



AMERICAN INTERNATIONAL SCHOOL IN CYPRUS



ANNUAL SCHOOL REPORT For the 2013-2014 School Year

Mission Statement

The American International School in Cyprus inspires students to become enthusiastic life-long learners who value integrity, cultural diversity, and the pursuit of excellence.

Using an American and international curriculum, our qualified professionals work with the school community to prepare students to be creative, critical thinkers, and socially responsible world citizens.

The American International School in Cyprus
11 Kassos Street
P o Box 23847, 1086 Nicosia, Cyprus
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Website <http://www.aisc.ac.cy> E-mail aisc@aisc.ac.cy

AISC BELIEF STATEMENTS

We believe that:

- Everyone must be valued as a unique individual
- Everyone deserves an education which respects his or her differences
- Understanding and appreciation of diversity are critical to peace and harmony
- The development of all aspects of the individual is essential
- Critical thinking and problem solving are vital in a changing world
- Participation in activities and service learning fosters a sense of self- worth, community, and school ethos
- Technology must be an integral part of the education process
- Learning must be a life-long process for everyone
- Everyone is entitled to have his/her opinion heard and considered
- Everyone has a right to safety, love, and learning



AISC Human Rights Policy

Students, parents and teachers at the American International School in Cyprus collectively designed and developed the AISC Human Rights Policy to serve as a set of expectations and code of conduct for the way everyone treats one another in daily interactions across the school. In lieu of an anti-bullying policy, the AISC wanted to communicate a more holistic approach to teaching and learning in caring and considering about our relationships.

The core of this policy is the following: We all believe that our behavior and attitudes impact teaching and learning as well as the quality of our lives in our school community.

As a result, our AISC Human Rights policy serves as a mediation tool when conflict does occur. Our policy reflects our students' view points and rights, and is easy to understand.

The AISC Human Rights Policy also transcends school experiences. When you read the rights you will quickly notice that the rights and the responsibilities that accompany them, apply well beyond one's school age years. This is what life-long learning is all about.



AISC HUMAN RIGHTS POLICY

The following rights apply to **all persons-students and staff** who have the responsibility to **create a caring school environment** where each individual is valued. The creation of this human rights policy serves to support the **rich diversity** and overall mission of our school.

- 1 The right to develop one's own personality and individuality (so long as it does not interfere with the rights of others) without disrespectful criticism or pressure from cliques and peers.
- 2 Freedom from physical abuse and from mental abuse such as name calling, threats, intimidations, or harassment.
- 3 Freedom from being set apart or mocked because of national origin and accent, race, gender, religion, culture, social class, intelligence, sexuality, physical strength, handicap, size, features, friendship groups, age, etc...
- 4 The right of privacy and freedom from being harrassed in the academic, social and athletic spaces within and to and from school. This right extends to freedom from cyber-bullying that impacts individuals within the school environment.
- 5 The right to an education; teachers should be free to teach and students should be free to learn without being interrupted by inconsiderate, unruly, or disrespectful students.
- 6 The right to formulate and communicate opinions supported by careful thought and reasoning. Remaining open-minded to diverse thought, students and teachers will respectfully challenge different viewpoints.
- 7 The right to a comfortable school environment where personal and school property are respected.





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State of the School Report for the 2013-2014 Academic Year By: Dr. Michelle Kleiss, Director

The annual *AISC State of the School Report* is an opportunity to communicate and update all members of our school community on progress in key areas across our learning environment. The American International School in Cyprus is one of the premier K-12 private schools in Cyprus. Owned and operated by Esol Education, AISC is a member of a family of truly outstanding international schools offering both American and British programs all over the world. We are proud of our students, faculty, educational programs and practices, and how our programs shape our students to think, care about others and their environment. At AISC we are not only preparing students for post-secondary success but also to be creative, caring, critical and socially responsible world citizens.

We thank our parents for continuing to trust and partner with AISC. We are very fortunate to have parents who value and invest in their children's education. When the home-school partnership is strong, learning outcomes are readily achieved. Our Parent Advisory Council (PAC) and Parent and Student Network (PASNET) organizations work purposefully to benefit our students in shaping policies and practices across the school. Their sense of community and solution-oriented thinking helps us realize our goals and improvement plans. Our parent groups are a valuable asset and provide experiences which improve the learning experiences for all our students.

On behalf of Esol Education, I wish everyone a successful year ahead.

Dr. Michelle Kleiss
Director

Governance, Accreditation and International Memberships

AISC is owned, operated and governed by Esol Education. The Chairman of the Esol Education Board is Mr. Walid Abushakra. The Board Chair appoints the Director of the School, Dr. Michelle Kleiss, who has the responsibility for all operational and educational plans and priorities. The Esol Education Board, in conjunction with the AISC Director, and in accordance with the highest accreditation standards and expectations, determines all policies of the school, its operations and educational programs. The Parent Advisory Council (PAC) and the Parent and Student Network (PASNET) are vitally instrumental, but do not unanimously make, vote on, or create policies in the school. Rather, these parenting bodies provide input, suggestions, and valuable feedback to the Director in relation to the School's Guiding Statements. AISC values all its constituents and their opinions and has vehicles for their input. The AISC organizational chart can be found on the website www.aisc.ac.cy

AISC is accredited by The Middle States Association of Colleges and Schools (MSA) and is authorized to offer the International Baccalaureate (IB) Program. It retains full membership status with the European Council of International Schools (ECIS), Mediterranean Association of International Schools (MAIS), Near-East and South Asia (NESA) Association of International Schools and an Associate membership with Central and Eastern European School Association (CEESA). It is approved, registered and endorsed by the Ministry of Education in Cyprus as an independent private school operating in accordance with all Ministry expectations, laws and standards. In 2013-2014 AISC made a decision to include the Council of International Schools (CIS) for the School's next accreditation phase. By 2016 AISC will be dually accredited.



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2013-2014 Student Demographics

In 2013-2014 AISC served 288 students coming from more than 50 different countries, speaking approximately 38 mother tongue languages. AISC has the highest percentage of international students in Cyprus, serving the Embassies and Consulates, as well as United Nations, multinational companies and private citizens. In 2013-2014 our host country student population was approximately 40% of our overall student body; while 60 % were international. Many of our international students and families stay for long periods of time and end up relocating in Cyprus on a more permanent basis.

Between the years 1991 and 1994, enrollment at AISC hovered at around 200 students. By 1998, a significant number of Cypriot students were enrolled. The school attracted more local students to the school to a proportion of about 40%. This gave the school a stable enrollment base and provided additional capital for the expansion and improvement of school programs and facilities. The AISC enrollment continues to grow and fluctuate from year to year: 2009 (260); 2010 (283); 2011 (316); 2012 (308); 2013 (292); 2014 (288). AISC has an open enrollment policy throughout the school year, and as a result the total number of students will change throughout the school year.

In 2013-2014 4.8% of the K-12 student population had individualized educational plans and were receiving direct support services for learning difficulties or disabilities, and 12% of the K-12 students were English Language Learners and were receiving English as an additional language support and direct services to advance their English proficiency levels.

Diplomas

Students graduating from the American International School in Cyprus may earn the American College Preparatory Diploma and/or the International Baccalaureate Diploma. With the American College Preparatory Diploma, students gain access to universities in the United States and Canada. IB Diploma students gain access to universities all around the world including the United Kingdom and the rest of Europe. The IB Diploma is the most accepted and most reputable university entrance credential world-wide.

Faculty & Staff

During the 2013-2014 year, AISC employed 64 Professional staff, including 38 teachers, 1 Principal, 1 Counselor, 1 Librarian and 1 Head of School.

Teacher Nationalities are as follows:

- 51% - USA
- 5% - Canada
- 14% - EU
- 27% - Cypriot
- 3 % - Australia

Finalizing the 2010-2013 AISC Strategic Plan

During the 2013-2014 year, the Steering Committee finalized the 2010-2013 Strategic Plan by consensus. To review the finalized Strategic Plan and its status reports, please go to: www.aisc.ac.cy

During the 2013-2014 year, AISC held a retreat to close out the old goals, and brainstorm new goals for the three years ahead. The Director led the retreat. The retreat culminated in the establishment of new goals for **2014-2017 Strategic Plan**. Later in the year, the PAC parents also provided input to the new strategic plan during two



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of the PAC meetings in the spring and then in May the entire faculty and staff, and parent community (K-12) were asked to provide their input during the annual electronic survey in May 2014.

The six new goals for 2014-2017 Strategic Plan are:

- Goal 1: To attract and retain the best teachers for AISC in the international and local recruitment markets.
- Goal 2: To enable all students to maximize their academic and personal potential.
- Goal 3: To ensure that the technological infrastructure of the school supports contemporary learning across the curriculum.
- Goal 4: To shape international-mindedness and cultivate an appreciation for diversity across the whole school community.
- Goal 5: To continue to offer a well-resourced facility and to plan for, and design, a learning environment that supports and encourages active, social and independent learning
- Goal 6: To establish an active network of AISC graduates who contribute to the learning community.

MSA Accreditation

The American International School in Cyprus completed its MSA Accreditation for Growth Self-Study in 2008-2009. Below is a timeline of reaccreditation milestones from our last MSA accreditation visit until June 2014.

- May 2009: The visiting team recommended full accreditation and in November 2009, MSA approved Institution-Wide Accreditation until 2016. At that time, three student achievement goals were set to improve student performance in Reading, Writing and Mathematics, as assessed by the International School Assessment (ISA) and Preliminary Scholastic Aptitude Test (PSAT).
- July 2009: MSA requested some adjustments made to the goals so actions supporting the goals were more specific.
- November 2009: AISC resubmitted goals for final approval by MSA; goals were subsequently approved.
- May 2011: AISC determined it had met/exceeded its initial student achievement goals.
- September 2011: The AISC school community reflected on a new set of learning goals to continue the school improvement process until the next Self Study and Accreditation period expected in 2015.
- March 2012: The AISC community endorsed three S.M.A.R.T. goals aligned with the governing statements of the school:
 1. Goal Setting: To increase student capacity by setting academic and personal goals for themselves and learning how to self-regulate using a reflective process.
 2. Critical Reading, Writing and Mathematics: Students will demonstrate continued academic growth by meeting and/or exceeding the expected Measured Academic Progress (MAP) and ISA growth rates.



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3. IB Participation and Performance: To observe an increase in student participation in the IB and a positive growth trend in IB performance in overall scores, as well as, the Theory of Knowledge (TOK)/Extended Essay Matrix.

June 2012:	Steering Committee periodic review of goals and action plans was conducted.
September 2012:	Full staff periodic review of goals and action plans was conducted.
December 2012:	3 Year Mid-Term Report for accreditation was submitted to the MSA
February 2013:	MSA endorsed AISC's 3 Year Mid-Term Report and called the work done at AISC "exemplary" in all aspects.
June 2013:	Periodic review conducted. All planning documents (Strategic Plan and MSA Action Plans) were placed on the website.
2013-2014:	AISC Continued to implement MSA Action Plans to meet goals AISC also decided to embark on a dual accreditation: MSA/CIS – In the Fall of 2014 AISC will be hosting a preliminary visit by CIS to start the dual accreditation status process.
2014-2015:	Continue to implement Student Achievement Action Plans (formerly known as MSA Action Plans) to meet goals set for academic achievement across the school.
2015-2016:	Conduct Self Study and Host Next Reaccreditation MSA/CIS Visit (May 2016)

2013-2014 Curriculum, Instruction and Assessment of Learning

The school is divided into three levels: Elementary School, KG4-Grade 5; Middle School, Grades 6-8; High School, Grades 9-12. At each grade level the Virginia State Standards of Learning are delivered through a conceptually-based curriculum model for all students from the Kindergarten level to the International Baccalaureate (IB) Program in Grades 11 and 12. The IB Program follows a prescribed program of study which is supervised by a fully qualified IB Coordinator in the school. All students meet the requirement for the American College Preparatory Diploma and are well-positioned to succeed in the IB Program. The school follows all standards, protocols and practices to ensure it meets and exceeds its accreditation standards with the Middle States Association of Colleges and Schools and authorization standards with the International Baccalaureate Organization. Students attending AISC will be able to transfer back to North American public or private schools, or make an easy transition to an accredited international school of choice because of MSA accreditation and IB authorization.

The entire 2013-2014 AISC educational program and its related policies are all outlined in the School's Family Handbook, Course Description Guide and IB Information Booklet. All three documents are accessible to the general public, as well as AISC students, families, staff and prospective parents, and can be found online at www.aisc.ac.cy.

Over the past four years, from 2009-2014, AISC teachers have built the conceptually-based units and have housed them on the electronic software program called Rubicon Atlas. In the fall of 2013, AISC made all the units visible to the parent community. The URL and password to gain access to the curriculum site is sent to the parents each week in the AISC Islander newsletter.



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CIA accomplishments during the 2013-2014 year included:

- Leading staff through periodic reviews of the school's improvement plans
- Establishing a new Late Work Policy
- Establishing a new Habits and Attitudes Towards Lifelong Learning Effort Grade, Rubric, and after school program to support teaching and learning
- Ensuring the Assessment Policy is fully implemented
- Establishing new professional development priorities for the coming year in alignment with the school's strategic plans.
- Organizing the professional development days

Cultural Heritage Program 2013-2014

The American International School in Cyprus (AISC) inspires students "to become enthusiastic life-long learners who value integrity, cultural diversity and the pursuit of excellence," according to its mission statement. The school aims to fulfill this, in part, through building internationally-minded students. An understanding of cultural heritage, and its contribution to both AISC's students' education and personal lives, is a vital feature of international mindedness.

Cultural awareness is certainly something to which international schools are keenly sensitive. Many students and teachers come from countries around the world, and have previously been exposed to life in a number of countries. Naturally, understanding of people's diverse backgrounds is a factor that all international schools maintain. AISC takes this one step further through focusing on the importance of the heritage of the island of Cyprus, and how this heritage is relevant to its students.

In 2013-2014 The school has spearheaded an exciting new interdisciplinary Cultural Studies Program led by Dr Rachel Iannacone, the Middle School Social Studies Teacher and Cultural Studies Coordinator. Dr Iannacone, through her extensive research on the architectural history of the island, is able to bring her passion for the heritage of Cyprus to AISC students.

Heritage is more than culture or history. It encompasses religion, food, dance, language, village life and the natural environment. Cyprus has a fascinating history that lends itself to heritage studies. The island occupies a strategic location that invited conquest by the ancient Greeks, ancient Romans, Byzantines, Lusignans, Richard the Lionhart, Venetians, Ottomans and the British, among others. The footprint of these varied occupiers is seen all over the island; Cyprus is home to three UNESCO World Heritage Sites. Yet, through all these time periods a distinct, indigenous Cypriot culture and history developed.

While many of the historical sites lend themselves to study in social studies classes, in fact the heritage and culture of Cyprus can be embedded into all aspects of the school's curriculum. For example, the sciences can be brought in while studying the natural environment and historical changes in weather patterns. English and Drama can act out scenes from a play in a Roman Amphitheatre. Physical Education classes can examine and reenact the daily physical activities of the ancients. Elementary students can role play while visiting a site. AISC's trips to various historical sites are more than just field trips. In order to promote learning, students participate in lessons before, during and after visits to sites. While at the site, students participate in case studies that incorporate inquiry-based learning. The interdisciplinary aspect of the field trips promotes learning across curriculums.

Each year the school 'adopts a site', and strives to develop interdisciplinary lessons revolved around that site.

The 2013-2014 chosen site was the UNESCO World Heritage Site of Chirokoitira. Chirokoitira is a Neolithic settlement that dates from the 7th to the 4th millennium B.C. It is one of the most important Neolithic sites in the



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Eastern Mediterranean and, through extensive excavations, has shed light onto how pre-historical agrarian communities lived. As well, the site contains reproductions of settlement buildings, built using the same materials, tools and techniques employed by the settlement's inhabitants.

AISC teachers have, in groups, developed day-long interdisciplinary field trips incorporating different aspects of the site. One example of a day-long unit is one developed for the school's IB 11th graders. The students begin the day by going to the reconstructed settlement buildings and are tasked with developing their own account of what life was like at this site, using only the evidence before them. This is followed by a history lesson on historiography. Next, students use their math skills to measure the shadows of the buildings to calculate the height of the buildings. Following this is an economics trading game, using the local resources. Lastly, the students will write a reflection on a day in the life of a villager and translate it into the foreign language they are studying.

The Middle School students, in response to the recent forest fires around the site of Chirokoitira, have been raising money through bake sales to plant trees at the site. The importance of the natural environment is also a focus of AISC's cultural studies program. UNESCO defines the natural environment as part of a country's heritage. One example of how AISC incorporates the protection of the environment into its curriculum is through a recent study of forest conservation and forest fire prevention undertaken by the school's 6th graders. Recent forest fires on the island have threatened numerous historical sites, including Chirokoitira. After visiting the Troodos Mountains and receiving a talk on forest conservation by the forest ranger, student prepared a program for forest fire prevention aimed at children. They were also tasked with coming up with a mascot. This was meant to resemble America's Smokey the Bear. The students made their own mascot, 'Marcos the Mouflon', along with educational material about forest fire prevention and this was passed on to the Forestry Department. Though this lesson, students learned that protecting the environment equals protecting cultural heritage.

The AISC also coordinates activities frequently with the local Leventis Municipal Museum, located inside the old city walls of Nicosia. For UNESCO's International Day of Monuments and Sites, AISC High School and Middle School students were docents at the museum for a day. They wrote and memorized a script, and conducted tours in English and Greek. They even translated the museum material from Greek to English for the museum to use. Middle School students led tours on the architecture of the museum grounds while the IB students gave presentations on the British colonial era of the island. Last year it held an exhibition on Byzantine Ceramics, "The Colours of Cyprus". Before visiting the museum, 7th grade student completed a project on Byzantium. While at the museum, they made sketches of the pottery on display. Afterwards, they made their own pots in their art class.

In 2013-2014 the Leventis Museum held an exhibition on the migratory birds that pass through the island, the "Birds of Cyprus" exhibit. While at the museum, K5 and Grade 5 students, working together, learned about the different birds that call the island home during part of the year and the importance of protecting their habitat. This cultural studies program represents a fantastic opportunity for AISC students. Utilizing local heritage provides a meaningful way to make the curriculum come alive while promoting cultural awareness and lifelong learning. Through developing a sensitivity for the Cypriot heritage, students enhance their international mindedness. Students do more than a simple field trip to each site; they participate in case studies linked to the site. This helps them develop their analytical skills. As well, it builds community across different grade levels and sections of the school. Many of the trips also involve service activities, which helps to connect the students to the local community and gives their field trips a sense of meaning.

Through an appreciation of heritage, AISC students are encouraged to develop an in-depth understanding of the local environment. They cultivate the skill to ask the right questions about what they observe around them, and this skill is easily transferable when they, often, move on to another country. Essentially, to understand local culture is to understand global culture.



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International Baccalaureate Program 2013-2014

AISC follows an inclusive policy offering the IB to as many students who strive to get 24 points with no failing conditions. In 2013-2014, 71% of the Grade 12 class was in the full IB Diploma Program. For the past three years, IB participation has been increasing: 2011 (37%); 2012 (55%); 2013 (62%); 2014 (71%). AISC considers this a great success as more and more AISC students are having access to the most rigorous diploma available to students world-wide. However, while our full diploma cohorts have been increasing, our pass rates have been decreasing – we believe this data trend is temporary as we work through the inclusive model that best fits our school. We are proud of our students attempting to take the full IB Diploma Program as we see an inherent benefit in their engagement with the IB Diploma and IB course objectives, whether or not they pass. We will keep any student in the IB program as long as they are doing their best, and they feel they are learning and benefiting from the program. We continue to strengthen our pre-IB programs in preparation for greater student and cohort success. AISC continues to develop and promote international-mindedness and all attributes of the IB learner profile through its Human Right's Policy, and by threading TOK and international-minded connections into each unit of instruction.

Support for the IB Diploma Program begins with the Esol Education organization, Director, Principal and IB Diploma Coordinator, Mr. Kyle Coppes, who provide pedagogical leadership aligned with the philosophy of the program. Mr. Coppes has a specific job description for his role as Diploma Coordinator and is provided with ample release time to ensure that the responsibilities of the position are implemented effectively. The IB Information booklet clarifies the conditions for entry to the IB Diploma Program and policies and procedures that support the program.

AISC values language learning, including mother tongue and host country language and other languages supported by the Rosetta Stone Language Learning Curriculum and appointed Rosetta Stone Coordinator, Ms. Anastasia Papanastasiou. Within the IB Diploma Program, additional language courses are offered through Independent language learning opportunities, supported by the school to ensure students are able to study mother tongue languages not offered in the curriculum with possibilities so they may earn a bilingual diploma. AISC supports all student requests to earn a bilingual diploma. Additionally, students use Rosetta Stone for their creativity projects.

The school's Learning Support Coordinator ensures that the accommodations allowed in the IB Diploma Program are implemented early in Grades 6-10 in preparation for students who need similar accommodations IB courses, including permissible testing accommodations at the time of the Year 2 examinations. They are provided in an accommodation checklist provided for the students, teachers and parents at the beginning of each year.

In 2013-2014:

- ✓ AISC held its first Junior/Senior Retreat that included the IB Profile and tenets of the program
- ✓ AISC created a special education and inclusion policy for IB students with learning disabilities;
- ✓ AISC updated its Language Policy in 2013-2014 so that is consistent with IB expectations. It is essential that the language of instruction is supported as much as possible for students to be successful in the IB Diploma Program;
- ✓ 100% of the teachers were IB trained prior to starting in their respective positions;
- ✓ The AISC assessment policies were all consistent with IB Diploma Program expectations. During the 2013-2014 academic year the IB teachers and Coordinator revised the grading policies for the IB program and designed a new Late Work Policy and Habits and Attitudes towards Life Long Learning Program to support teaching and learning Grades 8-12;



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- ✓ AISC updated its Academic Honesty Policy so that it is consistent with IB expectations. The Policy is published on the website, on the portal, and placed in all school handbooks.
- ✓ Continued expanding its IB courses through the online delivery program Pamoja education.

In 2013-2014 the IB Team was tasked with the self-study for the IB Five Year Report. AISC submitted that report in May 2014. Subject area departments were in teams reporting on all the IB Standards and how well they were applied at AISC. Student, teachers, and parents took an IB survey and all of the data points were included in the report.

In July 2014, AISC's IB Diploma Programme was highly recognized by the IB Diploma Programme School Services Manager at the AEM IB Global Centre, The Hague, Ms. Katrin Fox. Ms. Fox evaluated AISC for the IB 5 Year Report this past summer and wrote the following statement to the Director in August: ***"Let me take this opportunity to congratulate you on the strong IB Diploma Programme that you run at your school and thank you for the exhaustive documentation you submitted."*** AISC has no matters to be addressed and has been highly praised with 18 commendations in support of the IB standards:

Commendation #1	The AISC Graduate Profile shows that the school encourages the students to take responsibility for his/her own learning and development.
Commendation #2	AISC is to be commended for its involvement in the diverse local community.
Commendation #3	AISC is to be commended for the implementation of its Human Rights Policy, which was created by a committee of students and teachers and parents.
Commendation #4	AISC is to be commended for its English Language Learning programme.
Commendation #5	AISC is to be commended for its efforts to increase the participation rates in students taking the full diploma and for its commitment to prepare student entry into the IB Diploma Programme.
Commendation #6	AISC is to be commended for the time allowed for the Coordinator to carry out the responsibilities of the position.
Commendation #7	AISC is to be commended for the extensive support for students who are not proficient in the language of instruction.
Commendation #8	AISC's action plan shows that the school has considered different aspects to enhance the development of the IB Diploma Programme over time.
Commendation #9	AISC has provided professional development that ensures continuity of expertise irrespective of staff turnover.
Commendation #10	AISC Librarian's role includes responsibilities related to the development and support of the IB Diploma Programme in all areas, especially in that related to academic honesty.
Commendation #11	AISC is to be commended for its imaginative revision of its schedule that allows students some study time while fulfilling the allocation of hours for both HL and SL.
Commendation #12	AISC is to be commended for its school leadership for implementing curriculum software that allows sharing the curriculum with the wider community.
Commendation #13	AISC is to be commended for developing a service learning programme that is integral to the CAS Programme.
Commendation #14	AISC is to be commended for its pedagogical leadership team for promoting the learner profile with staff and students via events and publications.
Commendation #15	AISC is to be commended for developing a sharing of best practices to enhance the teaching strategies for the Diploma Programme.
Commendation #16	AISC is to be commended for developing student responsibility with assessment.
Commendation #17	AISC is to be commended for the provision of workshops from an in house specialist on incorporating technology into the classroom.
Commendation #18	AISC is to be commended for its efforts to embed the IB Learner Profile in all areas of the school curriculum.



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Counseling and Guidance Seminar in the High School for 2013-2014

The Guidance Counselor, Sangita Vakis, works with faculty and parents to create a caring supportive climate, conducive to learning for all middle and high school students. Guidance Seminar lessons are taught throughout the year to all students in grades 8-12 on a weekly or biweekly basis depending on the grade. AISC's comprehensive web based program, Naviance, provides many useful features aimed at helping high school students to make plans about courses, colleges/universities, and careers and is used extensively in all Guidance Seminar classes.

In 2013-2014 AISC scheduled Grade 8 to have a Seminar with the Counselor.

8th Grade – Preparing for High School

Topics: A Review of School Policies, What to expect in high school, Graduation Requirements, Differences between IB Diploma and American College Preparatory Diploma, What do universities look for in students? Review Sample High School Transcript, Career Choices Workbook, Introduction to Naviance Courses, Manage My Course Plans/Choices for High School, Create middle school resume, Health Living Week Activities, Stress Management, Alcohol and Drugs and their effects, Healthy Eating

9th Grade- Transition to High School and Four-Year Planning

Topics: Study Skills (including time management and test taking strategies), Graduation Credits, College/University Planning, Transcripts, High School Resume, College/University Fairs, Community Service and Volunteer Experience, Stress Management and other health topics (focusing on building self confidence in order to help students make wise choices when faced with challenges that sometimes occur in adolescence such as eating disorders, substance abuse and relationships); Naviance: Introduce, Register, Take Explore Assessment, Create 4 Year Course Plan, Setting Goals/Journaling, Build High School Resume, Course Selection

10th Grade- Career Research and Exploration

Topics: PSAT Review, Update High School Resume, Graduation Credits, College/University Planning, College/University Fairs, Career Research and Exploration, Basic Impromptu Speaking Skills
Naviance: Introduce, Complete Career Interest Profiler, Complete Career Cluster Finder, Complete Do What You Are Assessment, Add Careers to my list, Edit 4 Year Course Plan, Setting Goals/Journaling, Credit Check, Course Selection, Search for Summer Enrichment Programs, Update High School Resume

11th Grade- Post Graduate Planning

Topics: College/University Exams (PSAT, SAT, SAT Subject Tests, ACT), Update High School Resume, College/University Visits/Fairs, Review AISC transcripts, UCAS Stamford Career Assessment, Mock Interviews
Naviance: Introduce, Complete College Search, Add to Colleges I'm thinking About, Edit 4 Year Course Plan, Credit Check, Search for Summer Enrichment Programs, Setting Goals and Journal entries about college/university presenters/visits and college/university essays/personal statements, Credit Check, Course Selection, Search for Summer Enrichment Programs, Update High School Resume

12th Grade- Finalize Post Graduate Plan

Topics: Review Senior Year Timeline, College/University Application Process, Finalize High School Resume, Finalize University Essays/Personal Statements, College/University Visits/Fairs, Apply to UK universities through UCAS or to US universities through Naviance (or other countries), Ask teachers for letters of Recommendation, Review AISC transcripts and request transcripts, Campus Life (How to Get Involved, Scheduling, Budgeting, Living on Your Own, Laundry, Cooking, Fitness/Nutrition/Staying Healthy, Roommates); Naviance: Introduce, Update Course Plan, Update College/University List, Waive rights on Naviance, Apply to US Universities, Scholarship Search, Finalize High School Resume, End of Year Exit Survey

The Counselor also works with students on an individual basis as well as within small groups addressing topics such as friendship skills, anger management, social and academic skills, supporting transitions of both entries and



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departures from the school. When conflicts arise between students, the Counselor provides opportunities to settle the conflicts and restore the relationships.

The Counselor provides a great deal of support in the area of career counseling and preparation, college relations, testing, and college advising. Tests such as the PSAT, SAT and ACT in preparation for post-secondary and/ or required by universities are administered throughout the year. Additionally much time is spent advising students, parents and English/ Math teachers about the tests. Each year the results of the tests are provided to the Math and English teachers to inform their future instruction.

In **2013-2014**, **16** universities and colleges visited AISC. **90** university applications were processed through the Counselling Office and many of the offers have been received from very prestigious institutions. The Counselor spends a significant amount of time providing support for students and parents in the post-secondary school application process.

Class of 2014 University Offers

Student A:

Corrinus University of Budapest
HU University of Applied Sciences, Utrecht, Holland

Student B:

London South Bank University, UK

Student C:

New York University, US
The University of North Carolina at Chapel Hill, US
University of Southern California, US
University of San Francisco, US
University of British Columbia & Sciences Po Dual Degree Program, Canada & France
University of California at Berkeley
University of California at Davis
University of California at Santa Barbara
University of California at Irvine
University of British Columbia, Canada - *\$4,000 Scholarship per year*

Student D:

Acadia University, Canada
Carleton University, Canada - *\$3,000 Scholarship per year*
Concordia University, Canada
Dalhousie University, Canada
Mount Allison University, Canada
Simon Fraser University, Canada

Student E:

University in Portugal

Student F:

Manchester Metropolitan University, UK
University of Westminster, UK

Student G:

Adelphi University, US



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Marymount Manhattan College, US
Manhattan Ville College, US
University of Miami, US
University of Tampa, US
Pace University, US

Student H:

Fordham University, US - *\$34,200 Scholarship*
New York University, US - *Steinhardt Scholarship \$17390*

Student I:

University of Leicester, UK

Student J:

Kingston University, UK
The Manchester Metropolitan University, UK
Middlesex University, UK
Sheffield Hallam University, UK

Student K:

Middlesex University, UK
University of Westminster, UK

Coventry University, UK
University of Sussex, UK
University of Westminster, UK

Remaining students:

- Gap Year (2 students)
- Military Service (4 male students)

2013-2014 Assessment Results Summary

At AISC assessment is formative and summative and drives instructional decisions. It is the collection of information which describes the learning taking place as teachers teach and students learn. It provides evidence of student performance and measures of learning and growth. Internal and external assessments enable students and teachers to identify and understand individual student strengths and weaknesses in the school setting. All assessment is used to guide future teaching and learning and curriculum innovation. We are transparent about our assessments as it allows students to be active participants in their continued learning, and teachers to be accountable for the learning opportunities they provide students.

At AISC we assess to:

1. Determine prior knowledge
2. Provide valid measures of student performance
3. Triangulate student growth and progress
4. Reflect student growth, development and learning
5. Identify strengths and weaknesses
6. Differentiate instruction to meet the learning needs of students of differing abilities
7. Provide direction for future planning of instruction
8. Develop a common language for discussing evaluation



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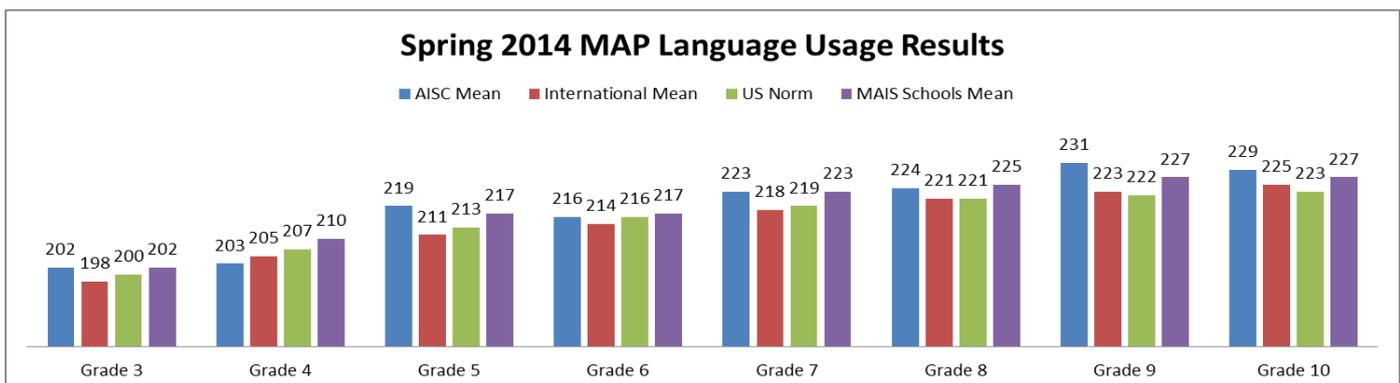
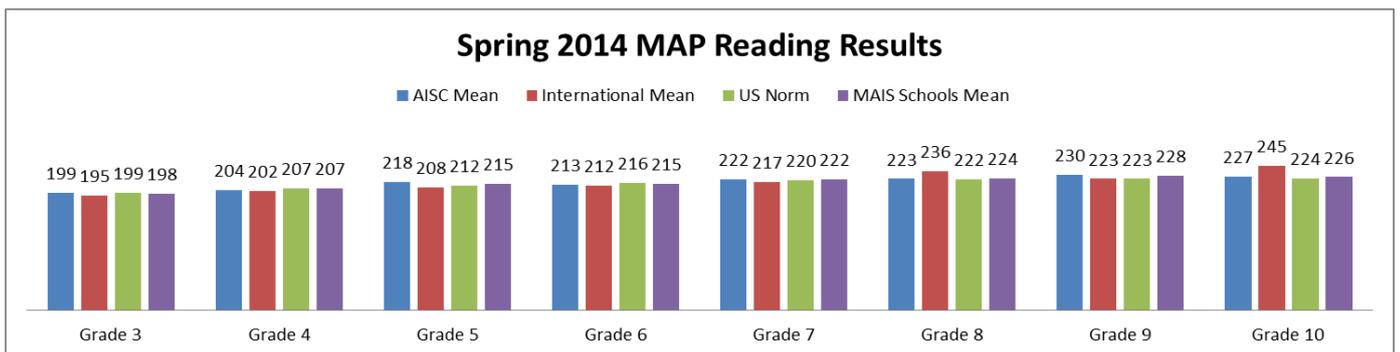
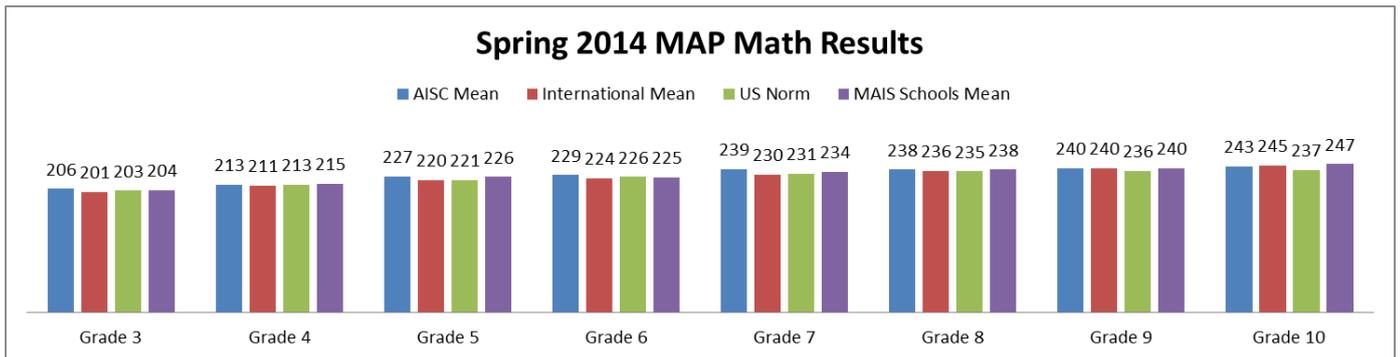
9. Evaluate the curriculum
10. Promote goal setting
11. Empower students to be active participants in their own learning
12. Develop individual grade level expectations and establish standards vertically and horizontally
13. Provide specific information and relevant feedback to parents
14. Provide checks and balances

Non-standardized Criterion Referenced Assessment Tools used at AISC during the 2013-2014 year:

- LAS Links English Language Assessment, Grades 1-12 (as needed)
- Development Reading Assessment (DRA), Grades KG5 – Grade 5 (every student)
- Everyday Math Program, Grades KG4 – Grade 6 (every student)
- Woodcock Johnson II Test of Achievement, Grades KG – 12 (as needed)

External Assessment Tools used at AISC during 2013-2014: MAP/PSAT/SAT/IB

- 1) 2011-2012 Measured Academic Progress (MAP) FINAL MAY 2014 Results Grades 3-10.





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2) Fall 2013 PSAT Results, Grade 11 - Fall averages for only students who are USA College/University bound:
Year 2013-2014 Reading (51) Math (54) Writing (50)

3) 2014 SAT Results, Grade 12 - End of school year averages for 12th grade students only:

Year	2014	2013	2012
Critical Reading Class Mean	534	521	683
Critical Reading Highest Score	660	670	720
Math Class Mean	500	530	656
Math Highest Score	640	630	760
Writing Class Mean	500	563	653
Writing Highest Score	650	650	710
Total Class Mean	1523	1614	1992
Highest Total Score	1950	1880	2180

4) May2014 IB results:

AISC 2014	
Pass Rate	67%
Average Points Earned by Passing Students	30
Highest Diploma Points Earned	37
Highest TOK/EE Matrix Score	2
Students scoring a 2 or higher on TOK/EE Matrix (2 of 12)	12%
Full IB Cohort Participation (12 of 17)	71%
Percentage of Students Taking IB Certificates (3 of 17)	18%

Analysis of the 2013-2014 IB Results:

AISC believes its 2013-2014 performance (4 students not passing the IB Diploma) is a factor in moving toward the inclusive model. Our numbers from five years ago were much better, but at that time AISC delivered a selective IB model. At that time the cohort participation was at 44%. There was a difficult vetting process to get into the full IB program then as compared to now. AISC has applied the inclusive model as it sees inherent benefit in students attempting and engaging with the program. But at the end of the day, many students struggle. In moving toward the inclusive model we have also been incorporating pre-IB skills into the lower grades. For example, our current year 2 cohort is the first group to benefit from our grade 10 writing project which mirrors the EE. This project was created in 2011/12 because most of the EE supervisors were not happy with the level of work they were receiving from their Year 2 students. Another example is that the history department is currently



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working on a vertical alignment of IB skills which are being brought down into grades 6-10. AISC will be seeing an upswing in the coming years as it has taken measures to improve the implementation of the inclusive model.

Targeted areas for improvement for 2014-2015:

- 1) Pacing of units and content
- 2) Mock Exam Review Time
- 3) Parent/student counselling and adjustment to student program by October (of Year 2) if students are not demonstrating expected habits and attitudes towards life-long learning (see HALL Rubric) and if they are not putting effort into their IB programs/classes in general.
- 4) Tighter topic selections for EE
- 5) TOK across the curriculum
- 6) Vertical alignment in Math & Science – adjusting the Grade 9 and 10 programs to support success in Grades 11 and 12.

2013-2014 Response to each of the Middle States Association Accreditation Standards

Standard 1 Philosophy & Mission

The Standard: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school's philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

Each year AISC takes steps to give all stakeholders within the school community an opportunity to review the governing statements to ensure unambiguous direction for the school. The annual Parent/Teacher/Student surveys serve as the main vehicle to ensure agreement with the school's governing statements.

In 2013-2014, the results of the surveys continue to yield an overwhelming agreement level with the School's governing statements:

AISC Governing Statements Survey Questions For Parents and Faculty May 2014	Parent Agreement %	Faculty Agreement %
The AISC Mission Statement is clear and unambiguous	98.1%	100%
I support the Mission Statement and direction of the school	96.23%	96.67%
I see evidence of the Mission Statement actualized in the school	86.79%	100%
I support the Belief Statements	98%	100%
I see evidence of the Belief Statements actualized in the school	81.13%	100%
I support the Human Rights Policy	98.12%	100%
I see evidence of the Human Rights Policy being carried out in the school	84.91%	96.67%

AISC Governing Statements Survey Questions For Students May 2014	Student Agreement %
I have read, am aware, and understand the School's Mission Statement and Set of Beliefs	95.72%
I agree with our School's Mission Statement and Set of Beliefs	94.01%
I am aware that the school has a Human Rights Policy	96.58%
The AISC Human Rights Policy helps me to understand how to treat others and how they should treat me	91.45%
AISC promotes interaction and understanding among students from different ages, levels and backgrounds	83.48%
I have read the Parent and Student Handbook with my parents and understand	74.36%



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the policies of the school	
I am aware that AISC has students from age 4-19 and that my actions and behaviors should be appropriate in this environment at all times.	93.16%

In order to keep our governing statements visible, AISC publishes the Mission Statement and Set of Beliefs as well as the Mission of the PAC and PASNET in the weekly school newsletter, The Islander. Furthermore, AISC has made a conscious link between the Student Achievement Plans for Improvement and the AISC Mission Statement in the preamble of the Goals and Action Plans and was the overarching goal of the AISC 2010-2013 Strategic Plan. We operate with the Mission at the forefront of everything we do.

Standard 2: Governance & Leadership

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

AISC is an Esol Education school and the Director attends its Heads of Schools meeting each year in October. At the annual meetings, the Chairman of the Board, the Board and all the Directors of the school discuss and share policies and best practices in the field with a view for implementation and ongoing improvement.

Three times per year Esol Education requires the Director of each school to complete a thorough report outlining various areas of the school, including student achievement data in order to monitor the success of the academic program, and the goals each school is striving for. On an annual basis, the Director's performance is appraised using a leadership template for all Heads of Esol Education schools.

In 2013-2014 the Annual Parent/Faculty and Student surveys were conducted. The Parent and Faculty Surveys were designed to monitor the School's Guiding Statements and to gain consensus on the new 2014-2017 Strategic Plan Goals. Below is an overview of the results:

Faculty Survey Feedback May 2014

Goal 1: To attract and retain the best teachers for AISC in the international and local recruitment markets	Faculty Agreement Rating
To ensure AISC salary and benefits packages are competitive so that quality teachers are attracted and retained.	90%
To continue to build student enrolment through cost effective and active marketing strategies in order to support increases in teacher salaries	93.33%
To explore additional school programs (such as possibly developing a separate special needs school to support wider options for the community)	93.33%
To continue to ensure that at least 70% of newly hired teachers, who demonstrate professional competency, stay for a minimum of three years	86.67%
To maintain a positive trend and high faculty satisfaction rating on key areas related to salary, compensation, well-being and organizational culture.	93.33%
Goal 2: To enable all students to maximize their academic and personal potential.	
To consider adopting the Common Core standards for English Language and Mathematics	90%
To adopt the International Society for Technology and Education (ISTE) Technology Standards for students, teachers and administrators	90%
To continue to ensure that all curriculum assessments and practices match the written policies and practices established at AISC	100%
To adopt additional foreign language courses across the school	93.33%



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To refine our skills-based research writing curriculum Grades 3-10	93.33%
To further develop differentiation strategies with in the regular classroom to support very able students	96.67%
To continue to develop and promote a service learning culture across the school for local, regional and international outreach	93.33%
To increase student participation in local and regional athletic competitions	90%
To continue to ensure effective use is being made of the external testing data (MAP/PSAT/SAT/IB)	100%
To continue to ensure student voices, opinions, and perspectives are sought and reviewed	100%
To ensure a clear beat bullying protocol and policy is in place and reinforced	96.67%
To ensure the school continues to have ways to measure growth for student achievement	100%
Goal 3: To ensure that the technological infrastructure of the school supports contemporary learning across the curriculum.	
To ensure the school always has an updated three year technology plan in place to support pedagogy and practice	96.67%
To ensure that the technology infrastructure both educationally and operationally supports effective delivery of the curriculum	100%
To continue to ensure that the AISC website is informative, current, user-friendly for all parents	100%
To ensure that MY AISC PORTAL is user-friendly and regularly updated	96.67%
Goal 4: To shape international-mindedness and cultivate an appreciation for diversity across the whole school community.	
To continue to offer events and projects that foster international-mindedness, intercultural awareness and intercultural understanding	100%
To continue to develop and embed international mindedness connections and links in our written curriculum for our student to learn how to manage multiple perspectives and different points of view	96.67%
To continue to develop the Coordinator of Cultural Heritage Studies position so that AISC students can continue celebrate our Host Country's rich cultural heritage	96.67%
To further develop our curriculum and spearhead academic initiatives that utilize the cultural, academic and scientific resources and associations of our host country	96.67%
To explore additional exchange programs to enrich our students' experiences	96.67%
Goal 5: To continue to offer a well-resourced facility and to plan for, and design, a learning environment that supports and encourages active, social and independent learning.	
To continue to make upgrades to the current facility while efforts to secure new facilities remain active	93.33%
To continue to ensure that the faculty satisfaction rating for access to teaching resources remain high	100%
To look for ways to design individual, quiet work stations or learning areas for high school students to support their release times	96.67%
Goal 6: To establish an active network of AISC graduates who contribute to the learning community.	
Develop a detailed job description for an Alumni Coordinator	93.33%
Design events to bring alumni to AISC during assemblies	93.33%
Highlight and showcase our alumni to the community in various school publications like the Islander and website	93.33%

Parent Survey Feedback May 2014

Goal 1: To attract and retain the best teachers for AISC in the international and local recruitment markets	Parent Agreement Rating
To ensure AISC salary and benefits packages are competitive so that quality teachers are attracted and retained.	98.11%
To continue to build student enrolment through cost effective and active marketing strategies in order to support increases in teacher salaries	86.79%
To explore additional school programs (such as possibly developing a separate special needs school to support wider options for the community)	81.14%
To continue to ensure that at least 70% of newly hired teachers, who demonstrate professional competency, stay for a minimum of three years	100%
To maintain a positive trend and high faculty satisfaction rating on key areas related to salary,	96.23%



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compensation, well-being and organizational culture.	
Goal 2: To enable all students to maximize their academic and personal potential.	
To consider adopting the Common Core standards for English Language and Mathematics	94.34%
To adopt the International Society for Technology and Education (ISTE) Technology Standards for students, teachers and administrators	94.34%
To continue to ensure that all curriculum assessments and practices match the written policies and practices established at AISC	98.11%
To adopt additional foreign language courses across the school	92.45%
To refine our skills-based research writing curriculum Grades 3-10	96.23%
To further develop differentiation strategies with in the regular classroom to support very able students	98.11%
To continue to develop and promote a service learning culture across the school for local, regional and international outreach	94.34%
To increase student participation in local and regional athletic competitions	88.68%
To continue to ensure effective use is being made of the external testing data (MAP/PSAT/SAT/IB)	98.11%
To continue to ensure student voices, opinions, and perspectives are sought and reviewed	98.11%
To ensure a clear beat bullying protocol and policy is in place and reinforced	100%
To ensure the school continues to have ways to measure growth for student achievement	100%
Goal 3: To ensure that the technological infrastructure of the school supports contemporary learning across the curriculum.	
To ensure the school always has an updated three year technology plan in place to support pedagogy and practice	98.11%
To ensure that the technology infrastructure both educationally and operationally supports effective delivery of the curriculum	100%
To continue to ensure that the AISC website is informative, current, user-friendly for all parents	98.11%
To ensure that MY AISC PORTAL is user-friendly and regularly updated	98.11%
Goal 4: To shape international-mindedness and cultivate an appreciation for diversity across the whole school community.	
To continue to offer events and projects that foster international-mindedness, intercultural awareness and intercultural understanding	100%
To continue to develop and embed international mindedness connections and links in our written curriculum for our student to learn how to manage multiple perspectives and different points of view	100%
To continue to develop the Coordinator of Cultural Heritage Studies position so that AISC students can continue celebrate our Host Country's rich cultural heritage	92.45%
To further develop our curriculum and spearhead academic initiatives that utilize the cultural, academic and scientific resources and associations of our host country	94.34%
To explore additional exchange programs to enrich our students' experiences	100%
Goal 5: To continue to offer a well-resourced facility and to plan for, and design, a learning environment that supports and encourages active, social and independent learning.	
To continue to make upgrades to the current facility while efforts to secure new facilities remain active	92.45%
To continue to ensure that the faculty satisfaction rating for access to teaching resources remain high	98.11%
To look for ways to design individual, quiet work stations or learning areas for high school students to support their release times	98.11%
Goal 6: To establish an active network of AISC graduates who contribute to the learning community.	
Develop a detailed job description for an Alumni Coordinator	90.57%
Design events to bring alumni to AISC during assemblies	90.57%
Highlight and showcase our alumni to the community in various school publications like the Islander and website	96.23%

Student Survey Feedback May 2014

Areas to Celebrate (higher than 75% agreement rating)	Areas for Opportunities (below 75% agreement rating)
Governing Statements <ul style="list-style-type: none"> I have read, am aware, and understand the school's Mission Statement and Set of Beliefs 	Governing Statements <ul style="list-style-type: none"> I have read the Parent and Student Handbook with my parents and understand the policies of the



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<ul style="list-style-type: none"> ▪ I agree with our school's Mission Statement and Set of Beliefs ▪ I am aware that the school has a Human Right's Policy ▪ The AISC Human Right's Policy helps me to understand how to treat others and how they should treat me. ▪ AISC promotes interaction and understand among students from different ages, levels and backgrounds ▪ I am aware that AISC has students from ages 4-19 and that my actions and behaviors should be appropriate in this environment. 	<p>school (74.36%)</p>
<p>Student Educational Programs</p> <ul style="list-style-type: none"> ▪ Communicate what I have learned in my classes ▪ Apply what I have learned in real world situations ▪ Work well with others ▪ Empathize with and respect others who think differently from me ▪ Respect others who look, think and believe, differently from me ▪ Know my style of learning ▪ Provide evidence for why I think the way I do ▪ Solve difficult problems ▪ Appreciate new ways of understanding ▪ Create and innovate ▪ Reflect on my strengths and weaknesses to improve my learning ▪ Be kind and care about others who are in need ▪ Think and act responsibly ▪ Participate fully in all the opportunities available to me ▪ Take pride in my successes and the successes of others ▪ Accept my responsibility in achieving my personal targets or goals ▪ Voice my opinion even if this challenges the way other people think ▪ Develop my own view points, perspectives and opinions ▪ Prepare to tackle the challenges of the IB Diploma Program 	<p>Student Educational Programs</p> <p>None --</p>
<p>My Learning Environment</p> <ul style="list-style-type: none"> ▪ I am being challenged by my teachers to reach my academic potential. ▪ Teachers help me to recognize and build on my strengths ▪ Teachers assist me in achieving my academic goals ▪ Teaching and learning support are available for me when I need it ▪ AISC is a safe and supportive place where I know I can get help if I am upset, unhappy or in trouble ▪ The Administration listens to my opinions, perspectives 	<p>My Learning Environment</p> <ul style="list-style-type: none"> ▪ Teachers listen to my opinions (71.80%) ▪ I feel comfortable talking with the Administration about my concerns (65.82%)



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<p>Discipline</p> <ul style="list-style-type: none"> I am not bullied in school 	<p>Discipline</p> <ul style="list-style-type: none"> I think the Administration handles discipline issues fairly (70.09%) I think the teachers do a good job in disciplining students (70.94%) I am aware of other children being bullied in the school (46.16%) If I see bullying happening I feel comfortable reporting it (69.23%) If I see bullying happening I feel comfortable reporting it to a teacher (72.65%) If I see bullying happening I feel comfortable reporting it to an Administrator (62.93%)
<p>Homework None -</p>	<p>Homework</p> <ul style="list-style-type: none"> The homework that the teachers give me helps me to improve my learning (70.94%). I can manage the amount of homework assigned to me (59.83%) I think the teachers do a good job of balancing the homework load amongst all classes (31.63%) I feel my homework is adequately explained to me before being assigned by my teacher (69.82%)
<p>Communication and Technology</p> <ul style="list-style-type: none"> I understand how to go into the Portal each day to check my homework and daily grades I am kept well informed of my academic progress AISC provides me with opportunities to access and use technology AISC gives me the opportunity to learn how to use technology I know who to turn to when I need help with technology 	<p>Communication and Technology</p> <ul style="list-style-type: none"> My AISC Portal helps me be aware of deadlines and dates for quizzes, tests, projects and exams (69.23%) I read the Islander newsletter each week (36.75%) The Student Councils keep me informed about events and programs (67.52%)
<p>Facilities and Food Services None -</p>	<p>Facilities and Food Services</p> <ul style="list-style-type: none"> AISC's facilities are clean and well maintained (61.54%) The school's classrooms and learning spaces meet my needs (72.65%) The school's sports facilities are adequate (62.07%) The food offered in the cafeteria provides me with a variety of healthy options (58.26%)
<p>Extra-curricular Activities</p> <ul style="list-style-type: none"> I am offered a variety of extra-curricular activities for my age group 	<p>Extra-curricular Activities</p> <ul style="list-style-type: none"> AISC is involved in enough local competitions (44%) AISC is involved in enough regional and international competitions (45.30%) I am encouraged to get involved and actively participate at AISC (73.05%) I feel my chosen sport is taken seriously and my coaches train us often enough to be successful (56.03%)
<p>Service Learning and Leadership Programs</p> <ul style="list-style-type: none"> AISC has the right leadership programs (examples: Student Council, National Honor Society) to help students develop leadership skills I understand the importance of community service and giving back to the community 	<p>Service Learning and Leadership Programs</p> <ul style="list-style-type: none"> AISC has taught me how to get involved with Community Service Programs outside of the school. (69.82%)



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Each year the Student Council holds a full day retreat to analyze the results of the previous year's survey. Students choose 3-5 goals they want to work on in order to improve areas that are under 75% agreement rating. An action plan is formulated by the students and presented to the Director. As a result of the Student Survey in 2012-2013, year the following major initiatives were put in place during the 2013-2014 year:

- 1) AISC has partnered with UN's Hope For Children Beat Bullying Campaign to address the concerns of bullying in the school. A student committee has been established and the students have begun working a notable psychologist associated with the Beat Bullying Campaign who will train AISC students as peer trainers in conflict management. A Beat Bullying Protocol was established and placed in our Family Handbook.
- 2) The PE department has worked closely with the Student Councils to listen to the students about their desires for more local sports tournaments, to increase practice times through the week and increase the rigor of sport at AISC.
- 3) A healthy food policy was written during the 2013-2014 year
- 4) A new Community Service initiative, by grade was implemented in the 2013-2014 year
- 5) An Assessment Calendar was designed on the Student Portal so that students could better manage their assessments.

Standard 3: School Improvement Planning

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional development, and organizational growth.

All of AISC's improvement plans – both its Strategic and Student Action Plans - are periodically reviewed with greater broad-based school community participation and input. This input comes from the Parent's Advisory Council, the Student Councils, Faculty meetings, the CI&A Committee and the Steering Committee and the Esol Education Board.

Each year the Director presents that Annual State of the School Report. In this setting, information about the school's planning processes, its improvement plans and goals, and the results of implementing the improvement plans, in the form of academic achievement, are communicated to stakeholders and the public.

To view both planning documents go to: www.aisc.ac.cy and click on STRATEGIC PLANS.

Standard 4: Finances

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school's operations.

AISC continues to have written, reasonable, and equitable tuition, collection, and refund policies. These policies are shared with incoming families and the staff knows how to access the same information. Tuition fees continue to be clearly published on its website. AISC operates as a separate entity within Esol Education and the income and expenditures are in proper relationship. If there is any minimal cash balance at years' end, it is invested back into the school – particularly into its facility or technology initiatives, or deposited locally for future years in which there may be a financial need beyond what is budgeted. Minimal annual tuition increases continue to be governed and mandated by the Ministry of Education in Cyprus, putting severe restrictions on the school.



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The school's tuition's are amongst the very lowest across Europe as well as world-wide. The very low tuition rates for the school should be reviewed to be in line with comparable American/international accredited schools across the world, particularly in capital cities. AISC cannot be compared to schools in Cyprus, as there is no similar school positioned on the island.

During the 2013-2014, AISC received late approval from the Ministry of Education and Culture (MOEC) to increase its fee by applying a Building Development Fee. Shortly after the school announced the new fee (June 25), it was later revoked by the Ministry. The objective of the fee was to support four areas of the school 1) maintain and improve upon standards 2) improve teacher salaries 3) help in procuring a new purpose built facility, and 4) start a financial assistance program for private fee paying parents. It is important for all our parents to understand that for AISC to continue to offer high quality programs, attract high quality faculty, and move into a new purpose built campus, the school must increase its fees. The AISC's plans to secure a new building has been in the Strategic Plan since 2010 – and widely publicized in various formats. During the year, AISC toured a number of sites, and are considering three existing school building sites and four other land sites to construct a new building. Choosing the right location for our new school is an important consideration. The approved, and then revoked fee, caused the community unnecessary controversy. School communications to the parents reassured the parents that AISC will remain in Cyprus, and Esol Education wishes to continue to expand its operation in the country to serve the international community, and local community desiring access to its educational programs. Updates will be forthcoming to the community throughout 2014-2015 school.

Standard 5: Facilities

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

Each year the school plans for, funds and schedules regular preventative measures, repairs, and maintenance of its facilities and equipment. The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for a) instruction, b) administration, c) conferences, d) student activities, e) student services, f) storage of school property, and g) storage for student belongings. Sufficient systems are in place to monitor and adjust air quality to appropriate levels. Sufficient space is available for ingress, egress, and traffic flow within the facilities. The current facility continues to be adequate (but not purposeful) to achieve the school's mission. It also does not support any future expansion. At this point in time Esol Education has decided to move to a new facility that is purpose-built. However, this move is dependent upon the MOEC's future approval of an increase in fees. Updates will be provided to the parents during the 2014-2015 year.

Standard 6: School Climate & Organization

The Standard: The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

AISC publishes on its website an organizational chart delineating responsibilities and lines of communication. AISC regularly updates job descriptions for all staff.

In 2013-2014, the Director and Principal completed all teacher appraisals within the given time period. The 2013-2014 Organizational Policy Manual and Family Handbook are fully aligned with school policies and procedures to that of the Esol Education parent organization.



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Standard 7: Health & Safety

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

In 2013-2014 our Health and Safety Committee continued to monitor all health and safety standards in Cyprus. The School Nurse, Business Manager, Director and Principal, Teacher, and Security personnel are on the Health and Safety Committee. In 2013-2014 AISC passed all inspections related to building code, emergency provisions and procedures and health and hygiene, and Ministerial inspections related to health and safety. The school pool is regularly maintained by AISC staff and surprise inspections by Ministry personnel, are passed. The maintenance department is required to do daily checks of critical areas of the school for safety and child welfare. A staff maintenance request procedure is in place to ensure that all areas of concern are prioritized and not forgotten. All procedures are explained to all incoming staff at the beginning of each year during the new teacher orientation days.

A fulltime Nurse is employed to inform faculty and families about student health, emotional, or physical needs and to provide the learning community with resources to support optimal health and welfare.

During the 2013-2014 year, AISC conducted 2 evacuation drills, and 1 intruder threat lockdown drill. Emergency personnel set up a triage center next to the location where the school population evacuated to with faculty certified with first aid, in the event the school needs to implement emergency procedures. During each of the evacuation drills, the school contacted the relevant authorities to communicate the routine drill.

Standard 8: Educational Programs

The Standard: The educational program consists of a carefully planned and well executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment, all based on research and best practices. The educational program is aligned with the school's mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. It is developed to address the needs of all students and is designed to foster and challenge student learners at all levels. Effective policies and procedures are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained. Written curriculum guides are current, functional, available, and in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and learning.

See the above section on Educational Programs.

Standard 9: Assessment & Evidence of Student Learning

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community. Assessment results are analyzed with appropriate frequency and rigor for a) individual students as they move through the school, b) cohorts of students as they move through the school, and c) comparable (local, state, and national) groups outside of the school.

See the above section on Assessment at AISC.

Standard 10: Student Services

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the



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educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

The K-12 Learning Support Program Coordinator, Maria Savva, continues to work collaboratively with faculty, and parents, to ensure that all accommodations and modifications are institutionalized where required and when appropriate based on evaluations. AISC continues to align itself with the Virginia State Schools to ensure compatibility in the type of accommodations provided Grade 1 – Grade 12, and modifications Grade 1- Grade 8. AISC does not modify its academic program (unless there are exceptions) in the High School, Grades 9-12. AISC also draws from and implements accommodations that are approved by the IBO and the College Board, USA.

English language learning support is also the responsibility of the Learning Support Department. The Learning Support Department has qualified ELL teachers to provide English language instruction. AISC continues to follow the AISC Language Policy for ELL learners. The department is using the LAS Links benchmarks to determine the level of English for newcomers as well as students within the program. Our ELL program is designed to, over time, mainstream students into the high school classes with minimal support.

During the 2013-2014 year, AISC continued to implement Naviance software in the High School. Career awareness activities were provided. Career inventories begin formally in Grade 8, and continue on through the high school during the Seminar classes. In Grade 10 a formal counseling meeting with each student and their parents has been institutionalized, with the IB Coordinator, Counselor, Principal and student and parents, to discuss the student's Grade 11 and 12 course selections in the IB or American Diploma Program over the next two years. Math placement criteria are also discussed, to ensure that the student has the right level for placement in Math Studies, SL or HL Math. The AISC School Counselor sets a path for the university application process. This meeting is very important and approximately one hour is scheduled with each student and his/her family to discuss all options, with follow up meetings and regular communication between the School Counselor and families following. The Counselor uses the Islander to showcase university visits as well as offers and acceptances. Each week the Counselor has her own page and she sends out information about College Application Week, for UCAS or American Universities, as well as universities world-wide.

The AISC Cafeteria continued providing meals based on the nutritional study that was conducted in 2010 by a registered dietician, to include accepted nutritional standards. Information about nutritional values of the foods is available in the cafeteria. All nutritional values of set meals served for lunch are publicized in the Cafeteria. During the 2013-2014 year, AISC developed a Health Food Policy, which can be found on our website www.aisc.ac.cy

Standard 11: Student Life and Student Services

The Standard: *The school provides access to non-discriminatory student activities that are age- and developmentally appropriate to supplement the educational program. A balance of academic, social, co- or extra-curricular, and service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.*

In 2013-2014

- ✓ Our Human Rights Policy continued to be the focal point in ensuring that all students are treated with respect and within the guidelines of the School's Mission Statement.
- ✓ AISC Beat Bullying workshops from January - June in collaboration with the UN Hope for Children Program. The workshops were led by Professor of Social Work, Dr. Nicos Sozos from the European University. The training that the students received led the school to create a protocol for bullying. This protocol was designed by the AISC students in collaboration with Dr. Sozos and the administration.



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- ✓ Our Middle School Student Council continued to achieve success. Led by Advisor Dr. Rachel Iannacone the officers of the Council were involved in many activities and charities. They also worked closely with the PASNET and supported events school-wide. They presented how they operated at a PAC meeting as well
- ✓ Our High School Student Council representatives and officers started off another successful year by participating in a leadership retreat held at Wayne's Coffee Place in Engomi.
- ✓ 5 Student Council students attended the Steering Committee Retreat Day and participated in the finalizing of the 2010-2013 Strategic Plan, and worked in teacher/student/parent committees to brainstorm the new 6 goals for 2014-2017.
- ✓ In 2013-2014 AISC had 245 events and after school activities and more than 157 CAS activities were implemented.

Standard 12: Information Resources and Technology

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

AISC Technology Mission: To create the best possible customer service and the highest technology-based systems, in a cost-effective manner, to support the school's mission and goals as they apply to the AISC community and their educational experience needs.

AISC Vision Statement: To achieve our goals we need to embrace new technologies and implement advanced academic and administrative systems. Achieving this vision will require extensive collaboration and partnering among technology, administrative and academic units.

2013-2014 updates:

✓ School Information System – MY AISC PORTAL

Parents can now monitor academics by accessing an online gradebook, attendance reporting, discipline, billing and invoicing in real-time. Our MY AISC PORTAL is easy to use, child and parent friendly, hosts information and is reliable. Our custom designed system also includes Human Resourcing, Medical, Learning Support Services modules.

Website and Social Media

Our website and social media presence provides information to the community and access to media.

Website: <http://www.aisc.ac.cy/>

Facebook: <http://www.facebook.com/AISCyprus>

Youtube: <https://www.youtube.com/user/AISCyprus>

a) Wireless Access

Our wireless network provides convenient, remote, secure access to resources within the school's premises. Our extended coverage provides freedom to go anywhere on the school's premises and still perform tasks previously accessible only on a wired network.

b) Technology stipends for teachers, in house professional development conducted by a full time technology integrationist who works with teachers to integrate educational software and practices



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into the daily program to enhance teaching and learning. AISC employs a full time Director of Technology, full time network Engineer, and a full time Systems Support Analyst to support and ensure all systems for parents, students, faculty and staff are working at the highest standards.

- c) We provide free email to all staff, faculty and students with unlimited space.
- d) Integrated architecture provides a single user account with single sign-on access to all of our systems, including email, intranet, portal, ticket system and wireless access.
- e) Computer Labs and Tablets
Our 3 main labs have been upgraded with new computers and software. AISC expanded the music room and arts room with additional computers and provided the elementary division with 5 tablets to enhance their academic program.
- f) Smart boards and projectors
AISC currently has 24 smart boards and 39 projectors with plans to expand even further.
- g) Internet bandwidth
Our bandwidth has been updated to accommodate the use of our wireless network and improve speeds significantly.
- h) e-Document Repository
All the school's hard copy forms and documents have been converted to electronic format and are now hosted on our internal document repository.
- i) Educational and Operational Software offered at no additional cost to parents or students:
 - o Microsoft licenses
 - o MOS Certification licenses
 - o Rosetta stone offering access to learning 25 foreign languages
 - o IXL Math
 - o Keyboarding without tears
 - o Atlas Curriculum Mapping – for curriculum mapping
 - o Encyclopaedia Britannica – for research papers
 - o Newsbank – for research papers
 - o Turnitin – for academic honesty and plagiarism
 - o Naviance – for university counselling
 - o Follet online library – for website access to our library system

Conclusion

Once again, it is a privilege to work with our AISC learning community. I continue to be exceptionally proud of our faculty, students, and leadership teams. It has been very exciting to continue to be a part of and experience a work ethic in our school that is second to none. Our planning ethos is clearly embedded in the school. Our student centered approach, our inclusive environment and commitment to excellence in all we do underpins all decisions taken in our school. The ESOL organization continues to support our school in tremendous ways. While there is still room to grow, and areas we still need to improve upon, we just keep getting better than before.

Michelle Kleiss, Ed. D



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The AISC Graduate Profile

Life Long Learner

AISC graduates are inquisitive, reflective and have a desire to be lifelong learners. They communicate effectively for a variety of purposes and are technologically literate for the 21st century. They are open to a variety of esthetic experiences and continue to develop an appreciation for the arts.

Pursuit of Excellence

AISC graduates are self-directed learners who prioritize in order to meet high academic standards. They demonstrate skills in both collaboration and leadership, and are willing to take risks and seek new experiences. They are confident and responsible in making appropriate life choices.

Critical/Creative Thinker

AISC graduates are critical thinkers who evaluate information and use conclusions to guide their behavior for a common good. As creative thinkers they are innovative and focused on exploring ideas and generating possibilities when problem solving.

Cultural Diversity

AISC graduates demonstrate an appreciation for cultural differences and understand the need for flexibility, sensitivity and adaptability. They have acquired a high level of competency in at least one foreign language.

Integrity

AISC graduates understand the importance of integrity and accountability, and are positive thinkers. They use their knowledge ethically, advocating universal values such as honesty, integrity, reciprocity, and compassion.

Socially Responsible World Citizens

AISC graduates are aware of the global nature of many current social, economic and environmental issues and make positive contributions to society.