THAT DAY

EVERYTHING SEEMED PERFECTLY NORMAL...

At approximately 7:25am on Wednesday, August 14, 2019, the first of 99 buses pulled up to the Pudong campus of Shanghai American School to begin the 2019–20 school year. As the students and faculty exited their buses, they were greeted by a beautiful, newly landscaped courtyard. The seaside flora gently swayed in the breeze. It was a relaxing start to what would ultimately be a chapter in the SAS story that few would describe as “peaceful.”
Thanks to our community for submitting photos used in this annual report. Special thanks to Jerry Koontz, who continually captures the very best moments at SAS.

On the cover: Armed with a black pen and a piece of scratch paper leftover from a test he was taking, Chuyi ’21 created Scribbles, an art piece featuring lines and interweaving forms and shapes that, to him, perfectly represented the dissonant nature of life and how time felt distorted due to the lockdown.
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Dear SAS Community,

The 2019–20 can be remembered as a year of opportunity, a year of learning, a year of challenge, and a year of change.

First there was the fall, one we began in August, with auspicious plans:

• Complete a first draft of strategic initiatives for the future and develop a community engagement plan for the spring that would allow us to refine and hone our objectives as a school.

• Finalize our accreditation self-study in partnership with WASC (Western Association of Schools and Colleges) and prepare for a site visit.

• Execute full class retreats for the first time (TheNine and TheTen) with students from both campuses.

• Expand our Menwai and Microcampus offerings, creating new travel opportunities, integrating service learning, and finalizing our high school fall retreat experiences.

• Identify exceptional international educational leaders to become the next Head of Campus and Elementary Principal at SAS Puxi.

• Finalize our new child protection policy and educate our full community on its elements.

• Establish a budget for 2020–21 that reflected our success in admissions for 2019–20, having met our enrollment targets.

By the close of the first semester, we had accomplished much of what we set out to do. Draft strategic initiatives were ready to be introduced to the community in the spring. The WASC self-study was complete and an April date set for the accreditation team visit. TheNine and TheTen were completed successfully on both campuses in September, and plans were in place to add new SAS World Classroom and Microcampus opportunities. We passed our 2020–21 budget in December, anticipating for the first time in several years growth in enrollment. And we finalized teacher recruitment process for 2020–21 and our search for the next Puxi elementary principal (Julie Hunt) and the next Puxi Head of Campus (Christoph Henry).

At 10:52 am, SAS Middle School band teacher Christy Wanamaker sent an email to her principal with the subject line, “virus thing.” Christy was organizing the upcoming AMIS Band concert and was writing to say that some parents across Asia were becoming worried about the virus outbreak in China. “Is there anything we can send to ease their minds?” she wondered. Three days later, our campuses would be closed until May.
Our students experienced a traditional SAS fall, with a myriad of activities on the calendar. Having applied to the colleges of their choices, our seniors had completed the hardest part of their year and were looking forward to being celebrated through the spring as they awaited college decisions and completed their studies. When we all headed out to far off places around the world for Chinese New Year, we knew that COVID-19 could affect us, but we did not read the tea leaves...

On January 25 we informed the community that the Shanghai government had closed schools. In the course of one week, we developed a full distance learning approach PK-12, which we formally launched on February 4. We thought distance learning would be two-week inconvenience. In the end, it lasted through the year and even to this day. Throughout the crisis, the school administration and Board of Trustees were in continuous communication: reviewing contingencies and opportunities together. We reopened our campuses for grades 11 and 12 on May 6 and introduced other classes week by week, as permitted by the government. With restrictions on who could enter our campuses, we created a summer program to extend the school year into July, with only our own faculty and staff.

The time of campus closure was not without anxiety and conflict, and we were not perfect. We had to learn how to communicate differently. We adapted continually to new variables: government ambiguity, parent and student feedback, and the ongoing fragmentation of our community. We also needed to reflect and build plans relative to the important realities of the time, particularly the Black Lives Matter movement in the United States and what it demands of us as an American school.

But today we can state that we stood true to our Mission and are reunited in place as a community. Almost all our faculty and families have returned. Though we had prepared for the worst, we find ourselves in a position of strength. It is a time to reflect on what we learned, rebuild our community, and set goals for the future.

This annual report is summary of the year. We hope that the new challenges of the year are not repeated, though we are ready if they return.

Extraordinary appreciation goes out to our teachers, our staff, our families, our PTSAs, and our Board of Trustees for uniting to weather this time together. We are stronger, and will be stronger, for it.

Sincerely,

Marcel G. Gauthier
Head of School

Jeff Graham
Chair: SAS Board of Trustees, 2020-21
OUR FOUNDATION

MISSION

SAS INSPIRES IN ALL STUDENTS...
A commitment to act with integrity
A lifelong passion for learning
The courage to live their dreams

ART BY VIVIAN LI ’21 AND NICOLE LI ’20
LEARNING GOALS

A Shanghai American School education equips students to transfer their knowledge and skills beyond the classroom, in authentic settings, over a lifetime.

CRITICAL THINKERS
SAS students are critical thinkers who develop ideas and construct arguments by questioning, evaluating, synthesizing, and considering perspective.

SKILLFUL COMMUNICATORS
SAS students are skillful communicators who advocate for self, others, and ideas in more than one language by listening, responding, and articulating through multiple media.

EFFECTIVE COLLABORATORS
SAS students are effective collaborators who help teams innovate outcomes to achieve a goal by holding themselves and others accountable, contributing in productive ways, and sustaining respectful interactions.

CREATIVE LEARNERS
SAS students are creative learners who engage their imaginations to generate novel ideas, demonstrate flexible thinking, evaluate approaches, and take action.

ETHICAL GLOBAL CITIZENS
SAS students are ethical global citizens who take action based on informed decisions filtered through empathy, integrity, sustainability, and social justice.

LEARNING PRINCIPLES

Imagine a community of integrity and compassion where all learners are:

- Empowered to make choices about how they reach clearly defined learning goals;
- Engaged in collaboration to solve authentic problems;
- Safe to take intellectual risks while persevering through challenges;
- Supported with modeling, differentiation, specific feedback, and opportunities for reflection and revision;
- Passionate, intrinsically motivated, and inspired to action.

This is learning at Shanghai American School.
Our Board of Trustees is charged with offering strategic governance for the long-term benefit of Shanghai American School. This focus gives SAS a perspective that charts and maintains the course of our school. The Board oversee policy and have a fiduciary responsibility to provide sound financial management of the school. Additionally, they select and support our Head of School, Marcel G. Gauthier.

There are 11 Board members at SAS – six elected, and five appointed. One of those positions is appointed by the U.S. Consul General – a reflection of our unique relationship with the Consulate. The Board of Trustees represents both Pudong and Puxi campuses, which allows for consistent leadership across SAS.

At SAS, new families are greeted with the words, “Welcome to the Next Chapter at SAS.” It’s our way to help new community members understand they’re not just joining a school; they’re becoming part of a riveting and inspiring story – one that first began in 1912. New students take part in orientation activities such as Link Crew. Our Board of Trustees are also being welcomed. In August, Pang Lee and Emily Yeh ’08 joined the Board.
Sometimes, the stories of the year are best told in numbers. Take a look at some of these SAS facts from the 2019–20 school year.

6000
miles the Puxi cross country ran during training, ¼ of the way around Earth

112361
emails received by Head of School

1528
students participated in the SAS summer program

43
SAS seniors accepted to University of California Santa Barbara (Go Gauchos!)

143742
Schoology assignments submitted during campus closure

429
different bus stops SAS uses each morning

225
RMB average donation to the Sunshine Club
70 colleges and universities visited SAS – physically and virtually

12.3% increase in traffic to the SAS website vs 2018–19

81 SAS summer program courses offered

2007 The year Waipo began volunteering in the Eagle Shop

2665 average number of people served daily in the SAS cafeterias

1651 new student applications received for 2020–21, an SAS record

1221 + 1339 plane tickets and train tickets purchased through the SAS travel office

277870 Seesaw comments made on student work during campus closure

530 different types of meals prepared at the SAS cafeterias

207% increase in SAS Library online pages read (2020 vs 2019)

41 service clubs rising to meet our expectations to “Do Good, Well”

6 hiring fairs attended before original 2020–21 vacancies were filled

¥ 9 least-expensive item bought through SAS Purchasing

1945000 liters of water in the SAS pools

225 increase in SAS Library online pages read (2020 vs 2019)
In the midst of a worldwide pandemic that led to an almost semester-long closure of both its campuses, SAS redefined in a matter of days how to deliver educational excellence that is the hallmark of its education. The result of this effort was a Distance Learning approach that ensured academic standards were met despite the global distribution of our families and faculty. Anchored in our Mission, our Learning Goals, and our Learning Principles (pages 6-7), this approach received accolades from the International Baccalaureate Organization (IBO) as a model that wove synchronous and asynchronous learning.

Principles, however necessary, are insufficient to deliver a fully integrated online education unless they are also supported by a strong technology infrastructure. This awareness arose as early as 2014 when SAS identified in its WASC report the need “to create data systems and structures that will enable the school community to more efficiently access resources and information in order to enhance student learning.” This acknowledgement led to the extensive foundational work in this area in the last six years and partially explains why SAS was prepared upon
February 2020

COVID–19 was quickly spreading across the globe and closing entire countries. As schools everywhere scrambled to create their distance learning plans, an email from the International Baccalaureate (IB) arrived to SAS’ Director of Technology, Alan Preis. The organization was wondering if SAS’ own Distance Learning Plan could be shared with others as an exemplary plan. SAS was the only school in the world whose plan received such recognition.

campus closure with unified platforms upon campus closure to deliver online learning. This preparation provided an edge in comparison with many schools worldwide that had to scramble to adopt software and to socialize this technology with all stakeholders. Our SAS community’s familiarity with Schoology and Seesaw, our two main learning platforms, played an instrumental role in forwarding efforts efficiently and meaningfully. In areas where we did not have a system for schoolwide synchronous lessons, we quickly piloted efforts. One such example is the adoption of Microsoft Teams in the secondary school available due to our prior adoption of the Office 365 collaborative platform, as well as Zoom in our elementary school. Needless to say, the months of active engagement in Distance Learning as a community provided an opportunity to further increase the skillset of all, as the experience was elevated and became more consistent across the school.
Throughout and in spite of a myriad of challenges, high expectations for student learning were retained: Our goal was not to emulate an on-campus class in an online environment but, rather, to optimize what is possible within this new environment. Our Distance Learning program struck a balance between asynchronous learning and synchronous interactions in ways that invited ambitious learning goals and that were achievable by our students. This required keen attention to the individual needs of students, including timely feedback for continuous engagement as we as educators continued to adapt, modify and redefine learning through different types of activities and engagement that were not mere substitution of on-campus learning practices.

Our faculty, counseling team, and academic leadership worked tirelessly to ensure that our students remained engaged in their learning. Students spend years learning how to learn in a classroom and rely on these skills to reach academic success. They, like the school, were suddenly asked to radically modify how they learn and, for some, this posed a significant struggle. Others thrived in this new learning environment with its additional opportunities for student engagement, independence, and personalization of learning.

As always, we relied heavily on strong school-parent partnerships to ensure success. And while this school-parent partnership was evidenced across all divisions, it became especially evident in our youngest grades as parents were required to take on roles once solely assumed by the teacher.

**BENEFITS OF DISTANCE LEARNING**

On many fronts, the winter and spring were challenging for our community as we did not anticipate having to deliver learning entirely online. Nonetheless, every form of program delivery has its own strengths, and as we reflect on our Distance Learning...
Learning approach, we notice some significant benefits that we will want to retain in the future. Students had to develop an added layer of resilience and persevere through challenges. They often had to demonstrate increased autonomy and choice in their learning. Feedback and authentic assessment became a cornerstone of instruction. And finally, through our online platforms, learning became more transparent than ever, also allowing to better monitor the quality of our delivery.

THE ROLE OF FACULTY

Delivering successful online education required a shift in mindset, practices, and skillset from our faculty. Designing online learning experiences differs from designing on-campus classes. Learning must be deconstructed and sequenced, asynchronous materials must be developed, and activities, resources, and activities must be varied to maintain student engagement and to ensure that the intended learning targets are met. A strategic focus for the past four years is the development of a strong culture of collaboration in service of high-functioning teacher teams. This emphasis proved integral to the success of our Distance Learning program. Faculty were equipped with strong norms that enabled collaboration across time zone differences to review curriculum and to design instructional experiences while ensuring that the same academic standards and daily learning targets were met as in the previous on-campus experience.

TOWARDS BLENDED LEARNING

In May, when our campuses reopened, it became abundantly clear that the Distance Learning period provided extraordinary opportunities to learn and to improve Learning at SAS no matter the place
and time of delivery, reflecting investment in best practice to leverage the extraordinary potential of technology to support learning in a face-to-face environment. This investment shaped our 2020-21 sights towards the future and the goal to provide a unique Blended Learning experience to our students on campus, beginning on day one of instruction. In practice, this fosters a highly effective use of technology in service of learning in the classroom and at home, increasing the fluidity between these two spaces. It also means intentionally integrating technology standards in the design of our curriculum, instruction and assessment, a task for which more than 40 faculty started engaging over the summer in a year-long certification by the International Society for Technology in Education (ISTE) organization.

At SAS, we are proud of our 2019-20 cohort at all grade levels and of their readiness to engage in their next steps of learning in the 2020-21 school year. More than ever, we are ready to deliver educational excellence on all fronts, no matter the circumstances or adversity.

In just one day, Maggie Huang ’21 transformed from a student to an apprentice. In 2019-20, SAS brought Airy Hill Studio artist Cory Wanamaker onto the Puxi campus as an artist-in-residence, helping students understand all facets of being a professional artist. Through her work there, Maggie “realized that I was an actual working apprentice and (it) allowed me to understand the time and devotion that went into creating professional artwork.”
OUR RESILIENCE

Until February 2020, SAS delivered an academic program within a “brick and mortar” setting. The COVID-19 crisis required us to - in one week during the Chinese New Year break - transform an institution of 2,800 students and 400 faculty into an online learning school. To compound the challenge, campus closure hit as our community was spread across five continents and 22 time zones. The Academic Leadership Team itself, composed of 22 leaders, meet daily via videoconferencing systems from all over the world to unite our efforts and ensure the design and delivery of our Distance Learning Program. Teachers from a same grade-level or subject-area team were separated by thousands of miles and hours of time difference. Nonetheless, we charged on and successfully ensured our students would be able to meet the high-quality academic standards set for them.

There were many silver linings to this crisis: Students who thrive on autonomy and are passion-driven were afforded flexibility and choice. Faculty were charged to rethink assessment in line with the goals of our SAS education, emphasizing authentic tasks that encouraged students to demonstrate learning across disciplines and topics. Even institutions like the College Board and the IBO had to recognize that students required alternative opportunities to demonstrate learning in different forms and formats than traditionally.

As we look into the future and witness higher education institutions going partially or fully online this semester, we can attest that this crisis and our response contributed to prepare our students to face the realities of what their post-SAS education and work-life will include. As an example, many of our 5-year old students are now able to independently mute and unmute themselves on Zoom when asked to do so!
WHERE EAGLES COULD BE FOUND DURING

Argentina  
Australia  
Austria  
Belgium  
Belize  
Bosnia  
Brazil  
Brunei  
Bulgaria  

Cambodia  
Canada  
China  
Colombia  
Costa Rica  
Croatia  
Cyprus  
Czech Republic  
Denmark  

Egypt  
England  
Ethiopia  
Fiji  
Finland  
France  
Germany  
Greece  

Guatemala  
Hungary  
Iceland  
India  
Indonesia  
Ireland  
Israel  
Italy  

Japan  
Kenya  
Laos  
Lebanon  
Liberia  
Luxembourg  
Malawi  
Malaysia
THE 104-DAY CAMPUS CLOSURE OF 2020

Maldives, Malta, Mauritius, Mexico, Morocco, Mozambique, Myanmar, Netherlands, New Zealand, Nigeria, North Macedonia, Norway, Pakistan, Panama, Peru, Philippines, Poland, Portugal, Qatar, Romania, Russia, Saudi Arabia, Scotland, Singapore, Slovakia, South Africa, South Korea, Spain, Sri Lanka, Sweden, Switzerland, Tanzania, Thailand, Turkey, UAE, USA, Vietnam, Wales, Zambia, Zimbabwe
All APAC championships are special, but SAS APAC Championship #113, captured by the boys tennis team in Pudong, was particularly memorable. It was the campus’ first championship for the boys tennis team. What’s really touching is the fact that the team is coached by longtime faculty member Greg MacIntyre whose grandfather, Clark Johnson ’31, was a captain of the SAS tennis team in the early 1930’s.
ACTIVITIES + ARTS
April 20

20

It was spring – the time of year when the sounds of end-of-year performances begin to fill the halls. Instead, the Performing Arts Center on the Pudong campus stood silent, a victim of COVID–19. So the Executive Student Council decided to simply change venues. Soliciting videos from SAS Pudong students, the students created a 33-minute, nine-act virtual concert of singing, dancing, and music to be enjoyed safely – no matter where you were.
OUR OUTCOMES

SAS PUDONG

1036 TOTAL NUMBER OF STUDENTS
425 HIGH SCHOOL ENROLLMENT
119 CLASS OF 2020

MOST REPRESENTED STUDENT PASSPORTS

58% North America
21% Asia
21% Europe, Central + South America, Africa, Middle East

ADVANCED COURSE RESULTS AT SAS PUDONG

GPA mid-50% range for class of 2020
3.33-3.88

Letter-based 4.0 grading scale is outlined on our transcript. We do not weight grades or rank students. Reported GPA only reflects courses taken at SAS or in SAS Online Learning.

SAT Score mid-50% range for class of 2020
READING + WRITING
610-725
MATH
700-800
COMPOSITE
1305-1510

ACT Score mid-50% ranges for class of 2020

The College Counseling Offices at Shanghai American School empower each student in the courage to live their dreams by providing comprehensive university counseling education and individual advising to support varied and flexible pathways. We partner with students, school counselors, advisors, and parents to create a visible framework for success and healthy transition into life after SAS.
SAS limits students from applying to more than ten colleges/university systems. Our program is built on the premise that a student’s ability to engage in an informed process of elimination and self-expression through a college list edited and narrowed to reflect their values, priorities, and profile is an essential capstone of their senior year.

**Advanced Course Results at SAS Puxi**

- **713** Exams
- **311** Students
- **94%** Scores at 3 or above

- **53** Number of IB Diploma Candidates
- **114** Total Number of IB Candidates
- **61** Number of IB Certificate Candidates

**SAT Score mid-50% range for class of 2020**

- **Reading + Writing**: 650-730
- **Math**: 670-790
- **Composite**: 1315-1510

**ACT Score mid-50% ranges for class of 2020**

- **Reading**: 23-33
- **Science**: 26-34
- **English**: 24-35
- **Math**: 26-35
- **Composite**: 26-34

**IB Diploma Scores Over 38 Awarded in IB Diploma 98%**

SAS PX Average AP Exam Score: 4.0
China Average AP Exam Score: 3.58
World Average AP Exam Score: 2.98

**GPA mid-50% range for class of 2020**

- **3.49-3.83**

Letter-based 4.0 grading scale is outlined on our transcript. We do not weight grades or rank students. Reported GPA only reflects courses taken at SAS or in SAS Online Learning.
OUR OUTCOMES

2020 UNIVERSITY MATRICULATION

Amsterdam University College
Arizona State University–Tempe
Arts University Bournemouth
Babson College
Barnard College (5)
Berklee College of Music
Boston College (2)
Boston University (2)
Brigham Young University–Idaho
Brigham Young University–Provo
Brown University (3)
California Institute of Technology
Carleton College
Carnegie Mellon University (5)
Chapman University (2)
Claremont McKenna College (3)
Columbia College Chicago
Columbia University in the City of New York (3)
Cornell University
Columbia University
Dartmouth College
DePaul University
Drexel University
Duke University
Duquesne University
Emory University (5)
Erasmus University Rotterdam
Florida Atlantic University
Franklin W. Olin College of Engineering
George Washington University
Georgetown University (2)
Georgia Institute of Technology–Main Campus
Harper and Keele Veterinary School
Imperial College London (3)
Indiana University–Bloomington
Juniata College
Kennesaw State University
King’s College London, University of London (2)
Korea University
Lehigh University (2)
London School of Economics and Political Science, University of London
Loyola Marymount University (3)
Loyola University Chicago
McPhs University
Michigan State University (2)
Monash University
New York University (16)
Northeastern University (3)
Northwestern University (6)
Occidental College
Pitzer College
Pratt Institute–Main
Purdue University–Main Campus (3)
Queen’s University (2)
Rhode Island School of Design
Rijksuniversiteit Groningen
Rutgers University–New Brunswick (2)
Santa Clara University (5)
Santa Monica Community College
Savannah College of Art and Design
School of the Art Institute of Chicago
School of Visual Arts
Seoul National University (2)
Smith College
St. Olaf College
Suffolk University
Technical University of Denmark
The Chinese University of Hong Kong (2)
Considering the talents and accomplishments of the students at Shanghai American School, it's pretty hard to be the first at something. But with a commitment to both academic and athletic excellence, Camille Boyd ’20 managed the feat. In November, Camille became the first SAS student from the Pudong campus to earn a golf scholarship. This fall, she headed to Seattle to play golf for the University of Washington.
Just one day after the Lunar New Year break began, an email went out informing our community that our beautiful campuses must remain closed for an additional two weeks. The first response arrived within minutes: “Understandable but disappointing,” read the 10-word missive. “I assume the school will issue refunds.”

Thus began a particularly challenging time for the SAS community. It was a period that shined a light on the diversity of opinions and priorities among us. It was also a period that demanded empathy, adaptability, and mutual support, and many of our community members stepped up to the challenge. For that, we remain grateful.

SAS PARENT SURVEY

On June 23, 2020, we invited parents to share their perspectives about SAS before and after campus closure. Responses reflect the challenges we faced during our spring semester.
**RECOMMENDING SAS**

The survey asked, on a 1–10 scale, “How likely are you to recommend SAS to another family?” 63.84% of the community offered the top four scores, with the top score being 10 out of a possible 10.

![Graph showing likelihood to recommend SAS](image)

**ALUMNI**

The saying amongst our alumni community is, “Once an Eagle, Always an Eagle.” This bond was evident this spring, as the subject of diversity, equity, inclusion, and belonging (DEIB) moved to the forefront of social discussion worldwide. Over 160 alumni wrote to the school, asking what SAS is doing to actively address the DEIB experience of our students. The prompt helped lead to the school committing to initiatives in the 2020–21 school year and beyond that can help SAS continue to become a better place.

**PTSA**

2019–20 was a period of unprecedented partnership between the school and the Parent, Teacher, Student Association (PTSA). In an environment of continuously evolving regulations and precautionary measures, the PTSA and school administration met weekly, and WeChatted in between. This ongoing dialogue helped assure the voices of our community were being well-represented. It also assisted the parent community in helping to understand the school’s decisions and intent. We greatly valued the support.
OUR COMMUNITY
I like art that has a point, art with a message and a pulse. I wanted to use my skills to contribute something to my community. And what I have to offer is that I can draw.

– Jenny Tiefel, SAS Middle School Art Teacher and K-12 Art Coordinator
Imagine heading off for a 10-day school holiday break, and not being able to return to campus until 104 days had passed.

Welcome to the spring of 2020.

What started as a perfectly normal senior year at Shanghai American School turned into an exercise in how to hold school during a pandemic. In the 104 days between January 22–May 6, 2020, learning moved to online, canceling many milestones of an SAS senior’s experience.

If there was any solace to be found, it was in the fact that the Class of ’20 joined an illustrious list of SAS senior classes whose final years of high school were adversely affected by the world that surrounds our campuses. A list that includes the classes of 1927, 1932, 1938, 1941, 1942, 1943, 1944, 1945, 1946, 1949, 1950, and 2003.

The graduation ceremony was held online for the first time in SAS’ history, and began with a powerful video by one of the school’s most loyal and enthusiastic alumni, Betty Barr ’49, who told her own senior year story and reminded seniors that “the forces keeping you apart today will bring you together far better than a two-hour ceremony ever could.”

The video would go viral, racking up over 100,000 views worldwide in the first 48 hours. And the seniors who were in Shanghai would go on to gather on the Bund on graduation night, May 31, to see the Citibank building light up with SAS spirit, courtesy of the Ye(s), a multi-generational SAS family.

Adaptability is a skill we have long taught at SAS. It is fair to say the Class of ’20 earned A’s in the advanced course.
At a small local shop on Fuzhou Lu, a blonde woman was shopping when she overheard a fellow shopper, a diminutive woman in her late 80's. The shopper turned to the older woman and asked, “Are you Betty?” The older woman was SAS alumni Betty Barr ’49. The blonde woman was an SAS parent of a Class of ’20 graduate, who recognized Betty’s voice from the graduation speech video. Said Betty, “I didn’t realize I’d be so famous!”
On the last day of the school year, SAS traditions were being observed on each of our beautiful campuses. In Pudong, student buses were pulling away to a long line of faculty members waving goodbye. In Puxi, student buses were escaping through jets of water from faculty-wielded squirt guns. But amid the normalcy, there was one greeting rarely heard at the end of the year:

“See you in a few days.”

The summer of 2020 saw an opportunity to extend learning for our students.

The program, offered to our PreK3 to Grade 12 students, was designed to encourage students to explore new interests, discover new passions, and extend understanding and skills through a variety of activities and experiences. From Maker Space-based learning to studying the economics behind bananas to a film academy to researching family history... The list goes on.

There were 81 different programs between Pudong and Puxi, and 1,528 students took advantage. And by the end of the program, many wondered if, perhaps, SAS had just started another tradition...

True story: With summer break approaching, many in the community wanted to see learning extend into the summer. Unfortunately, safety restrictions were preventing us from offering a program. With just three weeks left, we got the green light from local authorities. A few days after that, we received word we couldn’t do it. A few days after that, we were on again. Then we weren’t. A day before orientation, we were finally on for good. Phew!
2019–20

MARKETING + COMMUNICATIONS

The role of Marketing + Communications is to “help parents make the most important decision in the world about the most important person in the world.” That is, to accurately reflect and amplify the SAS educational experience so prospective families can make the best choice for their child.

In 2019-20, social media continued to play a key role in sharing stories about SAS. SAS’ official WeChat followers continued to grow, with an 18% increase from 2018–19. Each post is now averaging 1,275 reads. Our Facebook friends saw a 10% increase from the previous year. Our biggest reach continues to be our uniquely branded “SAS Bus Stories” which, when our fleet is at capacity, deliver an estimated 14.9 million media impressions per month.

The official SAS website also saw a 12.3% increase in page views. And the Eagle Shops, school-run and parent-powered, was on a record pace prior to campus closure. The shops managed to bring in a total of over ¥650,000 in spite of the shortened year and limited on-campus traffic.

Finally, the team turned each division into a movie set with “Media Days.” Each division spent a day being covered extensively by photographers, videographers, and interviewers, resulting in a new series of “One Day at SAS” videos.

December 2019

Each school day, the iconic SAS buses are visible on streets and highways across Shanghai. But did you know one of the buses is also visible in the hallway on the Pudong campus? It’s part of the Main Street Mural, created by artist Josh Joshua Winer and the SAS community, and installed in the fall of 2019. The bus is featured amid other SAS cultural artifacts, and it has a working QR code. Scan it next time you walk by for the official SAS Bus Story.
ADMISSIONS

The 2019–20 admissions season began in October 2018 and lasted until March 2020 when the last applications for the school year were received. Total schoolwide applications for this season matched 2018–19’s which were the highest in the ten years prior. Puxi numbers reached a new high in the seven years applications by campus breakdown have been recorded, having doubled since 2013–14. Pudong applications were steady for 2019–20, holding the median position of the last seven years of its applications.

Notable was the trend in early applications. In fact, 43% of all applications were submitted within the first three months of the season compared to 35% a year before and 28% two years prior. Much of this was due to the continuing strong demand for early childhood seats (46% of all applications), with families hoping to increase their chances of admissions by applying early.

ENROLLMENT

As positive as the application picture looked for 2019–20, it was overshadowed by the advent of COVID-19 in semester two. The ensuing campus closures, shift to distance learning and the spring re-openings saw student enrollment take on new forms and fluctuate dramatically during the second half of the year. Families who were initially abroad took temporary leaves of absence, enrolling their children in in-person learning in their home country rather than engaging in distance learning. After the Shanghai education authorities deemed distance learning suboptimal for early childhood students, enrollment of Pre-Kindergarten and Kindergarten students branched as families chose to either remain engaged in Distance Learning, temporarily withdraw, or permanently withdraw from SAS.

With the campus re-openings in May, hybrid enrollment statuses came to fore as some families able to return to school chose to remain in distance learning.

<table>
<thead>
<tr>
<th>Campus/Grade</th>
<th>Total Students</th>
<th>Remain Active</th>
<th>% of Total</th>
<th>Temporary Withdrawal</th>
<th>% of Total</th>
<th>Permanent Withdrawal</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puxi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PK3</td>
<td>14</td>
<td>9</td>
<td>64%</td>
<td>4</td>
<td>29%</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>PK4</td>
<td>28</td>
<td>16</td>
<td>57%</td>
<td>11</td>
<td>39%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>46</td>
<td>36</td>
<td>78%</td>
<td>10</td>
<td>22%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>61</td>
<td>69%</td>
<td>25</td>
<td>28%</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Pudong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PK3</td>
<td>24</td>
<td>10</td>
<td>42%</td>
<td>13</td>
<td>54%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>PK4</td>
<td>42</td>
<td>23</td>
<td>55%</td>
<td>16</td>
<td>38%</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>60</td>
<td>44</td>
<td>73%</td>
<td>15</td>
<td>25%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>77</td>
<td>61%</td>
<td>44</td>
<td>35%</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>214</td>
<td>138</td>
<td>64%</td>
<td>69</td>
<td>32%</td>
<td>7</td>
<td>3%</td>
</tr>
</tbody>
</table>
ATTENTION

As the school year closed and great uncertainty still remained in the community regarding SAS’ ability to open in the fall, families’ own ability to return to China and/or their financial ability to afford the school, attrition was difficult to ascertain. In the end, as expected both campuses experienced an increase in the number of students withdrawing in 2019–20 compared to recent years and the 5-year average. Pudong’s attrition rate was up 3.5 percentage points to 15.2% and Puxi up 4.1 points to 12.8% compared to 2018–19. Schoolwide, the attrition rate of 13.7% was an increase from 10% of the previous year and the 11.9% of the 5-year average.

Although 2019–20 has concluded, residual effects of this unprecedented second half will impact the admissions and enrollment outlook for 2020–21, and perhaps beyond.

The Admissions team is all about thinking ahead. Which is why they spent the end of the 2019–20 school year preparing for the 2020–21 school year by finalizing the contents for a new SAS tradition, the Welcome Box. SAS Welcome Boxes are filled with SAS swag, and they were sent or given to new students at SAS to help them feel like Eagles even before they stepped onto one of our beautiful campuses on their first day.
OUR FACULTY

SAS has the largest teaching population of any of the international schools in the region. 82% of the faculty are expatriate overseas-hire teachers. Approximately 7% are expatriate local hire teachers and 11% are Chinese nationals, the majority of which are Chinese language teachers. In 2019–20, 24 nationalities were represented in our faculty.

Our teachers are highly qualified and often boast experience in numerous international schools before joining SAS. Every year, we invest heavily in recruiting and retaining the best teachers for our students, and 2019–20 was no different. Nonetheless, the COVID-19 crisis also hit on this front, as a number of our new hires for 2020–21 were prevented from joining the school as planned. We had to conduct an exceptional summer recruitment season to meet the needs of our Bridge Period. The school was extremely fortunate to find 17 highly qualified international teachers available and present in China who came to join the ranks of SAS faculty for a minimum period of one year.

2019–20 was also a very intensive year of professional development for our faculty, both in semester one and during the time of campus closure. Semester one on campus saw the continuation of our consultant visits in several key subject areas to support our work toward a guaranteed and viable curriculum and a strong culture of collaboration. Faculty reported that the efforts in the latter area proved instrumental in allowing them to face the challenges posed by the move to Distance Learning in the winter and the spring. In semester two, with the steady support of our strong team of instructional coaches, every faculty member had to significantly upskill to deliver learning in an online environment. In the summer of 2020, a cohort of 40+ teachers worked towards becoming certified by the International Society for Technology in Education (ISTE), having acquired the skillset and knowledge to integrate effective technology standards in curriculum, assessment and instruction. In parallel, some faculty members participated in the workshops offered by the Global Online Academy and the Microsoft Educator Center. On another positive

SAS FACULTY RETENTION 2010–20

The last three years at SAS have seen three of the four lowest levels of turnover in the last decade.
note, more than 40 SAS teachers took the opportunity of an extended summer break in Shanghai or abroad to sign up for intensive Chinese language courses, strengthening their understanding of our host country.

We want to recognize the extraordinary efforts provided by our faculty in extraordinary and demanding times to adapt and then thrive to support our student learning.
Shanghai American School (SAS) is a not-for-profit institution, meaning that every dollar received is invested in the school to provide an excellent education for our students. This is done through attracting and retaining highly qualified faculty, staff and administration, investing in quality instructional resources, providing excellent equipment and world-class technology, or maintaining, renovating, remodeling or adding to our top-tier facilities. Our Board of Trustees are voluntary members, who receive no financial compensation for their time and effort, and as a non-owned, non-profit entity, there are no shareholders or investors to which a return is paid.

Although our tuition rates are among the most competitive amongst international schools in Shanghai, SAS continues to provide the most comprehensive educational programs and services, the best facilities and the most qualified faculty amongst these schools.

SAS tracks its finances on a non-profit, fund accounting basis, such that recording is made for the school’s General Fund, Facilities Fund and Emergency Fund. The General Fund tracks the ongoing annual financial operations of the school while the Facilities Fund tracks the investment of dedicated revenues into the school's buildings and grounds. The Emergency Fund is designed to build an Emergency Reserve for the management of unforeseen circumstances due to major disruptive events outside the control of the school Board or Administration.

SAS managed its finances during the difficult COVID-19 global pandemic period in the most effective way possible. School administration has been in constant dialogue with the Finance Committee of the Board and the Board of Trustees and monitored the situation as it evolved and responded to the needs of school accordingly and appropriately.

COVID-19 and the closure of our campuses affected our revenue target by about ¥28.5M. The added expenses we incurred were due to the tuition credit the Board granted as a result of the campus closure and additional credit for those who could not attend the Summer Program in 2020. The campus closure triggered additional expenditures of ¥13.6M due to the Summer Program, which was offered free of charge, as well as severance pay, cancelled trip costs, and employee stipends to offset costs incurred due to travel restrictions.

Balancing these unforeseen expenses were cost savings and reductions due to the campus closure. Cost savings totaled about ¥33.8M through reduced expenditures on substitute teachers, After

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>RMB</th>
<th>LIABILITIES</th>
<th>RMB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash &amp; Investments</td>
<td>¥674,900,000</td>
<td>Unearned Fees</td>
<td>¥765,000,000</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>¥218,000,000</td>
<td>Accounts Payable &amp; Other Liabilities</td>
<td>¥80,900,000</td>
</tr>
<tr>
<td>Facilities &amp; Equipment</td>
<td>¥488,300,000</td>
<td>Total Liabilities</td>
<td>¥845,900,000</td>
</tr>
<tr>
<td>Other Assets</td>
<td>¥32,600,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Assets</td>
<td>¥1,413,800,000</td>
<td>Net Assets</td>
<td>¥567,900,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Liabilities &amp; Net Assets</td>
<td>¥1,413,800,000</td>
</tr>
</tbody>
</table>
School Activities, housing utilities, bus services, Contracted Services and Utilities, Materials and Supplies, and social benefits due to the temporary reduction regulation by the Chinese government. We already expected a solid financial performance. Considering the effects of pandemic and campus closure, in balance we delivered an impressive financial balance sheet.

The following provides a summary of the projected financial results for the 2019–20 school year. Over the past several years, shifts in the market resulted in shortfalls in budgeted enrollment, as well as declining enrollment in general. This year’s enrollment is 10 students lower than the budgeted enrollment of 2,756.

**GENERAL FUND PROJECTED RESULTS**

General Fund revenues are ¥666.5M, which is about ¥32M short of the budget, mostly due to about ¥24.3M tuition credit applied for returning students because of campus closure and over ¥4.2M of refunds for over 1,300 students who could not take advantage of the summer program offered in 2020.

The revenue on the cost recovery items such as the school transportation service fees and the student activity fees decreased by ¥7.5M. With Annual Fund donations of ¥2.7M in 2019–20 SY released from restriction, and Interest income earned of ¥14.6M, about ¥0.67M higher than budget, our actual overall General Fund revenue is ¥666.5M compared to a budget of ¥698.5M.

General Fund expenses are ¥613M, which is about ¥74M less than the budgeted amount of ¥687M. Salary and benefits accounted for approximately ¥32.1M of this saving, 6.5% of the category, including over ¥18.7M savings on academic and ¥4.5M on non-academic which was achieved through rigorous management, there were also about ¥4.7M savings on substitute teachers and close to ¥4M on After School Activities primarily due to COVID-19 and campus closure, while the other savings are mostly from the IIT refund and welfare contribution reduction per municipal 2020 policy for our Chinese staff.

Materials & Supplies had a savings of about ¥13.4M, mostly from saving on non-academic expenditures. Contracted Services is ¥25.3M lower than budget, mainly due to the lack of school bus service during the pandemic period, including savings of ¥4.5M for ASA buses, ¥4M for employee buses and ¥10M for student buses. The other ¥6.8M savings were mainly from the non-academic cost management. Other Charges are about ¥3.2M lower than expected, mostly due to Gain on Foreign Exchange of about ¥0.4M because of the weakening of the Yuan, ¥1.6M utilities saving and ¥1.2M saving for Strategic Planning budget. The Corporate Income Tax for the General Fund is ¥18.3M, higher than expected by about ¥3.5M. A pie chart highlighting the major areas of pre-tax General Fund expenses is also provided on the next page.

The lower than budgeted General Fund revenues were more than offset by the lower than budgeted General Fund expenses, to yield, before tax, ¥53.5M and after-tax, a General Fund surplus of about ¥35.2M on a cash budget basis.
FACILITIES FUND RESULTS
The Facilities Fund receives virtually all of its revenue from tuition and matriculation fees, with roughly ¥101.4M in 2019–20, as well as the annual internal rental charge of ¥1.5M for the SRC staff housing units, for a total Facilities Fund revenue of about ¥102.9M.

These revenues are designated to support the investment in the school’s facilities, with about ¥80.4M spent on a pre-tax cash basis, some ¥13.6M less than target of ¥94M, which represents about ¥108.9M on an accrual accounting (depreciation expense) basis. Associated Corporate Income Tax is zero, leaving after-tax Facilities Fund accrual deficit of ¥5.9M.

CONSOLIDATED GENERAL AND FACILITIES FUNDS RESULTS
Total revenue for General and Facilities funds was ¥769.4M, or about ¥29.9M short of total budget. Total expenditures for both funds was ¥693.4M, over ¥87.7M less than budget, or about 11.3% less than total expenditures. Net surplus before tax was ¥76M, some ¥57.8M better than expected. Total tax was ¥18.3M leaving net surplus after tax of ¥57.7M on a cash basis. Accounting for depreciation of about ¥88.7M and Capital Expenditures of about ¥60M, the net surplus on accrual basis is ¥29M.

EMERGENCY FUND PROJECTED RESULTS
Per the school’s policy, the Emergency Reserve’s target value is 20% of the annual General Fund expenses, yielding a target of about ¥137M. The Reserve’s value is currently at ¥84M, short of target, such that the General Fund surplus from 2019–20, once finalized, may be transferred to the Emergency Reserve in order to reach the target value. To date, there have been no withdrawals from the Emergency Reserve.

PROJECTED CONSOLIDATED FINANCIAL POSITION
The school remains in a very solid financial position, as witnessed by its projected Balance Sheet, at right. This is predominantly due to the normal international school cash cycle where a signif-

2019-2020 GENERAL FUND EXPENDITURES, AS OF JULY 31, 2020

- **SALARIES & BENEFITS**: ¥493,800,000; 80.55%
- **INSTRUCTIONAL & LIBRARY**: ¥11,800,000; 1.92%
- **PROFESSIONAL DEVELOPMENT**: ¥2,800,000; 0.46%
- **STUDENT BUS**: ¥17,000,000; 2.77%
- **FIXED CHARGES**: ¥9,000,000; 1.47%
- **SPECIAL CURRICULAR PROGRAMS**: ¥14,800,000; 2.41%
- **AFTER SCHOOL ACTIVITIES**: ¥6,200,000; 1.01%
- **ADMIN & OPERATIONS**: ¥57,300,000; 9.35%
- **STRATEGIC PLANNING**: ¥300,000; 0.05%
 significant portion of fees is paid in advance for the 2020–21 school year (which are billed in advance as unearned revenues), in addition to the accumulation of prior year surpluses.

The school’s financial assets are predominantly held conservatively as cash or short-term investments, for a total of ¥674.9M, with Accounts Receivable of ¥218M representing fees to be collected for the November installment dates. The school’s net investment in facilities and equipment is expected to be roughly ¥488.3M. Other assets totaling ¥32.6M include inventory and prepaid expenses, including overseas orders for the 2020–21 school year, giving a Total Assets of ¥1,413.8M.

The school’s liabilities consist primarily of unearned fees (for 2020–21) of ¥765M and ¥80.9M of Accounts Payable and Other Liabilities, giving a Total Liabilities of ¥845.9M. Therefore, the school’s Net Assets is ¥567.9M. This represents a healthy cash and short-term investment balance to allow for the ongoing reinvestment in educational programs and facilities.

### GENERAL FUND EXPENDITURE BREAKDOWN, AS OF JULY 31, 2020

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>¥493,800,000</td>
<td>80.55%</td>
</tr>
<tr>
<td>Student Bus</td>
<td>¥17,000,000</td>
<td>2.77%</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>¥9,000,000</td>
<td>1.47%</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>¥300,000</td>
<td>0.05%</td>
</tr>
<tr>
<td>Admin &amp; Operations</td>
<td>¥57,300,000</td>
<td>9.35%</td>
</tr>
<tr>
<td>After School Activities</td>
<td>¥6,200,000</td>
<td>1.01%</td>
</tr>
<tr>
<td>Special Curricular Programs</td>
<td>¥14,800,000</td>
<td>2.41%</td>
</tr>
<tr>
<td>Instructional &amp; Library</td>
<td>¥11,800,000</td>
<td>1.92%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>¥2,800,000</td>
<td>0.46%</td>
</tr>
<tr>
<td>Total</td>
<td>¥613,000,000</td>
<td>100%</td>
</tr>
</tbody>
</table>

### TOTAL ASSETS

- **Facilities & Equipment**: ¥488,300,000 (35%)
- **Cash & Investments**: ¥674,900,000 (48%)
- **Accounts Receivable**: ¥218,000,000 (15%)
- **Other Assets**: ¥32,600,000 (2%)

### TOTAL LIABILITIES & NET ASSETS

- **Net Assets**: ¥567,900,000 (40%)
- **Accounts Payable & Other Liabilities**: ¥80,900,000 (6%)
- **Uneearned Fees**: ¥765,000,000 (54%)
On Friday, June 12, in the midst of a continued pandemic, the incredibly challenging 2019–20 school year came to a close. The prevalent exaggeration at the time was that “no one made it back to Shanghai” before China closed its borders to outsiders. The fact is, many of our faculty, staff, and students were already back.

How do we know?
Well, as one example, the Puxi campus organized a year-end pizza party that began as the last student bus drove away. Approximately eight minutes later, the faculty and staff in Shanghai had already emptied 35 extra large pizza boxes.

2019–20 taught us all so many valuable lessons – as students, parents, and educators, and as people.

The last of those lessons was, be sure to order enough pizza.