



ASM BY THE NUMBERS

2020-2021

The 2020 - 2021 SCHOOL YEAR

A year of challenges and silver linings

The 2020-21 school year was a year of great challenge and accomplishment. We began the year with uncertainty and even fear. No one knew if we would be able to stay open for more than a few weeks. We had more questions than answers about COVID and our preventative measures.

We ended the year with confidence. ASM was open all year except for the week when Madrid shut down after Filomena's record snowfall. We had zero cases of COVID transmission at school. We were able not only to endure but to thrive with learning carrying on for Lancers of all ages.



The 2020 - 2021 SCHOOL YEAR

Our focus began with COVID measures but these quickly became our new normal as the initial days and weeks of uncertainty passed. During the 2020-21 school year we:

- Created new classrooms and sections to start the year with reduced student density in classroom learning environments
- Revisited and revised our Virtual Learning Plans for all divisions
- Began envisioning and planning the new Outdoor Learning and Play space for Lower School
- Finished and moved into the new Middle School
- Developed an innovative and student-centered Upper School schedule that provides time for Higher Level IB classes, independent learning time for students, and community time
- Continued professional learning for staff (including our regional collaborative and work with experts in the field)
- Completed the work on a new Mission and the self-study for Middle States accreditation
- Piloted project-based learning and real world applications in science, math, and history classes
- Piloted restorative practices and creation of new positions in MS/US related to SEL and a strong community



Community Survey

The ASM community survey went out in May 2021. We sent out slightly over 1000 invitations by email, and received 440 responses. This compares to 520 responses in 2020 and 339 in 2019.

The 2020-21 school year was a difficult year. While ASM stayed open for in-person learning all year the restrictions and protocols to safeguard health and safety made many traditional activities that connected our community difficult if not impossible. While overall levels of satisfaction were strong there was a slight shift downward in many categories. Of the 140 comments many people spoke of the difficulty they experienced feeling connected. Whether this played a role in people's perception or not is difficult to determine but it is clearly an area to address going forward.

COMMITMENT TO TRANSPARENCY

KEY FINDINGS OF FOURTH ANNUAL COMMUNITY-WIDE CLIMATE SURVEY

Question	2021 satisfaction or agreement	2020 satisfaction or agreement	2019 satisfaction or agreement
The level of safety and security at ASM is satisfactory	92%	90%	83%
The academic climate at ASM encourages learning	88%	91%	84%
The overall climate at ASM is one of mutual respect and courtesy	87%	91%	84%
I feel welcome at ASM	86%	90%	88%
The Directors and Headmaster care about students and provide a positive learning environment	86%	89%	80%
ASM fosters a multicultural environment	84%	90%	88%
ASM staff and administration are responsive to the needs of parents	84%	85%	79%
I am well informed with the progress of my child in his /her subjects	84%	84%	72%
ASM is committed to ethical values and character development	83%	89%	81%
There is open communication between parents and teachers	83%	87%	80%

COMMITMENT TO TRANSPARENCY

KEY FINDINGS OF FOURTH ANNUAL COMMUNITY-WIDE CLIMATE SURVEY

Only in seven questions did rates of disagreement or dissatisfaction rise to 10% or higher. This is one more than in 2020 but almost half as many as in 2019 (12). The new area that rose to 10% was about opportunities for parent involvement. Given the context of the 2020-21 school year, this is understandable.

Question	2021 dissatisfaction or disagreement	2020 dissatisfaction or disagreement	2019 dissatisfaction or disagreement
An atmosphere of inclusiveness exists at ASM	10%	8%	11%
Students are appropriately challenged	11%	11%	20%
My child is getting academic programs comparable to independent US schools or international schools	11%	11%	19%
The bus app provides timely information	12%	7%	N/A
ASM offers me many ways to be involved in my child's education	12%	6%	7%
My child's experience at lunch is positive	15%	14%	16%
The cafeteria provides a variety of options for students	16%	14%	21%

COMMITMENT TO ACADEMIC EXCELLENCE

KEY STUDENT DATA

For the last four years we have shared data in several key areas to demonstrate the level of academic achievement by ASM students:

- Results from spring MAP testing
- The average SAT scores for the senior class
- Average IB scores and IB subject area averages
- College and University acceptances and enrollment

MAP SCORES

MAP is a computer adaptive test. Every student gets a unique set of test questions based on responses to previous questions.

MAP is designed to measure student achievement in the moment, and growth over time, regardless of grade level.

MAP is used in 7,800 school and districts in the US and in over 1000 international schools worldwide. Each year, over 8 million students take MAP tests.

ASM tests students in grades 3-10 in Reading, Language Usage, and Math in the fall and spring each year.

Spring results are used to measure student growth and the school results are shared each year.



MAP SCORES: Headlines and Highlights

- Reading and Language are considerable strengths for ASM students.
- Despite the pandemic and interruptions for many students, ASM's scores are remarkably stable, varying only within a narrow range (3-6 points) for almost all grades and subjects from year to year.
- In Math, Grades 3- 6 Spring scores were slightly lower than the year before while Grades 7-10 were strong. It is hard to know if this is in part due to younger students catching up due to losses while in virtual school. The same pattern showed in Reading where the younger grades slipped slightly compared with previous years. This was true in both achievement and in student growth from Fall to Spring for Grades 3 and 4 particularly.
- Sixth-grade students outperformed their projected growth goal, achieving 120% of that expected growth.
- Seventh-grade students on average achieved in the 98th percentile, more than doubling their projected growth. Eighty-one percent of students met their growth goal.
- Eighth-grade students also surpassed their average growth goal, achieving above the 90th percentile in achievement.
- Both grades 9 & 10 achieved in the 90th percentile and well above the average range for growth.



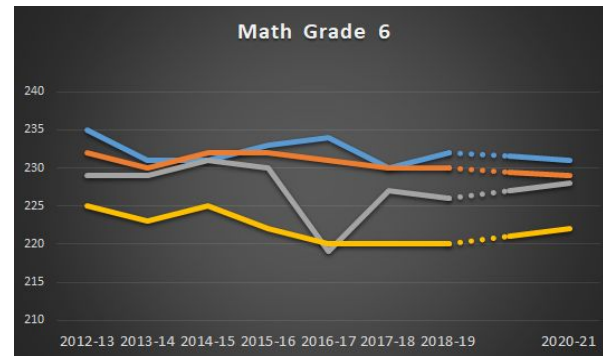
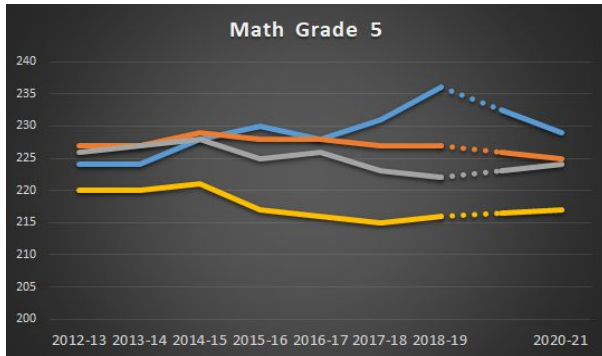
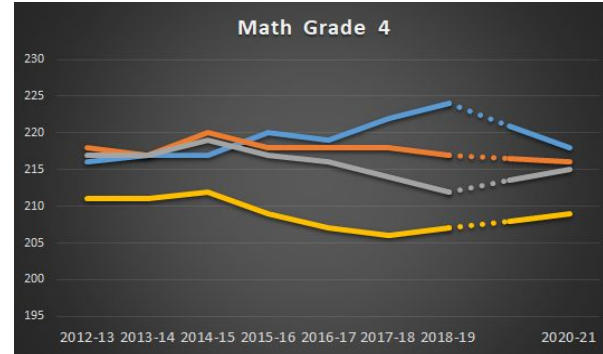
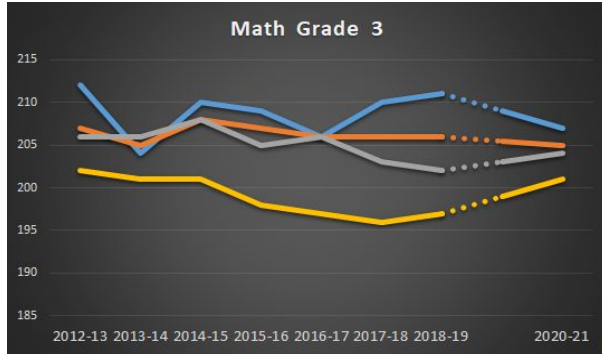
MAP SCORES: Context and Perspective

The MAP data section of this report is fairly long. That could give the impression that MAP data is primary to our assessment practice and the MAP data is our primary source of information. This is not true and gives a skewed impression of assessment and the analysis of student performance at ASM. In the Lower School for example, MAP results are looked at closely. We look at them by grade, by class and, most importantly for individual students. But they do not stand alone nor are they intended to. MAP, by its nature as a computer delivered assessment, has some distinct limitations. In Math for example, it cannot really assess math reasoning, communication and problem-solving. The MAP Math assessment yields great data but it must be taken into consideration with other assessments. In elementary grades, MAP Math data is looked at with the beginning and end of unit assessments in EveryDay Math as well as the end of the year assessment. In Reading we have individually administered assessments that look closely at reading strategies and comprehension. We have a developmental spelling assessment that at its upper levels assesses vocabulary development as well as proficiency with spelling patterns. We use the WIDA assessments to measure students' progress in English language development. All of these are used to inform instruction, measure the effectiveness of our interventions and programs, for goal setting, and tracking student development from grade to grade.

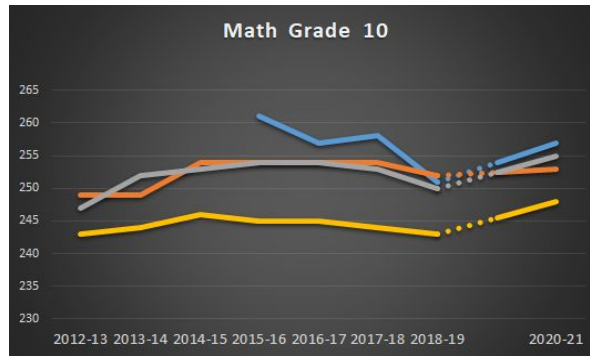
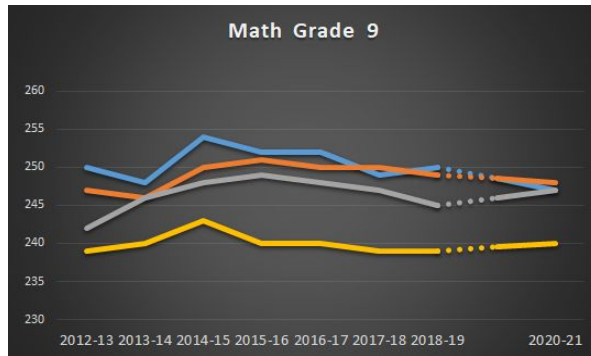
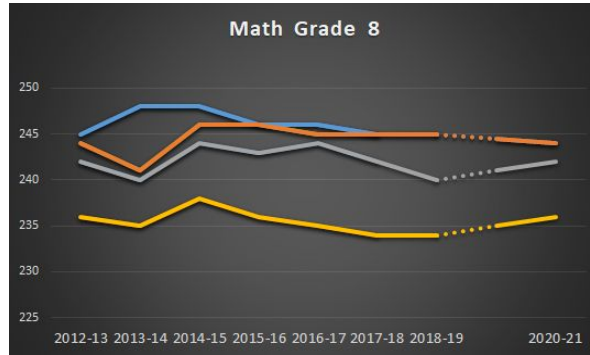
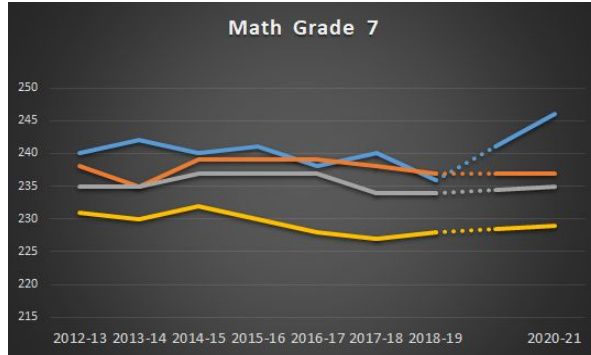
ASM's MAP scores are compared to three different groups; the average for all students (ALL), the average for the Educational Collaborative for International Schools (ECIS), and the average for the 196 schools sponsored by Office of Overseas Schools (A/OS).



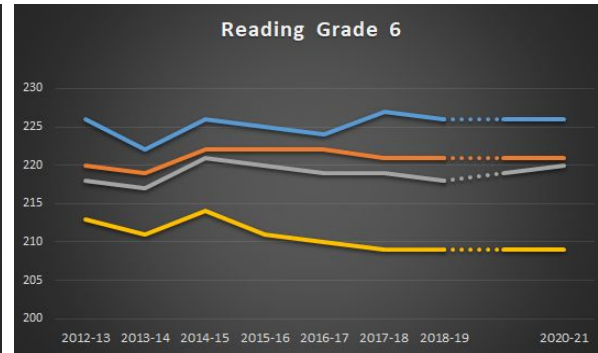
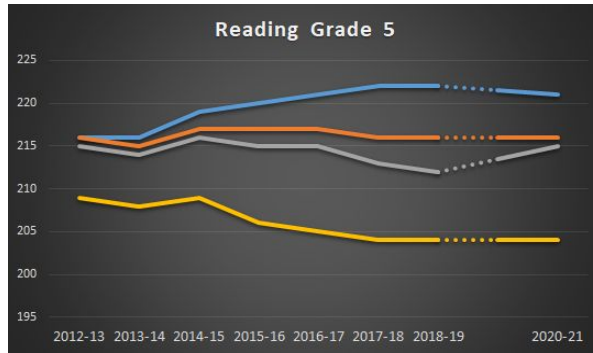
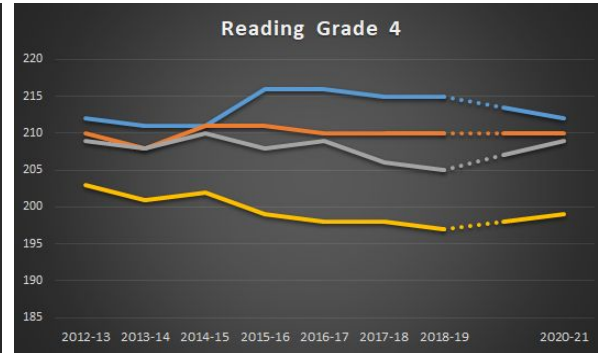
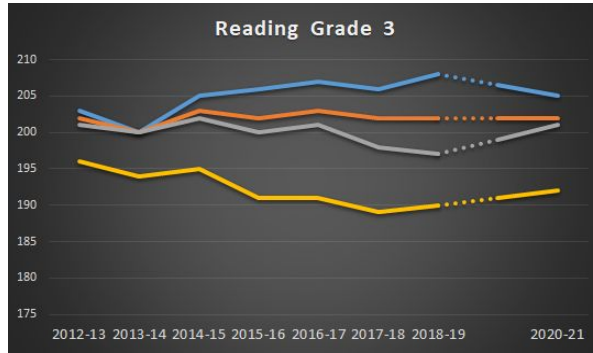
MAP SCORES



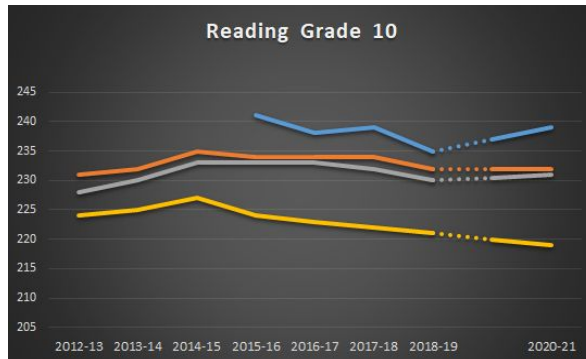
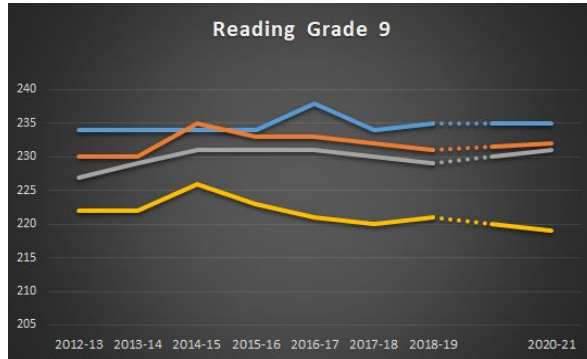
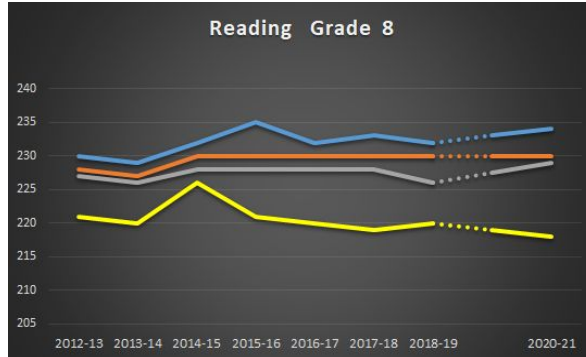
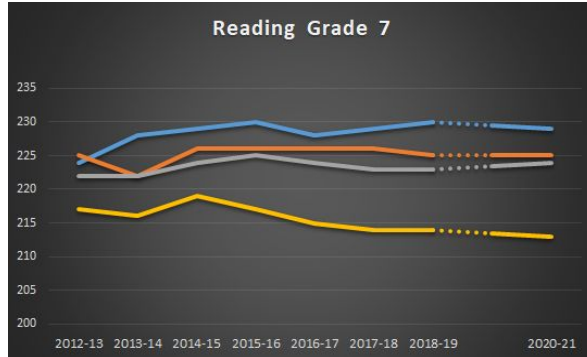
MAP SCORES



MAP SCORES



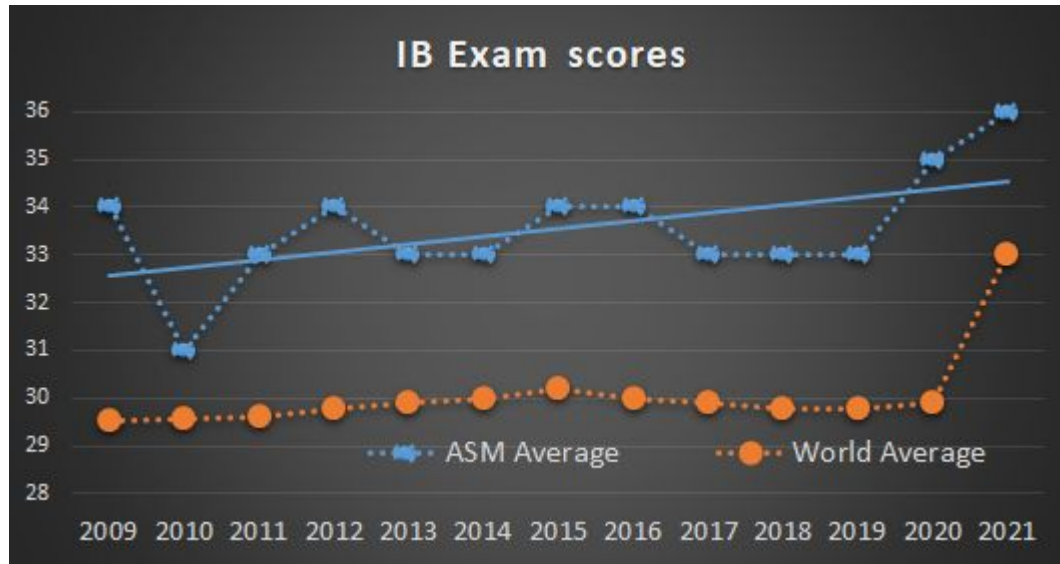
MAP SCORES



IB EXAM SCORES: Headline and Highlights

- **ASM's overall average for the class of 2021 was 36, compared to a world average of 33**
- **ASM is again above the World Average in all subject areas**
- **ASM had its highest average in both Science and in the Social Sciences Group in the last five years**
- **ASM's scores in Language Acquisition are remarkable**

IB EXAM SCORES: ASM's overall average of 36 is ASM's highest ever score



IB EXAM SCORES: Context and Perspective

While this is the highest IB average ever for ASM it is also a year in which the world average increased significantly. On the one hand, it is important to look at IB data for last year, this year, and likely next year as well with an asterix; on the other hand, the data is a record of our students' real achievement. Yes, the IB reduced content in many classes. Yes, the Class of 2021 at ASM and around the world had two extraordinary years in every respect. But ASM students, unlike many other students, took the IB exams and their achievement is as real as in any other year.

It is important to note that averages do not tell the full story. Lost in the averages are the students for whom a 30 or even qualifying for an IB Diploma, was a major achievement. The ASM average does not take away from students at the high end. The beauty of the IB is its differentiated structure. The ability to choose both courses and the level, Higher Level (HL) or Standard Level (SL), provides a significant degree of differentiation and opportunity for challenge. One student's 4 in a course does not impact the students who reach for a 6 or a 7. Unlike many schools, ASM does not restrict access to the IB program nor do we require students to take HL or SL. The choice is theirs.



2021 IB EXAM SCORES

Other 2021 Statistics for the IB show the strength of the program and the extent of student achievement for the Class of 2021

	PASS RATE for the IB Diploma	Percentage of students in the Class of 2021 who scored more than 36 points	Percentage of students in the Class of 2021 who scored more than 40 points	Percentage of students who received BILINGUAL DIPLOMAS
ASM	100%	58%	22%	46%
WORLD	88%	43%	20%	29%

IB EXAM SCORES HISTORICAL TRENDS

ASM's IB Exam scores compared to other International Schools with similar programs

School	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
ASM	32	33	34	32	33	34	34	33	33	33	35	36
IS Paris	---	34	35	34	35	35	33	34	34	34	34	35.5
IS London	---	---	32	32	33	32	34	32	33	34	33	36.6
AS Milan	32	33	33	31	34	34	34	36	34	34	34	36.6
IS Prague	---	34	35	34	35	35	33	34	34	34	33	35
ICS Madrid	---	---	---	---	---	34	33	33	34	---	35	37
AS Barcelona	34	34	32	31	33	35	34	35	34	33	36	36
BFIS	---	---	---	33	33	34	33	35	34	32	35	36

IB EXAM SCORES: ASM'S HISTORICAL IB SUBJECT AREA TRENDS

IB Group	2021		2020		2019		2018		2017		2016	
	ASM Average	World Average	ASM Average	World Average	ASM Average	World Average	ASM Average	World Average	ASM Average	World Average	ASM Average	World Average
Group 1: Studies in Language and Literature	5.73	5.13	5.84	5.10	5.40	4.85	5.24	4.76	5.14	4.85	5.11	4.84
Group 2: Language Acquisition	6.58	5.39	6.47	5.23	6.57	5.11	6.52	5.09	6.54	5.1	6.69	5.10
Group 3: Individuals and Societies	5.50	5.17	5.36	5.11	5.06	4.77	5.25	4.70	5.23	4.70	4.98	4.78
Group 4: Sciences	5.35	5.00	5.20	4.66	4.79	4.27	4.37	4.27	4.84	4.27	4.56	4.28
Group 5: Math	5.11	5.08	4.76	4.71	4.26	4.25	4.31	4.31	4.75	4.39	5.12	4.40
Group 6: The Arts	5.00	4.5	4.30	4.26	5.16	4.18	4.58	4.36	5.09	4.49	4.90	4.61

SAT SCORES HISTORICAL TRENDS

In 2020-21, due to Covid, SATs were not held at ASM and many universities went test blind or test optional. Fewer than 20 ASM students took the SAT in the 2020-21 school year. Therefore the averages are not included in this report.

CLASS OF 2021 UNIVERSITY ACCEPTANCES & ENROLLMENT

THE CLASS OF 2021 SETS A NEW LEVEL

Acceptances and Applications

- 625 Total applications (7.3 applications per student)
- 326 applications accepted for a 52% acceptance rate
- 156, almost half, of the accepted applications were to top 100 schools around the world

Where the Class of 2021 enrolled

- 35% students attending universities in the US
- 31% students attending Universities in the UK
- 28% students attending universities in Spain and EU

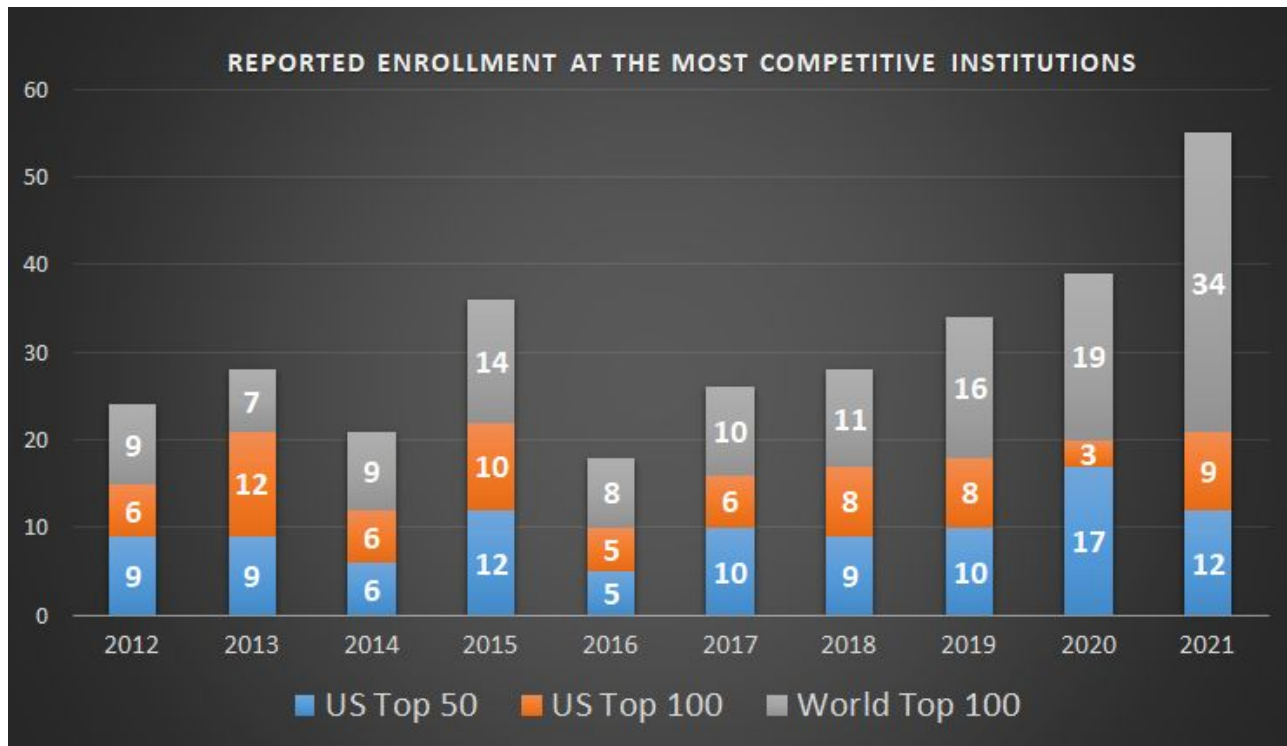
Rankings: One measure of excellence (based on QS rankings by country and by subject for Business and The Arts)

- 64% of the Class of 2021, 55 of 86 students, are attending a top 100 university
- 17% of the Class of 2021 are attending a top 10 university



COMPETITIVE UNIVERSITY ENROLLMENT

THE CLASS OF 2021 SET A NEW LEVEL IN TOP UNIVERSITY ENROLLMENT



UNIVERSITY ACCEPTANCES & ENROLLMENT

OTHER CONSIDERATIONS

Rankings and statistics tell one part of the story. They illustrate facets of the whole but they are not a complete picture. The college application process is complex and personal for each student depending on their family background, experiences and resources.

Whether the process is judged by the degree of choice for each student, where they were accepted, where they decided to enroll, or the range of programs and majors they have taken on, ASM students impress.

They study everything from film and fashion to medicine and engineering. They are in Sydney, New York, London and Amsterdam. Lancers live the ASM mission; they take on challenges and think globally and creatively toward a better future.



INVESTING IN PEOPLE & PROGRAM

Highlights from a year of professional learning and growth

External Consultants:

- MS MATH focused on the development of pathways from Grade 6-10
- Upper School English and Social Studies teachers worked with Mary Ehrenworth of Columbia Teachers' College on reading strategies in the Social Sciences
- Paull Anderson worked with K-12 science teachers
- Learner support Teachers worked with Lee Ann Jung on leadership for Inclusive practices
- In the Lower School, the Early Childhood Team worked with colleagues in other schools on the elements of exemplary programs
- Lower and Middle School faculty were trained in Responsive Classroom techniques
- Middle School faculty were trained in Restorative Justice practices.

In-House training

- Lower School Spanish
- Elementary training for Outdoor Play And Learning (OPAL)
- K-12 Peer teaching initiative
- Wellness and Instructional practices videos
- Google Certification for all staff
- 6-12 Social Studies Focus on inquiry and the C3 Framework



SUMMARY

In a year where many schools only opened for in-person learning at the very end of the year, ASM was open all year. The importance of being in school for children and families has never been clearer.

Beyond this accomplishment, the 2020-21 school year was the year ASM developed a new Mission Statement. The Mission Cornerstones make the statement memorable and powerful.

It is also the year ASM finished and moved into the new Middle School.

What's more, it is the year we looked ahead and began plans for an absolutely incredible space for outdoor play and learning for the Lower School.

In the 2020-21 school year, we focused on what mattered most, paid attention to detail, and dared to dream.

