THE STORY OF
2021–22
AN ANNUAL REPORT BY SHANGHAI AMERICAN SCHOOL

ILLUSTRATION BY EILEEN '23
THAT DAY

EAGLES SOARED INTO THE NEW YEAR
Students returned to school on August 10, by now used to the new normal: Temperature checks at the school gate and reporting their health status. With wide, toothy smiles and gusto, they were ready for a year of adventure. But what they didn’t expect was to take that adventure online for nearly half of the school year.
OUR FOUNDATION

MISSION

WE INSPIRE IN ALL STUDENTS:

- A lifelong passion for learning.
- A commitment to act with integrity and compassion.
- The courage to live their dreams.
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**Acknowledgement**

Cover illustration by Eileen ’23, SASPX.

Thanks to our community for submitting photos used in this annual report.
Dear SAS Community,

The 2021-22 school year was an extraordinary year and a tale of two halves. The fall 2021 semester saw a plethora of strategic activity and futures planning. This included several key leadership appointments that were vital in bringing these plans to fruition. The spring 2022 semester shifted the school’s focus to crisis planning and management, first with mass PCR testing and later a prolonged period of campus closure and distance learning.

The senior leadership team, led by Marcel Gauthier, worked closely with the Board of Trustees, led by Emily Chan, on strategic and operational priorities which included a concerted effort to retain and attract best-in-class educators. In September, the Board passed a strong HR package in support of this work. SAS recruited dozens of talented educators and leaders from around the world as well as the whole of China.

Dr. Krista Zavits was selected from a highly competitive international field to be the next Head of Campus at Pudong. The divisional leadership posts on both campuses were filled externally as well as internally by long-serving educators whose talents maintain a thriving and stable environment for students and faculty.

After six years as Head of School, Marcel Gauthier concluded his tenure in the spring of 2022. In preparation, the Board and school executed a three-phase plan which allowed for a smooth transition of the most senior leadership position during a period of significant challenge. James Nelligan officially began his headship in May 2022.

To honor Marcel’s leadership time at SAS, the Board of Trustees dedicated The Hub Library in Puxi to him upon his departure.
Other focus areas included a relook at some of the school’s programs, activities and initiatives, such as the revision of the Child Protection Policy, assessment of the current Chinese program, and continuing and enhancing the Diversity, Equity, Inclusion and Belonging (DEIB) initiatives. Unfortunately, the signature Menwai program that provided learning opportunities for students “outside the gates” had to be paused due to travel restrictions, but the development of the larger context of global citizenship continued. The successful experiences of the Innovation Institute at the Puxi campus were taken to the Pudong campus. Our first cohort of the Pudong Innovation Institute successfully completed one year of bringing to life their project-based learning to solve real-world issues.

The Board and school leadership formed subcommittees to develop a scorecard to expand on each of the five strategic pillars and measure the implementation of the school’s strategic plan – SAS Forward. Headway was also made on the Facilities Development Plan, a multiyear framework for improving the school’s physical plants. Furthermore, for the following 2022-23 school year, the Board expanded from 11 to 13 Trustees in line with best practice benchmarks to increase capacity and facilitate greater parent involvement.

While the final quarter of the school year will be remembered for Distance Learning during a citywide lockdown, it was also defined by the power of human kindness and generosity of spirit. Our teachers and staff found creative ways to support children’s various needs throughout the lockdown. Staff, administration, parents, and the Board consolidated their efforts in support of teachers and staff, delivering thousands of food and supply packages. We adapted in real-time and lived a culture of care. Although we could not celebrate face-to-face, we were able to send off the Class of ’22 in a virtual graduation ceremony.

The 2021-22 school year was unlike any other. Yet, all Eagles remained true to their values and principles, and achieved success in different areas – a testament to remarkable resilience!

Sincerely,

James Nelligan
Head of School

Emily Chan
Board Chair
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.
SAS FORWARD
STRATEGIC PILLARS

1. INNOVATIVE AND INDIVIDUALIZED ACADEMICS
VISION — SAS believes a vibrant academic program models innovation, nurtures students’ individual growth, and allows them to create personal pathways to success in school, in college, and in life.

COMMITMENT — SAS commits to engaging every student in innovative approaches to learning so they may thrive in a modern world.

2. INSPIRING AND CREATIVE LEARNING ENVIRONMENT
VISION — SAS believes that exceptional learning happens when innovative educators inspire future leaders in world-class, technologically advanced learning spaces, on campus and online.

COMMITMENT — SAS commits to creating sustainable, technologically advanced facilities and digital infrastructure as well as the professional environment to support them.

3. PERSONAL GROWTH AND EXPLORATION
VISION — SAS believes in an expansive, whole-child educational experience that extends beyond the classroom to inspire our students to live their dreams.

COMMITMENT — SAS commits to further developing a portfolio of distinctive programs and experiences that draw upon unique opportunities in China and inspire our students’ passion for personal growth and exploration in athletics, the arts, entrepreneurial endeavors, and other arenas.

4. ETHICAL GLOBAL CITIZENSHIP
VISION — SAS believes all members of the SAS Community are global citizens capable of changing the world for the better.

COMMITMENT — SAS commits to curricular enhancement, program development, and community engagement to support ethical global citizenship that inspires individual action and supports our collective impact.

5. VIBRANT COMMUNITY
VISION — SAS believes in a vibrant school community united in mission and aspiration.

COMMITMENT — SAS commits to cultivating a culture of trust, pride, and belonging for all its stakeholders.
Our Board of Trustees is charged with strategic governance of Shanghai American School. This focus gives our Board a perspective that charts and maintains the course of our school. The Board oversees policy and also has a fiduciary responsibility with respect to the school’s finances. Additionally, it selects and supports our Head of School.

In 2021-22, there were 11 Board members at SAS – six elected, and five appointed. One of the appointed positions is appointed by the U.S. Consul General in Shanghai – a reflection of our unique relationship with the U.S. Consulate in Shanghai. The Board oversees both of our Pudong and Puxi campuses, which ensures consistent governance across the two campuses.

Emily Chan
Board Chair

David Wang
Board Vice Chair

Emily Yeh ’08
Board Secretary

Scott Cline
Board Treasurer
THE STORY OF 2021–22

Daniel Delk
Board Member
Appointed by the U.S. Consulate General in Shanghai

Mark Ma
Board Member

Pang Lee
Board Member

Sue Luh
Board Member

Lance Chen
Board Member

Michael Sherretz
Board Member

Christina Ye
Board Member
Despite the many challenges brought by lockdowns and Covid-19 restrictions, learning at SAS remained guided and inspired by our Mission, Learning Goals and Learning Principles to deliver exceptional education to all students. This year, we reinforced our commitment to the continuity of learning regardless of circumstances.

If 2020 taught us anything, it was to remain flexible and adaptable when faced with exceptional circumstances and to be prepared for alternative forms of learning, such as online. With this in mind, we kicked off the 2021-22 school year preparing for the possibility of Distance Learning. There was also a significant amount of time spent expanding on our action plan for the Western Association of Schools and Colleges (WASC), our US accreditation body, which was a continuation from the previous school year.

CONTINUITY OF LEARNING

As part of our Covid-19 response planning in case of possible short- and long-term campus closures, we developed systems and plans to enable us to transition to Distance Learning instruction quickly. A Hybrid Model was also designed to ensure continued active learning in situations where either some students or faculty are unable to physically be at school.

In terms of learning design, our Blended Learning approach involves the use of online technologies to support in-person instruction while at the same time allowing students and teachers to seamlessly switch to Distance Learning or Hybrid Learning.

Towards the end of 2021 and the start of 2022, faculty continued to hone their skills on our core learning platforms – Schoology, Seesaw, Microsoft Teams and Office 365 – to ensure they were able to continue teaching in both Distance Learning and Hybrid Learning situations. For example, we further explored new features to enhance online learning like breakout rooms on Microsoft Teams, the messaging function in Seesaw, and a wide variety of supplemental tools such as lockdown browser for secure online assessments. Students also participated in simulations to make sure they were prepared for online learning if the need arose.
Our preparation for potential online learning took the wellbeing of all students into consideration by trying to keep screen time to a minimum while maintaining a solid program, and creating an appropriate balance between synchronous (real time) and asynchronous (not simultaneous) online learning. These plans were implemented smoothly when the government required all schools to close in March 2022. All learning plans are dynamic and they continue to be improved as and when the need arises.

While the mode of delivery may change depending on the circumstances placed on us, an SAS education remains unmatched and in support of student wellbeing both on campus and online.

**WASC: A COMMITMENT TO CONTINUOUS IMPROVEMENT**

As a commitment to our accreditation by the Commission for Schools Western Association of Schools and Colleges (WASC), we continued to develop in the areas identified in our Action Plan. The work was organized under three major priorities: Delivery of a Guaranteed and Viable Curriculum, A Culture of Shared Responsibility for Student Learning, and A Culture of Joy and Care. Below are some updates on our areas in our Action Plan:

**Guaranteed And Viable Curriculum**

Faculty in all areas of the school continued their work on developing and finalizing the school’s programs by grade level and subject area, identifying learning targets and common assessments so students have a similar experience in common courses regardless of the teacher they have. This year’s major focus was on developing common understandings of the Disciplinary Transfer Goals, which are the big ideas from each subject area that drive the learning at all grade levels.

**English as an Additional Language (EAL)**

EAL and classroom teachers continued to refine their co-planning and co-teaching practices as part of the Collaborative-Sheltered Immersion Model. Roles and responsibilities were developed schoolwide to support this process. EAL teachers continued to gather evidence of learning for students identified as needing EAL support to develop their individual portfolios of learning.
**Chinese Program**
Chinese teachers continued their work of developing a coherent and rigorous Chinese Language program for native students and for students learning Chinese as an additional language. Students learned through projects where they used the language acquired previously in partnership with the SAS Transdisciplinary Transfer Goals (Learning Goals) to make meaning of authentic situations.

**Technology Integration**
Teachers continued to develop their skills in using technology to enhance learning and students continued to learn to use technology to create and demonstrate their learning in ways that allow for choice and creativity. The blended learning skills acquired by teachers and students were evident as part of the Distance Learning model.

**Service Learning**
High School Citizen Action Councils were created with five student leaders from each campus. They participated in training, created a Charter, and audited and reviewed the Service Club System at SAS to guarantee that actions are focused on the new norm of Do Good, Well. A risk management and vetting process was developed to be used with Community Partners to guarantee the safety and wellbeing of all parties involved in service learning.

**System of Support for All Learners (SSAL)**
Teachers participated in training to develop more strategies and refine their practice related to differentiated instruction to meet the needs of all students. Protocols for identifying and supporting students and families who may need additional support continued to be refined and implemented.

**Social-Emotional Learning (SEL)**
The school’s commitment to Social-Emotional Learning for students and to the wellbeing of all stakeholders was reaffirmed. Schoolwide SEL Competencies were adopted, sessions were offered for teachers and parents, and teaching strategies that support the wellbeing of students were adopted. The quality and commitment to ES Morning Meetings, MS Advisory or Homebase, and HS Advisory and Anchor Groups were prioritized in support of student wellbeing.
Professional Growth and Performance Evaluation (PGPE)
The new PGPE was implemented with a consistent approach schoolwide. The overarching purpose of the SAS PGPE framework is to promote the reflection, goal setting and professional practice of teachers in a way that optimizes teaching and student learning. Yearly, all faculty engage in goal setting, referencing the framework indicators. Supervisors use the framework as a tool to support the evaluative process.

Child Protection
Every year, all faculty, support staff and regular contractors participate in Student Safeguarding training. Faculty also participated in Suicide Prevention Training and, in the HS, faculty reviewed Concussion Protocols. Additionally, we introduced LGBTQIA+ training sessions for leadership, faculty and parents, and finalized the Schoolwide Transgender Athlete Statement. Safeguarding at SAS was added to the website and our Safeguarding Handbook was published. Additionally, a Student Service Learning Safeguarding Agreement was developed and training was conducted with students.

The 2021-22 school year has shown that regardless of the fluidity and uncertainty of the Covid-19 climate, SAS leadership, faculty and staff are committed to making the learning and wellbeing of students the first priority.
Since traveling was a significant challenge during this school year, we rebuilt and refocused our signature learning programs that mold our students into global citizens. The lockdowns and travel restrictions provided a chance for SAS to focus on the all-important “behind the scenes” work related to student safety and building sustainable off-campus travel experiences closer to home.

When we are able to resume experiential learning further afield, students will have opportunities for a variety of travel experiences that were refined, including three Microcampus offerings for Grades 5, 8 and 10; a continuation of the Middle School travel adventures, like SAS World Classroom; and High School class trips like TheNine, TheTen and TheEleven.

This year also provided us with the opportunity to intentionally invest in further defining our work in Ethical Global Citizenship. This included on-campus efforts, like the ongoing focus on our Diversity, Equity, Inclusion, and Belonging initiative, as well as staying connected with our off-campus service partners that are aligned with our commitment to Do Good, Well. To support this, both the Pudong and Puxi high schools founded a Citizen Action Council, which comprises of leadership teams charged with helping guide how SAS takes action both in-school, locally and globally.

Making change in the world in the face of adversity has called on SAS students to be more adaptable creative and resourceful than ever, which is what the world needs them to be.
SOMETIMES YOU NEED TO CHOOSE BETWEEN PLANTING ROOTS OR GROWING WINGS.
ACTIVITIES
+ ARTS
OUR OUTCOMES

The College Counseling Offices at Shanghai American School empower all students to live their dreams by providing comprehensive university counseling education. Our counselors are always available to support and advise students with their individual pathways. Students, school counselors, advisors and parents collaborate to create a framework for success and a seamless transition into life beyond SAS.

This year was a little different to previous years. Due to lockdowns and the uncertainty of the situation in China, all external exams were cancelled. This included IB, AP, SAT and ACT, and make-up testing was not possible.

SAS PUDONG

1057 TOTAL NUMBER OF STUDENTS

103 CLASS OF 2022

60% North America

32% Asia

8% Australia, Europe, South America, Africa, Middle East

ADVANCED COURSE RESULTS

4.32
SASPD Average Score
China Average 3.54
World Average 2.80

98% Scores at 3 or above

37.7
SASPD Average Score
World Average 32

96% Awarded the IB Diploma

GPA MID-50% RANGE FOR SAS PUDONG CLASS OF 2022

3.43-3.88
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 AND ACT MID-50% RANGE FOR SAS PUDONG CLASS OF 2022

SAT

READING + WRITING
630-740

MATH
650-790

COMPOSITE
1350-1530

ACT

READING
28-35

ENGLISH
28-36

MATH
27-33

SCIENCE
28-36

COMPOSITE
30-34

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.
A few students who left China during lockdown sat for the AP, SAT and ACT exams if they were able to secure a seat at another school elsewhere in the world. The majority of the students of the Class of ‘22 didn’t have any AP or IB exam results to submit with their university applications. Instead, they were assessed internally on the work they did throughout the year.

Regardless of the challenges, our college counselors guides students in an informed process of elimination and self-expression when applying to universities. This is done through a college list edited and narrowed to reflect their profiles, priorities and values.
After 2020, we thought the worst was over. Normality had returned and our campuses had been blissfully operating uninterrupted, until one day when there was a resurgence in Covid-19 cases in Shanghai and schools were forced to close for what was meant to be four days but ended up being months instead.

While everyone had fingers crossed for a quick return so that we could bid farewell to the Class of ’22, it soon became clear we needed to plan for a virtual send-off. The senior parents, administration, and Marcom department came together to plan a memorable graduation ceremony for the seniors where the SAS community around the world could come together online.

Leading up to the big event, Senior Day was held online with trivia and yearbook signing. Faculty breakout rooms provided an opportunity for students to bid their teachers farewell. Students had some fun making their final SAS memories with their friends with virtual photo booths.

SAS sent graduation packs to all the seniors, which included the caps and gowns they would have worn at a traditional graduation ceremony and their diplomas were mailed to them.

There were attendees in over 40 countries who witnessed a compilation of speeches from the Head of School, the Heads of Campus, principals, vice principals and valedictorians who went down memory lane and congratulated the new high school graduates. A live Microsoft Teams event was held after all the formalities were over where students came together as a class one last time before embarking on the next chapter in their lives.

We may not have had the graduation we were hoping for, but through technology we were able to celebrate the Class of ’22 one last time, not only for their academic accomplishments, but for the adaptability, flexibility and perseverance they displayed through a very challenging time.
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National University of Singapore (2)
New York University (17)
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North Carolina Central University
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Northwestern University (2)
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Oregon State University
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Pennsylvania State University
Post Graduate year at St. Thomas More School (CT, USA)
Pratt Institute (2)
Purdue University
Queen’s University
Rhode Island School of Design (2)
Santa Clara University (3)
School of the Art Institute of Chicago
School of Visual Arts (3)
Sciences Po La Havre campus
Seoul National University
Skidmore College
Sophia University
Southern Utah University
St Andrews
Stanford University (2)
Stevens Institute of Technology
Suffolk University
Temple University, Japan campus
The Hong Kong University of Science and Technology (2)
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University of Miami
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University of North Carolina at Chapel Hill
University of Oxford (4)
University of Pennsylvania
University of Pittsburgh (2)
University of Portland
University of Rochester (2)
University of San Francisco
University of Southern California (4)
University of Tampere
University of Toronto (17)
University of Toronto, Scarborough Campus

University of Virginia-Main Campus
University of Washington-Seattle Campus (5)
University of Waterloo
University of West London
Vassar College
Vanderbilt University (2)
Virginia Commonwealth University
Wake Forest University
Waseda University
Washington University in St Louis
Wellesley College
Williams College (2)
Worcester Polytechnic Institute
Yonsei University
Yonsei University, Underwood International College
What were the Eagles up to while locked down in their nests? Virtual orchestras, online PE and sports, and packing and delivering care packages for all SAS employees. The SAS community combined their best efforts to help one another combat the lockdown blues.
PTSA

Our tireless Parent Teacher Student Association (PTSA) volunteers have long been the glue for our community. This was especially true during the 2021-22 school year which began face-to-face but ended in our own homes. In the fall and early spring semesters when limited access was still possible, they barbecued hot dogs for events, organized Santa’s Workshop, and cheered on students at activities such as Relay for Life and Eagle Nights. Teachers also benefited from parents’ culinary talents with delicious spreads for the annual Teachers Appreciation.

In addition to supporting teachers and students, PTSA helped families build connections and stay up to date through helping new families transition and by organizing grade level communications. The partnership between the PTSA and school was vital to sharing useful and timely information especially in the rapidly shifting weeks before the city was locked down. In the early days of the lockdown itself, PTSA worked closely with the school and Board of Trustees to source and deliver essential supplies for teachers and staff.
SAS PARENT SURVEY

Our annual parent satisfaction survey was sent toward the end of the school year and still during the period of confinement, so it is not surprising that both the participation rate and Net Promoter Score declined by a few percentage points from the historical high of the previous year. Parents expressed concerns regarding leadership changes, the decision to allow faculty to leave China and conduct Distance Learning from overseas, and the quality of teaching for the next school year given higher than average turnover. Still, a large majority are confident that SAS is the right place for their family and would recommend our school to others.
MARKETING + COMMUNICATIONS

SOCIAL MEDIA
With the recent evolution of social media to more bite-sized consumption and video driven content, in 2021-22 Marketing and Communications transitioned from written-led to video-led storytelling, introducing a WeChat Channels account and launching three new video series. In addition to an alumni ("Alumni Legends") and a parenting ("Raising Eaglets") video series, we also opted for this medium to tell stories with more visual appeal, such as facilities or time-lapse events ("In 60").

To improve the reach and resonance of our content, we began tracking the data on our digital platforms. These data analytics have helped us understand which stories are of most interest to our community, what content works best for evergreen content, and how to improve the mechanics of posting. This in turn helps us optimize the impact of our content creation for both current and prospective families.

OUTBOUND MARKETING
2021-22 also marked a shift to more content marketing from paid advertising and a move to more digital advertising instead of print ads. We found content marketing to be an effective format to highlight other areas besides academics in the voices of our teachers and students.

With increased interest in international schools from the Chinese-speaking market segment, we also expanded into Chinese-language media, taking the opportunity to underscore the characteristics of how our mission and learning goals come to life for a student.
COMMUNICATIONS

Much of the year was focused on crisis communications and proactive planning. Even before the March PCR test events on both campuses, we put into place a communications process by which parents could view immediate updates on a dedicated emergency webpage as well as ask real-time questions. With regard to regular schoolwide communications, we shifted to a new platform that allowed us to deliver emails in an easier-to-read and more graphical format.

In summary, Marketing and Communications tallied:

- Growth in WeChat followers: 17%
- Increase in average reads per post: 8%
- WeChat stories (30 video-led): 65
- Livestreams and recordings before March: 26
- Emails sent (whew!): 573,606
OUR FACULTY

With the continued Covid-19 lockdowns, the challenges of domestic and international travel, and the demands of daily life with so many unknowns, the faculty and staff of SAS have once again proven themselves to be SAS’s most valuable assets. They exemplified adaptability, flexibility and resiliency in the spring of 2021-22. They remained committed and dedicated to their students during Distance Learning while facing food insecurity and overseeing their own children’s education at home. Parents expressed their gratitude for the teachers bringing normalcy to their homes by maintaining class routines and being a source of stability for the students and the community.

Despite the hurdles, a great number of expatriate faculty were able to travel home during the summer of 2022. For many of them, it was their first return home in three years. This opportunity to reconnect with families and loved ones sent teachers back to Shanghai refreshed and poised to execute another fantastically successful year.

The school’s recruitment efforts were also a resounding success, given the required response to a higher-than-average turnover year. In cooperation with educational administrators, our HR team worked diligently and strategically. They started their recruitment efforts in late September 2021 to fill more than 100 vacancies for the 2022-23 school year. They focused on the domestic pool, with 77 hires coming from other international schools within China. An additional 20 candidates were hired from other countries. SAS maintains a reputation for its stellar staff and faculty, with only the best teachers joining the ranks.

 FACULTY YEARS OF EXPERIENCE

30.8% 10-14 years
45.3% 15-19 years
76% HAVE TAUGHT 10+ YEARS
20.4% 5-9 years
3.5% 0-4 years

 FACULTY QUALIFICATIONS

74.5% Master Degree
23.1% Bachelor Degree
2.4% Doctorate Degree

 FACULTY PLACES OF ORIGIN

12.3% Chinese Faculty
87.7% Expatriate Faculty
Despite the challenges facing international schools the world over, our rigorous interview and vetting process has not changed. Each candidate completes at least four rounds of interviews, including with the Head of Campus. The school reviews the reference checks provided by the candidate, but also obtains at least three recent references directly, including one from the current school. This is all in addition to the baseline required credentials and years of teaching experience in order to obtain a valid work permit in China.
In October 2020, Covid-19 was raging globally, creating huge uncertainty in family travel and relocation plans, and in some cases, job security. It was against this backdrop that the 2021-22 admission season opened, its weakest in four years. As conditions improved or stabilized over the next few months, applications to both campuses steadily climbed.

In the end, a flurry of late applications in August and September 2021 and strong Semester 2 application numbers lifted overall numbers for the year to the second highest level in five years.

Applications for PreK3 to Grade 1 in 2021-22 still accounted for 39%, the largest proportion of schoolwide applications, even though this was down from the 44% five-year average. The application pool consisted largely of students from right here in Shanghai.

On the first day back to school, Pudong’s new intake was 206 students, 2% above the five-year average. For Puxi that number was 318 students, 10% above the five-year average. Combined, it was the largest intake in five years. The increase in new intake can be attributed to the increase in attrition and seat availability.

Our official enrollment for 2021-22 was 2,837 across both campuses, taken in October 2021 when enrollment figures were submitted to the US State Department’s Office of Overseas Schools. However, the highest enrollment for the year was close to 2870, which we reached in March 2022.

Given the city lockdowns that began in March 2022, it was unsurprising that families with options would leave Shanghai, driving up attrition rates.
on both campuses beyond their five-year averages. Pudong’s rate, which has historically been higher than Puxi’s, was lower for a second consecutive year. This reflects a shift over the years to a community on the Pudong campus that is increasingly locally based or staying longer in Shanghai.
Our Financials

Business Report

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. SAS is 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 in Shanghai, SAS continues to provide the most comprehensive educational programs and services, the best facilities and the most qualified faculty among all international schools.

SAS managed its finances during the difficult Covid-19 global pandemic period in the most effective way possible. School administration was in constant dialogue with the Board of Trustees and the Finance Committee of the Board. During the 2022 lockdown, the administration monitored the situation as it evolved and responded to the needs of the school, delivering weekly care packages to over 600 faculty and staff.

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. Results are also presented here on an accrual accounting basis per GAAP guidance. The following provides a summary of the final draft of audited financial results for the 2021-22 school year.
ANNUAL RESULTS

Our actual revenue reached ¥862.3M, exceeding the budgeted ¥847.7M by ¥14.6M, mostly due to increased enrollment. The actual number of enrolled students reached 2,868, 73 students more than the budgeted 2,795. We accepted 77 more students than the budgeted 493. Revenue from investment income increased by ¥14.7M from the budgeted ¥12.1M, as the result of the finance team’s effort in maximizing income by available funds despite a lower interest rate trend. The other unbudgeted revenue included the IIT refund of ¥1.4M and additional ¥0.4M from other revenues.

Due to the Covid-19 pandemic and subsequent travel restrictions, the revenue on the cost recovery items such as the school transportation service fees is ¥6.4M less than the budget for no bus services since the middle of March 2022. Additionally, the actual revenue from student trips was ¥7.8M less that the budget of ¥9M.

Annual expenses were ¥676.8M, which is about ¥89.9M less than the budgeted amount of ¥766.7M. Salary and benefits accounted for about ¥560.8M, approximately ¥20.6M less than the budgeted ¥581.4M.

The Materials and Supplies spending was 12M, ¥10M less than the budgeted ¥22M.

Contracted Services spending was ¥46M lower than the budget, a significant portion resulting from the staff and after-school activity bus fees. Due to the Covid-19 pandemic and lockdown, we had savings of ¥2.6M from employee buses and around ¥24.6M in service fees from recoverable student bus, activity and trip fees. The other ¥4.9M savings are from the professional development and savings from vehicle insurance premiums. Other savings of ¥13.9M resulted from operational cost management. Other Charges are about ¥5.8M lower than expected, mostly due to the gain of foreign currency exchange, utilities saving and savings from the Strategic Planning budget.

Campus Maintenance & Repair, Landscaping and Pre-Construction Works had a savings of ¥7.4M against the budget of ¥29M.

The depreciation expense was ¥72.8M, ¥15M less, than the budgeted ¥87.8M. This decrease is due to the reduced overall capitalized amount as well as reduced depreciation expenses in the 2021-22 school year.

The Surplus before the Corporate Income Tax (CIT) was ¥112.7M. Therefore, the actual CIT is ¥31.3M, whereas only ¥6.5M of the mandatory CIT (for hospitality and health insurance premiums) was accounted for in the budget. The Surplus after CIT during 2021-22 ended with ¥81.4M.

A pie chart highlighting the major areas of pre-tax annual expenses is also provided on page 37.
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 significant portion of fees is paid in advance for the 2022-23 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 ¥980.9M, with Accounts Receivable of ¥12M representing fees to be collected for the second installment. The school’s net investment in facilities and equipment is expected to be roughly ¥362.5M. Other assets totaling ¥32.7M include inventory and prepaid expenses and overseas orders for the 2022-23 school year, giving a Total Assets of ¥1,388.1M.

The school’s liabilities consist primarily of unearned fees (for 2022-23) of ¥608.6M and ¥95M of Accounts Payable and Other Liabilities, giving a Total Liabilities of ¥703.6M.
Therefore, the school’s Net Assets is ¥684.5M. This represents a healthy cash and short-term investment balance to allow for the ongoing reinvestment in educational programs and facilities.
After experiencing quarantine, food insecurity and the uncertainty of when normality would return during the Shanghai lockdown, the eagle community came out stronger than ever before. We supported one another during adversity, building our resilience and community strength. In synergy and as one community, we have demonstrated the commitment to act with integrity and compassion.