



2024-25 ANNUAL REPORT

A SCHOOL YEAR IN REVIEW



AISL

American International
School of Lagos



Table of Contents

04

Letter from the Board President

07

Letter from the Interim Superintendent

10

Student Learning Results

16

A Robust Co-Curricular Program

24

Student Support Services

28

Faculty Profile

29

Professional Learning

32

Inspiring Learning Environments

33

Celebrating Our Diversity

37

Finances

39

Advancing the AISL Mission



VISION

Empowering our community of learners to create a just and sustainable world.

MISSION

AISL provides exceptional learning experiences within a global community where all voices count. We spark the inspiration in students to be the best version of themselves so that they can joyously soar on their own paths of learning, growing, leading, and contributing as world citizens.

CORE VALUES

RESPECT

We are considerate of ourselves and others in order to foster an inclusive and equitable environment.

EMPATHY

We honor our diversity, treat one another with kindness, and demonstrate compassion through service.

RESPONSIBILITY

We are accountable for ourselves, others, and our community.

INTEGRITY

We act morally, tell the truth, and feel good about what we do.

COURAGE

We take on life's challenges with resilience and are confident in mind and spirit.



A LETTER FROM THE BOARD PRESIDENT

Dear AISL Community/Parents, Teachers, and Students,

As Board President, it is indeed my honor to share with you the highlights of the past year, reflect on our progress, and outline our vision for the future. This report is a testament to the collaboration, resilience, and dedication of the community, our students, parents, educators, and staff.

Achievements and Milestones

I would like to highlight some of the achievements of our school under four broad categories reflected below.

1. **Academic Excellence:** Our students continue to excel in standardized tests, International Baccalaureate exams, and other competitions. We are proud to report that our class of 2025 graduates have received offers from many prestigious universities around the globe. Our students continue to score excel in standardized tests like MAP and Math Olympiad.

2. **Facilities and Technology:** The school continue to progress well with the facilities master plan. The state-of-the-art ID center was successfully commissioned. The HS library building together with the upgrade of annexed classroom facilities are well within the time and budget and ready to be commissioned in the new school year. The school and board remain committed to ensuring best facilities and environment for our children to thrive and achieve their goals and ambitions.

3. **Extracurricular Success:** While the board and management are fully aware of concerns raised by many parents with regard to our ASA offering and Compass Points Africa trips, we still celebrate many successes in the year. Our students have participated in 8 WAISAL tournaments this year, hosting one of them at our school. We are extremely proud of our MS Multi-Sports WAISAL team winning the overall championship recently in Accra. Our Compass Points Africa trips have largely been successful despite a few challenges that we need to address next year.

4. **Community Engagement:** Through initiatives like Family Fun Day, Nigerian Culture Day, community board meetings, and International Day celebrations, we strengthened our ties with the broader community, fostering a spirit of service and global citizenship.

Challenges and Outlook

While we celebrate these accomplishments, we remain vigilant of the challenges and continue to improve our offering.

- While our school's current curriculum is one of the best, we still recognize the need to continue to improve and ensure alignment with recent developments. The adoption of the Middle Years Program (MYP) from IB is one such initiative. We believe that this would enhance the experience of students, teachers, and parents alike for grades 6-10 in the next few years.
- The community has continued to voice its concern about the quantity and quality of our extra curricular activities and this will remain one of the major focus for the board and management next year.

Gratitude and Acknowledgment

None of this would be possible without the unwavering support of our community. I extend my heartfelt gratitude to:

- Our teachers and staff, whose passion and dedication inspire our students daily.
- Parents and guardians, for their partnership and trust.
- Our students, whose curiosity, creativity, and determination remind us why we do what we do.
- My fellow board members, for their vision and commitment to our shared goals.

Leadership and Transition

On behalf of the board and the community, I extend heartfelt thanks to our Interim Superintendent, Mr. Malcolm. Although your tenure has been brief, the impact you have made—particularly in rebuilding trust within the school community—is commendable. Your efforts to foster a listening culture and address critical needs with agility have been invaluable. Furthermore, your seamless collaboration with the incoming superintendent ensures a smooth transition.

At the same time, please allow me to acknowledge the time and effort given by our incoming superintendent, Dr Daniel Love, as well. He has remained in touch with the school administration and the board to understand our school while still managing his current role back in the States. We value your contribution and passion to understand our school well before the official handover.

Closing

As we move forward, I am filled with optimism and confidence that AISL will continue to thrive as a beacon of international education. Together, let us embrace the opportunities and challenges of the coming year with courage and collaboration.

Thank you for being an integral part of our journey.

Sincerely,

Nitin Senan



Board President





A LETTER FROM THE INTERIM SUPERINTENDENT

Dear Eagles, friends and family, friends who become family:


We have enjoyed a wonderful AISL year, full of wonders indeed, almost all good and positive. We have been focused this year on improvements of various types. We have achieved some of these, and others are in process. There are further improvements which we have only just begun to sketch, and yet others that we have still not yet dreamed of. Our incoming Superintendent, Dr. Dan Love, who has visited our school twice and who is very well prepared for the tasks ahead, will envision and enact these with all of you. We are ready for a new Strategic Plan, which will be drafted in the coming school year, but we already have a clear sense of some of the parameters of that plan.

I have enjoyed this year immensely, and it has been an honour to serve the AISL community as Interim Superintendent for one year. It has been a pleasure working alongside such diligent and committed colleagues, at all levels, and getting to know you, our extended family. We are all part of a fine school, as this Annual Report attests. In the inevitable busyness and 'give and take' of a school year, we sometimes forget that. We must not. At 60 years old, we are one of the oldest schools of our type on our vast African continent. Our name tells us clearly that we stand on three pillars: the American, the International, and the Nigerian. All three are evident in this report. We will continue to grow from and out of all three, with gratitude.

We have very solid foundations, and we must recognise these and be appropriately proud of what we have achieved, but not in any way complacent as we aim to become better and better. We should be cognisant of our pedigree, and willing to publicise this more, with humility. It is not easy to sustain an amazing school in this particular context. We have done so, despite many complexities and challenges. This Annual Report gives evidence of our pedigree. It also shows that we are striving to better ourselves. New buildings, improved old buildings, new academic programs like the IB MYP, enhanced co-curricular opportunities, expanded experiential and service learning: all these and more are in this report.

But it is our people who are so important, our most vital asset. And so, at the end of this brief introductory message, I wish to share a few thoughts with you about community. In Zulu there is this lovely phrase: Umuntu ngumuntu ngabantu - a person becomes a person through other people. In other words, we become human through our community with others. Transpose this to a school, to our learning community, and I say this: A school becomes a true school through a strong and creative community.

I have seen this again and again in schools where I have worked, and in the many, many schools that I have visited over the years. Strength of community and strength of learning go hand-in-hand. We are a strong community, as expressed in our lovely and warm motto: 'We are friends who become family'. Our students are given that priceless and beautiful skill of learning how to make friends with fellow students who are very different in background and life experience. Difference and diversity are great educators. Of course this causes stress at times: social, political, cultural. Genuine and deep intercultural communication is seldom easy. But what we learn from each other and our differences is priceless.



Malcolm McKenzie
Interim Superintendent





STUDENT

LEARNING RESULTS

International Baccalaureate Diploma (IBDP)

AISL offers the International Baccalaureate Diploma Program, a very rigorous two-year university preparatory program of studies, culminating in external examination and moderation. We offer an inclusive “IB for All” program and encourage all our students to pursue the Diploma. The Diploma is awarded to students who gain at least 24 points, subject to minimum levels of achievement across the whole program and satisfactory engagement in the core of the Diploma: Creativity, Action, and Service (CAS), Theory of Knowledge (ToK) and the Extended Essay (EE). The highest total that a Diploma Program student can reach is 45 points. The IB Diploma is a qualification recognized and respected by the world’s leading universities.

IB Diploma Results 2024



76%

Percentage of Seniors who attempted the IB Diploma



100%

Percentage of candidates who earned The IB Diploma (world pass rate is 80%)



42

Highest points earned by IB Diploma candidates (maximum is 45)



4.9

Average course grade obtained by IB Diploma candidates (maximum is 7)



31

Average points earned by IB Diploma candidates (world average is 33)

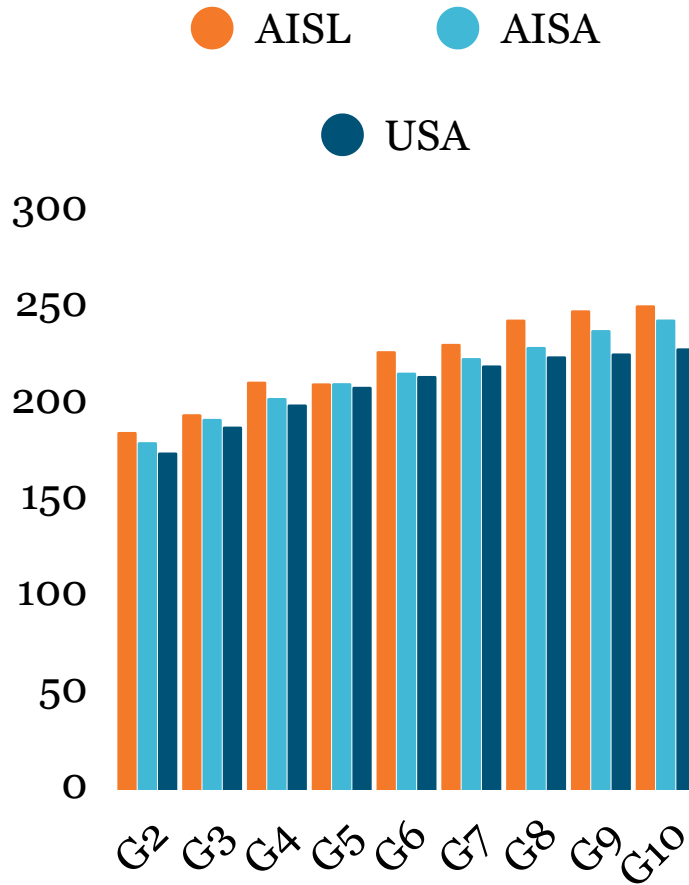
Measures of Academic Progress (MAP) Results

AISL administers the MAP Assessment two times per year (September and May) to students in Grades 2-10. The MAP assessments are computer adaptive achievement tests in Mathematics, Reading, and Language Usage. This assessment was developed by the Northwest Evaluation Association (NWEA) and is used extensively in the United States as well as by most American-International schools. Over 13 million students take the MAP Assessment.

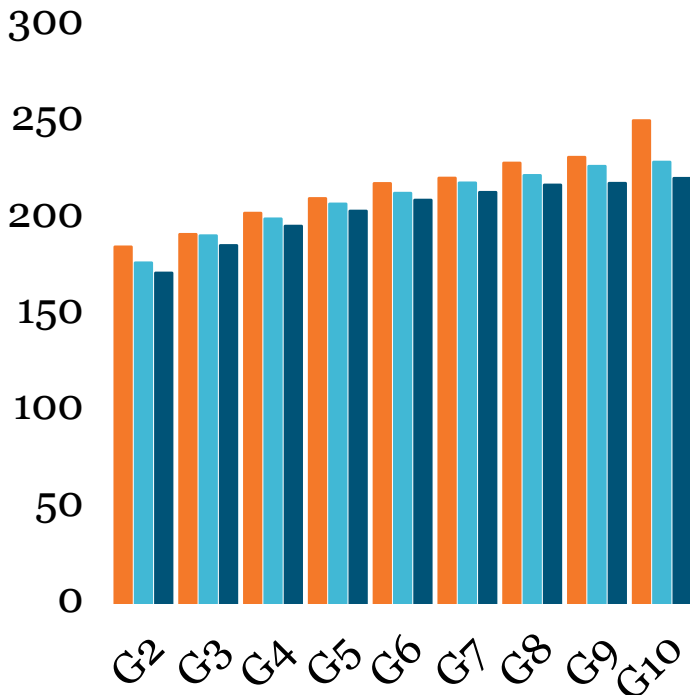
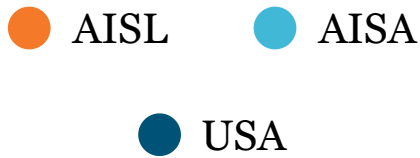
The graphs below show AISL's Fall 2025 results compared to the Fall 2025 results of “like schools” in the Association of International Schools in Africa (2024). The graphs also compare AISL results with normed data (2020) of schools located in the United States.



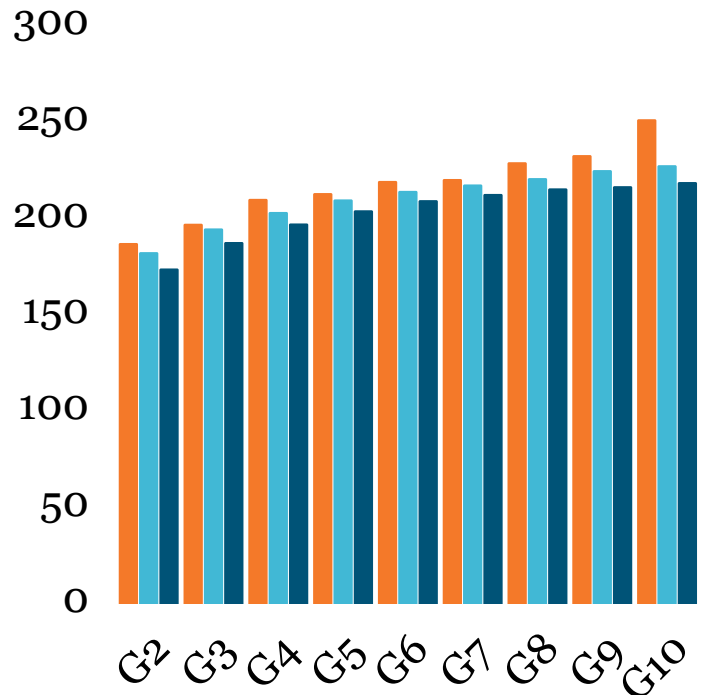
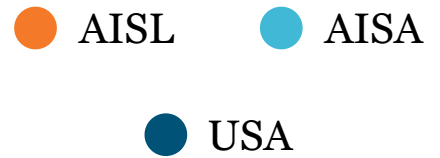
Mathematics MAP Test Comparison



Reading MAP Test Comparison



Language MAP Test Comparison



SAT TEST Center

AISL is a registered SAT Test Center which means that we are authorized by the College Board to administer the SAT on the scheduled dates throughout the year.

Cumulative University Acceptances

Members of the Classes of 2018-2024 were accepted to and are attending the following colleges and universities:

United States

American University
Arizona State University (Tempe)
Barry University
Baylor University
Becker College
Beloit College
Bemidji State University
Bentley University
Boston College
Boston University
Brown University
Cal Poly, Pomona
California State University, Long Beach
"California University
of PA"
Case Western Reserve University
Colorado State University Fort Collins
Cornell University
DePaul University
DePauw University
Drexel University
Duke University
Embry-Riddle Aeronautical University
Emory University
Emerson College
Florida Institute of Technology
Fordham University
George Mason University
George Washington University
Georgetown University
Georgia Institute of Technology
Georgia State University
Hult International Business School
Illinois Institute of Technology
Illinois State University
Indiana University (Bloomington)
Indiana University of PA
Iowa State University
Ithaca College
Kalamazoo College
Loyola University Chicago
Macalester College
Marshall College
Marist College
Miami University Ohio

Marymount University
Miami University (Oxford)
Mesa Community College
Michigan State University
Michigan Technological University
New Jersey Institute of Technology
New York Institute of Technology
New York University
Norfolk State University
North Carolina State University
Northeastern University
Northwestern University
Pacific Lutheran University
Penn State University
Purdue University
St. Michael's College
Seattle University
Siena College
Southwestern University
St. Cloud University
Stephen F Austin State University
St. John's University, New York
St. Olaf College
SUNY, Albany
Swarthmore College
Suffolk University
Syracuse University
Temple University
Texas A&M University
Texas State University
The Ohio State University
The University of Tampa
The University of Texas at Dallas
The University of Texas at San Antonio
The New School
Tufts University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of Illinois, Urbana-Champaign
University of Massachusetts, Amherst
University of Miami
University of Michigan

University of Nebraska, Lincoln
University of Nebraska, Omaha
University of North Carolina, Chapel Hill
University of North Dakota
University of Rochester
University of Southern California
University of Virginia
University of Washington, Seattle
University of Wisconsin, Madison
Washington University
Wesleyan University
Western Michigan University
Whitman College
Worcester Polytechnic Institute

United Kingdom

Aberystwyth University
Alliance Business School
Birmingham City University
Cardiff Metropolitan University
Cardiff University
City, University of London
Concordia University
Coventry University
Hartpury University
Newcastle University
St. Mary's University
Swansea University
King's College London
London Metropolitan College
London School of Economics
Loughborough University
Manchester Metropolitan University
Royal Holloway, University of London
SOAS University of London
University College London
University of Bath
University of Birmingham
University of Bradford
University of Brighton
University of Bristol
University of Essex
University of Exeter
University of Glasgow
University of Leeds
University of Leicester
University of Lincoln
University of Manchester
University of Northampton
University of Nottingham
University of Salford
University of Sheffield
University of Southampton
University of Strathclyde
University of Stirling
University of Surrey
University of Sussex
University of the West of England
University of West London
University of Warwick
University of Winchester
University of Worcester
University of York
York St. John University

Canada

Brock University
Carleton University
Concordia University
Lakehead University
McMaster University
Mount Allison University
Queen's University
Seneca College
Toronto Metropolitan University
Trent University
University of Alberta
University of British Columbia
University of Calgary
University of Guelph
University of Manitoba
University of Ottawa
University of Prince Edward Island
University of Toronto
University of Waterloo
Western University
Wilfred Laurier University
York University

Europe and The Middle East

American University of Beirut
Ecole Hoteliere de Lausanne
Erasmus University College
Franklin University
IE University
International University of Cataluna
Jacob's University
John Cabot University
Leident University College
Maastricht University
Queen Margaret University
Royal College of Surgeons Ireland
University College Utrecht
University College Roosevelt
University of Groningen
University of Twente
VU Amsterdam
Webster University, Geneva
WHU, Beisheim School of Management

* **Matriculation bolded.***







A ROBUST

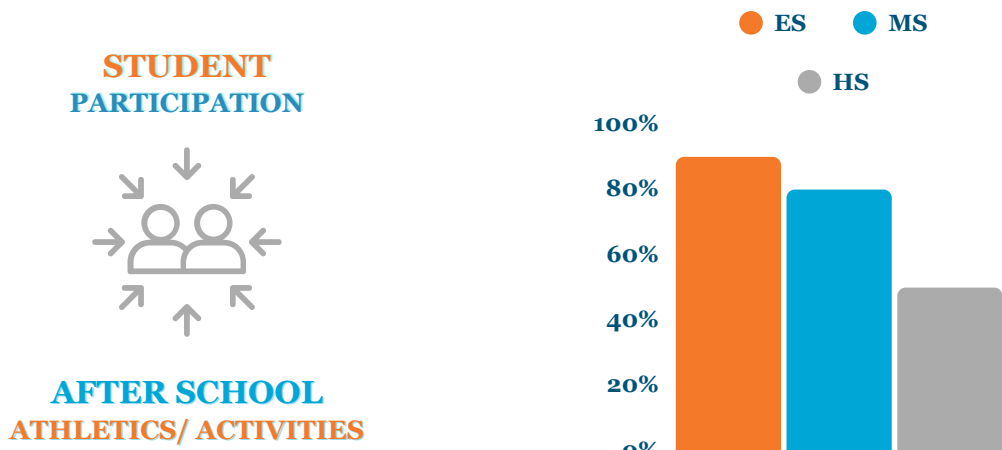


CO-CURRICULAR PROGRAM

AISL offers a robust co-curricular program to students in Kindergarten through Grade 12 over the course of three trimesters. Students have an opportunity to discover new areas of interest, engage in healthy competition, and pursue their passions by participating in a range of activities during the school day and after school.

During the 2024-25 school year, AISL offered the following sports and activities.

Sports/Movement	The Arts	Technology/ Games	Leadership / Global Citizenship
Basketball* Soccer* Volleyball* Swimming* Track and Field Karate Pickleball Taekwondo Table Tennis Boxing Handball Cheerleading Gymnastics Yoga Mindful Breath and Movement Fencing	Drama Ballet Hip Hop Dance Beads and Crochet Hair and Makeup Piano Voice Lessons Band	Robotics E-Sports Photography STEAM Coding Chess Design Drones Math Counts	Nigerian Culture and Language Cooking Boy Scouts Girl Scouts Model United Nations Green Eagles ES Student Council MS Student Council HS Service Council HS Associate Student Body National Honor Society National Junior Honor Society





Saturday Sports

Throughout the year our younger AISL student-athletes participated in Saturday Sports. Coaches worked with students to develop their talents and skills in the following sports:

Trimester 1 - Soccer

Trimester 2 - Basketball

Trimester 3 - Volleyball

AISL Girl Scouts and Boy Scouts

A group of dedicated and committed AISL parents led the Girl and Boy Scouts. Enthusiastic scouts have met after school throughout the year participating in a range of fun and service-oriented activities that promoted independence, teamwork, inclusion, problem-solving, and the development of good character. Our students and families have benefitted from the programs and learning of the Girl Scouts and Boy Scouts on campus.





GO

EAGLES

West African International Schools Athletics League (WAISAL)

AISL is a member of the West African International Schools Athletics League (WAISAL). During the course of the year, AISL student athletics competed in the following WAISAL events:

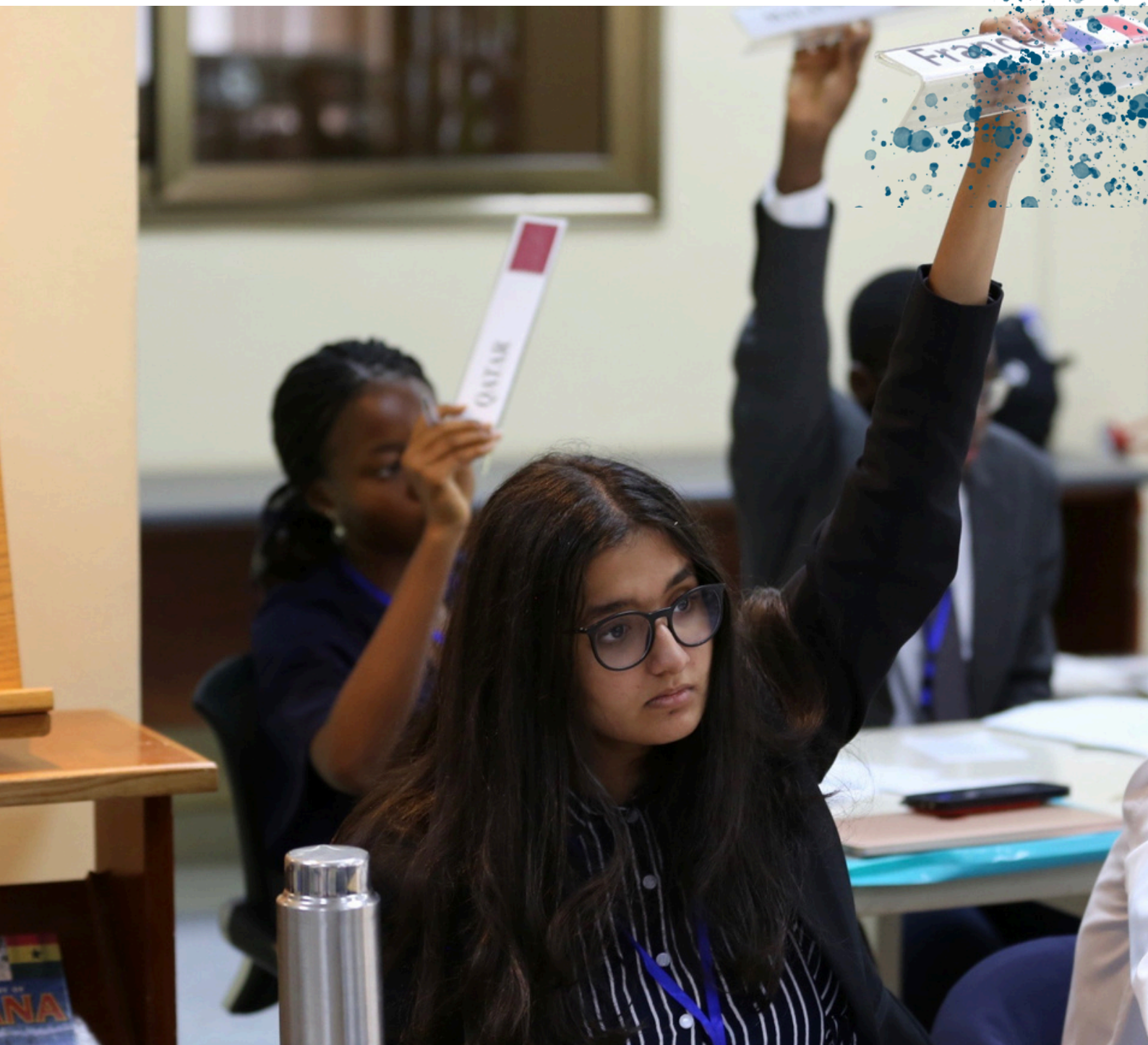
MS/HS Swimming at ISD (Senegal)

HS Volleyball at AISA (Abuja)

HS Basketball at AISL

HS Soccer at ICSA (Cote D'Ivoire)

MS All Sports Festival at LCS (Ghana)



WAISAL Highlights

MS Multi-Sport- Overall Champion of Boys and Girls Competition

Swimming - Multiple individual medals, including the Sportsmanship Award

Volleyball- HS Boys placed 3rd

Basketball- HS Girls placed 2nd

Soccer- HS Boys placed 3rd

AISL Hosts WAISAL Basketball Tournament

AISL also hosted WAISAL High School Girls and Boys Basketball in January.

Student-athletes representing 8 other WAISAL schools spent a long weekend competing at AISL.

Participating Schools:

AISL

AISA (Abuja)

ISD (Senegal)

LCS (Ghana)

ICSA (Cote D'Ivoire)

ASD (Cameroon)

ASOY (Cameroon)

ISO (Burkina Faso)





AISL Sports Competitions and Camps

AISL hosted Cheerleading and Gymnastics Competitions sponsored by Lagos State with elementary school students who competed and did an outstanding job representing AISL.

Student Trips & Excursions

Students represented AISL internationally in the following international school events. Such events enhance the AISL curriculum and provide students with memories of a lifetime.

Model United Nations - The Hague



STUDENT SUPPORT SERVICES



AISL embraces diversity and is committed to being a responsibly inclusive school. Our Student Support Services program ensures that all students have equitable access to learning and opportunities to set goals and find a path for success. Through an inclusive and nurturing educational environment, students are encouraged to become independent, lifelong learners in a global society.

Learning Support

AISL has a team of learning support specialists who work with teachers to provide academic support to students with specific learning needs.

Counseling

AISL has three counselors who engage students in our social and emotional learning curriculum and provide students with social/emotional support to help students find success in the classroom. The academic and university counselor also provides career/university advising to help students find the right path for them after high school.

English as an Academic Language (EAL)

AISL employs English language learning specialists who provide instruction and support to students developing their academic English language acquisition.

Health Services

AISL partners with International SOS and maintains a fully equipped health office on campus. The office is staffed with a full time medical doctor and a full time nurse who provide health services including monitoring student health and well being.

Math Enrichment

Through its multi-tiered systems of support, AISL offers enrichment and extension for identified students. Enrichment is offered in grades 2-10 in the area of math.

Occupational Therapy

AISL has partnered with Brittany Rose, a United States National Board Certified Occupational Therapist, to offer Occupational Therapy services on campus. With over a decade of experience in schools and clinical settings, Ms. Rose provides her expertise every Monday and Wednesday. All arrangements and payments for Occupational Therapy are made directly with Ms. Rose.

Speech Therapy

AISL partners with Mr. Sam Chidiak to provide Speech Therapy on campus. Mr. Sam is a qualified Speech Therapist who trained and practiced as a speech therapist for many years in Lebanon before moving to Lagos in 2020. Mr. Sam is available on campus on Tuesdays and Thursdays. Arrangements for Speech Therapy are arranged and paid for directly to Mr. Sam.

Learning Intensive Focus Team (LIFT)

The LIFT Program is a personalized pathway offered for students to gain independence, increase well being, and ensure inclusion and integration into all the school has to offer.

In secondary years the program shifts focus to ensuring that students have what they need to choose their best future pathway and have the skills, dispositions, and efficacy to do it. Please see the Life Centered Education section in the Student Support Services Parent Guide for specific details.



Definition of High-Quality Learning at AISL

The goal of learning is to understand, apply, and transfer knowledge and skills to a variety of contexts that exist within and beyond the school. AISL defines learning as a lifelong process that deepens what we understand, builds on what we know and can do, and develops our character.



Middle School / High School SOAR

At our IB-accredited school, we offer a dynamic and inclusive Middle/High School schedule that is designed to meet the diverse learning needs of our international student body. One key feature of our schedule is SOAR time (Success, Opportunity, Achievement, and Resilience), a 30-minute period that takes place every weekday (Monday through Thursday). This dedicated time allows our students to receive personalized support and enrichment opportunities, including Learning Lab time for those who require additional academic support, Advisory sessions for social and emotional learning, Enrichment activities to broaden their horizons, and WINN (What I Need Now) time for individualized learning for our IBDP study environment that fosters their academic and personal growth.



FACULTY PROFILE

We know from research and experience that the quality of teaching is directly linked to student achievement. We are proud of our talented and committed Nigerian and international faculty who bring passion, professionalism, and a strong commitment to ensuring that each and every student is appropriately challenged and supported. Representing 14 different nationalities, the AISL faculty brings rich, diverse experiences and perspectives to their students on a daily basis.

Local Hires (Nigeria)

16.9%



Expat Hires

83.1%



14 Nations
Represented



7:1 Average Student-
to-Teacher Ratio

PROFESSIONAL LEARNING

At AISL, we invest in professional development for our educators using up-to-date educational research and best practices. Both external experts and our own staff lead these workshops. Professional development is in accordance with our strategic plan and the school's curriculum review cycle. This year, those initiatives included training for the implementation of the IB Middle Years Programme, the development of learning-to-learn-skills (Approaches to Learning), and the development of concept-based Social Studies units.

At a glance:

7 teachers completed face-to-face IBMYP training

21 teachers completed online IBMYP training

6 teachers completed IBDP training

10 teachers attended the IB African Education Festival

8 instructional assistants completed modules for their teaching certification

10 teachers attended the AISA Conference or Institute

In August, we welcomed two consultants to work with our early childhood and Kindergarten teams. Christine Hole trained our teachers on how to undertake developmentally appropriate assessments using the Early Childhood Evaluation (EYE) framework. Meanwhile, Raelene Finlayson facilitated a workshop on early childhood play-based methodologies.

In October, concept-based learning expert and educational consultant, Tania Lattanzio, facilitated a week of workshops and collaborative planning meetings with our primary school faculty. During these sessions, Tania guided teachers to bring the AERO Social Studies standards alive in exciting ways that deepen student understanding and engagement.

In February, Mark Church, a consultant with Harvard University's Project Zero's Making Thinking Visible and Cultures of Thinking initiatives, led our Secondary faculty through a two-day inquiry into making thinking visible using thinking routines. Meanwhile, all of our custodian and maintenance staff attended a two-day workshop on hygiene and safety, while our office, marketing, and admissions staff attended sessions on Building a Feedback Culture in a Multicultural Setting facilitated by Karishma Daryani Chugani and Adaora Mbelu from Switch On At Work.





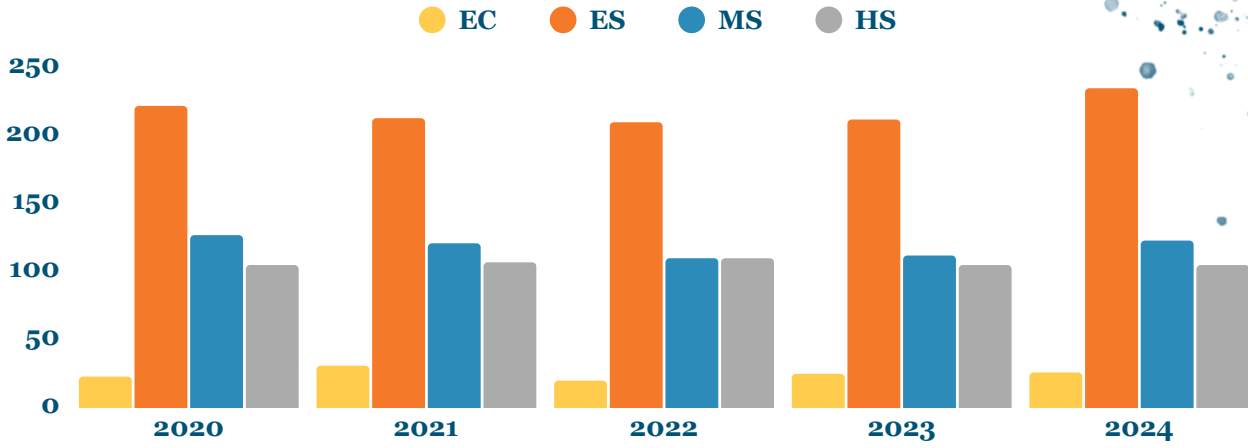
CELEBRATING OUR DIVERSITY

AISL is an inclusive multicultural community. We provide the highest quality international education within an environment of extraordinary care.

One of the most striking features of AISL is the extraordinary sense of community and the warm welcome offered to students and their families from over 60 different countries around the globe. Our students reap the benefits of living and learning in a community that is united in its diversity.



Student Enrollment in the past 5 years EC, ES, MS, HS



Intercultural Student Body

Our students and their families represent a variety of different nationalities and cultures. Not only do our students learn from these different perspectives, but they also establish friendships that span the globe and last a lifetime.

Inclusion and Access Statement

AISL values and honors multiple intersectional identities along with diverse backgrounds, perspectives, and lived experiences. We strive to create welcoming and respectful learning environments and promote access, opportunity, and justice for all.

Everyone is welcome!



STUDENT & FAMILY ORIGINS



Argentina
Australia
Bangladesh
Belgium
Benin
Brazil
Cameroon
Canada
China
Columbia
Cote d Ivoire
Croatia
Dominican Republic
Egypt
Ethiopia
France
Georgia
Germany
Ghana
Hungary
India
Iraq
Israel
Italy
Jamaica
Japan
Jordan
Kazakhstan
Kenya
Korea Republic (South)
Lebanon

Malaysia
Malta
Mexico
Netherlands
New Zealand
Nigeria
Pakistan
Palestine
Philippines
Poland
Portugal
Romania
Russia
Rwanda
Serbia
South Africa
Spain
Switzerland
Syria
Thailand
Togo
Tunisia
Turkey
Uganda
Ukraine
United Arab Emirates
United Kingdom
United States of America
U.S Virgin Islands
Venezuela
Zambia
Zimbabwe





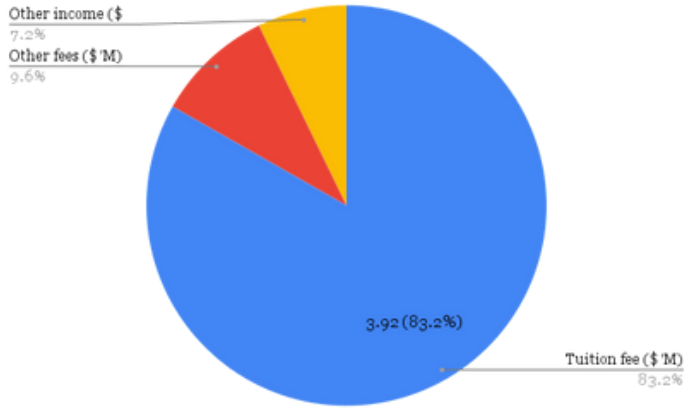
FINANCES

AISL is a not-for-profit school which means that all revenues are directly invested in the education of children. The AISL Leadership Team and Board of Directors engage in sound fiscal planning and management to ensure financial health and sustainability along with the continued development of an excellent educational program and supporting infrastructure. AISL's budget process reflects the following commitments:

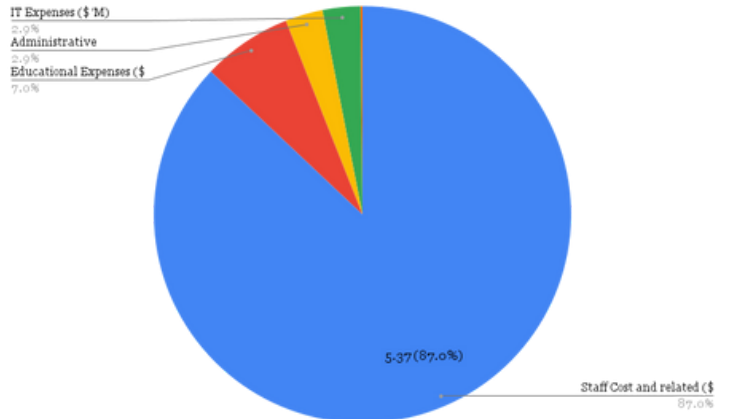
- AISL's mission and vision, core values, and strategic goals
- Recruiting and retaining a highly qualified professional staff
- Maintaining personalized education through a low student-teacher ratio
- Continuous improvement of curriculum, instruction, and assessment practices
- World-class facilities, technology infrastructure, and educational resources
- Annual audit of financial accounts (PwC)



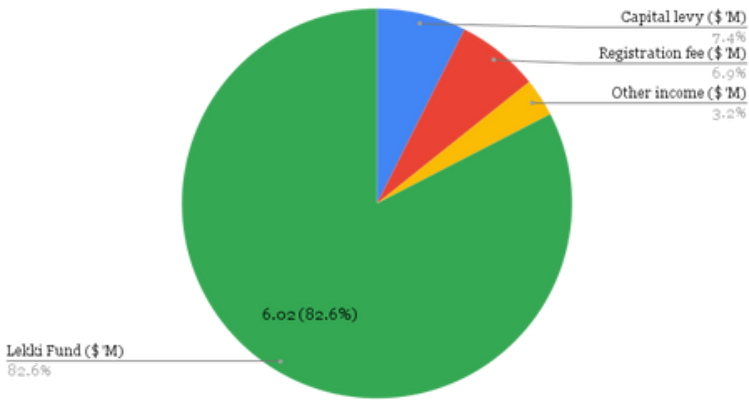
OPERATING INCOME FORECAST 2024-25



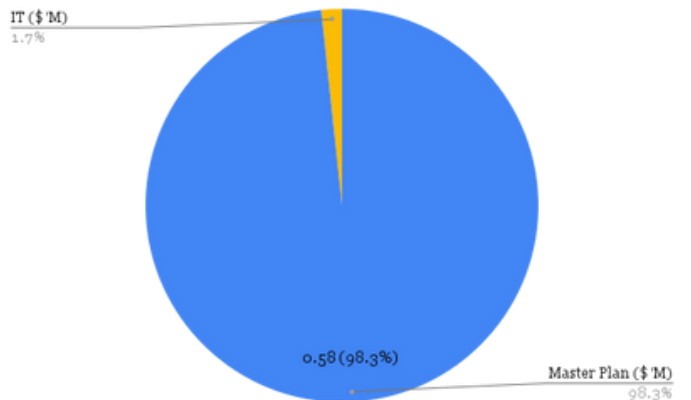
OPERATING EXPENSES FORECAST 2024-25



CAPITAL INCOME FORECAST 2024-25



CAPITAL EXPENSES FORECAST 2024-25



ADVANCING THE AISL MISSION



Since AISL is a not-for-profit organization, all contributions in the form of volunteering, sponsorships, and financial donations are meaningful and truly make a difference in the lives of AISL students. AISL is very grateful to parents, alumni, corporate partners, and friends for their dedicated support and participation.

As we look towards the future through our mission, we see our students developing their talents, pursuing their passions, and finding new opportunities to impact the world around them. In short, we are investing in our future and equipping AISL students to create a just and sustainable world.

PARENT

INVOLVEMENT

Parent engagement and volunteerism are one of the hallmarks of the AISL community. Through volunteer efforts and sharing knowledge and expertise, parents add tremendous value to student learning and the student experience. The Parent-Teacher Organization (PTO), in particular, continues to foster the AISL community through organising multiple enriching and enjoyable events throughout the year.



AISL Sponsoring Organizations

AISL has greatly benefitted from the generous long-term support of these three companies/ organizations.



AISL Partners

Supportive partnerships with these companies/organizations add value to AISL.



Inspiring Learning Environments

Secondary School Learning Spaces - Opening August 2025.





American International School of Lagos (AISL)

Behind 1004 Estates, Victoria Island, Lagos, Nigeria

communications@aislagos.org

www.aislagos.org

