The school bell that will signal the beginning of the 2018-19 school year at Shanghai American School isn’t due to ring for another hour. But already, the students have begun to arrive. Today marks the beginning of another chapter in an inspiring story that began in 1912. It is the first of 180 days that will be filled with curiosity and discovery, passion and achievement – each worthy of celebration.

THAT DAY
WE GOT OFF TO A GREAT START.
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Dear SAS Parents,

We are very pleased to present our 2018-19 Annual Report that summarizes the progress of our school team and community to enhance our student and family experience at SAS. This report encompasses the educational program, results in college admissions and standardized tests, student activities, governance, technology, facilities, admissions, marketing and communications, development, and finance areas to provide a perspective on the accomplishments of the year.

This report also coincides with a shift in the timing of our Annual General Meeting to the fall, so that we can provide a comprehensive and celebratory view of the year past and set the stage for the year to come.

Our 2018-19 school year was both an exciting year of progress and also one of positioning SAS for an even better future. We continued to advance our curriculum, strengthen our cross-disciplinary learning, improve our language program, further implement Menwai and much more. It was a strong year of growth in enhancing our children’s education.

This past year, the Board and school administration also began a strategic planning process to develop our vision for the years ahead. In the spring, we commenced our WASC (Western Association of Schools and Colleges) Accreditation Self-Study. Together, our strategy process and input from the WASC study will develop a shared vision drawing on input from our community. During the year, we surveyed our students, faculty and parents, as well as provided opportunities for parents to engage with Trustees. This current year we will deliver the finalized versions of the Strategic Plan and WASC self-study. We are excited that we will be able to share with the community a comprehensive strategic plan and set of actions for an extraordinary SAS experience.

We truly hope our SAS Annual Report provides a snapshot into the dynamic work happening at SAS that we believe best positions our children for lifelong success and the courage to live their dreams.

Sincerely,

Daniel Starta, Chair, Board of Trustees

Marcel G. Gauthier, Head of School
OUR FOUNDATION

MISSION

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.

SAS students . . .
- Consider multiple approaches and perspectives to evaluate decisions
- Ask relevant, discerning questions to stimulate reflection
- Evaluate evidence and sources to support arguments and conclusions
- Synthesize and apply new understanding to a variety of contexts

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.

SAS students . . .
- Use appropriate listening skills to integrate information across contexts
- Respond to emotions in self and in others
- Articulate ideas with exceptional clarity
- Select an appropriate medium/a to communicate with an audience

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.

SAS students . . .
- Hold themselves and others accountable for team agreements
- Build on the perspectives and contributions of others
- Develop and implement appropriate strategies to manage interactions

CREATIVE LEARNERS

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

SAS students . . .
- Use their imagination to generate novel ideas
- Demonstrate flexible thinking
- Use strategies to evaluate the creative process
- Execute ideas with exceptional clarity and effectiveness

ETHICAL GLOBAL CITIZENS

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

SAS students . . .
- Acknowledge and respect perspectives and cultures with consideration and care
- Take action with honesty and sincerity
- Make decisions and take actions to impact sustainability significantly
- Engage in authentic opportunities to impact others positively

ART BY VIVIAN LI ’21 AND NICOLE LI ’20

LEARNING GOALS

SAS INSPIRES IN ALL STUDENTS...
A commitment to act with integrity
A LIFELONG PASSION FOR LEARNING
THE COURAGE TO LIVE THEIR DREAMS

THE STORY OF 2018–19
SCHOOL GOVERNANCE

BOARD OF TRUSTEES
2018–19

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.

The first SAS Board meeting of 2018-19 took place at the Grand Kempinski Hotel. When the meeting was called to order at 12 p.m., it commemorated a significant moment in time. For the previous six years, the school had been under the steady guidance of York-Chi Harder. This day marked a transition to our new Board Chair, Dan Starta, who began steering the school toward a period of strategic planning for the future.

September 2018
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1

Daniel Starta
Board Chair

Sue Luh
Board Vice Chair

Christina Ye
Board Secretary

Lance Chen
Board Treasurer

Emily Chan
Board Member

Aurora Chen
Board Member

Scott Cline
Board Member

Andrew Field
Board Member

Erica W. Kuo
Board Member

Jeffrey Graham
Board Member

David Wang
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Many professional development partners visit SAS more than once. For example, Paul Sandrock, Director of ACTFL, originally came to SAS in December 2017 to lead a language program review with input from our community. He returned in 2018-19 to work with a language core team on implementation, and to work with faculty to develop our teachers’ ability to help students increase their language proficiency.

Language Programs
Under the leadership of our newly appointed Associate Director of Languages Program, Dr. Cris Ewell, the findings of the 2018 ACTFL program report were integrated into a comprehensive action plan. Year 1 targets were met and surpassed: A cohort of teachers were trained in assessing oral language proficiency through Oral Proficiency Interviews (OPI), a necessary first step toward program alignment. And Level Chinese, a program that provides students with reading proficiency data, was successfully piloted in elementary school. Additionally, students were assessed for proficiency using OPI and AAPL (ACTFL Assessment of Performance toward Proficiency in Languages) tests. This data describes student performance, supports the future redesign of our placement procedures, and defines appropriate class profiles. In year 2, the Chinese team will develop a simplified sequence of courses aligned with student proficiency and supported by new placement procedures.

English as an Additional Language (EAL)
A Collaborative-sheltered Immersion Model frames our approach to meeting the needs of language learners. This model engages all students in a language-rich curriculum without a need to pull students from class to receive appropriate support. Additionally, this model allows all students to participate in a language class, and for our Chinese language speakers to develop their mother-tongue. Results indicate strong growth in students who have followed in this model during the first two years of piloting.

Support for All Learners
Over the past two years, significant progress has been made in support of the diverse language needs of our student body. This shift in practice creates an inclusive learning environment. Future practice is described in our Shanghai American School’s System of Support for All Learners (SSAL) handbook.

This handbook articulates multi-tiered supports available to all learners at SAS, and ensures students receive the support they need, be they learners who struggle in a particular area or learners who need additional challenge within our educational program.
Outside the Gates

In 2018-19, Shanghai American School integrated a framework designed in 2017-18 to encompass learning experiences that take place outside of our campuses, whether it be a day at the museum, a weekend APAC tournament, a month in Yunnan Province, a study of a coral reef in the Philippines, or a language immersion trip in France. This framework reviews, builds, and evaluates our programs, and serves as a valuable point of reflection.

We ensure the experience is meaningful, supports our learning goals, and is based on four pillars: expanding intercultural understanding; achieving personal growth, working through challenges; and achieving awareness of impact. We call these experiences Menwai, which we interpret as, “Outside the Gates.” This year, a number of concrete changes occurred in our approach to place-based and travel education.

At the high school, we continued to move away from the traditional “China Alive” trips and replace them with whole-class experiences taking place in the fall. In 2017-18, TheEleven was introduced, focusing on college readiness. This year, we introduced TheNine to provide a strong start for our new high school students, and in 2019-20, TheTen will debut. The goal of these experiences is to ground the students in skills and knowledge they will need for the year, invite students to engage with a landscape and community outside of Shanghai, build class unity through challenges and activities, and reinforce a dimension of the curriculum for that year. At the Middle School level, all China Alive trips have been reviewed, upgraded or fully redeveloped this year to reflect the pillars and the goals of Menwai, with some offerings reaching beyond China’s borders. This year also saw the planning for the expansion of Microcampus, and in the fall of 2019-20, we will offer “Microcampus 5” on both campuses. This unique experience enables our parents and grade 5 students to, for the first time, learn together.

The Menwai framework will continue to guide the learning of SAS students when they’re in environments that are “extensions of our classrooms.”

Educational Excellence

Looking through the lens of service learning is making a positive impact on the SAS experience off-campus. But it’s also being applied to projects on campus as well. In March, one of our kindergarten classes embraced the goal of expanding intercultural understanding by interviewing employees on campus – lunch monitors, guards, ground crew members – so students can better understand the impact of their own actions on those around them.
EDUCATIONAL EXCELLENCE

EXPERTS ON CAMPUS

WITHIN THE GATES

In 2018-19, our students benefited from a constant flow of dozens of respected leaders, authors, and accomplished professionals in their field. Among visitors in 2018-19 included a return of the versatile South African crossover ensemble The Charl duPlessis Trio; Fablehaven series author Brandon Mull; New York Times best-selling author Tad Hills; American poet and writer Laurel Snyder; writer/storyteller/producer/performer/founder of Adam’s Answers and Washington Talks! man with the energy of ten cheetahs, Adam Mellema; journalist and author of Little Soldiers, Lenora Chu; millennial personal finance expert Erin Lowry ’08; Compass Education Group and leading expert on college admission testing, Adam Ingersoll; Panetha Ott, Director of Admissions International Recruitment at Brown University; Liz O’Connell, Senior Associate Dean of Admissions at University of Pennsylvania; Mike Sexton, Vice President for Enrollment Management at Santa Clara University; Jonathan Veitch, President of Occidental College, who spoke of the value of a liberal arts education; and Kirk Brennan, Director of Admissions at University of Southern California, who recorded a conversation with SAS’ Directors of College Counseling.

March 2019

SAS’ new Hub is home to college counseling, middle school art, the Hengshan Assembly, the SAS TV studio, and of course, it houses part of the largest collection of English language books on mainland China. And for one day, it was also home to the famous a cappella group, the Yale Whiffenpoofs. In the middle of the Hub, they surprisingly broke out in song. Our students, not surprisingly, broke out in applause.
SAS BY THE NUMBERS

Sometimes, the stories of the year are best told in numbers. Take a look at some of these SAS facts from the 2018-19 school year.

- 9 faculty or staff who had babies in 2018-19
- 78 new hires in 2018-19
- 163 unique SAS bus stories
- 20,000,000 estimated steps taken by Admissions officers giving school tours to 962 families
- 14,485,600 visitors to the SAS website
- 552 pages in the current SAS Board Manual
- 171 height in centimeters of the Head of School
- 10 APAC Championships won
- 197,359 number of checkouts from the Libraries of SAS
- 116 SAS Pudong students who attended TheNine
- 43 Triple Threat Award winners in Pudong (GPA of 3.5 or higher + 2 other APAC-level activities)
- 50/50 ratio of males to females in the IB Film program in Puxi
- 1600 bandages handed out during ASAs
- 29 countries that hosted SAS faculty for professional development
- 137 colleges and universities attended by the Class of ’19 in 14 countries
- 116 countries that hosted SAS faculty for professional development
- 2000000 Class of ’19 students accepted to Carnegie Mellon University
- 4322 visitors to the SAS website
- ZERO middle schoolers on their phones in between classes
- 4322 tech help desk jobs
- 10,0575 kilometers traveled by 14 SAS students to work with The Jacaranda School for Orphans
- 10575 special needs pets in SAS classrooms
- 3 good sportsmanship trophies won by SAS Pudong
- 2 SAS Pudong students who scored 45/45 on their IB exams
- 78 new hires in 2018-19

ACTIVITIES + ARTS

Over 100 clubs and activities. Over 110 APAC Championships. Whether a student was looking for variety, success, or both, the 2018-19 school year at SAS had it.

On Saturday, April 13th, the SASPX Boys Badminton team equaled the longest APAC winning streak in SAS history, with its fifth championship in a row. Which was the most impressive performance our student athletes had in, well an hour or two. Because earlier that same afternoon, the SASPX Girls Track + Field team also won their fifth consecutive championships.

What. A. Day.
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.

**SAS PUDONG**

**1036** TOTAL NUMBER OF STUDENTS

**425** HIGH SCHOOL ENROLLMENT

**124** CLASS OF 2019

**OUR OUTCOMES**

**ADVANCED COURSE RESULTS AT SAS PUDONG**

- **647** Exams
- **221** Students
- **94%** Scores at 3 or above
- **45** Number of IB Diploma Candidates
- **99** Total Number of IB Candidates
- **54** Number of IB Certificate Candidates

**GPA**

- **4.25** SAS PD Average AP Exam Score
- **3.54** China Average AP Exam Score
- **2.89** World Average AP Exam Score

**SAT Score**

- **61%** IB Diploma Scores Over 38 Awarded in IB Diploma 100%
- **38** SAS PD Average IB Diploma Score
- **54** Total Number of IB Candidates

**ACT Score**

- **26-33** Reading score
- **26-34** Science score
- **27-35** English score
- **28-34** Math score
- **27-33** Composite score

**IB Diploma**

- **37%** IB Diploma Scores Over 38 Awarded in IB Diploma 100%
- **38** SAS PD Average IB Diploma Score
- **162** Total Number of IB Candidates

**SAS PUXI**

**1704** TOTAL NUMBER OF STUDENTS

**617** HIGH SCHOOL ENROLLMENT

**179** CLASS OF 2019

**ADVANCED COURSE RESULTS AT SAS PUXI**

- **785** Exams
- **315** Students
- **91%** Scores at 3 or above
- **54** Number of IB Diploma Candidates
- **162** Total Number of IB Candidates

**GPA**

- **4.2** SAS PD Average AP Exam Score
- **3.54** China Average AP Exam Score
- **2.89** World Average AP Exam Score

**SAT Score**

- **680-790** Reading + Writing
- **1325-1520** Composite

**ACT Score**

- **26-35** Reading score
- **26-34** Science score
- **27-34** English score
- **26-35** Math score
- **27-34** Composite
Alec von Oossanen ’19 was accepted to a college that, two years earlier, he didn’t know existed. Alec arrived to SAS in his junior year, envisioning a return to his hometown of Portland, Oregon for college. But as he worked with SAS college counselors through a path of discovery, Alec realized an opportunity to expand his choices – and himself. Today, Alec finds himself at Bard College Berlin, a world away from Portland.
OUR COMMUNITY

Each morning at Shanghai American School, 2,740 students are welcomed to one of our two beautiful campuses. But attending classes is only a part of the SAS experience. Awaiting their families is a community – one that invites involvement, offers support, and fosters partnership with the school and, equally important, with each other.

COMMUNITY SATISFACTION

Each spring, we invite parents participate in the SAS Survey, a survey of satisfaction at the school. These were key results from 2018-19.
• Overall Satisfaction of Child
• Satisfaction of Academics
• Satisfaction of Athletics
• Satisfaction of Arts
• Satisfaction of other Activities

NET PROMOTER SCORE

A Net Promoter Score (NPS) measures the likelihood our families would recommend SAS to another family. (A score above zero is good; above 50 is excellent.) The NPS has shown significant increases each year, rising from 24.4 in 2017 to 38.9 in 2019.

PTSA

The PTSA (Parent, Teacher, Student Association) at SAS fulfill many important roles at the school, but their most appreciated role may simply be that they help families feel welcomed. Socials, speaker series and trips filled the 2018-19 calendar, highlighted by two of SAS’ longest-running traditions, the International Fair in Puxi and the Carnival in Pudong.

ALUMNI

Our Alumni engagement has steadily grown over the past four years, with regional events around the world doubling in size since 2015. In 2018-19, the school celebrated the third year of our two alumni anchor events in the U.S. and Asia as well as our ten-year reunion program. For our local Shanghai chapter, we held Alumni campus tours and small networking events throughout the year.

SAS SURVEY 2019

March 2019

The SAS experience can have a profound effect on students’ lives. Johanna Tan ’11 loved the way SAS teachers challenged her to take risks and celebrate her growth, it inspired her to become an educator herself. Sometimes though, the effects can be more personal than professional. Nick Tsuar ’08 met a fellow student at SAS whom he later dated in college and eventually married. Her name? Johanna Tan.
On May 26, 1950, Shanghai American School gathered at the Community Church on Hengshan Lu for the Class of 1950 graduation ceremony. A mere 68 years, 3 months, and 27 days later, SAS returned to the church to celebrate the anniversary of our founding on September 17, 1912. The church served as the third of 12 different campus locations in our history.
OUR FACULTY

SAS invests heavily in building capacity within our faculty so that they best contribute to our students’ learning experience. At SAS, we engage in research-based practices within authentic professional learning experiences that are ongoing, active, and social. In order to meet these criteria, professional learning is job-embedded and directly informs ongoing professional conversations. Additionally, SAS organizes a large number of professional learning opportunities for faculty and staff in almost all subject areas.

Our academic program was supported over the course of this academic year through 20 consultants who visited our campus, often twice—once for learning to take place, and once to provide an opportunity to reflect on practice. In Math, our second cohort of more than 30 teachers graduated from Math Specialists in International Schools (MSIS). This experience reinforces the efficacy of our conceptual approach to math education, for which SAS is being recognized as a leader in the region. In English as an Additional Language (EAL), our ongoing partnership with specialist Gini Rojas led to the development of our Collaborative-Sheltered Immersion Model and the adoption of a portfolio approach to measure and document student progress. In Languages, in addition to a 5-day visit and training by ACTFL Director Paul Sandrock, we hosted several Oral Proficiency Interview (OPI) workshops as well as trainings on the use of digital tools for reading assessment. These experiences played an essential role in building the foundation required for the significant changes in our language programs that are being developed, with full implementation in the coming two years.

Finally, our faculty continues to benefit from opportunities outside of SAS. We continue to increase the intentionalty of our management of funds toward external conferences and workshops and have ensured approvals support mandatory workshops (IB and AP for example) or opportunities that align with our strategic priorities (Reggio Emilia, Teacher and Writers Workshop, Cognitive Coaching, Innovation in Education (Learning 2, GELS, etc.). More than often, our faculty also present at notable conferences and represent excellence in education as it takes place at SAS.

Faculty members at Shanghai American School stay an enviable average of 5.98 years. For context, consider that faculty first join SAS on two year contracts, and stay an average of almost three times the length of their original contract. This stability enables SAS to deliver strong consistency in our educational program.

The SAS Mission states the school inspires in all students a “passion for lifelong learning.” That also applies to our faculty. Over 70% of our faculty members have earned post-graduate degrees (258 of whom hold Master’s degrees), and 100% of faculty members participate in ongoing professional development.

Before coming to Shanghai American School, our 2018-19 faculty have taught in 78 countries on six continents. “American” is our middle name. But the experience our teachers bring to SAS is very international.

For the second year in a row, faculty attrition was well below this decade’s average of 15.6%. This positive trend may have been even more pronounced, were it not for new aging laws that were established in China in the last two years.

SAS FACULTY ATTRITION CHART

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Usually in September, students and faculty members at international schools are just settling in to a new school year. But at a school in Brasilia, Brazil, faculty members Rebecca Andrade and Preston Braun were already signing on to be the first SAS faculty recruits for 2019-20. At SAS, we no longer wait for the big recruitment fairs. If we’re going to attract the best faculty, we have to start early. Even in the beginning of the school year.

September 2018
OUR FACILITIES

At SAS all of our facilities support the educational experience of our students. We look to continue to push space design and utilization at both our campuses to the next level of educational needs.

The new Puxi library, dubbed the Hub, is the outcome of over 20 months of visioning, collaborating, prototyping and design thinking that included stakeholders from all areas of the school (both campuses), as well as consultants, industrial designers, architects, and engineers. The space combines an open concept design that allows for unobstructed views throughout while providing acoustical separation at increasingly more quiet areas of the space. The space promotes collaboration, interaction, curiosity and group learning. It includes a café, college counseling, collaboration pods, hang spaces, presentation spaces, individual spaces for deep dive work, a large Multi-Purpose room on the second floor, an SAS TV studio, and a tech help desk.

In Pudong, the newly completed Early Childhood courtyard playground transformed a previously under-utilized area into a purpose-built play area with developmentally appropriate risk-taking structures. The mix of varying play structures and elevations promote the development of balance and climbing, while the winding paths through the playground allow children to develop scooting and agility movements. It features natural material such as wood for the railings and natural rope to promote a sustainable design approach. The space can also be used for teaching and learning activities.

As we continue to look forward toward our future, we continue to research, evaluate, and expand our current knowledge and understanding of how space facilitates learning at SAS. We strive to provide the most functional and dynamic learning spaces that align with our school’s mission and support our learning goals.

SAS facilities often feature the latest technology. But sometimes, that doesn’t matter. For example, the halls of our middle school come alive each day with students playing foosball, stacking Jenga pieces, and inventing their own board games. The one thing they’re not doing? Staring at their phones. This “tech-free” approach in middle school means students’ days are filled with interaction, collaboration, and learning from each other. Not a screen.
At Shanghai American School, the focus of our Technology team is to ensure that technology supports and enhances student learning and school operations across all areas of the school. This year’s work included standardizing our instructional technology integration framework, collaborating with counselors and administrators to further develop our digital citizenship program, reviewing and revising our school-wide student technology guidelines, and collaborating with Communications and Human Resources staff on the development of our staff Digital Code of Conduct.

Technology Coaches from both campuses were involved in helping to design and facilitate professional learning opportunities for SAS teachers throughout the year, including training sessions for new and returning teachers at the start of the year, the creation of an online course for new teachers, and facilitation of after-school sessions and other professional learning on a variety of topics. Our team facilitated a number of parent technology sessions this year, including new parent orientations, parent coffees, and sessions covering digital balance, screen time, and managing technology at home.

Technology and Development staff continued our ongoing collaboration on the Edge for Excellence Robotics initiative. Progress this year included the appointment of Robotics and Innovation Coordinators on both campuses, the support of multiple robotics competitions, coordination of teacher training, and purchasing of equipment and software to support the program. We look forward to ongoing work to further develop Robotics-related initiatives over the next two years.

One of our team’s major focus areas this year was continuing the work of prior years on cybersecurity. We implemented a number of security upgrades throughout our server and network infrastructure, including enhanced password complexity requirements and multi-factor authentication for Office 365. Training included face-to-face cybersecurity workshops for over 150 staff members from across the school and the implementation of cybersecurity awareness software for all school employees. We continue to review and revise internal processes and workflows across all of our school departments to further develop our approach to data protection and information security across our digital systems.

One of our most significant responsibilities is maintaining existing learning spaces and designing and developing future ones. In addition to day-to-day support of technology systems across both campuses, Operational Technology staff played a critical role in coordinating the network, audiovisual, and security designs and helping to implement technology equipment and infrastructure for construction projects on both campuses.

At the 2019 ACAMIS Leadership Conference, two pillars of SAS Robotics were deservedly honored. SAS Pudong librarians Tim and Barbara Boyer cofounded a robotics league at SAS beginning in 2011-12. FLL has grown exponentially since, spreading from Pudong to Puxi, and from FLL to FLL Jr. The league is now known as ACAMIS Robotics league for students in international schools in Mainland China, Mongolia, Macau, and Taiwan.
The 2018-19 admission season will be remembered for its highest number of applications in ten years. It saw a 17% increase from the year before and a 38% rise from 2014-15 when the Pre-Kindergarten 3 program was opened. Much of this increase was fueled by strong demand in Puxi and, on both campuses, surging interest in Pre-K through Grade 1. Applications to these four grade levels alone accounted for 50% of all applications in Puxi and 38% in Pudong. Data on market trends corroborate the widespread growth in early childhood demand, not only at Shanghai international schools but also in private kindergartens across China.

Despite the tremendous number of applications, SAS opened the school year slightly below its enrollment target. Limited capacity in early childhood where demand was greatest prevented conversion to enrollment. In addition, lower than expected number of applications in both middle and high school at our Pudong campus did not keep pace with attrition. The overall attrition rates for both campuses at the end of 2018-19 were identical to that of 2017-18. Campus transfer requests from Pudong to Puxi numbered 15 students this year, slightly higher than the five year average of nine but significantly lower than the 129 peak in 2011-12.

The Office continued to strengthen its data collection on aspects of the admission funnel, including inquiries, applications, enrollment and attrition metrics. Much of this data was compiled in its fourth comprehensive Annual Enrollment Report to the Board of Trustees. Information from this report and other regular reporting was used for multiple purposes, including trend analysis to project future enrollment and understanding demographic shifts that impact program delivery.

Beyond enrollment management, the Admissions Office engaged in a number of large schoolwide efforts this year including: 1) a six-month Registrar-led campaign to update our system with current contact and demographic information for all of our students and parents, 2) joint efforts with the PTSA, the divisions and the School to strengthen onboarding of new families, including invitations to attend school events before the summer; and 3) identifying new options for an admissions system as part of a larger digital ecosystem review.
The Council for Advancement and Support of Education’s Circle of Excellence Awards attracted 2,856 entries from 20 countries — the majority coming from colleges and universities. For the first time (as well as the second and third times), SAS won. The SAS brand identity system earned a Silver and Bronze, and “The First 100” poster celebrating the school’s 100th APAC championship won a Bronze.

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.

Social media continued to play a big role in the school’s communications. In 2018-19, SAS WeChat followers increased 33% to 13,480, and each post averaged 948 reads. Facebook fans increased 7% to 6,582, with each post averaging 2,486 impressions.

This year also saw the introduction of “SAS Bus Stories.” Every one of the school’s 162 buses now feature unique designs, and QR codes link to stories related to each specific bus graphic. These branded buses alone delivered an estimated reach of 14.9 million media impressions per month.

June 2019
The school website was also redesigned, bringing it in line with the look, language, and feel of the other touchpoints of the school. SAS TV livestreams saw an increase of 50% from 2017-18. And the Eagle Shops, school-run and parent-powered, brought in ¥319,543 in Pudong and ¥371,712 in Puxi.

Development’s work for the year focused on hosting the second Gala for the Arts, laying the groundwork for future fundraising approach, managing established programs funded by Our Edge for Excellence, and continuing to grow our alumni program.

The Artists in Residence Program allows SAS to bring professional artists to our campuses to host special learning opportunities with our students. Professional artists from abroad and greater China spend several days at SAS doing workshops, masterclasses, and often special performances to inspire our students and to enhance learning opportunities in the arts.

The Development team has also been working in conjunction with the newly formed Development Committee of the Board of Trustees as the school shifts to long-term campaigns in support of the future of the institution, to funding programs that have a deeper impact on the school, and to supporting initiatives that allow for strategic differentiation by campus. This work includes evaluating and amending some of our policies and procedures to better support philanthropy at SAS.

In addition to the Artists in Residence Program, this year we have also enjoyed the continued impact of programs for our students supported by fundraising from past years through the Our Edge for Excellence campaigns.

Almost 500 faculty, staff, parents, and alumni gathered at the W Shanghai to celebrate the Arts at SAS at the 2019 Gala. The evening included a fashion show of contour designs by Grace Chen modeled by our students and parents, a live performance featuring professional and SAS student musicians, SAS student dancers and the Slate Dance Company. The event raised over 1.7 million RMB in support of the Artists in Residence Program.
Shanghai American School (SAS) is a not-for-profit institution, meaning that every dollar received is invested in the school by providing an excellent education for our students, whether 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 commitment of time and effort – 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 among international schools in Shanghai, SAS continues to provide the most comprehensive educational programs and services, the best facilities and the most qualified faculty among 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 Board or Administration.

SAS budgets and manages its finances in alignment with the school year cycle, such that financial results are based on the period from August 1 to July 31. The results for 2018–19 presented here are through July 31, 2019. Results are also presented here on an accrual accounting basis, although budgeting is done on a balanced-budget, modified-cash basis. Note also that all amounts are stated in RMB.

The following provides a summary of the financial results for the 2018–19 school year.

### Financial Position, As of July 31, 2019

<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>¥587,600,000</td>
<td>Unearned Fees</td>
<td>¥767,500,000</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>¥185,000,000</td>
<td>Accounts Payable &amp; Other Liabilities</td>
<td>¥65,600,000</td>
</tr>
<tr>
<td>Facilities &amp; Equipment</td>
<td>¥517,500,000</td>
<td>Total Liabilities</td>
<td>¥823,100,000</td>
</tr>
<tr>
<td>Other Assets</td>
<td>¥71,600,000</td>
<td>Total Assets</td>
<td>¥1,361,700,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Net Assets</td>
<td>¥538,600,000</td>
</tr>
<tr>
<td>Total Assets</td>
<td>¥1,361,700,000</td>
<td>Total Liabilities &amp; Net Assets</td>
<td>¥1,361,700,000</td>
</tr>
</tbody>
</table>

### General Fund Projected Expenditure Breakdown, As of July 31, 2019

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount (RMB)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>478,700,000</td>
<td>74.7%</td>
</tr>
<tr>
<td>Student Bus</td>
<td>27,600,000</td>
<td>4.3%</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>4,500,000</td>
<td>0.7%</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>700,000</td>
<td>0.1%</td>
</tr>
<tr>
<td>Admin &amp; Operations</td>
<td>80,800,000</td>
<td>12.6%</td>
</tr>
<tr>
<td>After School Activities</td>
<td>19,800,000</td>
<td>3.1%</td>
</tr>
<tr>
<td>Special Curricular Programs</td>
<td>13,600,000</td>
<td>2.1%</td>
</tr>
<tr>
<td>Instructional &amp; Library</td>
<td>11,000,000</td>
<td>1.7%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>4,200,000</td>
<td>0.7%</td>
</tr>
<tr>
<td>Total</td>
<td>640,900,000</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 a bit lower than planned, by about 23 students (budgeted enrollment of 2,780 vs 2,757 actual student count).

### General Fund Projected Results

General Fund tuition fee and student revenues are ¥616M, which is lower than budget by about ¥10M mainly due to the 0.8% lower enrollment.

Interest income is higher than budget by about ¥4.16M, due to continued active local cash management. Student Bus Transportation revenues are down by ¥4.4M due to lower ridership than planned (somewhat offset by lower Bus Costs due to this service being self-funded).

Other revenues will bring in about ¥3.8M better than plan, mostly relating to the disposal of obsolete assets, and Annual Fund donations released from restriction, leaving the overall General Fund revenue of ¥666.7M less than target by about ¥6M for 2018–19.

General Fund expenses are ¥640.9M pre-tax, which is about ¥23.9M better than budget. Compensation costs were lower than planned by about ¥6.6M, or 3.3% of category. Materials & Supplies has savings of about ¥10.7M, mostly from saving on non-academic expenditures. Contracted Services is ¥4.9M higher than budget because of withholding taxes. Student Bus Expenses are almost the same as budget.

Other Charges are about ¥1.4M lower than expected, mostly due to Gain on Foreign Exchange of about ¥469K because of the weakening of the Yuan and ¥1.3M saving for Strategic Planning budget. The Corporate Income Tax for the General Fund is higher than expected by about ¥1.9M. 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 more than offset the lower than budgeted General Fund expenses, to yield before tax of ¥25.8M and after-tax, General Fund surplus of about ¥15.9M on a cash budget basis, which equates to roughly a ¥11.9M surplus on an accrual accounting basis.

FACILITIES FUND PROJECTED RESULTS
The Facilities Fund receives virtually all of its revenues from tuition and matriculation fees, with roughly ¥97.3M for 2018–19, as well as the annual internal rental charge of ¥1.5M for the Shanghai Racquet Club (SRC) staff housing units, for a total Facilities Fund revenue of about ¥98.8M.

These revenues are designated for the support of investment in the school's facilities, with about ¥96.5M projected to be spent on a pre-tax cash basis, which represents about ¥106.3M on an accrual accounting (depreciation expense) basis. Associated Corporate Income Tax is expected to be zero, leaving after-tax Facilities Fund accrual deficit of ¥7.5M.

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 ¥130M. The Reserve's value is currently at ¥84M, short of target, such that the General Fund surplus from 2018–19, once finalized, may be transferred to the Emergency Reserve up to the target value. To date, there have been no withdrawals from the Emergency Reserve.

PROJECTED CONSOLIDATED FINANCIAL POSITION
The school remains in very solid financial position, as witnessed by its Balance Sheet, on the previous page. This is predominantly due to the normal international school cash cycle where a significant portion of fees is paid in advance for the 2019–20 school year (which are billed in advance as unearned revenues), as well as due 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 about ¥687.6M, with Accounts Receivable of about ¥185M representing fees to be collected for the November installment dates. The school’s net investment in facilities and equipment is approximately ¥517.5M. Other assets of ¥71.6M include inventory and prepaid expenses including overseas orders for the 2019/20 school year, giving a Total Assets of ¥1,361.7M.

The school’s liabilities consist primarily of unearned fees (for 2019/20) of ¥757.5M and ¥65.6M of Accounts Payable and Other Liabilities, giving a Total Liabilities of ¥823.1M.

The school’s Net Assets is therefore ¥538.6M. This represents a healthy cash and short-term investment balance to allow for the ongoing reinvestment in its educational programs and facilities.

2018-2019 GENERAL FUND EXPENDITURES, AS OF JULY 31, 2019

<table>
<thead>
<tr>
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<th>Percentage</th>
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<td>¥80,800,000</td>
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</tr>
</tbody>
</table>
| Last November, Shanghai American School found itself on familiar ground: On a stage in Helsinki, Finland. Here, the school’s Innovation Institute was recognized by HundrED as one of the world’s 100 most innovative education programs. It was the second year in a row SAS had received such honors (Microcampus being recognized in 2017). And it served as a reminder of what’s possible when all revenue that comes into a school stays in the school.

The school’s Net Assets is therefore ¥538.6M. This represents a healthy cash and short-term investment balance to allow for the ongoing reinvestment in its educational programs and facilities.
At the end of the walk or bus ride, summer awaited. But first, the students would take part in one more memorable tradition at SAS. In Pudong, the streets would be lined with faculty and staff, seeing the students off with “The Long Wave Goodbye.” In Puxi, the buses would be showered by dozens of squirt guns hoping to find a rare open bus window. It was the last day of the 2018-19 school year at Shanghai American School, and as the smiles of students indicated, it too was worthy of celebration.