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Affiliations & Recognition



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Introduction to IGHS

Founded in 2006 under the Ikubunkan Institute of Education, Ikubunkan Global High School (IGHS) is a private co-educational school serving Grades 10-12, with an optional Grade 11 study abroad program. Accredited by Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) and bilingual in English and Japanese, IGHS is located in Bunkyo City, Tokyo, near the University of Tokyo and other leading institutions. Its motto, "Choose your path from the World Map," reflects the school's commitment to helping students build internationally minded futures.

Admissions & Student Population

Admission to IGHS is based on entrance examinations and internal progression from its affiliated junior high school program. Total enrollment is approximately 200 students, including 45 students in the graduating Class of 2027.

Curriculum & English-Medium Instruction

IGHS aims to foster the holistic development of students as globally minded learners, equipping them with the perspective and resilience to navigate a changing world. Its socio-scientific curriculum, informed by current issues and the United Nations Sustainable Development Goals, fosters broad perspectives and strong problem-solving skills.

This approach is supported by a distinctive English-medium program:

- Liberal Arts Track: Selected classes are taught by international teachers in an English-speaking environment.
Honors Track: All major academic subjects, except Japanese, are taught in English. In Japanese classes, handouts and assessments are provided in both English and Japanese to support student comprehension, particularly for international students.

2026-27 Subject Offerings and Graduation Requirements

In accordance with Japan's national curriculum, students complete approximately 100 credits for graduation. Requirements vary by academic track and may include credits earned through the optional Grade 11 study abroad program.

Table with 4 columns: Japanese, Mathematics, Arts, Sciences. Lists subjects like Contemporary Japanese Language, Mathematics I, II, A, Music I, Introductory Biology, etc.

Course Descriptions section with QR codes and labels for Honors and Liberal Arts.

Grading System & Ranking

IGHS uses an unweighted 1-5 GPA scale aligned with the American letter-grade system. Grades are awarded using a relative grading system, meaning that final grade distributions are determined in relation to overall class performance rather than fixed absolute score thresholds.

Letter Grade Equivalency (Unweighted GPA) table showing A=5.0, B=4.0, C=3.0, D=2.0, F=1.0.

Provisional GPA Distribution (Quintiles) - Class of 2027

Rather than assigning traditional class rank, IGHS reports GPA distribution quintiles to more accurately reflect its flexible curriculum. Quintile bands are based on cohort rank order and may vary slightly in size to avoid splitting tied GPAs.

Table showing GPA distribution quintiles for Liberal Arts Track and Honors Track, including Range, Students, and %.

Most Recent Results (2025-2026)

English Proficiency

CEFR Equivalency Based on IELTS, Duolingo English Test, and Eiken Scores at the end of the school year

Table showing English Proficiency results for Grade 12, 11, and 10 across different metrics.

Digital SAT Scores

Based on students applying to top-ranked overseas universities

Table showing Digital SAT Scores (Avg. RW, Avg. Math, Avg. Total) and High Scores (High RW, High Math, High Total) for Grade 12, 11, and 10.



Overseas Programs

Classes of 2027 & 2028

Through the Class of 2028, all IGHS students participate in a mandatory one-year study abroad program during Grade 11. Students in the **Liberal Arts Track** study abroad in Canada or New Zealand, while students in the **Honors Track** study abroad in the United States.



From the Class of 2029

Beginning with the Class of 2029, IGHS will offer greater flexibility in its overseas programming:

- Liberal Arts Track:** Students will choose either a one-year study abroad program in Canada or New Zealand, **or** short-term overseas programs in the United States plus either Rwanda or Bangladesh.



- Honors Track:** Students will have the option either to study abroad in the United States for one year or to remain in Japan. Those who remain in Japan will be encouraged to participate in short-term overseas programs.



School Year Structure

IGHS follows a specialized academic calendar based on Japan's standard April-March school year. The calendar is designed to support the school's academic program, including optional second-year study abroad and other overseas learning opportunities.

| Semester 1 | Semester 2 | Semester 3 |
|------------|--------------------|---------------|
| April-July | September-December | January-March |

Study Abroad Cycle

Students participating in the optional second-year study abroad program typically depart in January and return in December.

Applied Learning & SDG Engagement

IGHS integrates service learning, research, and social innovation across both the Liberal Arts and Honors Tracks, with academic credit and cross-curricular connections embedded in each program. Guided by the motto "**Collaborate, Innovate, Elevate,**" these experiences foster research, critical thinking, problem-solving, and civic engagement through inquiry and action connected to the United Nations Sustainable Development Goals (SDGs).



Both tracks culminate in capstone projects through which students communicate their learning and findings in formats such as reports and posters. Students are also encouraged to participate in external projects and opportunities that extend their learning beyond the classroom.

- Liberal Arts Track:** Students are organized into seven specialized research labs, where they pursue individual research themes with academic guidance and opportunities for collaboration with universities and companies. Through study abroad, global field experiences, and the school's ARISE system, students deepen their learning, reflect on their development, and build the skills needed to contribute meaningfully in a global society.
- Honors Track:** Students pursue TASK projects, which allow them to follow individualized pathways generally grouped into three areas: **Performance, Social Sciences, and Natural Sciences.** Through active, practice-based learning, students conduct literature reviews, seek guidance from mentors, collaborate on projects, engage in fieldwork with external stakeholders, and pursue inquiry connected to the SDGs, building independence, teamwork, and real-world competencies.

University Entrance

IGHS graduates pursue diverse postsecondary pathways and matriculate to universities in Japan and around the world. Each year, students receive offers from globally recognized institutions as well as selective national, public, and private universities across Japan.

Data current as of April 1, 2026

| | Students with Offers / Cohort Size | Total Offers (including Foundation) | Times Higher Education Top 100 Offers (Direct Entry Only) |
|----------------|------------------------------------|-------------------------------------|-----------------------------------------------------------|
| Class of 2026* | 24 / 51 | 109 | 52 |
| Class of 2025 | 35 / 87 | 124 | 28 |

Direct Entry Offer Records

Class of 2025 | 2026



| THE Rank | University | Country | Offers | |
|----------|--------------------------------------|-----------|--------|------|
| | | | 2025 | 2026 |
| 21 | University of Toronto (all campuses) | Canada | 4 | 23 |
| 29 | University of Edinburgh | U.K. | 2 | |
| =31 | Nanyang Technological University | Singapore | 1 | 3 |
| 37 | University of Melbourne | Australia | 2 | |
| =41 | McGill University | Canada | 1 | 1 |
| =41 | Uni. of Illinois Urbana-Champaign | U.S. | 1 | |
| 45 | University of British Columbia | Canada | | 2 |
| 47 | University of California, San Diego | U.S. | 2 | |
| =53 | University of Sydney | Australia | 6 | 8 |
| =53 | University of Wisconsin-Madison | U.S. | 1 | |
| =58 | Monash University | Australia | 1 | 4 |
| =58 | Monash University, Malaysia | Malaysia | | 1 |
| 64 | University of California, Davis | U.S. | 1 | |
| 79 | University of New South Wales | Australia | 1 | 1 |
| =80 | University of Queensland | Australia | 1 | 9 |
| 88 | University of Minnesota, Twin Cities | U.S. | 2 | |
| 97 | University of California, Irvine | U.S. | 1 | |
| 105 | Michigan State University | U.S. | 2 | |
| =108 | Ohio State University | U.S. | 1 | |
| 112 | University of Massachusetts, Amherst | U.S. | 1 | |
| 116 | University of Maryland, College Park | U.S. | 1 | |
| 119 | University of Alberta | Canada | | 1 |
| 133 | Adelaide University | Australia | | 1 |
| =138 | University of Arizona | U.S. | 1 | 1 |
| =151 | Texas A&M University - Galveston | U.S. | 1 | |
| 159 | University of Colorado Boulder | U.S. | 1 | |
| =166 | Macquarie University | Australia | | 4 |
| =166 | University of Virginia | U.S. | 1 | |
| =181 | University of California, Santa Cruz | U.S. | 1 | |
| =187 | University of Ottawa | Canada | 1 | 1 |
| =198 | Indiana University, Bloomington | U.S. | 2 | |
| 201-250 | Arizona State University | U.S. | 2 | 1 |
| 201-250 | University of Gothenburg | Sweden | 1 | |
| 201-250 | University of Reading | U.K. | | 1 |
| 201-250 | University of Hawai'i at Mānoa | U.S. | | 1 |

Japan-based Foundation Scholarships

| | 2025 | 2026 |
|--------------------------------------------|------|------|
| Yanai Tadashi Foundation | 1 | |
| Kumon International Scholarship Foundation | | 1 |

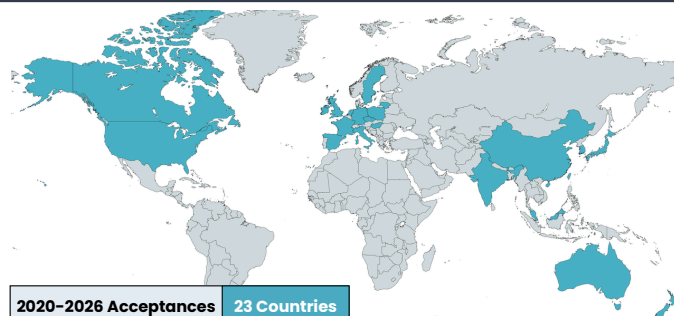
Honors Dual Diploma Program

IGHS's Dual Diploma Program, offered in partnership with Wayland Academy, a distinguished U.S. preparatory school, enables **Honors Track** students to complete online coursework and earn academic credit toward both Japanese and U.S. high school diplomas. This supports a smoother transition to international university applications.



Wayland Academy

Global University Acceptance Map



2020-2026 Acceptances 23 Countries