



aes

American Embassy School
An International Community

2018-19
ANNUAL REPORT

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“We can be proud of all that our students, faculty, staff and community accomplished during the 2018–19 school year—in our classrooms, on our courts and fields, in the theater and everywhere that students gather.

We started the year with 27 new faculty members. AES proved it is a welcoming community not just with our new staff, but also by welcoming 266 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.

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. Space Pirates! Angry Jurors! Shrek! Our second annual faculty and staff art show! ASIAC and MESAC Gold medals, and other impressive honors and awards for AES Tigers! Beyond the numbers, there are many stories of the joyful pursuit of excellence across the school, in academics, athletics, arts and service. Time and again our students and faculty made us proud.

A major development at AES this year was the roll out of a new learning ecosystem for Grade 5. After working in the spring of 2018 with an experienced educational architect and educators from other schools with open, flexible spaces, we opened in August 2018 with a beautiful new space for all grade five students and teachers to move flexibly and to group themselves responsively to the learning needs of the moment. During the school year, the G5 team learned to live in their new spaces and to use them to collaborate and to personalize learning for their students. It was a busy year for everyone, but based on their success we have planned to expand this flexible learning design into three other grade levels for the 2019–20 school year.

In any large community, we share both our celebrations and our sorrows. We are sometimes called to support one another in times of loss or tragedy. Students, staff and parents responded generously to the tragic flooding in August 2018 in Kerala State through the Goonj Foundation and by making donations to rebuild a school. Sadly, one of our AES staff members passed away in December 2018. Mohan Singh was a cook for 11 years in our school kitchen. School staff and parents donated for a Trust Fund to provide an annuity to ensure that his children could continue attending good schools in the coming years. Then we were all saddened by the death of one of our Grade 11 students. Ioana Metea was struck by a car on Christmas Day in her home country, and passed away several weeks later. Her death touched all of us deeply.

Thirty teachers will be leaving AES at the end of May, 2019. We wish them all the best, and offer our thanks for their contributions to our students and programs. Altogether, AES employees have given 868 years of commitment and service to the students and school. That’s an amazing record of longevity!

Thank you for reviewing this Annual Report. If you were a member of our community in 2018–19, I hope it will give you reason to smile and reflect. If you joining our community or thinking of coming to Delhi, it will give you a flavor of some of what makes the American Embassy School such a special place.

Jim Laney Jr.
School Director



“One of the most important roles that the Board of Governors plays at AES is to guard our school’s mission — our *raison d’être* for being in the international school business — and to make sure that we are fully supporting the people at the school who make it come alive. Our mission says:

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.

During the 2018-2019 school year, as we planted the seeds for our strategic planning process, the Board took a close look at our mission statement. We decided that we still loved it. It offers a powerful approach to education by honoring wonder, rigor and heart. All of these aspirations seemed fitting and attainable as we thought about our incredibly special student body.

Our mission fully flourishes when it nests with other shared values at our school, like the imperative of being inclusive. This year, the Board augmented AES’s mission by adopting the following statement of inclusion:

The American Embassy School is a community of diverse learners. We celebrate the strength of our diversity and are committed to nurturing a culture of belonging. All members of our school community actively support every learner’s academic, social and emotional growth.

Wonder. Rigor. Heart. Diversity. Personal Growth. Our students, as great as they are, still need help to internalize these attributes. As parents, we can encourage these values at home. As Board members, we can promote policies and behaviors that facilitate the maturation of these values on campus.

But where are our students really absorbing these values for many hours of the day? In the classroom.

At the core of our mission is our vibrant, motivated and inspired faculty. The Board exalts our entire staff who make this school one of the best in the world. This year we took bold steps to support them as much as possible.

The Board approved a budget that focused significant investment in faculty salary and compensation. We prioritized equity and moved toward making compensation packages consistent among faculty groups. We offered faculty support to explore India and Asia; we introduced an early notification bonus for teachers who know they want to stay; we increased allowances for professional development; and finally, we were very proud to herald the innovation fund for teachers that offers them financial support to explore great ideas. We did this by using operational reserves and offsetting any incurred debt by promoting enrollment and endorsing a financial plan that balances our budget within five years.

Thinking creatively about how to entice our excellent faculty to stay at AES, as well as attract new teachers to our community, is some of the most important work we do as a Board. Because in the end, they breathe life into our mission and lift up our students so we can experience joy, inspiration, compassion and belonging together.

Thank you to our entire community for the role you play in achieving our mission.

The Board of Governors

MISSION

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.

aes

American Embassy School

ACADEMICS





“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.

The AES Mission came alive for the Elementary School in 2018–2019. It’s hard to spend more than a few minutes in our new early childhood cafeteria, where four years olds are pouring from a pitcher for their three-year-old classmates at a family-style table and not find joy! Our fifth graders enjoyed a redesign with a focus on flexibility. The bright colors, collaborative spaces, range of seating, and movable walls also resonate that same sense of joy for our students’ pursuit of learning. Service was a renewed area of focus in the Elementary- as our students embedded service-learning into their curricular experiences. For our youngest AES Tigers, community begins at home, baking cookies to thank our security guards, while older students visited The Free School Under the Bridge, which supports students who live adjacent to the Yamuna River. Service is also an important part of our leadership philosophy, as the grade 4 and 5 student leaders organized a coin drive in support of Kerala Flood Relief. Our balanced pursuit of excellence is fully embodied in our Pursuit of Passion (iPOP) program. Students can choose between basketball, self-defense, or gymnastics in the area of athletics. Arts are explored deeply as students learn macrame, prepare for a musical, or simply follow their imagination in a lego activity. Throughout the school, we seek opportunities to develop the whole child, with an understanding of the difference excellence represents for each student.

Dr. Nada Collins
ES Principal

“The middle school at the American Embassy School provides a holistic program for students in grade six to eight.

Students in MS are provided opportunities to challenge themselves in academics, arts, athletics and service which offers students opportunities to explore and expand their interests through clubs and sport. Our week without walls program (WoW) is another way students develop their independence and grow as individuals while exploring and learning more about their host country, India.

Our focus for the 2018–19 school year was on building a ‘Culture of Care’. In support of this we initiated our Fort program, which is a way to provide opportunities for students across age groupings to make connections and build community. The theme of ‘Culture of Care’ was also present in our advisory program where children focused on their role in supporting a healthy and collaborative community that looks to serve others. Our service day in the second semester allowed students to go into the community to explore service to humanity and to the environment.

MS students also examined their own environment and were part of a team who worked with an architect to begin re-imagining our learning spaces. Their input helped to develop the renovation of the first floor that occurred over the 2019 summer break.

Anthea Clifton
MS Principal



“The high school at the American Embassy School provides opportunities for students to learn, reflect, and grow through a dynamic mix of academics, athletics, activities, service, and leadership opportunities. Our AP/IB programs in HS, twelve service clubs, dozens of clubs, sports teams, and many other extra-curricular activities are only some of the ways our students stay connected and continue their joyful pursuit of excellence. Every year in spring, our students and faculty experience incredible India through our Minicourse program. Our counseling and student support team are fully committed to welcoming and supporting new and returning students and families in having a great start every semester. Every year, AES hosts around 200 universities from all around the world when our students and parents get to interact and learn directly from those university representatives about various options for future studies beyond high school.

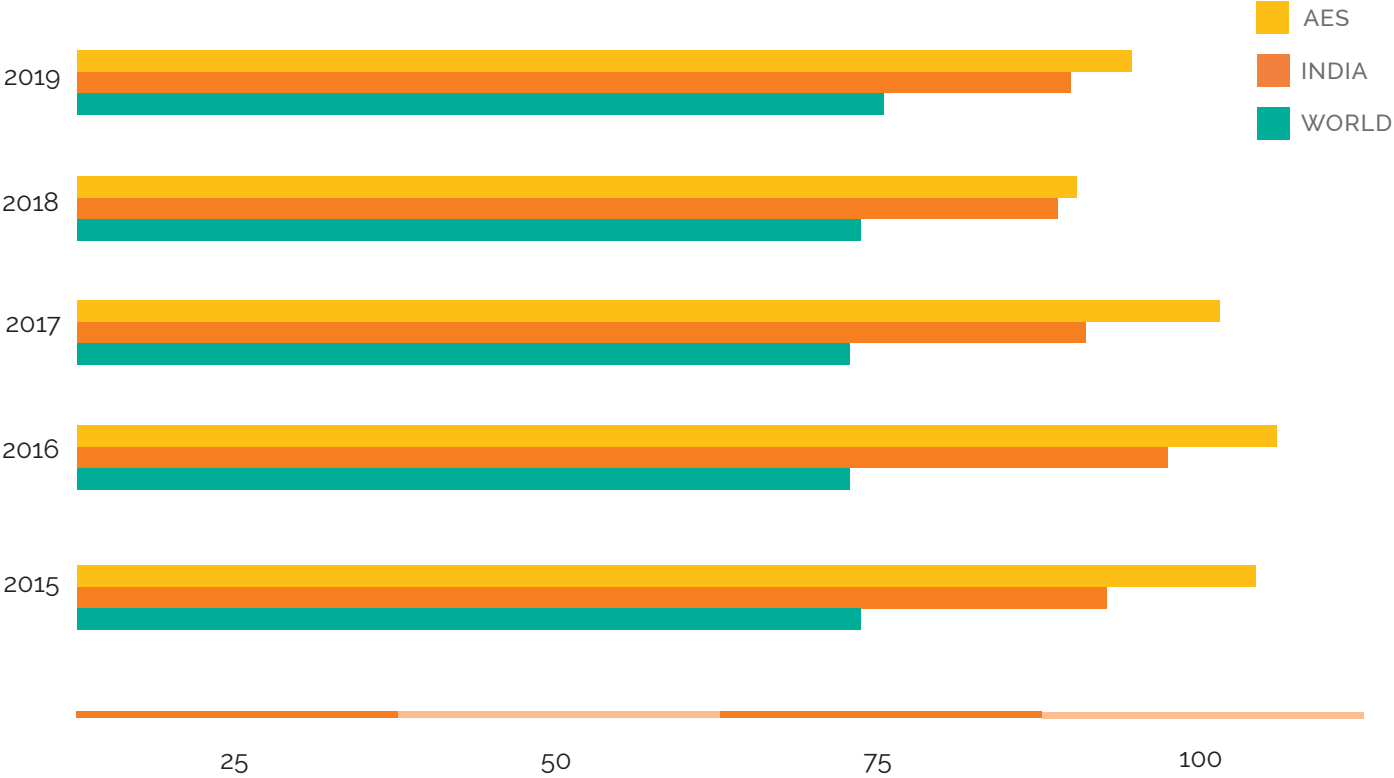
Highlights of the 2018–19 school year include the launch of a new Grade 12 one-day retreat with counselors for the university application process. We also instituted the first formal AP/IB mock exam session to give students a more realistic experience of exam conditions and timings. The HS MakerSpace continues to expand the equipment list to better support student’s personal projects and the classes that use the MakerSpace. Plans are in place to purchase 360 new MacBook Airs and to replace student’s current laptops providing a more reliable, faster MacBook to support their learning.

Paul Johnson
HS Principal

ASSESSMENT

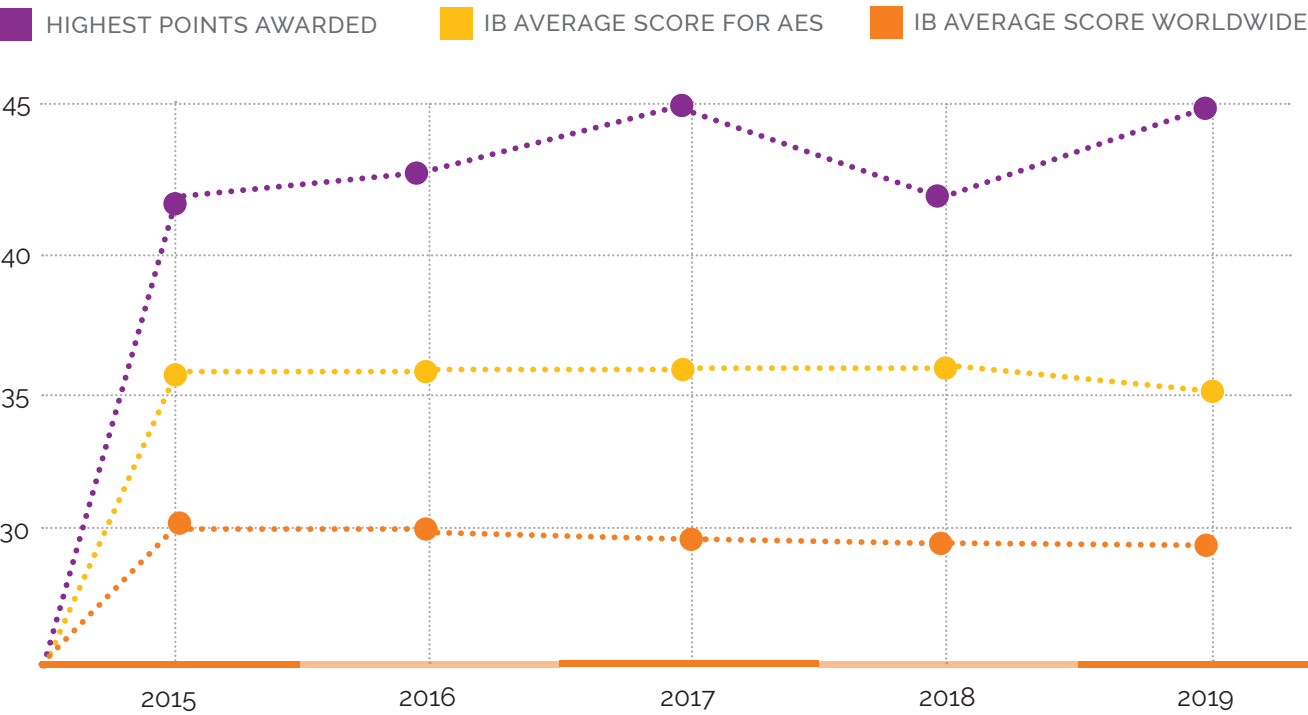
ADVANCED PLACEMENT (AP) SUBJECT TESTS

% of total AP students with score 3+

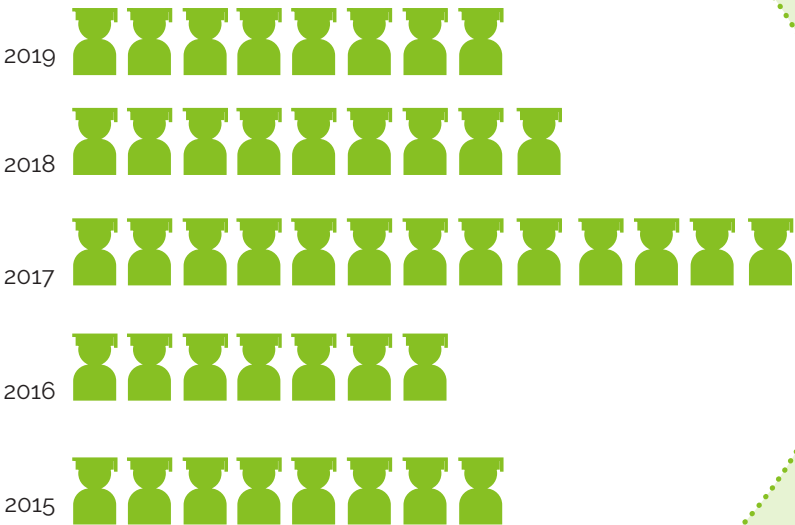


INTERNATIONAL BACCALAUREATE (IB)

AES school statistics

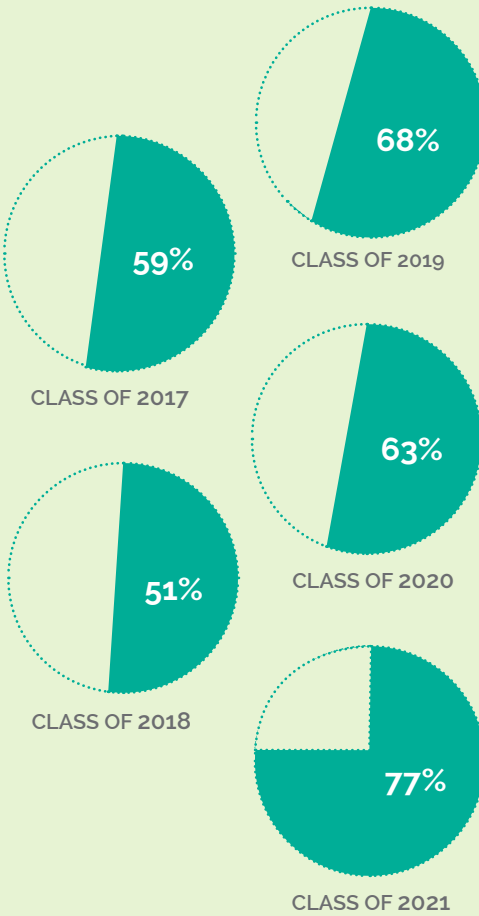
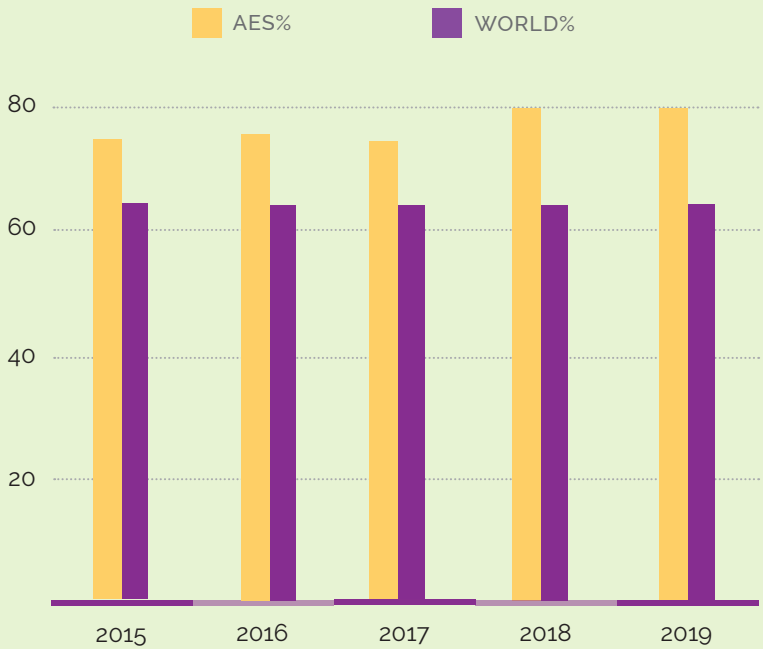


NUMBER OF FULL DIPLOMA STUDENTS EARNING 40+ POINTS



IB DIPLOMA PASS RATES

FULL IB DIPLOMA PARTICIPATION AT AES

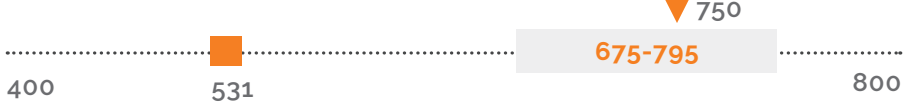


SAT DATA FOR CLASS 2019
Mid-50th Percentile and Average Score

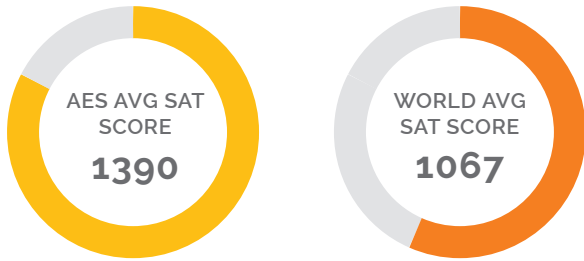
Evidence based Reading
and Writing



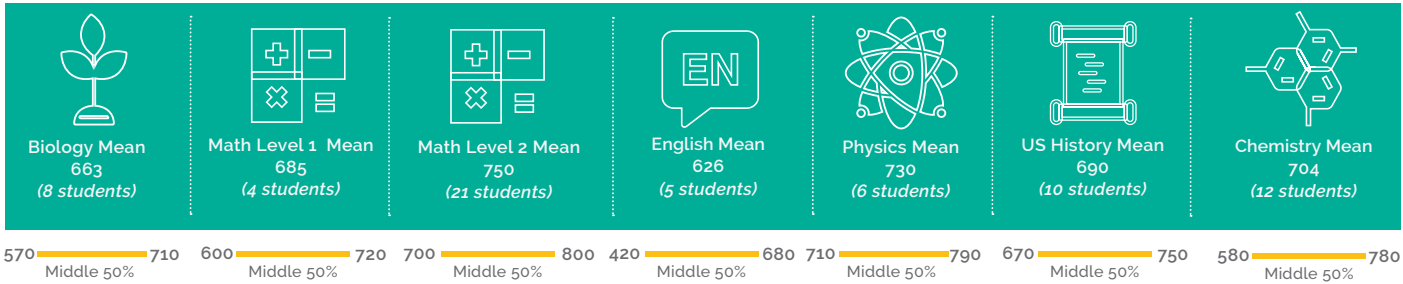
Mathematics



2018-2019 National Average



SAT SUBJECT TEST DATA



ACT DATA FOR CLASS 2019

*AES strongly recommends students take the ACT writing

Mid-50th Percentile and Average Score

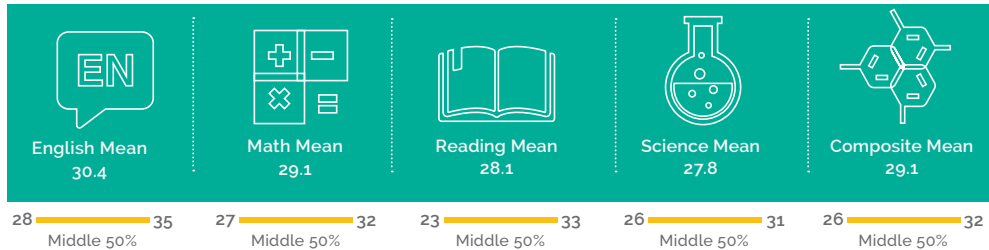
English



Math



Reading



Measures of Academic Progress (MAP)

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

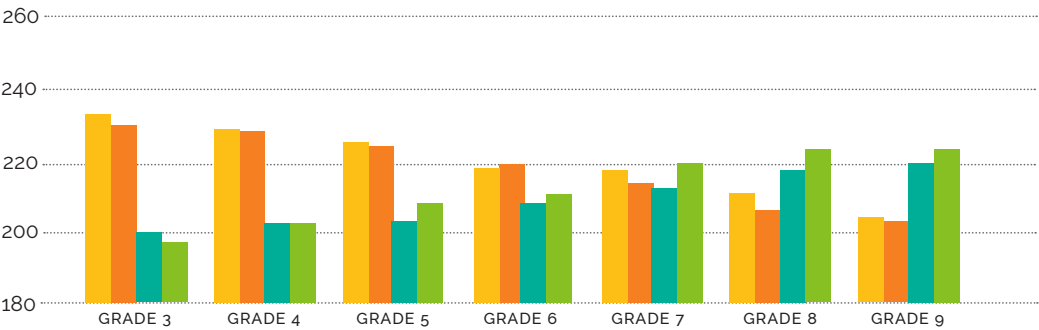
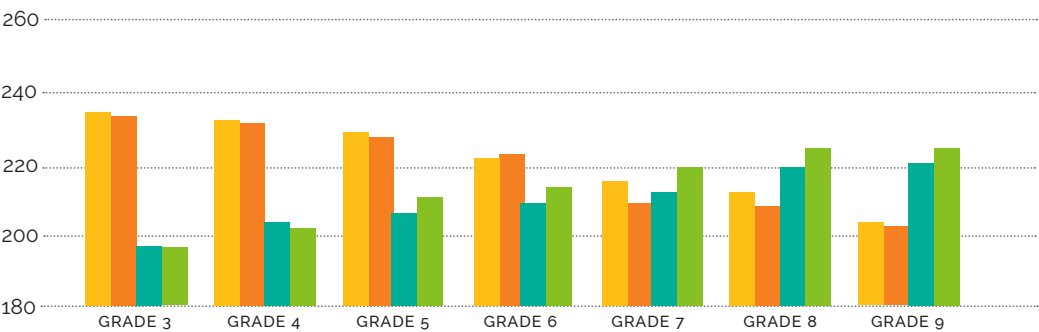
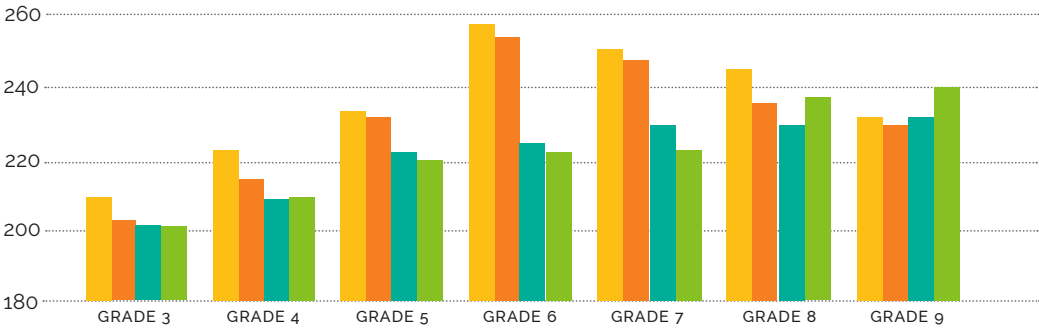
Norm Groups

-US values are based on a broad and representative sample of students across the United States.

The sample is representative of the US because it is composed of students representing the geographic, economic, and racial diversity of the United States.

NESA values come from students in schools that are part of the Near East South Asia Association of Overseas Schools.

A/OS values - Office of Overseas Schools. The US Department of State provides assistance to 193 international schools through support programs.



UNIVERSITY ACCEPTANCES



CLASS OF 2019

US

American University
Babson College
Bates College
Beloit College
Boston University
Bowdoin College
Brigham Young University, Idaho
University at Buffalo,
The State University of New York
California College of The Arts, San Francisco
California Institute of the Arts
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
Canisius College
University of Central Florida
Clark University
University of Colorado at Boulder
Colorado School of Mines
Columbia University
University of Connecticut
Drake University
Eckerd College
Emory University
Florida Southern College
Florida State University
The George Washington University
Georgia Institute of Technology
Illinois Institute of Technology
University of Illinois at Urbana-Champaign

University of Iowa
University of Kansas
Lawrence University
Lehigh University
Lewis & Clark College
Loyola University Chicago
Marquette University
University of Massachusetts, Amherst
University of Massachusetts, Boston
University of Miami
University of Michigan
Michigan State University
Middlebury College
University of Minnesota, Twin Cities
New College of Florida
North Carolina State University
University of North Florida, Tampa
Northeastern University
Oakland University
Otis College of Art and Design
Pennsylvania State University
Pomona College
Purdue University
Reed College
Rensselaer Polytechnic Institute
Rhodes College
University of Rochester
Rutgers University - Camden
Rutgers University – New Brunswick
University of San Francisco
School of the Art Institute of Chicago
School of Visual Arts
Scripps College
Skidmore College

Smith College
University of Southern California
SUNY Buffalo State College
SUNY Fredonia
Stony Brook University
Syracuse University
The New School
Trinity College
Tufts University
Vassar College
University of Vermont
Virginia Tech
University of Washington
Washington University in St. Louis
Wayne State University
College of William and Mary
University of Wisconsin, La Crosse
University of Wisconsin, Madison
Worcester Polytechnic Institute

AUSTRALIA

Blue Mountains International Hotel Management
Bond University
International College of Hotel Management

CANADA

University of Alberta
University of British Columbia
University of Calgary
Dalhousie University
University of Guelph
Emily Carr University of Art and Design
McGill University
McMaster University
Queen's University
Ryerson University
Simon Fraser University
University of Toronto
University of Victoria
University of Waterloo
Western University

CHINA

NYU Shanghai

HONG KONG

The Hong Kong University of Science & Technology
University of Hong Kong

ITALY

Universita Bocconi

KOREA

KAIST – Korea Advanced Institute of
Science and Technology
Korea University
Yonsei University

MEXICO

Instituto Tecnologico Autonomo de Mexico

NETHERLANDS

Christelijke Hogeschool Windesheim
Erasmus Universiteit Rotterdam
Erasmus University College
Hogeschool van Amsterdam
Hotelschool The Hague, Amsterdam
Leiden University College The Hague
University College Maastricht
NHL Hogeschool
University van Amsterdam
University Utrecht
Wageningen University

NEW ZEALAND

Otago University

SINGAPORE

Nanyang Technological University
National University of Singapore
Yale - NUS College

UAE

Emirates Academy of Hospitality Management
NYU Abu Dhabi

UK

Brunel University London
Central Saint Martins College of the Art & Design
Durham University
Imperial College London
King's College London
Kingston University
Loughborough University
University College London
The University of Edinburgh
The University of Manchester
The University of Nottingham
Trinity College Dublin
University of Bristol
University of Essex
University of St Andrews
University of Surrey
University of Sussex
University of Warwick
University of York

TECHNOLOGY

ELEMENTARY SCHOOL



550
Student 1:1 iPads

All 524 ES students, including PreK used the makerspace- this includes integrated STEM projects, Service Learning projects, Grades 4 and 5 lunch recess program, iPOP sessions and After School Community use hours.

Example of technology used in a curricular program

Grade 4 worked in teams to plan, build and grow a model of the Indus Valley Civilization using Minecraft. They experienced how natural disasters affect the growth and development of a civilization. Grade 2 also used Minecraft as a tool to collaboratively build a community to show their understanding of the social studies unit. Both these are examples of the TPACK planning model.

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 make Geoboards.. 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. WLFrench students designing and building prototypes of Fashions of Future to help develop language communication skills.

The third edition of this Family Design and Build event was attended by 382 students and parents.

Makerspace is open for families both on Saturdays and Afterschool.



A much popular event, the evening is all about building class communities in a Maker context.

These DIY Maker kits are available for students and families to use during their time in the Makerspace.



MIDDLE SCHOOL



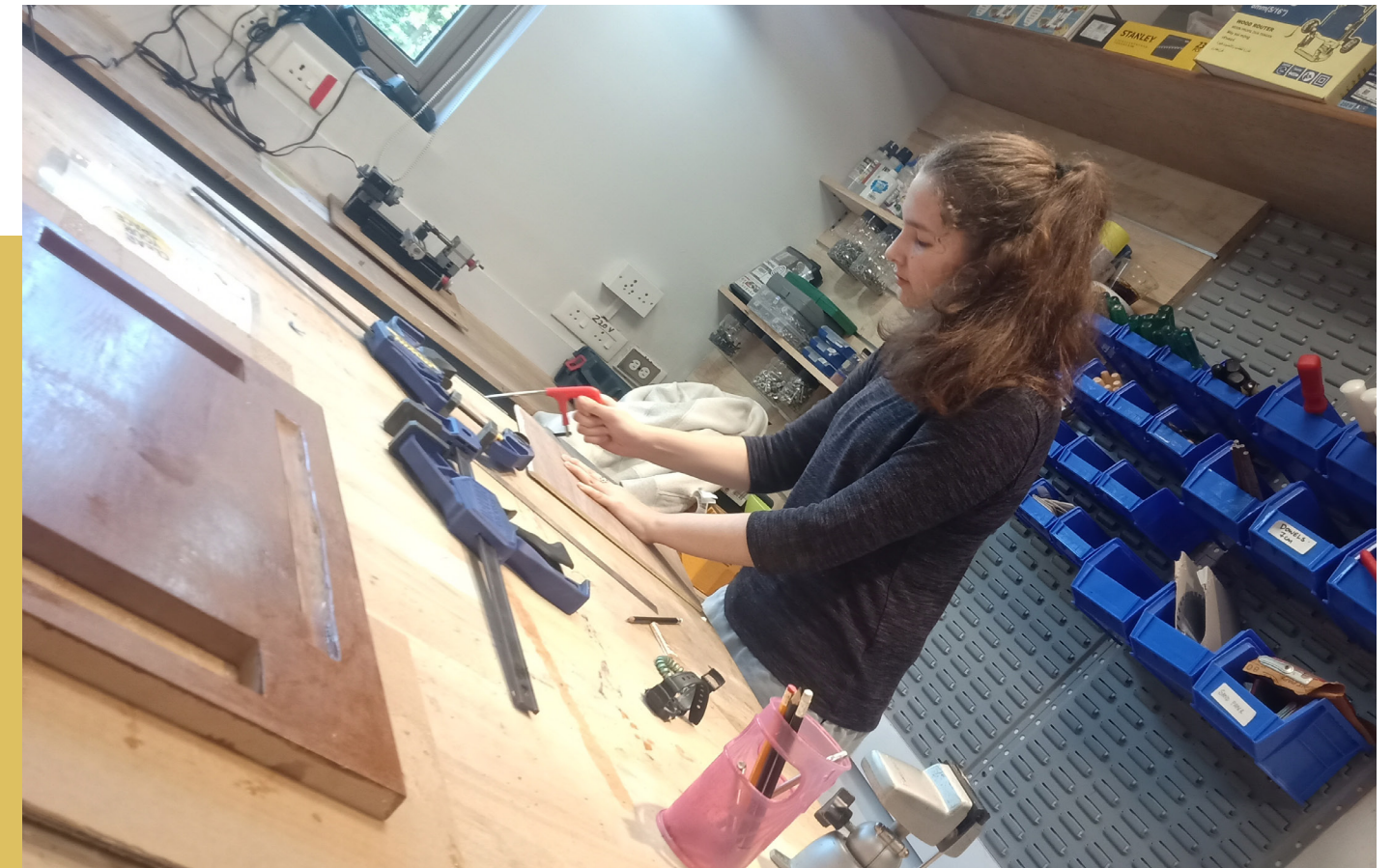
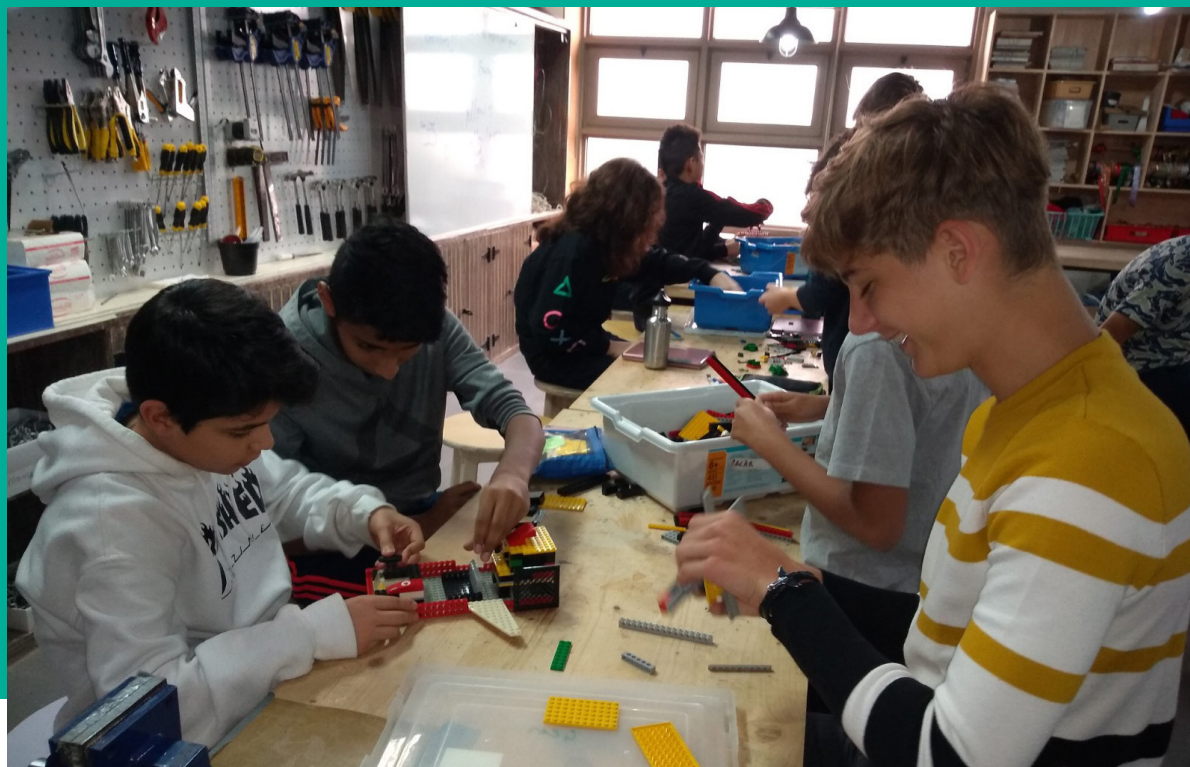
302

Student 1:1 iPads

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

Example of technology used in a curricular program

- 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 and 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



345

MacBook Airs

1-5 per day (MakerSpace is shared with a classroom which causes scheduling conflicts).

Example of technology used in a curricular program

Google Classroom, WordPress, and Google Sites to deliver curriculum.

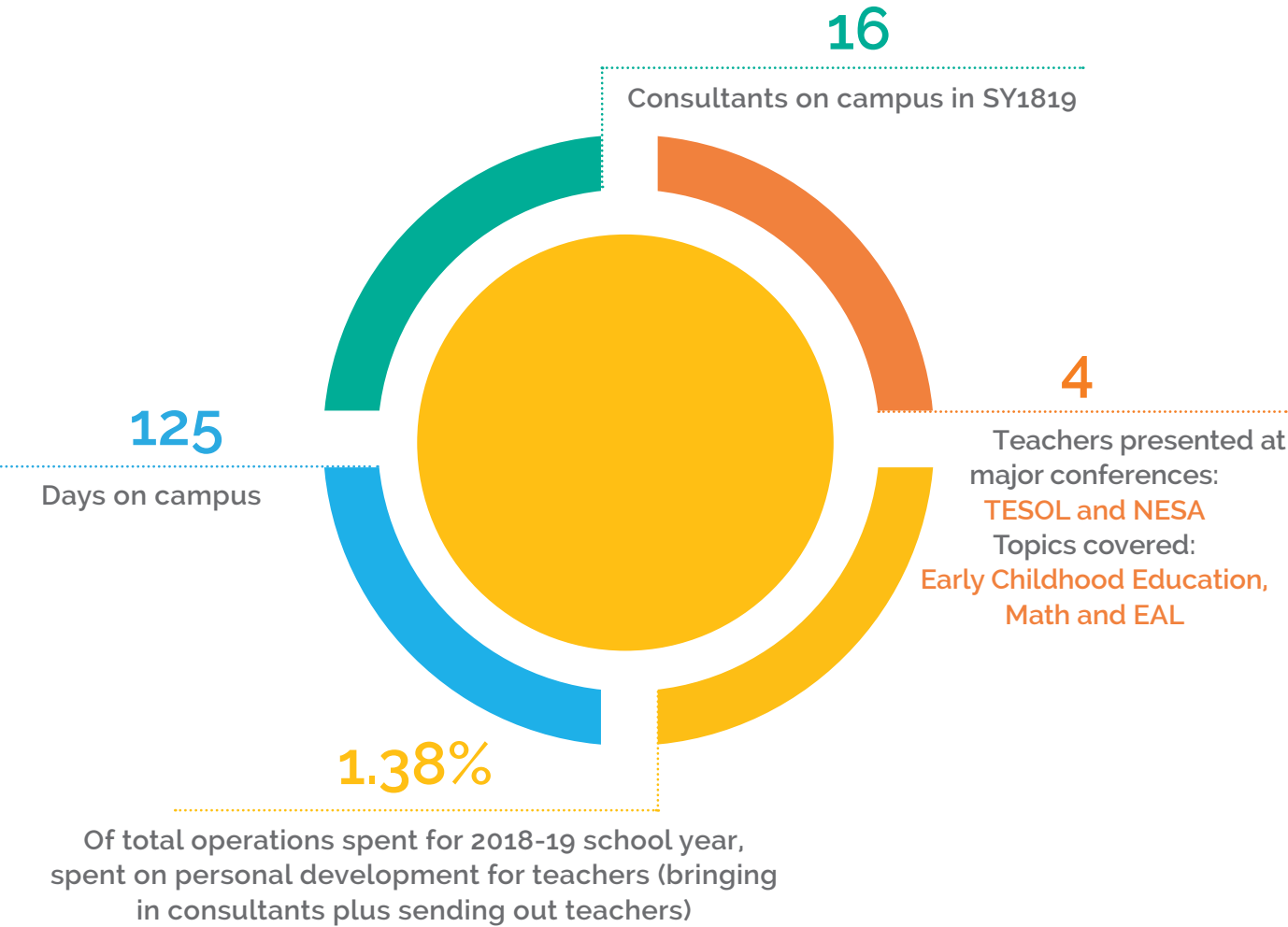
1.4 TB of video recorded of presentations, Socratic Seminars, micro-teaching, music videos, and sporting events.

PROFESSIONAL LEARNING



“Professional Learning is a cornerstone for the faculty, staff, and parents at AES. Knowing the importance of having teachers and leaders who are knowledgeable and skilled in research-based, effective practices and programs becomes the motivation for encouraging professional growth among our teachers, leaders, and assistants. Teachers and administrators are constantly learning with leading educational experts who come to campus, through graduate degree courses both online and in the summer, and by attending trainings at world-class trainings and conferences. AES parents are often invited to special sessions with visiting educational experts so that parents understand the foundations to our programs and approaches to classroom instruction. Professional development opportunities are linked to the concept of continual improvement that is a hallmark of an excellent school.

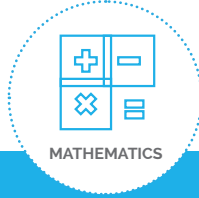
Dr. Shirley Droese
Director for Teaching and Learning



CONSULTANTS ON CAMPUS



Kathy Collins (PK-2) 2 visits | 8 days
Matthew Glover (K-5) 1 visit | 5 days
Stevi Quate (6-12) 1 visit | 6 days



Erma Anderson (PreK-12) 2 visits | 10 days



Mark Church (PreK-12) 2 visits | 11 days



Kim Bane (PK-12) 4 visits -21days
Jason Hicks (PreK-12) 4 visits – 23 days
Paula P Frampton (3-10) 3 visits - 6 days
Kelly Miller (6-12) 1 visit – 3 days
Lee Ann Jung (K-12) 1 visit – 6 days
Benjamin Schiffrin (PreK-12) 1 visit | 5 days



Helena Curtain (1-12) 1 visit | 8 days



Joelle Basnight (PreK-12) 1 visit | 4 days
Megha Radhakrishnan (PreK-12) 1 visit | 4 days



Sean Truman (PreK-12) 1 visit | 4 days
Dierdre Flynn 1 visit/ 9 days
Will Straughan 1 visit/ 9 days



Kath Murdoch (PreK-12) 1 visit | 1 day

ARTS



ARTS

INTERNATIONAL LEARNING OPPORTUNITIES

STUDENT GROUP	# OF STUDENTS TRAVELLED	PLACES VISITED
<div>IB Theatre and Dance</div> <div>Students attended five West End shows each and learned new high-level skills in five theater/dance workshops. All workshops were taught by specialist instructors at Pineapple Studios London.</div>	18	London
IB Visual Arts	10	Barcelona
French Language Trip	17	Paris, France
Mandarin Language Trip	6	Taiwan
Spanish Language Trip	15	Valladolid, Spain
World Math Championship	9	Tokyo
MUN Thimun	16	Doha
MUN IASAS	10	Manila
<div>MESAC Fine Arts Trip</div> <div>Students took part in three days of collaboration on original theater work with four other schools.</div>	3	Dubai
<div>ISTA festival</div> <div>Students participated in the International Schools Theatre Association Festival in Jakarta, which featured a combination of drama and service learning.</div>	17	Jakarta



CONCERTS

Grade 1-5 Music Night

Music Nights are a celebration and sharing of music. Students sing, dance and play instruments and present polished performances for an audience.

409 students participated

Pre-K and Kindergarten Sing-a-alongs

Early Childhood sing-a-alongs occurred monthly with the aim of building community between students, teachers and parents.

100 students participated

ES Musical

4th and 5th Graders presented 'Space Pirates'.

45 students participated

ES Variety Shows

A show for students to share their passions from dancing to solving a Rubik's cube on the stage.

50 students participated

ES Concert

The afterschool music ensembles- Treblemakers and Orffestra have a concert

40 students participated

MS Music Classes

235 students participated

HS Music Classes

80 students participated

ASIAC Music Festival

2 performances in a year

HS Music Classes

6 MS/HS concerts plus **2** solo/emsembles concerts



VISITING ARTISTS

Theatre Artist Mark Hill

40 students attended

PRODUCTION

HS Fall & Spring Productions- Brooklyn Nine- Nine & Twelve Angry Jurors

50 students participated

Combined, both productions involved 40 to 50 HS students who were actors, directors, makeup artists, costume designers, poster designers, light operators, prop makers and backstage crew. Attendance was strong, with over one thousand tickets sold and a number of full-house performances.

MS plays were The Curious Incident of the Dog in the Night-Time, and The Land of Stories, adapted by one of our 10th grade students

Students not only perform in the plays, but also do all our design and tech work as well. They get professional-level experience as lighting technicians, sound and video editors, as well as sets, costumes, and makeup designers.

ATHLETICS



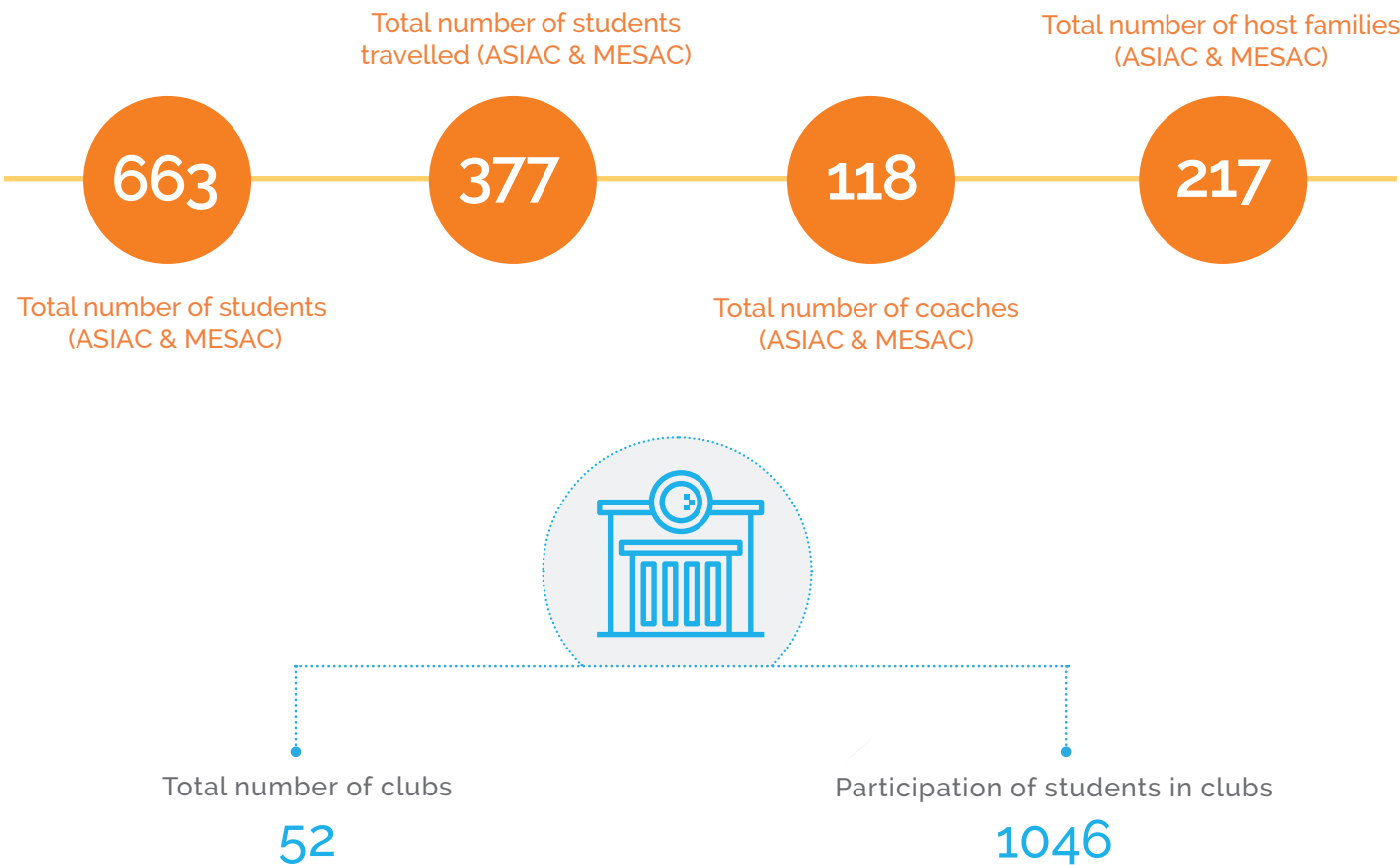
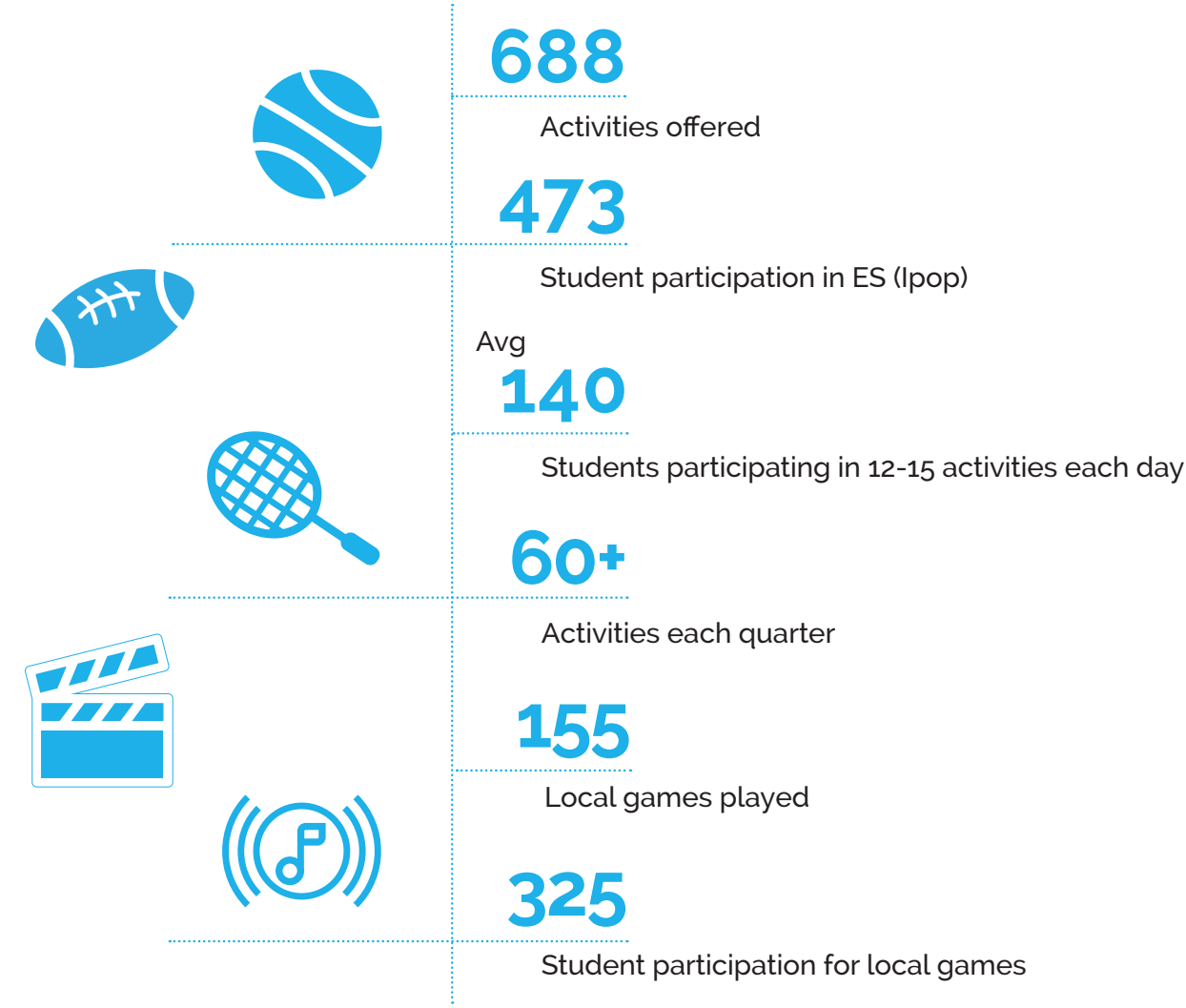
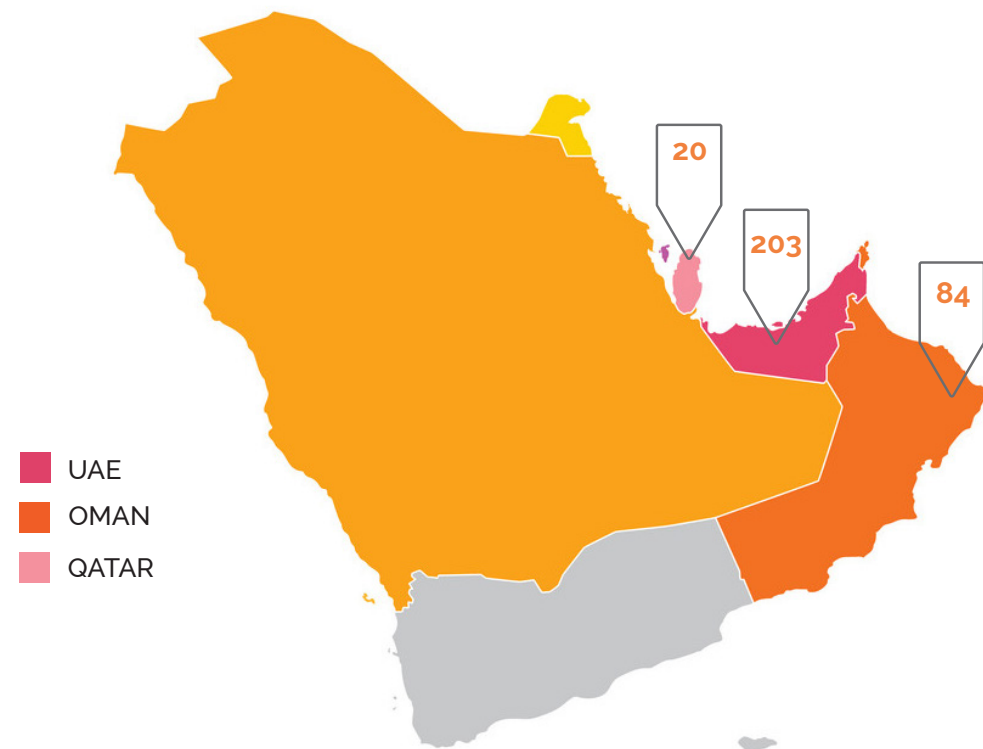
ATHLETICS & ACTIVITIES



“The American Embassy School, New Delhi (AES) offers a wide variety of Athletic and Non-Athletic programs for our students to participate in throughout the year. Program offerings are done on a quarterly or seasonal basis. AES is part of a 6 school conference called MESAC (Middle East South Asia Conference) that provides opportunities for athletic and non-athletic competitions and events for students in grades 8–12. Besides AES, international schools from Dubai and Abu Dhabi in the UAE, Doha, Qatar and Muscat, Oman take part. MESAC offerings include academic games, badminton, baseball (boys), basketball, cross-country, golf, senior fine arts festival (band, choir, theater and visual arts), soccer, softball (girls), speech and debate, swimming, tennis, track and field, volleyball and wrestling. AES is also part of a 3 school conference in India, called ASIAC (American Schools in India Activities Conference). Along with AES, American International Schools in Chennai and Mumbai take part in this four season program for students in grades 6-8. ASIAC offerings include badminton, basketball, Mathcounts, music festival (band, choir, strings), soccer, swimming, table tennis, tennis and volleyball. AES also participates in Model United Nations, ISTA Theater Festivals, AMIS Music Festivals and the World Math Championships for high school students. AES also offers a wide variety of clubs and after school activities for all ages at the school. These clubs and activities include academic clubs, art clubs, service clubs, sports and athletic clubs, honor societies, social and games clubs, technology clubs and many other fun and engaging activities.

Rick Nelson
Director Athletics & Activities

COUNTRIES STUDENTS PARTICIPATED IN



SERVICE



SERVICE

“I am constantly inspired by our service program—by how it reaches communities within and beyond these school gates, empowers us to translate our passions into addressing social inequities, or enables us to find our place in this incredible country we live in. This program’s impact is quantified in the thousands of hours of service high school volunteers put in each year—the innumerable afternoon English lessons, letters mailed to world leaders, or Saturday morning sports activities. Yet what I love most about this program is the value we place on every individual act of service. There is an impact that isn’t quantifiable in every smile, gesture of kindness or thought we put into volunteering or advocating. It is this impact – of doing “small things with great love,” – that defines the inspiring legacy of our service program.

Student, Class of 2020
Student Service Coordinator

“The AES service program has let me gain insight into the shared commitment and influence we have as a member of society. The fact that every student, regardless of their age, ability, or background, has the capacity for making a tangible difference continues to amaze me. Through voluntary work, I have learned to value diversity, to be grateful, and to cooperate towards a common goal. This dedication to service truly makes AES more special and connects people together; it is a spirit that defines our community.

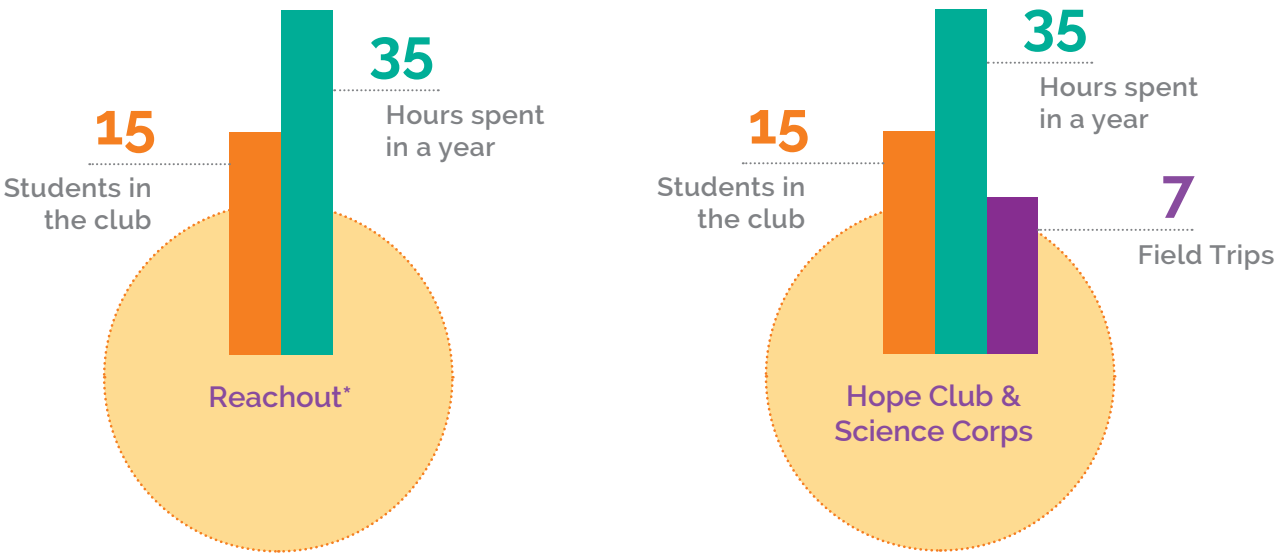
Student, Class of 2020
Deputy Student Service Coordinator

ELEMENTARY SCHOOL

“In the Elementary School, we are working hard to provide experiences for our students to develop relationships with our school community and the greater local community. Our students in Pre-Kindergarten through Grade 5 plan and organize gratitude events for our school staff, advocate for peace and the environment, collect warm clothing and blankets for local NGOs, and work with locally displaced people or local schools for the underprivileged. Much of our work is community service-based however we aspire toward a service-learning model. In the school year 2018-19, Service Learning was defined as a student-led, meaningful process that begins with a community need and ends with a positive change for everyone involved.

“Enter to learn, leave to serve”

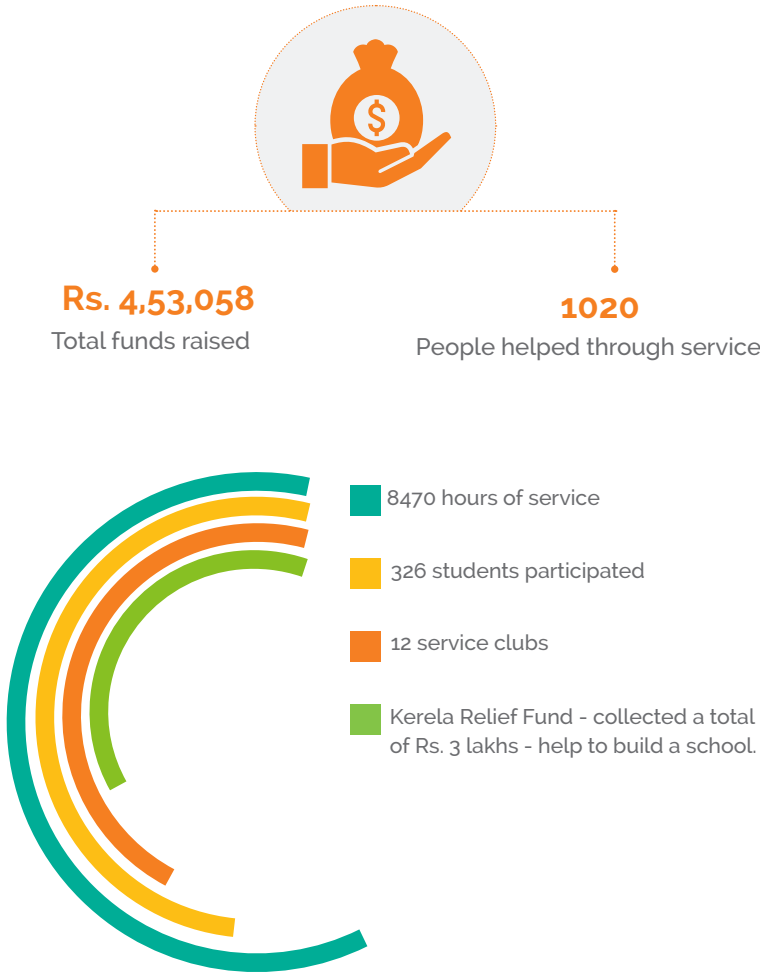
MIDDLE SCHOOL



*MS Reachout invites the Vivekanand camp students, our neighbors from across the street to AES to build relationships through sports, music, dance, and art activities while practicing English and learning some Hindi.

HIGH SCHOOL

SERVICE CLUBS	# STUDENTS
Amnesty International	16
Blind School	17
Eco Club	20
Hope Foundation	32
M.A.D (Make a difference)	57
Reach Out	58
Recycling	12
Rights for Children	8
Roots & Shoots	32
Scrubs	38
Tamanna	42
Teach India	26
Total	358



The American Embassy School is a community of diverse learners. We celebrate the strength of our diversity and are committed to nurturing a

culture of belonging

All members of our school community actively support every learner's academic, social and emotional growth.

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CULTURE OF
BELONGING

INCLUSIVE



“Beginning with a program review by professional educational consultants in October 2017, AES started its journey of becoming more inclusive. We sought advice on how to strengthen our services to children at AES who are English language learners and for children who have a wide range of learning needs. In the past two years, AES has strengthened the in-class support to children who are learning English as an additional language and to children who are challenged in a variety of ways and need additional support. We also added staffing in the Learning Support and EAL teams across the three divisions. Our “Culture of Belonging” statement was crafted and codified by a diverse group of teachers, leaders, students and parents through discussions that clarified what it means to be part of the AES community. Defining a system for student support services has become the foundation for a more robust, inclusive educational program.

ADMISSIONS



ADMISSIONS



“August 2019 marked year one of our family’s adventurous move to India. Despite the fact that our family has moved four countries over the past 10 years, India proved a unique, challenging and exciting transition. Transitions are always hard and I am so grateful for our AES community who played a key part in our family getting settled and our three elementary and middle school children off to a happy and eager start in a new school. The school’s greatest asset, in my opinion, is its diverse and welcoming community of parents, teachers, faculty, staff and students. They are always ready to “link” new comers in, offering supportive advice for handling daily life in Delhi and making them feel like they have always been a part of the day to day happenings at AES.

Tiffany
PSA Chair

“Culture of belonging and diversity are our greatest strengths

After a tour around the American Embassy School in August last year, I was convinced that my son would be happy studying in this school. In that short tour, I saw happy teachers and non-teaching staff, students actively engaged in learning, parents strolling in the campus and sipping tea in Tiger’s Den.

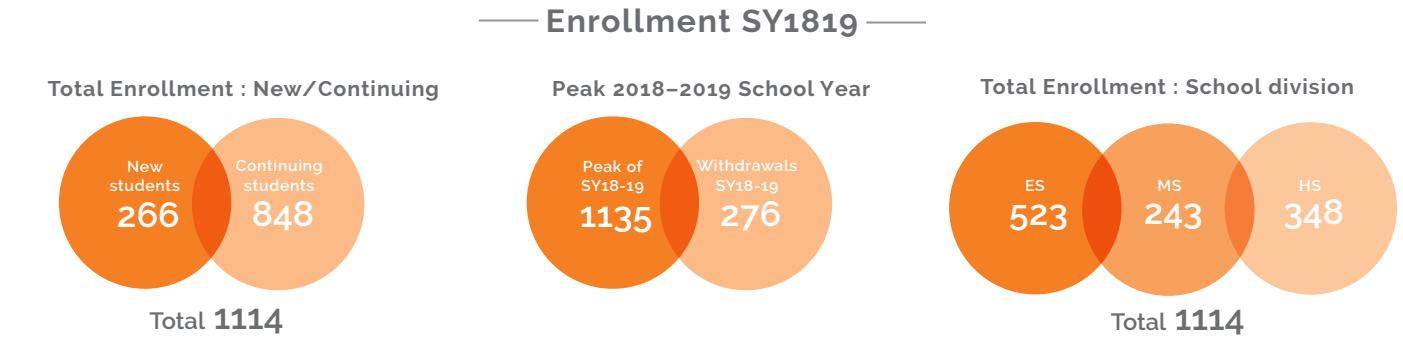
Nine months later, I am here to share with you my observations. My son is indeed happy coming to school every day. I asked him why and he shared that he loves the attention and care that each of his teachers had given him. He also appreciated the counsellors who ensured he settled in school well. He has made many friends from different nationalities too. He recognises that they are from different nations but he sees them as his fellow tigers who are learning about the world together with him. His friends are also very kind. They are able to recognise that everyone has different strengths. They encourage him when he is down. I was indeed very touched.

My son has blossomed into a confident and articulate teenager. The culture of belonging and diversity is indeed strong here because of inclusiveness.

Joey
Current Parent

“AES has been my home for the past 11 years. I’ve fostered connections with teachers and friends from around the world who have helped shape who I am today. Our tight-knit, cross-cultural and diverse community has enabled me to thrive in all spheres of life, from academics to service. As a student, I feel encouraged to further my thinking through the use of technology and the rich resources we have. I thank this school for valuing individual thought and feel privileged to be apart of this remarkable institution.

Current HS Student



Enrollment Trend

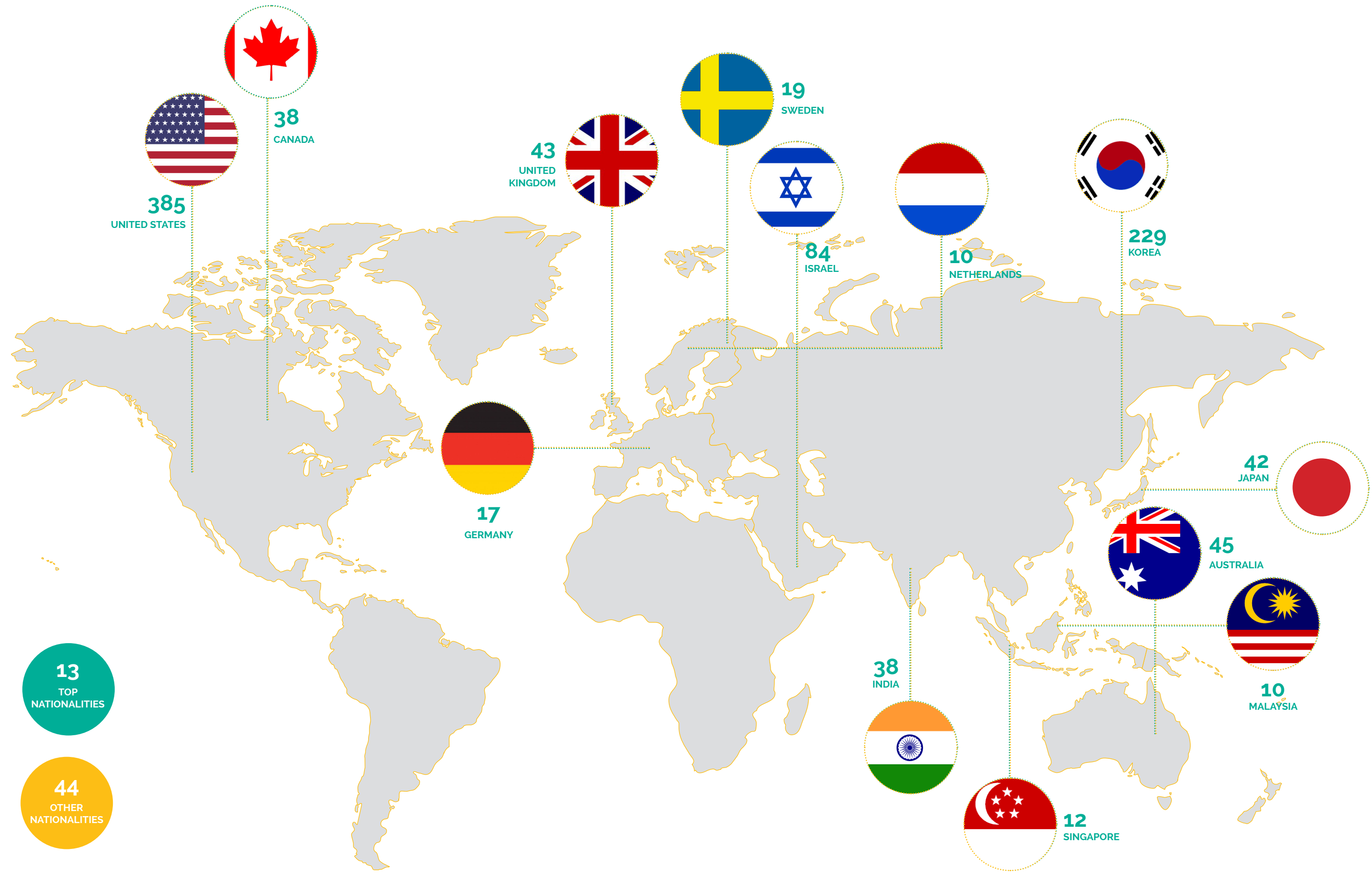
TOTAL ENROLLMENT					
TOTAL SCHOOL YEAR	15-16	16-17	17-18	18-19	19-20
TOTAL NEW STUDENTS	258	301	282	272	266
TOTAL RETURNING STUDENTS	969	889	873	838	848
TOTAL	1227	1190	1155	1110	1114

TOTAL ENROLLMENT BY SCHOOL DIVISION					
SCHOOL YEAR	15-16	16-17	17-18	18-19	19-20
HS	359	351	339	341	523
MS	318	320	304	257	243
ES	550	519	512	512	348

TOTAL STUDENT ENROLLMENT BY NATIONALITY

SCHOOL YEAR	09/15	09/16	09/17	09/18	09/19
Australia	2%	3%	3%	2%	4%
Canada	3%	3%	4%	4%	3%
Germany	2%	3%	2%	2%	2%
India	3%	3%	2%	3%	3%
Israel	4%	5%	5%	7%	8%
Japan	4%	4%	3%	3%	4%
Korea	17%	17%	20%	21%	21%
Malaysia	1%	1%	2%	1%	1%
Netherlands	2%	2%	2%	2%	1%
Sweden	2%	3%	3%	2%	2%
UK	7%	6%	5%	4%	4%
USA	36%	36%	36%	35%	35%
Others	16%	15%	14%	14%	14%

TOTAL ENROLLMENT BY NATIONALITY



COMMUNITY



ALUMNI



OBJECTIVE

To create a warm and welcoming atmosphere for our former students, parents, and faculty while supporting the current school policies regarding attendance, child safety, and what is in the best interest of student learning.

WHO IS AN ALUMNUS?

All leaving students (graduates/non-graduates), Parents and Employees are considered AES alumni.
SY 2018- 19 saw an absolute shift in our alumni policies as non-graduates were added as alumni, irrespective of the duration they had spent at AES. For the first time, they were issued alumni ID cards and were added to the alumni database. Our leaving staff members were issued alumni ID cards as well. All student alumni ID cards were extended to have lifetime validity. The new policy also marked a way to make AES always open and welcoming for our alumni as access to the campus is made available anytime and at any day (school hours/ school days). Communication with our alumni has been increased to a great extent as we have started inviting them to all school events like NUTS, Holi, Diwali, MESAC, etc other than the biannual newsletters that we send to them. We are so grateful to have an alumni community that truly emulates the "lifelong learners" and "responsible, compassionate global citizens" that we know our students to be! Whether you were a Tiger or a Falcon, you will always be an integral part of AES.



Alumni readers of our biannual Newsletter

982

Alumni visits to the campus

45



I attended AES for 5 wonderful years, from my 5th-grade class in 1961-1962 with Mrs. Needles, through the 9th grade at the new school designed by Mr. Joseph Stein. These were important, formative years that I have treasured all my life. I am so happy and grateful to be part of AES.

Lisa Kudarauskas
Class of 1969

I attended AES from 1963-1966. Boarders Rule!!! (I was part of the boarding unit)
The beauty, the exoticness, the beautiful scents are in my blood. A land so ancient, so complex yet so warm and enveloping- it was my inspiration. India is a sister I travel my life with.

Kim Waters
Class of 1967

PARENT SCHOOL ASSOCIATION



197
parents volunteered over the
course of the 18/19 school year

12000+
Total number of
hours volunteered



NAME OF EVENT	NO. OF ATTENDEES
Back to the 70's Community Night	180
PSA welcome Coffee	70
Information Mela	150
Air Quality Mela	200
Diwali Celebration	550
Flu vaccine drive	230
International Food Fair	1800
Historical Tour	40
Night Under The Stars	155
Faculty and Staff Appreciation Day	350
Holi	750

PSA committees

Welcome	HS Representatives
Spirit	MS Representatives
Events	Senior Spirit
Saheliyan	ES Representatives
Members-At-Large	

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
- * 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

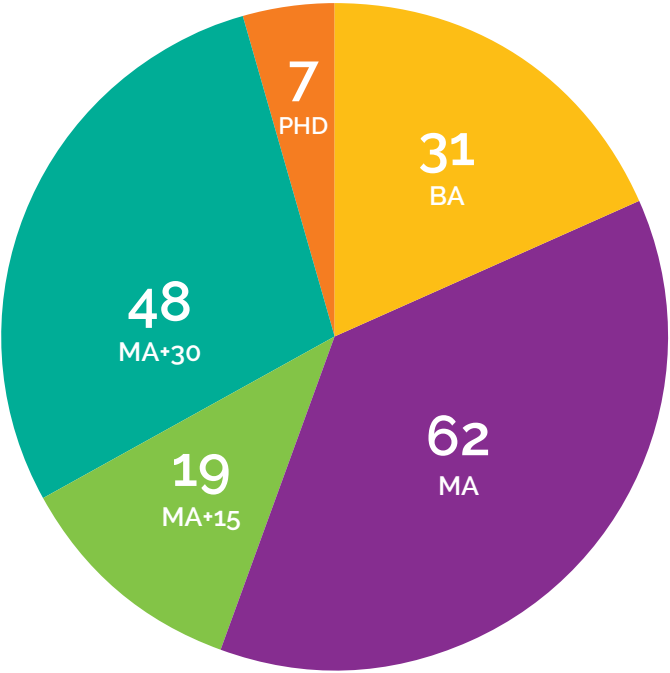
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INSTITUTIONAL STRENGTH



FACULTY

FACULTY DEGREES



Advanced degree 81.44%

AES encourages faculty to continue their own learning beyond an MA and many will continue earning graduate credits.

FACULTY YEARS OF EXPERIENCE



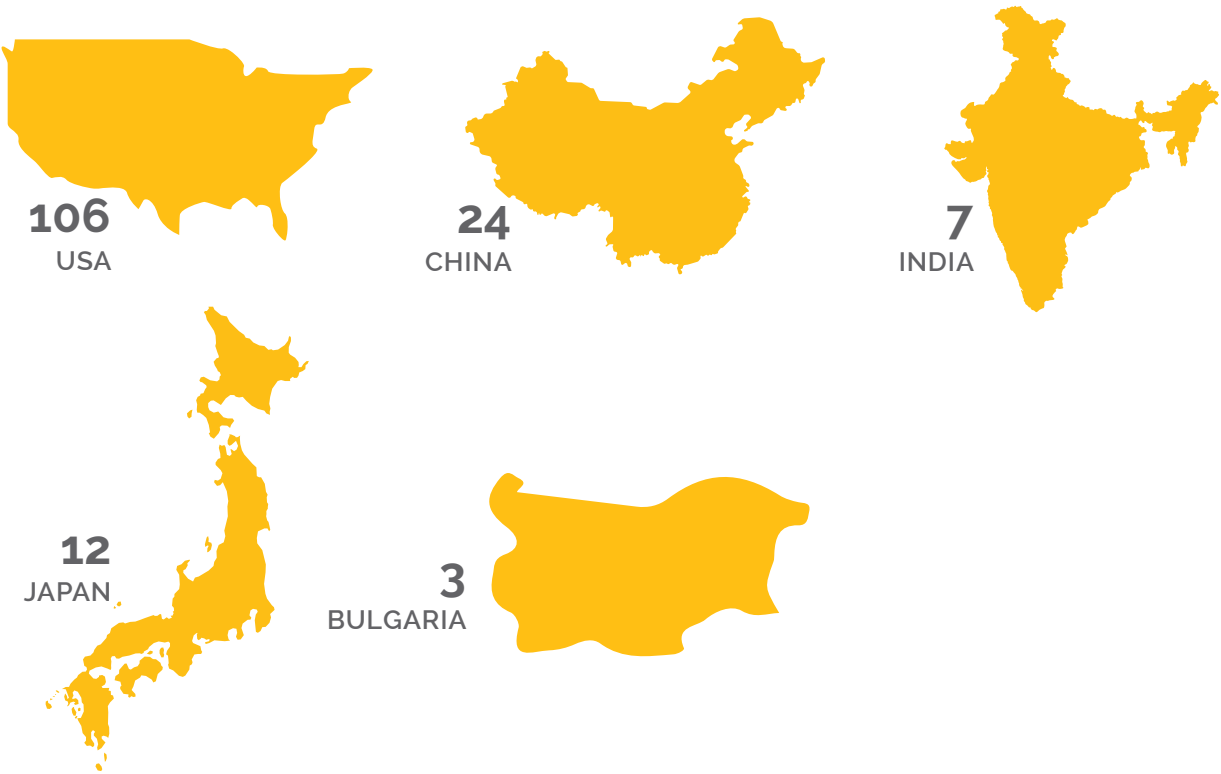
Average years of experience before AES

12

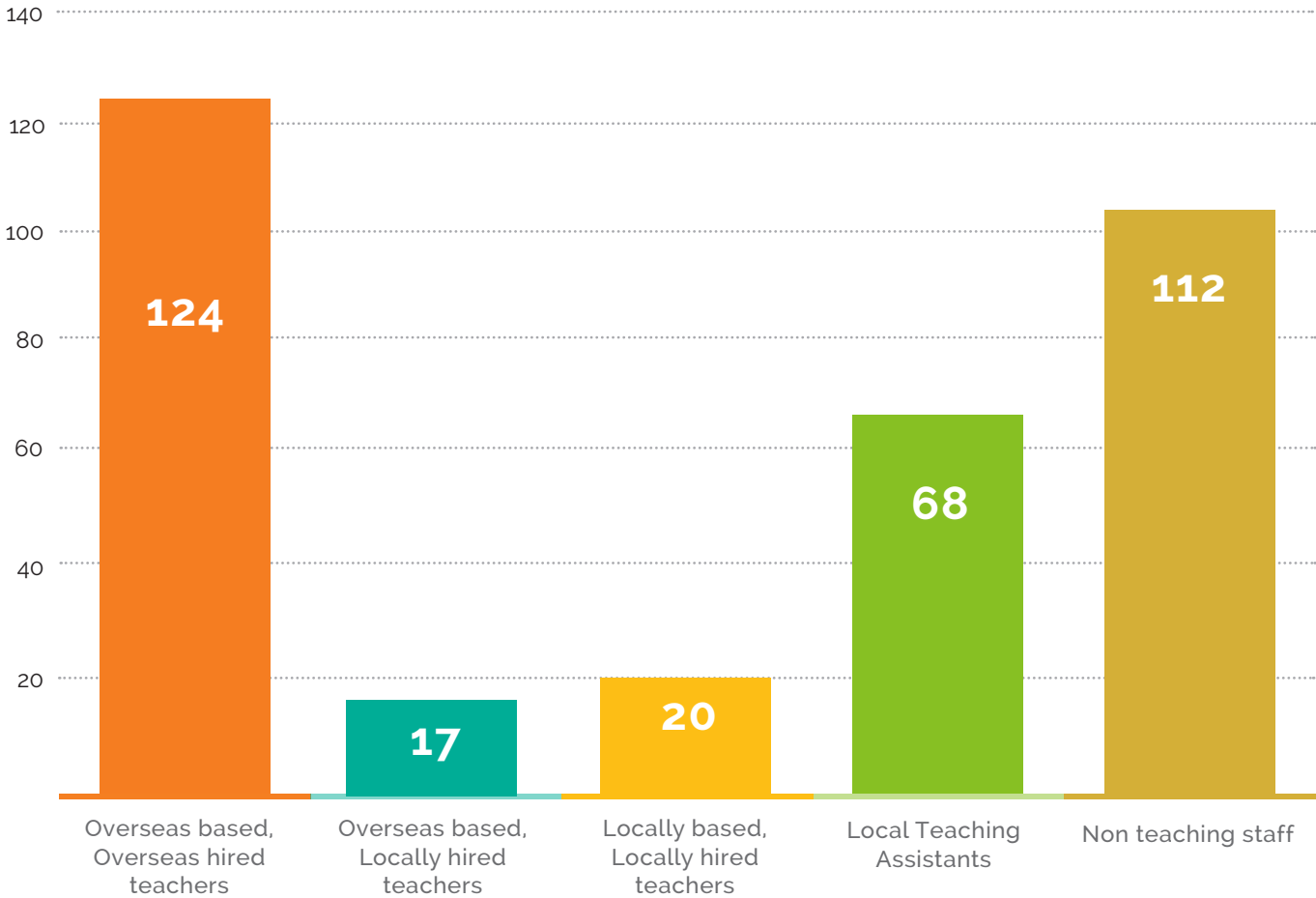
Average years of experience at AES

5

FACULTY NATIONALITY



AES STAFFING PROFILE



MSA RE-ACCREDITATION

“AES has been accredited by the Middle States Association for many years. During the 2018-19 school year, the faculty, staff, and parent community engaged in the “self-study” process, a series of meetings to reflect on twelve areas that are essential to effective schools. For example, there were groups who considered evidence for effective teaching and learning, external assessment results, effective governance, leadership, training and longevity of faculty and staff, health and safety considerations, quality of student support services and a number of other areas. The school’s self-study process yielded the confirmation that AES had institutional strengths in all areas and recommendations for improvements and growth that could happen in the next seven years. A visiting team of educators from other international schools visited AES in April 2019 to affirm or contest our findings, by looking at our self-study report and our evidence, our classrooms, and our daily operations. After an oral report that highlighted many strengths at AES, we await the official decision on re-accreditation in November 2019.

CURRICULUM

“Professional content standards drive our curricular programs, classroom instruction, and assessment practices for students. The curriculum framework answers what we want students to know and be able to do within an academic year, individual course, and across the grades from pre-school through grade 12. Challenging standards apply to all students and are clearly defined through multiple levels of academic achievement. Students are given multiple opportunities to reflect and move along the learning continuum through aligned curricular content, assessments, and instructional approaches. Programs for developing the whole child through health, leadership, service, advisory, and counseling programs are also part of the developmental standards that form the foundation of AES’ programs.

HEALTH & SAFETY



Last year, 5 safety and security drills were conducted.

Safety and Security
At AES, we work hard to help all our community members – students, faculty, staff, and parents – make healthy choices and we create policies and guidelines that allow us all to be safe and happy. ID cards for faculty, staff, parents, and students in grades 6 and above facilitate easy entry to the campus. Guests are managed through a sign-in and verification process. We work closely with regional security departments in the diplomatic community as well as local officials to maintain the necessary vigilance while still preserving a warm, welcoming environment for our community.

All school buses have these safety features:



Seatbelts



Bus monitors and drivers trained in child protection



Security cameras that live stream to school and administration



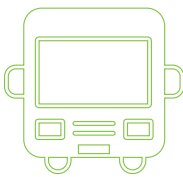
Live tracking of school bus location



RFID readers de-boarding through ID cards



Alert to the transport department in emergency situations



All buses have Air Filtration systems

Child protection is another issue we take very seriously. We have steps in place to make sure our community is a safe and nurturing place to be.

Air Quality at AES

All community members have access to an air quality monitoring system on the AES website (AES AQI) which provides live data inside and outside the learning spaces. All our school buses have air filtration units.

Average Outdoor Air Quality

133

Average Indoor Air Quality

45

FACILITIES



133 Classrooms



2 indoor Gyms, dance studio, fitness and wrestling spaces



Collaboration spaces (for groups of 10-100)



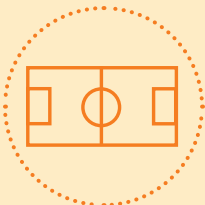
3 Marketplaces (for creative exploration within and outside the curriculum)



Open Door Policy (Community members can use the facilities after school and on weekends.)



25 meter swimming pool (one dive pool and one kids pool)



Natural and artificial turf pitches, (3 clay tennis courts, 3 outdoor ball courts)



Tigers Den



Faculty Housing (35 On campus and 56 Off Campus)



Mother Tongue classes (for community members after school and on weekends.)



Early Childhood Outdoor Learning Center, and ES Playground



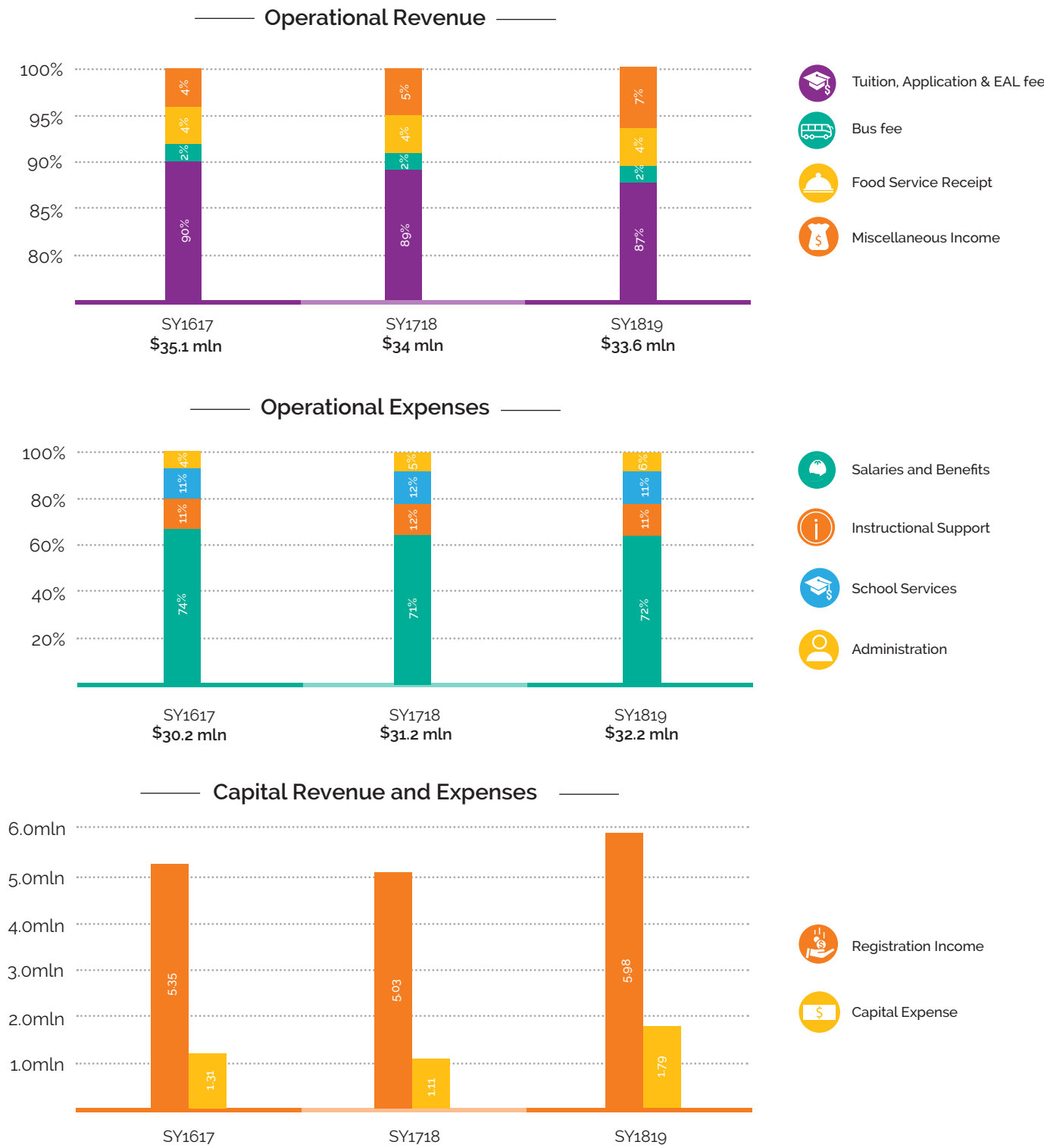
2 Libraries (Over 25,000 volumes in our MS/HS Library and 36,000 in the ES library.)



8 Science labs

FINANCES

“ We are pleased to report that for the 2018–19 school year our student enrolment was at 1071 paying students which compares almost equally to the forecast for the school year which was 1070 paying students. Operating expenses were favourable to the budget for this school year. The succeeding year expenses pertaining to technology 1:1 were brought forward to be paid out of school year 2018-2019 operating budget because of higher than budgeted tuition revenue. The capital expenses were at USD 1.8 million much within the planned budget estimates for 2018–2019 school year of USD 2.0 million. All surpluses were allocated to the school fund to provide for the continued financial wellbeing of the school and long term campus planning.



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American Embassy School



@americanembassyschoolnewdelhi



@aesdelhi



@aesdelhi

Chandragupta Marg, Chanakyapuri, New Delhi - 21

+91.11.2688.8854 | aesindia@aes.ac.in | aes.ac.in