Band Club) perform as well
- The whole student body attended to watch or perform. About 50 parents came to watch as well.
- PTA was very supportive and efficient in providing refreshments at the end of the event.
- Group dance of Cha-cha Slide happened in the end - almost all audience members participated!

Other - Afterschool Violin & Piano Concert

Who: Afterschool Violin & Piano students, HIS High School Keyboard Students

What: Performance of 1-2 songs per student ranging from K-12th grade

When: Jun.

Where: Nakajima-Koen Hoheikan

Major Achievements:

- Occurs at a smaller venue with a more “chamber music” atmosphere, and is a completely different experience than performing in either HIS or in Kitara.
- Students play classical repertoire and parents and other peers get to listen to a completely different genre of music than what was performed in Kitara.

Other - Nichibei Kyokai Performance

Who: Afterschool Violin & Piano students, HIS High School Keyboard Students

What: Performance of 1-2 songs per student ranging from K-12th grade

When: May 25, 2019

Where: Sapporo Grand Hotel

Major Achievements:

- Each year we perform in front of the Japanese-American Association who support the efforts of the music department.
- Performers differ each year (sometimes it’s choir!) so a large number of students get to experience performing at a different venue.

Music- Kitara Concert (ONE)

Who: All students from K-12

What: End of the year concert

When: May, 2019.

Where: Kitara Big Hall

Major Achievements:

- Last year we had 797 people come to watch our show with 170 performers. This year we had a whopping turnout of 845 super supportive people with only 130 students standing on stage!
- Secondary students not enrolled in any music classes helped by means of photography, Tech Crew, Backstage Crew, and Backstage Control staff. 4 high school students had the opportunity to work with professional Light and Sound engineers from Kyoritzu.
- Repertoire was cohesive in that all were from famous musicals. Because of this a lot of audience members knew the songs even if they were not English speakers and feedback was extremely positive.

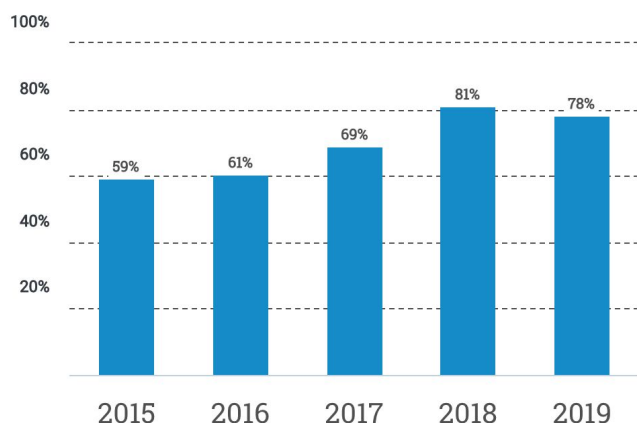
- Because we have rebuilt the musical culture of HIS by producing Kitara shows for the past 4 years, the general skill and mentality of the students has improved.
- A lot of collaboration between grades (high schoolers singing with elementary, Backstage Control, etc.) = stronger sense of community and family for the students.
- Another successful year with the Parent Production Team. This team functions purely on their goodwill in volunteering their time, and they went above and beyond again this year.
- There was no Student Production Team, but Jazz Band and Choir had student leaders who worked closely with the Music Directors in building leadership and musicianship skills that went beyond the classroom.

Part III: EXTERNAL ASSESSMENTS

HIS AP Data 2015 - 2019

* Success on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation.

 % OF TOTAL AP STUDENTS WITH SCORES 3+



 SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students	37	33	29	21	23
Number of Exams	58	53	53	37	35
AP Students with Scores 3+	22	20	20	17	18
% of Total AP Students with Scores 3+	59.5	60.6	69.0	81.0	78.3

AP Score Summary Report 2019

Totals	1	2	3	4	5	Total Exams
Number of Exams		7	13	10	5	35
Percentage of Total Exams		20%	37%	29%	14%	100%
Number of AP Students		7	11	7	4	

Subject Totals	1	2	3	4	5	Total Exams
Biology		3	3	1		7
Calculus AB			1	2	1	4
Computer Science A			1			1
English Literature and Composition			1			1
Environmental Science		3	2	2		7
Japanese Language and Culture					3	3
Research			1		1	2
Seminar			1	3		4
Studio Art: 2-D Design Portfolio		1				1
United States History			3	2		5

AP Score Summary Report 2018

Totals	1	2	3	4	5	Total Exams
Number of Exams	3	7	8	6	13	37
Percentage of Total Exams	8%	19%	22%	16%	35%	100%
Number of AP Students	3	7	6	6	10	

Subject Totals	1	2	3	4	5	Total Exams
Calculus AB			2	2	3	7
English Language and Composition	1		1		1	3
European History			1		1	2
Japanese Language and Culture					5	5
Physics 1	1	2	2	1		6
Psychology		2				2
Seminar		3	2	2	3	10
Statistics	1					1
World History				1		1

AP Score Summary Report 2017

Totals	1	2	3	4	5	Total Exams
Number of Exams	6	10	17	8	12	53
Percentage of Total Exams	11%	19%	32%	15%	23%	100%
Number of AP Students	6	9	15	5	10	

Subject Totals	1	2	3	4	5	Total Exams
Studio Art: 2-D Design Portfolio			2		1	3
English Language and Composition			2	1		3
Macroeconomics				1	1	2
Microeconomics				1	1	2
Psychology					1	1
United States History	2	1	1	1		5
World History			2			2
Calculus AB	1	1	2		4	8
Biology		5	7	1		13
Environmental Science	3	2		3		8
Physics 2			1			1
Physics C: Mechanics				1		1
Japanese Language and Culture					4	4

PSAT Data

Fall 2018

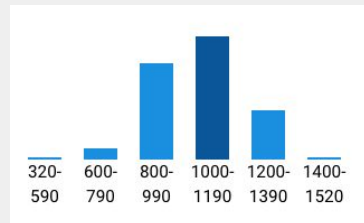
This is the first year that all students in 8th and 9th grade took the PSAT 8/9 exam and all students in 10th and 11th grade took the PSAT/NMSQT exam

11th Grade PSAT/NMSQT Results

HIS Students

Total Mean Score - **1037** / **43%** met both benchmarks
Mean ERW Score - **460** / **74%** met ERW benchmarks
Mean Math Score - **510** / **48%** met math benchmarks

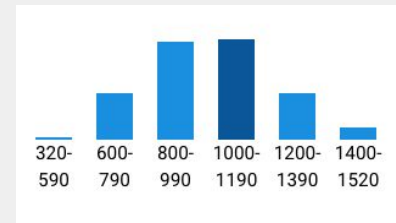
Grade Distribution



US / International Students

Total Mean Score - **1013** / **42%** met both benchmarks
Mean ERW Score - **69%** met ERW benchmarks
Mean Math Score - **45%** met math benchmarks

Grade Distribution

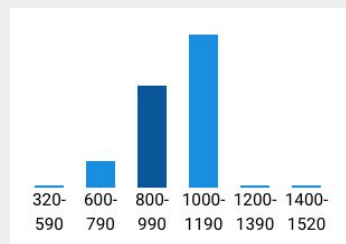


10th Grade PSAT/NMSQT Results

HIS Students

Total Mean Score - **975** / **55%** met both benchmarks
Mean ERW Score - **430** / **82%** met ERW benchmarks
Mean Math Score - **480** / **64%** met math benchmarks

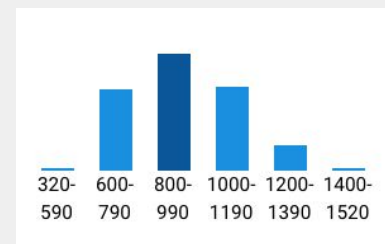
Grade Distribution



US / International Students

Total Mean Score - **933** / **40%** met both benchmarks
Mean ERW Score - **63%** met ERW benchmarks
Mean Math Score - **43%** met math benchmarks

Grade Distribution

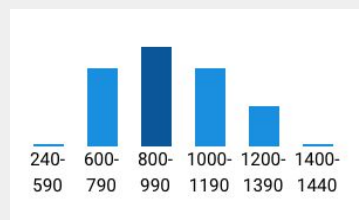


9th Grade PSAT 8/9 Results

HIS Students

Total Mean Score - **945** / **47%** met both benchmarks
Mean ERW Score - **410** / **53%** met ERW benchmarks
Mean Math Score - **450** / **67%** met math benchmarks

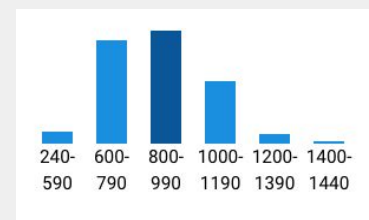
Grade Distribution



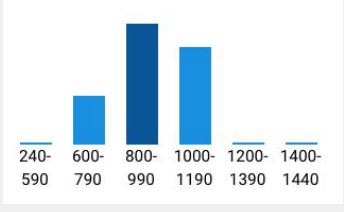
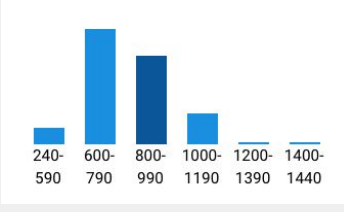
US / International Students

Total Mean Score - **860** / **39%** met both benchmarks
Mean ERW Score - **57%** met ERW benchmarks
Mean Math Score - **42%** met math benchmarks

Grade Distribution



8th Grade PSAT 8/9 Results

<p>HIS Students Total Mean Score - 925 / 82% met both benchmarks Mean ERW Score - 390 82% met ERW benchmarks Mean Math Score - 430 / 82% met math benchmarks</p> <p>Grade Distribution</p> 	<p>US / International Students Total Mean Score - 806 / 33% met both benchmarks Mean ERW Score - 53% met ERW benchmarks Mean Math Score - 37% met math benchmarks</p> <p>Grade Distribution</p> 
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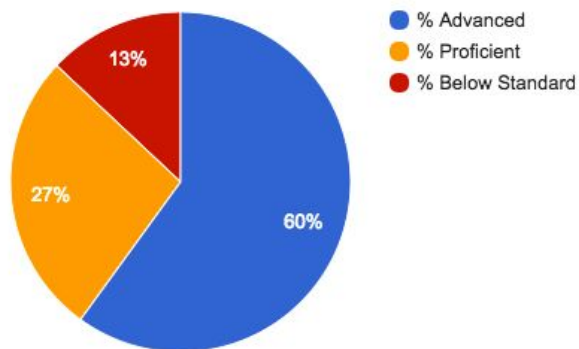
HIS Historical SAT Data 2016 - 2019

Year	Total Mean Score	Mean Math Score	Mean ERW Score
2018 - 2019	1117	558	559
2017 - 2018	1106	549	558
2016 - 2017	1162	571	591

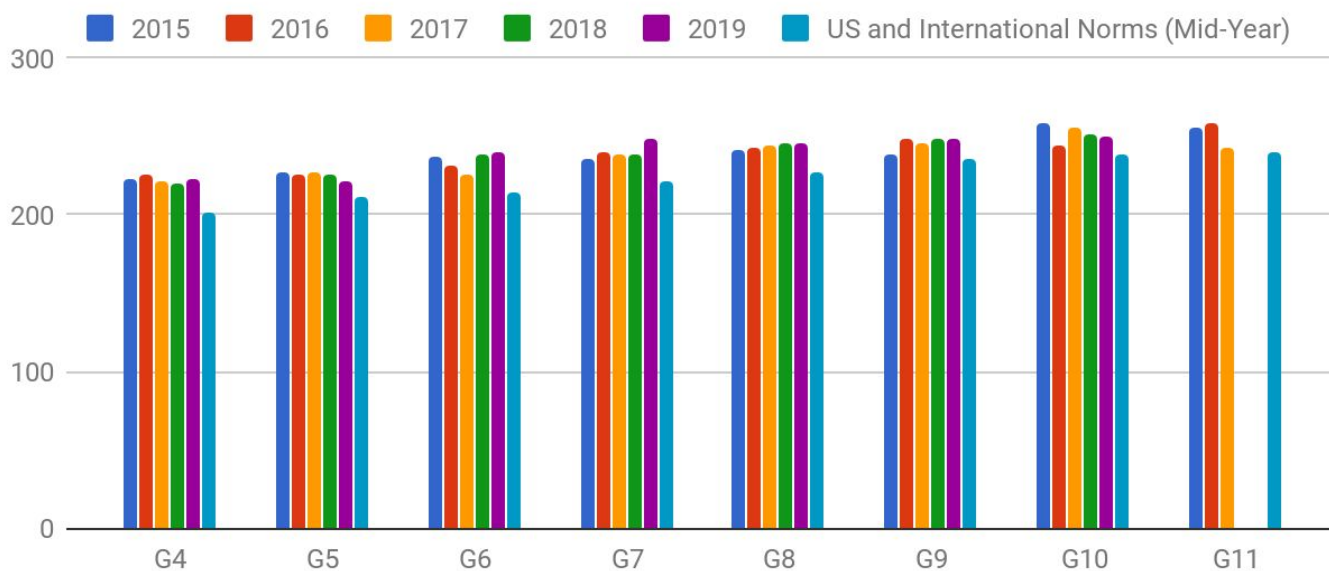
MAP Data

MAP Proficiency Report Data - MATH

NWEA links success on MAP tests to Common Core Curricular Standards. The following charts show all testing HIS students projected success against associated **math standards** at their grade level this year.



MATH - Spring (March) MAP Mean Scores (HIS vs US/International Norms)

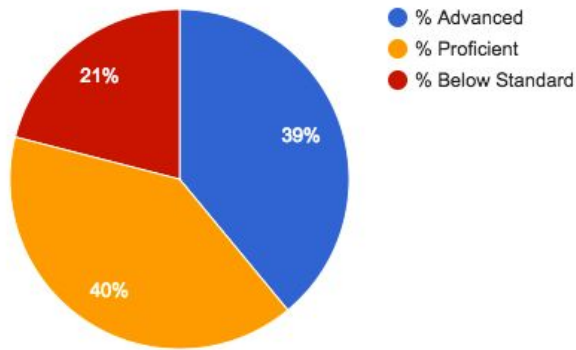


% Students who met or exceeded projected growth in Math in 2018-2019:

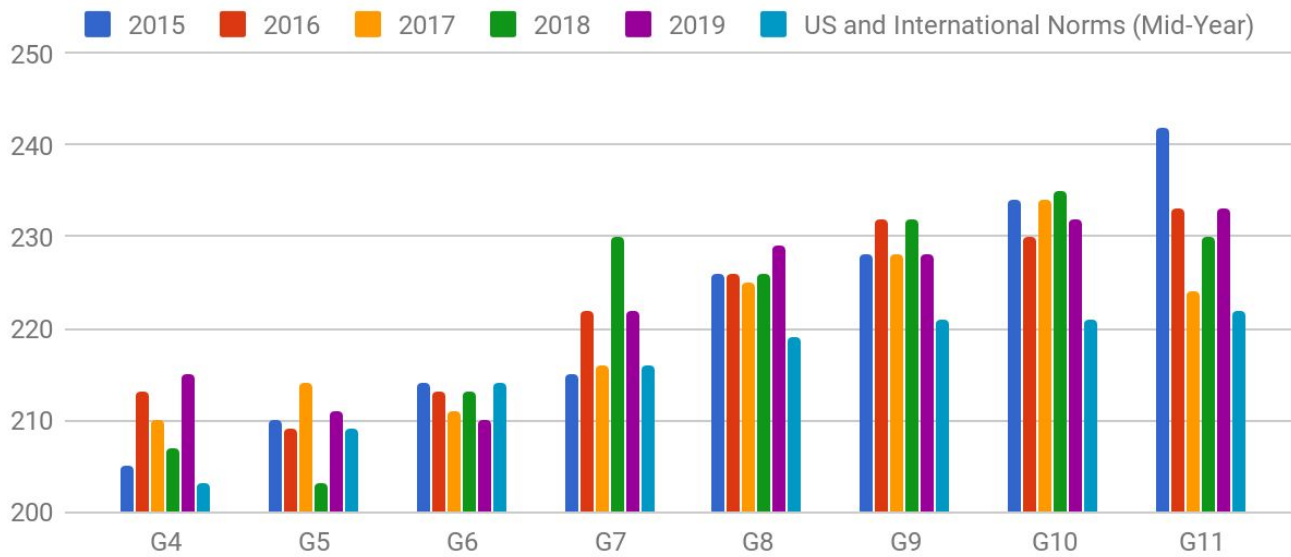
Gr 4	-	22%
Gr 5	-	27%
Gr 6	-	75%
Gr 7	-	43%
Gr 8	-	67%
Gr 9	-	53%
Gr 10	-	79%

MAP Proficiency Report Data - READING

NWEA links success on MAP tests to Common Core Curricular Standards. The following charts show all testing HIS students projected success against associated **language arts standards** at their grade level this year.



READING - Spring (March) MAP Mean Scores (HIS vs US/International Norms)

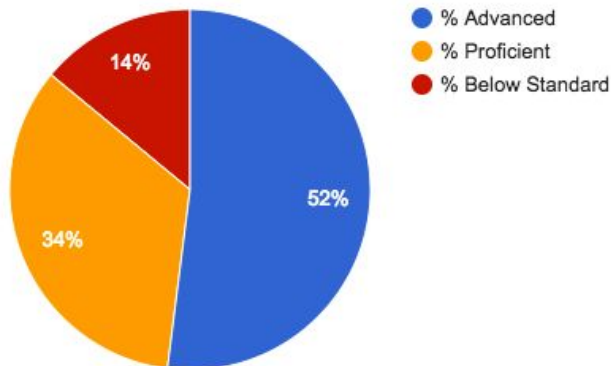


% Students who met or exceeded projected growth in Reading in 2018-2019:

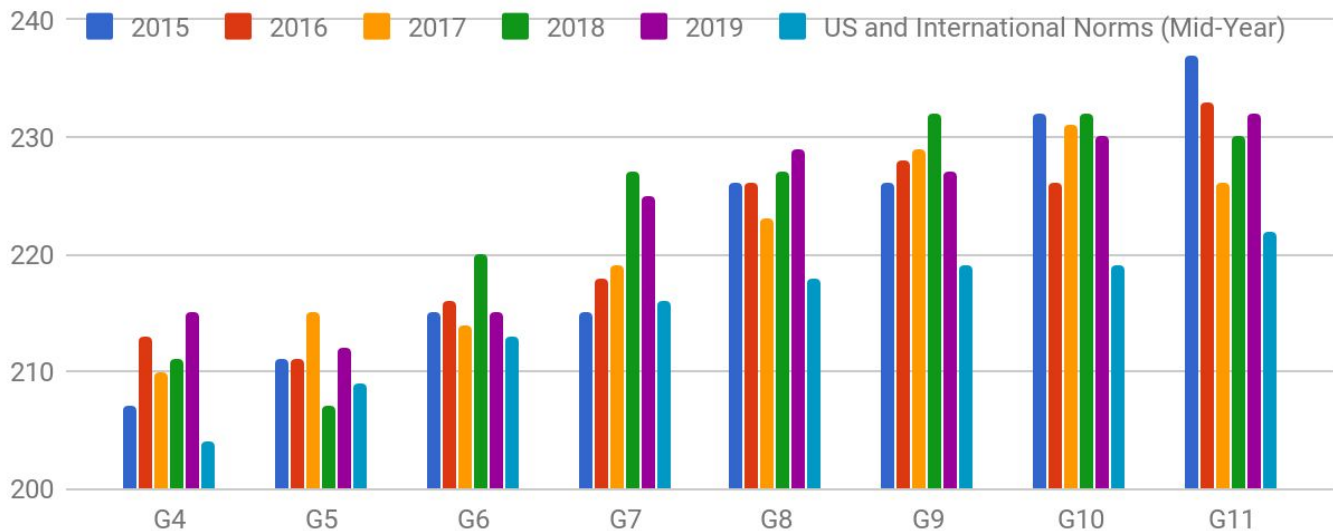
Gr 4	-	22%
Gr 5	-	50%
Gr 6	-	40%
Gr 7	-	50%
Gr 8	-	50%
Gr 9	-	59%
Gr 10	-	54%

MAP Proficiency Report Data - LANGUAGE USAGE

NWEA links success on MAP tests to Common Core Curricular Standards. The following charts show all testing HIS students projected success against associated **language arts standards** at their grade level this year.



LANGUAGE USAGE - Spring (March) MAP Mean Scores (HIS vs US/International Norms)



% Students who met or exceeded projected growth in Language Usage in 2018-2019:

Gr 4	-	44%
Gr 5	-	40%
Gr 6	-	40%
Gr 7	-	86%
Gr 8	-	92%
Gr 9	-	59%
Gr 10	-	58%

Part IV: SCHOOL OPERATIONS

Board Report

Person in Charge and Title: Paul Nickel - HIS Executive Board Chair (2018-2019)

The Annual Report is an opportunity to share key information from across our school and reviews the past academic year and in particular this report will focus on the major areas of focus, achievement and identified need from the Executive Board's perspective.

The year was an exciting one in that the school marked its 60th anniversary with various events that started with a 60th Anniversary Photo, an official opening ceremony for the new dormitory wing and the burying of a time capsule.

The main Board accomplishments across this school year include the following:

- Opening of the dormitory extension to double capacity of the dormitory program
- Completion and passage of the school's Organizational Chart and Roles and Responsibilities document, which in combination outline how decision-making is made at HIS
- Publishing the Organization Chart and Roles and Responsibilities documents to the school community
- Employing international Attorney Hideki Thurgood Kanoh of Anderson, Mori & Tomotsune to represent the school in the mediation process with his Labor
- Full review of the HIS Vision Statement and Mission & Learning Statements
- Contracting with International School Services to support the school through its head of school search process
- Complete revision and passage of the school's *Articles of Incorporation* to ensure that the school's *Articles* aligned to those established by the Prefecture of Hokkaido for *Gakkohojin* status schools

Of greatest concern this year was the drop in enquiries across the previous school year (Winter ~ Spring, 2017-18) and the low opening student number of 170 students.

A big thank you goes out to our parent groups who continue to work hard volunteering their time and supporting events across the school - their sense of community helps us reach our goals.

It was a valuable time to return to the leadership of the Executive Board again this school year. I will be handing off the position for next school year to Mr. Alan Bossaer but will remain on the board where I wish to continue to support the school.

On behalf of our board I would like to thank you for all your support over the past year.

Sincerely,
Paul Nickel
Executive Board Chair
2018-2019

School Improvement Committee

Persons in Charge and Title: Neil Cooke: Principal / WASC Coordinator

HIS Action Plan Goals / Critical Areas of Follow-up (from: 2018 Self Study Visiting Committee Report)	Progress Report
<p>Critical Area of Follow-up 1: Leadership and Decision Making a) The Head of School, with the support of the Executive Board, leads the development and adoption of a simple process framework that identifies who is responsible for making decisions, and secondly makes these individuals or groups accountable to the community for the work required. b) Those identified with responsibilities will be required to develop with the support and involvement of the Head of School, appropriate systems, processes and structures so decision making is aligned and the school community has clarity. These systems, processes and structures must be clearly articulated and shared with the school community. c) The development of a clear organizational chart that shows the school's governance and leadership structures, the school decision making processes, and where responsibilities lie. This organizational chart must be communicated with the community and included in the school's next WASC Progress Report.</p>	<p>a) Roles, Responsibilities, Decision-Making & Reporting document created in 2018-2019 which outlines what each staff member is responsible for and to whom they report and are accountable to. b) The developed organizational chart was shared to the entire community and to the full faculty/staff in a special meeting. Combined with the roles and responsibilities document in collaboration with individuals in their areas of responsibility. Recent updates to policies, procedures and systems include:</p> <ul style="list-style-type: none"> ● PD Handbook and Approval Process ● Campus Network, Personal Device, and PC Usage Regulations (added to Rules of Employment) ● Dormitory Handbook updated ● Articles of Incorporation redraft and realignment <p>See the organizational chart inserted below this section of the report. c) In the fall of 2018, school administration and governance developed and adopted an organizational chart that included the establishment of a leadership team through which major decision-making is made at the school. This was presented at a Full Faculty meeting and was published in the staff/faculty weekly Monday Memo. The document was also published to the school community through the school's newsletter and will be put into the school's Community Handbook for 2019-20.</p>
<p>Critical Area of Follow-up 2 Improved Support for Student Personal and Academic Growth 1. The provision of appropriate guidance counselling services to support students to gain admission to the universities and colleges of their choice 2. The provision and availability of essential socio-emotional counselling support for students across the school, especially for those students participating in the school's boarding program. 3. The provision of appropriate learning support resources to ensure the school is doing its best to serve the needs of each student. 4. The development of clear and comprehensive child protection policies, practices, and procedures that demonstrate to the community that HIS is fully committed to the safety and well-being of each student. 5. The development of clear schoolwide health and safety procedures, for example a scheduled plan for first aid training for key personnel 6. The development of a more robust set of practices and procedures to ensure a safe and healthy living environment for all students participating in the boarding program.</p>	<p>1. A student downturn in 2018 ~ 2019 and prioritization of above matters, have delayed our ability to address this in this school year. However, currently HIS has two teachers on staff that have been provided college counseling training. Each teacher has one devoted block in their schedule for college counseling. Small graduating classes of 20 students or less are currently being supported adequately by our college counseling team. 2. A student downturn in 2018 ~ 2019 and prioritization of above matters, have delayed our ability to address this in this school year. However, the school utilizes local resources (U.S. trained, English speaking counselor & English-speaking psychiatrist) as much as possible and continues to explore new external counselling support as they arise. 3. A student downturn in 2018 ~ 2019 and prioritization of above matters, have delayed our ability to address this in this school year. 4. Adoption of online training for all English-speaking staff and volunteers via EduCare. Adoption of online boarding program staff training via EduCare. Comprehensive change to rules governing school building access, including community-wide sign-in procedures, tightened door procedures and shorter times when main doors are open / closed. Adoption of identifying lanyards for all staff, faculty, PTA members and guests. 5. Plans for first aid training during orientation week in August 2019. 6. Funds approved by the executive board to renovate and upgrade the first floor of the old dorm, including the kitchen.</p>
<p>Action Plan Goal 1 School Systems and Processes</p>	<p>1. (See above in Critical Area of Follow-up 1 and below the section). 2. 2018-19 Year 1 of curriculum review cycle:</p>

<p>1. Creation of a clear Leadership Team Structure and Organizational Chart for HIS</p> <p>2. Curriculum review cycle</p>	<p>a) Curriculum team and full faculty worked on revising our foundational statements. The result is a new Vision Statement and Mission / Learning Statement upon which the school will focus its curriculum review moving forward.</p> <p>b) Documentation / "inventory-taking" of existing curriculum by subject teachers / teams</p> <p>c) Curriculum team set priority subject areas to review in 2019-20</p> <p>d) Creation of PLC teams to address the following curricular review areas in 2019-20</p> <ul style="list-style-type: none"> o K-12 Language Arts o K-12 Mathematics o Leadership and Service Learning <p>Topics to be addressed in curriculum review process:</p> <ul style="list-style-type: none"> - vertical alignment across the school - ensure common assessment practices / creation of common rubrics - decisions around common teaching approaches - unit plans - scope and sequence design format
<p>Action Plan Goal 2</p> <p>Academic Rigor and Support for Student Learning</p> <p>1. Improve Support for Student Personal and Academic Growth at HIS</p> <p>2. Improve student protection and safety at HIS</p> <p>3. Improve Academic Rigor to support student growth at HIS</p>	<p>1. Academic Support</p> <ul style="list-style-type: none"> - New credit recovery policy to allow students an opportunity to demonstrate proficiency beyond the end of the course end date <p>2. Student Protection (see above)</p> <p>3. Academic Rigor</p> <ul style="list-style-type: none"> - Introduction of AP Research in 2018-19 - Several students working towards the AP Capstone Diploma - Introduction of AP Psychology and AP Human Geography in 2019-2020
<p>Action Plan Goal 3</p> <p>Character/Leadership/Service</p> <p>1. Schoolwide Service Learning Program (Phase 1 - Internal Service)</p> <p>2. Schoolwide Student Character Expectations</p> <p>3. Embedding student leadership throughout HIS</p>	<p>Service Learning PLC formed to begin planning for "phase 1 - Internal service learning" at HIS in 2019-20</p>
<p>Action Plan Goal 4</p> <p>School-wide Resource Plan</p> <p>1. Executive Board establishes the Strategic Planning Committee</p> <p>2. School Schedule Revision</p> <p>3. Review and update the three-year Physical Plant Resource Plan (Long Range Maintenance Plan).</p> <p>4. Develop a comprehensive student recruitment plan to ensure an expanding enrollment to support the growth and development of school programs.</p> <p>5. Community Transition and Retention</p>	<p>1. Draft strategic plan process to be presented to the executive board at their August 2019 meeting</p> <p>2. School Schedule - Current school numbers make it difficult to revise the school schedule at this time. However, several options are being discussed and the topic will be returned to during this WASC cycle.</p> <p>3. Long Range Maintenance Plan continues to be reviewed by building and grounds manager, head of school and administrative assistant.</p> <p>4. Student Recruitment - Scholarship plan created and advertised to draw female students to the dorm through the Seltzer Memorial Young Women in Leadership Scholarship.</p> <ul style="list-style-type: none"> - HoS Recruitment trip to Beijing - fall 2018 - Dorm Staff Recruitment trip to school fair in Mie Prefecture - May 2019 - HoS visiting Sakhalin in May 2019 to recruit students attending Sakhalin International School (which does not have a HS program) <p>5. Transition and Retention Plan - In process / Exploratory stage in 2018-19</p>

Part V: Postgraduate Community - Matriculation Data

	2015 Graduates (14)	2016 Graduates (13)	2017 Graduates (21)	2018 Graduates (17)	2019 Graduates (14)
University/College in US	3	5	3	6	2
UK, Canadian or Australian Universities	5	2	4	2	0
Universities in Japan	3	4	5	5	5
Other University Destinations	3	2	2	0	2
Other Career Paths or "Gap Year"	0	0	5	4	5

Part VI: BUILDINGS AND FINANCE

Facilities Report

Person in Charge and Title: Barry Ratzliff: Head of School

Major Achievements:

The school's largest achievement in the 2018 ~ 19 school year was the opening of the dormitory addition, which doubled the capacity of the residential program. Increasing the capacity of the school's dormitory, will allow HIS to extend its "reach" across the globe to attract a more diverse student population for the secondary school program.

The completion of the dormitory on August 21 was followed shortly after by the Iburi Earthquake of September 6, which naturally brought to the attention of the school and the dormitory staff, the various aspects of responding to a natural disaster. The experience resulted in the purchase of an emergency equipment, including:

- A generator to maintain the dorm's fridges in the event of a power outage as well as making it possible for essential communication devices to be powered up
- Emergency kerosene heaters
- Emergency flashlights
- Water containers

Another first for the school was for the Child Protection Team to tour the dormitory to audit safety features and make recommendations to the maintenance staff and dormitory staff to ensure safe and secure dormitory facilities. The CP Team similarly audited the school building to additionally make recommendations on physical safety needs there.

The space issues that characterized the 2017 ~ 18 school year were negated by a significant drop in the school's student population. Thoughts on expanding the school building have been shelved until the school can again return to an enrollment figure of two hundred students or more.

Achievements:

- Taking possession of the new wing of the dormitory.
- Emergency response equipment purchases

Areas for Growth:

- Reconsideration of the Long Range Maintenance plan (2016 ~ 2024) within the broader context of a schoolwide strategic plan
- Focus of revitalizing the grass on the field

Financial Report

Person in Charge and Title: Barry Ratzliff: Head of School

Major Achievements:

School finances were severely challenged by the drop in student enrollment from 200 at the end of the 2017 ~ 18 school year to 170 students at the start of the 2018 ~ 2019 school year. While the school was able to rebuild numbers over the course of the school year to end at 180 students, financial shortfalls resulted from the lower enrollment. The school was forced to draw upon its main reserve account, seeking a transfer of the funds into cash flow in order to make payroll and meet other school expenses.

Significant legal costs resulted from the Mediation Process in which HIS was obliged to participate and further challenged the schools financial position.

On a positive note, loan repayments on the school's property continue to decrease. In response to areas for growth and a clear need to close the financial gap in finances, the Executive Board proposed and approved a tuition increase of 5.5%. At the Niseko campus, where healthier numbers brought finances into balance, the tuition increase for the 2019 ~ 2020 school year was approved at 3%. A healthier Niseko budget standing and reduction in loan repayments at the main campus, continued to alleviate use of the school's investment portfolio. The value of the portfolio remain over eighteen million dollars.

Areas for Growth:

- Planning for long-range expenses through the development of a strategic plan.
- Legal costs
- Salary increases
- Budgetary expansions and the necessary tuition increases required to support teacher salary increases and WASC accreditation recommendations for counseling staff