ANNUAL REPORT

Academic Year 2022-2023

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Our Mission

The mission of the American International School in Cyprus is to develop lifelong learners empowered to achieve educational excellence, nurture personal well-being, and become responsible global citizens who positively impact the world.

Director's Welcome

Welcome to the 2022-20223 Annual Report for the American International School in Cyprus (AISC). As an Esol Education School, we strive for excellence in delivering a well-rounded educational program, rich extra-curricular activities and high-quality services in support of the development of the whole child. We are also committed to being an inclusive school in which every student has the opportunity to flourish.

The past year we celebrated our 35th Anniversary. It was a time to reflect and appreciate how much we have grown as a school. We also took the opportunity to thoroughly review our guiding statements, updating and expanding them to fully reflect where we are and where we want to go as a school in upcoming years.

Student achievement remained strong, and our graduating Class of 2023 made us proud. Learn more about our success and future aspirations in the coming pages.

Sincerely,

Misha Simmonds, Director

01

Governance & Leadership

Esol Education Management

AISC is managed by Esol Education, an organization with over 45 years of expertise in establishing world-class K-12 international schools, serving over 11,000 students in Abu Dhabi, Bahrain, Dubai, Hong Kong, Cairo, Lebanon and Cyprus. The Esol Education Board appoints the Director of the School 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), the Parent and Student Network (PASNET) and Faculty and Student Committees and Councils are key participants in our school providing input, suggestions, and valuable feedback to the School in relation to the School's Guiding Statements. Discover more about Esol Education by visiting www.esoleducation.com.

Accreditation Memberships

AISC is dually accredited by The Middle States Association of Colleges and Schools (MSA) and the Council of International Schools (CIS), and authorized by the International Baccalaureate (IB). We have full membership status with the European Council of International Schools (ECIS), Mediterranean Association of International Schools (MAIS), an Associate membership with Central and Eastern European School Association (CEESA), and the International Society for Technology in Education (ISTE) Organization. We are 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.

Guiding Staments

In preparation for our CIS/MSA re-accreditation in September 2023, a group of staff, students, parents and alumni reviewed and updated all our guiding statements.

For the first time our mission explicitly includes nurturing personal well being.

We have a new vision that officially incorporates our long-standing informal motto of "accept and respect" that is a hallmark of our school community.

Our unique Human Rights Policy is now extended into a Human Rights and Responsibilities policy, recognizing that the implementation of our own human rights also requires us to be responsible in respecting others.

We also have new definitions of Global Citizenship, Digital Citizenship, and High-Quality Teaching and Learning. Together, these statements will guide our school to a stronger future.

GLOBAL CITIZENSHIP

Global citizens collaborate to positively impact the world by:

1. Striving to understand, accept, respect, and include diverse cultures and identities
2. Considering how their decisions and actions affect communities locally and globally
3. Advocating and acting for justice, equity, sustainability, and peace

Intercultural learning prepares students to become global citizens with the knowledge and skills needed to understand, interact, and collaborate with people of different cultures and identities.

DIGITAL CITIZENSHIP

Digital citizens responsibly use technology to:

- Critically and accurately learn information from reliable sources.
- Respectfully and safely communicate with diverse communities.
- Effectively protect personal privacy and data.
- Constructively create and collaborate.
- Honestly credit other people's ideas.
- Actively advocate for justice, equity, sustainability, and peace.

I THINK BEFORE I POST

HIGH-QUALITY TEACHING & LEARNING (HQTL)

High-quality learning requires rigorous communication, collaboration, creativity, and critical thinking (4Cs).

It happens within a positive, caring, respectful community with shared purpose and norms.

It is the result of high-quality teaching that develops deep relationships, arouses curiosity through inquiry, applies effective instructional strategies, follows concept-based curriculum, and differentiates to reach all learners.

This requires reflective planning, comprehensive preparation, and standards-based assessments aligned to the goal of continuous growth.

Ultimately, high-quality teaching and learning equips students with the transferrable concepts, knowledge, skills, and character needed to positively impact the world.

The Annual 2022-2023 Parent Survey Results

OVER 90% AGREEMENT RATING:

- ✓ Teachers care about my child
- ✓ The AISC Mission Statement, beliefs and Human Rights Policies are clear and unambiguous.
- ✓ The school culture and atmosphere fosters international-mindedness
- ✓ The school parent groups (PAC and Pasnet) are active
- ✓ The administration of the school is approachable
- ✓ The administration cares about the well-being of my child.
- ✓ The Portal (Alma) is a useful tool to monitor my child's progress
- ✓ I see evidence of the Human Rights Policy being carried out in the school.
- ✓ AISC takes sufficient consideration of the differences in nationalities and languages
- ✓ When I contact the school I receive courteous attention
- ✓ I see evidence of the Mission Statement actualized in the school
- ✓ I see evidence of the Beliefs Statements actualized in the school.
- ✓ When concerns arise, the administration responds in a timely manner
- ✓ The school's program meets students' overall academic needs.
- ✓ AISC communicates to its community in an easily accessible manner

OVER 80% AGREEMENT RATING for "I believe AISC offers effective programs" in:

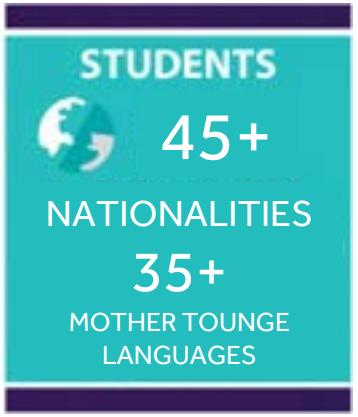
- ✓ IB Overall
- ✓ Mathematics
- ✓ English
- ✓ Social Studies
- ✓ Science
- ✓ Research Writing
- ✓ Music
- ✓ Art
- ✓ Library
- ✓ English Language Learner

02

Demographics

In 2022-2023, AISC served 394 students representing over 45 different countries, speaking more than 35 mother tongue languages. AISC has a vast international community serving Embassies and Consulates, as well as multinational companies and private, international, and local host country citizens. In 2022-2023 our host country student population was approximately18% of our overall student body, while 82% comprised of an expatriate population.

In 2022-2023, 8% of the K-12 student population had individualized educational plans and were receiving direct support services for learning differences, and 6% of students were beginning English Language Learners and received direct services to grow their English proficiency levels.



During the 2022-2023 year, AISC employed 73 instructional staff (including full-time teachers, part-time teachers, assistants, counselling and leadership) and 16 Support non-teaching staff.

7:1 STUDENT TEACHER RATIO	60 TEACHERS 15 TAUGHT IB	75% of teachers with ADVANCED DEGREES	25% North American 20% European 55% Cypriot

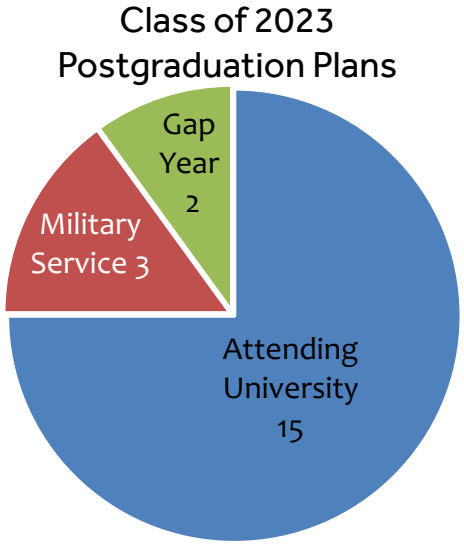
03

Student Achievement

Striving for Excellence

The Class of 2023 was accepted to over 35 different universities across the United Kingdom, the United States, and the European Union.

Out of 20 graduates, 17 students indicated they were going directly to university, 3 deferred to complete their required military service, and 2 intended to take a gap year.



United Kingdom

- Arts University Bournemouth
- City University London
- Edinburgh Napier University
- Goldsmiths, University of London
- Kings College London
- Lancaster University
- London School of Economics
- Queen Mary University of London
- Ravensbourne University
- University College London
- University of Creative Arts
- University of Edinburgh
- University of Glasgow
- University of Leicester
- University of Newcastle
- University of Oxford
- University of St. Andrews
- University of Sussex
- University of the Arts London
- University of Warwick

United States

- Boston University
- DePaul University
- Emmanuel University
- Lewis and Clark University
- Massachussets College of Pharmacy and Health Sciences
- Thomas Jefferson University
- University of Illinois
- University of Oregon
- Williamette University

European Union

- Amsterdam University College
- European University
- Hanze University of Applied Science
- La Sorbonne Nouvelle
- Leiden University College
- University of Nicosia
- Utrecht University

Grade 12 IB Full Diploma Results 2022-2023

AISC May 2023	
Pass Rate	100%
Score Range	27-43
Average Points Earned by Passing Students	33
Highest TOK/EE Matrix Score	3
Students scoring a 2 or higher on TOK/EE Matrix	64%
Number of IB subject scores between 4-7	95%
Number of IB subject scores between 2-3	5%

Grade 11-12 SAT Results 2022-2023

	WORLD 2022 Grade 11/12 Mean	AISC 2022 Grade 11/12 Mean
English Reading Writing (ERW)	529	625
Mathematics	521	603
Total Combined Score	1050	1228

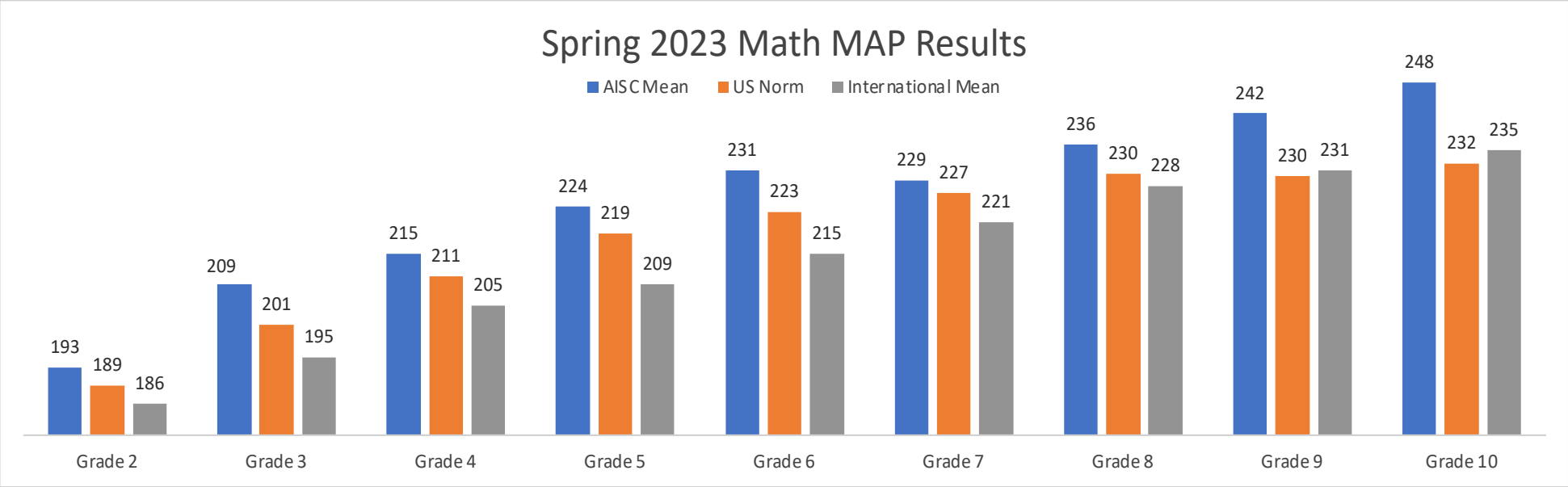
Grade 11 PSAT Results 2022-2023

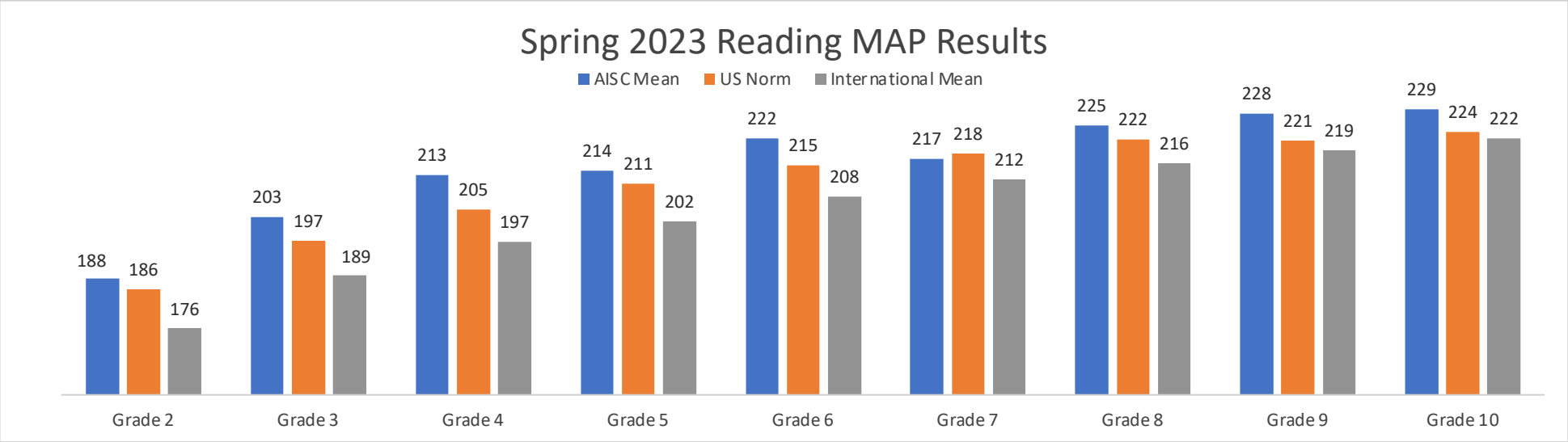
	WORLD 2022 Grade 11 Mean	AISC 2022 Grade 11 Mean
Reading and Writing (ERW)	483	514
Mathematics	469	474
Total Combined Score Mean	952	988

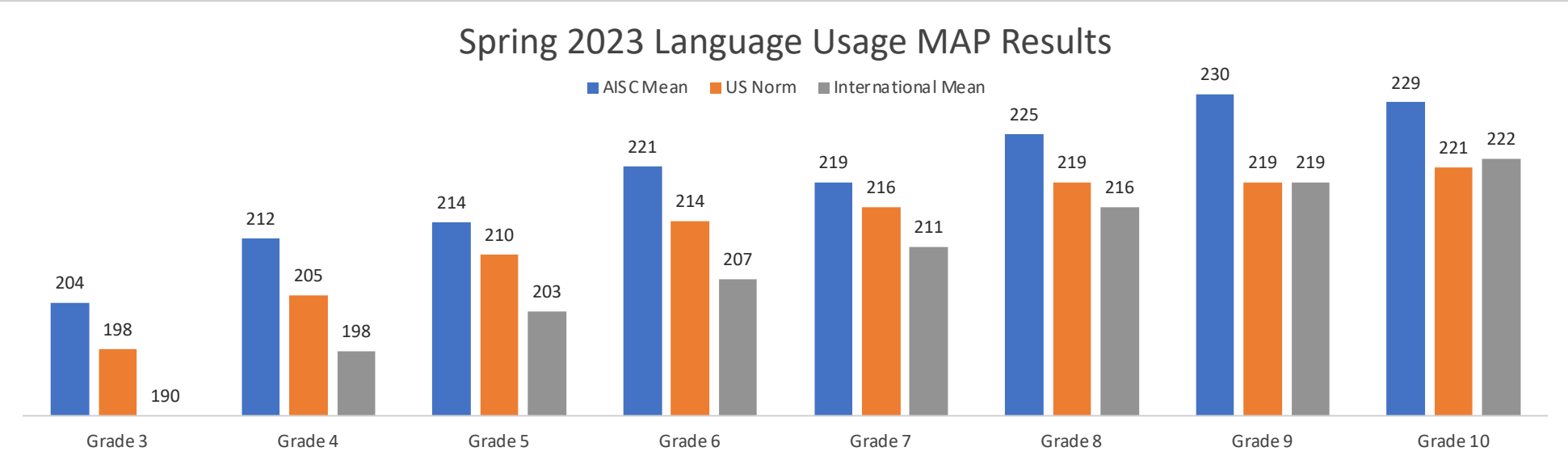
Grades 2-10 Measures of Academic Progress (MAP) 2022-2023

Each year we compare AISC MAP results to the results of students in the US and Internationally. The US Normative benchmark is based on data from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students in over 24,500 schools in 5,800 districts across all 50 states. The International Comparative Data is based on the performance of students in international schools during the fall 2021 and spring 2022 testing windows.

This past school year on the MAP assessment, the AISC mean met or outpaced the US Norm on 96% of assessments in math, reading, and language usage across grades 3-10, and met or exceeded the international mean on 100% of corresponding assessments, our highest comparative results ever:




Spring 2023 Reading MAP Results
AISC Mean
US Norm
International Mean
188
186
176
203
197
189
213
205
197
214
211
202
222
215
208
217
218
212
225
222
216
228
221
219
229
224
222
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10


Spring 2023 Language Usage MAP Results
AISC Mean
US Norm
International Mean
204
198
190
212
205
198
214
210
203
221
214
207
219
216
211
225
219
216
230
219
219
229
221
222
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10

04

Student Activities

Fine Arts

Students displayed a range of impressive fine arts talent both inside and outside school, from performance in a Shakespearean competition at Kourion to winning a national music competition to professional art exhibitions.

Community Service

Students demonstrated global citizenship through community service in many ways, from raising money for a school in Nepal, to collecting clothes for refugees, to raising awareness for breast cancer and prostate cancer.

Athletics

Students excelled in athletics both during school and outside of school, learning life lessons about competition and teamwork and developing lifelong healthy habits to maintain well-being.

Alumni

In its second year, the Alumni Association continued to strengthen connections with graduates and attract more alumni back to campus, who mentored students on topics such as college life, entrepreneurship, and community service. In honor of our 35th Anniversary, we also saw the return of many former staff members, to whom we owe so much for making AISC such a wonderful place to be!

05

Professional Development

Staff as Lifelong Learners

The overriding goal of professional development at AISC is to support faculty in their ability to actualize the School's Guiding Statements. At AISC we seek to hire, develop, retain and empower teachers who are impassioned about learning, are constantly reflecting, sharing, seeking feedback, and are inspiring others with their strong commitment to personal and professional development.

We seek to grow and continually improve in our practices by engaging with a robust professional development framework designed for our teachers and leaders. We continually reflect on and refine our teaching and learning practices so that all the needs of the students in the classroom are being supported and advanced.

An annual individualized Professional Growth Plan written by each teacher

An appraisal process based on AISC's Key Indicators of Effective Teaching

Technology workshops based on department and individual goals

Encouraging teachers to participate in peer coaching peer classroom visits

Participation in collaborative departmental meetings within the 10-day cycle

Providing an early release day - once per week

Providing three dedicated professional development days within the school calendar

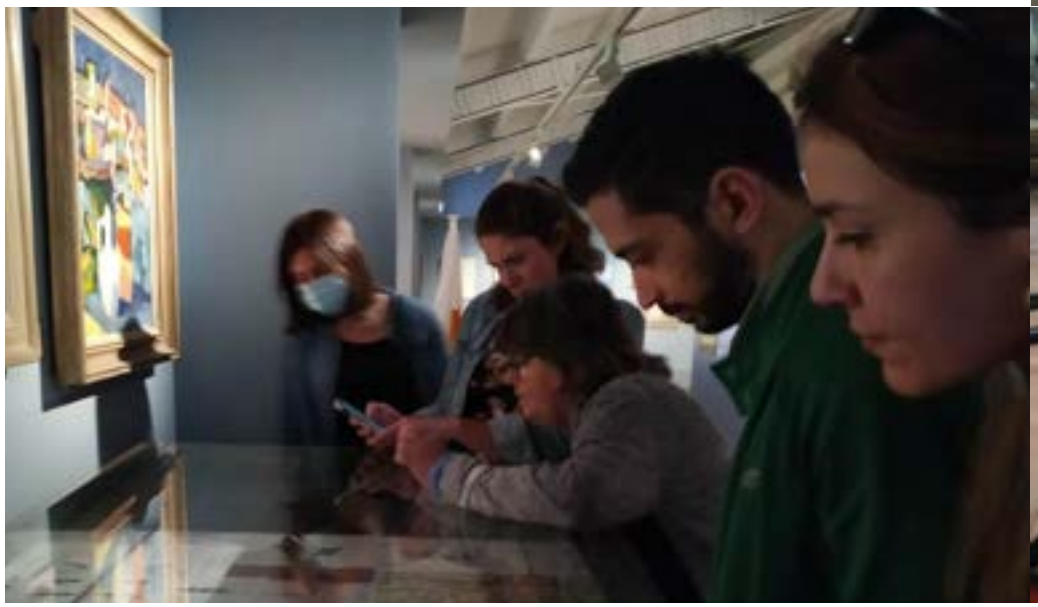
Providing five teacher professional development work days before the start of the new year

Opportunities to share best practice sessions throughout the year

Encouraging teachers to attend local, regional and international conferences

At AISC we invest in our teachers with the following annual professional development opportunities, structures and plans:

- Funding for IB training for every new to AISC - IB teacher
- Access to the Esol Education Professional Learning Community on Rubicon Atlas
- Benefits of the School's regional and international memberships (MAIS, CEESA, ECIS, ISTE)
- Access to professional webinars and a professional development library
- Coaching, observation, and feedback for all teachers to personalize and implement professional development
- Encouraging faculty to be part of an outside accreditation team visits to learn about other international schools

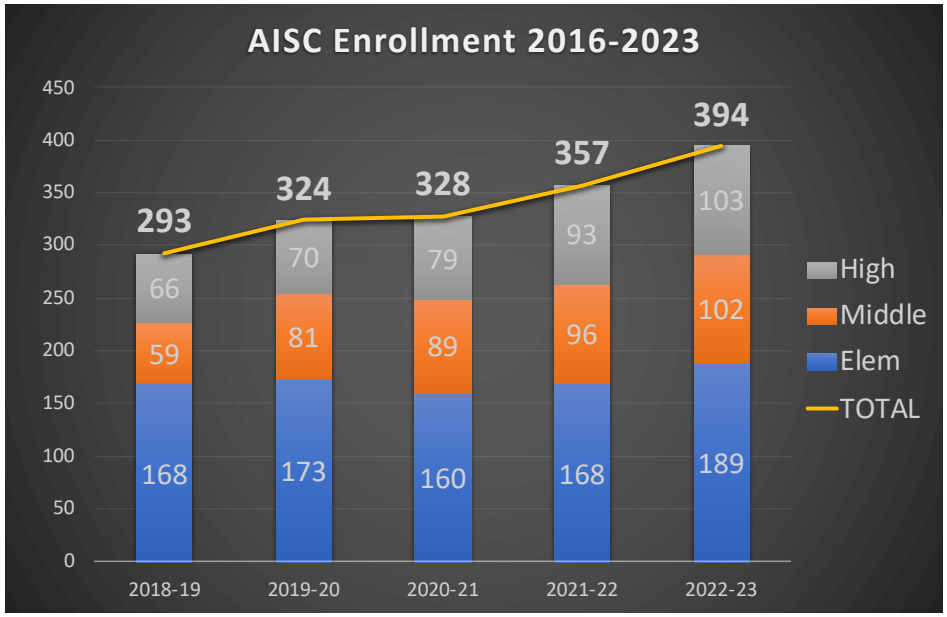


06

School Improvement Planning

An Ethos of Planning

In June 2016 AISC submitted the CIS/MSA Self/study and School Improvement Plan prioritizing three main goals to help develop our school as outlined below. As a fully accredited school, we follow up on these goals each year with one-year strategic outline plans, and update the status of the over-arching goals each year.



Goal 1 Marketing and School Development

AISC will create annual marketing and fundraising plans and enhance the school's reputation as a long-term stakeholder in Cyprus through developing new partnerships, an alumni association, an events calendar, and a yearly communication plan. The purpose of this goal is to ensure the School's growth and development so it may:

1) continue to improve the current facility or move to a purpose-built facility;
2) increase staff salaries and benefits so that staff compensation levels are competitive in the international school market.

What have we accomplished since 2016?

Marketing	Enrollment	Fundraising	Facilities
• Coordinated annual marketing plans with Esol Education Chief Communications Officer • Updated website and marketing materials	• Increased enrollment by 50% over the past 6 years • Implemented new online admissions (Open Apply) and student information (Alma) system to steamline enrollment	• Raised over 50,000 Euros • Formed parent fundraising committee • Completed annual fundraising projects	• Constructed new building to house the entire middle school • Renovated music wing, library and cafeteria

Goal 2 Teaching and Learning

AISC will focus on the following five critical areas in order to strengthen the teaching and learning program across the school: 1) Map special programs across the school as indicated in the action plan; 2) Update the current Teacher Standards/Appraisal Program to include research-based pedagogy and practice; 3) Strengthen the assessment protocols across the elementary school; 4) Ensure AISC's annual International Baccalaureate (IB) results meet or exceed worldwide averages; 5) Continue to develop and measure the effectiveness of the Concept-based Curriculum Program K-12 to ensure it has a positive impact on student engagement and learning.

What have we accomplished since 2016?

Special Program Mapping	Teacher Appraisal	Assessment Protocols	Strengthen IB	Enhanced Curriculum
• Cultural Heritage Program • Guidance Counselling Seminar • Advisory Programs • Research Writing Programs	• New Appraisal Model • New Performance Standards • Implementation of model and standards • Increased instructional coaching and support	• New Elementary Report Card • New Elementary Assessment Handbook • New Elementary Evidence Binders • Training on qualitative assessments • IB Results Template	• 100% IB Diploma Pass Rate • Performance Based Assessments • IB Results Template and Review	• Implementation of online curriculum management system (Atlas Rubicon) • Concept-based Curriculum Training, including Principal becoming certified trainer • Revised AERO Social Studies Curriculum Framework • Next Generation Science Standards (NGSS)

Goal 3 Educational Technology

During the pandemic educational technology became even more critical with the extensive use of online learning, "hybrid learning" combining simultaneous in-person, and at-home instruction by broadcasting interactive classes by video conference.

For AISC, the shift to online distance learning marked the culmination of years of decision-making that has recognised the importance of educational technology. The Educational Technology Program at AISC was developed in conjunction with its learner profile that places open-mindedness, curiosity, integrity and empathy at its core. School policies around educational technology allowed the school to transition easily to online learning, including loaning iPads to families with a drive-through event.

To see more, go to our AISC Portal at https://www.aisc.ac.cy/community/aiscportal/

What have we accomplished since 2016?

Integrating ISTE Standards	1:1 Computing Program	Student Information Systems
• All ISTE standards uploaded into curriculum management system • Aligning all curriculum units to ISTE standards	• 1:1 tablets (iPad) for grades 1-6 • Bring Your Own Laptop (BYOL) for grades 7-12 • Introduced Grade 10 Technology Course • Systematize teacher professional development in technology	• Implement new student information system (Alma) • Implement new IB management system (ManageBac Learning)

07

Educational Technology

Elementary School

- 1:1 School-Provided iPads
- The ISTE and CSTA Standards
- Digital Citizenship Units
- Elementary coding integrated in the curriculum
- Minecraft Challenges
- Elementary Robotics

Secondary School

- Bring Your Own Laptop (BYOL) Program for Grades 7-12
- CSTA Standards – computer science KG5-Grade 9
- Computing Class
- Digital Citizenship Units (Common Sense Media)
- Visual Programming with Scratch
- Python Programming
- Lego Robotics
- Web Design
- Cyber Law and Computer Ethics

Supportive Documents

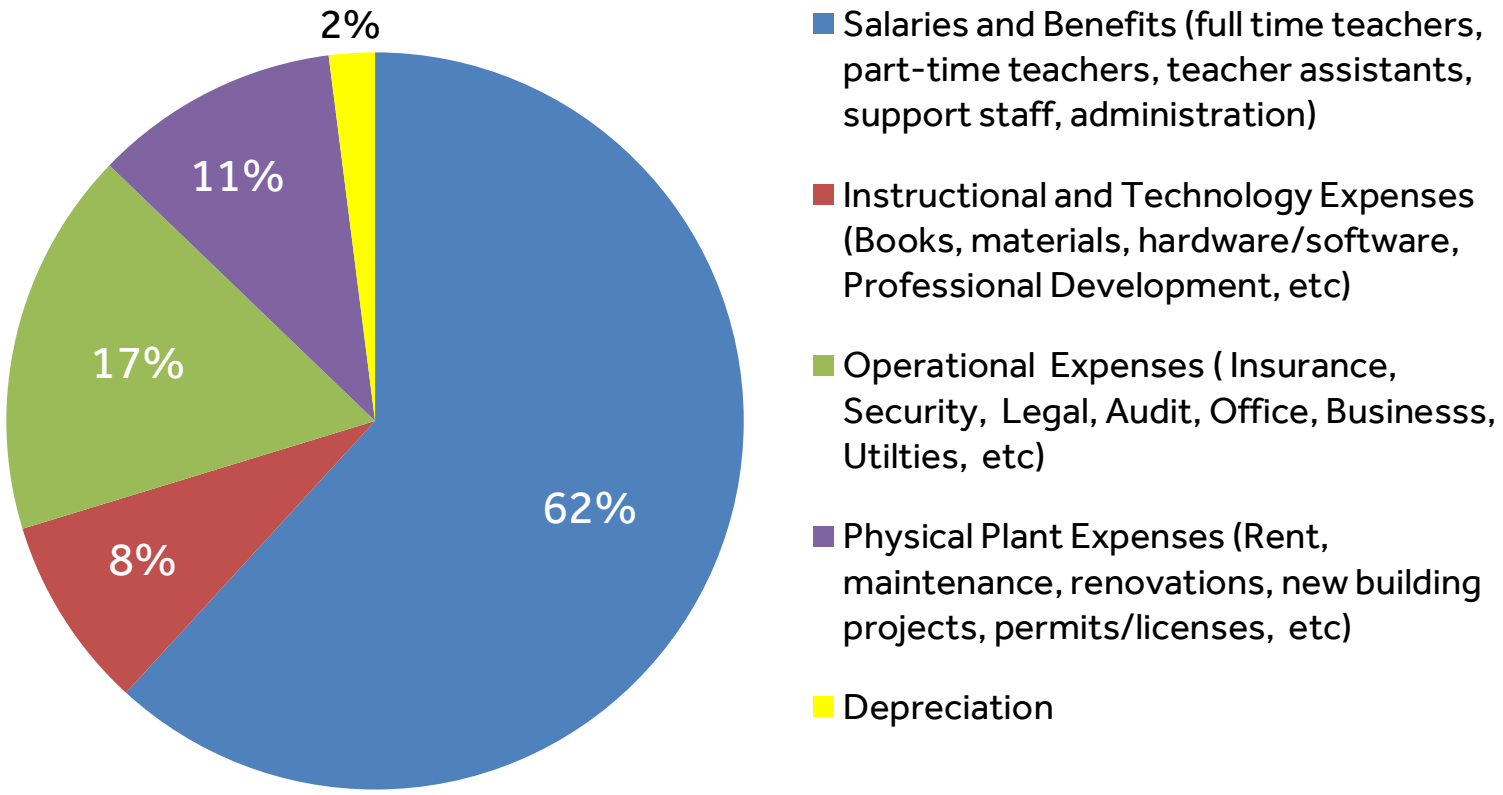
- BYOL FAQ for parents (grades 7-12)
- iPad 1:1 FAQ for parents (grades 1-6)
- Laptop Policies/ Acceptable Use policy
- Definition of Digital Citizenship
- School Owned Device Care and Responsibility for Staff
- School Owned Device Support and Requirements for Staff
- Away for the Day & Out-of-Sight Mobile Phone Policies

08

Financial Review

Annual Financial Review

AISC continues to have written, reasonable, and equitable tuition, collection, and refund policies. These policies are shared with incoming families. Tuition fees are clearly published on our website.



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