



aes

American Embassy School

Annual Report
2017–2018



Identity, Mission & Values

The American Embassy School provides a balanced education defined by a joyful pursuit of excellence in academics, athletics, arts and service. We enable each student to be an inspired lifelong learner and a responsible, compassionate global citizen.

Enter to learn, leave to serve.

Identity

AES serves Pre-Kindergarten through Grade 12 students from the United States and other nations. We provide an exceptional American education with an international perspective.

Core Values

We believe that everyone...

- has intrinsic value
 - needs safety, trust and respect
 - is responsible for his or her choices
 - learns and grows through challenge
 - lives more meaningfully when pursuing his or her passions
 - thrives in an environment of honesty and integrity
 - is enriched by diversity
 - is strengthened through service
 - flourishes in a community that is caring, collaborative and nurturing
 - has the power to create a more peaceful world
-

Commitments

We are committed to...

- nurturing the intellectual, physical, social and emotional development of each student
- fostering each student's potential to achieve and to make a difference
- helping students make transitions to, within and from AES
- developing a service ethic and practice
- protecting nature and the environment
- improving student learning through research, reflection and innovation
- practicing transparent and collaborative decision-making while maintaining effective governance

A photograph of a man in a dark suit and red tie standing on a paved path, looking up and to the right. He is surrounded by students walking away from him. Some students are carrying backpacks. The background shows a brick wall and some greenery.

Governance & Leadership

From the Director

The 2017–18 school year marked 65 years for AES/AIS! We were happy to engage some of our alumni in helping us celebrate and reflect on the impact that the American Embassy School has had in many lives. Our Parent School Association also organized a special family-friendly celebration for 1600+ students, parents and staff to mark this milestone in the life of our school.

We can be proud of all that our students, faculty, staff and community accomplished during the year—in our classrooms, on our courts and fields, in the theater and design spaces.

We started the year with six new administrators and 40 new faculty members. AES proved it is a welcoming community not just with our new staff, but also in welcoming 351 new students and their families throughout the school year. Our Parent School Association (PSA) leadership and volunteers helped us feel welcome by creating opportunities for all of us to connect with one another and with Delhi through their events and communications.

I was one of those “newbies.” Every day was a day full of learning. We all believe that one of the basic requirements for achieving excellence is high expectations. You have to expect great things from yourself, from your team members, from others around you, if you want to achieve great things. I saw clearly throughout the year, the excellence that our students are joyfully pursuing on the fields and courts, in their artwork, in the classrooms, in their service projects, and in their musical and drama performances. Time and again our students made us proud with their performance and behavior.

There were new spaces for learning and connecting throughout the school. Our High School students quickly adopted the indoor Breezeway Café as a central gathering place throughout the school day and after school. New MakerSpaces in the elementary and high schools have become hubs of design, technology, creativity and learning. Our elementary teachers worked through a design process with experienced international school architects to completely redesign our Grade 5 as a hub for flexible, engaged and collaborative learning and teaching. We look forward to seeing how the students learn, and how the school moves forward with other learning-centered renovations in the future.

Air quality and other safety issues also took our community's time and attention. Air purification units were added to teacher apartments and our school buses. The Board of Governors led an initiative to research and purchase the first outdoor air purifiers installed in a school in India—possibly in the world. They will be installed in the high school atrium in the next school year. We also worked to expand child protections by separating adult and student changing rooms and bathrooms across the school, and by employing more female cleaners and monitors for our toilets and buses. Although these may seem like small changes, student protection is critical in a school environment.

An important initiative in 2017–18 that will change our school in the coming years is that we began taking steps to become a more inclusive community. Although there have always been a few students with special learning needs in our school, there is a new commitment to provide AES teachers with the training, systems and support needed for a student body that is more diverse. It takes time to move in this direction and to provide the excellent programs that we all expect at the American Embassy School, but this is a change the entire community can be proud of.

Sadly, one of our AES staff members passed away from cancer in early November, 2017. Sudarshan Kumar joined the school in 2009, and was a happy, hard-working member of our IT staff. School staff and parents donated for a Trust Fund to provide an annuity to ensure that his young son can continue attending good schools in the coming years.

Altogether, AES employees have offered 3,034 years of commitment and service to the students and school. That's an amazing record of longevity! Two important AES traditions are speeches for faculty who are leaving, and honoring our employees' "benchmark years" of loyalty to the school. In the past our faculty celebrated separately from other staff members, but in May 2018 we came together for the first time. We can be proud that our AES traditions are also becoming more inclusive.

Thank you for reviewing this Annual Report. If you were a member of our community in 2017–18, it will give you reason to smile and reflect. If you are joining our community or thinking of coming to Delhi, I hope it captures a flavor of some of what makes the American Embassy School such a special place.

Best regards,
Jim Laney Jr., Director



Governance & Leadership

From the Board

AES has a strong reputation as a leading international school, but we do not want to survive on reputation alone. Following several years where compliance took main stage on the Board's agenda, the school year 2017-18 saw a shift to greater focus on strategically positioning AES for the future while also finding opportunities to further strengthen the present community. Challenging our perceptions of student body composition and tackling the reality of New Delhi air quality, the Board in close collaboration with the Director and Administration set forth a bold agenda: ensure the safety, security, and happiness of our children today while planning for every type of student-learner in the future.

From the Board's perspective, we achieved a number of goals.

We embarked on a path of inclusion that follows the principle that all students benefit from diversity of abilities. That compassion and empathy are components vital to striving for excellence. And that we as a school want to be a leader not just in academic performance, but social awareness and responsiveness.

With plummeting air quality, AES continued to be a true leader in adopting innovative clean air technology throughout the school to ensure our children are learning in a healthy environment. We adopted more indoor clean airspace for the Elementary School and invested in cutting-edge outdoor air filters for our High School. Tackling parent concerns, we installed air purifiers in our school buses to ensure that those students also benefitted from the best air possible while commuting. For teachers, we also provided additional air purifiers in residences and tested an on-campus air filtration system. Finally, we implemented a campus air monitoring system providing real-time access to data for parents, administrators, and staff.

In an effort to position ourselves as best as possible in the current and future market, the Strategic Planning Committee created a number of sub-committees pertaining to governance, Human Resources, curriculum, technology, student life, and facilities which delivered recommendations and suggested implementation to the Board. Special effort was made to align our strategy and vision with the re-accreditation process set to begin in the Spring of 2019. With these recommendations, the next Board is well positioned to prioritize and enact.

The financial health of the school is of paramount importance to any strategy and vision, and the Board created a fiscal master plan designed to shield AES from the financial volatility of changes in enrollment.

Understanding that the strong community at AES is unparalleled, this year we took a moment to thank our community for 65 years of partnership by hosting our anniversary celebration and welcoming everyone in the AES family. It was just a small way to show our appreciation for the parents' unwavering faith and support to the school, the teachers' on-going commitment to our children, and the administration's stalwart focus on our values.

On behalf of the Board of Governors, I would like to thank the AES Association and the members of the AES community for the trust they placed in us. Serving the school has been both an honor and a privilege. It is with confidence and optimism that the Board of 2017-2018 takes its bow and hands over the reigns to the Board of 2018-2019.

Heather Grant
President AES Board of Governors 2017-2018

Board Members

2017-2018

Heather Grant President

Yvo Kuhling Vice President

Tyrone Moorehead Treasurer

Heidi Griffiths Secretary (*June 2017-January 2018*)

Ella Curnow Secretary (*February-May 2018*)

Srivatsan Rajan Member-at-large (*June 2017-November 2018*)

Manish Prasad Member-at-large (*Dec 2017-May 2018*)

Ray Sudweeks Member-at-large

Siddhartha Dubey Member-at-large

Margaret Sula Ambassador's Rep

Chad Norberg Ambassador's Rep

School Improvement Planning

Strategic Planning



The AES Five Year Strategic Plan was developed in 2017–18 under the framework of each of the Middle States Association Standards, as pictured in the Strategic Planning “wheel” here. 43 people participated in the Strategic Planning process in 2017–18, including board members, administrators, faculty, parents and students.

Our strategic planning kept the following Core Principles in mind:

Excellence

As reflected in our mission, AES works hard to deliver excellence in its programs and stake its position as a “Category of One” school in Delhi NCR and a top 10 international school worldwide.

Quality & Value

The American Embassy School in New Delhi provides an outstanding preK-12 learning experience to its global student body, providing value in all aspects of the school experience.

Inclusion

AES recognizes the need to be more inclusive in its programs, investing time and resources in enabling our curriculum and faculty to provide the best education to special needs children while maintaining the school's overall high standard.

The Plan will be reviewed and re-calibrated on an annual basis as our accreditation process continues.



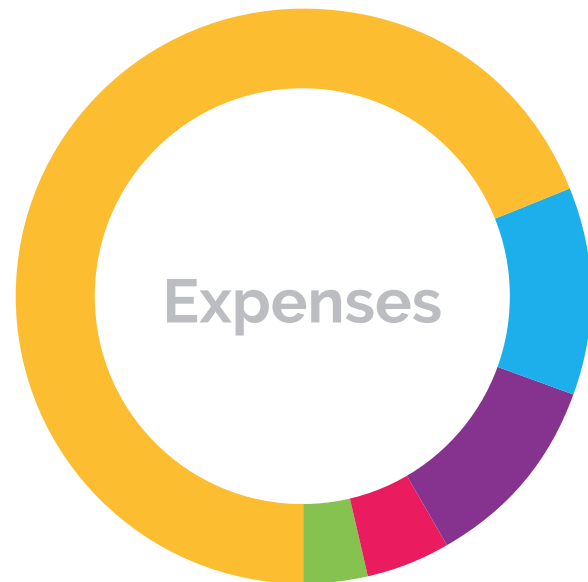
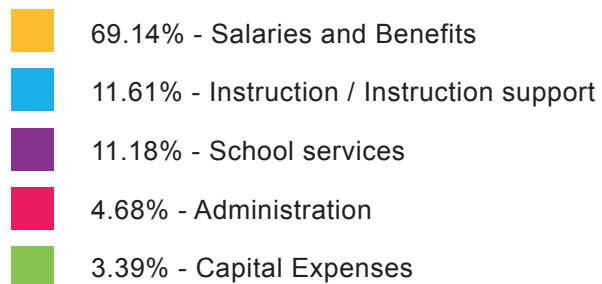
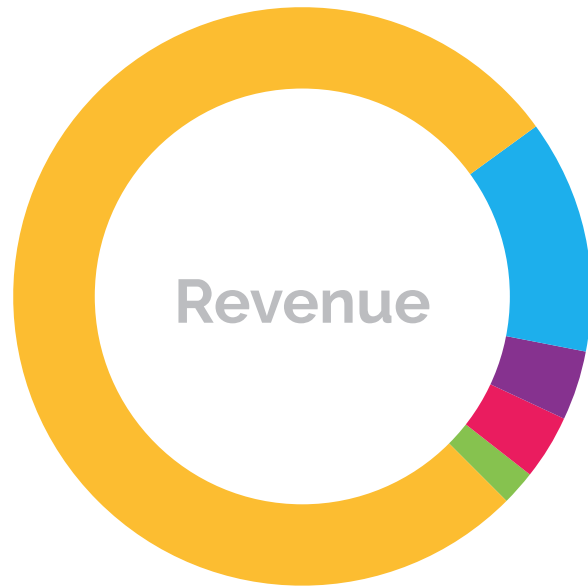
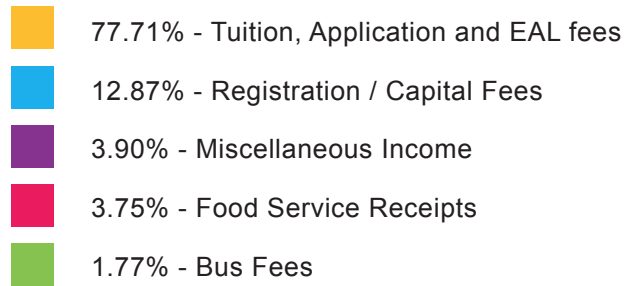
Finances

Financials 2017-18

The American Embassy School (AES) is located in the heart of the diplomatic community of New Delhi, India. School operations comply with high standards of financial accountability and transparency. AES is constituted as a non-profit institution, thereby use of any financial surplus is only for the betterment of the school. This means that every dollar of school fees supports our staffing costs and improves our facilities and educational programs.

Current parents and faculty are automatically members of the school and participate in its governance by electing the school board. The school board oversees the Director and the Director (Operations and Business) along with the Financial Controller work under his directions to implement the decisions of the board and its committees and to ensure that resources are managed efficiently and responsibly.

We are pleased to report that for the 2017-18 school year our student enrolment was at 1111 paying students which compares favourably to the budget of 1075 as approved by the Board. Operating expenses were also favourable to the budget for this school year. The succeeding year expenses pertaining to technology 1:1 and air filter replacement costs were brought forward to be paid out of school year 2017-18 operating budget because of higher than budgeted tuition revenue. The Capital expenses were at USD 1.1 million, much within the planned budget estimates for 2017-18. All surpluses were allocated to the school fund to provide for the continued financial wellbeing of the school and long term Campus planning.



Finances

Admissions Demographics

My family and I are grateful for all that AES does for each one of us. More than just a school, AES provides a vast range of programs and services that go beyond the curriculum to enhance both the students and their families.

From even before we started, we were actively welcomed into the vast and strong community. AES is like a haven in Delhi, a place where our children learn and grow, where adults and children can connect and support each other and where we all can enjoy and enrich our lives in this incredible country that many of us have chosen to call home.

Catherine Langford

Parent

At AES, there is always a little something for everybody. An individual may be a talented musician, stellar athlete, or model student, and AES will have an extracurricular activity tailored to their needs. The High School Administration takes requests for new activities very seriously, as they strive to provide diverse extracurriculars for all their students to participate in. Because of this wonderful program, I am able to effectively balance my academics with my passions, enabling me to indulge in a more meaningful learning experience. This extracurricular program is perhaps one of the reasons AES students are so successful in and around campus, for it allows them to fuse their academics with their passions, thereby creating a balanced curriculum that serves them well in the future.

Kabir Sethi

Student

I began attending AES in 2005 as a student in ECEC-4 (pre-school). I love the school spirit at AES for sports and events; it truly creates a unique experience that I highly value. The school has instilled upon me values of having a strong work ethic, passionate approaches, and a kind demeanor. I have also had the ability to build strong relationships with students and teachers that I maintain to this date, this is a testament to the strong sense of community that AES strives to foster. Whether it is studying one of my favorite subjects or playing a sport that I am passionate about, I know that this school will always support me, and this is what I love most about AES. Many people acknowledge the India experience as special, but I consider equally special the AES experience.

Kailash Jayaraman

Student



Admissions Demographics

358

New students including families from

33

Diplomatic Missions



American Embassy / USAID	126
Australian High Commission/Trade	20
British High Commission/DFID India	23
Canadian High Commission	26
Embassy of Argentina	1
Embassy of Brazil	1
Embassy of China	2
Embassy of Czech Republic	1
Embassy of Denmark	5
Embassy of Federal Republic of Germany	8
Embassy of Finland	0
Embassy of Hungary	1
Embassy of Ireland	2
Embassy of Israel	56
Embassy of Japan/Trade	1
Embassy of Lithuania	2
Embassy of Poland	3
Embassy of Republic of Korea	11
Embassy of Russia	0
Embassy of Saudi Arabia	2
Embassy of Slovenia	1
Embassy of Sultanate of Oman	3
Embassy of Sweden	7
Embassy of the State of Kuwait	10
Embassy of United Arab Emirates	2
Government of India	3
Malaysian High Commission	16
Namibian High Commission	1
New Zealand High Commission	5
Papua New Guinea High Commission	0
Royal Netherlands Embassy	4
Royal Norwegian Embassy	14
Singapore High Commission	1

Algeria	3
Argentina	2
Australia	26
Austria	1
Bangladesh	4
Belgium	2
Bhutan	2
Brazil	3
Bulgaria	1
Canada	45
China	2
Czech Republic	4
Denmark	5
Egypt	2
Finland	3
France	10
Germany	17
Hungary	2
India	31
Indonesia	1

45
Canada

384
United States

Ireland	2
Israel	77
Italy	4
Japan	38
Korea	229
Kuwait	10
Lithuania	2
Malaysia	16
Mexico	9
Morocco	4
Namibia	1
Nepal	4
Netherlands	18
New Zealand	9
Norway	11
Oman	3
Philippines	1
Poland	4
Portugal	1
Romania	3
Russia	6
Saudi Arabia	6
Singapore	5
Slovenia	1
Spain	6
Sri Lanka	3
Sweden	26
Switzerland	4
Thailand	1
Turkey	2
United Arab Emirates	2
United Kingdom	48
United States	384
Uruguay	1
Uzbekistan	2
Venezuela	1

48
United Kingdom

26
Sweden

11
Norway

18
Netherlands

8

New Nationalities

Algeria, Argentina, Egypt, Indonesia, Lithuania, Venezuela, Morocco, Thailand

8

Lost Nationalities

Bahrain, Botswana, Chile, Colombia, Estonia, Iran, Qatar, Surinam

17

Germany

77

Israel

31

India

229

Korea

16

Malaysia

38

Japan

26

Australia

Enrollment

New Students Admissions

Student Admissions by Parent Employer

Top 12 Organisations

US Embassy/USAID	126
Samsung	65
American Embassy School	56
Embassy of Israel	56
LG	44
World Bank	27
Canadian High Commission	26
British High Commission/DFID	23
Hyundai	20
Australian High Commission	20
Doosan	17
Malaysian High Commission	16
Israel Aerospace Industries	16
United Nations	15
Ericsson	11
Embassy of Republic of Korea	11
WHO	9
Embassy of Federal Republic of Germany	8
IKEA	7
Royal Netherlands Embassy	4
Fidelity Investments	0



New Students Admissions

Student Admissions by Parent Employment

Top 17 Organisations

Samsung	65
LG	44
Hyundai	20
Doosan	17
Israel Aerospace Industries	16
Ericsson	11
Home Credit	10
Kia Motors	10
Ikea Trading	7
Nestle	7
Microsoft	6
Schlumberger	6
Sony	6
Canon	5
CJ Korea	5
Coca Cola	5
Boeing	5
LS Cables	5
GIZ	5
Mitsui	5
GE	4
IPM India Wholesale	4
Posco	4
Leighton	2
Reckitt Benkiser	2
Cairn	0
Deloitte	0
Fidelity Investments	0
Lufthansa	0
Royal Bank of Scotland	0



Finances

Admissions Demographics

Grade	PK 3	PK 4	KG	G 1	G 2	G 3	G 4	G 5	ES
New	29	18	21	16	23	17	22	21	167
Continuing	0	26	29	60	55	58	61	56	345
Total	29	44	50	76	78	75	83	77	512

Grade	G 6	G 7	G 8	MS
New	20	14	15	49
Continuing	65	70	73	208
Total	85	84	88	257

Grade	G 9	G 10	G 11	G 12	PG	HS
New	18	16	19	3	0	56
Continuing	72	74	69	70	0	285
Total	90	90	88	73	0	341



Finances

Student Profile



351

New enrollments



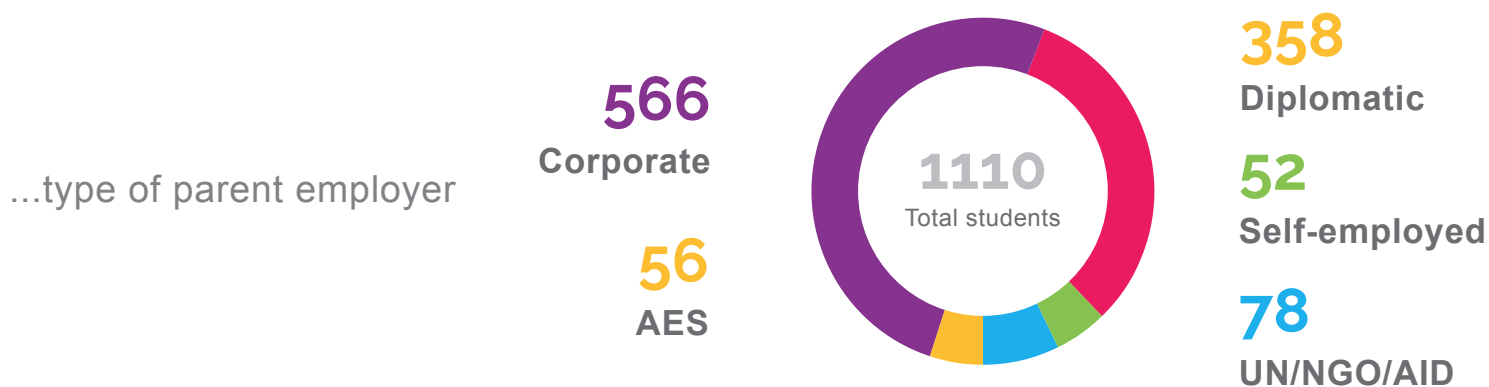
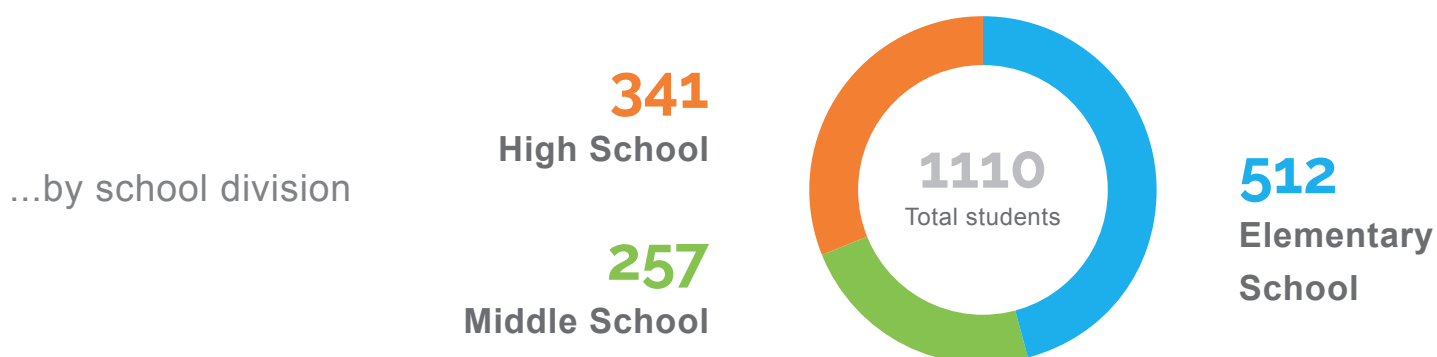
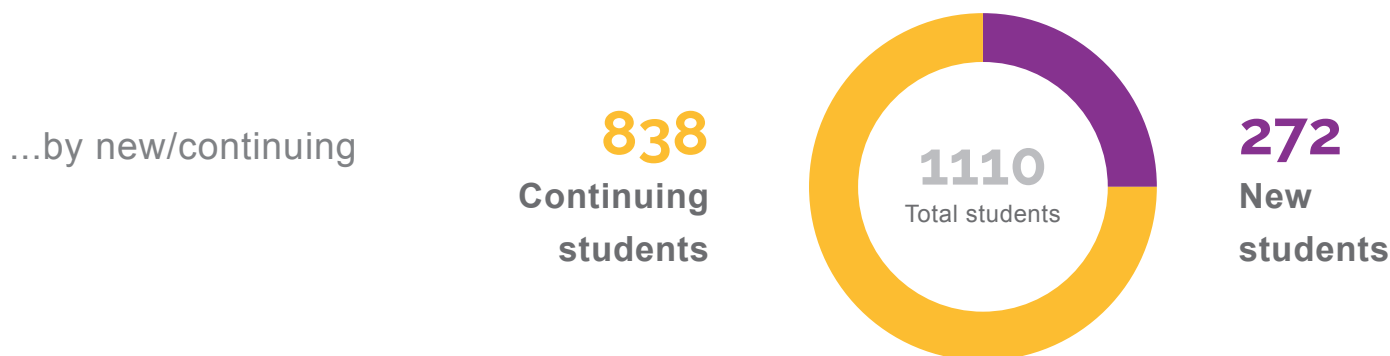
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Peak



317

Withdrawals





School Organization

Professional Learning



\$316,000 US

was spent on Personal Development for teachers
(bringing in consultants + sending out teachers)



3

teachers presented at major conferences
NSTA, TOEFL, ACTFL

Consultants on campus

Literacy

Kathy Collins (PK-2) 2 Visits | 8 Days

Dan Feigelson (3 - 12) 2 Visits | 10 Days



Data, Assessment & Grading

Tom Schimmer (PK-12) 1 Visit | 5 Days

Virginia Williams (3 - 10) 1 Visit | 2 Days

Mathematics, Science

Erma Anderson (PK-12) 1 Visit | 3 Days



Cultures of Thinking

Mark Church (PK-12) 1 Visit | 7 Days

Pathways to Inclusive Education

Kim Bane (PK-12) 3 Visits | 11.5 Days

Paula Peters
Frampton (3 - 10) 2 Visits | 6.5 Days

Jason Hicks 2 Visits | 4.5 Days



World Languages

Helena Curtain (1 - 12) 1 Visit | 2 Days



School Organization

Community Initiatives



PSA Executive Committee SY 2017-18

35 members

Friday, Sept 22



Community Night Out
"AES has Talent"

165



Saturday, Dec 2



International Food Fair

1500



Monday, Dec 11



Moving Sale

30



Saturday, Feb 17



65 Anniversary Celebration Lunch

1600



Wednesday, Mar 21



Community Night - "Battle of Boules"

30



Wednesday, Mar 21



Faculty and Staff Appreciation Day - "Bistro 65"

650





AES Authors Meet

On 10 May 2018 there was a special celebration for 13 AES Staff, teachers and parents who successfully published books on poetry, nonfiction and research, and photo books. Becoming a published author is a major accomplishment for a writer of any age. We are so proud of these fantastic authors and are happy to celebrate this achievement with them.

Health & Safety

AES has a real-time air quality dashboard accessible to all community members which shows the AQI in each classroom and space on campus. It is updated each minute.



Training

Name of training	Number of trained taff
Fire safety	250
Weapon of mass destruction	08
CPR and first aid	50-70
Crisis management team	200

Air Quality

Average Indoor Air Quality

50

AQI average

Average Outdoor Air Quality

254

AQI average



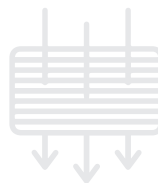
120

Monitors



42

Forced
Air Purification
systems



19

Stand-alone
purifiers



24

Bus filters

Indoor air quality at AES is improved by 70–90% from these filtration units.



Facilities



Classrooms / Instructional Areas | 133



Conference Rooms | 9



Administrative Offices | 21



Faculty Housing | 94 (35 on campus and 59 off campus)



Science Labs | 10



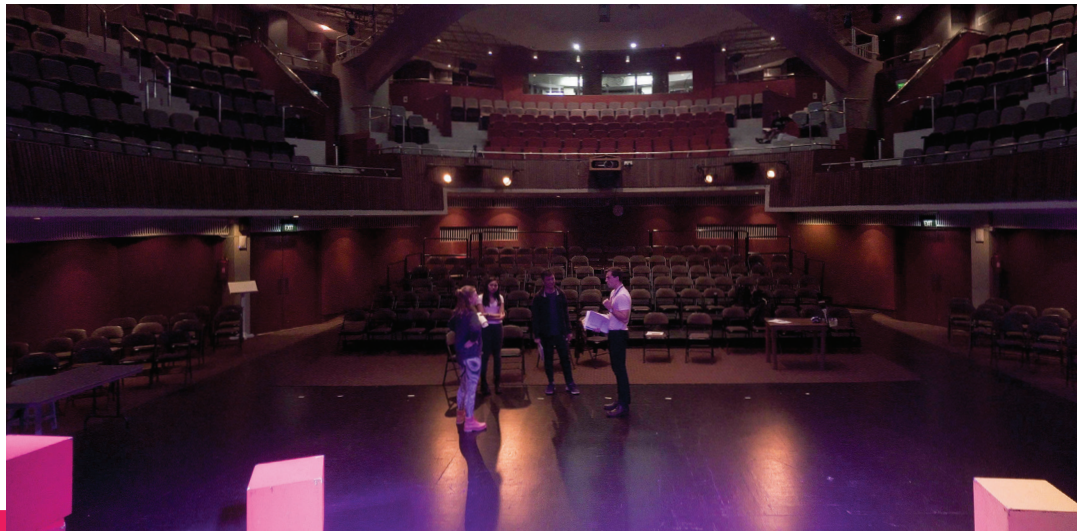
Maker Spaces | 3



Pools | 3



Tennis Courts | 5



Gymnasiums | 2



Fitness Room | 1



Basketball Courts | 2



Futsal Court | 1



Artificial Turf Field | 1



Natural Playing Field | 1



ES Play Area - PreK | 1



ES Play Area (Age 5+) | 1



Student Services, Student Life & Activities

Student Life



Nada Collins

Elementary School Principal

In the 2017-2018 school year, the Elementary School began a comprehensive review of our student support services which has led us to be more intentional about our emphasis on collaboration. We have focused on co-planning and co-teaching to ensure that we meet the needs of all learners, whether the needs are academic, social and/or emotional. Working together in new ways has helped us to differentiate and begin to provide the appropriate level of service that our students with learning differences require. The review has also led us to look at how we might leverage instructional spaces to improve student learning. We are investigating and creating spaces that are flexible and allow teachers to teach in new ways and to provide spaces for students to explore, think, and create alone or in small or large groups. The Grade 5 pod was transformed into an innovative learning space during Summer 2018.



Karen Dunmire

Middle School Principal

The Middle School (MS) has a strong focus on supporting students academic and social and emotional development. A program review of support services identified areas that could be strengthened or evolved in order to support more diverse learners. A steering committee was formed to begin the conversations, and to work with Pathways to Inclusive Education. In response to the recommendations the MS began to plan for the inclusion of EAL learners into mainstream humanities for school year 2018/19. This planning included reviewing the scheduling of classes, co-teaching and hiring additional EAL teachers to co-teach alongside the humanities teachers. In addition to EAL, additional staffing will be provided for learning support. Much of the focus for student services in 2017/18 was focused around inclusion and preparing to shift delivery models.



Paul Johnson

High School Principal

The high school at the American Embassy School provides for students a dynamic mix of academic challenge, athletic and activities, leadership opportunities, and clubs that promote authentic outreach to the community. Through this broad palette of experiences, students grow and develop socially and emotionally; finding one's sense of self is invariably the outcome. Once a student arrives at the high school, a support network including an established orientation program, an advisory program we call Home Base and a structured counseling curriculum all serve to provide a foundation of support to students as they choose the correct learning path for themselves. A systematic approach to monitoring student progress and development also is in place in the high school. Students and families receive regular and individualized reporting on student progress in both the academic and social/emotional realm. The high school is always working towards self-improvement and while we are proud of what we provide, the task of looking introspectively and constantly getting better is never finished.



Extracurricular activities/clubs

188	38	38	12
ES	MS	HS	HS Service

Students participating

1288	1549	1027	82
ES	MS	HS	HS Service

International Academic Clubs

MUN + Math Counts

MS - Kuala Lumpur (*20) and Doha (*12)

HS - Bangkok (*10) and Doha (*13)

(*number of students)

Top 3 clubs / activities / events

Swimming	Reach Out
Basketball	Dungeons & Dragons
Gymnastics	Games Club
ES	MS
Tri-Music Honor Society	Reach Out
Roar	Make a Difference (MAD) HOPE
The Benefits of Fashion	and Teach India
HS	HS Service

MESAC - VARSITY

13

Activities

HS

179

Students

HS

MESAC - JV

9

Activities

MS

43

Students

MS

9

Activities

HS

77

Students

HS

ASIAC

9

Activities

MS

187

Students

MS



ASIAC Athletics/ Activities hosted at AES

2

- ASIAC Soccer
- Music Festival

MESAC Athletics/ Activities hosted at AES

4

- MESAC Swimming
- Academic Games
- Senior Fine Arts
- JV Baseball / Softball

ASIAC Athletics Activities for which students traveled to Mumbai/Chennai

4

- ASIAC Volleyball
- Tennis
- Basketball
- Swimming

MESAC Athletics/ Activities for which students traveled to Dubai/Muscat

12

- MESAC Var Volleyball
- JV Volleyball
- JV Soccer
- Varsity Soccer
- Cross Country
- Tennis
- Wrestling
- JV Basketball
- Varsity Basketball
- Forensics
- Track & Field
- Badminton



Information Resources

Technology

Elementary School

of 1:1 devices (provided to students)

502 Student 1:1 iPads

of students who regularly used the MakerSpace

All 524 ES students, including PreK have used the Makerspace at least once! 40 - 100 students use the space daily - this includes regular classes, Grades 4 and 5 lunch recess program, iPOP sessions and AfterSchool Community use hours

Equipment used in MakerSpace (eg 3D Printer, etc)

6 iMacs, 80 MacBook Airs, wireless keyboards, DSLR cameras, Go Pro camera, Tripods, 1 Green screen recording studio, 1 Portable Green Screen, 1 3D printer, 2 Sewing Machines, Kitchen - Cooking equipment, 1 Dremel Tool, Robotics - Sphero, LEGO, Dot and Dash, Little Bits Electronics, Makey Makey Arduino

Technology used in the Elementary School

Second Graders used Google Earth for their SST Communities unit to develop understanding of communities, neighborhoods and learn reading, comparing maps and make inferences. **Grade 3** created iMovie trailers about the Courage (SST unit) interviews. **WL Spanish** used the Green screen to make Weather Reports.

Key data - Elementary School

Grade 2 - Students built models of remote controlled car, Beyblade stadium, baked cookies and cupcakes, Stop Motion videos, sewing dresses. **Grade 4** - students designed and built Cardboard Arcade games. **KG** students baked cookies for security guards, gardeners, cafeteria staff as part of the Service Learning activities. **Grade 1** students used the Design Thinking process to develop prototypes of clocks and calendars to help their family with morning and weekly routines. Grade 3 students designed and built iPad stands for use at their desks. **Grade 5** students built helicopters, desk organizers, game spinners and more during lunch recess free exploration time. **PreK** used recycle reuse materials to build Machines and Dolls. **WL French** students designing and building prototypes of Fashions of Future to help develop language communication skills.

ES Maker Mela - The second edition of this Family Design and Build event was attended by 385 students and parents

ES Maker Nights - Launched this year, the evening is all about community building in a Maker context

Teacher Maker Mela - PD opportunity for ES Faculty - An Introduction to the Maker Mindset, Space and Tools.

Community inclusion - Makerspace is open for families both Saturdays and Afterschool

Middle School

of 1:1 devices provided to students

302 Student 1:1 iPads

of students who regularly used the MakerSpace

Each day between 20 and 100 students in the Makerspace. This includes our after school program.

Key Equipment used in MakerSpace

22 iMacs, 80 MacBook Airs, 2 Green Screens, 1 3D Printer, 2 Sewing Machines, DSLR cameras, Flip Cameras, Tripods, wireless keyboards, DJ equipment

Technology used in th Middle School

The Direct Message: Students used the green room, the tech lab to report on school events and happenings.

Grade 6 Deepalaya Project in the Makerspace: Students built an easel, picture book boxes, sewed bags, made puppets for the community Library Project run by Michael Creighton.

Arcade game - Via the Students enrichment fund, students built an arcade game and programmed a Raspberry Pi to play retro games. The arcade was then painted by Art students under the direction of Ms. Willcott.

Grade 7 Math in the Makerspace: In their work with slopes, they designed playground equipment for the campus and created models in the makerspace

French class in the Makerspace: Students recreated their French stories in a variety of mediums, slow motion, videos, plays, they built props etc.

Makerspace class: First ever makerspace class. Toolboxes, programming, sewing, plus more adn then an opportunity for students to create their own project.

Theater Tech: Designed and built props and costumes for each of the plays in the makerspace. Props included a 12 foot puppet, signs, old books, swords, crowns etc.

Grade 7 Harry Potter Week: Wands, Mirrors, etc in the makerspace.

Grade 6 Ancient Greek unit: Greek myths painted on pots, building ancient catapults and mosaics.



High School

of 1:1 devices provided to students

345 MacBook Airs

of students who regularly used the MakerSpace

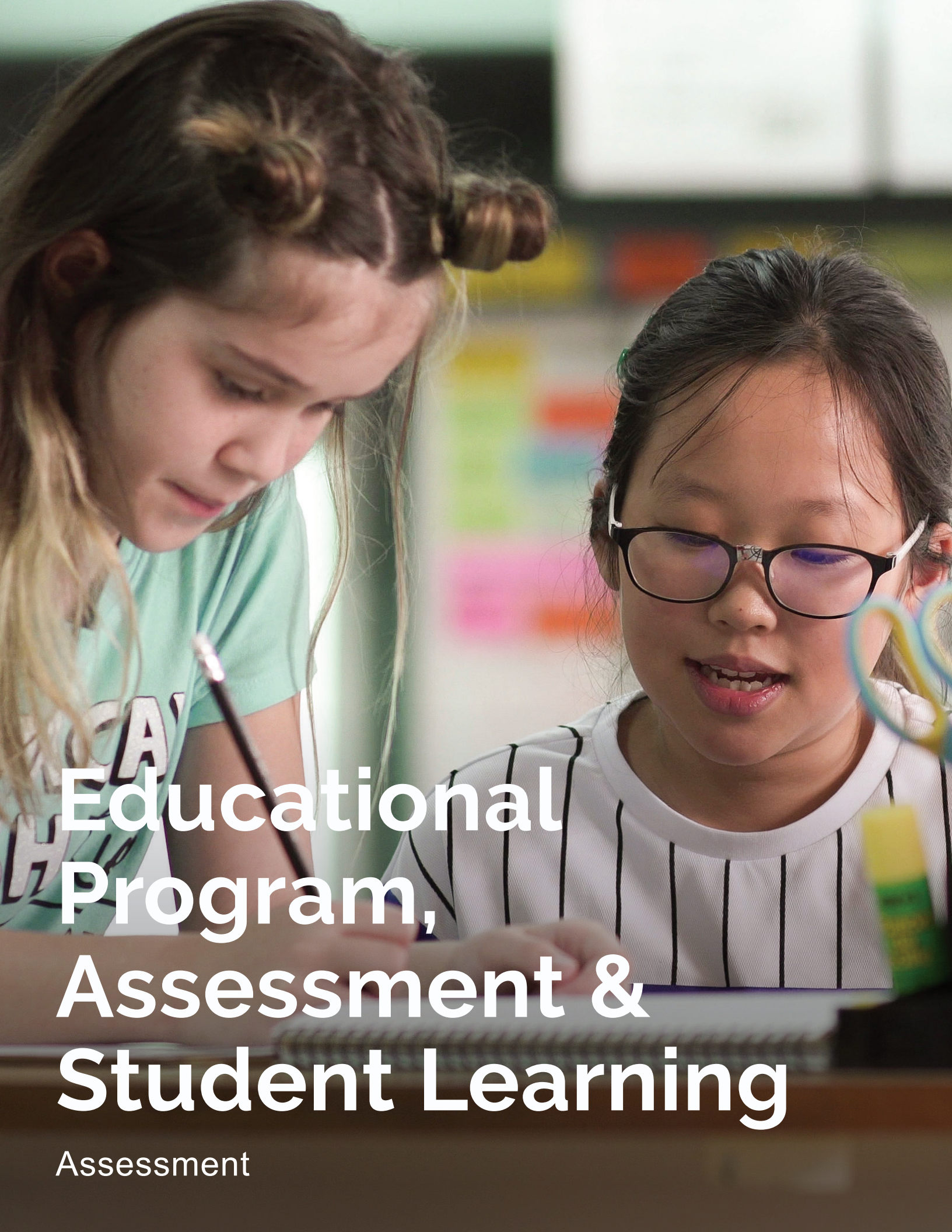
1-5 per day

Key Equipment used in MakerSpace

3 iMacs, 1 3D printer, DSLR cameras, tripods, 2 sewing machines, Go Pros.
Google Classroom, WordPress, and Google Sites to deliver curriculum.

Technology used in the High School

1.4 TB of video recorded of presentations, Socratic Seminars, micro-teaching, music videos, and sporting events.



Educational Program, Assessment & Student Learning

Assessment

Assessment is an important component of any school's curriculum framework. Schools consider the following questions:

1. What do we want our students to know and be able to do?
2. How will we know they have learned the content and skills?
3. What will we do if they show they have not learned the content and skills?
4. What will we do if they already know the content and skills and need to be challenged?

Assessment helps us understand #2. There are three categories of assessment: assessment for learning, assessment of learning, and assessment as learning.

Assessment "for learning" is the formative assessment teachers do on a daily, minute by minute basis. Formative assessment helps teachers decide what needs to happen next in the class, in instruction. Do we need to reteach the concept or skill? Do we need to provide a different scaffold for the lesson? Do we need to deepen or enrich the lesson for the student? Are we ready to move on?

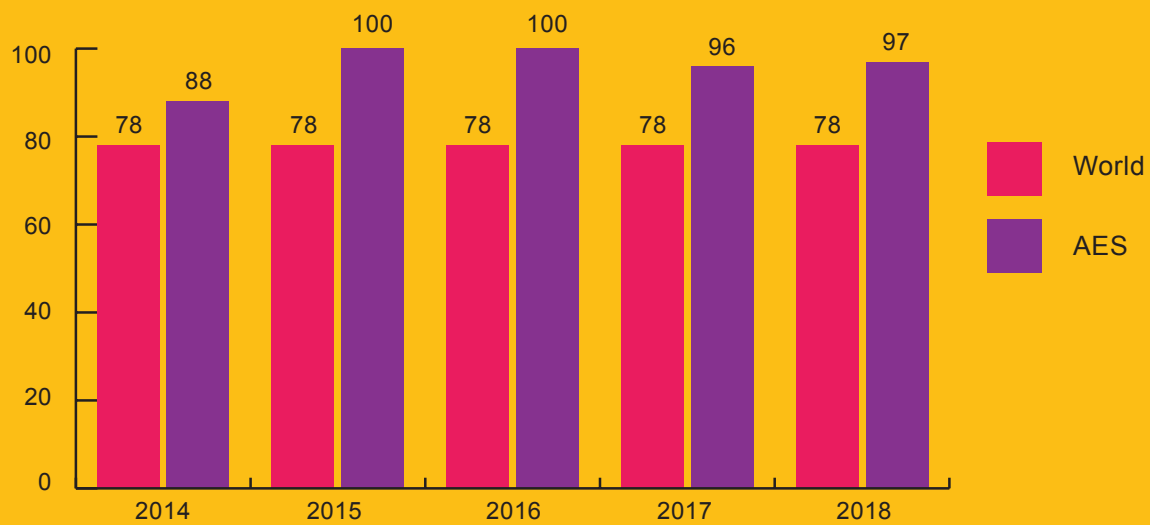
Assessment "of learning" is the summative assessments teachers do at the end of a task or unit of study. This is the evidence of what students know and can do.

Assessment "as learning" is the awareness students learn about themselves as learners. As students reflect on their learning in a unit or a project, they become more aware of their strengths and areas for improvement and to take more responsibility for their own learning

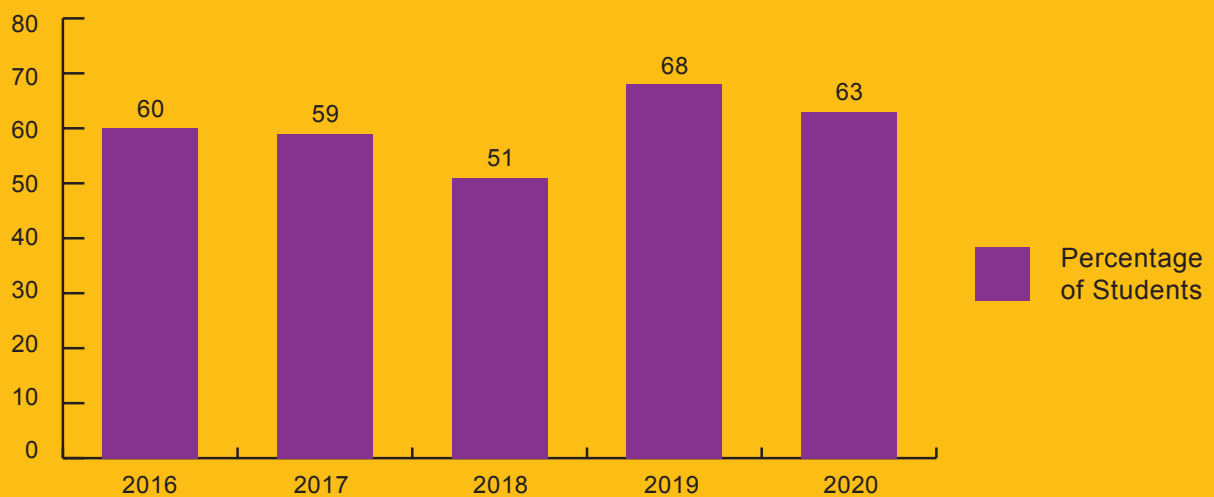
AES uses a variety of assessments in the classroom, and we use external assessments to learn about the strengths of our learners and our programs. The MAP assessment is an adaptive assessment that measures the annual growth of Grade 3 through 10 students in Reading, Language, and Mathematics. ACT, SAT, IB and AP are assessments that give us data on our students compared to others across the globe. All of these assessments give us snapshots of a student as a learner at a certain point in time.



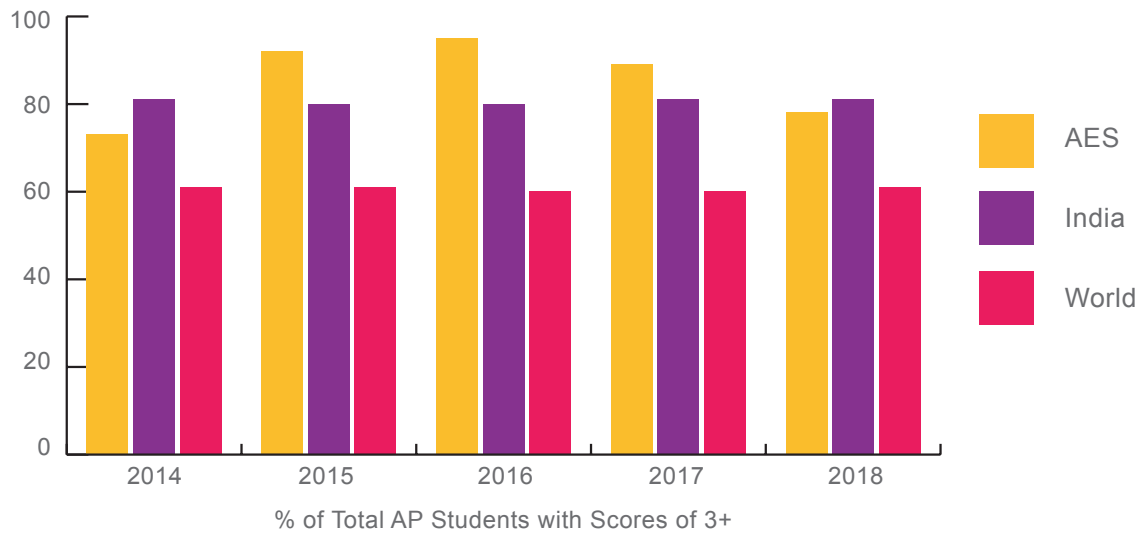
IB Diploma Pass Rates



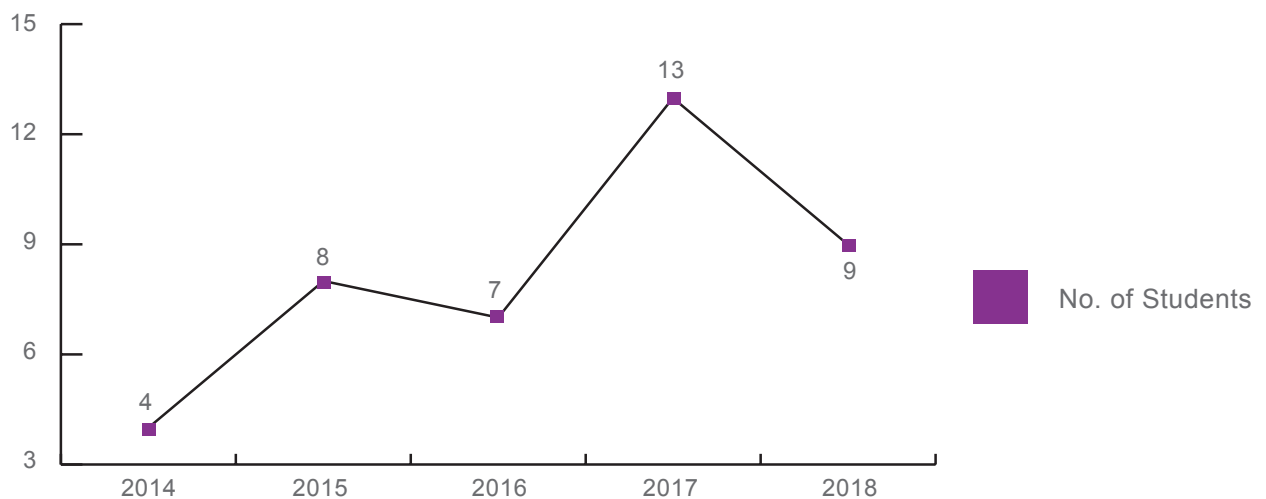
IB Diploma Participation at AES



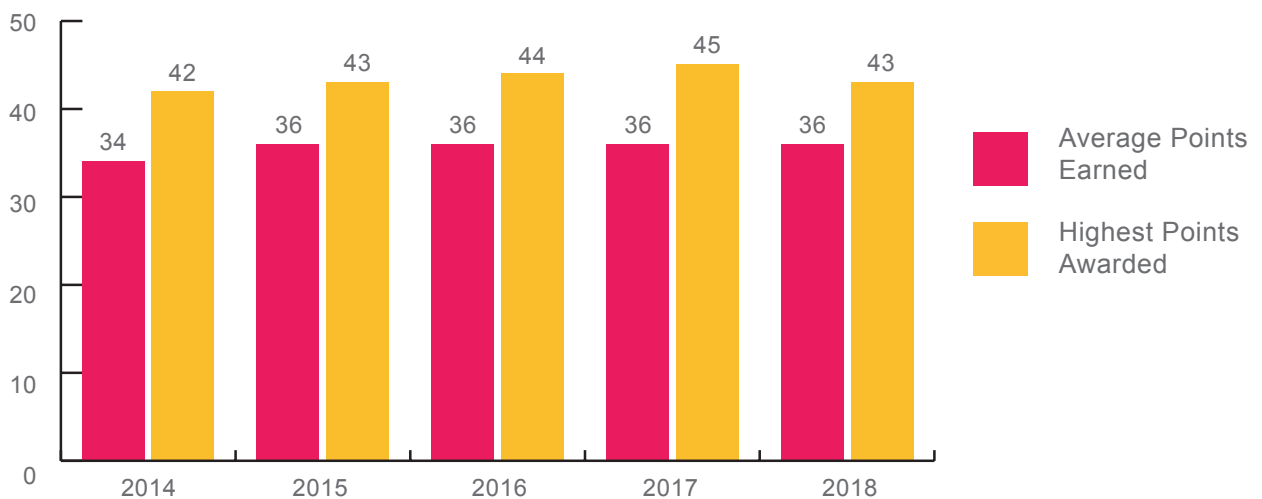
AP 5 Year Results



IB Diploma Students Earning 40+ Points



IB Diploma 5 Year Results

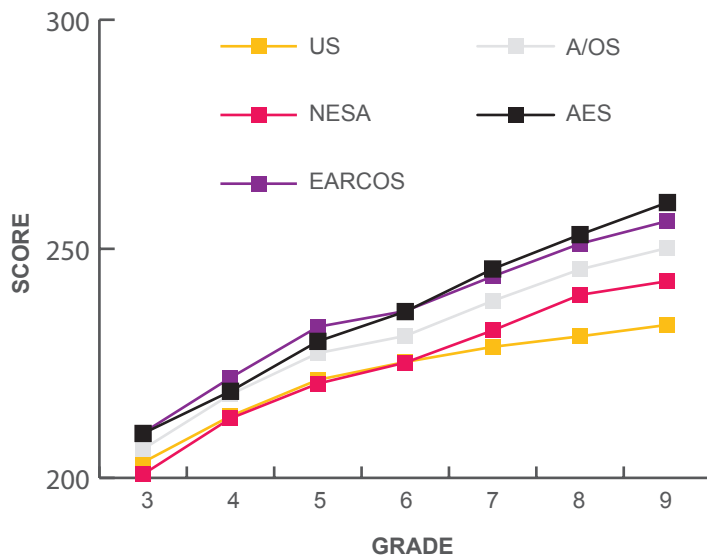


Measures of Academic Progress (MAP)

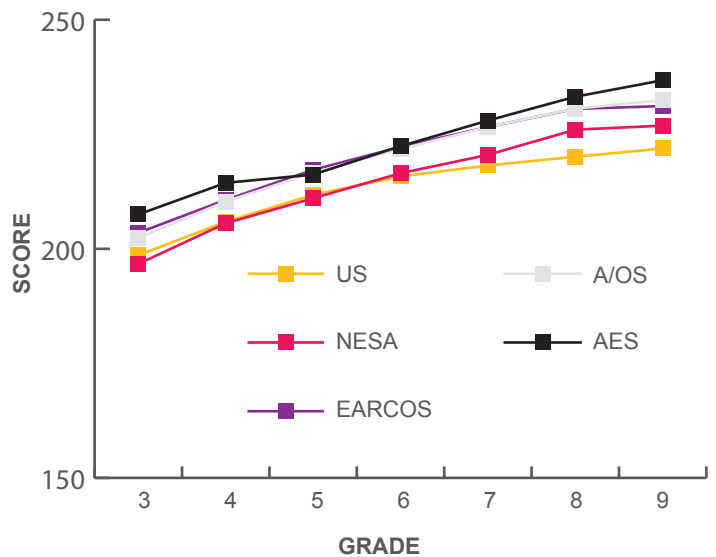
AES Spring 2017-18



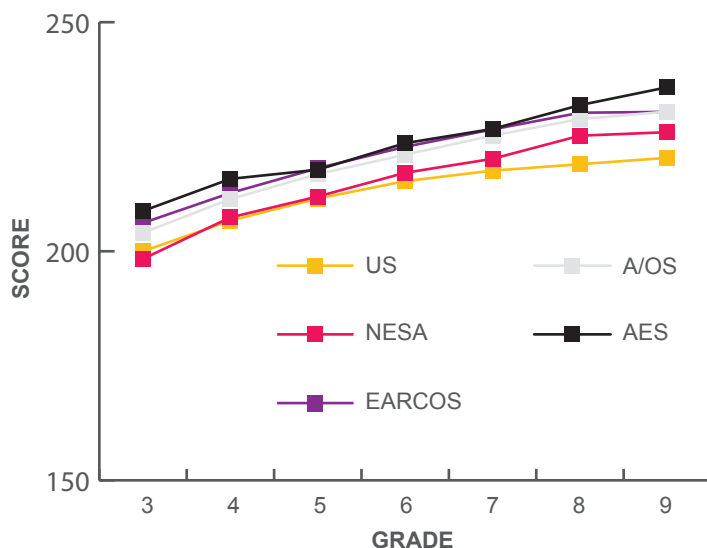
Mathematics



Reading



Language



Additional Information

The MAP (Measure of Academic Progress) assessments produced by the NWEA (Northwest Evaluation Association). Scores are in the "RIT" scale, and are directly comparable across grades and testing sessions.

Norm Groups

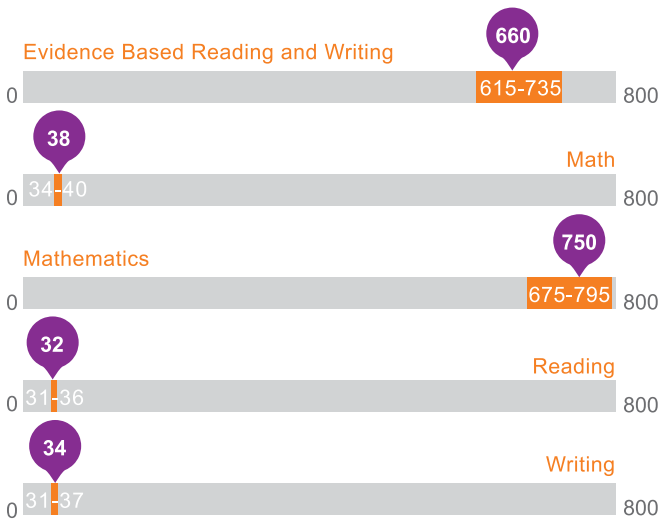
- "US" is based on a broad and representative sample of students across the United States. The sample is "representative of the US in that it is composed of students representing the geographic, economic, and racial diversity of the United States.
- "EARCOS" values come from students in schools that are part of the East Asia Council of Overseas Schools.
- "NESA" values come from students in schools that are part of the Near East South Asia Association of Overseas Schools.
- A/Os - Office of Overseas Schools. The US Department of State provides assistance to 193 schools around the world.

Educational Program, Assessment & Student Learning

Assessment

SAT Summary

Middle 50% & Mean

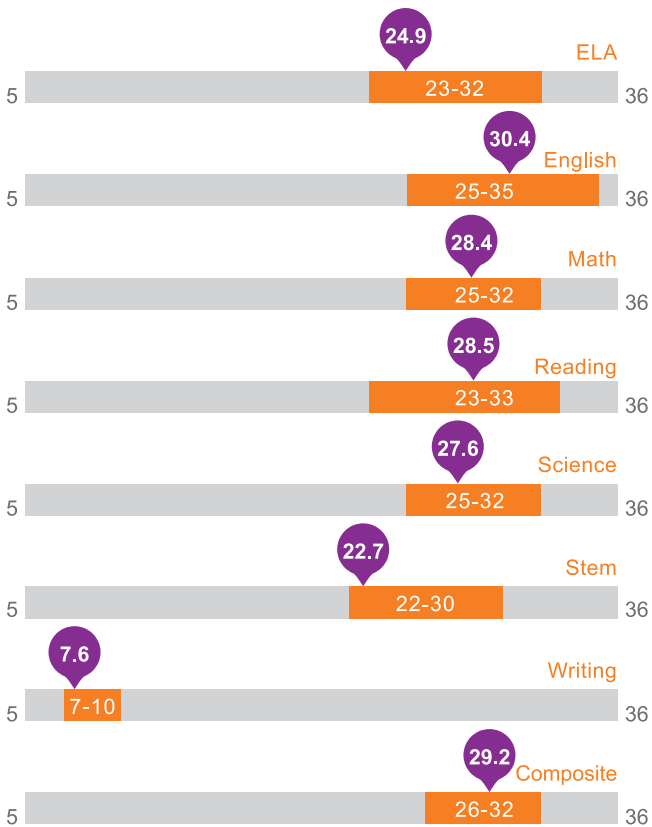


Average Score **1410** (1305-1505)

37 students

ACT Summary

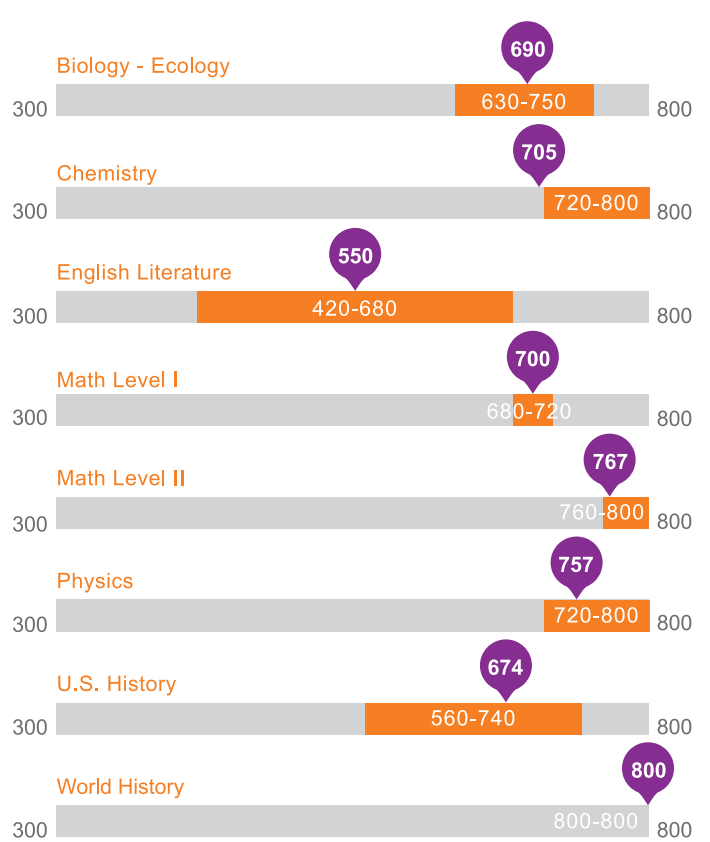
Middle 50% & Mean



21 students

SAT Subject Test Scores

Middle 50% & Mean



39 Students





Educational Program

University Acceptances

USA

American University
Barnard College
Baylor University
Boston University
Brandeis University
Brown University
Bryn Mawr College
Butler University
California Baptist University
California Institute of the Arts
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, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
Central State University
Chapman University

University of Chicago

Claremont McKenna College
University of Colorado at Boulder
University of Dayton
Drexel University
Elon University
Emerson College
Emory University
Florida International University
Fordham University
George Mason University
The George Washington University
Georgetown University
Georgia Institute of Technology
Haverford College
University of Illinois at Urbana-Champaign
Iowa State University
James Madison University
John Carroll University
Kenyon College
La Sierra University
Maryland Institute College of Art

Educational Program

University Acceptances

University of Maryland, College Park
Marymount Manhattan College
University of Massachusetts, Amherst
Miami University, Oxford
University of Miami
Michigan State University
Michigan Technological University
University of Michigan
Middlebury College
University of Missouri Kansas City
Mount Holyoke College
New Jersey Institute of Technology
New York University
Northeastern University
Northwestern University
Oberlin College of Arts and Sciences
Occidental College
Otterbein University
Pace University
Pennsylvania State University
University of Pennsylvania
Pitzer College
Pomona College
Pratt Institute
Purdue University
Rhodes College
Rochester Institute of Technology
University of Rochester
Rutgers University - Camden
Rutgers University - New Brunswick
Rutgers University - Newark
San Jose State University
Sarah Lawrence College
School of the Art Institute of Chicago
Scripps College
Skidmore College
University of South Carolina
University of South Florida, Tampa
University of Southern California
SAE Institute, Atlanta
Stevens Institute of Technology
Swarthmore College
Syracuse University
The University of Tampa
Texas Tech University
The University of Texas, Austin
Tulane University
University of Buffalo, The State University
of New York
Vassar College

Virginia Commonwealth University
Virginia Tech
Virginia Wesleyan College
University of Washington
Wellesley College
Wesleyan University
College of William and Mary
Williams College
Woodbury University
Xavier University

Hong Kong

The Chinese University of Hong Kong
City University of Hong Kong
The University of Hong Kong
The Hong Kong Polytechnic University

UK

Birkbeck, University of London
Brunel University London
Durham University
Imperial College London
King's College London
Kingston University
Lancaster University
London Metropolitan University
Loughborough University
Queen Margaret University
Queen's University
Southampton Solent University
University of Aberdeen
University of Bath
University of Bristol
University of Cambridge
University of Central Lancashire
University of Chichester
University of Derby
The University of Edinburgh
University of Essex
University of Exeter
University of Glasgow
University of Kent
University of Leeds
The University of Manchester
The University of Nottingham
University of Southampton
University of Surrey
University of Sussex
University of Wales Trinity Saint David
University of Warwick

Canada

University of British Columbia
McGill University
Nova Scotia College of Art and Design
University of Ottawa
Sheridan College Institute of Technology
& Advanced Learning
University of Toronto
University of Waterloo

Netherlands

Erasmus Universiteit Rotterdam
Leiden University College The Hague
Universiteit Utrecht
Universiteit van Amsterdam
University College Maastricht

Singapore

National University of Singapore
Yale NUS College

Japan

Ritsumeikan University

Malaysia

University of Nottingham, Malaysia

Korea

Sungkyunkwan University

France

The American University of Paris

Spain


IE University

**Bold type indicates matriculation of one or more students.*



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