SINGAPORE AMERICAN SCHOOL

OUR HIGH SCHOOL ACADEMIC PROGRAM

Cultivating Exceptional Thinkers
Prepared for the Future


Welcome
SINGAPORE AMERICAN SCHOOL
www.sas.edu.sg

COMMUNITY NORMS

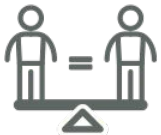
As an SAS community member I agree to hold myself to a high standard of personal conduct in my interactions and communications with students, faculty, and parents. This means I will adhere to the SAS Statement of Community by:



CONTRIBUTING PRODUCTIVELY AND POSITIVELY



ASSUMING POSITIVE INTENT



REFRAINING FROM DISCRIMINATION

(religious, ethnic, racial, sexual, or gender)



SHARING ACCURATE INFORMATION



GOING TO THE SOURCE

Questions to consider before posting:

1) Is it the truth?
2) Is it fair to all concerned?
3) Will it build better community and friendships?
4) Is it beneficial to all?

SAS
SINGAPORE AMERICAN SCHOOL

TODAY'S SESSION

Mr. Stephen Ly, High School Principal

SINGAPORE AMERICAN SCHOOL

TODAY'S AGENDA

1. Norms & Objectives
2. High School Parent Coffee Road Map
3. Our Team
4. Our Hopes for Students & Our Academic Program
5. (Live Stream) Q & A
6. (Breakout) Discussion with Counselors & Leaders

TODAY'S OBJECTIVES

Parents will be able to:

- Describe how the high school supports all learners
- Describe features of our academic program
- Support the growth of our academic program
- Support their children with decision-making

HIGH SCHOOL PARENT EVENT ROAD MAP

Date	Grades	Host	Topic(s)
Monday, Nov. 9	G8 - G12	HS PTA	The High School Academic Program
Tuesday, Nov. 10	G11	CC	Introduction to Cialfo
Monday, Nov. 30	G10 - G11	HS PTA	Quest
Monday, Nov. 30	G10 - G11	HS Principals	Quest
Monday, Dec. 7	G9 - G12	HS PTA	Topic TBD Based on Parent Interest

GOOD PEOPLE TO KNOW

High School Administration

- Mr. Stephen Ly, High School Principal
- Ms. Amy Zuber Meehan, High School Deputy Principal for the Faculty & Staff
- Mr. Anthony Poullard, High School Deputy Principal for Grades 9 & 10
- Mr. Lance Murgatroyd, High School Deputy Principal for Grades 11 & 12

High School Center of Innovation

- Dr. Dennis Steigerwald, High School Center of Innovation Coordinator

High School Advanced Studies

- Mr. Tim Trainor, High School Head of Advanced Studies

GOOD PEOPLE TO KNOW

High School Humanities

- Ms. Brenda Baisley, High School English Department Chair
- Ms. Cassie Summerton, High School Social Studies Department Chair
- Ms. Rachel Proffitt, High School Humanities Teacher

SAS Office of Learning

- Dr. Darin Fahrney, SAS Chief Academic Officer

HIGH SCHOOL ADMINISTRATION









HIGH SCHOOL CENTER OF INNOVATION & HIGH SCHOOL ADVANCED STUDIES





HIGH SCHOOL HUMANITIES







SAS CHIEF ACADEMIC OFFICER



SINGAPORE AMERICAN SCHOOL



VISION

A World Leader in Education

Cultivating Exceptional Thinkers Prepared for the Future

Singapore American School is committed to providing each student an exemplary American educational experience with an international perspective.

Please share questions and/or feedback at:

http://bit.ly/HSPTAQuestions0911



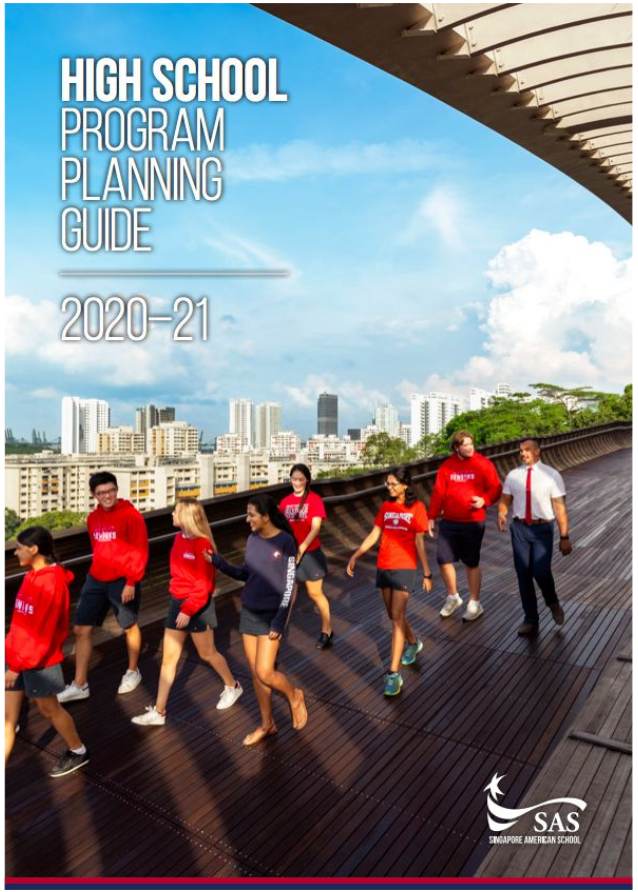
STRUCTURE OF OUR ACADEMIC PROGRAM

Ms. Amy Zuber Meehan
High School Deputy Principal

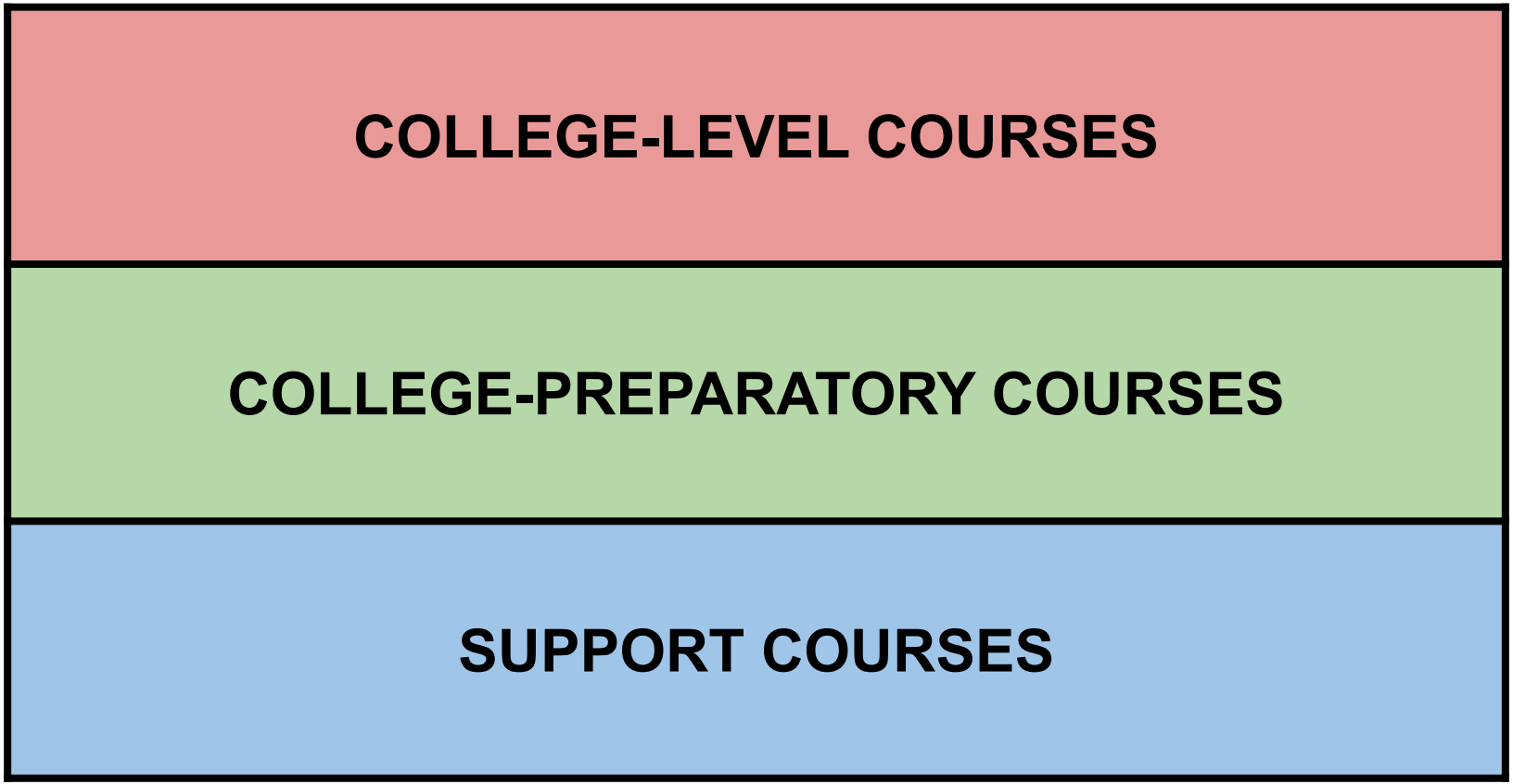
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OVERVIEW OF HIGH SCHOOL ACADEMIC PROGRAM

- The HS Program Planning Guide
- Fun Facts about Our Program
- Each Learner is an Individual
- Commitment to Each and Every Student
- Reflection & Continuous Improvement



COURSE TYPES



SUPPORT COURSES

Ms. Amy Zuber Meehan & Mr. Anthony Poullard
High School Deputy Principals

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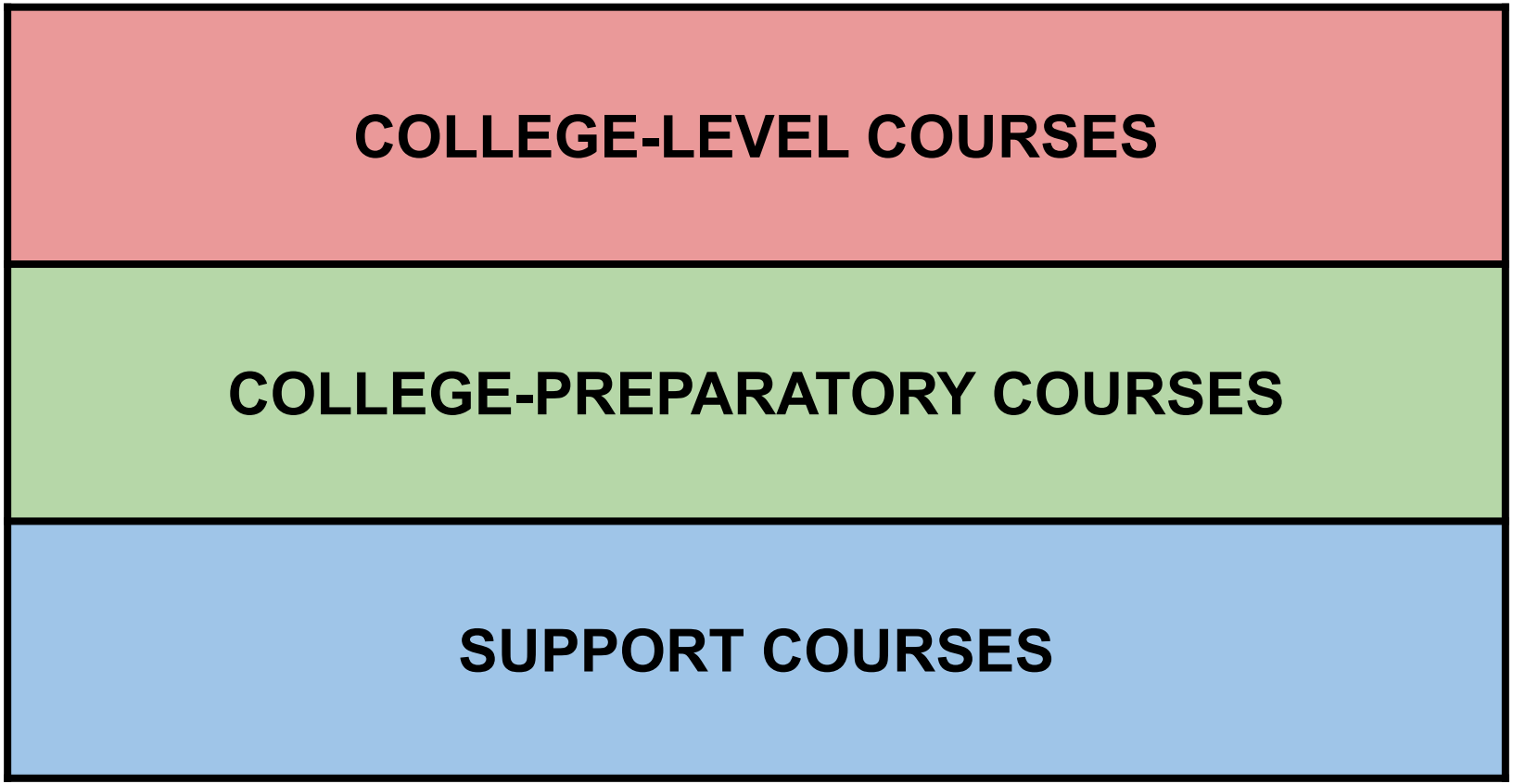
SUPPORT FOR ALL LEARNERS

- Feedback We Have Received
- What We Did and are Doing
- Why We are Proud
- What We are Paying Attention To



High School Learning Support 2019-20

COURSE TYPES



COLLEGE-PREPARATORY COURSES

Ms. Amy Zuber Meehan, Dr. Dennis Steigerwald,
Ms. Brenda Baisley, Ms. Cassie Summerton,
Ms. Rachel Proffitt

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OUR COURSE DEVELOPMENT PROCESS

- Why?
- Commitment to Every Learner with Guiding Criteria

  Accessible, High Impact Instruction, Skills Aligned, and **Authentic Assessment**

- How?

  Discovery → Proposal → Feedback → Development → Feedback → Implementation

- Feedback is Valued & Essential: Students, Parents, Counselors, & Teachers
- What next?

9TH-GRADE HUMANITIES

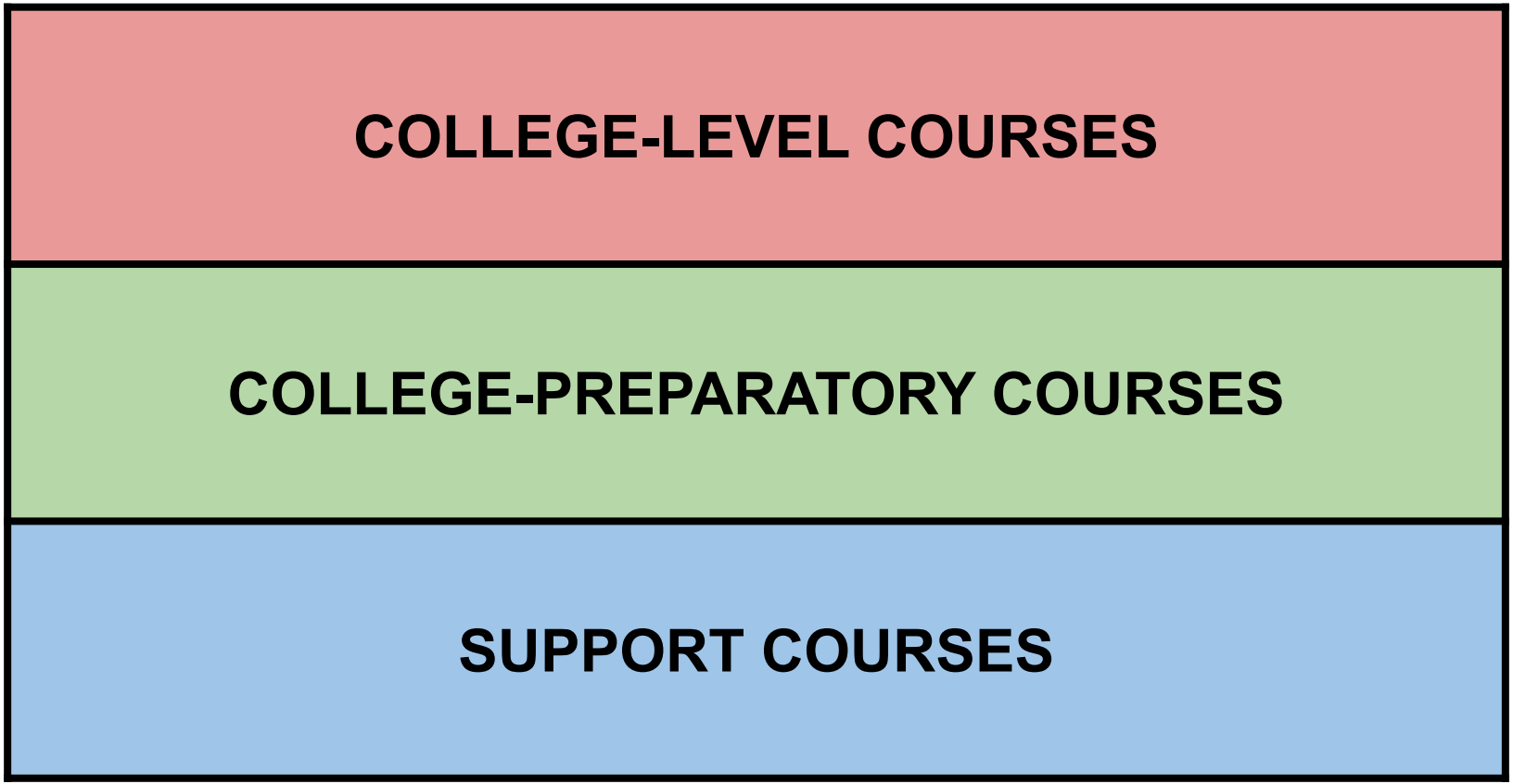
- The Why: Our Hopes for Our Students
- The What: Structures We are Working Towards
- Potential Benefits & Drawbacks
- Progress
- Timeline & Next Steps
- How Parents Can Support

Please share questions and/or feedback at:

http://bit.ly/HSPTAQuestions0911



COURSE TYPES



COLLEGE-LEVEL COURSES

Mr. Stephen Ly & Mr. Tim Trainor

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ADVANCED STUDIES @ SAS

Our Hybrid Approach to College-Level Learning

AT

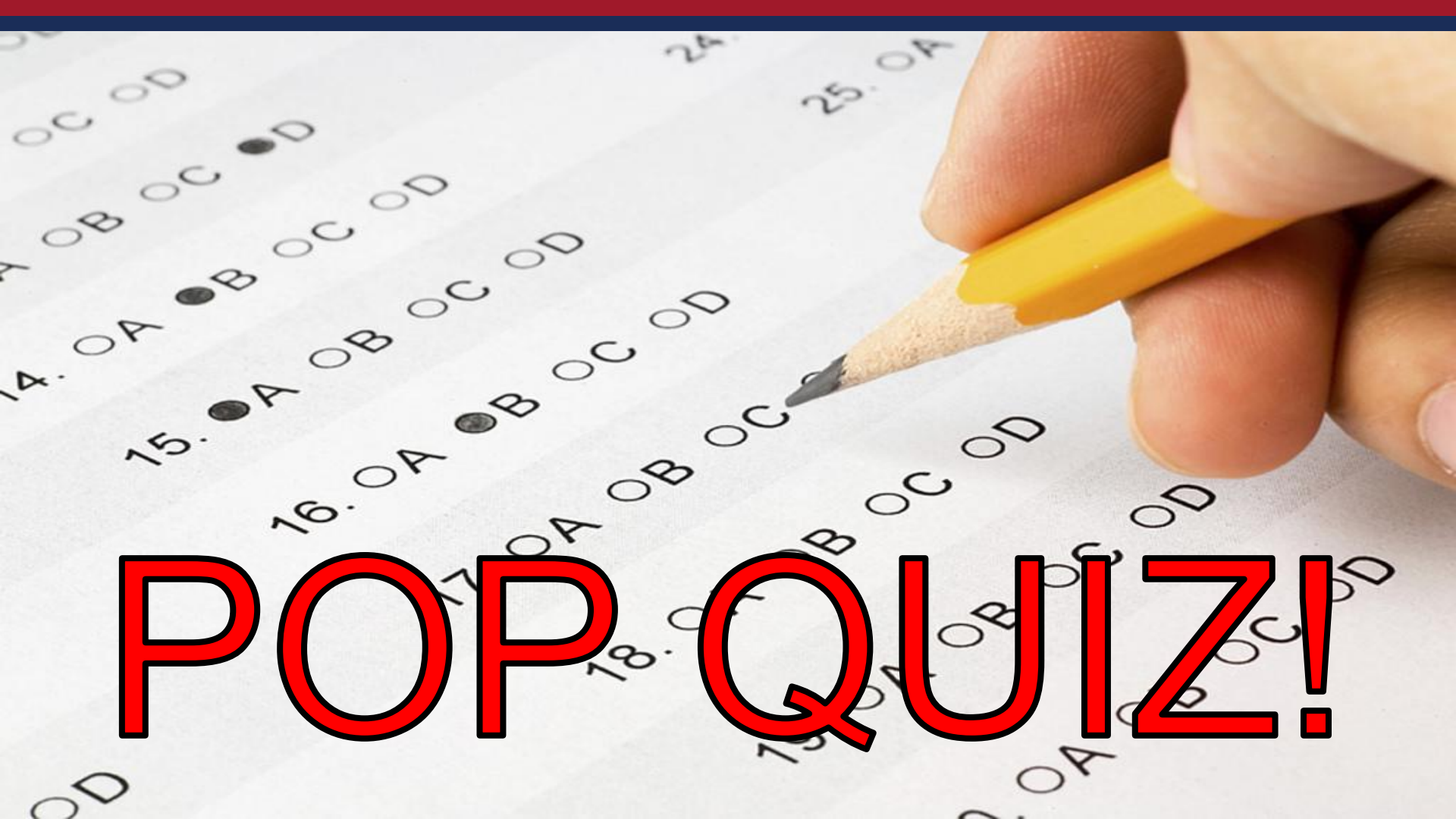
AP®

SYRACUSE

UofSC

Reflect on
how workplaces are changing.

List the top five **skills** or **capacities**
that you believe your children
will need in the future.


POP QUIZ!

AP EUROPEAN HISTORY EXAM - MULTIPLE CHOICE

Questions 1–4 refer to the passage below.

"Assume, O men of the German lands, that ancient spirit of yours with which you so often confounded and terrified the Romans and turn your eyes to the frontiers of Germany; collect her torn and broken territories. Let us be ashamed, ashamed I say, to have placed upon our nation the yoke of slavery. . . . O free and powerful people, O noble and valiant race. . . . To such an extent are we corrupted by Italian sensuality and by fierce cruelty in extracting filthy profit that it would have been far more holy and reverent for us to practice that rude and rustic life of old, living within the bounds of self-control, than to have imported the paraphernalia of sensuality and greed which are never sated, and to have adopted foreign customs."

Conrad Celtis, oration delivered at the University of Ingolstadt, 1492

AP EUROPEAN HISTORY EXAM - MULTIPLE CHOICE

2. Celtis' discussion of Italian influence in the German lands is most similar to which of the following?

   (A) Machiavelli's criticism of Italian political systems in *The Prince*

   (B) Galileo's science-based inquiries that threatened the authority of Catholic world views

   (C) Erasmus' arguments in favor of religious toleration and criticizing traditional superstitions

   (D) Martin Luther's criticisms of the Catholic Church in his Ninety-five Theses

AT ENTREPRENEURSHIP - UNIT TASK OVERVIEW

Carefully selected Singapore-based entrepreneurs present students with a **real and urgent** business problem that they are currently trying to solve. The problem is substantive enough so that there is room for creativity, allowing for a variety of ideas, approaches, and solutions.

Students work in teams on solutions using the tools learned in the course. Students must provide hard deliverables and deal with strict deadlines.

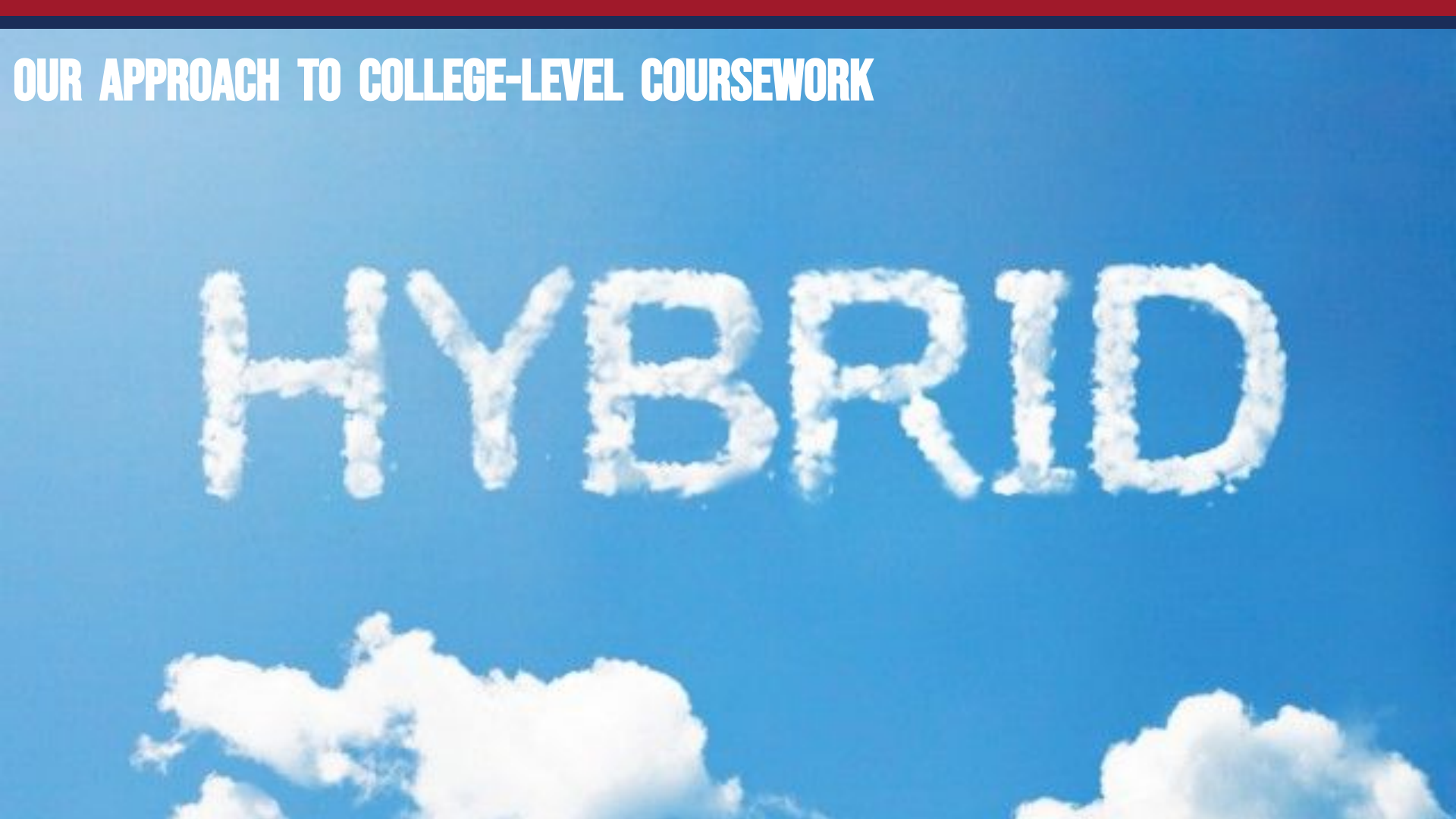
AT ENTREPRENEURSHIP - REAL ENTREPRENEURS



What are the potential advantages of having a standardized approach to doing something?

What are the potential drawbacks?

OUR APPROACH TO COLLEGE-LEVEL COURSEWORK



“After a student takes 6 AP courses total in high school, our research show the college completion rates stay the same for students who take >6 AP courses.

So we’re asking college admission offices not to give more than 6 AP courses any extra weight in admissions.”

July 1st, 2019



Trevor Packer

Senior VP of Advanced Placement
The College Board

ADVANCED PLACEMENT CREDIT LIMIT

- Graduating class of 2021 and beyond

- Allows up to 7.0 AP credits in high school
    - 25% of a student's total high school credits could be AP credits

- Limit is not a target to be reached

HOW MANY AP EXAMS COULD A STUDENT SIT AT SAS?

Up to



RAPIDLY CHANGING AP CONTEXT

In 2008	In 2019
2,736,445 AP Exams	5,098,815 AP Exams
...taken by 1,580,821 students	...taken by 2,825,710 students
...from over 17,032 secondary schools worldwide	...from over 22,678 secondary schools worldwide

WHAT DOES PEAK PERFORMANCE LOOK LIKE?

In 2019, **496,573** students took the AP US History exam

Exam	5	4	3	2	1
AP US History	**11.8%**	18.4%	23.4%	22.0%	24.3%

266,479 students earned a 3 or higher

58,638 earned a 5 that year alone

WHAT DOES PEAK PERFORMANCE LOOK LIKE?

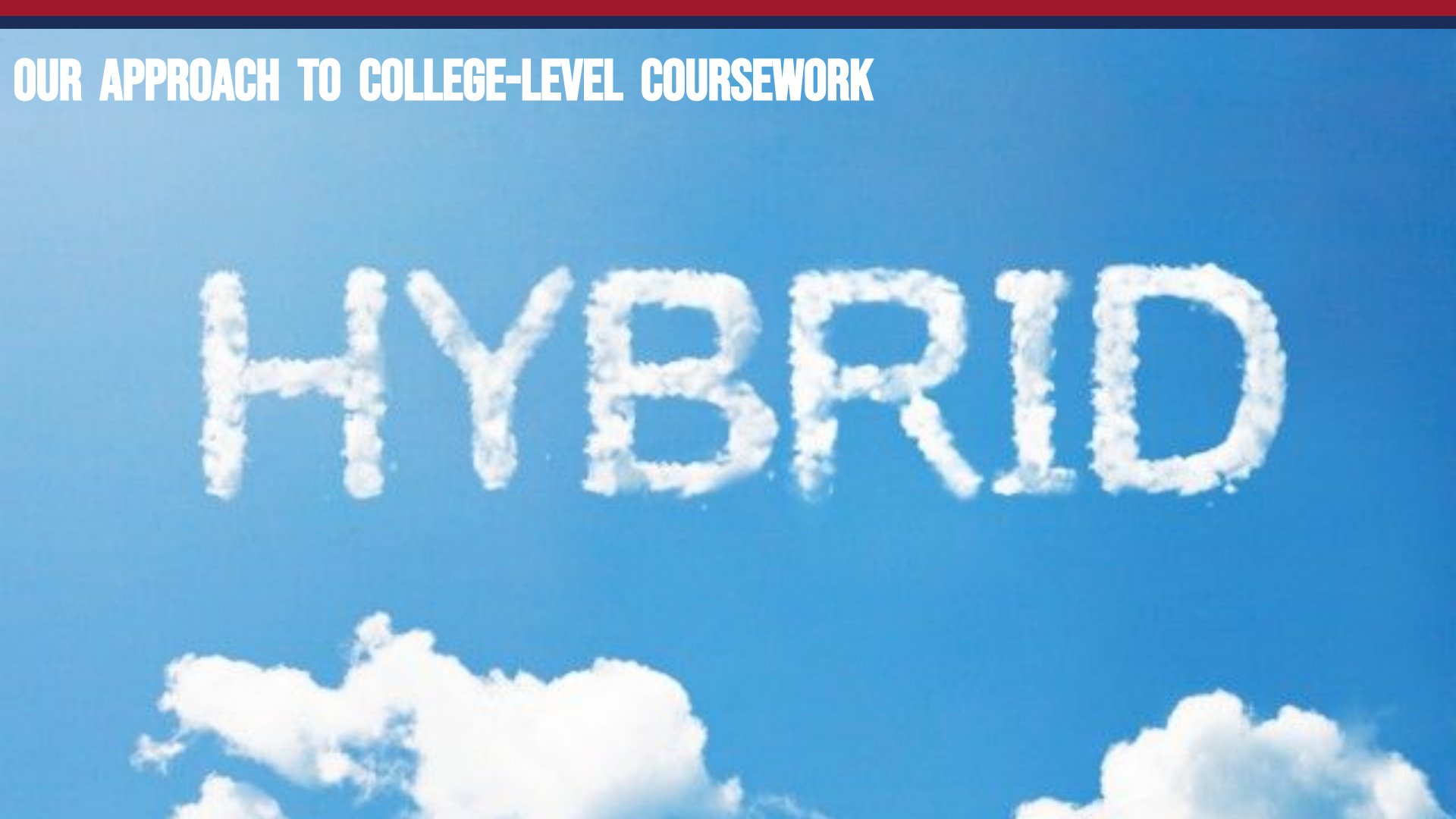







VALUES

OUR APPROACH TO COLLEGE-LEVEL COURSEWORK



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ADVANCED STUDIES

=

AP® + AT


objectives
goals. noun
ambition
endeavou

PREPARING OUR STUDENTS FOR THE FUTURE

AND

COLLEGE READINESS

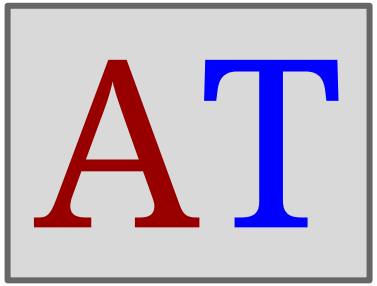
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AT: ADVANCED TOPICS

Overview



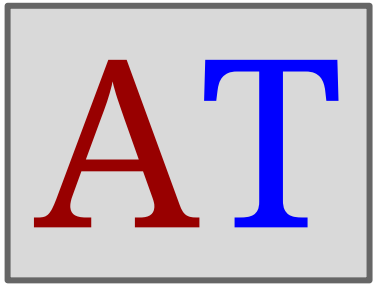
ADVANCED STUDIES CRITERIA



- Relevant Content, Skills & Application
- Competency Based Rigor
- DSLO Development
- Depth Over Breadth
- Focus on Production
- Real World Application
- External Validation by University

AT Development & Vetting Criteria Document *(link)*

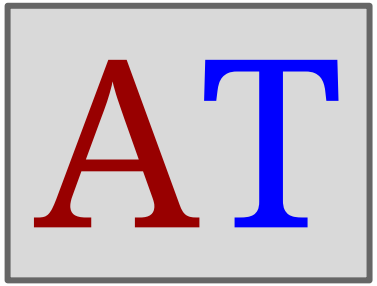
AT COURSES IMPLEMENTED IN 2016-17



- AT Kinesiology
- AT English Writing Seminar
- AT Chinese Language: Chinese History
- *AT Environmental Science & Field Research
- AT Performing Arts: Music, Dance, & Theater
- *QUEST:* AT Design Thinking, AT Data Analysis, & AT Research and Composition

*Offered the equivalent AP exam

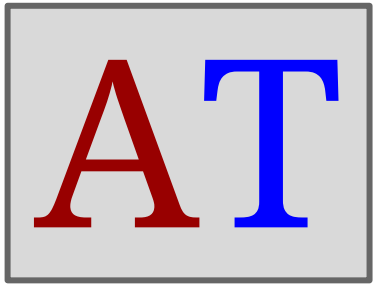
AT COURSES IMPLEMENTED IN 2017-18



- AT Finite Math Modelling
- AT Post-Euclidean Geometry
- *AT Computational Physics
- AT Entrepreneurship
- AT Urban Studies
- AT Comp Sci Data Structures
- *AT Seminar
- *AT Research & Catalyst

*Offered the equivalent AP exam

AT COURSES IMPLEMENTED IN 2018-19

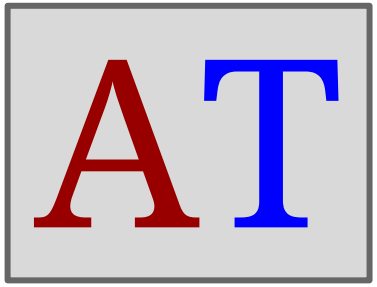


- AT Multivariable Calculus
- AT Linear Algebra
- AT Economics: Globalization *(with concurrent Syracuse University credit option)*

Additionally:

- AT Computational Physics *(began offering concurrent Syracuse University credit)*

AT COURSES IMPLEMENTED IN 2019-20

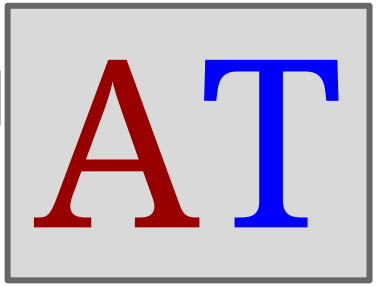


- AT Geography
- AT Historical Research and Inquiry
- AT Literature *(optional access to AP exam)*
- AT Psychology: Human Behavior *(with concurrent Syracuse University credit option)*

<u>Additionally</u>:

- AT Kinesiology *(began offering concurrent University of South Carolina credit)*

AT COURSES UNDER DEVELOPMENT & CATALYST INTEGRATION



- AT Performing Arts & Catalyst

  (*existing course integrating Catalyst this year*)
- AT Spanish (*developed & ready for implementation in 2021-22*)
- AT Visual Art (*exploratory - aiming for 2023-24 implementation*)

NB: All course titles shown here are currently placeholders

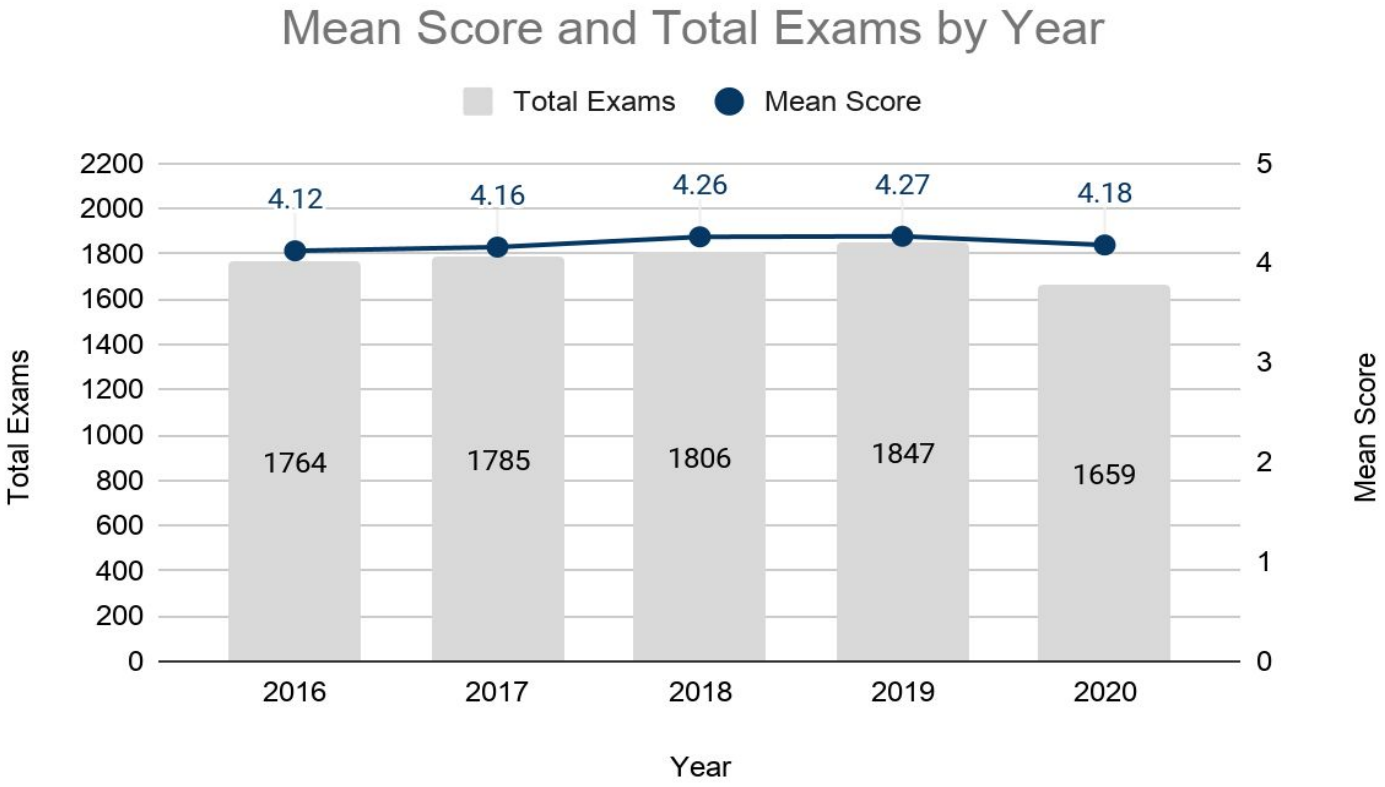
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AP: ADVANCED PLACEMENT

Overview



AP EXAMS: SAS EXAM PERFORMANCE 2016-20



In 2020:

- 10% decline in the number of exams taken
- 2% decline in exam score average

OVERALL AP EXAM SCORE TRENDS AT SAS

- **Students Scores Remain Consistently High**
  - Mean ranges from 4.1 - 4.3 over past five years with standard deviations around 0.9
- **Boys at SAS Perform Slightly Better in Comparison to Girls**
  - Mean for boys is 4.25 vs. 4.14 for girls. Trend holds true at individual subject level.
  - Further analysis will be undertaken.
- **AP Scores Decline from 2019 to 2020**
  - Statistically significant difference between 2020 and 2019
- **No Observable Grade-Level Influence on Scores**
  - Further analysis into grade-level trends by course recommended

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CONCURRENT ENROLLMENT

Overview



AT COURSES ALIGNED TO UNIVERSITY CREDIT FOR 2020-21

- **AT Computational Physics - SU PHY 101 -** *4 credits*
  - Fully aligned to the existing AT course
- **AT Economics Globalization - SU ECN 203 -** *3 credits*
  - Complementary self-paced assignments (6 - 8) & tests (2)
- **AT Psychology: Human Behaviour - SU PSY 205 -** *3 credits*
  - Fully aligned to the existing AT course
- **AT Kinesiology - UofSC PEDU 190 -** *2 credits*
  - Fully aligned to the existing AT course

*Cost per credit at SU is US $115, and at UofSC it is US $510. Payments are made directly to the universities.

CO-CREDITING: WHAT ARE THE BENEFITS?

- **Access to University Professors**
  - Professors collaborate with teachers and make virtual class visits
- **Access to Research Databases & Other University Resources**
  - Acquire ability to navigate research databases
- **Earn Credit and Potentially Transfer to Other Colleges**
  - May save some students tuition dollars
  - No bearing on college admission
  - SUPA staff will help support you in this process
  - Important to communicate and do your homework
- **Access to Syracuse Alumni Network**

TRANSFER OF COLLEGE CREDIT TO OTHER UNIVERSITIES

How the Credit May Be Recognised:

Students who earned credit in a Syracuse University course in high school and attempted to transfer the course ***report transfer success 90% of the time****. This could mean any or all of these:*

- ***Placement****: student is eligible to take a higher-level course*
- ***Course Exemption****: the course is used to fulfill a general education requirement, a requirement for a major or minor, or both*
- ***Credit****: credits are added to the student's transcript either in addition to the above recognition or as "elective credit*

DOES THE COLLEGE CREDIT TRANSFER TO OTHER UNIVERSITIES?

Direct From Syracuse: Tips for Securing Credit Recognition

- ***SAVE IT:*** *Students should save their class syllabus and any written work and exams/tests that they can. These can help the faculty at the institution you attend properly place you into more advanced courses and determine if the course meets general education and/or major or minor program requirements.*
- ***SAY IT:*** *Make sure you indicate on your college applications that you have taken/are taking Syracuse University courses.*
- ***PROVE IT:*** *After you have received your grade in the mail from Project Advance, request that a transcript be sent to the appropriate contact at the college or university of your choice"*

DOES THE COLLEGE CREDIT TRANSFER TO OTHER UNIVERSITIES?

What does the Syracuse Transfer Credit Policy Tell Us?

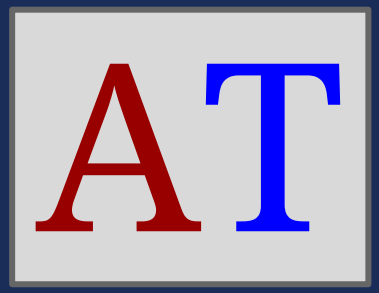
"SUPA cannot guarantee that all colleges and universities will accept the Syracuse University credits that you earned in high school. Every school has their own policies regarding the transfer of credit, sometimes varying by department."

*"If you initially are denied credit recognition, do not despair! Sometimes you have to go past admissions officials or the Registrar's office and appeal directly to a department head or professor.....**As always, you can contact our office with any questions. We are always happy to help students with the credit transfer process.**"* *Email: help@supa.syr.edu Phone: +1 (315) 443-2404*

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STUDENT FEEDBACK

Advanced Studies









ADVANCED STUDIES: CAPTURING STUDENT EXPERIENCE

- **Classroom Visits:**
  - AT Historical Research & Inquiry
  - AT Literature
- **Student Work:**
  - Strategic Partnerships
  - Authentic Audiences
  - Projects with Real-World Applications
- **Student Survey:**
  - Quantitative analysis against program goals
  - Qualitative data to supplement and support next steps

ADVANCED STUDIES: AT HISTORICAL INQUIRY

CLASS WEBSITE

> **Students wanted for hazardous journey.** Hard work, no wages, lots of writing. Work to be displayed publicly and subjected to enthusiastic critique. Must be curious, troublesome, and prone to undertaking tasks with little chance of success. Return to normal is doubtful.

- **Asian Values Seminar Discussion**
  - AT Historical Research & Inquiry
- **Students Driven Curriculum**
  - Students select course theme and co-construct inquiries
- **College Readiness**
  - Navigating Research Databases
- **Experts in the Field**

AT STUDENT SURVEY RESULTS: 2017-2020

Advanced Topic Criteria	***May 2017*** *(agree/strongly agree)*	***May 2018*** *(agree/strongly agree)*	***May 2019*** *(agree/strongly agree)*	***May 2020*** *(agree/strongly agree)*
Number of Student Responses	**116**	**127**	**184**	**240**
Relevant Content, Skills & Application	**75.9%**	**74.0%**	**76.1%**	**77.1%**
Competency Based Rigor	**72.4%**	**75.6%**	**83.2%**	**84.2%**
DSLO Development *("a lot")*	**71.2%**	**64.7%**	**68.9%**	**70.3%**
Depth over Breadth	**77.6%**	**75.6%**	**81.8%**	**81.3%**
Focus on Production	**81.9%**	**86.9%**	**94.7%**	**86.7%**
Real World Application	**70.7%**	**54.6%**	**60.1%**	**51.7%**
***Rigour Relative to AP** *(same or more)*	**67.2%**	**71.7%**	**74.5%**	**78.8%**

AT STUDENT SURVEY: 2020 TRENDS & OBSERVATIONS

LINKS TO THE DATA

- **Real World Applications**
  - Students report higher incidence of projects but low percent report real-world application
  - Look at focus of AT projects to improve sense that learning has real-world applications
- **Cultural Competence**
  - Cultural Competence is consistently one of lowest two DSLO scores
  - Strengthen opportunities to develop proficiency in all DSLOs including Cultural Competence
- **Rigor**
  - Perception of rigor relative to AP is trending upward
- **Student Agency**
  - More students report they are able to explore interests

AT STUDENT SURVEY 2020: PERSONALISED LEARNING

*I liked how **a lot of agency and direction** was placed on the students, even though it was quite a challenge. It really helped to **push everyone out of their comfort zone** and become much **better writers than we ever expected**.*

*What I most appreciated most was how much **student input was taken into consideration** for each topic of study and assignment.*

*Although I liked the flexibility, **I would have liked a bit more structure in the beginning of the course** where we did the groundwork.*

AT STUDENT SURVEY 2020: RELEVANT CONTENT SKILLS & APPLICATION

This class not only taught us ***how to write a formal academic paper****, but we also developed valuable skills such as* ***coachability and flexibility*** *that researchers need. This class was perhaps one of the most, if not,* ***the most important class I have taken*** *in my school career.*

This course was the ***perfect continuation of what I learned in AP*** *and allowed me to be better prepared to major in Computer Science in college*

AT STUDENT SURVEY 2020: COMPETENCY BASED RIGOUR

We touched on so many things ***outside the realm of just memorizing history****. We would look at the psychology, different points of view, and* ***ask ourselves questions about life that we had not previously thought of****.*

This ***class was rigorous****, just in a different way than the rest of my APs. It didn't push me to the limits with workload, it did that with* ***collaboration and creativity.***

The class encouraged ***little rote memorization*** *and provided stimulating intellectual challenges.*

AT STUDENT SURVEY 2020: DSLO DEVELOPMENT

Overall, this class was extremely valuable to me, not only in terms of ***content****, I learned a lot about how to* ***think deeper and question my own beliefs*** *as well as improved my skills of* ***communication*** *greatly.*

We were able to ***express ourselves creatively*** *in ways that I have never been able to do in other english classes.*

Collaborating *with a giant group was definitely tough, but* ***it was one of the most rewarding academic experiences*** *I've ever had.*

AT STUDENT SURVEY 2020: DEPTH OVER BREADTH

It's definitely hard to cover as much as a conventional history course alongside all the bigger values and ideas in picture, ***but I still would have enjoyed having more content knowledge for each unit.***

I think placing more emphasis on labs and research and ***shaving off some of the content could be nice****, though I understand the need to prepare for the AP exam.*

While the ***course's content was taught interestingly, engagingly****, and thoroughly,* ***I would have liked a broader curriculum****, or maybe more reading supplements/book learning*

AT STUDENT SURVEY 2020: FOCUS ON PRODUCTION

The amount of creation required is a bit excessive. I feel like there is a need to ***balance the amount of creations we make with the amount of reading, analysis and essays*** *we do.*

I really loved the ***emphasis on project work and student creations****. AT Lit provided both a creative outlet and an* ***opportunity to appreciate other student work****.*

AT STUDENT SURVEY 2020: REAL WORLD APPLICATION

*The **Tioman trip** went really well in the first semester. While going to another faraway island may be a bit much, perhaps **having more field trips in Singapore** or even day trips in the weekend may be a potential way to **get more real world fieldwork experience** in the second semester.*

*This course was very much **project-based learning through an application of concepts** we learned in AP Economics and in the class too. **I enjoyed having the opportunity to apply what I had learned in the real world** through the final enterprise project as well.*

OUR MAIN TAKEAWAYS

- **A Diverse Program for a Diverse Community**
  - Students report a wide range of benefits in the program
- **Finding The Right Balance**
  - Focus on Production
  - Content Knowledge
- **Course Expectations & Communication**
  - Are positioning perspective students to make informed decisions about the courses they take?
- **Local Partnerships & Experts in the Field**
  - Connecting students with experiences and expertise in the field

SINGAPORE AMERICAN SCHOOL

ADVANCED STUDIES NEXT STEPS

Upcoming Work for 2021 & Beyond

ADVANCED STUDIES NEXT STEPS: 2021 & BEYOND

- **Equity: Gender Differences in AP Achievement Data & Enrollment**
- **Collaborative Review: Advanced Physics Program**
- **Development: Advanced Studies Communications**
  - How can we do a better job of equipping families with information they need?
- **Student Feedback: Expanding Our Surveys to AP Students & Alumni**
  - What are our areas of strength? Where do we have room to grow?
- **Partnerships: Enhancing Our Student Experience**
  - How can we leverage community resources and continue to offer rich learning experiences for our students?

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ADVANCED STUDIES PARTNERSHIP

Opportunities for Input & Support

ADVANCED STUDIES: PARENT SUPPORT & INPUT

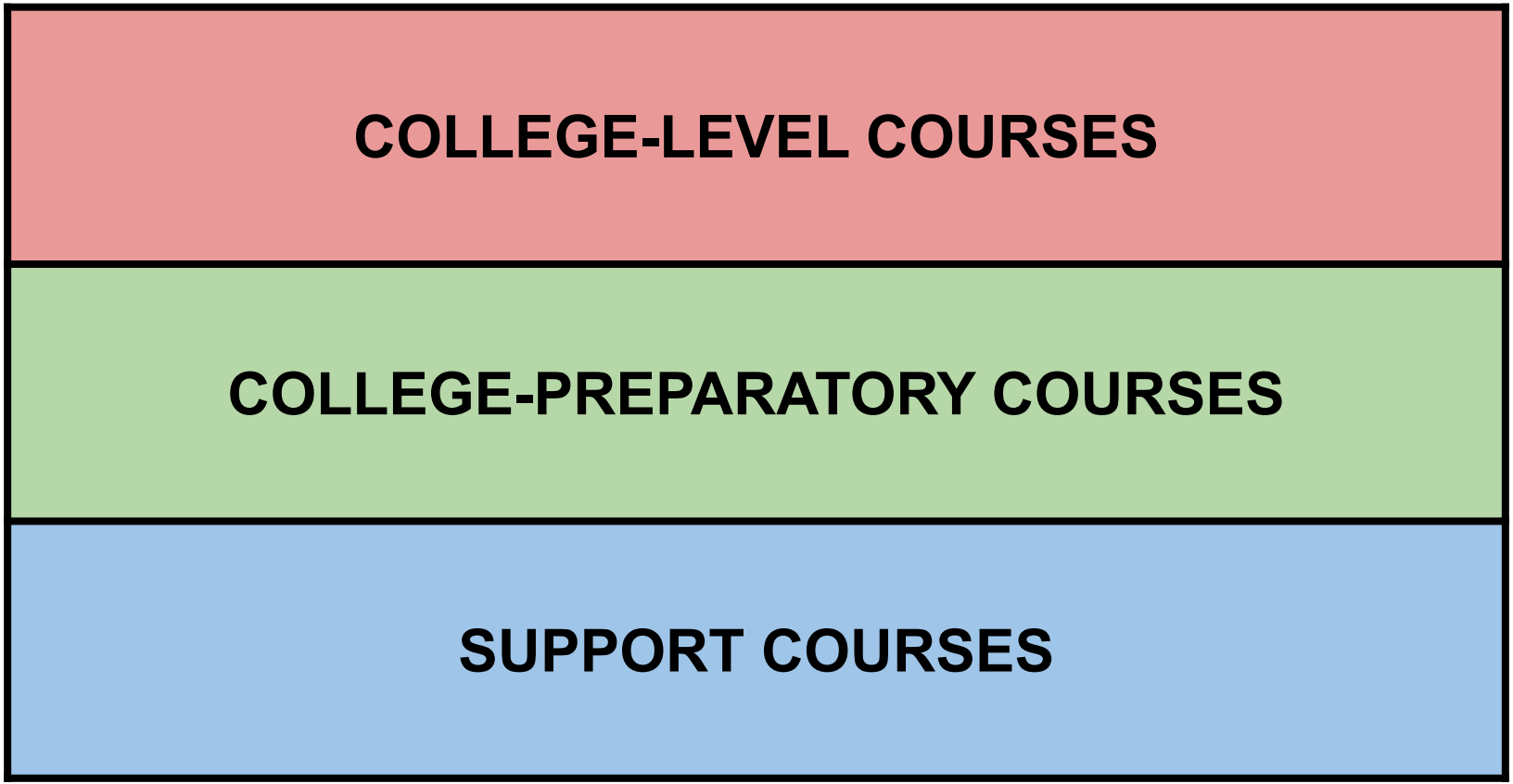
- **Provide Feedback**
  - Current Systems & Support (advancedstudies@sas.edu.sg & ttrainor@sas.edu.sg)
  - Parent Focus Groups & Curriculum Review Teams
  - HS PTA Coffees
- **Partner with Us**
  - What experiences and expertise can you bring to our classroom experience?
- **Tell Your Advanced Studies Stories**
  - Share your experiences with the Advanced Studies program with us and others

Please share questions and/or feedback at:

http://bit.ly/HSPTAQuestions0911



COURSE TYPES



SINGAPORE AMERICAN SCHOOL

STUDENT WELL-BEING & BALANCE

What Can We Do to Support Student Well Being?

STUDENT PERCEPTIONS ON GROWTH MINDSET

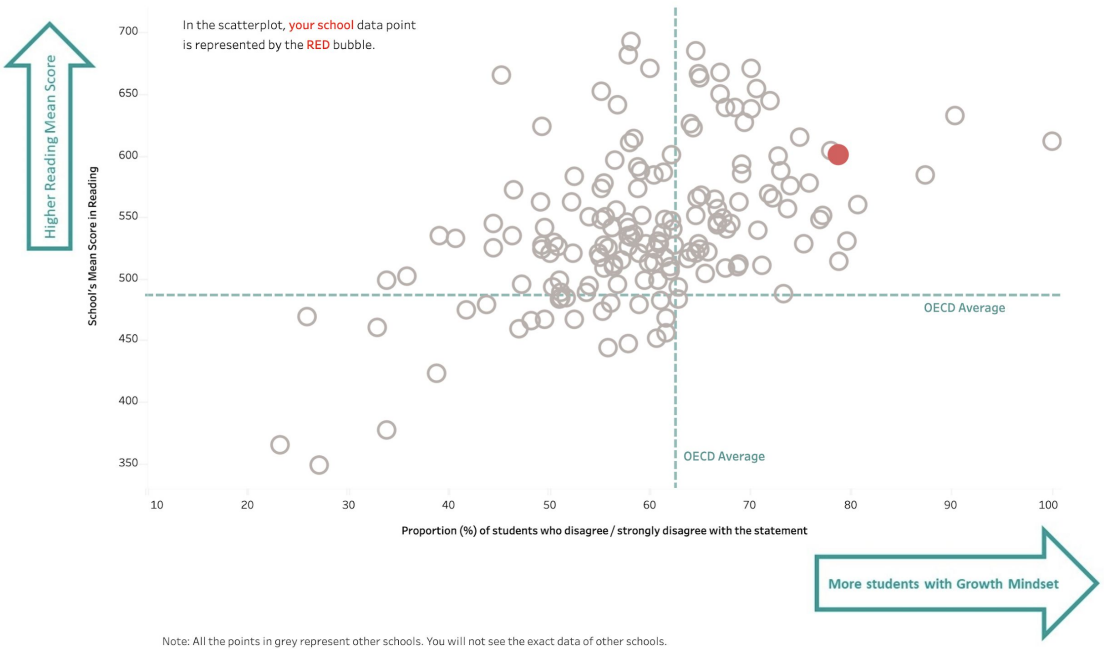
NOTE: GREY DOTS ARE OTHER SCHOOLS IN SINGAPORE

How many of your students have a Growth Mindset?

Students were asked:

"Your intelligence is something about you that you can't change very much.*"

*Students who **disagree** with this statement are those with a growth mindset. In this case, a higher proportion of disagreement is more desirable.



Note: All the points in grey represent other schools. You will not see the exact data of other schools.

STUDENT PERCEPTIONS ON FAILURE

Number represents the percentage of students who took the PISA who agreed with the statement. A lower percentage indicates less concern.	SAS	OECD Average
When I am failing, I worry about what others think of me.	85	56
When I am failing, I am afraid that I might not have enough talent.	85	55
When I am failing, this makes me doubt my plans for the future.	74	54

STUDENT PERCEPTIONS ON PEER COOPERATION & COMPETITION

NOTE: GREY DOTS ARE OTHER SCHOOLS IN SINGAPORE



Note: All the points in grey represent other schools. You will not see the exact data of other schools.

Q & A AND FEEDBACK

SINGAPORE AMERICAN SCHOOL

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www.sas.edu.sg


feedback

YOUR FEEDBACK PLEASE



bit.ly/ptafeedback

BREAKOUT DISCUSSION

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ADVICE FOR STUDENTS & FAMILIES

What advice do counselors and school leaders have for...

- Grade 8 parents?
- Grade 9 parents?
- Grade 10 parents?
- Grade 11 parents?