



# ANNUAL REPORT

**2024-2025**

Equipping students to walk with Jesus and impact the world for Him.



098-958-3000



[www.ocsi.org](http://www.ocsi.org)



1835 Zakimi, Yomitan, Okinawa, 904-0301 Japan



# EDITORS

## Leadership Team

Megan Roe  
Sarah Turner  
Dan Pallmann  
Brad Skarin  
Sosro Karsosoemo  
Nick McQuillin

## Teacher/Staff

Andy Roe  
Daniel Claxton  
David Kim  
Jess Sartore  
Mika Suzuki  
Tiago Silva

## Alumni Contributors

Joji Nakamura  
Rin Ghosh  
Sahil Shamdasani

## Graphic Design

Keiko Mizoguchi

Editorial Inquires  
[info@ocsi.org](mailto:info@ocsi.org)

OCSI CONNECTIONS 2024-2025 Annual Report  
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Captured by Jb Rulida



# OCSI ANNUAL REPORT

June 2025

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# REFLECTING ON THE YEAR

As we wrap up the 2025–2026 school year at Okinawa Christian School International, we pause to reflect on a year marked by meaningful progress, shared purpose, and God's continued faithfulness. This year, we focused on three key priorities: intentional collaboration, impactful community, and an inspiring campus. These themes have guided our decisions and shaped the experiences of students, families, and staff.

Intentional collaboration was a defining element of our academic life. Teachers engaged in Professional Learning Communities (PLCs), using student data—including MAP (Measures of Academic Progress) results—to refine instruction and better support student learning. Many faculty members pursued professional growth through advanced degree programs, conferences, and workshops. We also improved our student information system, Veracross, to enhance communication and collaboration with families, helping parents stay informed and engaged.

Our impactful community continues to grow in both reach and depth. This year, students from preschool through high school participated in service projects across Okinawa. Our capstone projects in grades 5, 8, and 12 allowed students to connect their learning to real-world needs and passions. We partnered with our Parent-Teacher Fellowship (PTF), and our student support team provided care for social-emotional well-being through counseling, pastoral care, life groups, and weekly chapel.

We also made significant strides toward an inspiring campus. A joyful highlight was the completion of our new ocean-themed elementary playground—an exciting space for play and connection. Security upgrades across the school have helped ensure a safe environment for all. Looking ahead, we've begun detailed planning for a new multi-purpose center that will serve as a cafeteria, library, and office space to meet the needs of our growing school.

This progress would not be possible without the faithful efforts of our dedicated staff, the support of our families, and the enthusiasm of our students. Thank you for the many ways you contribute to the life and mission of OCSI. We are especially grateful for your continued support and for investing in our students' future through your partnership in continuous improvement.

Looking forward to next year, we anticipate another year filled with new opportunities to excel in academics, grow as learners, and become equipped to serve—right here on the OCSI campus. We look forward with hope and expectation as we continue to equip students to walk with Jesus and impact the world for Him.

As we close this school year, we pray that your summer will be safe, restful, and refreshing.

With gratitude,  
Megan Roe,  
Head of School



# ELEMENTARY SCHOOL



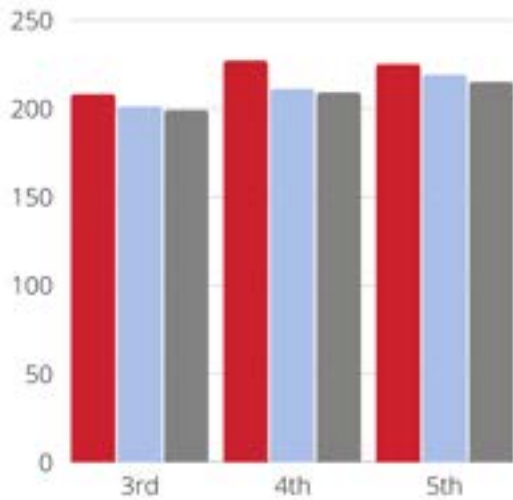
Elementary Field Day was a success!  
Students had a great time competing and  
working together.



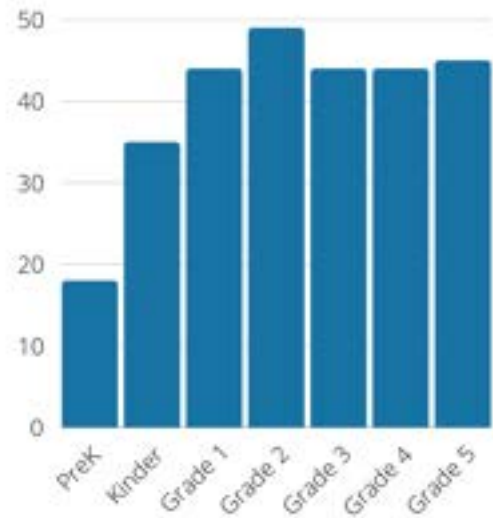
Measuring What Matters

Measures of Academic Progress (MAP) assessments are taken each fall, winter, & spring. ([www.nwea.org](http://www.nwea.org))

# ELEMENTARY SCHOOL

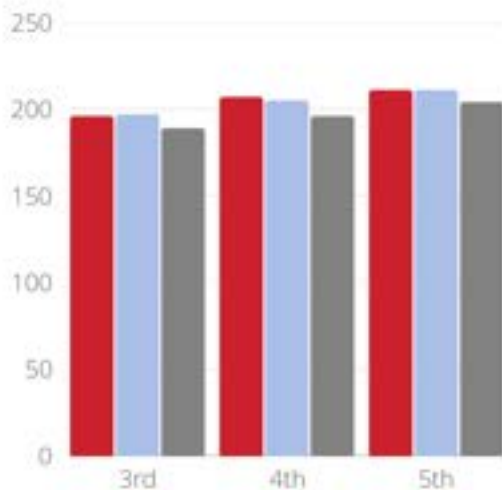


MAP Results- Math



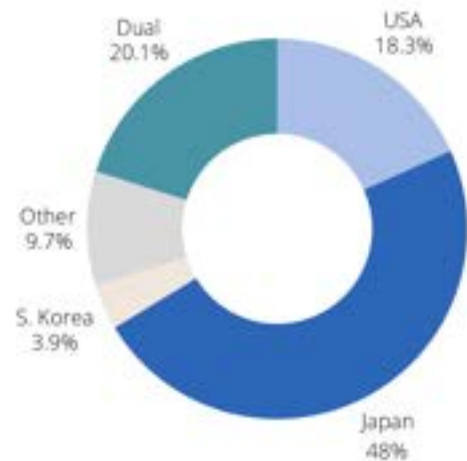
Grade Level Enrollment

In support of our evolving academic initiatives, 2024-2025 marks the last year we will offer Pre-K.



MAP Results- Reading

- OCSI mean scores (Spring 2025)
- US school norms
- International school norms



Student Nationalities

'Dual' refers to students who hold both Japanese citizenship and another nationality, while 'Other' includes students from diverse countries not individually listed.

# ELEMENTARY HIGHLIGHTS

4TH QUARTER





G1 FIELD TRIP TO ZOO



G3 READING FAIR



G4 AUTHOR'S TEA PARTY



3RD GRADE FIELD TRIP TO BIRD ON THE HILL



KINDERGARTEN FIRE STATION VISIT

# MIDDLE SCHOOL

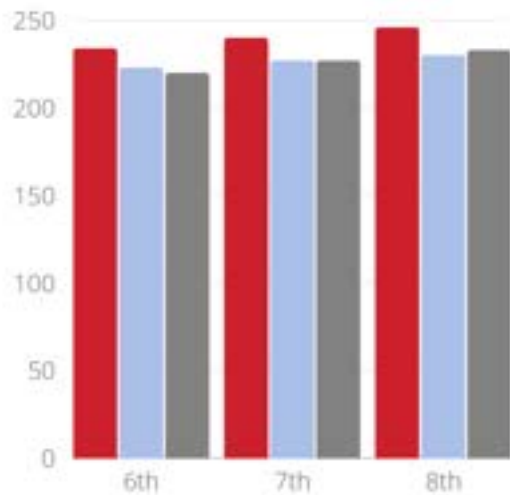




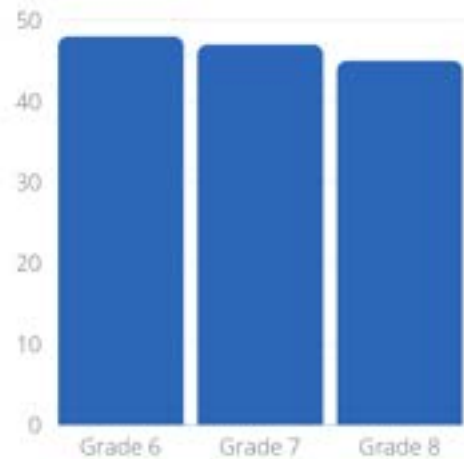
Measuring What Matters

Measures of Academic Progress (MAP) assessments are taken each fall, winter, & spring. ([www.nwea.org](http://www.nwea.org))

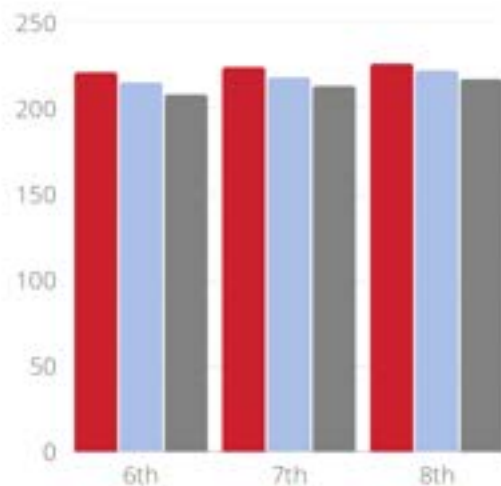
# MIDDLE SCHOOL



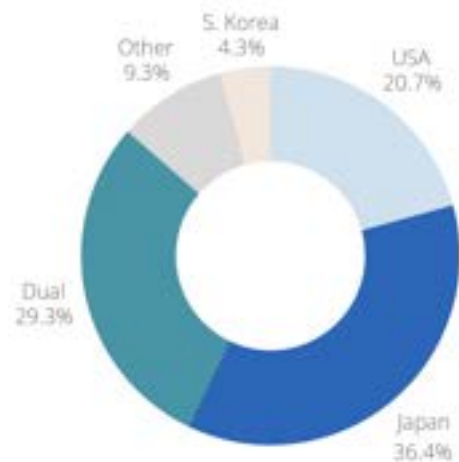
MAP Results- Math



Grade Level Enrollment



MAP Results- Reading



Student Nationalities

- OCSI mean scores (Spring 2025)
- US school norms
- International school norms

'Dual' refers to students who hold both Japanese citizenship and another nationality, while 'Other' includes students from diverse countries not individually listed.

# MIDDLE SCHOOL HIGHLIGHTS

4TH QUARTER



EXPERIENCED A TRADITIONAL JAPANESE RYOKAN-STYLE MEAL



TOOK A FERRY TO KUMAMOTO ON 8TH GRADE TRIP



DEBINA- NAGASAKI 8TH GRADE TRIP



GREENLAND KUMAMOTO



MIDDLE SCHOOL CAMP



MIDDLE SCHOOL CAMP



NATIONAL JUNIOR HONOR SOCIETY INDUCTEES



OUR MIDDLE SCHOOLERS ARE BUSY TURNING BIG IDEAS INTO ACTION!



LIFE GROUP



THESE STUDENTS RAN BAKE SALES TO SUPPORT THEIR CAUSING CAUSES!



WOODSHOP CLASS



SECONDARY SPRING CONCERT



MIDDLE SCHOOL DRAMA CLASS PRESENTING IN EASTER CHAPEL



# HIGH SCHOOL



High School Award Ceremony  
Celebrated our high school students at the annual Awards Ceremony, recognizing their achievements in academics, leadership, service, and more. Congratulations to all the recipients!

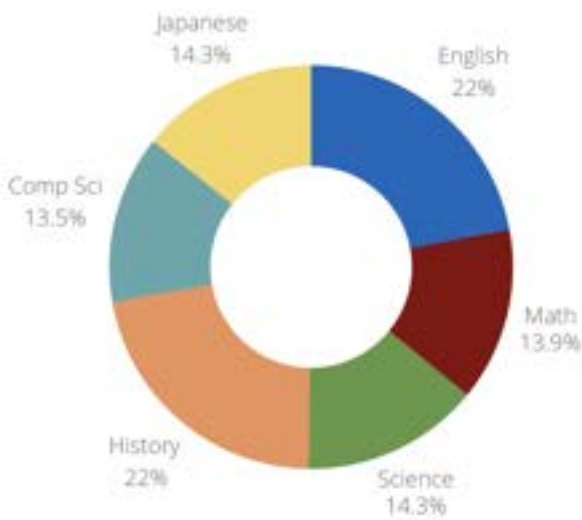
# HIGH SCHOOL

## HS Enrollment

Enrollment continues to slowly increase year by year. We are projecting over 175 HS students for the next school year



Grade Level Enrollment



AP Exams by Subject

## AP Exams

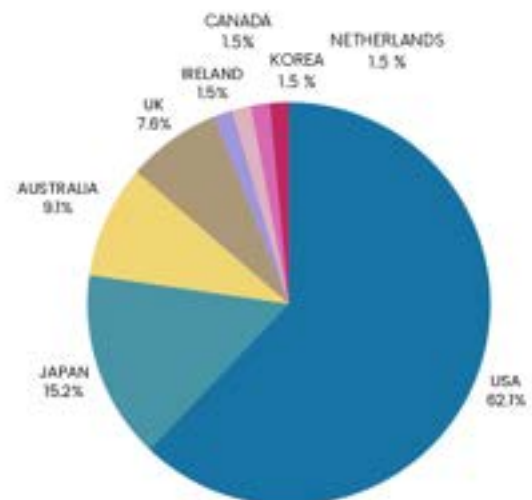
This year we had 100 students take over 200 AP exams. AP courses are college level classes that some universities accept for college credit.

OCSI was able to offer 12 AP Courses this year. Students also had the option of taking an online AP Course through Sevenstar Academy.

## College Acceptances

College acceptances for the Class of 2025 by country:

- USA: 41 universities
- Japan: 10 universities
- Australia: 6 universities
- UK: 5 universities
- Ireland: 1 university
- Canada: 1 university
- Korea: 1 university
- Netherlands: 1 university



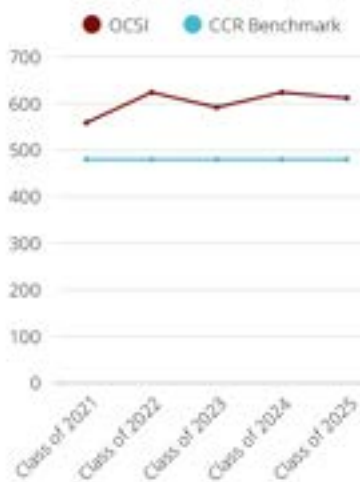
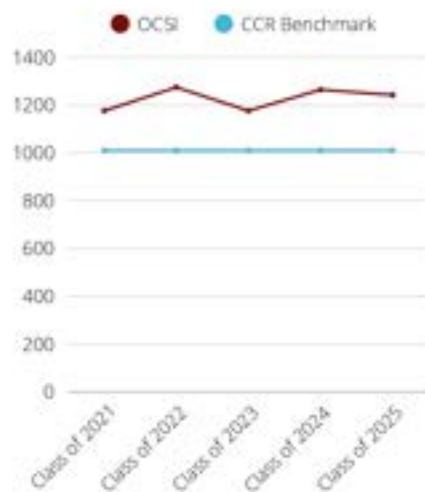


achieve  
more

SAT<sup>®</sup>

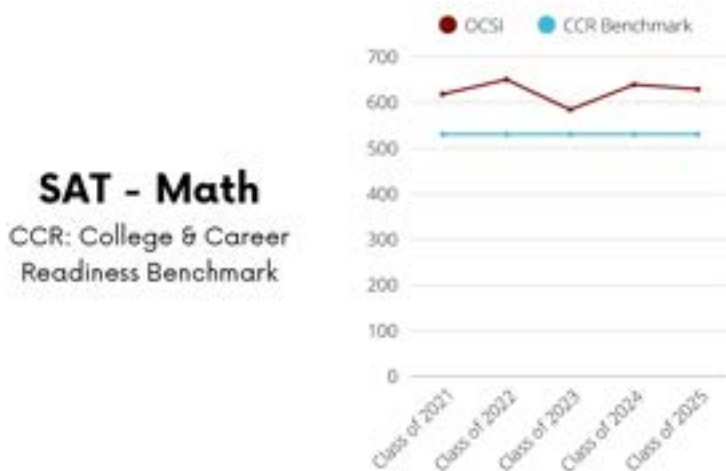
## SAT - TOTAL Scores

CCR: College & Career  
Readiness Benchmark



## SAT - Reading & Writing

CCR: College & Career  
Readiness Benchmark



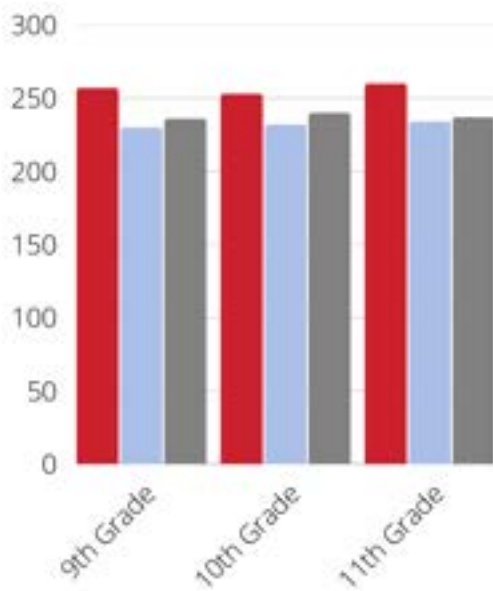
## SAT - Math

CCR: College & Career  
Readiness Benchmark

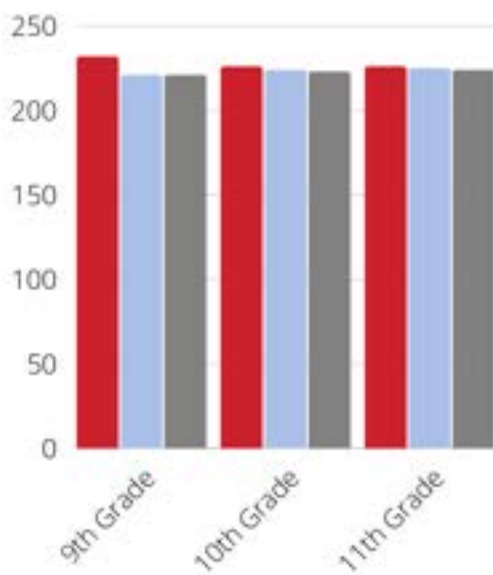


Measuring What Matters




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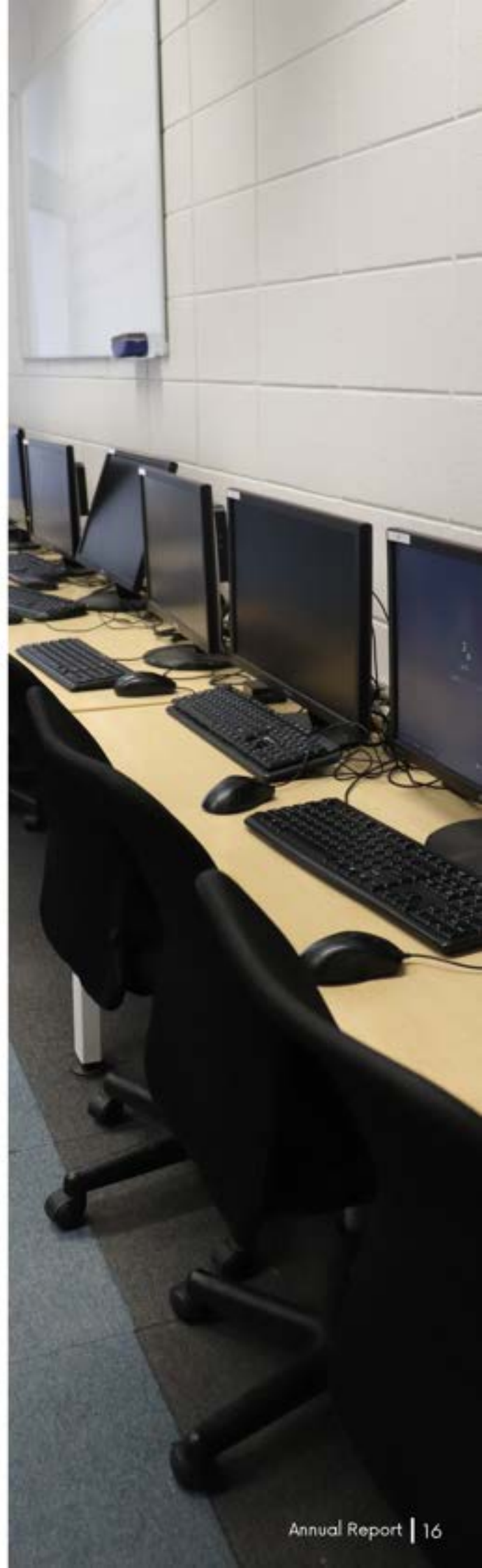


MAP- Math



MAP- Reading

-  OCSI mean scores (Spring 2025)
-  US school norms
-  International school norms



# HIGH SCHOOL HIGHLIGHTS

4TH QUARTER







# 12TH GRADE CAPSTONE PROJECTS

The senior capstone project continues to challenge students to connect their learning to real-world needs and passions. As a culmination of their academic journey at OCSI, this project helps seniors develop essential skills in research, collaboration, and presentation that will serve them well in college and beyond.

Each student identifies a problem that is meaningful to them and investigates ways to make a positive impact. Students engage in research, interviews, service learning, and community engagement as they design and implement their projects. They produce written reports and share their findings through several presentations, culminating in a final Capstone Report and Oral Presentation to teachers and peers.

This year's projects reflected a diverse range of topics aligned with our school's mission to cultivate servant leaders who impact the world. Some of the areas seniors explored included community outreach, cultural heritage, social justice, and environmental stewardship. Project topics ranged from evangelism in Japan, the challenges faced by orphans, and child abuse prevention to mental health in seniors, the environmental impact of pollution, and efforts to preserve Okinawa's coral reefs.

Through these projects, our seniors demonstrated a commitment to addressing real-world challenges with creativity, empathy, and determination.



# ATHLETICS



TRACK & FIELD, FAR EAST TOURNAMENT  
At the DeDEA Pacific Track & Field Meet, Jeremiah Tucker (G11) broke both the DeDEA Pacific and school records in the 100m dash with an unbelievable time of 10.45 seconds!

# SOAR HIGH, EAGLES!

Boys Soccer won first place the Okinawa Activity and Athletic Committee's Boys Soccer JV Tournament. Furthermore, they were invited to the Far East Division 1 Tournament for the first time in recent memory, where they finished with a 3-3 record and fourth place in the tournament.

**Girls' JV Volleyball** participated in the Western Japan Athletic Association's Division 2 Volleyball Tournament, hosted by Fukuoka International School. This was our first time participating in a WJAA event.

**Boys Basketball** participated in the WJAA Division 2 Basketball Tournament, coming home with a second place trophy.

**Cross Country** participated in the Asia Pacific International in Chiba Prefecture. This was Cross Country's first off-island competition since 2018.

**Track and Field** set all kinds of new records this year and qualified four athletes to compete at the Far East Division 2 Meet at Yakota AB.

All-School Records Broken

Jeremiah Tucker: 100m (10.45s); 200m (21.59s)

\*100m time is also a Far East Record

Latifah Yonamine: 200m (26.56)

A special thanks goes out to all of our coaches, assistant coaches, and volunteers that helped this to be a very successful year for Athletics!

Cross Country

Head Coach: Thomas Mahaffie

Asst Coach: Daniel Claxton

Volleyball

Head Coach: Jasper Gomez

Asst Coaches: Jamie Garcia and David Lacar

Boys Basketball

Head Coach: Grant Bartscher

Asst Coach: Andrew Hamline

Cheer

Head Coach: Dominique Johnson

Track and Field

Head Coach: Thomas Mahaffie

Asst Coach: Craig VanBeusekom

Boys Soccer

Head Coach: David Harris

Asst Coach: Ryan Lam

Girls Soccer

Head Coach: Brittany Mahaffie

Asst Coach: Lydia Logan







# SERVICE



## "Dear children, let us not love with words or speech but action and truth"

1 John 3:18

1 John 3:18 urges us to "not love with words or speech but with actions and in truth." This year, OCSI students demonstrated this principle by engaging in various acts of service, such as beach cleanups, planting flowers, and assisting at a nursing home. They also visited nursing home residents, assembled Christmas gift boxes, and served local neighborhoods and campgrounds. These activities brought fulfillment and positively impacted many lives, enabling us to extend kindness and share the love of Christ within our communities.



# CHAPEL



It was a special chapel day, and the chorus club students shared their beautiful voices with us.

## Now faith is confidence in what we hope for and assurance about what we do not see.

Hebrews 11:1

The purpose of chapel is to give the students an opportunity to worship our amazing God and to learn from His Word. Our life's purpose is to live a life loving and serving our Creator.

-Andy Roe, Chaplain

### Secondary Chapel

This year in secondary chapel, we explored what it means to live by faith through several series rooted in Scripture. One focus was Encounters with Jesus, where we saw how people's lives were transformed after meeting Him—like the woman at the well in John 4. Though Jesus knew her past, He still offered her living water and a relationship, leading her to share the good news with her community.

We also studied the Faith Hall of Fame in Hebrews 11, learning from people like Noah, Rahab, and Samson. We began with Hebrews 11:1, which defines faith as "confidence in what we hope for and assurance about what we do not see." These stories challenged us to trust God boldly, even when it's not easy.

### Elementary Chapel

This year in elementary chapel, we focused on the Old Testament, learning from the lives of the Judges, Kings, and Prophets. Our theme was that God uses people who have faith. He's not looking for a certain look or talent—He's looking for hearts that trust Him. The story of David being chosen as king reminded us that while people look at the outside, God looks at the heart.

Through the examples of Gideon, Samuel, Elijah, and others, students saw how ordinary people can do great things when they rely on God. Each week, they were encouraged to take simple steps of faith in their own lives—trusting God, obeying His word, and showing courage even when it's hard.



*Eaglet Chorus*



*Chapel*

# CAPITAL PROJECTS



# SCHOOL IMPROVEMENT

This past fiscal year, OCSI invested over ¥160,000,000 in campus improvements to support student learning, safety, and overall campus quality.

## Major developments included:

- **Campus Grounds**
  - Installation of new playground structures
  - Safe removal of outdated playground equipment
- **Campus Safety**
  - Installation of additional security cameras
- **Education Technology**
  - Replacement of student Chromebooks (batch upgrade)
  - Replacement of Wi-Fi access points
  - Network infrastructure upgrades
- **Facilities Renovation**
  - Renovation of classrooms and restrooms
  - New paint, window sealing, and floor tiles
  - Updated elementary classroom furniture
- **New Building Development**
  - Architectural design and planning



PLAYGROUND OPENING



BOARD AT MPC PRESENTATION



DRAFT BIRDSEYE VIEW OF MPC LOCATION

For the 2025–2026 fiscal year, we remain committed to significant ongoing investments across the school. This includes preparations and construction for the new building, enhancements to campus security and student wellbeing, and technology upgrades that strengthen our network and classroom tools. These efforts aim to support a stable and enriching learning environment, not only for today's students but also for the next generation. While this captures just a portion of the plans ahead, we are excited about the continued progress and long-term vision driving OCSI forward.

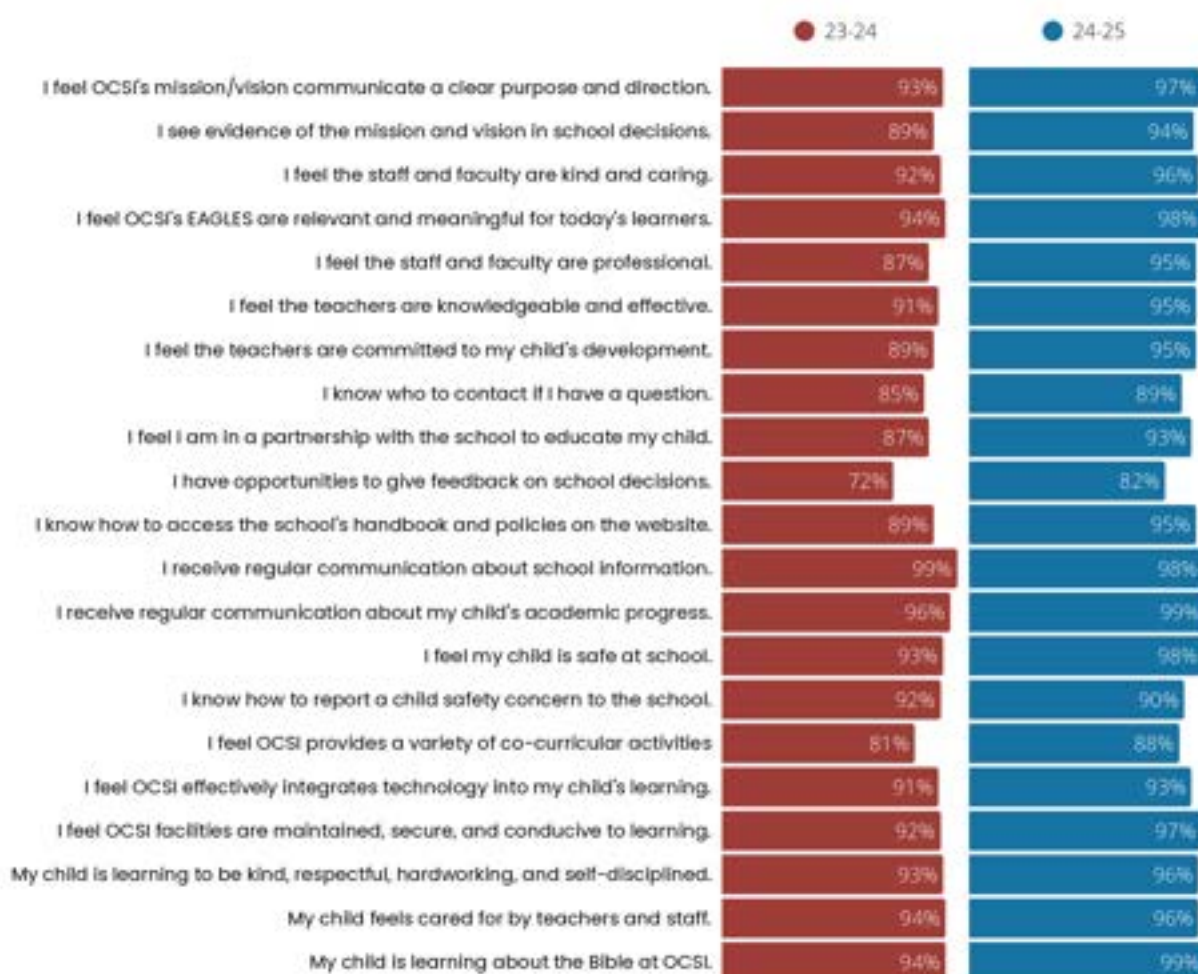


MPC DRAFT CHAPEL INSIDE PHOTO

# PARENT SURVEY

OCSI is committed to collecting, reviewing, and using parent feedback to continue making school improvement progress. Using the same questions and data points as last year, we have seen measurable improvement in many areas. We are encouraged by the growth and remain committed to continued progress.

Parents consistently praise OCSI teachers for their kindness and professionalism and value the safe, Christ-centered environment that helps students thrive. Survey scores were exceptionally high, with more than 97 percent positive responses for Biblical learning, access to academic progress, regular communication, and overall sense of safety, highlighting the strong foundations already in place.



Survey results reported as percentage of respondents who responded with either Strongly Agree, Agree, or Somewhat Agree.

96%

of families responded that their child feels cared for by OCSI teachers and staff.

97%

of families feel OCSI's mission and vision communicate a clear purpose and direction.

99%

of families said they receive regular communication about my child's academic progress.

## NEXT STEPS

The survey feedback indicates that parents would like to see continued progress in broadening co-curricular options, improving security and traffic flow, strengthening Japanese instruction and academic resources, improving lunch quality, offering more feedback opportunities, and earlier communication on events or activities that require parent involvement.

### SCHOOL DECISIONS & FEEDBACK

Clear and responsive communication remains an area for ongoing improvement. This year, we've taken steps to strengthen how we share updates and gather feedback, including posting lunch menu photos on the Veracross parent portal. While many families feel informed, there is still room to grow in helping parents know who to contact and how to share input on school decisions. Although not all requests can be implemented, every voice is valued. For your convenience, contact information and communication channels are listed below.

82%

of families feel they know the proper channels to provide feedback to the school about decisions.

88%

of families feel there are a variety of co-curricular activities.

### CO-CURRICULAR & OPTIONAL SERVICES

OCSI will continue to grow co-curricular offerings, including clubs, athletics, and after-school activities for all ages. We are especially working to expand middle school sports opportunities by securing additional coaches and support. Improvements to optional services are also a priority, including adding bus stops and expanding routes to better serve families. In the kitchen, we are encouraging our vendor to add menu items and provide more alternative food options. These improvements are a key goal and will continue to develop in the coming year.

## WHO DO I CONTACT?

Do you have questions or feedback? We want to help OCSI families receive and share the information they need. Please use the contacts below to ensure we can respond efficiently and accurately.

- General Information: [info@ocsi.org](mailto:info@ocsi.org)
- Admissions: [admissions@ocsi.org](mailto:admissions@ocsi.org)
- Elementary School: [elementaryprincipale@ocsi.org](mailto:elementaryprincipale@ocsi.org)
- Middle School: [middleschoolprincipale@ocsi.org](mailto:middleschoolprincipale@ocsi.org)
- High School: [highschoolprincipale@ocsi.org](mailto:highschoolprincipale@ocsi.org)
- Athletics & After School Activities: [athleticdirectore@ocsi.org](mailto:athleticdirectore@ocsi.org)
- Counseling (Pastoral): [chaplain@ocsi.org](mailto:chaplain@ocsi.org)
- Counseling (College/Career): [guidance@ocsi.org](mailto:guidance@ocsi.org)
- Donations & Finances: [businessdirectore@ocsi.org](mailto:businessdirectore@ocsi.org)
- Student Billing & Invoices: [accountingteame@ocsi.org](mailto:accountingteame@ocsi.org)
- Campus Facilities & Operations: [operationsdirectore@ocsi.org](mailto:operationsdirectore@ocsi.org)
- Bus Service: [buse@ocsi.org](mailto:buse@ocsi.org)
- Lunch Service: [lunch@ocsi.org](mailto:lunch@ocsi.org)
- Information Technology (IT) Support: [itdepartment@ocsi.org](mailto:itdepartment@ocsi.org)

# PARENT VOICES ★ ★ ★ ★ ★

Parent voices are a vital part of shaping the OCSI experience.

Throughout the year, we have actively welcomed feedback from our community and used it to guide improvements across many areas of school life. Below are a few highlights from recent parent engagement and input.

“

The teachers are supportive and working hard for the children, and the location is excellent. I'm also really looking forward to the new school building.

”

“

The environment is safe, and the staff are friendly.

The culture! We truly feel we are a part of OCSI.

”

“

I love the community. I genuinely enjoy seeing the kids, other parents, and teachers/staff when dropping off or picking up my child. The school feels like a community, and I feel my child is receiving an excellent, Christian-based education in an international environment.

”

“

The teachers praise the children and help them grow by building on their strengths. They support the children's independence without interfering too much. Above all, the teachers never forget to show respect toward the children and value each child's individual opinions.

”

“

I like that us parents can be involved in school activities.

”

“

The teacher and staff were extremely helpful when one of my daughters was going through difficult times. I like how the community is tight knit, and teachers and parents can communicate on a personal level. This is important.

”

“

One thing I love about OCSI is the strong sense of community it is a place where students, families, and staff genuinely care for one another. The focus on both academic excellence and spiritual growth creates an environment where students not only thrive intellectually but also grow in character and faith. It is more than just a school, it is a family where each student is seen, supported, and celebrated

”

“

Atmosphere of the school and the teachers.

”

“

The faculty and staff here love the Lord and truly care about the students. I feel so blessed that my children get to go to school here.

”

“

個性を大切に育ててくださるところ

*(A place that nurtures and values each child's individuality)*

子どもが楽しく通学できているので充分です

*(It's enough for us that our child enjoys going to school)*

グローバルマインドを育む教育

*(An education that fosters a global mindset)*

アットホームな雰囲気。いじめのない学校であってほしいと願います。

*(A warm, family-like atmosphere. I hope it continues to be a school free from bullying.)*

生徒達が何事にも意欲的であるところ

*(Students show strong motivation in everything they do)*

子供は学校にいるのが好きです

*(My child enjoys being at school)*

子供達が優しい。お互いを思いやる気持ちが育っている。親も参加できる楽しいイベントがある。

親同士も仲良し。先生との距離も近い。困った事、わからない事があったら、

先生達に直接メールができる。お休みやイベントなど、前もってメールで教えてくれる。

*(The children are kind and considerate of each other. There are fun events parents can join, and there's a strong sense of community among parents. Teachers are approachable, and we can email them directly when we have questions or concerns. We're also informed in advance about holidays and events by email.)*

皆がフレンドリーで優しく、お互いをリスペクトしているところ

*(Everyone is friendly, kind, and respectful toward one another)*

私立インターナショナルスクールとしてのレベルの高さ

*(A high standard as a private international school)*

先生、スタッフの方々がとても子供達を尊重し見守ってくださってる。

*(Teachers and staff show great respect and care for the students)*

”

*The above comments were submitted by parents.*

*Japanese responses are followed by English translations in parentheses.*

# DEMOGRAPHICS

---



TOTAL # OF FACULTY & STAFF **91**



TOTAL # OF TEACHERS **58**  
Or 67 (TAs included)



% OF TEACHERS WITH ADVANCED DEGREES **47%**



TEACHER-STUDENT RATIO **1:10**

## BEHIND THE SCENES: SUPPORT STAFF

Bus Drivers	6
Bus Monitors	10
Cezars Kitchen Staff	7
18 Services team	6
After School Staff	2

OCSI is supported by a dedicated behind-the-scenes team whose work keeps our school running smoothly. Their efforts help create a safe, clean, and caring environment for everyone. We're truly grateful for all they do!

## STAFF & FACULTY NATIONALITIES

Australia

Canada

India

Indonesia

Kenya

Japan

Philippines

Brazil

USA

Sierra Leone

Gabon

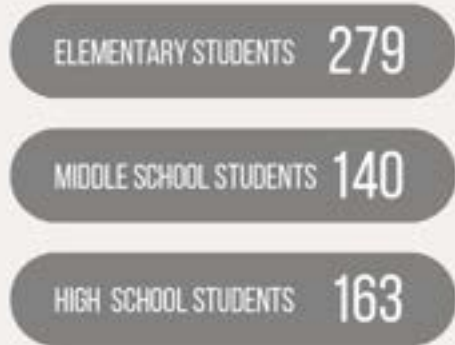
Portugal

## STUDENT GENDER DISTRIBUTION

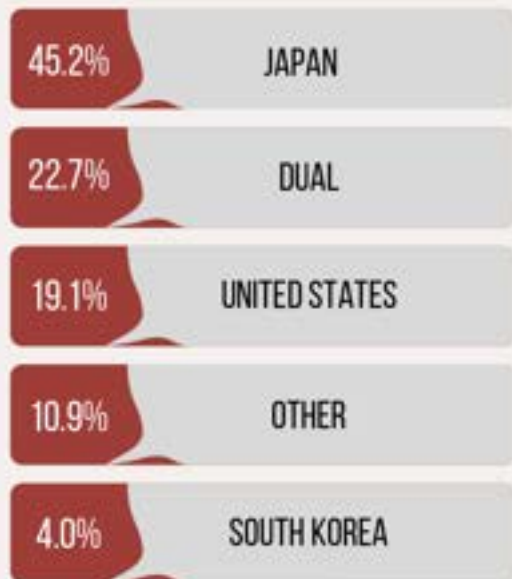


Elementary	132 Boys: 147 Girls
Middle School	66 Boys: 74 Girls
High School	88 Boys: 75 Girls

## TOTAL # OF STUDENTS ENROLLMENT 582

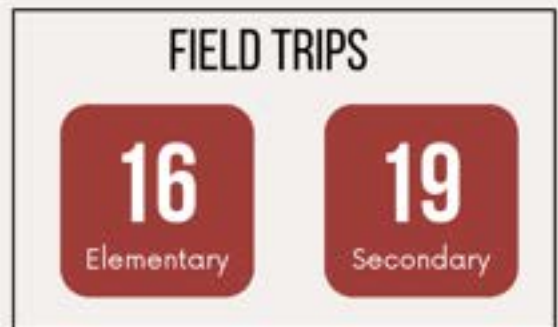


## STUDENT CITIZENSHIP



'Dual' refers to students who hold both Japanese citizenship and another nationality, while 'Other' includes students from diverse countries not individually listed.

## # OF AFTER SCHOOL ACTIVITIES



## LUNCH SERVICE

Serving 223



## BUS SERVICE

Serving 207 bus riders



## BUS ROUTES

6

## BUS STOPS

97

# TECHNOLOGY



# TECH STATS

## NETWORK

### Gateways



1

### Switches



18

### Cameras



27

### Wifi APs



57

## STUDENT DEVICES

### Lower Elementary



50

### 1:1 (G4-G12)



396

## CLASSROOM DISPLAY

### Projector + AppleTV



26

### Panel TV



11

## STUDENT INTERACTIONS

Average per Week **10**  
 Average per Month **38**  
 Academic Year To Date **339**

## TESTING

# of students

SAT **210**  
 ACT **14**  
 MAP **402 x 3 times a year**

As a school using Chromebooks, it is essential that we have a working network solution to ensure connectivity to Google Education suite, digital collaboration tools, online textbooks, research sites, and educational sites for elementary, such as Kids A-Z and SplashLearn.

Network maintenance is an ongoing task and is made possible through the Technology fee that each family pays. This supports teaching and learning in every classroom for every grade.

OCSI is one of only two schools in Japan that is a test center for the ACT, which is administered in October and February of each year, allowing students to take the standardised test for entry to colleges and universities. OCSI also hosts the SAT, which is held 6 times per year, and has served 210 students in SY24-25. Both the ACT and SAT have moved to an online-only testing format outside of the United States, meaning that the infrastructure that OCSI provides is critical to the ability to offer these tests. Both standardised tests see a mix of OCSI students, students studying at on-base schools, and members of the community as test-takers, and remain important services that OCSI can offer to our students and the wider community.

# FINANCES

FISCAL YEAR (FY): APRIL 2024 - MARCH 2025

This year, we made significant progress toward the long-term goals outlined in the tuition letter, including the successful completion of the new playground project. This marks the first step in relocating outdoor learning and recreation space to a more functional area of campus, unlocking the old playground site for our next major development: the multipurpose center building.

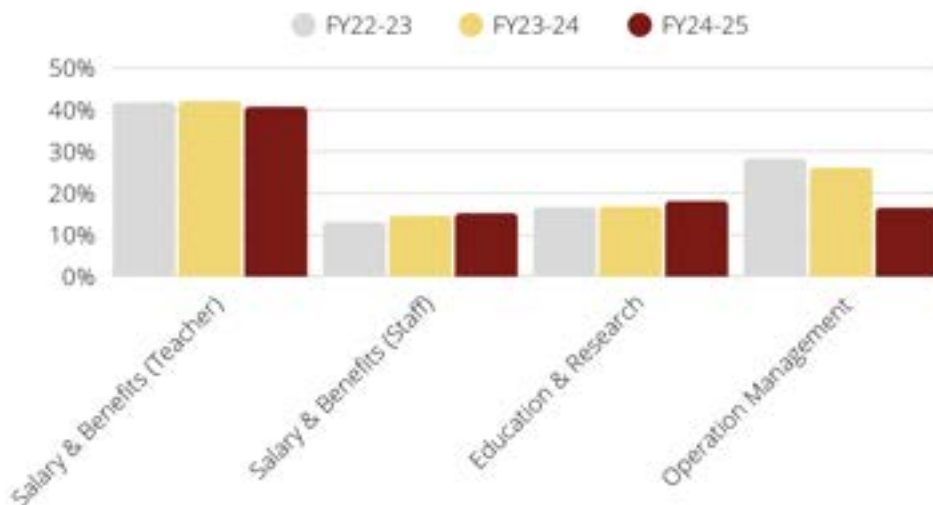
We are deeply grateful to the generous donors who helped make the playground project possible. Your support directly contributed to creating a safer and more engaging space for our students, while also laying the foundation for future campus growth.

Tuition adjustments this year also helped us retain and attract high-quality staff, invest in academic programs, and manage rising operational costs such as utilities and instructional materials. These improvements are part of a larger, multi-year plan to elevate the learning environment while maintaining financial responsibility and transparency.

Thank you for your continued trust and partnership as we work to build a stronger future for OCSI.

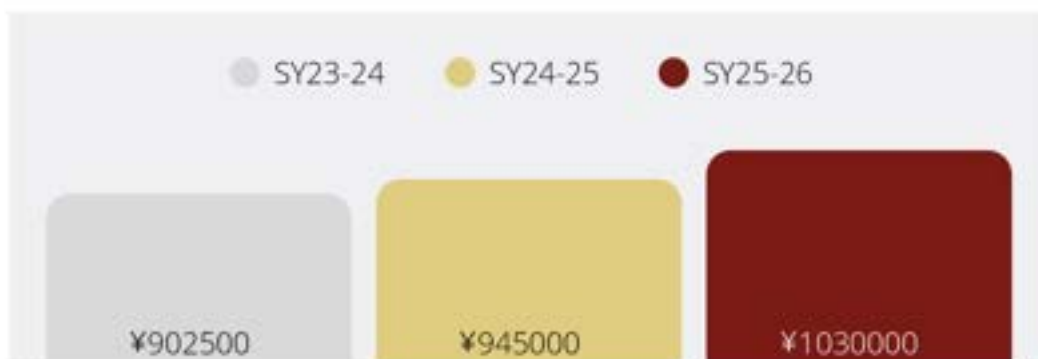
## Expense Breakdown

(by category as a percentage of total expenses, year to year trend)



## Annual Tuition Rates

(For divisions with different rates, a simple average is shown without weighting)



Tuition Rates by School Year (SY)

# INCOME & EXPENSE STATEMENT

## FY2024-2025

Numbers have been adjusted to reflect normal year operations and depreciation.

### INCOME

Tuition & Fees	¥603,975,000
Donation	¥2,362,732
Other*	¥60,809,375
<b>Total Income</b>	<b>¥711,765,698</b>

\*Includes but not limited to Bus, Lunch Service, Merchandise, and Summer School

### EXPENSES

Teacher/Faculty Salary	¥258,297,780
Operations/Staff Salary	¥96,391,332
Education & Research	¥114,775,248
Management & Operations	¥104,727,273
Other**	¥60,809,375
<b>Total Expenses</b>	<b>¥635,001,008</b>

\*\*Non-Educational and Special Expenditure

### CAPITAL EXPENSES

Capital Improvement Projects***	¥161,640,805
<b>Total Capital Expenses</b>	<b>¥161,640,805</b>

\*\*\* The amount shown is before depreciation. A portion of the capital projects was financed through a loan and will be expensed gradually over its useful life in the audited financial report.

OCSI is committed to continuous school improvement in the following areas: increasing the academic rigor and quality; enhancing our co-curricular program; improving campus buildings and grounds; improving our academic services to meet the needs of families; and ensuring qualified, professional teachers are able to stay at OCSI for the long-term. Thank you for your partnership as we work together to help our students Excel in Academics, Grow as Learners, and be Equipped to Serve.

**A huge thank you to all of our donors who have supported the work here at OCSI!**



# COLLEGE MATRICULATION

## UNITED STATES OF AMERICA:

- Abilene Christian University
- American University of Paris
- Arizona State University
- Art Institute of Chicago
- Asian Pacific University
- Augustana University
- Azusa Pacific University
- Barnard College Columbia University
- Baylor University
- Binghamton University
- Bellevue University
- Belmont University
- Berklee College of Music
- Bethel University
- Biola University
- Boise State University
- Bradley University
- Brown University
- Butler University
- California Baptist University
- California State University Long Beach
- Case Western Reserve University
- Chowan University
- College of Saint Benedict
- College of Wooster
- Colorado College
- Colorado State University
- Columbia College Chicago
- Concordia University
- Craven Community College
- Dartmouth College
- Denison University
- DePaul University
- Dominican University of New York
- East Carolina University
- East Texas Baptist University
- Eastern Washington University
- Elmhurst University
- Embry-Riddle Aeronautical University
- Emerson College
- Flagler College
- Florida Atlantic University
- Florida Institute of Technology
- Fordham University
- George Fox University
- George Mason University
- Gettysburg College
- Hartwick College
- Haverford College
- Hawaii Pacific University
- Hesston College
- High Point University
- Hofstra University
- Ithaca College
- Jacksonville University
- James Madison University
- Johnson University
- Kansas State University
- Kapiolani Community College
- Kentucky Community and Technology
- Lawrence University
- Lee University
- LeTourneau University
- Liberty University
- Lipscomb University
- Massachusetts College of Art and Design
- Morningside College
- Multnomah Bible College
- Newman University
- Northern Arizona University
- Northeastern University
- North Western University
- Northwest Missouri State University
- Nova Southeastern University
- Oberlin College of Arts and Sciences
- Ohio University
- Oklahoma Christian University
- Old Dominion University
- Parsons School of Design
- Pratt Institute
- Pacific Lutheran University
- Pensacola Christian College
- Pepperdine University
- Point Loma Nazarene University
- Radford University
- Rensselaer Polytechnic University
- Rhode Island School of Design
- Rhodes College
- Rochester Institute of Technology
- Rollins College
- Sam Houston University
- San Diego State University
- San Francisco State University
- San Jose State University
- Santa Monica College
- Savannah College of Art and Design
- Seattle Pacific University
- Seton University
- Shoreline Community College
- Southeast Missouri State University
- Southern Marine Community College
- Southwestern University
- St. John's University
- St. Olaf College
- State University of New York
- State University of New York (SUNY) Polytechnic Institute
- Stony Brook University
- Swarthmore College
- Texas A&M International University
- Texas Christian University
- Texas Tech University
- Texas State University
- Toccoa Falls College
- Truman State University
- Tusculum College
- Union University




## UNITED STATES OF AMERICA, CONTINUED:

- Union College
- University of Arizona
- University of California Berkeley
- University of California Davis
- University of California Irvine
- University of California Los Angeles
- University of California Merced
- University of California Riverside
- University of California Santa Cruz
- University of Central Florida
- University of Chicago
- University of Connecticut
- University of Florida
- University of Georgia
- University of Hawaii, Oahu
- University of Maryland Global Campus
- University of Mary Washington
- University of Michigan: Dearborn
- University of Michigan: Flint
- University of Minnesota
- University of Mount Union
- University of Nevada Las Vegas
- University of North Carolina Charlotte
- University of North Carolina Greensboro
- University of North Carolina Pembroke
- University of North Dakota
- University of Oklahoma
- University of Pittsburgh
- University of San Francisco
- University of Sciences
- University of South Florida
- University of St. Francis
- University of Tampa
- University of Texas at Dallas
- University of the Pacific
- University of Utah
- University of Virginia
- University of Washington
- University of West Florida
- Utah Technological University

- Virginia Polytechnic Institute and State University
- Walsh University
- Wartburg College
- Washington and Lee University
- Washington State University
- Washington University in St. Louis
- Welch College
- Wellesley University
- Wesleyan University
- Western Washington University
- Whitman College
- Whittier College
- Whitworth University
- York College of Pennsylvania

## JAPAN

- Hosei University
- International Christian University
- Keio University
- Kyushu University
- Lakeland University Japan Campus
- Meiji Gakuin University
- Meiji University
- Nagoya University
- Okinawa International University
- Osaka University
- Osaka University of Art
- Ritsumeikan University
- Sophia University
- Tokyo Christian University
- Tokyo International University
- Temple University Japan
- Temple University Japan - Kyoto
- The University of Tokyo
- Tsukuba University
- University of Aizu
- University of Kyushu
- University of Nagoya
- University of Tsukuba
- Waseda University
- Yamanashi Gakuin University (ICLA/Intl College of Liberal Arts)



Our graduates have been admitted to a diverse selection of colleges and universities and they are prepared to excel, grow, and serve in their chosen fields.

## OTHER COUNTRIES

- Aleneo de Davao University (Philippines)
- Amsterdam University College (The Netherlands)
- Auckland University of Technology (New Zealand)
- Australian Catholic University (Australia)
- Bond University (Australia)
- Chinese Culture University (Taiwan)
- Chulalongkorn University (Thailand)
- Far Eastern University (Philippines)
- Fudan University (China)
- Griffith University (Australia)
- Hult International Business School (United Kingdom)
- Imperial College London (United Kingdom)
- Jacobs University (Germany)
- James Cook University (Australia)
- Kookmin University (Korea)
- Kings College London (United Kingdom)
- Macquarie University (Australia)
- Middlesex University (UAE)
- New Era University (Philippines)
- Queensland University of Technology (Australia)
- Sciences Po (France)
- Trinity College Dublin (Ireland)
- University College London (United Kingdom)
- University of Aberdeen (United Kingdom)
- University of Edinburgh (United Kingdom)
- University of Calgary (Canada)
- University of Glasgow (United Kingdom)
- University of Kent (United Kingdom)
- University of London (United Kingdom)
  - The Courtauld Institute of Art
- University of Manchester (United Kingdom)
- University of Northern British Columbia (Canada)
- University of Oxford (United Kingdom)
- University of Queensland (Australia)
- University of St Andrews (United Kingdom)
- University of Tartu (Estonia)
- University of Toronto: Scarborough (Canada)
- University of Victoria (Canada)
- Vilnius University (Lithuania)
- Whitecliffe Design and Art (New Zealand)
- York University (Canada)
- Yonsei University (Korea)

Class of 2025

# BRIGHT FUTURES AHEAD!



## CLASS OF 2025 COLLEGE ACCEPTANCES



CONGRATULATIONS, CLASS OF 2025!

WE ARE SO PROUD OF THE ACHIEVEMENTS OF OUR GRADUATING CLASS. THEY HAVE BEEN ACCEPTED TO MORE THAN 60 PRESTIGIOUS COLLEGES AND UNIVERSITIES. WELL DONE, CLASS OF 2025!

# HELLO, ALUMNI!

What have you been up to?



Hello OCSI family students and alumni. I am currently in my second year of fashion school at ESMOD Tokyo. In the first year I studied the basics of womenswear and design. More specifically I have learned everything from how to set up a sewing machine all the way to making and designing my own one piece/dress. Lastly, for anyone reading this, especially the students, I encourage you to find joy in doing creative work.

*Joji Nakamura*

**CLASS OF 2022**

Hey everyone! My name is Sahil Shamdasani, and I graduated from OCSI in 2021. I studied Electrical Engineering at Texas Tech University and now work as a Hardware Engineer for Dell Technologies!

*Sahil Shamdasani*

**CLASS OF 2021**



Hello I'm Rin, currently living in Tokyo, pursuing my acting career. While attending auditions and filming dramas and movies, I'm participating in professional acting and vocal training programs. I'm also planning to enter a physical training program for possible action scenes. Although I chose not to go to college, I'm currently taking a short online course at Griffith University for Screenplay Analysis to enhance my knowledge of my work field. All the while I've picked up new skills like knitting and pottery. Enriching the variety of skills for my acting profile is my main goal at the moment.

*Rin Ghosh*

**CLASS OF 2024**



## STAY CONNECTED

We are always excited to feature a Message from Alumni. If you could share with us what you have been up to, please contact us at [info@ocsi.org](mailto:info@ocsi.org) with your year of graduation from OCSI and a recent photo! Whether you graduated five years ago or fifty-five years ago, we want OCSI to be a continuing part of your life. Connect with OCSI!

Follow us on Alumni page

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[ocsialumni \(Alumni\)](#)

 [info@ocsi.org](mailto:info@ocsi.org)




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 098-958-3000

 [www.ocsi.org](http://www.ocsi.org)

 1835 Zakimi, Yomitan, Okinawa, 904-0301 Japan