



# THE STORY OF 2022-23

AN ANNUAL REPORT BY SHANGHAI AMERICAN SCHOOL

The Annual Report is written and compiled each year by Shanghai American School.  
Cover Illustration – Mariposa Serenade by Gina, Maddy, Iris and Maggie, '27



A large group of students, mostly young people, are walking across a green outdoor court. They are wearing face masks and carrying backpacks. In the background, there is a modern school building with large windows and a traditional-style pavilion with a tiled roof. The sky is overcast.

THAT DAY

EAGLES FLOCKED TO THE NEST

FOR A BRAND-NEW START

The first day back on campus started with the usual routine of Covid-19 testing among other restrictions. But that didn't prevent our students from buzzing with excitement, eager to catch up with their friends and hopeful for a great year. And then, there was a surprise twist of fate that filled the air with freedom and optimism.

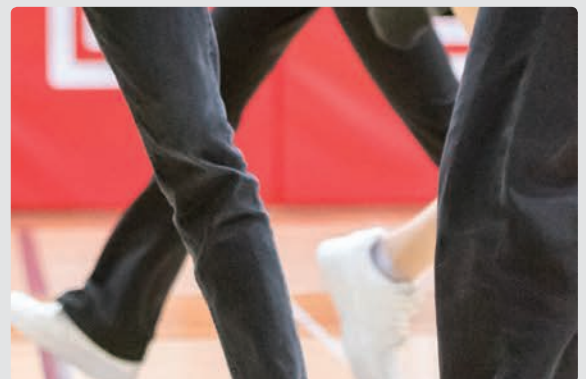
OUR FOUNDATION

# 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.



# TABLE OF CONTENTS

<b>2</b>	Letter from Leadership
<b>4</b>	Learning Goals + Strategic Pillars
<b>6</b>	School Governance
<b>8</b>	Learning at SAS
<b>12</b>	Activities + Arts
<b>18</b>	Our Outcomes
<b>24</b>	Our Community
<b>27</b>	Marketing + Communications
<b>30</b>	Our Faculty
<b>32</b>	Enrollment
<b>34</b>	Our Financials

---

## ACKNOWLEDGEMENT

Cover illustration—Mariposa Serenade by Gina, Madelyn, Iris, and Maggie '27, SASPD.  
Thanks to our community for submitting photos used in this annual report.

LETTER FROM LEADERSHIP

# FROM THE BOARD + HEAD OF SCHOOL

Dear SAS Parents,

School year 2022-23 reflects a year of resilience and adaptation for Shanghai American School (SAS). The school faced three distinct phases throughout the year, shaped by the ongoing challenges posed by the pandemic. Despite these obstacles, SAS remained committed to providing quality education and engaging experiences for its students.

In the first phase, Shanghai schools were not allowed to reopen to in-person instruction until September 1, 2022. To preserve the school calendar, classes were held online for the first eight school days. Municipal Covid-19 policies shaped daily schedules and access to campus throughout the first semester. This included several campus closures at both the Puxi and Pudong campuses due to secondary contact tracing. However, all permitted after-school activities went ahead as planned.

The second phase brought unexpected changes in early December when the government lifted Covid-19 restrictions. Unabated, the virus spread quickly through our school population. Both campuses were forced to close days before our scheduled winter break due to widespread illness among students, faculty, and support staff. Shanghai ordered schools to close their campuses to in-person instruction citywide.





The final phase began in mid-January 2023 when national government allowed schools throughout China to reopen in grade-based stages. By Chinese New Year, all students returned to campus, and SAS celebrated the holiday as a whole community for the first time in three years. With the relaxing of Covid-19 restrictions, Shanghai American School reinstated pre-Covid-19 interscholastic athletics and activities. The Pudong and Puxi campuses hosted several APAC competitions with schools from all over China, including swimming, basketball, orchestra, and theater. SAS concluded the school year with robust college admissions and in-person commencements for both campuses.

Grounded in the SAS Forward strategic plan, the school undertook a comprehensive educational visioning exercise to integrate past and present school-based priorities, current research on the science of learning, and research-informed best practices for teaching. This work resulted in a draft future vision statement and informed the development of a draft Facilities Development Plan grounded in our teaching and learning commitments. Throughout the year, the school updated its approach to Human Resource management and faculty recruiting to ensure excellence and compliance. SAS also restructured and expanded its college counseling programs on

both campuses and recruited additional college counselors to support program development goals.

During summer 2023, the school completed and/or continued several multi-year projects, including the construction of the third phase of the Pudong elementary playground, modernization of bathroom complexes schoolwide, and renewal of spaces on both campuses.

We extend our heartfelt gratitude to the entire SAS community — students, teachers, parents, staff, and administrators — for weathering the year’s storms, including recurring transportation challenges, with poise and grace as we all found our way to normalcy. We wish to acknowledge the tireless efforts of our school teams, PTSA leaders, and Board to ensure that SAS remains a premier international school.

James Nelligan  
Head of School

Emily Chan  
Chair, Board of Trustees

# 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.

# BOARD OF TRUSTEES 2022-23

The Board is charged to serve the SAS community by setting the strategic direction of the school, hiring and supporting the Head of School, approving the school's budget and longer-term financial plans, overseeing auditing and risk management, and governing the school through policies in partnership with the Head of School. The Board does not ordinarily involve itself in managerial or operational decisions but is available to provide guidance to the Head of School as needed, especially for critical decisions or in emergency situations.

There are thirteen (13) Trustees: seven (7) are elected by SAS parents; five (5) are appointed by the Board; one (1) is appointed by the U.S. Consulate General. Trustees elected by SAS parents must also be parents of SAS students themselves. The Board represents both Pudong and Puxi campuses, which allows for consistent leadership across SAS.

For more information, scan here:



**Emily Chan**  
Board Chair



**David Wang**  
Board Vice Chair/  
Advancement Task Force Chair



**Emily Yeh '08**  
Board Secretary



**Mark Ma**  
Treasurer/  
Finance Committee Chair



**Pang Lee**  
Trusteeship Committee Chair



**Kamran Vossoughi**  
Strategy Committee Chair



**Lance Chen**



**Daniel Delk**

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



**Todd Li**



**Sue Luh**  
(resigned Semester 1)



**Peter Pierce**



**Scott Pollack**



**Michael Sherretz**



**Yi Zhang**  
(joined Semester 2)



Semester 2 Board group  
photo (not pictured:  
Kamran Vossoughi)

# LEARNING AT SAS

Our Mission and Schoolwide Learning Goals inspired learning at SAS as we navigated the unpredictability of mandated Covid-19 closures during the first semester of the 2022-23 school year. This, along with our commitment to our Learning Principles, enabled us to continue to deliver a high-quality education to our students throughout the year.

## VISIONING FOR THE FUTURE

As we navigated the end of Covid-19 times in China, we had an opportunity to also focus on strategic thinking and begin to clarify who we strive to be as a leading international school. Through focus groups, we worked with input from faculty, students and parents to shape the vision for the future of learning at SAS. Focus group discussions were related to beliefs and hopes for teaching and learning, as well as the types of learning spaces needed to allow for this teaching and learning to happen. The findings, supported by academic research, showed that durable learning is not only innovative but also individualized and occurs in authentic settings so that our students

can make a better world one day. The work of codifying these principles into the classroom continued into the following school year.

## CONTINUED CURRICULUM IMPROVEMENT

Program review and development is an important part of maintaining a guaranteed and viable curriculum. This process allows for the development of a shared purpose and elevates teaching and learning, with a focus on innovation. In 2022-23, along with the continued focus of developing engaging and inclusive learning engagements that focus the Transdisciplinary Transfer Goals for students of all grades in all subjects, we dedicated time to our Social Studies curriculum in Elementary. We began to develop a program that is progressively more rigorous and in depth as students transition from grade to grade. In Chinese, we also continued the design units of study and experiences that are meaningful for students with the skills and understandings often demonstrated by native or near native students, as well as for students who are learning Chinese as an additional language.





## GEN AI AND LEARNING

The release of ChatGPT in the spring of 2023 and the rapid advancements in GenAI sparked a profound need for SAS to consider a shift in the way we approach learning. Faculty have been compelled to reassess traditional teaching methodologies in light of the evolving landscape of artificial intelligence. With ChatGPT's emergence as a sophisticated conversational agent, capable of engaging in human-like interactions, SAS recognizes the need to equip students with crucial skills for this AI-driven era. There is now an increased emphasis on fostering critical thinking, creativity, and adaptability, as these qualities are seen as essential for navigating a future where human-AI collaboration is becoming increasingly prevalent. Moreover, the swift pace of technological change, exemplified by GenAI, has prompted us to prioritize agility and a focus on lifelong learning, emphasizing the importance of instilling a growth mindset and

cultivating a passion for continuous exploration and acquisition of knowledge. Ultimately, the advent of ChatGPT and the rapid changes in GenAI have compelled us to rethink our educational approaches, ensuring that students are prepared to thrive in a world where AI is an integral part of their everyday lives. SAS will continue to work on integrating the use of AI in a safe and supported environment using our school Mission as a guide and Transdisciplinary Transfer Goals as a support system.

## SOCIAL EMOTIONAL LEARNING AND WELLBEING

Our commitment to SEL and Wellbeing continued in 2022-23 with the adoption of the Stanford-based Challenge Success Surveys for students, parents and faculty. These externally managed surveys are annually completed by parents, faculty, and secondary students, and focus on wellbeing,



stress, support, belonging, and the perception of the student experience. These surveys allow the school to triangulate data and identify areas for growth with regards to wellbeing for both SAS students and faculty.

Additionally, at the divisional level, leaders, teachers, and counselors continue to develop and embed the structures that support SEL in their division: Morning Meetings, HomeBase, Advisory, and Anchor Groups. The program for each of these structures is continually improved based on the work of the Institute for Social Emotional Learning (IFSEL) and focuses on the teaching and learning of the SAS Competencies (based on CASEL). Counselors work collaboratively with coordinators to design lessons and experiences that support the wellbeing of each student. The existing structures also allow for an adult to connect regularly with a

small group of students, allowing them to monitor how students are doing emotionally and academically, to support them and/or to refer them to the right support system, if needed.

SAS also continues to offer a series of Parent Eagle Academy sessions during the school year and at Parent Conferences. We welcome all parents to join us for these sessions. All sessions are announced in the weekly ALA.

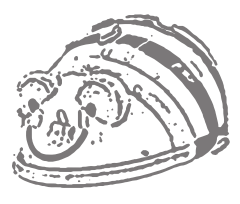
### **DIVERSITY, EQUITY, INCLUSION AND BELONGING IN SUPPORT OF WELLBEING**

SAS continued to prioritize students' wellbeing in 2022-23 by leaning into our Diversity, Equity, Inclusion, and Belonging (DEIB) work. The focus of this work aimed to create an inclusive environment for all. Recognizing the importance of fostering a sense of belonging, SAS implemented initiatives

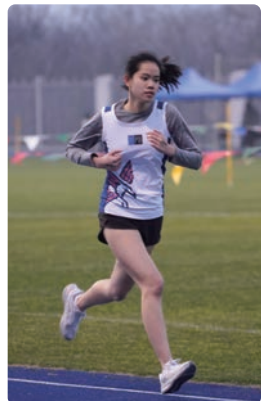


that addressed race and gender-related issues. For example, SAS established support groups and began to review the curriculum and the use of resources that include diverse perspectives and narratives, ensuring that students learn about the contributions of individuals from diverse groups.

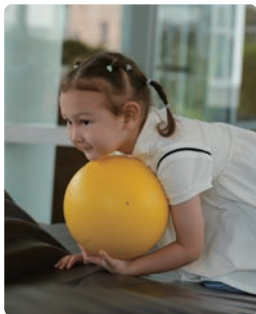
The 2022-23 school year demonstrated our unwavering commitment to the learning and wellbeing of our students, despite the fluid and uncertain Covid-19 climate in the first semester. The dedication and resilience of our SAS community was evident in our students' ability to navigate challenges. We remain steadfast in our mission to provide excellent education and look forward to another year of growth, learning, and collaboration.



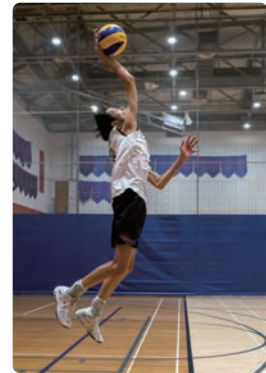
# ACTIVITIES + ARTS







# ACTIVITIES + ARTS





# ACTIVITIES + ARTS





## OUR OUTCOMES

The College Counseling Offices at Shanghai American School empower each student to have 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. In 2022-23,

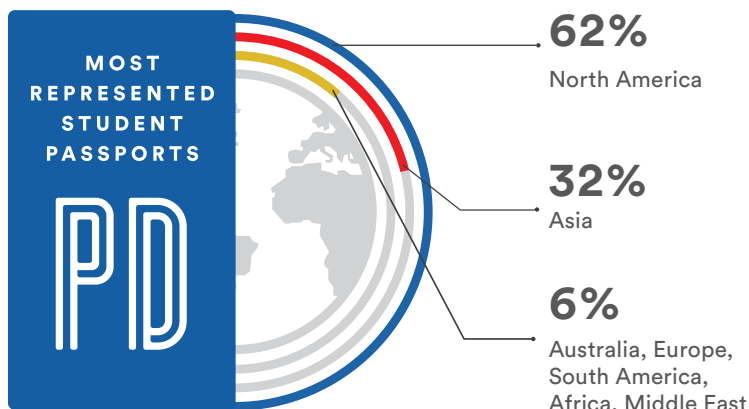
# SAS PUDONG

1077

TOTAL NUMBER OF STUDENTS

93

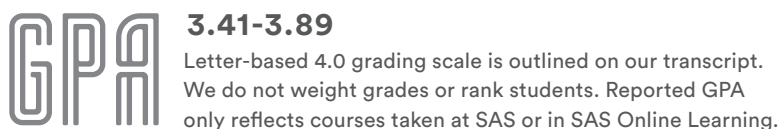
CLASS OF 2023



## ADVANCED COURSE RESULTS



### GPA MID-50% RANGE FOR SAS PUDONG CLASS OF 2023

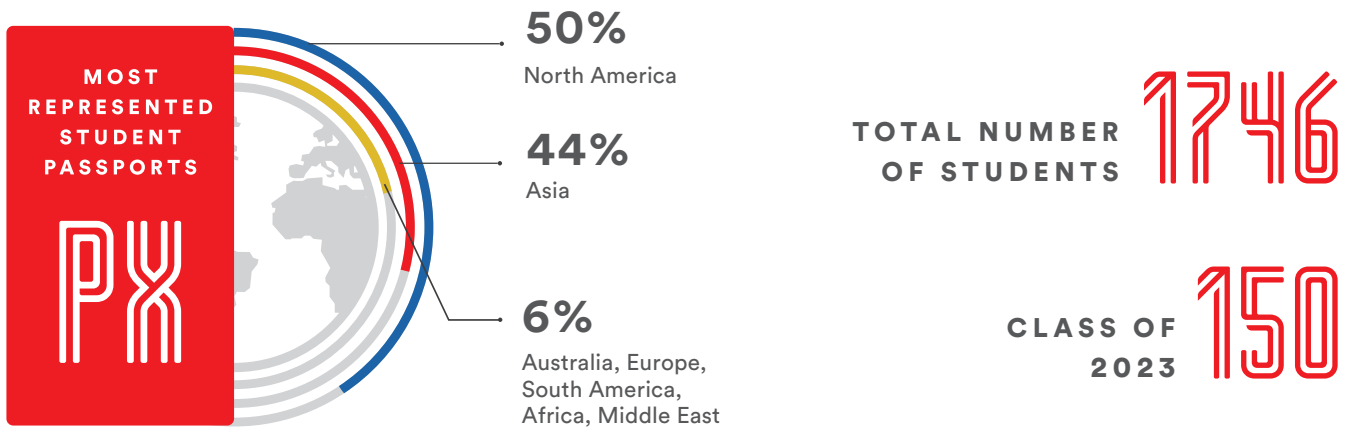


### SAT AND ACT MID-50% RANGE FOR SAS PUDONG CLASS OF 2023



SAS limited students from applying to more than ten (10) 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.

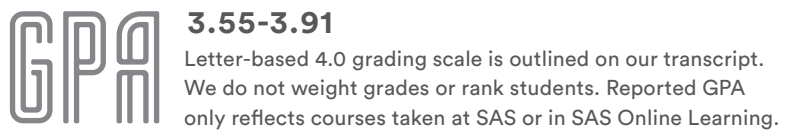
# SAS PUXI



## ADVANCED COURSE RESULTS



### GPA MID-50% RANGE FOR SAS PUXI CLASS OF 2023



### SAT AND ACT MID-50% RANGE FOR SAS PUXI CLASS OF 2023



## OUR OUTCOMES

# GRADUATION

Though the Class of 2023 bore the brunt of the pandemic by experiencing its long reach in each of their four high school years, the seniors ended their final year on a high note. In the run-up to the in-person graduation ceremony, they dressed to the nines for prom night, one of the last few events they would be attending as the Class of 2023.

Before graduation day, Puxi and Pudong Grade 12s assembled for lunch and breakfast respectively, where they signed each other's yearbooks and paid tribute to their parents and teachers. One of their final moments on campus was spent on a walkthrough to clapping and cheering by teachers, younger students and parents. This traditional Senior Walk set the tone for a graduation ceremony filled with nostalgia, excitement for the future and pride.

To cap off four years of high school, students, teachers and parents gathered at the Shanghai International Dance Center to witness the newest

alums receive their high school diploma on stage to rounds of applause.

There were many who could not attend in person but still wanted to be a part of the event. Students in lower grades helped to photograph and livestream the momentous occasion, making the Class of 2023's graduation accessible across the world. SAS leadership, fellow seniors, and alumna Betty Bar from the Class of '49 addressed the students and praised them for their resilience, hard work and determination.

With the symbolic gesture of moving their graduation hat tassels from right to left, all 243 seniors had officially graduated.

That same evening, in what has become a tradition rooted in the pandemic and the generosity of alums, congratulatory messages lit up the night from the Citibank Tower across the Bund.







# 2023 UNIVERSITY MATRICULATION

Alberta College of Art and Design  
Adelphi University  
Alfred University  
American University  
Amsterdam University College  
Architectural Association School  
of Architecture  
Arizona State University Campus  
Immersion  
Art Center College of Design  
Arts University Bournemouth  
Arts University Plymouth  
Babson College  
Bard College  
Barnard College  
Baylor University  
Berklee College of Music  
Birkbeck, University of London  
Boston Architectural College  
Boston College  
Boston University  
Brandeis University  
Brigham Young University  
Brigham Young University-Idaho

Brock University  
Brown University  
Brunel University London  
Bryn Mawr College  
Bucknell University  
Butler University  
California College of the Arts  
California Institute of the Arts  
California State University-Long Beach  
Carleton College  
Carnegie Mellon University  
Case Western Reserve University  
Chapman University  
City University of Hong Kong  
Colorado State University-Fort Collins  
Columbia College Chicago  
Columbia University in the City  
of New York  
Concordia University  
Cornell University  
CUNY John Jay College of Criminal  
Justice  
Denison University  
Drexel University

Duke Kunshan University  
EBS University of Business and Law  
Ecole Polytechnique Federale de  
Lausanne  
Emerson College  
Emory University  
Emory University-Oxford College  
Erasmus University College  
Erasmus University Rotterdam  
Eugene Lang College of Liberal Arts  
Fontys University of Applied Sciences  
Fordham University  
Frankfurt School of Finance and  
Management  
George Washington University  
Georgetown University  
Georgia Institute of Technology  
Goucher College  
Grinnell College  
Hamline University  
Hampshire College  
Hanyang University  
Harvard University  
Heriot-Watt University



Hilbert College  
 Hofstra University  
 IE University-Madrid Campus  
 Imperial College London  
 Indiana University-Bloomington  
 Ithaca College  
 Johns Hopkins University  
 Kenyon College  
 King's College London, University  
 of London  
 Korea University  
 Lehigh University  
 Leiden University College The Hague  
 Lewis & Clark College  
 London Metropolitan University  
 London School of Economics and  
 Political Science, University of  
 London  
 Loughborough University  
 Louisiana State University and  
 Agricultural & Mechanical College  
 Loyola Marymount University  
 Lynn University  
 Manchester Metropolitan University  
 Maryland Institute College of Art  
 Marymount Manhattan College  
 Massachusetts College of Art and  
 Design  
 McGill University  
 McMaster University  
 Michigan State University  
 Mount Holyoke College  
 National University of Singapore

New York University  
 Newcastle University  
 Northeastern University  
 Northwestern University  
 Norwich University of the Arts  
 Oberlin College  
 Oberlin College|Conservatory of Music  
 Occidental College  
 Ohio State University-Main Campus  
 Otis College of Art and Design  
 Pace University  
 Parsons School of Design  
 Pennsylvania State University  
 Pepperdine University  
 Pomona College  
 Pratt Institute  
 Princeton University  
 Purdue University  
 Queen Mary University of London  
 Queen's University  
 Reed College  
 Rensselaer Polytechnic Institute  
 Rhode Island School of Design  
 Ringling College of Art and Design  
 Rollins College  
 Rose-Hulman Institute of Technology  
 Rotterdam University of Applied  
 Sciences  
 Royal Holloway, University of London  
 Rutgers University-New Brunswick  
 San Diego State University  
 San Francisco State University  
 Santa Clara University

Sarah Lawrence College  
 Savannah College of Art and Design  
 School of the Art Institute of Chicago  
 School of Visual Arts  
 Scripps College  
 Seoul National University  
 Simmons University  
 Simon Fraser University  
 Smith College  
 Sophia University  
 St Francis College  
 Stanford University  
 Stevens Institute of Technology  
 Stony Brook University  
 Suffolk University  
 SUNY at Purchase College  
 Syracuse University  
 Tecnológico de Monterrey-Santa Fe  
 The Chinese University of Hong Kong  
 The Hong Kong Polytechnic University  
 The Hong Kong University of Science  
 and Technology  
 The New School  
 The University of British Columbia  
 The University of British Columbia  
 -Okanagan  
 The University of Edinburgh  
 The University of Hong Kong  
 The University of Queensland  
 The University of Sydney  
 Tufts University  
 Tulane University of Louisiana  
 UCL (University College London)



United States Military Academy  
 University College Utrecht  
 University for the Creative Arts  
 University of Alberta  
 University of Amsterdam  
 University of Arizona  
 University of Bath  
 University of Birmingham  
 University of Bristol  
 University of Calgary  
 University of California-Berkeley  
 University of California-Davis  
 University of California-Irvine  
 University of California-Los Angeles  
 University of California-Merced  
 University of California-Riverside  
 University of California-San Diego  
 University of California  
 -Santa Barbara  
 University of California-Santa Cruz  
 University of Cambridge  
 University of Chicago  
 University of Colorado Boulder  
 University of Connecticut  
 University of Delaware  
 University of East London  
 University of Exeter  
 University of Glasgow  
 University of Groningen  
 University of Guelph  
 University of Hawaii at Manoa  
 University of Illinois Urbana  
 -Champaign

University of Leeds  
 University of Manchester  
 University of Maryland-College Park  
 University of Massachusetts  
 -Amherst  
 University of Massachusetts  
 -Dartmouth  
 University of Melbourne  
 University of Miami  
 University of Michigan-Ann Arbor  
 University of Minnesota-Twin Cities  
 University of Navarra  
 University of New Hampshire  
 -Main Campus  
 University of North Carolina at  
 Chapel Hill  
 University of Northern Colorado  
 University of Nottingham  
 University of Oregon  
 University of Ottawa  
 University of Oxford  
 University of Pennsylvania  
 University of Pittsburgh  
 -Pittsburgh Campus  
 University of Puget Sound  
 University of Reading  
 University of Rhode Island  
 University of Richmond  
 University of Rochester  
 University of Roehampton  
 University of San Francisco  
 University of Southampton  
 University of Southern California

University of St Andrews  
 University of Strathclyde  
 University of Surrey  
 University of Toronto  
 University of Victoria  
 University of Warwick  
 University of Washington  
 -Seattle Campus  
 University of Waterloo  
 University of West London  
 University of Wisconsin-Madison  
 University of York  
 Utah State University  
 Utrecht University  
 Virginia Polytechnic Institute and  
 State University  
 Vrije Universiteit Amsterdam  
 Wagner College  
 Washington University in St Louis  
 Webster University  
 Wellesley College  
 Wesleyan University  
 Western University  
 Western Washington University  
 WHU - Otto Beisheim School of  
 Management  
 Williams College  
 Worcester Polytechnic Institute  
 Yale University  
 Yonsei University  
 York University

# OUR COMMUNITY

## PTSA

### PUDONG

Though filled with laughter and tears through Covid-19 and in transition to a post-pandemic era, it was still a meaningful year for the Pudong PTSA as they served the school and the community. The year kicked off with a training session for all Grade Level Coordinators (GLC), boosting team morale to set the tone for a fruitful year. Aside from organizing family events like the Spring Carnival, the K Family Farm Day, and G2 Family Adventure, the volunteers organized a variety of events for their fellow parents, such as parent coffees and luncheons.

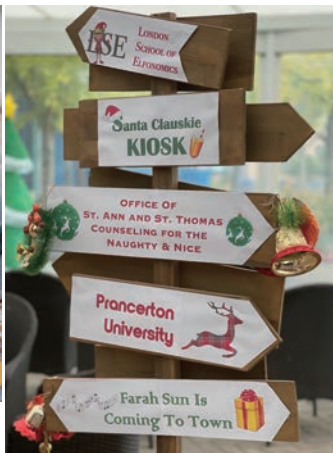
Aside from day-to-day events and activities for students, holidays were made extra special. Grade 1 GLCs donated ingredients, molds and tutorial videos for students to make mooncakes for Mid-Autumn Festival. For Halloween, elementary GLCs, along with other parent volunteers, put on fashion shows by “mummifying” students with toilet paper. The PTSA spread some holiday cheer by hosting a marketplace for students, teachers and faculty to buy Christmas gifts for loved ones. In celebration of the Chinese New Year, teachers received festive gifts. The PTSA pulled out all the stops throughout the year, working tirelessly to support all student events.

## PTSA

### PUXI

Despite all the challenges related to Covid-19, Puxi’s PTSA hosted campuswide events throughout the 2022-23 school year. The annual Welcome Back BBQ was held in August to kickstart the year. The PTSA adopted a more active posture supporting events once the Covid-19 restrictions relaxed, including the second season of the APAC Festival. There was also the Chinese New Year celebration in February, a successful Spring Carnival in April and the headliner of the PTSA calendar – the annual Teachers Appreciation Luncheon in May.

In addition to these campuswide events, the PTSA also supported divisional activities. This included year-round holiday celebrations (Halloween, Thanksgiving, Christmas, Chinese New Year) and the Grade 5 transition ceremony. In the middle school, the PTSA provided academic support for projects such as Shark Tank and the documentary film festival, as well support with activities like Bonding Day, the MS Social and the Grade 8 transition ceremony. They offered a helping hand all year to high school events and sponsored two senior scholarships, the PTSA Leadership Award and the PTSA Spirit Award.

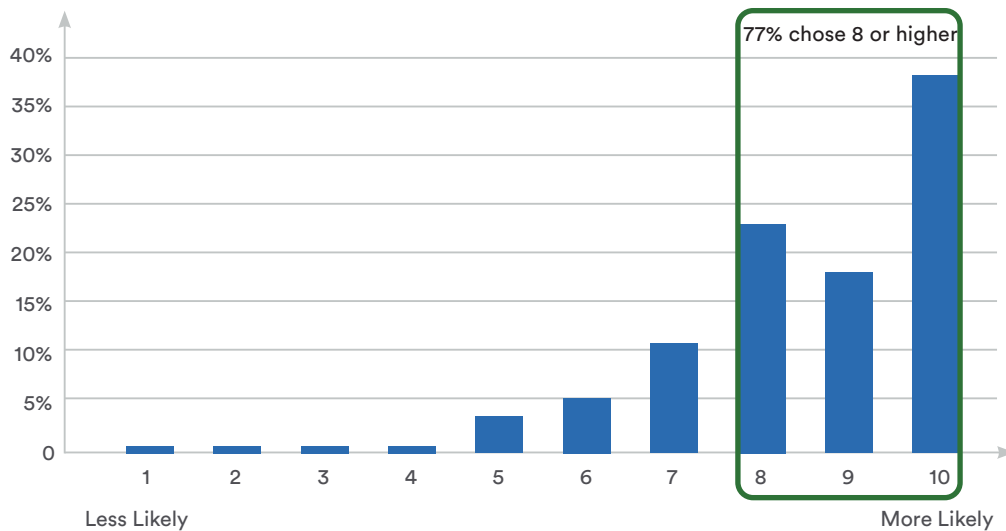


# SAS PARENT SURVEY

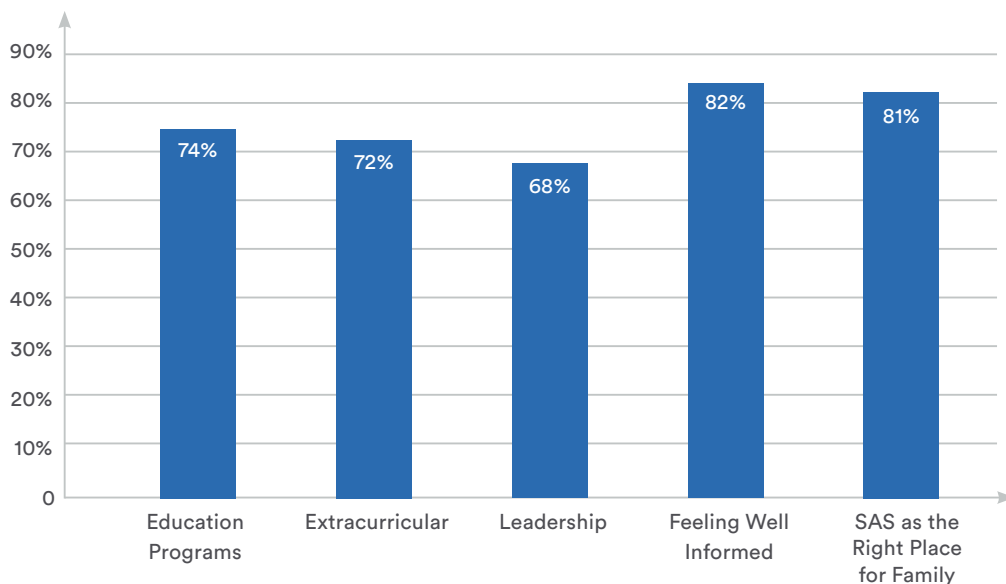
In the sixth consecutive year of sentiment tracking with the annual parent satisfaction survey and notably after a semester of in-person classes and events, our Net Promoter Score and parent likelihood to recommend SAS rebounded. Satisfaction with specific areas such as education programs and extracurricular offerings improved marginally year-on-year, while the important metric of community belonging soared with over 80% of respondents feeling that SAS is the right place for their family.

We continued to make improvements in the survey collection mechanism and data insights. Instead of an email link to a website, we conducted the survey over WeChat and circulated the QR code in PTSA grade level chats. This allowed families the convenience to answer the survey at any time, on the device that they always carry. We also probed into more depth about factors driving each area, for example the correlation of course offerings to the rating of education programs.

How Likely Are You To Recommend SAS?



Top Two Box Satisfaction With:



## ALUMNI

After reestablishing the Alumni Relations office in 2021, we continued to build momentum on reengaging our Eagles around the world. In addition to maintaining relationships with our pre-1950s alumni, the priority was and is still gathering updated contact information for the 40+ years of students who attended Shanghai American School since the reopening of the U.S. consulate in 1980. We leveraged milestone reunions as a natural point of contact to ask alumni about their accomplishments since graduating SAS and their interest in connecting with current students in events such as industry panels.

As part of the Marketing and Communications office, Alumni Relations also focused on telling the interesting stories of alums after leaving the gates of SAS. Their fields span the gamut from climate tech to crypto, from AI to IP law, but one commonality we heard from alums is that many have embraced the SAS mission in having the courage to live their dreams.

To our surprise, many alumni joined our relaunched Instagram account, particularly after an alumni wedding post! They continue to actively comment about nostalgic stories and grow as an extended SAS digital community.



**SHANGHAI AMERICAN SCHOOL**  
February 2023

新年快乐 from the Eagle Nest! (hoping you can read those characters because if you're reading this email you've attended SAS at one point!)

My name is Olivia and I'm the new Alumni Relations Coordinator across Pudong and Puxi campuses. I'm originally from Montreal (go Habs. 🇨🇦), Canada and looking forward to hearing your stories!

In December, SAS alumni already had two reunion events outside of China (read about Seoul and Taipei events [here](#)). We are excited to support our former Eagles in hosting their own SAS gatherings, whether they be milestone reunions (5, 10-year) or chapter reunions!

📧 Shoot me an email at [alumni@saschina.org](mailto:alumni@saschina.org) if you or your friends would like to bring the Nest to your city 🌍

# MARKETING + COMMUNICATIONS

## SOCIAL MEDIA

The return to (mostly) regular in-person instruction and events in the 2022-23 school year replenished the well of stories from which Marketing and Communications could draw and craft narratives. We continued to publish our regular favorites of “That Day” (campus life) and “Next Big Thing” (college journeys), and added new “Eagle Landings” (faculty introductions) and “Meet” (student passions) series to highlight the community.

In order to extend the reach of our content beyond our existing WeChat community, we relaunched our dormant Instagram account and established a Red (Xiaohongshu 小红书) account. While Instagram is an important part of the school search journey for prospective families outside China, we use Red to organically target domestic Chinese-speaking families who are seeking to educate themselves on international education.

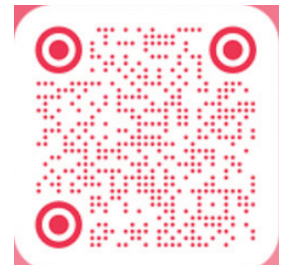
We developed stories that were more informational and thus evergreen in nature, such as ones discussing academics, with the goal of marketing our school in breadth and expertise. These posts also experimented with the trending listicle format and as a result we found these to be among our top shared stories for our WeChat followers – namely our parents! On the other hand, our data showed that direct family interviews were most popular on Red in the form of our “Meet the Family” series, reflecting that prospective families desire to understand authentic experiences.



More Followers on Red than Other International Schools



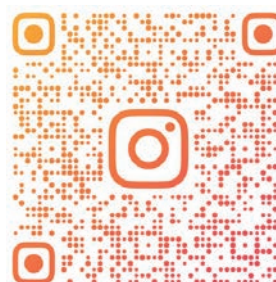
YOY in WeChat Average Reads per Post



FOLLOW SAS!



in Instagram Followers Since Relaunch



## OUTBOUND MARKETING

With Shanghai English-language print publications declining in visibility since Covid-19, we continued to pursue a strategy of content marketing in order to maintain a local presence in a more meaningful and cost effective manner. In alignment with Admissions, we focused event marketing on major Pudong venues to target resources toward Pudong leads. Together, we created and hosted a novel session at Pudong campus aimed specifically at middle and high school students interested in transitioning from other schools.

To build top funnel brand awareness with families outside of China, we engaged new partners, including an organization whose website is consulted by families moving to Shanghai and a highly trafficked online directory for international schools. As is our typical practice, we created content appropriate to this specific segment on this platform.

In addition to marketing toward prospective families, we also collaborated with HR in order to reach out to attract prospective teachers. In the wake of the spring lockdown, our content was oriented at showing the cosmopolitan life in Shanghai as much as the positive experiences of actual teachers at SAS.

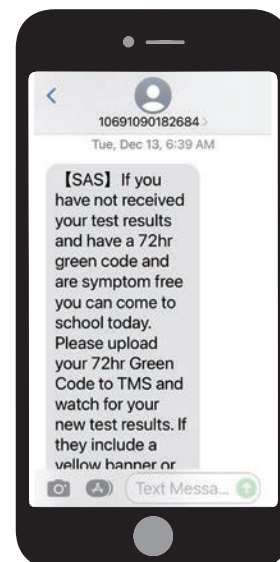
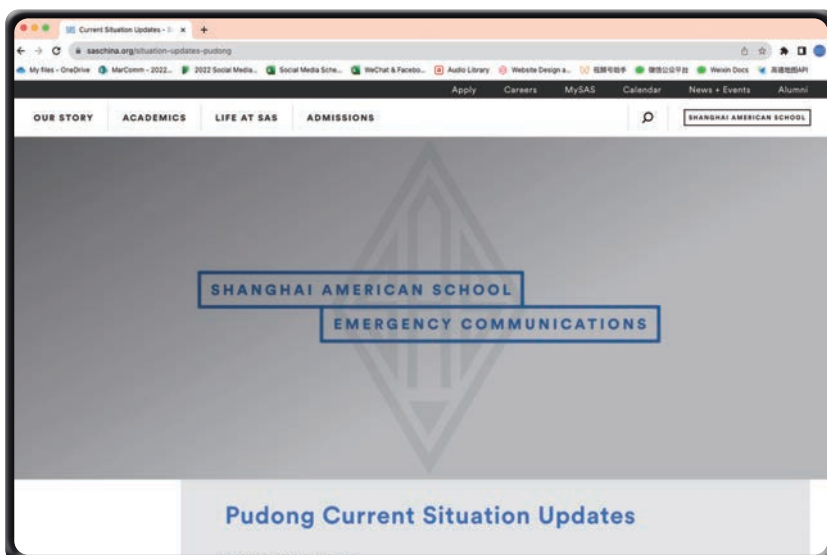




## COMMUNICATIONS

The goal of schoolwide communications is always to deliver confidence and consistency through a combination of clear, proactive, and accurate information. To that end, Communications works closely with school leadership and Facilities and Operations to ensure we understand the context and nuances of developing situations and employ consistent terminology across various messages.

Notifications regarding contact tracing incidents, abnormal PCR results, and temporary closures kept the department busy until January as we continued to use the processes set in place the previous school year. The multiple platforms and purposes included: use of SMS and collaboration with PTSA for the immediacy of push notification; the TMS app and SAS website for pull communication; official SAS emails as the formal channel; and a “situation update” webpage activated for rapidly changing emergency situations.



# CELEBRATING OUR DIVERSE AND DEDICATED FACULTY

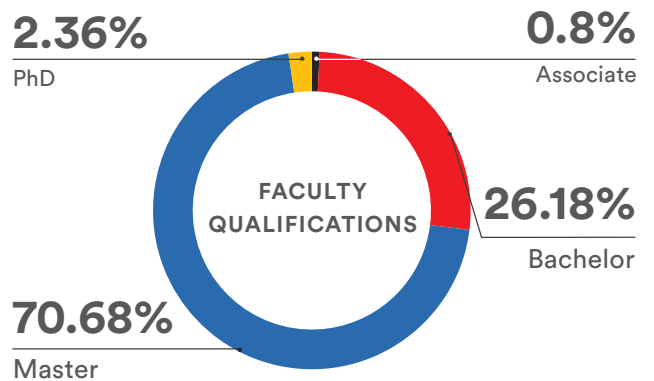
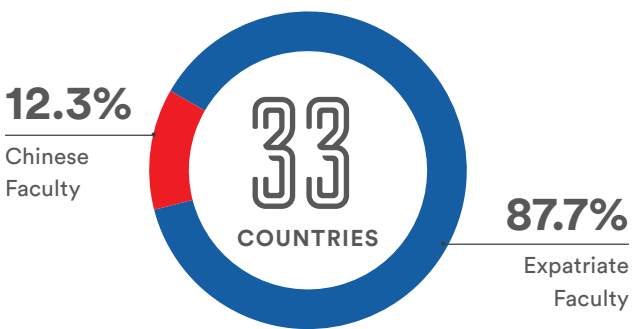
As we look back on the 2022-23 academic year, we take immense pride in the exceptional team of educators who have been the lifeblood of our school.

## UNITY IN DIVERSITY

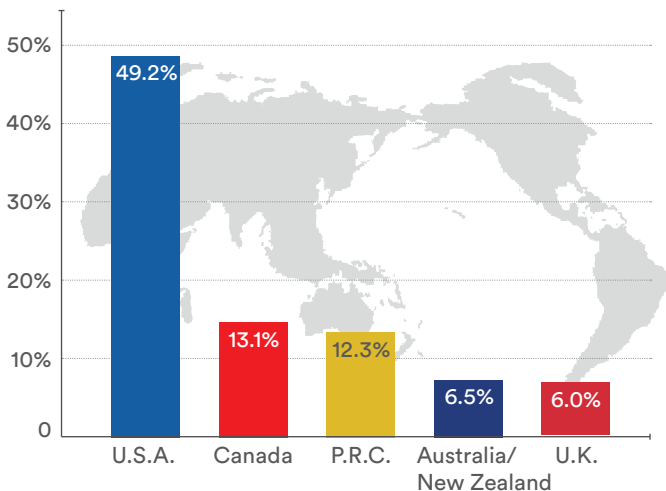
Our faculty continues to represent a vibrant tapestry of cultures and backgrounds, creating a dynamic learning environment where global perspectives are not merely discussed but lived. Our diverse teaching staff, hailing from over 33 different countries, ensures that our classrooms are hubs of international understanding.

## EXPERIENCE AND EXPERTISE

With a wealth of collective experience and expertise, our educators are the driving force behind our unwavering commitment to academic excellence. It is with pride that we note an average of 13 years of teaching experience among our faculty members. Moreover, 70.68% of our 382 educators hold masters degrees or higher. This impressive profile enriches our classrooms daily.



- 2.36% Doctoral Degree
- 70.68% Master's Degree
- 26.18% Bachelor's Degree
- 0.8% Associate Degree





### NEW ADDITIONS

In August 2022, we enthusiastically welcomed 101 remarkable educators into our school community. Their fresh insights and innovative teaching approaches have begun reshaping our educational landscape in exciting ways. This new cohort, alongside our returning faculty, wholeheartedly embraced our mission of inspiring, challenging, and empowering our students.

### STUDENT-CENTERED EXCELLENCE

Above all, our faculty members remain unwavering in their dedication to providing students with a nurturing yet challenging environment where they can excel academically and personally. Their passion for education and their genuine care for each student make our school a place where young minds flourish. Our faculty's commitment to students is truly the cornerstone of our success.



# ENROLLMENT

## APPLICATIONS

At the start of the 2022-23 admissions season in October 2021, Shanghai was still dealing with strict zero-Covid policies to control outbreaks. China’s borders were still closed, and people were weary from the cycle of lockdowns and quarantines. However, the admissions season began much stronger than the previous year, and application numbers more closely resembled pre-Covid-19 numbers from October until March. However, in April 2022, Shanghai imposed its strictest and most prolonged lockdown, causing many people to question their plans to remain in or come to Shanghai. Consequently, application numbers during this period plummeted.

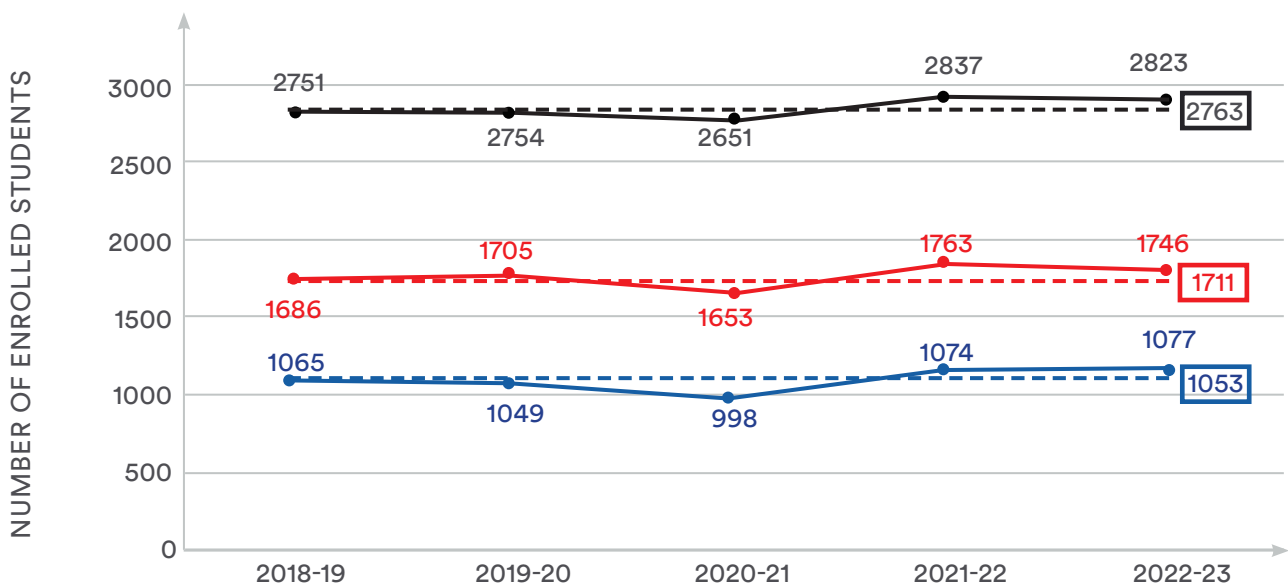
Overall, schoolwide applications were up 16% compared to the record year of 2021-22 and up 11% compared to the five-year average. Puxi was

up 20% and Pudong up 6% compared to 2021-22, and both were up 13% and 6% respectively to their five-year averages, indicating Puxi was more inclined to be impacted by the easing environment.

Applications for PK3 to Grade 1 in 2022-23 accounted for 39%, the largest proportion of schoolwide applications. This is the same as last year, but lower than the 43% five-year average. The application pool largely consisted of students from right here in Shanghai.

## ENROLLMENT

Both Pudong and Puxi campuses have seen stable enrollment over the last five years. Pudong had a small increase and Puxi had a small decrease in enrollment for 2022-23. Puxi campus stood at 1,746,



Figures from October of school year

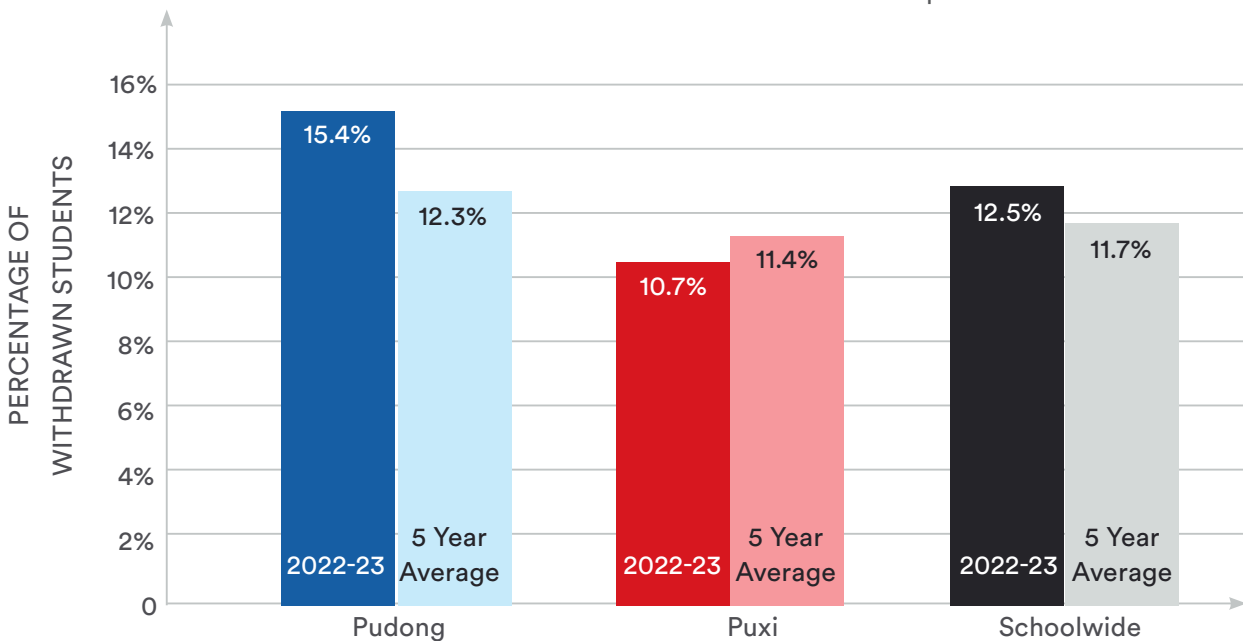
- Schoolwide
- Pudong
- Puxi
- - - Schoolwide 5-yr avg.
- - - Pudong 5-yr avg.
- - - Puxi 5-yr avg.



above the five-year average of 1,711. Pudong had 1,077, also above their five-year average of 1,053. Even though enrollment was slightly higher than the five-year average, the 2022-23 school year opened below budget and we remained below budget throughout the year due to the high attrition and the challenge to refill vacant seats in Grades 11 and 12, which historically have low application numbers and enrollment. Additionally, due to the continued strict Covid-19 policies and lockdowns, our yield dropped.

### ATTRITION

Pudong campus saw an increase in attrition and Puxi had a decrease in attrition for the 2022-23 school year. Pudong was up three point five percentage points from 2021-22, and Puxi was down five percentage points from 2021-22. Pudong's attrition for 2022-23 was 3.1% higher compared to its five-year average and was a historical high compared to the past five years. Pudong's 2022-23 attrition was in line with the attrition rate during the start of Covid-19 in 2019-20. On the other hand, Puxi's attrition for 2022-23 was 0.7% lower than its five-year average. This seems to be a return to pre-Covid-19 attrition trends.



## 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.

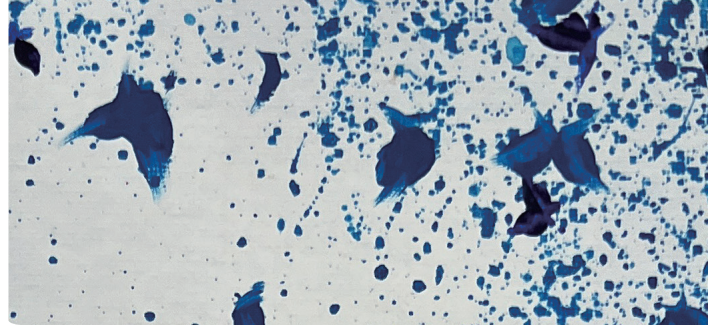
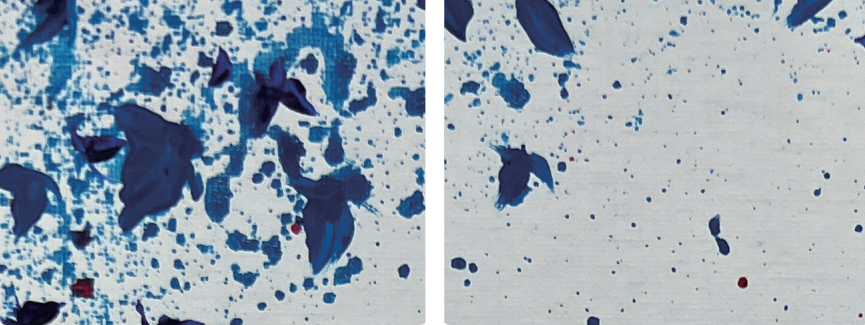
SAS managed its finances during the difficult Covid-19 global pandemic period in the most effective way possible.

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. The following provides a summary of the financial results for the 2022-23 school year that has been reviewed by auditors.

### ANNUAL RESULTS

Our actual revenue reached ¥905.8M, lower than the budgeted ¥932.8M by ¥27M, mostly due to decreased enrollment. Our end of year enrollment reached 2,846, 64 students less than the budgeted 2,910. Revenue from investment income increased by ¥7.5M from the budgeted ¥14M, to over ¥21.5M 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 and other revenues.





Due to the Covid-19 pandemic and subsequent travel restrictions, there were no student trips in the first semester of 2022-23. As a result, the total recoverable revenue was about ¥11M less than the budgeted amount of ¥16.4M. Additionally, the revenue on the cost recovery items such as the school transportation service fees was ¥163K less than the budget.

Annual expenses were ¥757.6M (Table 1), which is about ¥50.9M less than the budgeted amount of ¥ 808.5M. The salary and benefits portion of the total annual expenses accounted for about ¥583M, approximately ¥38.9M less than the budgeted ¥621.9M.

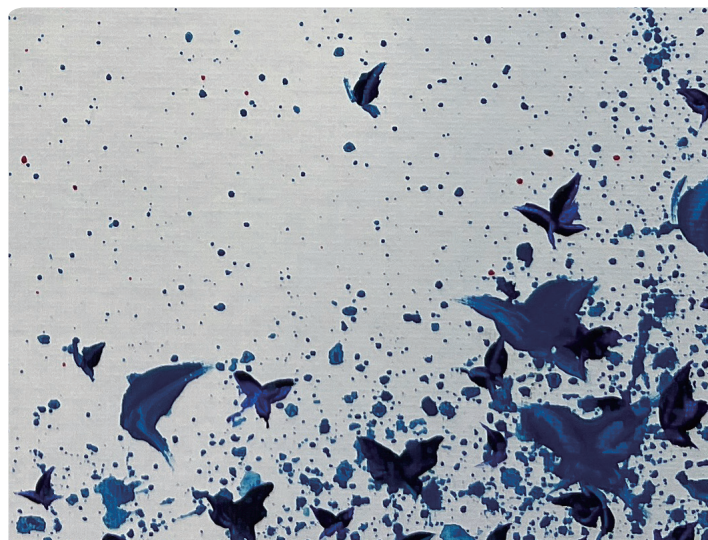
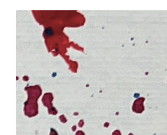
The Materials and Supplies spending was ¥21.9M, ¥1.8M less than the budgeted ¥23.7M.

Contracted Services spending was ¥16M lower than budgeted, a significant portion resulting from the staff professional development and after-school activity bus fees. Due to the pandemic, we had savings of around ¥14.5M in service fees from recoverable student buses, activities and trip fees. The other savings of ¥1.5M resulted from operational cost management. Other Charges were about ¥4.5M lower than expected, mostly due to the gain of foreign currency exchange, utilities saving and savings from the Strategic Planning budget.

The depreciation expense was ¥59.4M, ¥25.2M less than the budgeted ¥84.6M. This decrease is due to the reduced overall capitalized amount as well as reduced depreciation expenses in the 2022-23 school year.

The Surplus before the Corporate Income Tax (CIT) was ¥88.7M. Therefore, the actual CIT is ¥21.2M, versus ¥9.9M that was accounted for in the budget. The Surplus after CIT for 2022-23 ended with ¥67.5M.

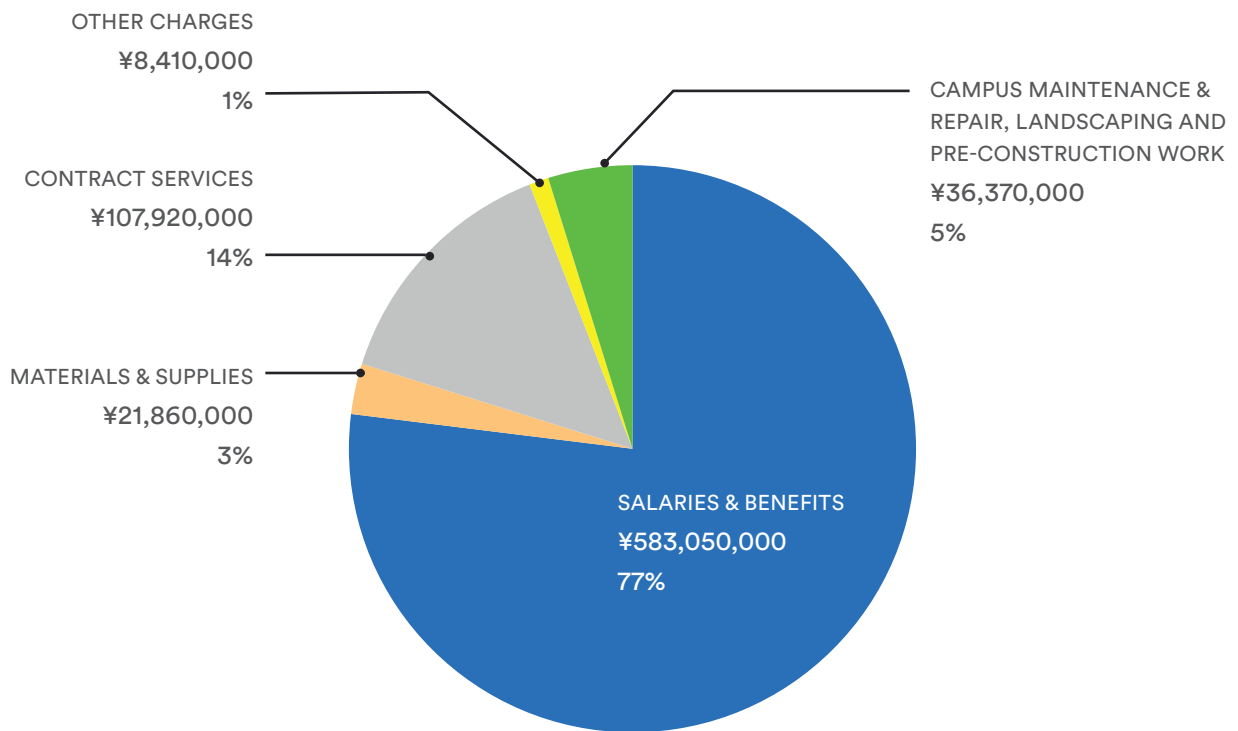
A pie chart highlighting the major areas of pre-tax annual expenses is also provided in Figure 1.



**Table 1: Pre-Tax Expenditure Breakdown, as of July 31, 2023**

Salaries and Benefits	¥583,050,000	77%
Materials and Supplies	¥21,860,000	3%
Contracted Services	¥107,920,000	14%
Other Charges	¥8,410,000	1%
Campus Maintenance & Repair, Landscaping and Pre-Construction Work	¥36,370,000	5%
Total	¥757,610,000	100%

**Figure 1: 2022-23 Annual Pre-Tax Expenditures, as of July 31, 2023**



**CONSOLIDATED FINANCIAL POSITION**

The school remains in a very solid financial position, as witnessed in the balance sheet in Table 2. This is predominantly due to the normal international school cash cycle where a significant portion of fees is paid in advance for the 2023-24 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 ¥1,072.2M. The school’s net investment in facilities and equipment is expected to be roughly ¥ 327.8M. Other assets totaling ¥38.8M include inventory and prepaid expenses and overseas orders for the 2023-24 school year, giving a Total Assets of ¥1,442.1M.



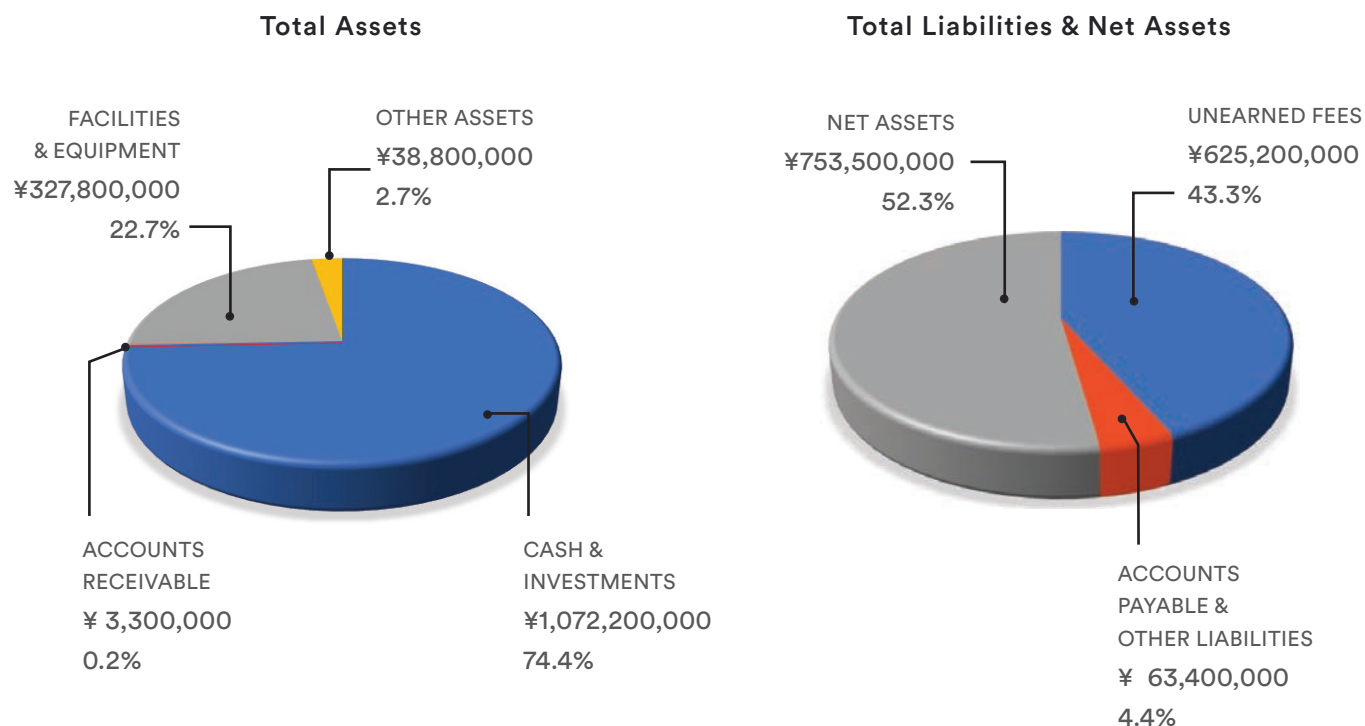
The school's liabilities consist primarily of unearned fees (for 2023-24) of ¥625.2M and ¥63.4M of Accounts Payable and Other Liabilities, giving a Total Liabilities of ¥688.6M.

Therefore, the school's Net Assets is ¥753.5M. This represents a healthy cash and short-term investment balance to allow for the ongoing reinvestment in educational programs and facilities.

**Table 2: Financial Position, as of July 31, 2023**

ASSETS	RMB	LIABILITIES	RMB
Cash & Investments	¥1,072,200,000	Unearned Fees	¥625,200,000
Accounts Receivable	¥3,300,000	Accounts Payable & Other Liabilities	¥63,400,000
Facilities & Equipment	¥327,800,000	Total Liabilities	¥688,600,000
Other Assets	¥38,800,000		
		Net Assets	¥753,500,000
Total Assets	¥1,442,100,000		
		Total Liabilities & Net Assets	¥1,442,100,000

**Figure 2:**



Finally, after years of yearning for sporting events beyond the borders of Shanghai, hosting other schools for student-led events and face-to-face graduations, all Covid-19 restrictions were lifted forever. What a sweet ending to the school year.





THAT DAY

EAGLES SOARED WITH NEWFOUND FREEDOM



SHANGHAI AMERICAN SCHOOL

[www.saschina.org](http://www.saschina.org)