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**Annual
School Report**

HOKKAIDO INTERNATIONAL SCHOOL



*Serving the International Community Since
1958*



Headmaster Introduction



Dear HIS Community,

This annual report for 2007-2008 represents a beginning of our effort to gather information about HIS and publish it to our community. To do this, we have gathered qualitative and quantitative data about HIS and its educational programs.

Schools generate lots of data and we are just beginning to assemble this data in one place. This still is a snapshot. From this, we can begin to understand some things about our school, and then we can consider the variables that go into numbers presented here. Testing organizations, such as ISA caution against coming to a conclusion based on just three years of data. While we might see some relationships, finding causes is much more difficult to determine and will take more time.



In our 50th year, there is still much for us to discover and research about our school. But with this first step we hope to build the foundation upon which to add data and so perhaps develop a more complete picture of HIS. That is our goal, and this document is our beginning.

One thing is clear: HIS is a diverse community that values this unique opportunity for students to study in this international environment. Like our students, we as a school are constantly in a process of self-discovery.

Rick Branson
Headmaster

Editor's Remarks

To the HIS Community,

This, the first *Annual School Report*, marks a major step forward in the development of a progressive and progressing school. Already it has highlighted the incredible number of programs and services which we extend to our students. Its purpose is twofold, first allowing us to communicate to the HIS Community at large what we are accomplishing as a school and secondly providing a data-base of information upon which we can reflect.



As a focusing summary of this educational institution the yearly inclusion of data naturally drives comparison and, therefore, reflection upon where we need to change and grow as a school which is dedicated to improving the learning opportunities for our students. As a result, this report is a landmark document, providing much of the information and data that we need to sustain school improvement and present ourselves as an educational institution worthy of its accredited status during each accreditation review.

I look forward to the possibilities provided by this and future *Annual School Reports*.

Yours,
Barry Ratzliff,
Deputy-Headmaster
Annual Report Editor

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School Profile

Hokkaido International School, as a private, coeducational day/boarding school, offers a western-style education from preschool through high school for the local and international community at large. The school year comprises of three trimesters¹ extending from late August to mid-June.

The school is governed by an eight-member Executive Board, which is in turn, overseen by the 30-member Board of Councilors. The Executive Board is comprised of six members including the Headmaster, a representative from the US Consulate and either current HIS parents, parents of alumni, or other community stakeholders. The Board of Councilors is chosen from members of the international community who have an interest in the existence of an international school in Hokkaido and Sapporo. The school is incorporated in Portland, Oregon, USA.

Of the current HIS student population, 10% is American, 23% bi-cultural (the largest group being Japanese/Americans at 26 students), 38% are Japanese, 10% are Korean while the remaining 19% of the student body come from 15 different countries. Students are the children of business people, diplomats, university professors, professional athletes, missionaries and others.

Hokkaido International School has a faculty of 25 teachers. All full time teachers have been certified and some 70% have obtained a masters degree. Nearly 70 percent of the faculty is American with the remaining being of Canadian, Japanese, Australian or Honduran nationality. Three of our faculty teach part-time and the headmaster maintains contact with the classroom by teaching a literature class.

PART I: CORE CURRICULAR AREAS

¹ The 08-09 academic year will mark a shift to a 2 semester calendar



Kitara 2008



HIS Campus



Learning About Water

Curriculum Overview Report

Aspect of School: Curriculum

Person in Charge and Title: Betsy Greenway, member of Curriculum Committee

Important Dates: January 17-20, 2008

Participation Numbers: All full-time and part-time faculty (journaling); 20 of 21 full-time and 3 of 5 part-time faculty (Bambi Betts workshop); 7 faculty on Curriculum committee; 3 faculty on TADS (Transdisciplinary Skills) Committee

Major Achievements in Brief: Nearly all faculty participation in Curriculum Development and Assessment workshops; All staff participation in reading Making the Difference: Differentiation in International Schools; development of Transdisciplinary Skills and Dispositions Standards; scheduling secondary classes for 2008/2009 to be multi-aged and multi-leveled; faculty beginning to develop collaborative units across grades and disciplines

Areas for Growth: Continuing unit development with standards and assessments as primary drivers, differentiation for students that allows equal access to the curriculum; collaborative efforts.

Narrative Description of Achievements:

This year began with the knowledge and understanding that faculty would be heavily involved in investigating, documenting and revising curriculum. With the vision in mind that the curriculum of HIS would be making a major shift, all teachers began the year by journaling core content targets, core learning activities, assessments used, and thematic integrations applied. Teachers kept these diaries through the first two trimesters. In the third trimester, after our work with Dr. Bambi Betts highlighted below, the curriculum committee revised the set of curricular premises for HIS and set up a unit template for school-wide unit planning and writing. Teachers worked with this in the third trimester and then reflected in writing on their use of assessments, focus on standards, and work on unit developing.

In January a two-day professional development workshop on Curriculum Development was held, facilitated by Dr. Bambi Betts, a world-wide respected leader in curriculum and assessment. 20 of 21 full-time and 3 of 5 part time faculty attended. This was followed by two more professional days with Dr. Betts on the topic of assessment. These two workshops gave the faculty common ground to move forward on curriculum development.

The curriculum committee gained clarity in the direction the curriculum work needs to take, which is to lead the school in moving to standards-based curriculum and lesson design, quality and diver-

sified assessment use, and differentiated teaching practices to allow all students equal access to the curricular standards. All teachers began reading the book, *Making the Difference: Differentiation in International Schools*. Teachers are reading on a set schedule and responding by blog after each chapter. The goal of this work is to create a shared vision and common understandings that will help our work evolve. Additionally, a committee was set up to write standards and benchmarks for trans-disciplinary skills and dispositions. The task of this committee was to use descriptors from documents already in place at HIS: the Expected School-Wide Learning Results, the mission statement, and the Virtues Project. The final standards documents for transdisciplinary skills and dispositions will bring the previous work into one cohesive document.

Over the year, the curriculum committee reviewed and revised the AERO Standards for Social Studies, Math, Language Arts and Science. These were adopted for use at HIS, though there is ongoing work to be done with the Science standards. The IPC (International Primary Curriculum) learning targets in Science and Social Studies were integrated with the AERO Standards. This will be followed with integration of the IPC Math and Language Arts learning targets. The IPC Early Years program was adopted for Pre-K and K to be implemented next year.

While HIS has worked very hard on curriculum this year, there is still much work to be done. Future steps include a commitment to working collaboratively across grades and disciplines. This will be immediately implemented in the secondary next year as the courses are scheduled to be multi-aged and multi-leveled. This will be a big change and a steep learning curve for many teachers and will require everyone involved with HIS to be supportive. Teachers will also be required to be more accountable for differentiation and keeping the curricular standards as the target. Common planning times and the late start days will allow teachers to work and learn together and to take steps toward these goals. In October next year, HIS will again host a two-day professional development workshop with Bill and Ochan Powell, the authors of the *Differentiation* book we're all reading. This will undoubtedly be very helpful. The Powells will also return to HIS to work with the faculty in the spring of 2009. This will mean that we can set goals in October and stay focused on them, knowing that the Powells will be returning. In the area of curriculum, we are taking on a lot, and very quickly. It will be critical that we monitor how the process is going and be willing to adjust when necessary, over the next year.

Elementary Division Report

The elementary division of HIS has had a remarkably busy year, both in terms of classroom learning and in co- and extra-curricular activities. All students had multiple opportunities to experience different ways of learning and in showing their learning by performances, presentations, demonstrations, and standardized tests. More than ever before, students worked in cross-grade level and cross-curricular events.

- ⇒ Enrollment reached an all-time high of 118 students. (Pre K - 6th grade)
- ⇒ Put on an excellent performance of “The Little Mermaid”-March
- ⇒ 96% of students in grades 1-6 participated in the Kitara concert performance
- ⇒ Elementary and Secondary students collaborated together in an exciting Earth Day activity – April
- ⇒ Grade 1 students learned about more than 20 virtues from their at-home virtues projects
- ⇒ All 6th graders and about 20 Gr1-5 students performed individual or small group acts at the Variety Show
- ⇒ 6th graders participated in 5 major performances, a new record
- ⇒ 6th graders and Kindergartners improved ice-skating skills together
- ⇒ Grades K, 1, 2, 3, 4, and 6 all participated in ice-skating one or more times this year
- ⇒ There were two library assemblies, including poetry presentations and book reviews
- ⇒ Third, Fourth, and Tenth graders participated in “Journey North Tulip Project”
- ⇒ A weekly Sports Dance Club was begun and gave two performances
- ⇒ Grades 4-6 participated in Takino Winter Camp - March
- ⇒ Rainbow Races was held, including Pre K - 6th - May
- ⇒ After-school elementary sports expanded to include soccer, basketball, volleyball, tee ball, 4 sports events with visiting teams
- ⇒ Many elementary students participated in World Maths Day
- ⇒ Grades 3, 4, 5, and 6 took the ISA standardized achievement tests. Most grades scored higher in Math, Reading, and Writing than ‘Other Like Schools’. Several of the scores were “significantly higher” when compared to “Other Like Schools.” See chart below.

	Mathematical Literacy		Reading		Writing	
	HIS	Others	HIS	Others	HIS	Others
Grade 3	308	298	257	225	307	440
Grade 4	392	368	320	297	406	394
Grade 5	473	400	330	307	462	424
Grade 6	470	427	372	327	501	442

*Note: scores in bold indicate that the difference in scores is statistically significant

International Primary Curriculum Report

Aspect of School: International Primary Curriculum

Person in Charge and Title: Peggy Shibuya, IPC Coordinator

Important Dates: September 2007, April 2008

Participation Numbers: Preschool to Gr. 6

Major Achievements in Brief:

1. Acquiring IPC full membership (September 2007)
2. Solidification of the IPC as the science/social studies curriculum for the Elementary
3. Alignment of IPC learning targets with AERO standards
4. Vertical alignment of IPC units for the 2008 school year
5. Collaboration among milepost partners and with arts teachers
6. Implementation of the IPC Early Years Program from the 2008 school year (purchased April 2008)

Areas for Growth:

1. Integration of Math and Language Arts with the IPC units of study
2. Building collaboration within mileposts and across mileposts
3. Using the Assessment for Learning program
4. Recording and reporting learning using the afl database
5. 'Teaching the IPC' Training of new teachers

Narrative Description of Achievements:

Following the directives of WASC, we began this school year with a focus on curriculum. We acquired full IPC membership status in September and had access to the new afl (Assessment for Learning) database, as well as the self-review rubric to guide our own growth as a learning-focused school. Also, in early October, in discussion with the headmaster, the IPC was solidified as the science/social studies curriculum at the elementary level. We began meeting once a month as an elementary team to focus on learning and using the IPC. As we worked on curriculum, the learning targets were aligned with the AERO standards and became a part of our unit documents. At present this alignment document is a working draft. As we use the AERO standards next year, we will refine the alignment if needed.

The headmaster initiated the topic of collaboration throughout the school and, in organizing for next year, we will all be taking steps towards more collaboration. The early childhood teachers will begin their experience with the Early Years program by collaborating on the teaching of one unit. Milepost one teachers (Gr. 1 and 2) will collaborate on 3 units, milepost two teachers (Gr. 3 and 4) will collaborate on 5 units and all teachers will be collaborating across the grades and with the arts teachers. As we chose our units for next year, we organized them under our overarching themes of Change and Systems. At this time, we also aligned our units vertically to promote easier collaboration across the grades and with the arts programs.

Secondary Division Report

SECONDARY TEACHERS

This past year the secondary teachers met less frequently than in years past. The teachers met on an as needed basis. Although some would have preferred to meet more regularly, meeting tended to be more productive than in years past. This years meetings were framed with set boundaries of interaction. Meetings were more inclusive, collaborative, and held in a positive atmosphere.

Some issues that next years secondary team will have to deal with are:

- Implementation of the school's new Language Mission
- Addressing students who are habitually tardy for school
- Student behavior
- Ongoing curriculum collaboration and implementation
- Development and implementation of a standards based report card
- Development and implementation of a new electronic reporting system

HONOR ROLL

Trimester 1

Enrollment: 86

Honor Roll Students: 26

Percentage of Secondary: 30%

Trimester 2

Enrollment: 79

Honor Roll Students: 16

Percentage of Secondary: 20%

Breakdown By Grade

TRIMESTER 1		TRIMES- TER 2
5	12	1
6	11	3
8	10	6
3	9	3
4	8	2
0	7	1

COLLEGE ACCEPTANCE

Of the 17 Seniors in 2008:

- 12 have been accepted to university/college
 - 5 went to U.S. universities
 - 1 went to Canada
 - 1 went to the United Kingdom
 - 5 went Japanese universities
- 3 have been accepted to community college
- 1 has been accepted into the Canadian Military as an Infantrymen
- 1 did not apply to university

GRADE POINT AVERAGE BY CLASS AND COLLECTIVELY

1st Trimester: 82 Students:

GRADE	GPA
7th	2.82
8th	3.03
9th	2.91
10th	3.42
11th	3.26
12th	3.21
Secondary Average	3.15

2nd Trimester: 75 Students

GRADE	GPA
7th	2.75
8th	2.72
9th	2.89
10th	3.18
11th	2.92
12th	2.73
Secondary Average	2.87

END OF THE YEAR AWARDS

	SENIOR HIGH	JUNIOR HIGH
Norther Star Award	Will Kwak	None
Husky Most Improved	Ha Rang Jeon	Shigeyuki Tagami
International Understanding	Karen Seino	Taiga Kuroiwa
EARCOS Global Citizenship Award	Karen Seino	NA
JCIS Award for the Promotion of Japanese Culture	Karen Seino	NA

English As a Second Language: Department Report

Important Data and Major Achievements:

- ⇒ Enrollment in ESL program- 56.
- ⇒ Added new staff- Shannon Koga- from part- to full-time
- ⇒ Expanded program to help some high school students.
- ⇒ Increased one-on-one assistance
- ⇒ Implemented Reading-A-to-Z materials to supplement take-home readers.
- ⇒ Modified ESL curriculum

In the year 2007-2008, the ESL department of HIS increased the amount of time it was able to spend attending to individual and small group needs with the extension of Shannon Koga's part-time contract to a full-time contract in early spring 2008. With this additional manpower, we were able to assist Senior High School students, in both pullout and in-class situations, which had not been possible previously. As well, we were able to create more individual learning situations. We introduced a level-based reader, Reading A-Z, as our main resource, aiming to increase reading, comprehension and writing skills.

We amended our ESL curriculum by adding continuums for reading, writing, and speaking. Near the end of the school year we successfully assessed all ESL students in their language ability and recorded said reports, ending the year with 56 students.

PART II: CURRICULAR SUPPORT AREAS



Athletic Director's Report

ELEMENTARY

Each Wednesday after school, elementary students had the opportunity to participate in after school sport. The focus was on participation, skill development and fun. On most weeks there were between 20-30 children in attendance for all sports.

In the first trimester we offered Tee Ball for the first 6 weeks and then soccer until it became too dark. Basketball was the sport for the second trimester. Scattered throughout the year we were also able to play some games against a visiting club team with which we have developed a friendly relationship. Volleyball was an option for the third trimester each Wednesday, and soccer was offered on Tuesday, as the newly formed high school rugby team used the field on Wednesday.

Throughout the year there was also a Dance Sport Club each Monday afternoon for which the children had to pay a small fee.

MIDDLE SCHOOL

There were no separate teams for soccer and volleyball and these students joined the senior teams during first trimester.

We were able to field both boys and girls basketball teams. The boys had 11 members and the girls had 10 members. They each officially practiced 2 times a week for less than 1 hour each time. Games against other schools proved to be a near impossibility despite the efforts of our office staff to coordinate with the Japanese Junior High Schools.

The girls attended a tournament in Kobe and placed 4th out of 8 teams which was a commendable effort despite not being able to play any games before they left. We have managed to include our boys team in a tournament for the coming year.

HIGH SCHOOL

The girls volleyball team was comprised of 11 members and the boys soccer team of 14. They played during the first trimester and both teams were comprised of players from grades 7-12. The boys soccer team had several games against local Japanese junior and senior high schools. We were unable to attend a tournament during the first trimester as our season does not coincide with the WJAA. However, we were fortunate to be invited to a Futsal tournament in Osaka in March which our boys enjoyed immensely. Many thanks to Mr. Elvis Centano who coached the soccer team so passionately over the last 2 years. The volleyball girls had another very enjoyable season and had their best ever success at an international school tournament. They placed 4th out of 10 teams in Nagoya. One week prior to this we had a mini tournament in our gym which was attended by Yokohama I.S. and 2 Japanese high schools. At the conclusion of the season the team hosted the Northern Star Tournament which is a fund raiser involving teams made up from the community. 6 teams were present for this day.

The writer of this report would like to recognize the outstanding efforts of Mr Troy Gibbs who formed the initial volleyball team and coached them over an 8-year period. He will be sadly missed but I am sure that his legacy will live on through many more teams.

The high school boys basketball team (12 members) had their best season in terms of success for many years. We started the season with several wins over local Japanese high schools and went to the tournament in Kyoto full of confidence. There were only 4 teams at this tournament but our boys proved to be the well deserved victors. The next assignment for them was hosting the annual Snow Festival Classic which comprised 4 international school and 4 local Japanese high schools. We won our first three games but were knocked out of the semi finals by the eventual champion, Marist Brothers.

The season finished with 2 disappointing losses but we did have a somewhat depleted lineup due to injury. Many thanks to coach Tom Ruhm for his time and effort. The high school girls only had 7 members but they were an enthusiastic team who showed continued improvement during the season. They had difficulty competing with local Japanese high schools but managed to get their first ever tournament win down in Kobe, much to the delight of all. Thanks to coach Tracy Evans for her dedicated efforts over the last 2 years.

A small band of rugby union players was formed on the initiative of a senior student, Jordan Weidemann. They practiced several times in first trimester and in third trimester we even found them a coach. Unfortunately, lack of numbers stalled their progress.

All in all, a significant year for school sport in terms of numbers of students participating in teams and the improved performances of those teams. We hope that this steady growth can continue in 2008-09. Thanks again to all coaches, managers, parents, teachers and everyone who supported the teams during the year.

Yearbook Report

The Yearbook was a learning experience for everyone in the class. Under the experienced guidance of their advisor, Sara Arno, the group brought the yearbook closer in line to professionally produced yearbooks regularly found in other international and state schools. Students on the team received an EIR credit for their effort.

The Yearbook Team consisted of the following students:

- Rintaro Kurowa -- Yearbook Editor, Grade 12.
- Jackie Emveeawong -- Grade 12
- Aria Ogawa -- Grade 11
- Hitomi Ozaki -- Grade 11
- Junki Wano -- Layout/Design Editor, Grade 11
- Karen Seino -- Junior Editor, Grade 11
- Kazuha Nakano -- Grade 11
- Marina Suzuki -- Grade 11
- Mizu Sugai -- Grade 11
- Angela Stevens -- Grade 10



The first step for the group was to learn -- and for many learn anew -- the essentials of publishing a professional yearbook. This meant conceiving the yearbook in new terms as as a historical document intended for a wider community audience and not simply a photo collection created for oneself and ones friends. This understanding allowed students to recognize the value of including historically important narrative (*known as copywriting*) into the yearbook and developing the skills of writing (*as defined by the publishing world*) for both narrative text and captions.

Furthering the team's understanding of publishing also meant meant working on a business model. This meant seeing the book as a marketable product being developed for a target group. Deadlines became important marks of progress and students learned how to budget, look at cost breakdowns and make the hard decisions of where to allocate funds. The team event sold two pages of adds with the intent of establishing a precedent that will perhaps lead to more of our costs being met through advertising.

With this new understanding of its task, the team went to work on conceptualizing the book, planning it's content and designing it using the online software provided by the publishing company that the school has been using, *Jostens*. Working with this software was a new challenge for the yearbook team but it permitted students to better understand the inner workings of publishing and gave them the full range of editing that would be seen in professional publishing.

Library Report

The HIS Library now has some 10,000 items in its collections. The largest collection of these is the books, but it also contains some other media such as videos and DVDs. During the 2007-08 academic year perhaps our largest achievement was that we were able to finish entering all library titles into the online database.

For the first time, the library participated in the Sakura Reading Program at the secondary level. This program is organized by several librarians from international schools in Japan. The special Sakura shelf created more interest in recreational reading among secondary students with students participating from all secondary grades. The program was introduced to students through a Secondary Student Assembly and through language arts classes where students were given the opportunity to check out books.

At the elementary level, we held two book-related assemblies. At the October assembly, students had a chance to see all the new books and check them out. In April, students made a poster of their favorite book. Each class made presentations at both assemblies.

A continuing challenge for the library is the on-going issue of space. The library collection needs to be regularly culled in order to make room for new books purchased to meet the changing needs of the schools curriculum. This has meant that many books have had to pass out of the school's hands due to a lack of shelf space.

Technology Report

Technology this year at HIS took a major advancement with the addition of Matthew Greenway, HIS's first full-time Technology Coordinator. Under his guidance, major changes have taken place. One of the initial and largest jobs was upgrading the server and the school's computer lab. To this end, some teachers with coordinating responsibilities were given laptop computers to replace their desk-top model. This freed computers for the laboratory and gave teachers with other responsibilities the freedom to transport their computers home where they could work on projects and responsibilities.

With new computers installed in the computer lab, the concern of quality control and access security was addressed with the installation of a proper management server which allowed the Technology Coordinator to monitor and filter internet access as well as provide students with individual sign-in user names and passwords.

The technology department was also able to increase its hardware with the needed addition of three new projectors for the Art Room, Science Lab and Computer Lab. This freed the existing projector to the use of teachers who can sign it out and use it in their classes for multi-media presentations.

Through to the end of the year, completion of the building's wireless system on all floors was addressed, making internet access available to computers and computer devices not connected to an ether cable. This has significantly relieved pressure on the computer lab as it allows students to work from their own laptop and other internet-capable devices.

A final major project was the creation of a conference website to facilitate HIS in hosting its first curriculum workshop under the auspices of the East Asian Regional Council of Overseas Schools. Using the website, we were able to monitor registration and contact details of outside guests and participants from EARCOS area schools. This will also allow the school to continue being a center for presentations and educational workshops which will positively impact our school's professional development.

One additional item which was carried forward into the year has been the addition of an online grading site called *Centre* which has allowed students and parents on-going access to grades and assignment information. While *Centre* has not met all of our expectations, it has launched us into the use of this kind of application and alternative sites are presently under review with the intent of possibly upgrading for the start of the 2009-10 school year

Student Council Report

Student Council is an eleven-member group made up of elected representatives. Student Council is foremost a service club, with the primary objective of making HIS a better environment for students.

An opening retreat was held on the afternoon of opening ceremony. At that meeting, year goals were set, and a new Student Council Mission Statement was produced.

To create a fun and supportive student environment, full of opportunities stimulating interest in areas other than academics.

Tea Ceremonies at both the Soranuma adventures were held to introduce and honor new students. Originated this year was the idea that each new students throughout the year would be given a mock tea ceremony where a tea cup would be presented filled with candies instead of tea. Numerous such tea ceremonies have taken place during the Tuesday Assemblies.

Another change this year was moving the Monday assemblies to Tuesdays. The tradition of Tuesday assemblies being lead by the Student Body President and Junior High President was dropped. Only the Student Body President will lead the assemblies this year. As was introduced last year, the Spirit Officer has a Brain Teaser of the week, where student place their answers in the Jeff Box. Of the correct responses, a lucky student is drawn at random to receive a bar of chocolate.

Student Council continued the practice of choosing the Virtue of the Month. As in the past, two students of differing gender and class level are chosen each month that exemplify each virtue. Student nominees are solicited both from the classes and the secondary teachers. Photographs of the Students of the Month are place on The Board.

A new practice of the Student Council was saying goodbye to departing students at Tuesday Assemblies. During the goodbyes, the class president would say a few words, and then the departing student was given an HIS cap as a farewell gift.

Student Council continues to hold dance parties. There were five this year: a welcoming dance party with a raggaie theme, a December dance party themed 007, a valentines dance party, an April dance party with Sports as the theme, and the final end-of-year prom held off-campus.

New this year was Game Night. Student Council put on three Game Nights. The first focused on large group games like Cops and Robbers, and Charades. The second Game Night revolved around board and card games. The third was again large group games. Game Nights went from 5:30 to 8:00 on Friday evenings. Another new, and major, event was the Talent Show, a first in the recent memory of HIS. Approximately twenty contestants participated. Grand Prize went to a modern dance piece; Judge's Choice to a solo skit; and Honorable Mention to a singing duet. In addition to the talent show, another new event was the Fall Sports Pep Rally. This rally introduced and supported the soccer and volleyball teams. Student Council also organized and ran the winter Extravaganza, which is an all afternoon academic and spirit event.

Many Spirit Days were held this year. Early in the year there was a Spirit Stick competition based on Spirit Days of dressing in HIS colors. Three Spirit days happened as usual before the Takino event, culminating in a fashion show during Wednesday lunch. Spirit Days were coordinated with the Elementary. A four-week intramural sports program was again organized by the Sports Officer. Events were mat ball, floor hockey, ping-pong, badminton, and finally battle dodge ball. Ending with battle dodge ball was fortuitous, as it allowed the teams to gang up on the leaders and change the dynamics of the competition. The overall winning team was treated to pizza and root beer.

Two major purchases of the Student Council were the Banner (¥30,000) and gifts for the senior class (¥25,000). The senior gifts were a new idea this year, and the Student Council hopes it will become a tradition.

AdHoc Annual Report

Adventure Hokkaido Outdoor Club (AdHOC) finished its sixth season by accomplishing five trips. Three of the trips were to new places. In addition to venturing to new places, our club added 12 new members who did AdHOC excursions for the first time.

AdHOC is dedicated to bringing outdoor opportunities to the students and the community of Hokkaido International School. A second part of AdHOC's mission is to facilitate community members in leading adventures. In the school year 2007-2008, this second mission goal was expanded and enhanced by HIS's adoption of the Outdoor Leadership Diploma. AdHOC now encourages students to lead each adventure. As part of this new mission, junior Hitomi Ozaki organized and lead the Kogane-yama Trek and Beach Camp. Following is the list of each adventure:

Furano-dake Hike and Camp was our first adventure, and our first time to Furano mountain. Six student participated on this overnight trip.

Uryu-numa Trekking is a gentle day hike up to an alpine marsh. Four students and two adults did the hike.

Furano Ski and Board (#2) was our annual overnight board and ski trip. Fourteen students and three adults took part.

Sapporo-dake Moonlight Snowshoe (#6) had six student participants and two adults.

Kogane-yama Climb and Beach camp is a jagged outcrop of rock not far from the coast. One adult and seven students participated.

* In autumn, there was a rock climbing adventure, but due to rain we had to turn around and come back.

Japanese Culture Week Report

Aspect of School: Japanese Culture Week (events to introduce and experience Japanese cultural activities)

Person in Charge and Title: Naoko Machidori, Japanese language teacher

Dates: April 30th – May 2nd, 2008

Participation Numbers: whole school (students, faculty, and some parents)

Major Achievements in Brief:

- 1) learn about and practice Japanese art, music and technology through kite-making and Noh performance
- 2) Appreciate modern Japanese music
- 3) Appreciate Japanese food served by the school kitchen during these days, and mochi.
- 4) Learn and practice cooperation through kite-making, kite-flying, mochi-pounding and Japanese traditional games
- 5) Appreciate the traditional decorated lantern for the local festival “Neputa”
- 6) Appreciate the traditional Japanese clothes and accessories

Areas for Growth:

- 1) resources; space, people, tools for some traditional arts
- 2) schedule to minimize scarifying the instruction time as well as the energy of people

Narrative Description of Achievements:

The event provided various activities to all age groups of the student body. The major focus of the event of this year was kite-making and kite-flying. These activities were successful in three areas; 1) knowledge of the culture and the science 2) aesthetic appreciation 3) skill-development. All of the students took the lecture on the kite history and learned the mechanics for successful flying. The students demonstrated their good understanding and the skills in the kite-flying activity. Adding to that, the school will be making the first manual to make the large size Japanese traditional kite in English. This manual will be one of the greatest achievements of this year.

The activities provided the good opportunity to inherit the culture. The students and the faculty participated in the activities as the audience and/or performers with interest, understanding and enthusiasm. From the perspective of the inheritance of the culture, pounding Mochi contributed to train secondary school students learning the elements as well as the skills to accomplish the tasks. This year, more people willingly volunteered different jobs, including cleaning part, and did very well. Thus, older students acquired the skills through the activities and as a result younger students see the good model and learn how the things works and also how people work together to accomplish the task.

Kitara Concert Report

Aspect of School: Concert at Sapporo Concert Hall (Kitara)

Person in Charge and Title: Yutaka Sugino / Music teacher

Important Dates: May 23rd 2008

Participation Numbers: Total 169 participants

90 Elementary students.

28 Secondary choir students.

8 jazz band students.

6 Elementary homeroom teachers (Back stage control)

13 secondary students (Back stage crew)

6 parents (Costume)

4 parents and 1 alumni parent (Administrative staff)

2 secondary teachers (stage construction and poster design)

Major Achievements in Brief: 1) Having 2 public shows in Kitara

Areas for Growth:

(1) Continue to improve the production team structure.

(2) Monitoring money flow and ticket sales carefully.

Narrative Description of Achievements:

169 participants indicate that Kitara concert is obviously one of the biggest school events. It was a great educational opportunity to work for excellence and each student learned many different skills like singing, dancing, acting, public speaking, and many disciplinary skills in process.

Since we started Kitara concerts in 2001, our production has grown so much - like hiring a professional choreographer & sound engineers, adding more costumes, and complicated stage props, professionally made DVDs and photos, and making a more stylish program. These additions made our performance very special, but demanded more money and time. Currently, very enthusiastic parent volunteers have done most administrative work, however the work demands almost a full time job. We need to look for a better system and structure to support this event.

Extra-Curricular Involvement Credit (EIR)

Aspect of School: Extra-Curricular Involvement Credit / EIR

Person in Charge and Title: Leona Houston/EIR Coordinator 07-08

Important Dates: Start August 27, 2007; End June 6, 2008.

Participation Numbers: All students in grades 10-12

Major Achievements in Brief: Calculated student extra-curricular involvement activities and reported them to students and homeroom advisors.

Test Scores: N/A **Averages:** N/A

Areas for Growth: It would be nice if the accrued credits could be viewed by students and parents on Centre (just like their grades are). Additionally, these could or should be tied to a 'citizenship' Homeroom grade.

Narrative Description of Achievements: Each student should accrue 2 hours of EIR credit in each grade for a total of 6 credits upon graduation from HIS. Examples of activities which count toward the EIR credits are: piano lessons, outdoor recreational activities such as snowboarding, attendance on the Habitat for Humanity trip, and after school curricular and other sports. Upon completion of the sport or activity, students submitted a time sheets which had been signed by the person who oversaw the activity.

Data was entered into an Excel spreadsheet and regularly reported to the Secondary coordinator, students, and homeroom advisors. Currently these are the statistics of students who have accrued their 2 hours per school year this year. I have used the most up-to-date EIR hours as of June 6, 2008.

Grade 10 – 57% have earned 2 hours this year

Grade 11 – 75% have earned 2 hours this year

Grade 12 – 100% have earned 2 hours this year

PART III: EXTERNAL ASSESSMENTS



International Schools Assessment

The International Schools' Assessment measures student achievement in three areas: mathematical literacy, reading, and writing. The writing portion has two separate assessments in narrative and exposition writing.

Students receive individual reports, and these are reviewed and used by teachers to better serve individual students. This test also provides an opportunity to study entire classes over the course of many years. ISA does not recommend trying to evaluate data without three years of scores, so in this way HIS is just beginning to use ISA as a tool. In addition, the small number of students tested and the transitory enrollment of classes are two factors that must be considered in looking at the data.

For the tables that follow, the information tracks classes over time. In 2005-2006 only three classes took the test, but one class did not have sufficient numbers for data collection. In 2006-2007, grades 3 through 7 took the test and in 2007-2008, grades 3 – 8 took the test. In 2008-2009, 9th grade will be added.

The tables show the mean score of HIS students, the mean score of “other like” schools and mean scores of all students. Other like schools have the similar ratio of students with an English speaking background to non-English speaking background students. In addition, the scores indicate if the mean for HIS students is at grade level. The letters H and L also indicate if the mean is high or low in the grade level where appropriate.

The number of HIS students taking the exam each year appears on the mathematical literacy table. If the number of students tested in a class was 10 or fewer, the mean is not available.

ISA -- Mathematical Literacy

	2005-2006	2006-2007	2007-2008
Class of 2017			309 (n=18)
Grade Level range			At grade level
Other like schools			298
All schools			314
Class of 2016		302 (n=13)	392 (n=16)
Grade Level range		At grade level	At grade level (H)
Other like schools		312	368
All schools		313	370
Class of 2015	318 (n= 11)	411 (n= 12)	473 (n=14)
Grade Level range	At grade level	At grade level	At grade level (H)
Other like schools	317	358	400
All schools	317	372	417
Class of 2014	Not tested	470 (n=11)	470 (n=15)
Grade Level range	Not tested	At grade level	At grade level
Other like schools	Not tested	420	427
All schools	Not tested	439	454
Class of 2013	512 (n=11)	509 (n=11)	528 (n=12)
Grade Level range	Above grade level	At grade level	At grade level
Other like schools	426	467	477
All schools	432	485	501
Class of 2012	Not tested	516 (n= 16)	550 (n=11)
Grade Level range	Not tested	At grade level	At grade level
Other like schools	Not tested	466	510
All schools	Not tested	501	531
Class of 2011	N = 10		
Grade Level range	N = 10		
Other like schools	N = 10		
All schools	N = 10		

ISA -- Reading

	2005-2006	2006-2007	2007-2008
Class of 2017			257
Grade Level range			At grade level
Other like schools			225
All schools			253
Class of 2016		248	320
Grade Level range		At grade level	At grade level
Other like schools		253	297
All schools		237	312
Class of 2015	219	296	332
Grade Level range	At grade level	At grade level	At grade level
Other like schools	224	301	307
All schools	239	299	345
Class of 2014	Not tested	299	372
Grade Level range	Not tested	At grade level (L)	At grade level
Other like schools	Not tested	342	327
All schools	Not tested	344	382
Class of 2013	347	N = 9	369
Grade Level range	At grade level	N = 9	At grade level
Other like schools	349	N = 9	377
All schools	367	N = 9	432 (Y)
Class of 2012	Not tested	402	428
Grade Level range	Not tested	At grade level	At grade level
Other like schools	Not tested	438	433
All schools	Not tested	448	474
Class of 2011	N = 10		
Grade Level range	N = 10		
Other like schools	N = 10		
All schools	N = 10		

ISA -- Written Task A, narrative

	2005-2006	2006-2007	2007-2008
Class of 2017			307
Grade Level range			At grade level (L)
Other like schools			340
All schools			362
Class of 2016		385	406
Grade Level range		At grade level	At grade level
Other like schools		373	394
All schools		371	421
Class of 2015	349	426	462
Grade Level range	At grade level (L)	At grade level (H)	At grade level
Other like schools	361	425	424
All schools	370	412	452
Class of 2014	Not tested	444	501
Grade Level range	Not tested	At grade level	At grade level
Other like schools	Not tested	473	442
All schools	Not tested	470	479
Class of 2013	446	N = 9	493
Grade Level range	At grade level	N = 9	At grade level (L)
Other like schools	439	N = 9	481
All schools	452	N = 9	517
Class of 2012	Not tested	532	472
Grade Level range	Not tested	At grade level	Below grade level
Other like schools	Not tested	533	518
All schools	Not tested	536	537
Class of 2011	N = 10		
Grade Level range	N = 10		
Other like schools	N = 10		
All schools	N = 10		

ISA -- Written Task B, exposition

	2005-2006	2006-2007	2007-2008
Class of 2017			400
Grade Level range			At grade level
Other like schools			404
All schools			422
Class of 2016		430	449
Grade Level range		At grade level	At grade level
Other like schools		424	441
All schools		416	460
Class of 2015	410	455	475
Grade Level range	At grade level	At grade level	At grade level
Other like schools	411	456	464
All schools	423	451	487
Class of 2014	Not tested	468	496
Grade Level range	Not tested	At grade level	At grade level (L)
Other like schools	Not tested	490	478
All schools	Not tested	484	512
Class of 2013	509	N = 9	545
Grade Level range	At grade level	N = 9	At grade level
Other like schools	478	N = 9	505
All schools	487	N = 9	538
Class of 2012	Not tested	525	579
Grade Level range	Not tested	At grade level	At grade level
Other like schools	Not tested	547	534
All schools	Not tested	541	558
Class of 2011	N = 10		
Grade Level range	N = 10		
Other like schools	N = 10		
All schools	N = 10		

Advanced Placement (AP)

Through the 2007-2008 school year, Hokkaido International School offered AP level classes in English Language and Literature, Calculus, Biology, Japanese, and Studio Art. One student did online coursework to prepare for the AP Spanish exam.

In the first two weeks of May 2008, thirteen students took part a total of twenty-five exams. Grades will be reported in July 2008. They are scored on a 1-5 basis with 3 or above as a passing score.

HIS will be adding several AP classes in the next year including European History and Comparative Government. AP sciences will be offered on a rotational basis with Physics offered in 2008-2009, Chemistry in 2009-2010, and Biology in 2010-2011.

The strength of an AP program lies not in how many students achieve fives but in how many students take part in the program. Colleges across the globe have noted that a key factor in student success in university is the rigor of their individual high school program. By integrating AP level coursework within the core courses more students will have the opportunity to experience the challenging coursework. Additionally, younger students will experience a positive "trickle down" effect as teachers increase the rigor of standard courses to prepare these students to be prepared for the opportunity of Advanced Placement coursework.

In 2007-2008, 13 number of students took AP tests and took a total of 23 tests as some students took more than one.

	Names of AP classes offered:	Number of tests taken	Number of tests passed	Average score
2007-2008	English Language and Literature	11	5	2.1
	Japanese	2	2	5.0
	Calculus AB	3	3	3.6
	Biology	7	4	2.8
	On line:			
	2007-2008 total	23	14	
2006-2007	English Language and Literature	11	3	2.1
	Calculus AB	5	4	3.6
	Physics	9	6	3.2
	On line:			
	Government & Politics US	1	1	
	Government & Politics -- Comparative	1	1	
	2006-2007 total		27	15

SAT Reasoning Report

The SAT Reasoning Test measures critical thinking skills and assesses how well students analyze and solve problems. The SAT is the most widely used college admission test for schools in the United States.

The test has three components: critical reading, math and writing with a score range of 0-800. Since the exam is normative, student scores are based upon comparison of the millions of students who take the exam. Thus, for example in 2007-2008, a critical reading score of 720 would place the student in the 97 percentile and a score of 610 would place the student in the 78 percentile. The exam also includes an essay as part of the writing portion with a score range of 0-12.

In the 2007-2008 school year, 20 students took the SAT test, with one sophomore, 13 juniors and 6 seniors. Students often take the test their junior year and then may retest their senior year. American colleges and universities usually accept the highest score a student achieves.

	Average Critical Reading	Average Math	Average Writing	Average Essay
2007-2008 (20 students)	500	610	500	7
2006-2007 (13 students)	490	620	490	6.5

Preliminary SAT Reasoning Report

The Preliminary Scholastic Aptitude Test provides students an opportunity to prepare for the SAT Reasoning test. It also provides an opportunity for students to compare their performance to that of their peers. The test has five sections: two 25-minute critical reading sections; two 25-minute mathematics sections and one 30-minute writing skill section. The score range is from 20-80.

The following scores are based upon percentile ranking. Students are compared only to students in their same grade. If a student scores in the 71st percentile, 70 students scored below them and 29 scored above them.

2007 – 2008	Critical Reading	Mathematics	Writing Skills
	Percentile average	Percentile average	Percentile average
Class of 2011 N = 8	31.7	50.7	33.6
Class of 2010 N= 17	50.1	73.2	56.5
Class of 2009 N= 17	54	78.1	57.5

PART IV: SCHOOL OPERATIONS



WASC: School Accreditation & Self Study Process

Aspect of School: School Accreditation Process / WASC

Person in Charge and Title: Barry Ratzliff, WASC Coordinator

Important Dates: December 11, 2007 (Secondary)
May 19, 2008 (Secondary)
May 16, 2008 (Elementary)

Participation Numbers: All Secondary Teachers (Student Writing Sample Analysis)
All Elementary Teachers (Student Writing Sample Analysis)
WASC Steering Committee – 8 members.

Major Achievements in Brief: 1) Study of Writing Samples 2) Establishment of permanent WASC Steering Committee 3) Annual Report 2008

Areas for Growth: (1) Continuing to make school data collection, achievement analysis an on-going process. (2) Preparing for the 3-Year Midterm WASC Visit

Narrative Description of Achievements: The 2007-08 year represented a major shift in the approach taken towards the WASC accreditation process. The coordinator attended a WASC Workshop during the annual EARCOS conference and gained valuable insight into the process as well as into the tools needed for transitioning HIS towards an ‘on-going’ WASC data collection process which will ease the stress felt during major visitation years and provide more accurate evidence upon which to base the Annual, 3-Year Mid-Term, and Six-Year Term Accreditation reporting.

The first step towards building a database of student achievement and records was initiated in the first trimester of 2007 when secondary teachers met to review student writing samples. The result of this meeting was a summary of student strength and growth needs in the area of writing which will inform the curricular decisions in the future. The elementary worked through a similar process to isolate strengths and weaknesses at their level. In the future, analysis of student work will be expanded to encompass other areas of student performance and learning.

To further imbed the on-going WASC process into the fabric of the school, the first permanent WASC Steering Committee was established in the winter of 2008 and completed its first major assignment, the writing of the annual WASC Report. This body is charged with making sure the school and school community have followed up on the growth areas identified in the 2006 WASC Self-Study and with paving the way for on-going, annual work on WASC. Next year will be an important year for the committee as it prepares the school for a WASC Mid-Term Visit.

School Safety Report

Aspect of School: Safety

Person in Charge and Title: Kay Shalfeieff, teacher

Important Dates: September 2007, April 16, 2008

Participation Numbers: All students, faculty, and staff

Major Achievements in Brief: 1)school wide practice for potential emergencies (earthquake, fire, intruder) 2)emergency cards made for elementary students 3)installation of AED equipment 4)faculty safety seminar

Areas for Growth: Sapporo Police Department could demonstrate personal and traffic safety to students

Narrative Description of Achievements: During the month of September, all students and staff held emergency practice drills for earthquakes (taking defensive positions) and fire (using alternative evacuation routes) and the Sapporo Fire Department held a fire extinguishing demonstration on the school grounds. Students and staff also held practice drills for Yellow, Orange, and Red Lock-down situations in case of an intruder entering the school. Individual personal data cards are ready to be attached to all PreK to 6th grade students to ensure identification and help in an emergency. Secondary students and faculty practiced administering artificial respiration and the use of AED equipment newly installed inside the entrance of the school. A U.S. government representative held a seminar for faculty with the aim of increasing awareness of potential terrorist or intruder threats.