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INTERNATIONAL SCHOOL OF PANAMA ANNUAL REPORT 2012-2013



Accredited by the Ministry of Education in Panama
Accredited by the Southern Association of Colleges and Schools
Member of the International Baccalaureate Organization

OUR VISION

ISP is a leading international school, inspiring our students to be conscientious inquirers and empowering them with the skills, courage, optimism and integrity to pursue their dreams and make a positive contribution as global citizens.

OUR MISSION

We will educate and inspire our students to reach their full potential and contribute to the world by providing an exemplary English-language education enriched by our multicultural community.

OUR CORE BELIEFS

- **Each individual has intrinsic worth**
- **Each person is responsible for his or her choices and actions**
- **All people have a responsibility to contribute positively to society**
- **Embracing diversity strengthens communities**
- **Shared values are essential for the well-being of our community**
- **Quality education expands opportunities for the individual and contributes to the development of our world**
- **Education is a collaborative effort between family and school and is enriched by the community**
- **Learning is an essential, life-long endeavor**
- **Achievement builds self-esteem which leads to further achievement**
- **Excellence is worth pursuing**

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President's Report

On behalf of the International School of Panama's Board of Directors I would like to welcome you to the General Assembly. It is an honor and privilege to provide you with information supporting our meeting and reporting on the activities, successes and goals of last year.

This was a special year in the history of ISP as we celebrated 30 years of educational excellence, growing from a small house in La Cresta with a handful of students to where we are today. Celebrations, a gala dinner, staff party and other activities took place throughout the year.

The school year 2012-13 was also the first with Mr. Rajiv Bhat who started in July of 2012. Mr. Bhat brings a great blend of leadership, managerial experience, communication skills, and a passion for educational excellence to the organization and has quickly adapted to ISP and vice versa.

The Board joined forces with the Director and the school's administration in August 2012 in identifying a number of key areas for the Board to focus on. Task force groups consisting of both board members and administration worked within these focus areas during the year. Below is an update of the status on these areas.

Major areas of focus for the ISP Board SY 2012-2013

- ***Strengthen Academics***

Science Curriculum Review: ISP reviewed its science program and planned for curriculum modifications in the 2013-2014 school year. New standards have been adopted that promote critical thinking and inquiry in the sciences.

Elementary Literacy: Grade level teams defined learning expectations for each literacy unit. This work further develops the balanced literacy model and helps to ensure that the curriculum builds across and between grade levels;

"Understanding by Design" Professional Development: Understanding by Design is a curriculum model that identifies learning outcomes for each unit of all courses. Middle and High School teachers received extensive training in this model and then began the process of identifying learning expectations for all pre IB courses.

Admissions

A new updated policy was approved by the Board and a list of admissions criteria has been finalized. This is available on the ISP website. Our new director of Admissions, Nilsa Arenas joined ISP at the end of 2012.

- ***Marketing & Communication***

A Marketing Manager has been appointed and a leading global advertising agency (McCann) has been retained to further enhance ISP's position as the leading international school.

- ***Security***

Chief Security Officer position was added to the administration. This senior position, was filled in June by Mr Jay Fetner.

- ***Staff***

With a focus on attracting and retaining top quality teachers, staff related policies and practices have been reviewed and benchmarked. The hiring of new overseas teachers was completed earlier than usual last year.

- ***Right Organizational Structure/Process & System Efficiencies***

The school Director created a comprehensive organizational structure that successfully manages the complexity and size of the school as it exists today.

- ***Student and Community Culture and Environment***

We continue to promote English as the language of instruction and inclusion. ISP promotes smart, healthy decision making by our students. Community involvement still remains a challenge and will be a top priority for next year.

Other ISP Board Successes

An amendment to the by-laws was adopted at the General Assembly in May. This amendment includes a change in the ways of voting, which can now be done electronically or physically at the event. This will make it significantly easier to vote at the Board Elections, we anticipate an increased participation which will ensure a more democratic voting process.

The number of committees was minimized in order to respond to and support the school's administration and become more efficient. The Board kept the following three committees over the past school year:

- Finance & Facilities Committee*, chaired by Harinder Kaur
- Policy & Governance Committee, chaired by Cristo Kitras
- Nominations & Elections Committee, chaired by Tony Roldan/Vanessa Jacome

* Construction committee is a subcommittee to the Finance committee.

The school has grown rapidly during the past 5 years and we now experience a leveling of the growth rate. At the end of the year the enrollment was 1110 which corresponds to a growth of 1.3% compared to the year before. We are pleased to see that ISP is now getting close to the maximum capacity of about 1200 students and that the predictions made years earlier to expand the school to a capacity just below 1200 students has proved to be the right size.

The completion of the Master plan to expand the school is getting closer. We inaugurated the tennis courts in February, the bus depot was completed and in use as of August 2013, the bidding for the PAC concluded and construction started as planned in July, and the new ES classrooms are in use. A detailed construction update is available separately in this report.

While improved infrastructure is an easily identifiable symbol of change it is worth pointing out that most of the Board's time is spent on strategies and policies to support the administration in their constant effort to improve and upgrade the academic program.










As ISP is now near the end of the current expansion phase and moving into the next phase of fine-tuning and sustainability, important new leadership challenges lie ahead for the Board of Directors and the administration. Ad hoc committees and only three standing committees gives us more flexibility to act and to keep the focus on the core business, academics.

Regarding the Board of Directors it is important to remember that the principal work and focus is long range and strategic. The Board's main task is stewardship of the schools resources, oversight of the schools budget and long term financial planning, strategic planning and selection and support of the Director. The Board primarily works through the formulation of written policies which provides the Director with the guidelines to lead the school. The Board does not get involved in the amount of homework, books to read or scheduling of the afterschool buses, as these are all operational issues and we trust our Director and staff to handle them. Should you wish to communicate with the Board regarding recommendations and/or observations on the strategic direction of the school please email: afong@isp.edu.pa or submit a letter to the ISP Board of Directors, c/o ISP Executive Secretary.

As President of the Board, I would like to thank you all on behalf of the ISP Board of Directors from last year, for your continued interest and support of our school.

Monika Ira Roberth,
President, IPS Board of Directors

School Year 2012-2013 Board of Directors

Ira Roberth, <i>President</i> 	Cristo Kitras, <i>Vice President</i> 	Harinder Kaur, <i>Treasurer</i> 
Stephanie Kramer, <i>Secretary</i> 	Gerald Gomez 	Ruben Hernandez 
Tony Roldan 	Vanessa Jacome 	Augusto Knudsen 

Message from the Director

SY 2012-2013 was a special year for ISP as it completed 30 proud years of existence as the provider of the finest international education in Panama. The Annual Report is aimed at offering you an overview of the 2012-2013 school year, with a glimpse of the many achievements and accomplishments that, once again, as in years past, made this year at ISP an interesting and exciting one. The report includes ISP's annual financial results and reports from its key departments, including the Elementary, Middle and High Schools. In addition, it provides insights into many other aspects of life at ISP including academic results, college admissions, athletics, and the arts and community service. Please take the time to review the accomplishments of this past year.

The planned expansion of facilities continued to keep pace with school growth. Construction in the elementary division created improved spaces for the administrative staff and allowed staff members to move closer to students. A new counseling suite in the high school provides for a more comfortable environment for students and counselors to meet. In January we inaugurated the new covered tennis facility and from the start the tennis program has proved very popular. Over the summer the outdoor basketball courts were completely renovated with bleachers added, making them look almost like a brand new facility. Most significantly, an entire new bus depot was constructed, together with an adjoining staff parking area. The new bus parking provides safe, all weather access to the buses and has proved invaluable in creating a more orderly transportation system. The construction of the Performing Arts Center commenced, as planned, in July.

With ISP's mission and strategic plan providing the guideposts for the activities of the school, progress was made in a number of directions. These included:

- The appointment of a Curriculum Director to guide the development and vertical and horizontal alignment of ISP's curriculum. As an example of the progress made, PK-12 science was reviewed for standards, programmatic integrity and classroom resources. Findings led to modifications to the program including a new set of standards that are designed to promote higher order thinking and scientific inquiry.
- Professional development of our teachers is a critical part of our continuous drive towards educational excellence. To this end, and to maximize the benefit from our professional development budget, we significantly increased the amount of high quality on-site training offered to the staff. Reputed overseas consultants were hired in the areas of UbD, literacy instruction, differentiated instruction and MAP assessment, offering rigorous training to all the staff in these high-need areas. In addition, several teams attended off-site training abroad in a number of different areas deemed relevant and important to ISP.
- The flagship IB Diploma program is widely considered to be amongst the most rigorous and challenging academic programs in the world today. ISP has a proud 20

year history with IB and this year too a majority of the graduating class pursued the full IB Diploma, with 80% of those in pursuit securing the Diploma. The average point total score was 30, which was above the world average, while the highest total points earned by a student was 38, consistent with top performers at ISP and worldwide.

- ISP graduates continue to go on to an impressive list of colleges and universities in the UK, the US, Canada, Panama and other parts of Europe and Latin America. This speaks to the rigorous academic preparation at ISP, to the success of our IB program and to the dedication and seriousness of purpose of our students, faculty and families. A complete list of institutes of higher education that our graduating class went on to is included in the report.
- In the effort to keep our key academic policies updated and current, The Continuous Improvement Team, a school-wide committee of teachers and administrators worked to finalize a new draft of ISP's Language, Academic Honesty and Resources policies for implementation in the new school year. Separately, the school's Admission Policy too was revised and updated.
- Recognizing the importance of technology in education, an Education Technology Coordinator position was created.
- In Elementary, hands-on technology was the focus through an eight SmartBoard pilot program and four iPad bundle in seven classes from K to 5th grade. In Middle School and High School, the e-portal virtual classroom Canvas was expanded from the pilot classes to all courses, from electives to IB courses for grades 6 to 12. In May, ISP's Educational Technology department hosted the inaugural technology showcase. This three hour exhibit involved 135 student presenters with 38 teacher sponsored booths and over 100 parents attended to learn more about how technology is being integrated into the classroom.
- The Athletics and ASA departments had an active and fruitful year. The new tennis courts were inaugurated and an immensely popular tennis program was started that is embedded in the PE program as well as being offered as an after school activity. The swim program grew in strength and popularity and our swim team participated for the first time ever in an international invitational swim meet in Guatemala.
- Students at ISP are encouraged to participate in community service activities and this year too saw an enthusiastic participation in this important element of the education that ISP provides. Elementary School students collected school supplies, books and toys for ISP's sister school at Las Trancas and El Valle. Middle School students gave time and energy to helping their sister school throughout the year, while High School students participated in a number of activities including volunteering at Camp Hope, in the province of Coclé, in the care of children and adults with mental and physical disabilities, teaching English at the Malambo Orphanage and School and many other examples of giving back to society.
- Enrollment continued to increase, from 1096 students in the previous year to 1110 in SY 2012-2013. The diversity of the student population continues to be remarkable with over 40 nationalities present at the school.

In conclusion, SY 2012-2013 was once again a year of many noteworthy achievements in ISP's continuous efforts to be at the frontiers of educational excellence. All members of the ISP community, including the Board of Directors, faculty, staff, students and families collaborated extensively towards this goal for continuous improvement. Students challenged themselves academically while also enjoying the many co-curricular activities and positive social interactions that a diverse international school such as ISP offers.

It is once again a year to look back on with satisfaction for its many accomplishments, but with the knowledge that improvement is a continuous process.

Rajiv Bhat
Director

Board of Directors 2013-2014

President: Monika Ira Roberth

Vice-President: Cristo Kitras

Treasurer: Ruben Hernandez

Secretary: Augusto Knudsen

Members at Large: Eduardo Cortes

Gerald Gomez

Vanessa B. de Jacome

Robbert van Trooijen

Jeff Sherman

The School and Community

The International School of Panama (ISP) was founded in 1982 for the purpose of offering a high-quality education in English to members of the international community residing in Panama City, Republic of Panama, and Panamanians interested in a culturally enriched challenging academic educational program. ISP is a private, independent, non-profit institution with more than 1,000 students enrolled from Pre-Kinder through the 12th grade.

ISP's elementary program provides a multi-faceted academic foundation for the high school's challenging college preparatory curriculum.

The secondary program prepares students to receive a U.S. Diploma or Panamanian Diploma, or both. In addition, students have the opportunity to earn the International Baccalaureate Diploma as a means of enhancing both the secondary school experience and post-secondary opportunities.

Currently 50 nationalities are represented with 17% Panamanian, 16% US/Canadian, 6% Asian, and 61% other country nationals and there are approximately 261 students enrolled in the high school.

Accreditation

The school is accredited by the AdvancED, which is affiliated with Southern Association of Colleges and Schools (SACS) and operates under a license granted by the Ministry of Education of Panama. In addition, ISP is authorized by the International Baccalaureate Organization (IBO) offering the rigorous IB Diploma program in grades eleven and twelve.

Financial Report

The School operates under a fiscal management plan consistent with providing those services necessary to maintain a strong educational program. Fiscal planning and management are consistent with accepted best practices and assure both short and long term stability of school programs.

The Financial affairs of ISP are governed by the Board of Directors and managed by the Director within the limits of policies established by the Board.

Two separate budgets, an operational budget and a capital budget, are prepared for the Board's review and approval. The preparation of the budgets is done by the Director who will delegate responsibilities as appropriate.

The Capital budget reflects the funds collected through Capital Donations from new students enrolled at ISP and the Building Fee, which is an annual fee paid by all students K-12. Expenses in this budget are limited to building maintenance, construction of new facilities, assets purchase (technology & furniture) and debt service on buildings and land.

The Board approves the operational budget and the Capital budget for the ensuing school year, no later than its April meeting. Revised budgets may be subsequently adopted if changes make the originally approved proposal untenable.

The main source of income of the operational budget is tuition.

Operating Budget Report 2012-2013

A comparison between the actual results vs. the approved budget 2012-2013 shows an additional income of \$13,094, which is aligned with the budget. Even though enrollment was lower than anticipated, the percentage of students under the institutional category increased from 44% to 50%. The projected enrollment was 1,125 for the end of the year; the actual at the end of the school year was 1,110, 15 students less, however, during the 1st semester our enrollment had a shortfall of 40 students which we were able to lower during the second semester.

On the expense side, we were able to report significant savings in the areas of academic salary and benefits. An evaluation was conducted at the beginning of the school year and it was determined to re-define certain positions to make a better use of our resources. These decisions were made without compromising the quality of education. At the end of the fiscal year, there was an operational surplus of \$297,224. Using a conservative approach, The Board of Directors has approved to add \$97K to the reserve fund (as detailed below), and the remaining \$200K has been assigned to Special Projects related to the aesthetic of the campus and security&safety.

The Reserve Fund

The School has established and maintained a Reserve Fund. It is the goal of the Board to ensure that the fund will eventually be equal to no less than 20% of the total annual operating expenses. The balance of the fund, as of July 2013 is \$2,441,199, which represents 16.22% of the operating expenses for 2013-2014. A majority vote of the Board is required to declare a "financial emergency" and utilize funds from the account. This is to be done only in case of significant, unforeseen disruptions to income and/or expenses (e.g. sudden and significant changes in enrollment, indefinite closure of the school, etc). Additions to the fund will be as determined and approved by the Board of Directors from time to time.

Table 1: Budget Report 2012-2013

BUDGET REPORT 2012-2013			
	Budget 2012-2013	Actual	Variance
Income	13,350,058	13,363,152	13,094
Expenses	13,304,566	13,065,928	(238,638)
Balance	45,492	297,224	225,544

Income: Above by \$13K

Expenses: Below by \$238K

Balance: Above by \$225K

Chart 1: Comparison between the actual vs. approved budget 2012-2013

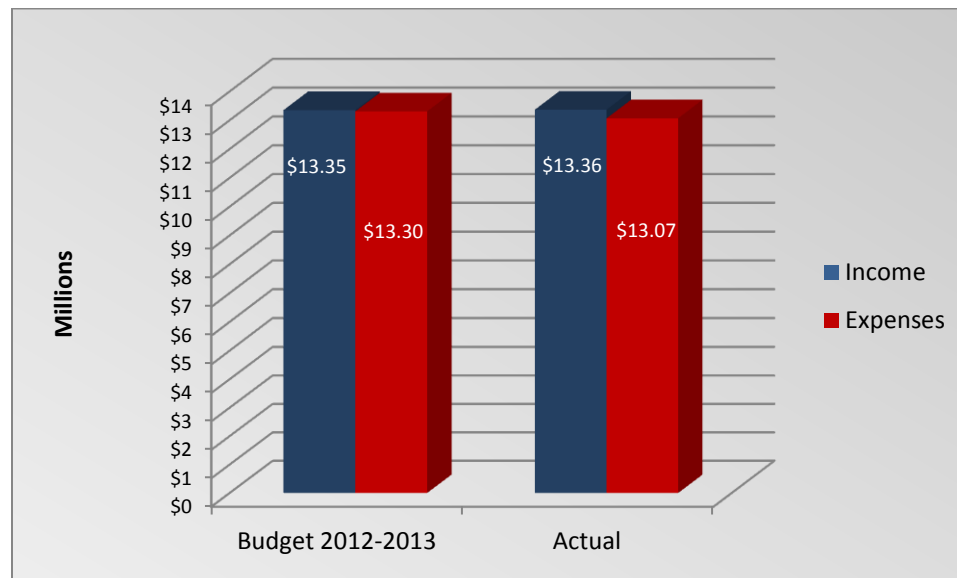
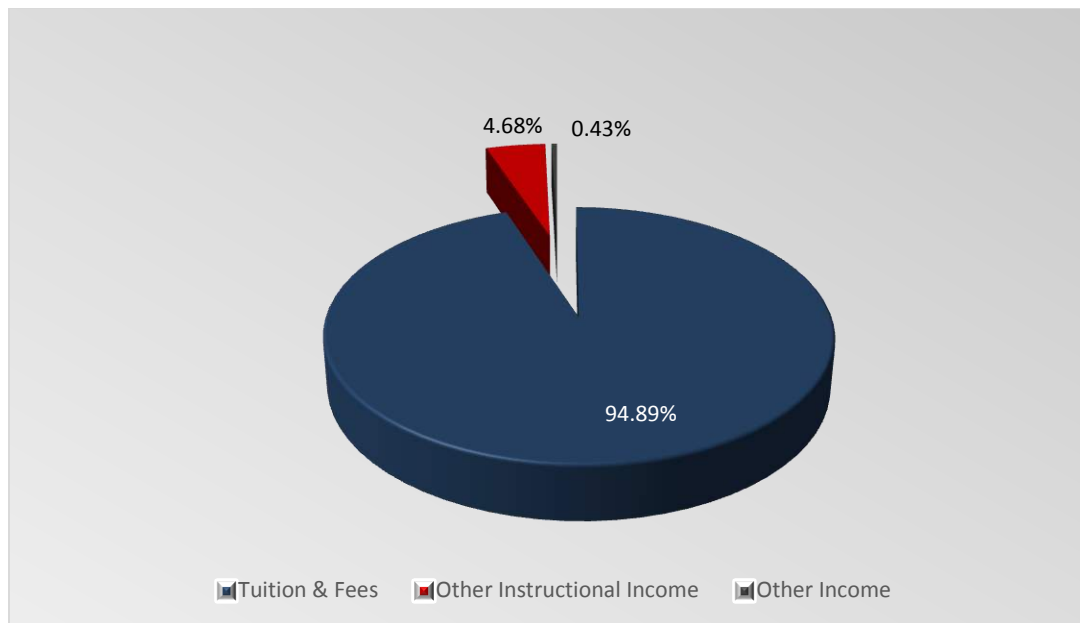


Chart 2: Sources of Income



The vast majority of our income is based on tuition fees, which, of course, is tied directly to our enrollment.

Chart 3: Distribution of Expenditures

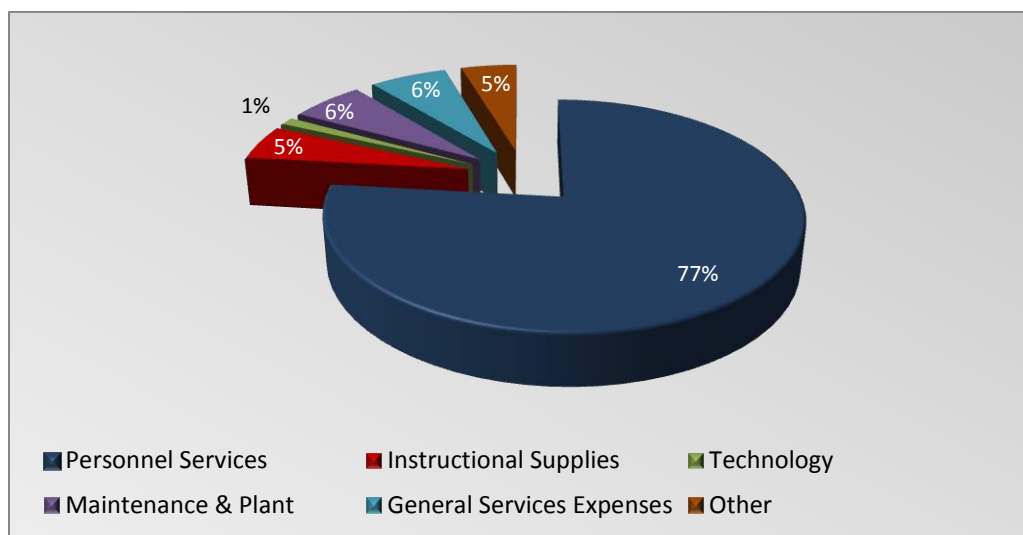


Table 2: Distribution of Expenditures

DISTRIBUTION OF EXPENDITURES		
Personnel Services	10,031,317	77%
Instructional Supplies	664,529	5%
Technology	145,106	1%
Maintenance & Plant	790,656	6%
General Services	832,242	6%
Others	602,078	5%

Personnel Services constitute the largest expenditures in the operational budget. In keeping with most international schools, salaries and benefits account for more than 77% of all expenses. A 5% of ISP Operating budget goes to instructional materials and supplies, 6% to Maintenance & Plant, 6% to General Services, 6% to other expenses and 1% to technology.

Financial Results over the last five academic years

Enrollment has continued to grow and with that the need to hire more teachers and support staff. The overall salary and benefits package has been improved in order to attract, hire and retain qualified teachers in the national and international recruitment market. Non-academic staff salaries have been also reviewed and adjusted according to the national market and the current inflation rate. Three years ago, the Board instituted the Bonus Performance Scheme. Teachers and staff are being formally evaluated and rewarded at the end of the SY for their efforts and performance. These additional costs together with the addition of sections, dedicated staff in areas such as Technology, Curriculum and the enhancement of programs, have increased our operational expenses significantly.

Table 3: Financial Results

FINANCIAL RESULTS	ACTUAL				BUDGET
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
TOTAL INCOME	\$8,747,800	\$11,066,032	\$11,997,041	\$13,363,152	\$14,603,153
TOTAL EXPENSES	\$8,150,187	\$10,897,133	\$11,827,650	\$13,065,928	\$15,046,173
Balance	\$597,613	\$168,899	\$169,391	\$297,224	(\$443,020)
Tuition increase	4%	**	2%	9%	8%
Enrollment (Total/Paying)	943/890	1063/1011	1096/1086	1110/1064	1130/1091

** Differentiated Tuition increase: Elem 4.2%, MS 3.2%, HS 4.9%

Different from previous years, the Board of Directors has approved the Budget 2013-2014 with a projected deficit of \$443K. Such deficit is a result of extraordinary initiatives including the Security enhancement plan that are taking place during this academic year. If necessary, funds from operating reserves will be allocated to offset the deficit. Beginning of year 2013-2014 reports, shows a higher number of enrollment and is expected to help offset the projected deficit.

Chart 4: Budget comparison

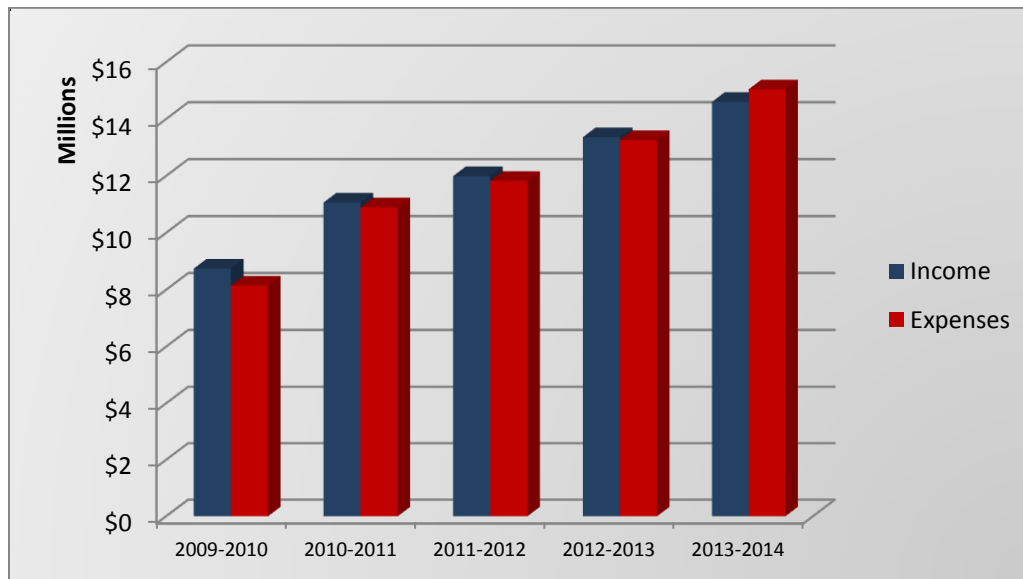


Table 4 shows the distribution of expenses as a percentage of income. The Board believes that the school should operate within pre-established norms for expenses, thus the analysis of the distribution of expenses as a percentage of income has become a valuable tool in the decision making process. The school will continue to pay attention to the allocation of funds to maintain an adequate reserve fund and to achieving its strategic objectives.

Table 4: Expenses as a percentage of Income

EXPENSES AS A PERCENTAGE OF INCOME										
BUDGET	ACTUAL									
	09-10		10-11		11-12		12-13		13-14	
TOTAL INCOME	8,747,800		11,066,032		11,997,041		13,363,152		14,603,153	
ENROLLMENT	943		1063		1096		1110		1130	
Personnel Services/Income	6,204,691	71%	7,309,807	66%	9,111,596	76%	10,031,317	75%	11,764,491	81%
Instructional/Income	520,466	6%	678,981	6%	697,918	6%	664,529	5%	615,783	4%
General Services/Income	527,137	6%	451,366	4%	607,675	5%	832,242	6%	941,311	7%
Maintenance/Income	534,144	6%	531,903	5%	602,254	5%	790,656	6%	840,168	6%
Technology/Income	112,025	1%	93,729	1%	107,329	1%	145,106	1%	117,756	1%
Reserve Fund/Income	300,000	3%	560,850	5%	96,248	1%	106,052	1%	118,838	1%
Other expenses/Income	251,723	3%	484,771	4%	604,635	5%	496,026	4%	647,825	4%
Special Projects/Income	297,613	3%	263,376	2%	12,000	0%	200,000	1%		0%
Extraordinary Contribution to Capital/Income			522,350	5%		0%		0%		0%
Surplus/Income			168,899	2%	157,385	1%	45,063	1%		0%

** For the school year 2012-2013, the 1% in technology as a percentage of income, only represents technology expenses (tech supplies and licenses), which are included in the operating budget. Additionally the school allocated \$385K in the Capital Budget for Technology Investments.

CAPITAL BUDGET

Capital Income

The Capital budget reflects the contributions the school received from parents as Capital Donations and Building Fee. The table below shows the Income in Capital Donations and building Fee over the last three years:

Table 5

CAPITAL INCOME	Budget	Actual	Variance
2011-2012	1,767,000	1,741,000	(26,000)
2012-2013	1,404,700	2,126,200	721,500
2013-2014	2,090,000	**	

BUILDING FEE INCOME	Budget	Actual	Variance
2012-2013	520,000	505,000	(15,000)
2013-2014	542,500	**	

** Not available.

Note: The Building fee was instituted in SY 2012-2013

The Non-Construction Capital Budget

The non-construction Capital Budget includes Furniture, Technology Equipment and Major Building Maintenance projects. For the SY 2012-2013, the approved non-construction Capital Budget was \$696,514 and as detailed below shows an execution of 100%.

Table 6

	Budget 2012-2013	Actual	% of Execution
Technology – Elem	127,624	127,596	
Technology – MS	84,727	80,102	
Technology – HS	122,477	115,841	
Technology – Support	49,725	51,242	
TOTAL Technology	384,552	374,781	97%
Furniture – Elem	65,277	53,284	
Furniture – MS	9,200	8,992	
Furniture – HS	28,160	24,687	
Furniture – Support	50,825	73,211	
TOTAL Furniture	153,462	160,175	104%
Major Building/Maintenance Projects	158,500	160,836	
TOTAL Major Projects	158,500	160,836	102%
GRAND TOTAL	696,514	695,792	100%

FINANCIAL AUDIT 2012-2013

As stated in the ISP Policy Manual, accounting systems are seen by the Board of Directors as a valuable tool in guiding the sound financial management of ISP.

The Director and the Director of Financial Operations are responsible for developing accounting systems which meet this objective and which conform to best business practices.

A monthly financial statement will be prepared for the use of the Board.

An independent firm shall be employed to audit all accounts as soon as possible after the close of each fiscal year, and this firm will also be expected to provide counsel to the Director and to the Director of Financial Operations.

The School currently works with KPMG.

They have completed the audit for the school year 2012-2013 and have expressed their independent opinion in the following letter.

(Auditor's letter)





Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the School as at July 31, 2013, and of its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards

October 21, 2013
Panama, Republic of Panama

Construction Update

During the SY 2012-2013 the construction of the new bus depot and staff parking areas was completed. This area is divided in two parts, the Bus Depot with a capacity of 51 spaces for parking, all of them covered for the convenience of our students, and the Staff Parking area, which has a convenient covered sidewalk for accessing our facility.

Parking Area for buses



Staff Parking Area



New PK Classroom



A brand new PK classroom was constructed to meet the demand of the new little students.

Outdoor courts improvements



The open basketball courts, both were renovated and bleachers were added.

Synthetic grass installation at the ES playground



Safety is one of our priorities. This project includes a brand new synthetic grass installation, with special paddings around the playground area as a preventive measure in case of falls.

Expansion of the existing lightning system



The existing lightning protection system was reinforced with 9 new units, giving more coverage to our facilities.

Tennis court

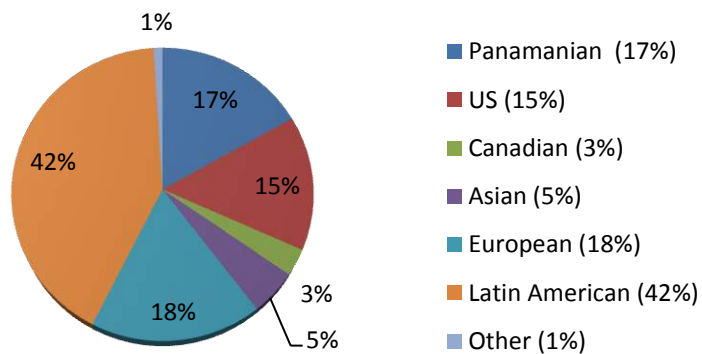


This project was completed as the beginning of the second semester of SY 2012 -2013. Three covered tennis courts with one of them multi-functional in order to play volleyball and basketball.

Enrollment Profile

Grade	August 2012	June 2013	August 2013
PK3	34	36	54
PK4	53	54	54
K	64	63	67
1	80	71	67
2	84	78	77
3	83	74	82
4	87	83	78
5	77	88	87
6	88	89	89
7	85	85	89
8	80	88	84
9	73	82	78
10	73	78	80
11	68	69	83
12	52	72	71
TOTAL	1088	1110	1140

Nationalities by Passport



Elementary Principal's Report

Overview

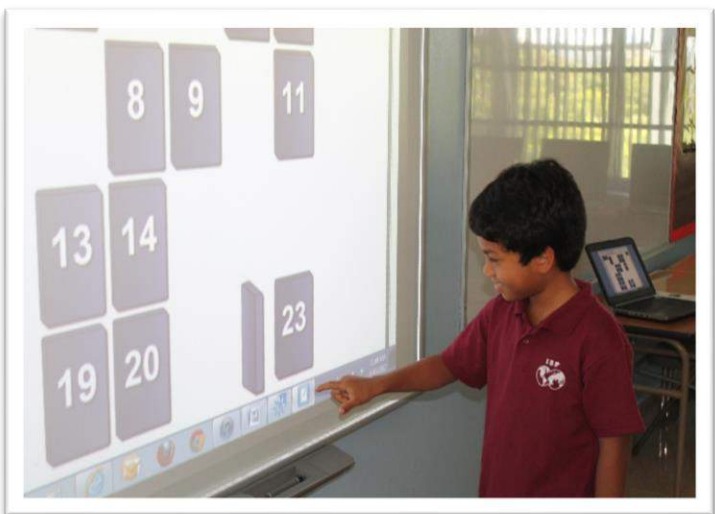
In 2012-2013, the Elementary School put a high priority on deepening teachers' knowledge of best practices in education and creating consistency across the division. Professional development initiatives focused on using data, classroom differentiation and student engagement. To help teachers make better use of the rich data from MAP assessments, a consultant from MAP's parent company spent several days training the staff to interpret the test results. Teacher teams then used the information to create more effective instructional plans based on individual student needs.



A literacy specialist from the US also worked with teachers to improve differentiated instruction by modeling leveled lessons, providing a framework for effective use of time during the literacy block, and debriefing with grade level teams about strategies specific to their students. Teachers learned from one another as well during the Wednesday professional development time, providing in-house training on student engagement, effective use of the Daily 5 (a balanced literacy instructional strategy), technology integration, and much more.

Technology integration continued to be a priority in the ES during the 12-13 school year. Six teachers received SMART Boards as part of a pilot project, and boards were installed in both computer labs. In addition, every K-5 classroom received a ceiling mounted projector, a digital camera and a document camera. The ES distributed over 40 iPads for teachers to use both for data collection and for classroom instruction. ISP is truly becoming a state of the art school in terms of technology.

ES students receive a well-rounded education both in and out of the classroom. During the 12-13 school year, the division made significant progress in aligning the literacy



instruction to the Common Core State Standards. Teachers extended students' learning by taking field trips to many places in Panama. Some examples include: Punta Culebra, Miraflores, the Gatun Locks, El Valle, and Chiriqui. Students also had multiple opportunities to learn the value of service. They collected school supplies, books and toys for students at ISP's sister schools in Las Trancas and El Valle. Of special note is the exceptional support of the ES PTA. They helped to provide a new library for the school in Las Trancas.



Construction in the elementary division created improved spaces for the administrative team and allowed staff members who had been housed in outlying parts of the division to move closer to students. The new office complex houses the principal, assistant principal, secretarial staff, the two counselors, and the special projects principal. There are also two additional offices that will eventually be used for human resources and for a student services coordinator. Finally, the new conference room in the ES complex provides a much needed

meeting space for the large elementary staff. The ES office complex was not the only new space created in 12-13. A newly built PK classroom and an extensive remodeling projects on the old staff room and the old office complex allowed for the addition of two PK classes and an office for the Dean of Students in the 13-14 school year.

Celebrations are an important part of the elementary school. Events like UN Day, Fiestas Patrias and the Bringing Literature to Life Parade help build community and instill a sense of pride. Many classrooms celebrate weekly cultural lunches to highlight the customs of students' home countries. The rich diversity of the staff and student body is one of ISP most important strengths. And nothing is cuter than elementary students in costumes! Students and staff alike enjoy these opportunities to celebrate the things that make ISP unique.





Middle School Principal's Report

Middle School Annual Report for School Year 2012-2013

In August 2012 our Middle School opened with full classes in nearly all of the sections of each grade level. Along with growth in our student population, we have also experienced growth in our curriculum and instructional practices. Middle School teachers attended and received training to ensure that we are putting best practices to use every day in our classrooms. Instruction is student-centered, and we aim to meet the needs of all students through differentiation while holding high standards for all.



The Measure of Academic Progress (MAP) tests were given twice last year to each of the three grade levels. We continue to see benefits from the use of the data, and teachers have worked collaboratively to use the data when planning and making instructional decisions. The planning process was the focus of much of our professional development work last year which has led to a closer analysis of our curriculum and the skills and concepts taught at each grade level. Our next step will be to set specific and measureable achievement and growth goals for all students in Middle School using the MAP data.

Technology played an important role in enhancing our home school communication and in-class instruction and learning. Canvas was established as our Learning Management System in grades six through twelve. Students used Canvas to manage course work, assignments, and communications with teachers. Canvas is a tool that empowers students by allowing them to constantly be in touch. Our Bring Your Own Device (BYOD) program encouraged students to use their devices in classes, providing them with quick and easy access to technology. We also added an iPad cart to our resources, and teachers and students both have found the additional technology to be engaging and full of new ideas for teaching and learning.



Many Middle School teachers and students participated in ISP's first ever Technology Showcase.

Our Advisory program continued to be a core part of our Middle School Program. Topics addressed during Advisory were, bullying prevention and intervention by building self-awareness and self-assessment, promoting self-advocacy and self-management, and developing interpersonal skills, healthy choices, and goal setting. The Advisory program followed up with the important lessons learned from our Freedom from Chemical Dependence counselors who visited ISP. Annual Student-Led conferences focused on goal setting and goal achievement.



Students presented their conference to parents and demonstrated analytical skills and meaningful reflection of their progress.

Middle School students were involved in many activities in school. Our After School Activities program continued to be popular and it was great see so many students involved. Our boys' and girls' sports teams participated in ADECOP soccer, basketball, and track and field. Our swim team made its first ever international trip to compete in a meet in Guatemala. The ISP team was comprised largely of Middle School students. The MS/HS musical production, "A Midsummer Night's Dream" involved some of our talented Middle School students.

Blank Canvas, held twice last year, was a special event, showcasing the many talents of our students in drama, music, and art.

This year, in addition to our Washington, DC, trip, we had a group of eighth grade students attend a Model United Nations conference in New York City. Both trips were wonderful



opportunities for students to expand their knowledge and experiences. Local field trips included opportunities for enriching the curriculum as well as involvement in community service. Middle School students gave time and energy to helping our sister school and other areas throughout the city during our Earth Day activities.

They also promoted and

supported a fund raising campaign for a local organization which supports cancer patients and their families. Led by our Community Leaders club our students also supported two children from the Make A Wish Foundation



Last year was a first for Middle School student leadership. Rather than hold the traditional elections we decided that building student leadership was a priority. Leadership students were nominated by teachers and students to form part of the first Middle School Student Leadership team. In place of an elective class, this group of students used the time to work together, learn about leadership, and put leadership skills into practice. The team was active throughout the school year, promoting school spirit and organizing a wide variety of activities such as, A Midnight in Paris, which was a dance held in our magically transformed cafeteria, Peace One Day, and most importantly, bringing the IB Learner Profile traits to life for students and teachers, as a way of promoting characteristics that we want all ISP students to understand and demonstrate.



Our yearly reflection would not be complete without mentioning some of the important and fun ways we integrate learning through special activities such as Earth Day, UN Day, and Math Olympics. These celebrations enhance our curriculum and help us to ensure that learning goes beyond the classroom walls. Middle School at ISP is an active and engaging learning environment for students in 6th, 7th, and 8th grades. Our program aims to meet the needs, talents, and interests of the young adolescent. Each year we work to fine-tune our program to keep in step with students who are learning in the fast-paced 21st century. The Middle School team works diligently to provide a nurturing, inclusive, and academically challenging environment in which students are supported and encouraged to succeed.



High School Principal's Report

The 2012-2013 school year in the high school was a year of accomplishments, challenges and a number of highlights.

IB results are the most critical data point to illustrate the effectiveness of the HS program and tell how we did in that particular year. Excellent IB results are the end goal each year and for each graduating class. The results tell a very important story and provide indicators for steps that need to be taken to improve. Some of the most critical points about our results for the class of 2013 were:

- 61% of the graduating class pursued the full IB Diploma --- a third consecutive year with the majority of the class as Diploma candidates.
- 35 students earned the IB Diploma --- the highest number ever at ISP.
- 80% of those in pursuit earned the IB Diploma --- we aim for and expect a 90% or better passing rate yearly.
- Average point total of 30 for Diploma recipients --- a dip from recent years but above the world average.
- Highest total earned by an individual student of 38 --- consistent with top performers at ISP in recent years.
- About 70% of students earned Satisfactory grades or higher on the Extended Essay component --- with a much higher percentage of A and B grades than in any previous year.

There are many other stories to tell about 2012-2013 beyond the final IB results, and these give a full picture of the year in the high school.

To begin, it was another year of increasing enrollment. High school enrollment numbers increased from 270 the previous school year to 300, with more growth expected in the future.

After having added new positions in previous years, we again added staffing in HS: increases were in English, Spanish, Computer Studies, and in Resource support.

To meet this growth, we opened up new facilities at the start of the year – mainly our new arts center, including outdoor ceramics studio, and the new Maclab for students to work in graphic design on the Apple computers.

As technology infrastructure improved at ISP, so did our use of technology to enhance the learning experience. Our pilot program with the Learning Management System *Canvas* became a full implementation in 2012-2013. Teachers and students became proficient and our connectivity for each class, beyond class hours and beyond classrooms, was greatly enhanced. Canvas is being adopted by many school systems and a host of prestigious universities, and ISP is at the forefront as an “early adopter” of this powerful new on-line communication tool.

In the subject areas we saw continued growth and improvements. Our Arts program continued to flourish. For the third year we celebrated student artists with our two end-of-semester “Blank Canvas” presentations. The Arts Department further expanded this initiative, and

brought a large number of HS student artists to the stage and gallery walls so they could be heard, seen and applauded, in both December and May.

Science field work continued as always, with, among other trips, the IB Group 4 Science Investigation for the seniors in El Valle, the Grade 11 science experiment and trip, and the Environmental Systems field work at the Smithsonian Marine Laboratory at Punta Galeta. Hands-on field work experiences remain an integral part of our HS science program.

In HS math we continued our push towards accelerating students with math interest and aptitude, expanding our Math Advanced Studies course into two sections (higher level and standard level), for 10th graders who completed the Geometry and Algebra 2 courses in grade 9. This accelerated program paves the way toward the IB Higher Level math course, which we are interested to see more students pursue.

The HS math department staged a Mental Math contest in May, with every HS math student participating in tests of speed on basic math computation. The Grand Finale was held in our cafetorium, before a packed house of the entire high school. Loud cheers in schools are often heard for athletes or performing artists. At ISP, those cheers can just as likely be for a mathematician! A new tradition was born with this event.

There were numerous educational field trips in the year, notably the IB Economics and Panama Geography combination trip to study the Panama Canal expansion project. There were numerous trips in Panamanian Studies, and the grade 9 team-building exercise at El Valle was also a highlight.

The CAS (Creativity, Action and Service) component of the IB program continued to be a corner-stone of the high school experience. Students participated in a wide variety of projects and initiatives in service to school and the community, such as the Guna Yala Isla Tigre project, Patronato de Nutricion, the Pro-Niñez projects, Camp Hope trips, and work with the Malambo and Red Cross orphanages among others. These are described in detail in a subsequent section of the annual report.

Our Model United Nations (MUN) program continued as a signature component of our high school program. The PANAMUN conference in October was the 20th anniversary of our own traditional event, and was a great success. The theme was "Year of the Woman," and the three-member secretariat was all-female for the first time ever. With the entire ISP high school student population participating, we also hosted schools and delegations from Panama, and from other parts of the region and world for three days of debate and diplomacy.

Each year we participate in two other international MUN events, with one of them always THIMUN in The Hague, Netherlands, in February. One student reported: "It was intense. I mean, I expected it to be intense, but the work in the Security Council was *really* intense." This was an ISP delegate who earned a spot in the small, competitive Security Council at THIMUN. ISP sent sixteen students who worked hard to make sure their voices were heard, their resolutions debated and their presence felt amongst thousands of students at one of the largest MUN conferences in the world.

MUN delegates also went to Brazil in March to take part in a conference hosted by a consortium of international schools from the region. Sixteen delegates from grades 9-11 represented the countries of Russia and Canada. Our students grappled with topics from global disarmament to

the invasion of Iraq; conflict in the Sudan to the development and protection of women's rights. Two students representing Russia were awarded Best Delegate and the entire delegation earned an Honorable Mention in the General Assembly.

We take pride in these accomplishments as our reputation for a very strong MUN program grows.

In athletics we had another year of active local and regional participation. The sporting highlight and culminating moment of the year was our boys' varsity soccer teams – both the sub-16 and sub-18 – earning the ADECOP championship in June. First place in our local soccer league made us all very proud.

In AASCA athletics our varsity boys and girls teams participated in the basketball tournament in November in Guatemala, soccer in Honduras in March, Cross Country in April in Costa Rica, and volleyball in Nicaragua also in April. These regional AASCA events are very competitive, and we did not place at the top in the team sports. In Cross Country, however, our athletes earned a number of medals and ISP was one of the top finishers in the Meet. Our swim team also participated in a number of local meets with outstanding results, and earned many medals at our first ever international swim meet in Guatemala in May.

The international and competitive experience in all of these sports is beneficial in so many ways.

The other big annual AASCA event is the Knowledge Bowl, and in November of 2012 we were the hosts of the tournament here at ISP.

Both our Varsity and JV teams made it to the Championship matches and both earned 2nd place trophies after three days of tense and intense competition, with teams of four answering a broad array of questions about a multitude of fields of knowledge – literature, history, geography, science, mathematics and more. We were proud of our smooth and effective organization of the event, and our team's outstanding performance.

Other important and annual events included the Mes de La Patria festivities in November – including ISP's participation in the November 3rd parade in San Miguelito. The MS/HS musical production of "A Midsummer Night's Dream" in April bears mention, as it featured the impressive talents of our young actors, singers and musicians. The production was a quirky, smart and modern interpretation of William Shakespeare's play, with beautiful costumes, a clever set, lively music, beautiful singing and terrific acting, before large audiences at the ACP theater.

The Technology Showcase in April was a new event for ISP and it earned great reviews and a robust turnout. The cafetorium was packed, and the event was among the most unique gatherings at ISP in many years. Students from Kinder to Senior showed off a whole variety of projects with a high-tech twist.

One very unique tech project in the high school this year was the ISP Near Space Program, a group of two dedicated teachers and ten ambitious students who formed as a club and staged two successful launches of a weather balloon to high altitudes – in near space.

Both launches came after long periods of research and preparation, and with the authorization of the National Aviation authorities. The launches allowed these science students to gather photo and video images from a high altitude. Both times our hand-built capsule returned to earth, landing as predicted and tracked through GPS technology.

After the second launch, it took our team over three days to re-locate the capsule in the mountains of Cocle. The project, in the words of one participant, “proved to be an exercise in tenacity, persistence and positivism for all the participants, and an example to follow for all the High School Community.”

A few other HS projects and traditions bear mention:

The annual IB Art Show was held again in a Casco Antiguo gallery, also in April, with noteworthy and compelling images presented as culmination of the IB program. “ISP Talks” continued to be a student initiative promoting public dialogue on issues of importance. The K12 Online Language program continued to offer a small, select group of HS students courses in Mandarin, French and German, as part of their high school program, and we saw a growing interest in this on-line language learning.

In terms of parent participation we had our fourth consecutive year of improved attendance at our start-of-year Open House, a key indicator for parent involvement and clear communications. The four year trend on Open House parent attendance shows: 25% in 2008, 37% in 2009, 41% in 2010, 43% in 2011 and 48% in 2012.

We are quite pleased with this steady increase.

The high school experienced a high parent turn-out for Parent-Teacher Conferences in October and March as well. We also offered our regular orientation programs, all very well-attended, during the course of the year – including IB Orientation for 10th graders and High School Orientation for 8th graders, as well as numerous coffees during the year.

As for preparing for life beyond ISP, it was a very good college application season with the seniors. There are a number of highlights with college counseling this year.

College and university visits at ISP this year tripled from last year. In 2012-2013 we hosted 99 schools on campus, including schools from the United States, France, Canada, and Panama. This year we initiated and successfully hosted a university fair with 12 Panamanian universities. We also hosted special events for students, parents and faculty in collaboration with visiting schools that addressed topics including Selectivity in U.S. Schools; Portfolio Advice for Aspiring Art Students; Engineering in the 21st Century; and College Essay Writing.

The projects, programs, activities and events described here are some of the important pieces that contributed to the making of the school year in high school.

Our high school is a rigorous and challenging college-preparatory program, and at the same time it is a nurturing and supportive one. We want our students to feel pushed academically. We also aspire to offer them a variety of possibilities to cultivate abilities and interests outside

the classroom – in the arts, athletics, science, debate, leadership, etc. We are proud of our growth and improvement over the last several years!

The Class of 2013 – Next Destination for the Graduates

Where do ISP students go after ISP?

This is the list of 42 colleges and universities in the UK, the US, Canada, Panama, and other parts of Europe and Latin America, where the ISP graduates of the Class of 2013 are attending. The list is impressive and speaks to the rigorous academic preparation at ISP, to the success of our IB program, and to the dedication and seriousness of purpose of our students, families and faculty. It speaks to the quality of our college counseling program, and to the diverse, international character of our student population. The list of colleges that accepted our seniors is even longer and more impressive. These are the schools where the graduates matriculated. Of the 42 schools, several welcomed two or more of these ISP graduates.

The Graduates of the Class of 2013 are attending:

American University
Georgetown University
University of Virginia
University of California, Berkeley
University of Connecticut
University of Pennsylvania
Pennsylvania State University
New York University
New York University - Abu Dhabi
Syracuse University
Colorado State University
Boston College
Brandeis University
Tufts University
Northeastern University
Rochester Institute of Technology
Worcester Polytechnic Institute
Temple University
Lynn University
University of Miami
Louisiana State University
University of St Edwards
Marymount Manhattan College
Loyola Marymount University
Fashion Institute of Design and Merchandising, Los Angeles
University of Louisville
University of Tampa
Bryant University
Savannah College of Art and Design
University of British Columbia
Florida State University Panama
USMA Panama
Universidad Latina de Panama
Universidad de Los Andes
Instituto Tecnológico Autónomo de México
Universidad Francisco Marroquín
Kyung Hee University
Nottingham Trent University
Francisco Victoria, Madrid
Erasmus Universiteit Rotterdam
Amsterdam Fashion Institute
Universidad Cattolica del Sacro Cuore, Italy



IB Comparative Data – ISP Results – 2006 to Present

IB Comparative Data – ISP Results – 2006 to Present

Data shows summary of IB results at ISP over an 8-year period from 2006 to 2013. Projected numbers are shown for 2014 and 2015.

	# Graduates	# Diploma Candidates	% Diploma Candidates	# Passing Diploma	% Passing Diploma	Highest Point Total	Average Score Diploma Recipient	Worldwide Average
2006	36	13	36%	12	92%	38	32	-
2007	44	12	27%	8	67%	38	31	29.56
2008	47	10	21%	10	100%	41	31	29.57
2009	49	20	41%	19	95%	40	31	29.51
2010	44	19	43%	13	68%	34	28	29.55
2011	59	34	58%	30	88%	37	31	29.59
2012	51	35	69%	33	94%	42	32	29.83
2013	72	44	61%	35	80%	38	30	29.81
2014	72	46	64%	-	-	-	-	-
2015	82	66	80%	-	-	-	-	-

IB CAS 2011-2012: Creativity, Action, Service

The students at ISP are encouraged to participate in CAS activities, whether they are IB Diploma, Panamanian Diploma candidates or neither. For the IB Diploma candidates it is mandatory to comply with a minimum of 150 hours of Creativity, Action and Service (CAS). For the Panamanian Diploma candidates, a minimum of 80 hours of the Service component are needed. Students must also undertake at least one project involving teamwork that integrates two of the three components (creativity, action and service) and is of significant duration.

We look at the student's written reflection to see if he/she is achieving the eight learning outcomes: increased awareness of strengths and growth, undertaken new challenges, planned and initiated new activities, worked collaboratively with others, shown perseverance and commitment in the activities, engaged with issues of global importance, considered ethical implications of student actions, and developed new skills.

In 2012-2013 the CAS Program continued with some activities initiated years ago and some that were new. Here are a few key CAS projects from the year.

1. Summer Project with Pro-Niñez Panameña (January 2013)



La Asociacion Pro Niñez Panameña, a non-governmental organization dedicated to providing a better future for Panamanian children in poor rural areas of the country, offered our students the opportunity to participate in their projects. As in previous years, CAS students worked at the Centro Educativo La Mata located in the Community of La Mata - Cañazas, in the Province of Veraguas, and they had the opportunity to work with the children in different areas such as reading, math, arts, PE, etc.

2. Camp Hope (February 2013)

This activity takes place twice every year in August and February. Students and teachers helped as volunteers in a Camp for children and adults with mental and physical disabilities at Santa Clara, in the Province of Coclé. The task of our volunteers is to take care of one of the campers during the weekend. Despite the difficulties the weekend inevitably presented, many of the student's reflections revealed just how powerful the



time at Camp Hope was in changing and challenging some of their assumptions.

3. Asilo San Benito (August to December 2012)



CAS students launched an initiative project in Asilo San Benito located in Pedregal, Panama City. Students visited this nursing home frequently to spend time with the elderly residents. They celebrated birthdays, bought items needed and celebrated a big Christmas party in December 2012.

4. Malambo Orphanage and School



Our students regularly visited the Malambo Orphanage to teach English. ISP students went to Malambo twice a month, and on Saturdays for about four hours each time. They worked with groups of about twenty to twenty five children from four to fourteen years old. ISP volunteers get to know the children, see their needs and plan activities for them. The Director of the Orphanage, Sor Lourdes, is very pleased with the volunteering work of ISP students.

5. Math Tutoring at ISP

CAS students stayed after school to help struggling classmates in math. The students who needed math help could get more individualized attention from their peers. This program also demonstrates the value of service and community building between



younger and older students, and between students with different abilities and learning styles within the ISP community. This is an ongoing project.

6. Christmas Party at Cerro Patacon (December 2012)

A group of CAS students celebrated a Christmas party for a community living in Cerro Patacon. This is a very poor community with many needs. This group of students undertook activities to raise money and help the community. In December 2012, they organized an event for these people, with songs, food, games and other fun activities. The community was very pleased with ISP students.



7. Patronato de Nutricion (January 2013)

CAS students from ISP participated in a community service, thanks to Patronato de Nutricion (PDN) and the town of La Mata. This year we went to the PDN farm located in La Mata, Cañazas in the Province of Veraguas. The students were involved in different projects during the whole week, including the construction of the extension of the farm house. During the morning, students worked on the farm and in the afternoons were dedicated to the children of La Mata elementary school.

Red Cross Orphanage – Hogar el Niño - Nuestra Señora del Carmen - Centro de Orientacion Infantil C.O.I.F. in San Miguelito

The Panamanian Red Cross in Villa Guadalupe (San Miguelito) has an Orphanage and School for children. A group of CAS students went every Wednesday after school to help the children there. The purpose was to offer early stimulation to improve motor skills, cognitive language, social and emotional development as well as self-help skills. Our students also organized trips on weekends to offer fun experiences outside the center.



8. Guna Yala Project

Three years ago a group of IB CAS students took the initiative in planning and organizing a unique project to Guna Yala, specifically to "Isla Tigre." Isla Tigre is an island that remains one of the most traditional Kuna villages. ISP CAS students have been helping this community, providing materials and resources to the village school. They also organize instructional activities for the children. One of the main objectives was the interaction with the Guna Yala people so as to learn from their culture. This project was completely student run.



9. FANLYC (Fundacion Amigos del Nino con Leucemia y Cancer) – RELAY FOR Life (October 2012)



ISP students participated in the FANLYC – 24 hour RELEVO for life activity that took place in October. ISP sponsored a student named Alexander. This project aims to raise money for a child suffering with cancer, a child of limited resources. Students and other ISP community members participated in this event during the two day walk-a-thon, and we were able to support Alexander and fund part of his treatment.

These are just ten examples of CAS projects undertaken in the 2012-2013 school year. The commitment of ISP CAS students and the strength of these CAS projects are on-going.

Curriculum & Professional Development

There are two aspects to curriculum revisions and updates each year. The first consists of the Curriculum Review Cycle, in which the standards, programmatic integrity, and classroom resources for one subject area is thoroughly reviewed. Science was under curriculum review during the 2012/13 school year. Major findings from reviewing our PK – 12 science curriculum include: a need to better promote higher order thinking in our K – 10 program as well a need to better foster scientific inquiry in our K – 10 program. We also concluded that the standards (ie: learning expectations) ISP is using in science required modification to accomplish these tasks. Following the curriculum review, ISP adopted new a new set of standards that are designed to promote higher order thinking and scientific inquiry.

In additional to the Science Curriculum Review, grade level teams and departments worked extensively with the Understanding by Design (UbD) curriculum model. UbD is a curriculum development model in which teachers identify specific learning outcomes for each unit, grade level, and course. Learning outcomes are prioritized and mapped to ensure that skills and knowledge builds as students progress through ISP's academic programs. All departments in the Middle and High Schools refined their curriculum using UbD while the Elementary School's work focused on literacy. This process will ensure that specific learning outcomes are defined across our academic programs.

Professional Development

Significant modifications were made to the Professional Development program in the 2012/13 school year. ISP significantly increased the amount of high quality on-site training offered to staff. The Professional Development budget was used to hire reputable consultants in the following areas: UbD, literacy instruction, differentiated instruction, and the MAP assessment. Consultants were at ISP for a total of 15 days and enabled ISP to offer rigorous training to all staff in these high-need areas. This represents a significant increase from prior years.

ISP also identified Professional Development priority areas and ensured that at least 75% of the training budget was utilized to support growth in these areas. The following chart outlines these priorities for the 2012/13 school year.

Elementary School	Middle School	High School
Using Data to Guide Instruction	Using Data to Guide Instruction	Using Data to Guide Instruction
Differentiated Instruction	Differentiated Instruction	IB
Engagement Strategies	Understanding by Design	Understanding by Design

In addition to hiring consultants in several of these areas, several teams of staff attended off-site training in these topics. This helped to build internal capacity and foster school improvement in these key areas.

Athletics and Activities

The physical education had 3 new members of staff at the start of the year. Peter Smyth came to teach 9th grade PE, Health and Wellness and act as Department head. Janelle Smyth taught Grade 7 and Charlie Riaño returned full time to teach Grade 8 as well as the 6th grade health wheel. In the Elementary school Judy St Omer and Brandon Doles continued as before. Valencio Thomas and Clyde Cumberbatch continued teaching grade 6 and 10 respectively. The swim department remained unchanged with teachers Anna Andren and Tinneke Jannsens supported by lifeguards Tito Bellido and Javier Gonzalez.

Key changes to program

The length of unit in the MS and HS was changed to 3 weeks to allow consistent planning amongst teachers and timetabling ease with the swim program. This worked out well and was adequate time for the teaching of units. A year unit plan was implemented that allowed teachers to see what they would be teaching for the entire year. This enabled them to plan more effectively and utilize the ISP space more efficiently. Also introduced were new sports to be taught in an effort to broaden the students' experiences and give the PE program more depth. These included Lacrosse, Touch rugby, Tennis, Outdoor and Adventurous Activities and Lifesaving/First Aid in the swim program. Also in MS/HS PE a uniform grading rubric was introduced in an effort to track student's progress across the grade levels. This tied in well with curriculum work and with the Understanding by Design curriculum work spearheaded by Lauren Streifer.

Facilities

The tennis courts were fully completed during the Christmas vacation. When students returned for semester 2 they were used for Physical Education and After School Activities. The main gym floor was deep cleaned during the summer break and new court markings added to make it a fully functioning multi-purpose facility. The gym can now be used for volleyball, basketball, handball and badminton.

Competitive sport

ADECOP:

The ADECOP soccer season was a huge success across the board. Our junior teams experienced a great deal of success and continue to develop their skills and grow. In the middle school age group both the boys and girls sub 14 had excellent seasons. The boys competed in a strong group and played well to make the playoffs. The girls developed physically and skillfully throughout the season securing a place in a very tense final losing out in the closing minutes.

ISP senior teams had a long and successful season. Both senior soccer teams, boys and girls, made it to their respective finals. The boys claimed victory in both the Junior Varsity and Varsity categories with the respective girl's teams only just losing out in both finals. The MS boys' stood out on the basketball court. They played exceptionally well all season securing many good victories.



AASCA:

The boys AASCA team trained exceptionally hard for a large portion of the year with the intent of performing well at AASCA. Although the boys and girls did not return with any silverware they played well against good competition.

Both AASCA basketball teams played well in the opening rounds and were unlucky to make it to the later stages of the competition.

The AASCA volleyball teams traveled with a strong set of players eager to impress. Despite some excellent play the teams were unable to progress to the closing rounds.

Swimming:

The swim program had a very successful year. Numbers steadily built across the age range. ISP hosted 3 well attended meets winning many events across the age range. ISP swimmers also



attended their first swim meet overseas at the American School of Guatemala. Swimmers were predominantly from the MS and returned with over 50 individual medals between them. The swim program really did come into its own this year. Enthusiastic leadership and a well-organized structure encouraged students to excel.

Cross country:

Cross country experienced a very similar rise in popularity and success as the swim team. With a handful of runners at the start the group topped 30 by the end of

the year. A number of teachers also ran with the group which contributed to building some very positive student and staff relationships. AASCA cross country is still in its infancy but the ISP athletes travelled to Costa Rica and performed exceptionally well. Many runners made it to the Gold event. Overall the ISP Boys claimed the silver medal which is an amazing feat considering how young the sport is at ISP.

We are fortunate at ISP to have a very talented faculty and all of our coaching staff are staff at the school.

After School Activities:

ISP continued to offer a broad range of activities to all its students K-12. We offer activities in sport, drama, music and dance with over 250 students taking part each semester.

The after school program continues to be very popular. On average 60 students are involved each day. When added to those that play competitive sport the number over doubles to 150 meaning that almost 15% of the school population is involved in a sport or after school activity. We would hope that with further offerings and better advertising this number will increase in the next school year.

Summary

The ISP Physical Education continues to develop and improve providing students with a world class PE experience. Sports teams are competitive and perform very well here in Panama and are looking to become even more competitive on overseas AASCA events. A huge positive for our school is that sports teams are coached by teaching professionals. Our ASA's offerings are diverse and varied with good participation rates for our size of school.

Facilities continue to be upgraded and improved on, befitting of a world class international school. The tennis courts are a fantastic addition to the school and used constantly for PE classes and in the After School Program. The tennis courts offer a covered facility option to the PE classes during inclement weather. The pool continues to be used year round for 1-10 PE classes and is in use every day after school for the swim program.

The ISP Physical Education, Sport and ASA program offers students an informed 21st century experience in regards to Physical Education, sport and extracurricular offerings. We look forward to building on our experiences from this year with the intent on improving in all areas next year.



Parent-Teacher Association (PTA)

It is important to recognize all the great work and enthusiasm of parents who helped us through the year during all the PTA's events and activities. With their support, they helped us to achieve our purpose on enhancing the faculty, staff, parents, and most especially our students at ISP's educational environment.

PTA Board 2012-2013

President
Vice President
Treasurer
Secretary
Special Events Coordinator
ES Parent Representative Coordinator
MS Parent Representative Coordinator
HS Parent Representative Coordinator

Irene Flores
Patricia Scheufler
Maria Lopez de Cobo
Naghmeh Hedley
Gaby Baez
Ritu Saini
Adriana Segura
Adriana Mejia

2012-2013 PTA Activities

- ❖ PTA's Parents "get together"
- ❖ Welcome BBQ
- ❖ Honor Roll Lunch MS & HS (first and second semesters)
- ❖ UN Day support for ES & MS
- ❖ PANAMUN (HS)
- ❖ Mes de la Patria support
- ❖ HOLIDAY SHOPE
- ❖ Ice Breaker/Welcome Tea
- ❖ BBQ January
- ❖ MS Sports Day support
- ❖ ISP FAMILY FUN FAIR
- ❖ ISP Faculty & Staff Luncheon
- ❖ ES Sports Day support

PTA Donations 2012-2013

INTERNATIONAL SCHOOL OF PANAMA ANNUAL REPORT 2012-2013

Beginning Balance 1/08/2012: \$64.749,38

INCOMES:

Annual dues (1172 Students x \$20)	\$23.440,00
Balboa & Metrolopitan Payment Conferencen Lewit)	\$2.225,00
Welcome Bac ck BBQ Sept-2012	\$562,50
MS/HS Roll Honor Luch Sept-2012	\$185,00
Coomission Year Book 2012	\$2.162,40
Donation Alexander Espino (Hallib Family)	\$160,00
Cooking Books Collect for donantion Alexander Espino	\$230,00
Holiday Shop	\$8.462,85
Dolphin Cristhmas Gift	\$2.316,00
MS/HS Roll Honor Luch Febre-2013	\$540,00
BBQ Febr-2013 Tile Wall	\$250,00
Famly Fun Fair (FFF-March 2013)	\$39.100,45
Corretion Banking Charge 2012	\$590,00
Total Incomes	\$80.224,20

Subtotal

\$144.973,58

EXPENSES:

Conference with Marc Lewitt(Susan N.)	\$8.247,04
Welcome Back BBQ 2012	\$829,98
MS/HS Roll Honor Lunch Sept-2012	\$866,67
Room Parents Breakfast	\$460,00
Year Book supplies 2012 & treasure supplies	\$44,38
panamun snacks	\$286,35
Fiestas patrias 2012	\$650,48
Holiday SHOP P 2012	\$5.932,58
Dolphin cristhmas Gift .	\$3.577,33
MS/HS Roll Honor Lunch Febrer-2013	\$1.202,25
BBQ Febre. 2013	\$2.642,29
Family Fun Fair (FFF-March 2013)	\$13.749,39
Conference with Rory Vaden (TAKE THE STAIRS)	\$410,00

ES Carnival Day Febre-8-2013	\$204,00
Project SCHOOL LAS TRANCAS (2011-1012)	\$8.289,28
Serv Cafeteria PTA (Volunteer apprec.Election, meeting)	\$207,90
Breakfast & Conference Batriz Londono	\$2.095,00
(Payment Iff Movie students ISP- April-2013)	\$360,02
Teacher Appreciation Lunch May-1-2013	\$6.131,04
PTA President Appreciation Gif (2012-2013)	\$286,76
Payment Valedictorian Gift & engrevad	\$228,55
Tecnology SHOWCASE Jun-2013	\$192,00
Instalacion Color Me Mine (Mosaiquillos)	\$658,05
Wish List (2011-2012) President Susan Nanadish	\$9.200,00
PTA closing Lunch 2012-2013	\$460,00
Last day of School Poc corn (Irene Flores)	\$45,56
Teacher Appreciation Lunch 2012 (Susan Nanadish)	\$2.141,43
Banking Charges Dic-31-2012	\$295,00
Total Expenses	\$69.693,33
 Ending Balance 31/07/2013	 \$75.280,25

Prepared by: Maria Lopez