Founded in 1952, the American Embassy School is a non-profit tuition based day school, located on a 13-acre campus within the diplomatic community in New Delhi, India. Enrollment from Pre-K through Grade 12 is 1200. AES serves students whose parents are employed by foreign service agencies, embassies, USAID, United Nations organizations, and multinational corporations.
Mission, Values, and Commitments

Motto: Enter to Learn. Leave to Serve.

Mission

The American Embassy School provides a balanced education defined by a joyful pursuit of excellence in academics, athletics, arts and service. We enable each student to be an inspired lifelong learner and a responsible, compassionate global citizen.

Identity

AES serves Pre-Kindergarten through Grade 12 students from the United States and other nations. We provide an exceptional American education with an international perspective.

Core Values

We believe that everyone...

• has intrinsic value
• needs safety, trust and respect
• is responsible for his or her choices
• learns and grows through challenge
• lives more meaningfully when pursuing his or her passions
• thrives in an environment of honesty and integrity
• is enriched by diversity
• is strengthened through service
• flourishes in a community that is caring, collaborative and nurturing
• has the power to create a more peaceful world

Commitments

We are committed to...

• nurturing the intellectual, physical, social and emotional development of each student
• fostering each student’s potential to achieve and to make a difference
• helping students make transitions to, within and from AES
• developing a service ethic and practice
• protecting nature and the environment
• improving student learning through research, reflection and innovation
• practicing transparent and collaborative decision-making while maintaining effective governance
Looking back over 2016-2017, we can be proud of the accomplishments of our students, our faculty and teaching assistants, and the wonderful teams that support our work every day by providing us with security, food services, transportation and the extraordinarily beautiful campus that lifts our spirits at any time of the year. We pay tribute to them and thank them for their commitment and dedication to our AES community.

This has been a year of transition in which we welcomed many new teachers to the high school and have said good-bye to some long-term colleagues who have contributed so much to the school and community we have today.

We spent significant time during the 2016–17 school year discussing ways to make the best use of our space on campus, with indoor air quality, student safety and student learning as the focus. The high school breezeway will be enclosed to provide another clean air space for students when needed, and the high school cafeteria will have extended food services and the flexibility to become a much-needed multi-purpose space. Planning continues to increase indoor spaces for students when the air quality is poor. The two locker rooms will have more private, separate changing spaces for adults. Following the success of the middle school Maker Space, there will be dedicated Maker Spaces in both the elementary
school and the high school. These will help us empower students at every stage of their learning to have a “Maker Mindset”—to explore, create, discover and define their own learning journey.

The focus for the 2016–2017 school year was “Calibration and Community.” The emphasis was to seek greater vertical alignment between grades and divisions and more collaborative planning and assessing learning for students. We have also moved to a full school standards-based environment following best American and international practices. Supporting our motto, “Enter to Learn. Leave to Serve.” we continue to develop empathy and service throughout the school. The student-led program in the high school involves more than 75% of our students in service-related projects, on campus and off.

Our education would not be complete without our commitment to learning and experiencing the amazing country we live in. Our Indian Studies Program brings artists and political figures into our community and takes students and adults out into Delhi and beyond. Our grade 5 trip to Ranthambore Park, our middle school Week withOut Walls (WOW) trips and our high school mini-courses provide opportunities for all our students to explore and experience the richness of our cultural and natural environment.

At the same time, music, drama and athletic events have kept everyone engaged with musicals, plays, local competitions as well as ASIAC tournaments and festivals with Bombay and Chennai for our middle school students and MESAC for our high school tournaments. The Parent School Association supported all our events and brought the community together with their wonderful events, Bollywood Disco Night, the International Food Fair, Battle of the Boules, and Night Under The Stars (NUTS) as well as wonderful Diwali and Holi celebrations. This would not be the wonderful community it is without their enthusiastic commitment to supporting our students and bringing all of us together.

It has been an honor and a pleasure to serve as the interim Director for the year. I know the school will continue to provide a balanced education defined by a joyful pursuit of excellence in academics, athletics, arts and service” as it enables students to be “inspired, life-long learners and responsible, compassionate global citizens.”

With all good wishes for the future.
ELLEN DEITSCH STERN
Dear Members of the AES Community,

Each year, the AES school calendar has a somewhat predictable cadence. The academic year 2016–17 was no different. What was also not different was the transitions that accompany the transient lives of our students, parents, faculty and staff. Comings and goings are something international school communities know how to do!

On July 1st 2016, we welcomed Ellen Stern as our Interim Director at AES, and we made sure she hit the ground running! Working closely with Ellen and leadership team, the Board put together the key goals for 2016–17:

1. Complete implementation of the Compliance Plan.

2. Develop a multi-year sustainable budget strategy aligned with enrollment forecasts.

3. Implement a SY 17–18 budget that is compliant with all applicable laws.

4. Design and implement a feasible plan to address our clean air challenge.

Our job at the AES Board is to insure the long-term future of the school. In 2016–17, the decisions that Board made with respect to India and US laws will make AES compliant based on the laws as they are written today. On behalf of the Board, I want to thank all of you in the association for your collective efforts in making AES compliant. This is where we need to be! We can now focus all our energy in delivering on the AES Mission!

Until just three years ago, reserves consisted of funding only for Emergency Closure – not a very strong position for a school that is 65 years old. Over the last two years the AES leadership team has, through conservative planning and prudent budgets, managed to drive annual surplus balances that have gone to our reserves. These reserves will allow AES to make strategic investments to protect the long-term future of AES and also investments that help repair, replace and modernize this lovely campus.

AES remains committed to leading the way in indoor air quality improvement for students and faculty. In addition to continued investments in providing best-in-class indoor air quality/monitoring, AES has made investments to increase indoor space to grapple with those bad air days. In 2017–18, everyone at AES will start noticing these changes, starting with the covered Breezeway in the High School.

In addition to the budgeting, Board along with members of the Administration and Association started development of a new Strategic Plan to carry us through the next 5–7 years. Given Ellen Stern’s tenure as an Interim Director this year, it has been our intention for AES to start the 2017–18 school year with a well-researched and detailed strategic plan framework for the incoming Director–Jim Laney–and the Board to review, consult with the community, modify as they see fit and adopt. Our work in this area carries on, and you can expect to hear more about it in the coming months.

The Board along with the AES senior leadership team also had a direct engagement with our key stakeholders who send the majority of the students to AES. It was
a wonderful opportunity to hear their thoughts and identify issues they are facing. These conversations are always invaluable for assessing whether our priorities are on track with what our community wants, as well as identifying other areas we should be considering. We would like to take this opportunity to thank all members of the association who served on various Board Committees. We appreciate your time, commitment and passion for AES.

At the end of each academic year, there are hugs and tears, and a lot of laughter as some prepare to go just for the summer, and others prepare to move elsewhere. No matter which direction you are going, the future for AES holds much promise and excitement.

In closing, on behalf of the Board, I want to thank Ellen Stern for leading the school from the very front, while bringing us fresh thought processes, ideas and insights. She will always have our utmost respect and admiration. At the same time, we warmly welcome Jim Laney along with Laura to AES and India. We cherish and value the reputation Jim brings to AES. We remain confident that under Jim’s leadership AES will always remain in the joyful pursuit of excellence in academics, athletics, arts and service.

Thank you again for the trust you have given me and my fellow AES Board of Governors.

On behalf of the Board of Governors,
MANISH PRASAD, PRESIDENT

2016–17 Board of Governors

Manish Prasad
President

Osnat Yacoby
Vice President

Heather Grant
Treasurer

Tyrone Moorehead
Secretary

Yvo Kuhling
Member-at-large

Ray Sudweeks
Member-at-large

Siddhartha Dubey
Member-at-large

Margaret Sula
Ambassador’s Rep

Chad Norberg
Ambassador’s Rep
Parent School Association

PSA Mission: The principal purpose of the PSA is to promote an atmosphere of goodwill and cooperation in support of AES mission:

- by maintaining a continuing channel of communication between parents, AES Administration and Faculty
- by nurturing the caring and collaborative values in our community
- by celebrating diversity

The PSA fulfills its mission through:

- providing and/or facilitating forums on matters of interest to students, parents and faculty
- organizing social events for parents, students and teachers to interact
- providing services in support of school activities
- representing the views of parents to the AES Director, Administration, Faculty and Board as relevant
- helping parents to transition into and out of AES.

The key focus for the PSA this year has been community building, communication and supporting student enrichment. Our aim has been to encourage community involvement at every level - for the children, the parents and Faculty. We have worked hard to improve our communications to ensure that parents are informed about the events happening on campus through our weekly PSA newsletter and the AES digital signage.

We organized numerous grade/division level parent coffees and parent socials as well as bigger events, including:

- a Bollywood Disco Night for new and returning families in September
- the International Food Fair (IFF) featuring delicious food from over 25 countries in January
- the Faculty and Staff Appreciation on Valentine`s Day where parents and students expressed their gratitude by serving home-baked treats and creating Thank You boards full of messages in the pop-up `Whole Latte Love` Café
- the Battle of the Boules, a fun (and competitive!) evening of lawn bowling in March
- and Night Under the Stars (NUTS) with the theme of `The Big Fat Indian Wedding` since nobody`s India experience is complete without getting a taste of the phenomenon of an Indian wedding.

These events were supplemented by our wonderful Saheliyan committee`s annual family events which provided us a glimpse into two special festivals in the Hindu calendar; Diwali, the Festival of Lights, held in October, and Holi, the Festival of Colours, in March.

We supported the AES teams and tournaments hosted on campus through the Spirit Store and Cart stocked with new spirit gear and by running the ever-popular Food Stall during events. We also supported our athletes with send-off goodie bags and by granting a PSA Spirit award each season. Whether at ASIAC or MESAC tournaments, Friday Night Lights or Super Saturday, the Black and Gold has been everywhere this year. Go Tigers!

Two questions we often get as a PSA committee is where does the money come from and where does it go? As an organisation, we are entirely self-sustaining. The bulk of our fundraising goes towards building up our PSA fund for operations for the next school year. More than half of our budget is spent on grade/division-specific student activities tailored to their specific needs, from the ES Christmas Sing-Along and S.T.E.A.M, MS/HS student movie nights and pool parties to friendly competitions and celebrating our Senior class.
This year we launched the new PSA Student Enrichment Fund (SEF) using our financial reserves. We granted funds to Faculty and students across the divisions to support their exciting new ideas, such as the new MS Maker Space and a student-led effort with a local school for blind children.

We are proud of all that the PSA has achieved this year and are grateful for the support of many parent volunteers. With service playing such an important role in the AES mission, it is great to see so many parents modelling this value. The PSA looks forward to continuing to serve AES next year.
Admissions

Patricia Dhar
Director of Admissions

2016–17 Peak Enrollment

1270 Total Students

890 Returning students
380 New students

Breakdown by School

- 533 students Elementary School
- 324 students Middle School
- 348 students High School

Enrollment by Nationality

- 37% U.S.A
- 16% Korea
- 6% U.K.
- 5% Israel
- 4% Japan
- 3% India
- 3% Sweden
- 3% Australia
- 3% Canada
- 2% Germany
- 1% Italy
- 1% Malaysia
- 16% Others
### Top Organizations

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<td>Samsung</td>
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<tr>
<td>LG Electronics</td>
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<td>AES</td>
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<tr>
<td>Embassy of Israel</td>
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<td>British High Commission</td>
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<td>Ericsson</td>
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<tr>
<td>World Bank/IFC/IMF</td>
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<tr>
<td>United Nations/WHO</td>
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<tr>
<td>Hyundai</td>
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<tr>
<td>IKEA</td>
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<tr>
<td>Israel Aerospace Industries</td>
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<td>Doosan</td>
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<td>Canadian High Commission</td>
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<td>Australian High Commission</td>
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### Top Diplomatic Missions

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<td>New Zealand High Commission</td>
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<tr>
<td>Royal Norwegian Embassy</td>
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</tr>
</tbody>
</table>
Academics

This year, the AES PreSchool launched a common instructional curriculum, Creative Curriculum, featuring exploration and discovery as a way of learning.

We worked with consultants from the Reading and Writing Project at Columbia University to ensure common practice with a leading, research-proven, workshop-based reading instructional program—a model AES has used for 10 years.

We conducted extensive lab site and divisional trainings to dig into how to ask rich math questions that push critical thinking skills.

We have begun to highlight and extend the maker/tinker mindset in the ES. The ES held their first Saturday Maker Mela, a community event.

Getting to Know You Day, Back to School Night and Student Led Conference models were calibrated in the ES, both in length and format. Common experiences were provided for students across and between grades. This alignment allowed the Elementary School to move to online scheduling for parents.

Elementary School teachers dug into assessment with the help of consultant Tom Schimmer. Tom helped our teachers look at why and how we assess our students and how we help students understand what is being asked of them.

In the Spring, teachers held open professional learning sessions for their colleagues on our launch of Teachers Teaching Teachers. TTT is a powerful way to provide high quality professional development here on campus. The wide-range of sessions that were offered covered areas from learning to swim to mindfulness, photography, to maker-centered learning, collaborative learning and on-demand writing, to mention a few.
Athletics

The elementary school hosted tournaments with other local schools in Delhi for basketball, swimming, soccer, and track and field. The iPOP program continues to offer a wide variety of after school programs for ES students and the activities office has added additional clubs for swimming and tennis.

Our boys and girls basketball teams, co-ed swim team, and track and field team were all competitive with other schools, giving them the chance to build relationships and stretch the skills they had been learning throughout the year.

Arts

The school put on the production Press Start, a musical with over fifty Elementary School performers.

Our ES choir performed at a number of venues, including on campus, the US Embassy, and in conjunction with the MS and HS choirs.

All ES students were featured in an on-campus exhibition in the Theater.

We hosted a number of visiting artists and authors in the Elementary School, including a number of artisans, dancers, puppeteers and stage performers during our annual India Week celebrations in February.

Service

Service in Elementary School starts at home- AES is our community. Pre-Kinder students planted trees on campus and made signs reminding their friends to treat the plants kindly, and Kindergarten visited a local school and invited their students to come and play at AES.

As students get older, our community expands a little. Some grade levels did Read-a-thons or Walk-a-thons to raise money for schools in need.

ES has an inclusive student leadership model for fourth and fifth grade students where students can engage throughout the year in areas of interest to them.

We conducted four Student Leadership Saturday trainings, with 40 plus students from Grades 4 and 5 attending each session.

Student leaders actively organized and/or led student-engaged events for Peace Day, Earth Week, and Spirit Week.
Middle School

Academics

The faculty continued to work and polish our professional grading practices. The focus for SY16–17 was around formative and summative assessments, calibration regarding student work and communication with parents, students and colleagues. Strides to improve our educational practices were made on all fronts.

MS Maker Space launched and Maker Mindset implementation. See AES Technology section for more details.

Enrichment Activities continued and new clubs unfolded. Our Mathcounts team took 8 students and 2 teachers to a competition in Kathmandu, Nepal for a competition against 8 other international school teams. Overall, the AES MS team placed first and one student placed 3rd in the countdown round. The Design and Build Club kicked off in the new MS Maker Space with after school Build your own Bat Box and Sewing Club. We completed our second successful year of a Raspberry Pi Club where students built and programmed their own credit card sized computers.

Passion Elective Program: Of many elective choices, Create Your Own Elective and the Science of How Things Work were popular choices for students who wanted to follow a passion of their own. As an example, one student, who had an interest in magic, researched, practiced and created his own documentary about magic. The final product was shared with our community and posted on Youtube.

Athletics

The Middle School students participated in two leagues: ASIAC and MESAC (for grade 8). Our students continued to do well at all ASIAC tournaments with Bombay and Chennai: Basketball, Soccer, Tennis, Badminton, Swimming, Table Tennis, Volleyball and to earn sportsmanship accolades as ambassadors for AES! In MESAC, the MS supported the HS teams in tournaments with about 50 grade 8 students participating in the following sports: swimming, badminton, track and field, baseball, soccer, basketball, volleyball, wrestling, softball, and cross country.
Arts

ASIAC Drama Festival hosted at AES was a collaboration with the Visiting Artists Series program and NYC-based Story Pirates. MS students from AISChennai, ASBombay and AES performed original pieces written by AES 2nd and 5th graders.

Opportunities for our music and drama students continued throughout the year with travel to Chennai for Music festival, to Vienna for a choral and strings trip and in the successful Fall and Spring Drama productions: For the Love of 3 Oranges and Disney’s Aladdin, Jr.

Service

Service and Student Leadership go hand in hand in the Middle School. We continued to work to both teach leadership and offer experiences that provide opportunities for students to discover the power of servant leadership. In SY 16–17, the Grade 8 Population Project expanded the service exploration by offering an opportunity for the grade 8 students to join HS clubs. Additionally, through Grade 6 Exploratory, the 6th graders worked with Vivekenand Little Circle India Project building and collaborating around needs for the small neighboring school. Together they made puppets, wove a basketball net, and made other items to help support the disadvantaged students. Our Grade 7 team celebrated their 10th anniversary of partnership with Aanchal Special Needs School. Students hosted the special needs students at AES and led activities for the kids at Nehru Park.

Integrating Service and Leadership into our programs started with the revision of our Advisory Program Beliefs and Purpose. The purpose of the advisory program is to nurture relationships in a small-group setting in order to build our community, be responsive to student needs, and to live our AES Mission for community, for hearts and for minds.

We hosted many special events this year and a few highlights were: the Earth Week (March for Science) and an opportunity for students to work with Nobel Laureate Kailash Satyarthi 100 million for 100 million campaign.

We continued with our Student Leadership Seminars each quarter, Student Leadership Roundtable and Committees. In SY 16–17, the leadership seminars were titled:

- Desert Survival, Outsmarting Wolves and Effective Strategies for Student Leaders
- Teams and Teamwork
- Leadership and the Maker Mindset
- Striving to Be the Unbiased Leader
High School

Academics

The High School continued its implementation of a standards-based grading and reporting (SBGR) assessment system with full implementation in grades 9–11. As a part of the SBGR model of assessment and grading, a separate Learning Habits grade was introduced for the first time in the High School. This grade provides valuable information to students and parents regarding learning behaviors so that the letter grade reflects solely academic achievement. Collaboration and calibration among our High School faculty is emphasized and structured to support SBGR, and a new report card was introduced to support the new assessment system in the High School.

Preparations for the high school Maker Space were underway to launch in 2017–2018.

We successfully completed the HS Minicourses: 21 trips, 340+ students and 45+ adults chaperones. We conducted a review of the Minicourse program by a community-based focus group for implementation in 2017–2018.

We are proud of our students’ 2016–17 IB and AP results. Our average IB score was 36 with a pass rate of 96 percent. The global average score was 30.07 out of 45 points (reported in 2016; 2017 averages have not been released yet) and the global pass rate is approximately 80 percent. The number of our IB Diploma students earning 40+ points was 13 and the maximum IB Diploma points, 45 out of 45, were earned by two students. A total of 63 students took AP exams, and 28 students earned one or more 5s. See full results in the Assessment section.

University acceptances were successful and highlighted competitive university choices as well as a wide range of interests among our senior class (see full list in University Acceptances section).

Athletics

The high school athletics department completed a very successful year in the MESAC conference with championships earned in badminton, academic games and J.V. swimming. AES students were once again leaders in sportsmanship with many teams qualifying for the sportsmanship award.
The year also saw many community building events take place. Friday Night Lights and community volleyball, basketball, and golf events were all part of the 16/17 school year calendar and strongly supported by the AES community.

MESAC participation continues to be strong in the High School.

**Arts**

Music, Art, and Drama events continue to be an important component of the High School experience. There were three high school drama performances in 2016–2017.

Our visual arts classes exhibited their work in the Spring. Our IB Year 2 Visual Art classes exhibited their final portfolio to the community in April in a gala community art show.

**Service**

Student-led Service Program and CAS projects in the high school involve more than 75% of the high school student body in service-related endeavors.

There were several successful student-led and run events in the High School (i.e. HS Prom, Benefits of Fashion, HS Fun Day).

Twice a week, hundreds of students from the neighboring camp (Vivekanand) were served by activities organized and led by students and faculty.

Regular weekend service activities took place both at AES and off-campus, and were operated by a number of our high school clubs.
University Acceptances - Class of 2017

USA
Albany College of Pharmacy
Alfred University
American University
University of Arkansas
Aurora University
Babson College
Ball State University
Binghamton University
Boston College
Boston University
Brandeis University
Brigham Young University
University of British Columbia
Brock University
Bryn Mawr College
Butler University
California State Polytechnic University, Pomona
California State University, East Bay
California State University, Long Beach
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
Carnegie Mellon University
Case Western Reserve University
Chapman University
College of Charleston
University of Chicago
University of Cincinnati
University of Colorado
Clark University
Clarkson University
University of Colorado at Boulder
University of Connecticut
Cornell University
Davidson College
Denison University
Drexel University
Duke University
Eckerd College
Elon University
Emory University
Florida International University
University of Florida
Fordham University
George Mason University
George Washington University
Georgia Institute of Technology
Gettysburg College
Goucher College
Gulf Coast State College
Hampton College
Hampshire College
Harvard University
Hollins University
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
Indiana University at Bloomington
Indiana University-Purdue University Indianapolis
James Madison University
University of Kansas
La Sierra University
Loras University
Loyola Marymount University
Loyola University Chicago
Macalester College
University of Mary Washington
Maryland Institute College of Art
University of Maryland, College Park
University of Massachusetts, Amherst
University of Michigan
Milwaukee School of Engineering
University of Minnesota, Twin Cities
University of Mississippi
Missouri University of Science and Technology
University of Missouri Columbia
University of Missouri Kansas City
Mount Holyoke College
University of Nebraska at Lincoln
University of New Haven
New York University
North Carolina State University
Northeastern University
Oberlin College of Arts and Sciences
Occidental College
Ohio State University
University of Oklahoma
Old Dominion University
University of Oregon
Pennsylvania State University
University of Pennsylvania
University of Pittsburgh
Pitzer College
Pratt Institute
Purchase College State, University of New York
Purdue University
Radford University
Randolph-Macon College
University of Rhode Island
Richard Bland College
University of Richmond
Roanoke College
University of Rochester
Rollins College
Rutgers University-New Brunswick
Saint Joseph’s University
Saint Louis University
San Diego State University
University of San Diego
San Francisco State University
University of San Francisco
Santa Clara University
Sarah Lawrence College
School of the Art Institute of Chicago
School of Visual Arts
Scripps College
Smith College
University of South Carolina
University of Southern California
Southern Virginia University
St. John’s University – Queens Campus
St. Lawrence University
Stetson University
SUNY College of Environmental Science and Forestry
SUNY College of Geneseo
Syracuse University
University of Tampa
Texas A&M University
Texas Tech University
University of Texas, Austin
The New School
Tufts University
Tulane University
Union College
Utah State University
University of Utah
Vassar College
University of Vermont
Virginia Commonwealth University
Virginia Tech
Virginia Wesleyan College
University of Virginia
University of Washington
College of William and Mary
University of Wisconsin, Oshkosh
University of Wyoming
Yale University
Yale NUS College

Netherlands
Erasmus Universiteit Rotterdam
Erasmus University College
Universiteit Maastricht

Canada
University of British Columbia
Fanshawe College
McGill University
University of Ottawa
University of Toronto
Western University
**Japan**
International Christian University
Waseda University

**Hong Kong**
Chinese University of Hong Kong
City University of Hong Kong
Hong Kong University of Science & Technology
University of Hong Kong

**Korea**
KAIST – Korea Advanced Institute of Science and Technology
Soonchunhyang University
Yonsei University – Wonju Campus

**France**
Concours de Sciences Politiques
Sciences Po – Columbia University Dual Program

**UK**
Cardiff University
City University London
Durham University
Imperial College London
King’s College London
Lancaster University
Loughborough University
Queen Mary University London
School of Oriental and African Studies, University of London
University College London
University of Bath
University of Edinburgh
University of Leeds
University of Manchester
University of Nottingham
University of Southampton
University of St Andrews
University of Surrey
University of Warwick

**Australia**
Griffith University
The University of Western Australia
University of Canberra

**Norway**
University of Oslo

**Germany**
Karl Landsteiner Privatuniversitat

**Bold type indicates matriculation of one or more students**
NWEA MAP (Measure of Academic Progress)
AES Spring 2017 Mean Scores by grade vs. Selected Norm Groups

Additional Information
The MAP (Measure of Academic Progress) assessment is produced by the NWEA (Northwest Evaluation Association). Scores are in the “RIT” scale, and are directly comparable across grades and testing sessions.

Norm Groups
- “US” is based on a broad and representative sample of students across the United States. The sample is “representative of the US in that it is composed of students representing the geographic, economic, and racial diversity of the United States.
- “EARCOS” values come from students in schools that are part of the East Asia Council of Overseas Schools.
- “NESA” values come from students in schools that are part of the Near East South Asia Association of Overseas Schools.

Mathematics
![Graph showing Mathematics scores for different grades and norm groups]

Reading
![Graph showing Reading scores for different grades and norm groups]

Language
![Graph showing Language scores for different grades and norm groups]
### IB Scores

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<tr>
<td>Pass Rate (%)</td>
<td>100</td>
<td>94</td>
<td>88</td>
<td>100</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Average Score</td>
<td>33</td>
<td>33</td>
<td>34</td>
<td>36</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Highest Score Earned</td>
<td>42</td>
<td>43</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td># Earning 40+ Points</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>

### SAT Summary

<table>
<thead>
<tr>
<th>Mid-50th Percentile &amp; Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reading</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Average Score</td>
</tr>
</tbody>
</table>

### ACT Summary

<table>
<thead>
<tr>
<th>Mid-50th Percentile &amp; Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students Tested: 39</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Composite</td>
</tr>
</tbody>
</table>

### AP Scores

- Biology
- Calculus AB
- Computer Science A
- Psychology
- Statistics
- US History
- Composite
At AES we believe the balanced, authentic and intentional integration of technology empowers students and faculty and is a driver of innovation at AES. It provides opportunities for voice, choice, collaboration, critical thinking and content creation across grade levels and content areas. In school year 2016–17 the educational technology team focused on two areas. One was to continue our work in developing effective technology integration practices around our strong 1:1 programs. This was accomplished by supporting all faculty, partnering with the curriculum office, offering robust professional learning opportunities for staff, and enhancing our coaching skills. The second focus was the creation of a Maker Space in each building and the development of a Maker Mindset throughout the school.

In January 2017, the Middle School opened up its Maker Space after 18 months of planning, bringing together groups of stakeholders (students, parents, teachers, administrators) to come up with some of the many possibilities that a Maker Space presented. We believe that a Maker Space is one path towards developing Maker Mindsets in our students.

A Maker Mindset empowers learners to explore, create, discover, and define their learning journey. We believe that makers:

- Are curious
- Believe they can learn to do anything
- Are reflective
- Are empathetic
- Have a growth mindset
- Are agents for change

Once the Maker Space opened in January, it very quickly became a hub of activity in the middle school for many projects and content areas. One project that represented some of the best hopes for how the Maker Space could be used was the Grade 6 Digital Age Literacy Project. Students worked with a local organization that has been refurbishing and remodeling a learning space at the Vivekenand Camp across the street from AES, to host English classes several afternoons a week. With the help of Kimberlyn Strever and Cassie Pupovac, Middle School Art teachers, we developed a project together, where students were given a list of items that were needed for the school. AES students, in groups of 10, created a 12 session design plan to bring the project to fruition, where a
few members of the group would be in each session with their Exploratory class. What do we need to bring? What do we need to have in the Maker Space to complete our project? How are we going to figure out how to make the needed items? How are we going to make each of these things? Measurements and materials. They were able to ask questions and to clarify what was needed. So the group of 100+ students in Grade 6 divided into groups of their interests. Items needed included puppets, a puppet theater, a bench, a 4x8 rug, a basketball backboard, a basketball net, a badminton net, a chalkboard sign and English manipulatives for teaching. At the end of the 12 sessions, the entire sixth grade gathered to see the amazing results of their efforts.

"It's easy to think about this project as being about education, or opportunity, or art, or fun, and of course it's all of those. But to me it's about something more primitive than that, something closer to our simple humanity. Through this project, we can begin to imagine a place where all people are educated and nourished and productive. I often think about how different the world will look someday, when we recognize the beauty and dignity in each of our global neighbors. Your work gives me great hope. You should be very proud of it."

AES community member and project organizer
FRANK MULLEN

Planning for Elementary and High School Maker Spaces continued through the year, and they will launch in Fall of 2017.
AES, as a learning organization, supports the growth and development of teachers, administrators, and staff through a wide variety of professional learning opportunities. Being a learning organization means that student learning is at the heart of everything we do. The priorities for Professional Learning at AES are related to ongoing growth and improvement in our programs, especially for literacy, mathematics, science, social studies, and world languages, as well as strategic planning objectives and areas of improvement identified in the accreditation process.

**Program-Related Conferences Attended**

<table>
<thead>
<tr>
<th>DATES</th>
<th>WORKSHOP / CONFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>June-July, 2016</td>
<td>Fun P.E. Guys, Vancouver</td>
</tr>
<tr>
<td>July, 2016</td>
<td>STEAM, Atlanta (pre-K)</td>
</tr>
<tr>
<td>Aug, 2016</td>
<td>Adaptive School, Bangkok</td>
</tr>
<tr>
<td>Sep, 2016</td>
<td>Adaptive School, Chennai</td>
</tr>
<tr>
<td>Sep 30-Oct 2, 2016</td>
<td>Visiting School Libraries, Bangkok</td>
</tr>
<tr>
<td>Oct, 2016</td>
<td>Harvard Graduate School of Education, on-line Course</td>
</tr>
<tr>
<td>Oct, 2016</td>
<td>Learning 2.0, Vietnam</td>
</tr>
<tr>
<td>Oct, 2016</td>
<td>Cognitive Coaching, Malaysia</td>
</tr>
<tr>
<td>Nov, 2016</td>
<td>NESA, Fall, Doha</td>
</tr>
<tr>
<td>Nov, 2016</td>
<td>Adaptive School, Beijing</td>
</tr>
<tr>
<td>Jan 2017</td>
<td>Enrichment &amp; Deeper Rather than Acceleration &amp; Faster, Philippines</td>
</tr>
<tr>
<td>Jan 2017</td>
<td>NESA, Winter, Bahrain</td>
</tr>
<tr>
<td>March, 2017</td>
<td>Makeology Maker Summit, Chennai</td>
</tr>
<tr>
<td>March, 2017</td>
<td>Adolescent Literacy Summit, ISB</td>
</tr>
<tr>
<td>March, 2017</td>
<td>NAEA National Convention, New York</td>
</tr>
<tr>
<td>April, 2017</td>
<td>NESA, Spring, Bangkok</td>
</tr>
<tr>
<td>April, 2017</td>
<td>Cognitive Coaching, Mumbai</td>
</tr>
</tbody>
</table>

Jessica Krueger
Director of Curriculum & Professional Learning
<table>
<thead>
<tr>
<th>Dates</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April, 2017</td>
<td>Learning 2.0, Warsaw</td>
</tr>
<tr>
<td>June, 2017</td>
<td>Writing Institute, New York</td>
</tr>
<tr>
<td>Through the Year</td>
<td>Various IB Trainings</td>
</tr>
</tbody>
</table>

**On Campus Faculty-led Professional Learning**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 7-11, 2016</td>
<td>Open Door Week (ES)</td>
</tr>
<tr>
<td>Sep 5-8, 2016</td>
<td>Open Door Week (MS)</td>
</tr>
<tr>
<td>May 1-5, 2017</td>
<td>Math Lab (ES)</td>
</tr>
<tr>
<td>Feb 27-28, 2017</td>
<td>Math Faculty Meetings (ES)</td>
</tr>
<tr>
<td>Feb 28 &amp; April 18, 2018</td>
<td>Service Learning (In-Service Day)</td>
</tr>
<tr>
<td>Apr 18, 2017</td>
<td>Maker Space Learning (In-Service Day)</td>
</tr>
<tr>
<td>Nov 14, 2016</td>
<td>Teachers Teaching Teachers (In-Service Day)</td>
</tr>
</tbody>
</table>

**Professional Learning for Non-Teaching Staff**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec, 2016</td>
<td>NTS Outbound PD Learnings – Leadership &amp; Management, Personal Development through Introspection</td>
</tr>
<tr>
<td>Sep 12, 2016</td>
<td>NTS, on-campus PD workshop – Team Building</td>
</tr>
<tr>
<td>Nov 14, 2016</td>
<td>NTS, on-campus PD workshop – Excel training</td>
</tr>
<tr>
<td>Feb 20, 2017</td>
<td>NTS, on-campus PD workshop – Personal Growth &amp; Goals</td>
</tr>
</tbody>
</table>

**Consultants On Campus**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Consultant Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 22-24, 2016</td>
<td>Cheryl Hedden – Core Plus</td>
</tr>
<tr>
<td>Sep 26-30 2017</td>
<td>Michael Rettig – ES Scheduling</td>
</tr>
<tr>
<td>Sept 10-17, 2016 and Jan. 30-Feb. 3, 2017</td>
<td>Tom Schimmer – Rubrics</td>
</tr>
<tr>
<td>Nov 13-15, 2016</td>
<td>Dianne McKenzie – Library Media</td>
</tr>
<tr>
<td>Nov 28 - Dec 2, 2016</td>
<td>Mark Church – Cultures of Thinking</td>
</tr>
<tr>
<td>March 1-3 &amp; 5-8, 2017</td>
<td>Daniel Feigelson – Reading</td>
</tr>
<tr>
<td>April 10-12, 2017</td>
<td>Kathy Collins – Reading</td>
</tr>
</tbody>
</table>
## Budget & Financial Data

### Tuition and fees (US$) 2016–17

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$500</td>
</tr>
<tr>
<td>Registration Fee</td>
<td></td>
</tr>
<tr>
<td>Pre-K (3)</td>
<td>$10,000*</td>
</tr>
<tr>
<td>PreK (4) - Grade 12</td>
<td>$15,000</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
<td></td>
</tr>
<tr>
<td>Pre-K (full day)</td>
<td>$18,037</td>
</tr>
<tr>
<td>KG-Grade 5</td>
<td>$24,056</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>$28,075</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>$29,598</td>
</tr>
<tr>
<td><strong>EAL fees</strong></td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td>$2,800</td>
</tr>
<tr>
<td>Middle School</td>
<td>$2,900</td>
</tr>
<tr>
<td>High School</td>
<td>$1,100</td>
</tr>
</tbody>
</table>

*Balance of Registration Fees due in subsequent year

### Financial Statement (US$) 2016–17

#### Revenue (Operations)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, Application, EAL Fees</td>
<td>$31.5 M</td>
</tr>
<tr>
<td>Bus Fees</td>
<td>$0.7 M</td>
</tr>
<tr>
<td>Food Service Receipts</td>
<td>$1.5 M</td>
</tr>
<tr>
<td>Miscellaneous Income</td>
<td>$1.4 M</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$35.0 M</td>
</tr>
</tbody>
</table>

#### Expenses (Operations)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Benefits</td>
<td>$22.3 M</td>
</tr>
<tr>
<td>Instruction</td>
<td>$1.7 M</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>$1.7 M</td>
</tr>
<tr>
<td>School Services</td>
<td>$3.3 M</td>
</tr>
<tr>
<td>Administration</td>
<td>$1.2 M</td>
</tr>
<tr>
<td>Contingency Account</td>
<td>$0.0 M</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$30.3 M</td>
</tr>
</tbody>
</table>

#### Operational Revenue: $35M

#### Operational Expenses: $30.3M

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Bhupesh Upadhyay  
Director - Operations and Business