

STRATEGICALLY SPEAKING

ANNUAL REPORT JUNE 2021



HONESTY • RESPECT • RESPONSIBILITY • COMPASSION

TABLE OF CONTENTS

Identity Statement, Mission, Vision, Core Values	2
A Message from Phillip Nelson, Chargé d’Affaires U.S. Embassy, Qatar	3
A Message from Tom Mc Hale ASD Board of Directors Chair	4
2020-2021 Board of Directors	5
A Message from ASD Director Steve Razidlo	6
STRATEGY 1	8
A New Commitment to Equity, Diversity, Inclusion, and Justice	8
Sustaining Service in a Time of Need	9
Pushing Forward for a Greener School	9
STRATEGY 2	10
Curriculum	10
Accreditation	10
Professional Learning	11
External Standardized Testing	11
Measure of Academic Progress (MAP) Test	12
Math	12
Measure of Academic Progress (MAP) Test (Continued)	13
Reading	13
Advanced Placement (AP) and International Baccalaureate (IB)	14
AP/IB Student Participation	14
AP Pass Rate	14
AP/IB Diploma Points Received	15
Class of 2020 University Acceptances	16
STRATEGY 3	18
STRATEGY 4	20
Growing ASD’s Community Connection	20
Enhancing Existing Community Connections	20
Alumni Connections	21
Partnering with Parents	21
Partnering with Corporate Sponsors	21
STRATEGY 5	22
Admissions and Development	22
Facilities	23
Sustainable Finances	23
People	23
Year in Review 2020-2021	24



IDENTITY STATEMENT

The American School of Doha is an independent, U.S. accredited, college preparatory school, committed to providing educational excellence, through a standards-based, internationally enriched American curriculum, serving a multicultural student body.

MISSION

The American School of Doha is committed to the intellectual and personal development of our students, inspiring and empowering them to become positive, active global citizens.

VISION

ASD is a future-focused community where learning is...

- collaborative
- fun and engaging
- extended beyond walls
- creative to foster innovation
- sustained by responsible practices
- data-informed and evidence-based
- authentic, solving real-world problems
- encouraged in a technology-enhanced environment

ASD is...where students are encouraged to extend their own learning

VALUES

HONESTY • RESPECT • RESPONSIBILITY • COMPASSION

A Message from...

PHILLIP NELSON
CHARGÉ D'AFFAIRES
U.S. EMBASSY, QATAR



Last year in this column, I wrote that the 2019-2020 school year was unlike any other school year in our memory. A year later, I was tempted to restate that observation, but I reconsidered. For the second year in a row, we did not experience a normal school year. But once again, the entire ASD community – students, teachers, staff, and ASD families – demonstrated enormous fortitude to ensure a successful year of learning and growth.

To the graduating Seniors and their families, congratulations to all for having made it over the finish line! Congratulations for maintaining your focus, resilience, and flexibility throughout an exceptionally challenging period, and for navigating ever-changing restrictions that affected class sizes and limited in-person interaction. Your experiences and perseverance will serve you well in the next stage of your life.

I would like to thank the swathe of people who guided the school and parents through the year: faculty, staff, and, of course, our new Director, Steve Razidlo. Steve could not have arrived at a more uncertain time last summer, but we could not have wished for a steadier hand to prepare us for the 2020-2021 school year and to guide us through this dynamic period.

For your untiring work to provide guidance in these turbulent times, but also for your untiring commitment year-round to serve the ASD community, I would like to thank the Board of Directors and its Chair, Tom Mc Hale. Your work on a multitude of pressing short-term challenges has not swayed you from the longer-term goal of ensuring that ASD remains a pillar of Qatar's educational system.

As with any year, there will be transitions at the school. I want to specifically recognize Janet Mundy, who will be stepping down from her position on the Board of Directors, for her steady presence on the Board and thoughtful guidance during the Board's deliberations.

I will also be transitioning, as my assignment in Doha ends this summer. I was honored to serve as the Ambassador's Representative to the Board of Directors these past three

years. When I arrived in August 2018, I had been briefed that ASD was an exceptional learning environment, and my tenure on the board has certainly confirmed this. This doesn't happen magically or even based on past laurels, but rather on hard work and on-going dedication by the Director, Faculty, Staff, and School Board. Thank you all for your collegiality and for striving to make ASD what it is today.

My replacement as the Ambassador's Representative to ASD will be Natalie Baker, the incoming Deputy Chief of Mission who has gladly agreed to serve in this role upon her arrival to Doha in August.

Since ASD's inauguration in 1988, the U.S. Embassy has been an integral part of the school. We will continue to support ASD's evolution and growth. The safety and security of our children and staff at ASD is our first priority, and the U.S. Embassy financially supports campus security enhancements and secures local police support for events, as we do in many other countries.

I would like to thank ASD's corporate sponsors Exxon Mobil, Chevron Phillips, and ConocoPhillips, as well as families and friends of ASD who have contributed to the ASD Annual Fund.

One of my regrets is not to be present when the 2021-2022 school year begins because I am very hopeful that with ever increasing vaccination rates, with steadily declining COVID-19 infection rates, and with continued attention to hygienic practices, Qatar will be able to move towards 100% in-person schooling at some point in 2021-2022. I know ASD will be ready at that point to welcome all our students back in a safe environment.

Finally, I wish everyone a restful, safe, and healthy summer break. Thank you for being part of our ASD community!

Regards,

Phillip Nelson

Chargé d'Affaires, U.S. Embassy, Qatar

A Message from...

TOM MC HALE
ASD BOARD OF
DIRECTORS CHAIR



At the end of yet another challenging academic year due to the COVID-19 pandemic, it is my pleasure to welcome you to the 2021 Strategically Speaking report on behalf of the ASD Board of Directors.

This academic year saw students and teachers adapt to multiple learning modes as the State of Qatar continued to implement COVID-19 restrictions to minimize the impact of the virus. At the end of August 2020, ASD started the new academic year with a safe distance learning environment for students and teachers with our well-established online teaching facility, Teneen Virtual School (TVS). By the end of September, we were delighted to return to a Students on Campus (SOC)/Hybrid teaching mode, with 50% students on campus and 50% via TVS, working on alternate days. ASD pivoted between TVS and SOC/Hybrid for the rest of the year in accordance with the recommendations of the Ministry of Public Health (MOPH) and the Ministry of Education and Higher Education (MOEHE). The Board was impressed with how well students and teachers adapted to the various modes; this positive spirit and commitment to learning ensured the uninterrupted education of our students to the highest possible standard whilst rigorously protecting their health and wellbeing. We are also proud of how ASD faculty, students and parents worked together as a community to create quality innovative virtual celebrations that maintained our special year-end traditions, despite the pandemic restrictions, including the innovative and fun-filled Graduation Diploma Drive-Through.

As a result of this global pandemic, the Advanced Placement (AP) testing this year was a mix of in-person exams and on-line testing. 259 in-person tests have been completed and the online exams will

continue through to June 11. While the International Baccalaureate Organization (IBO), after consultation with ASD and many of the top private schools in Qatar, suspended testing for the second year, requiring that 'scores' would again be determined by using a combination of submitted work and predicted grades. ASD's administration has been extremely persistent and effective in advocating that all IB diploma students are evaluated against fair criteria. In both AP and IB programs, ASD is again hopeful to demonstrate our sustained program strength when results are returned in July. Despite a truly challenging year, ASD is proud to report that our 2021 graduates have received 516 acceptances from 262 different universities around the world, including five US Ivy League Universities and 26 UK Russell Group Universities.

One of ASD's success factors is its positive relationship with the Qatar Government and this has never been more important than during this pandemic. Over the last eighteen months in particular, ASD worked closely with the MOPH and MOEHE. ASD provided the MOEHE with key data regarding educational effectiveness after being heralded as a top performing school in relation to consistent positive IB and AP exam results. We facilitated voluntary COVID-19 student testing and the MOPH conducted two inspections to evaluate ASD's cleaning/hygiene protocols. We are pleased to report that both inspections noted ASD had implemented highly effective protocols for cleaning and virus mitigation. We hope that along with the preventive protective measures we have in place, the government of Qatar's comprehensive vaccination program and the extension of vaccinations for students aged 12-18, that our 2021-2022 academic year will see a return of our students to the campus in the fall. In the meantime, we are prepared to deliver multiple modes

of learning as the safety of our students, teachers, and administration remains a top priority.

I am also pleased to report that the school continues to be in a strong financial position with a resilient structure in place to sustain the vision, mission, and facilities of ASD and to provide real value for the investment made by our parents in their children's education.

Looking forward, I am happy to report that the facilities for a new Pre-K 3 program have been completed on time and on budget. This new addition will allow new students from three years of age to join the ASD Community and to commence a first-class education experience at the earliest possible opportunity. As ASD continues with the New England Association of Schools and Colleges (NEASC) re-accreditation cycle, we have already begun work on refocusing our mission, vision, and core values for revision in the 2021-2022 academic year. The Board fully expects to accomplish a formal revision of these foundational documents in response to the work done to be ready for the NEASC visiting accreditation team in 2022. ASD has always seen the diversity of cultures and backgrounds in our community as an exciting strength of our school and we are pleased that the accreditation process has supported a growing cognizance of expanded and heightened awareness of Equity, Diversity, Inclusion, and Justice within the student and staff experience at ASD. Ultimately, providing the highest standard of education in a safe and learning-focused evolving environment continues to be a key priority for the ASD Board and administration.

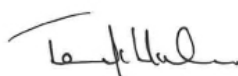
As always, the ASD Board of Directors greatly appreciates and values the continued support ASD receives from the State of Qatar and the Embassy of the United States. As a strictly non-profit making organization, we would also like to express our gratitude to our generous sponsors in supporting the school and in enabling enrichment programs for our students. And finally, the Board would like to extend its appreciation to the many volunteer parent organizations (AMA, BFHA, PTA, Booster Club, CAST, and Junior Senior Committee) whose commitment and dedication to our students is truly outstanding. They each play a critical role in maintaining the cohesion of our diverse ASD community which is anchored in our core values.

As we look forward the 2021-2022 school year, the ASD Board of Directors remains committed to its

role in maintaining clear and relevant ASD policies, appraising the school's performance, managing the annual budget, and ensuring the school meets its goals and objectives. We would like to thank Mr. Steve Razidlo for an excellent first year as our school Director and remain confident in his ability to lead the school with clarity and purpose, building on its strong academic record and ensuring the social development of students in our world-class campus.

Each and every member of the ASD Board of Directors remain committed to supporting ASD as it continues to develop and enhance the learning experience and personal development of our students.

We wish you continued health.



Tom Mc Hale

Chair, Board of Directors

2020-2021 Board of Directors

Tom Mc Hale (Chair)
Dr. Shaikha Al-Jabir (Vice Chair)
Julio Tamacas (Treasurer)
Bader Al-Mana
Khalifa Al-Rayes
David Albanese
Nasser Marafih
Janet Mundy
Philip Nelson
Hope Rodefer
Tarek Saad

A Message from...

STEVE RAZIDLO
DIRECTOR OF THE
AMERICAN SCHOOL
OF DOHA



Summer's arrival in Doha marks time for reflection on the 2020-2021 school year. While the past year has been remarkable for many reasons related to COVID-19, the work of inspiring and empowering learners and of taking action to advance ASD's five major strategies proudly continued!

Strategically Speaking 2021 shares highlights of the many accomplishments and developments at the American School of Doha.

Without question, our school community responded well to the shifts and changes required of us this year. Despite the need to move back and forth between on-line and hybrid instructional models, learning continued to occur at high levels across all divisions. Students, faculty and staff, and parents all deserve great thanks for their patience, perseverance, and grit. Beyond endurance, creative responses to pandemic limitations emerged across ASD. Many celebrations, activities, even competitions shifted into the virtual world, and some of us have joked that this was the Year of Zoom.



Special thanks must be extended to the Board of Directors, whose year required numerous ad hoc and

task force meetings as ASD responded to changing requirements and new conditions for operating schools in the pandemic. Thanks as well must go to the U.S. Embassy and U.S. Office of Overseas Schools for support and assistance required to maintain community safety. It is also noted that our partners at MOPH and MOEHE worked proactively to protect and reopen schools here in Qatar in a year when many other nations experienced more drastic and lengthy closures. ASD is especially thankful to MOPH/MOEHE and Qatar for their remarkable work leading to the vaccination of 99+% of ASD school personnel before the year's end.

Additionally, it has been my great privilege since last June to join an experienced, high-quality team of educational and operational leaders. Facing many uncertainties, three major goals for this school year were established:

- Continue to deliver on our mission-driven promises as we face the pandemic
- Complete the NEASC Accreditation requirements for renewal
- Demonstrate moves toward greater Equity, Diversity, Inclusion, and Justice



THE FIVE STRATEGIES



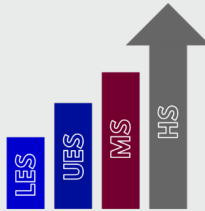
STRATEGY ONE

**Positive, Active
Global Citizens**



STRATEGY TWO

**Intellectual
Development**



STRATEGY THREE

**Personal
Development**



STRATEGY FOUR

**Community
Engagement**



STRATEGY FIVE

**Supporting
Infrastructure**

In the pages ahead accomplishments toward these goals are reflected through the narratives, graphics, and lists speaking to each of ASD's five strategies. Readers will note that ASD remains a top performing school on important worldwide academic benchmarks. Readers will also note that in many ways ASD is awakening to concepts of student/staff dignity and belonging as targets for continued school improvement. Our partnership efforts, hampered to some degree this year, are also buoyed by the ending of blockade conditions across the Gulf region. Importantly, ASD infrastructure has steadily continued to improve as we expanded Pre-K opportunities to 3-year-olds, continued the 'greening' of school lighting, and upgraded IT systems, flooring and commons areas.

In a sense, this pandemic year has also been an important year of transition and visioning for the future. Strategically Speaking and the 5 ASD strategies have remained largely intact since 2015-2016; it is time that we look to update and refocus these foundational guideposts next year.

As we come through the latter stages of the pandemic and emerge into a new 'normal' ASD will look to chart a new ASD strategic plan. We anticipate the findings of the Fall 2021 NEASC Accreditation, the continued evolution of international school curriculum and pedagogy, and continued attention to equity and sustainability ethics will all contribute to a renewed Mission, Vision, and Core Values to be developed and approved by the ASD Board next year.

The release of our annual report also marks the end of my first year as Director of the American School of Doha. I remain excited and energized by our work ahead, and I am thankful for the kindness and the generosity of spirit I have witnessed here in our

families, staff, and entire ASD community. We look forward to a year where face-to-face learning happens daily for all divisions, and to remaining ready to flex with necessary changes to conditions experienced by all in 2020-2021.

Sincerely,

Steve Razidlo

STRATEGY 1

*Positive,
Active Global
Citizens*



**We challenge
our students to
become positive,
active global
citizens who,
inspired by their
understanding
of global issues,
become agents
of positive
change to
improve our
world.**

A New Commitment to Equity, Diversity, Inclusion, and Justice

Last school year ASD formed its first Equity, Diversity, Inclusion, and Justice (EDIJ) Task Force to develop a strategy and vision for how we can build a more inclusive school that understands and embraces the contributions of our diverse community and responds in a more socially just capacity. The new initiative gained significant momentum this year with global events highlighting issues of inequity and discrimination, emphasizing a need for increased awakening, awareness and intentional action. ASD's efforts came in many forms from individual work to small group work and became more formalized with the leadership of the all-school EDIJ Task Force: Mr. Joseph Teague (MS Language Arts Teacher), Ms. Ellen Montgomery (UES Art Teacher) and Dr. Heather Vlach (ASD Director of Teaching & Learning). This small team gathered and synthesized data about equity and inclusion to present to the ASD Leadership Team. Mr. Joseph Teague engaged in a cluster sampling of 53 "empathy interviews" with ASD's faculty, staff and leaders while Ms. Ellen Montgomery and Dr. Heather Vlach processed data from the "empathy interviews", as well as student surveys, parent conversations, and alumni surveys and conversations. All of the data pointed to the common theme that ASD needs to be and can be better.

With the synthesized data, ASD's Leadership Team worked together to create a vision statement for Equity, Diversity, Inclusion and Justice. The vision statement speaks to who we aspire to be. The construction of a vision provided ASD with a "north star" to strive toward, as well as a formalized commitment from the ASD Leadership Team to lead our community forward with this important work. With this common vision in mind, EDIJ Task Force leaders constructed 3 foundational learning modules to facilitate for the entire ASD faculty and staff. These modules focused on building a common vocabulary, unpacking our own identities, and closely examining our own personal journeys to support reflection for acknowledging and owning our own privileges and biases. The modules also explored the concept of dignity and the ten elements that encompass dignity and help us intentionally honor the dignity of everyone. This foundational work has opened conversations and increased our awakening and awareness but we still have accountable action ahead to engage with. ASD views this work as ongoing and lifelong. To help further this momentum, inclusivity and belonging have been chosen as a focus of one of the Major Learning Plans for ASD's ACE Accreditation process. The purpose of bringing this forward as a goal is to develop and implement intentional practices and systems that support building a community where we all know and feel we belong and are included. While this intended goal will initially span for the next few years, ASD anticipates this goal work as continued foundational work for building a culture where this ongoing work of ensuring inclusivity and belonging are integral to who we are and what we do at ASD.

Sustaining Service in a Time of Need

Despite the challenges presented by the pandemic, ASD continued its commitment to learning service in alignment with the UN Sustainable Development Goals (SDGs) and also discovered new methods of taking action even in a virtual environment. Under the leadership of Global Citizenship Coordinator Ms. Mary May (HS Science Teacher), this year 23 service projects were conceived and planned using ASD's Learning Service Portal, which provides student and teacher leaders with tools and resources to help plan a successful project. The projects covered a wide range of UN SDGs, including Good Health and Wellbeing, Quality Education, and Reduced Inequalities. In addition, the newly-formed Global Citizenship Fund continued its financial support of student service projects, granting funds to support nine different projects across all divisions of the school. Below are a few highlights from each division.

In the Lower Elementary School (LES) students participated in a Read-a-thon to both encourage a love of reading and help fund scholarships for a school in Tanzania that ASD has a long history of supporting. This collaboration between LES and High School students ended up raising 14,000 QR and the Read-a-thon's great success is leading it to become an annual event.



In the Upper Elementary School (UES), the Global Citizenship Fund continued to support the development of outdoor gardens and learning spaces. Started last year by a single Grade 3 class, this initiative has inspired other UES classes to create their own green spaces to learn about ecology and sustainability. The additional gardening supplies purchased allowed more students to get involved, and set the stage for a more permanent outdoor gardening space in the future.

Middle School continued its long-term relationship with the Memory Project, an organization that sends handmade portraits to children in conflict areas and refugee camps. This year our Middle School Art students participated in the

project twice and painted portraits of refugee children in Syria and India. The Memory Project shared a video of the children unwrapping their portraits, which was a moving moment to see how much this creative act of compassion meant to them.



One shining example in High School was the Compassion Conference, which was a virtual event designed to empower students, learners, and communities to lead with a compassionate mindset and lead sustainable, successful initiatives that are aligned with the UN SDGs. There were over 20 schools and over 120 students involved, and the workshops included a range of topics from social media activism to storytelling through the lens of compassion with a veteran TV writer. Our High School students shared that they were engaged, excited, and empowered from the conference, and left with an action plan about how to strategically focus on the needs of their local community.

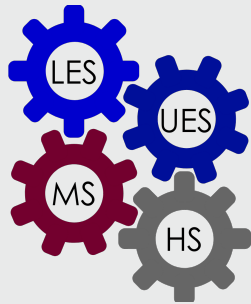
Pushing Forward for a Greener School



Since its inception in 2017, ASD's Sustainability Committee has worked hard to improve the school's commitment to sustainable practices, even receiving accolades like the Green Flag Award along the way. Many of the Committee's past initiatives have now become habitual, such as using reusable water bottles, paper recycling, replacing lights with more efficient LEDs, and composting cafeteria food scraps. Even after all this progress, this year the Committee continued pushing forward, looking for new ways to make ASD even greener. On the horizon is the development of school policy and procedures related to sustainability in cooperation with the Business Office, to ensure the products ASD consumes are as local and sustainable as possible. In addition, we conducted our annual Eco Review to collect feedback from the community in preparation for our Green Flag reassessment next year. ASD would like to thank Ms. Marcia Jones (MS Language Arts Teacher), who has been our Sustainability Coordinator from the beginning of this Committee's work. Her leadership has helped set ASD on a path towards a greener future!

STRATEGY 2

Intellectual Development



We enhance the academic and intellectual development of our students and adults through challenging curricula, innovative approaches to deep learning, and creating optimal learning environments for student growth.

Curriculum

The academic and intellectual development at ASD is facilitated by high-quality educators recruited and hired from around the world. The teachers and instructional leaders work collectively to ensure the development and delivery of a robust Pre-K 3 to Grade 12 standards-based curriculum using American educational standards.

ASD curriculum is developed around the following standards for each subject area:

- Math: AERO/Common Core
- English Language Arts: AERO/Common Core
- Science: Next Generation Science Standards
- Social Studies: AERO Framework (created in conjunction with C3 -College, Career, and Civic Life)
- World Languages: AERO
- Modern Standard Arabic: National Qatari Standards
- Fine Arts: National Core Arts Standards
- Physical Education: Society of Health and Physical Educators (SHAPE)
- Technology: ISTE standards/CSTA standards
- Counseling: International Schools Counselor Association (ISCA) /American School Counselors Association (ASCA) National Standards for Students

Despite the challenges of the pandemic and pivot requirements between Teen Virtual School (TVS) and Hybrid Learning, ASD was able to maintain the integrity of its curriculum and deliver a high quality product with the support of our whole community. ASD additionally employed more digital resources than ever before to ensure accessibility to the curriculum and allow for a continued meaningful learning experience.

Accreditation

Prior to the eruption of the pandemic (August 2019), ASD began its journey toward continued Accreditation through the New England Association of Schools and Colleges (NEASC). The Accreditation Protocol, called ACE Learning, aims to transform rather than “improve” schools. The ACE Learning Protocol, built on 5 foundational standards and 10 anchoring learning principles, provides a framework for looking through the lens of a learning-focused organization. This is a fundamentally different approach to Accreditation meant to support schools to strive toward learning that equips learners with the understandings, aptitudes, dispositions, values, and competencies needed to navigate the global dilemmas and challenges of the present and the future.

While the onset of the pandemic in March 2020 placed a halt on continued movement forward, ASD teachers and

leaders were able to persevere and resume the Accreditation process in October 2020. The “Internal Reflection” phase consisted of spending nearly a year collecting evidence of impact through active “learning walks” where all of our teachers and leaders visited classrooms (with careful Safety Protocols actively in place) and engaged in online “curriculum walks” to examine the curriculum with a critical lens. This was ASD’s approach to collect evidence of impact. The Internal Reflection phase of the ACE Learning Accreditation process was truly the heart of the experience. It was the phase where ASD identified a “current reality” regarding teaching and learning from the gathered and analyzed data. Identifying the current reality was a consensus exercise where ASD identified where it saw itself against each of the 10 ACE Learning Principles. Knowing and naming exactly where the school is at then allowed ASD to begin future designing for the desired direction. This learning experience resulted in the culmination of building potential “Major Learning Plans (MLPs)”, or goals, for ASD to strive forward with. These MLPs were presented to the all attending members of an open ASD Virtual Community Workshop. The ASD Community Workshop consisted of students, teachers, staff, parents, alumni, Board Members, and leaders collectively gathered online to review the proposed MLPs and provide feedback. This important community feedback will shape the goals ASD sets for teaching and learning going into the years ahead. ASD is also excited to announce the development of three important guiding documents to support transformation that emerged from the Accreditation experience:

- A new ASD Definition of Learning to serve as an anchor for what ASD collectively believes about learning
- ASD’s own set of Learning Principles to guide instructional practices and inform decisions
- An ASD Learner Profile to highlight what we want our learners to think like and be like within and beyond ASD

Please click [HERE](#) to view the ASD Learner Profile



Professional Learning

While the disruption of COVID-19 halted traditional practices of engaging in professional learning experiences beyond the ASD campus, the world quickly evolved creating an innumerable increase of online professional learning opportunities to enhance teacher growth and development. As a result, ASD continued to offer a robust Professional Learning (PL) program to our teachers despite the pandemic. The Near East South Asia Council of Overseas Schools (NESAS), a regional organization dedicated to the sustained, systemic professional learning of educators, additionally widened their lens this past year to offer two separate parent professional learning series called “Parents as Partners”. ASD promoted this opportunity and provided our parent community with the live Zoom session links to engage in parent-focused learning webinars with topics relevant to our international parent community directly supporting the challenges of hybrid learning and distance learning. Many ASD parents attended a number of sessions provided across the two series totaling 16 learning experiences. This parent professional learning was facilitated by a variety of renowned authors and researchers.



As part of a more inclusive initiative, ASD has also expanded its support for professional learning opportunities to our non-teaching staff. Several of our ASD staff members have found relevant learning experiences to further job-related skills and benefit ASD. The ASD community is a dedicated learning community and we are proud to provide all our learners, whether adult or child, with the opportunity for continued learning.

External Standardized Testing

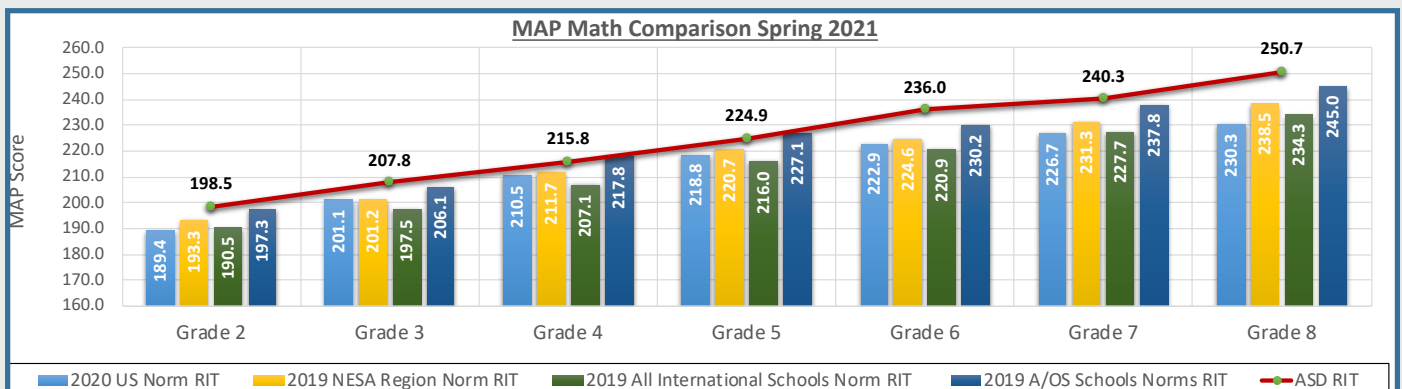
This past March several ASD Grade 4 students participated in the Progress in International Reading Study (PIRLS) test. This is an international comparative assessment taken by a cluster sampling of Grade 4 students. The test measures student learning in reading. While the results are not yet available to ASD, the PIRLS will highlight worldwide trends in the reading knowledge of Grade 4 students as well as school and teacher practices related to instruction.

Measure of Academic Progress (MAP) Test

ASD’s learners in Grades 2-8 engaged in the Measure of Academic Progress (MAP) tests in Fall 2020 and again Spring 2021. Learners were tested in both Math and Reading. The provided MAP Spring Comparison graphs show ASD RIT scores compared to the United States RIT norms, the NESAs region RIT norms, International School RIT norms, and all Overseas School (A/OS) RIT norms.

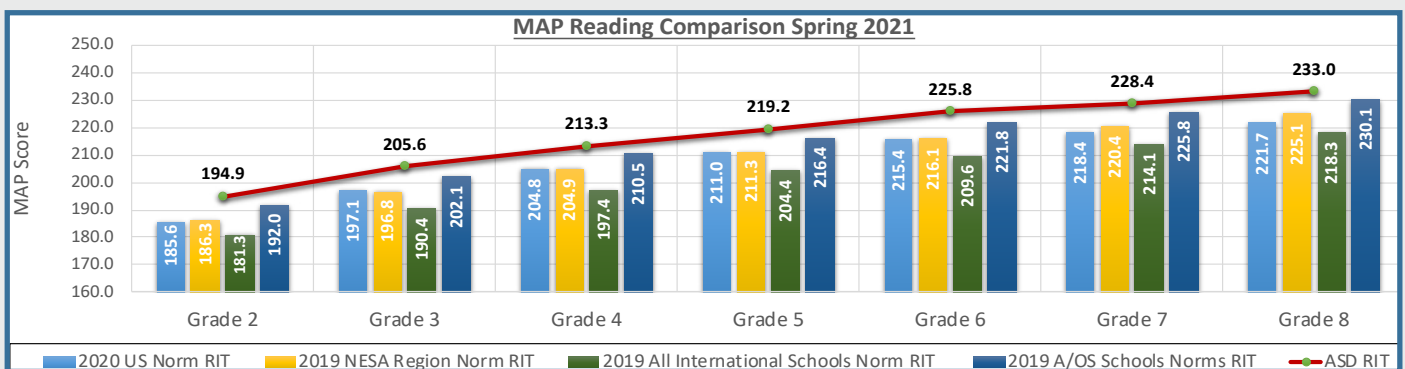
The graph below compares the Math Spring MAP RIT scores for Grade 2-8 against 2020 US current standard norms, NESAs region schools, International schools and American overseas schools average 2019 Spring RIT scores. An average Grade 6 ASD student performs at roughly the same level as an average Grade 8 US and International school student.

MATH					
Grade	ASD RIT	2020 US Norm RIT	2019 NESAs Region Norm RIT	2019 All International Schools Norm RIT	2019 A/OS Schools Norms RIT
Grade 2	198.5	189.4	193.3	190.5	197.3
Grade 3	207.8	201.1	201.2	197.5	206.1
Grade 4	215.8	210.5	211.7	207.1	217.8
Grade 5	224.9	218.8	220.7	216.0	227.1
Grade 6	236.0	222.9	224.6	220.9	230.2
Grade 7	240.3	226.7	231.3	227.7	237.8
Grade 8	250.7	230.3	238.5	234.3	245.0



The graph below compares the Reading Spring MAP RIT scores for Grades 2-8 against 2020 US current standard norms, NESAs region schools, International schools and American overseas schools average 2019 Spring RIT scores. An average Grade 5 ASD student performs at a roughly the same level as an average Grade 7 US student and Grade 8 International school student.

READING					
Grade	ASD RIT	2020 US Norm RIT	2019 NESAs Region Norm RIT	2019 All International Schools Norm RIT	2019 A/OS Schools Norms RIT
Grade 2	194.9	185.6	186.3	181.3	192.0
Grade 3	205.6	197.1	196.8	190.4	202.1
Grade 4	213.3	204.8	204.9	197.4	210.5
Grade 5	219.2	211.0	211.3	204.4	216.4
Grade 6	225.8	215.4	216.1	209.6	221.8
Grade 7	228.4	218.4	220.4	214.1	225.8
Grade 8	233.0	221.7	225.1	218.3	230.1

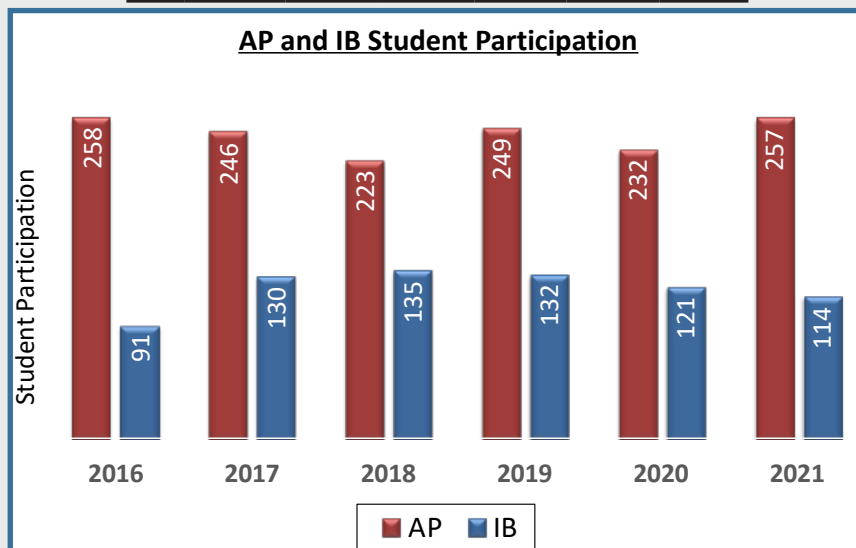


Advanced Placement (AP) and International Baccalaureate (IB)

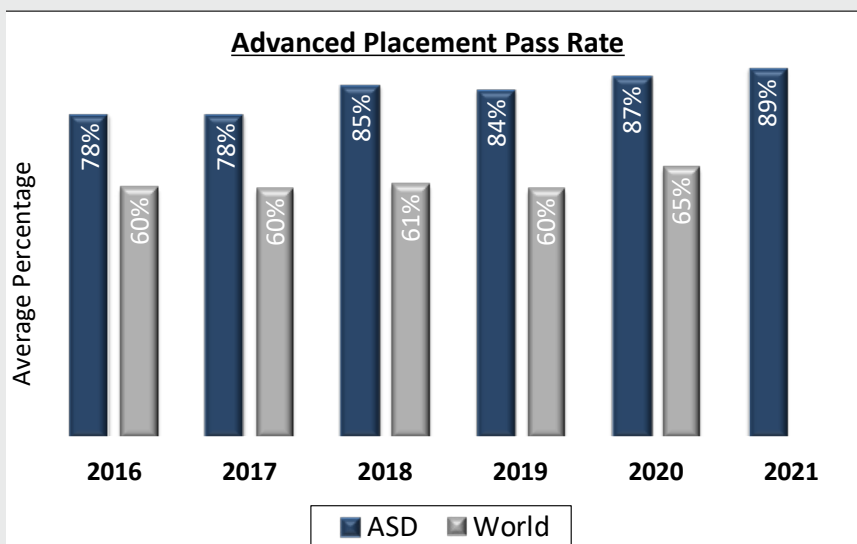
The first graph highlights a six-year view of ASD learners enrolled in AP and IB subjects as well as a six-year view of the total IB Diploma score earned by ASD students as compared to the global average. The second graph shows a six-year view of the total IB Diploma score earned by ASD students as compared to the global average.

The graph below shows a six year view of ASD students enrolled in AP and IB subjects. Please note, that the AP test number for 2021 is an approximate due to the unusual nature of the test this year. One hundred and fourteen Grade 12 students, including eight Grade 11 students completed at least one IB examination in 2021.

AP/IB STUDENT PARTICIPATION						
	2016	2017	2018	2019	2020	2021
AP	258	246	223	249	232	257
IB	91	130	135	132	121	114



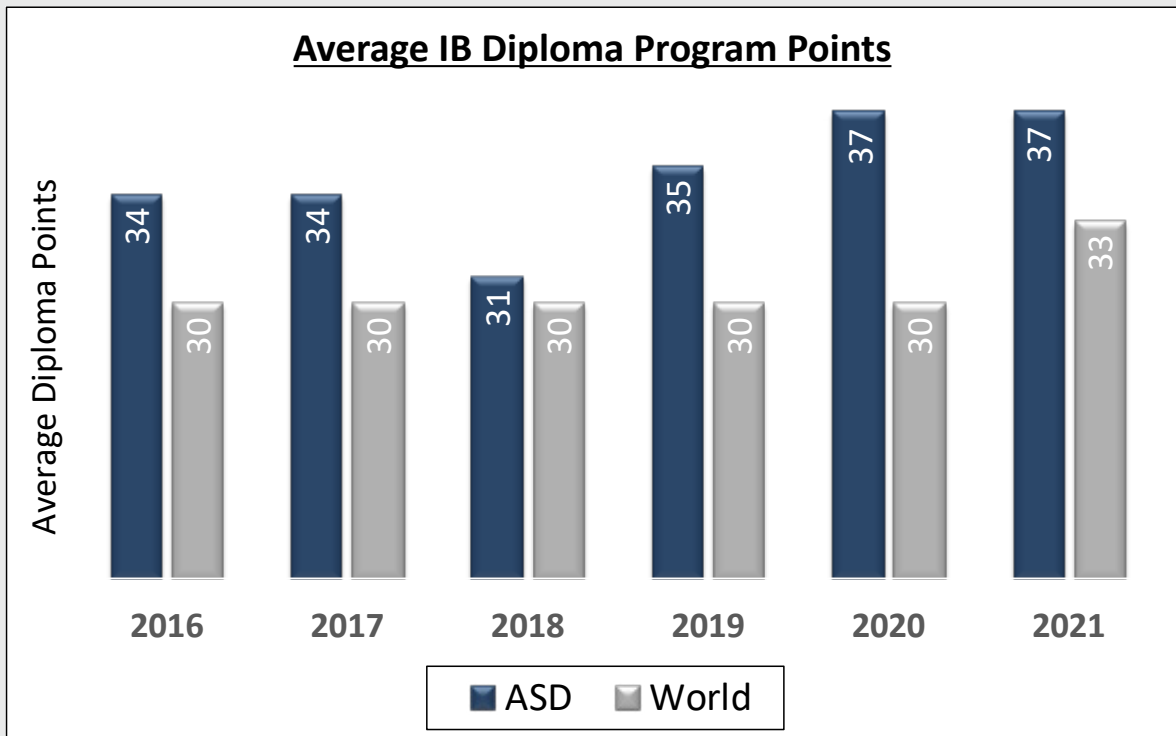
The graph below presents a six-year view of the AP pass rate of ASD students scoring a 3 on at least one AP examination as compared to the global average. The College Board sets a score of 3 or higher, on a 1 to 5 scale, as a passing score. As the graph indicates, the ASD pass rate is consistently and significantly above the world average.



AP >=3-PASS RATE			
Year	ASD	World	NESA
2015	79%	61%	74%
2016	78%	60%	82%
2017	78%	60%	
2018	85%	61%	
2019	84%	60%	
2020	87%	65%	
2021	89%		

The graph below presents a six year view of the total IB Diploma score earned by ASD students as compared to the global average. ASD DP candidates consistently earn total DP scores and per course scores above the global average.

AP/IB DIPLOMA POINTS RECEIVED							
	2015	2016	2017	2018	2019	2020	2021
ASD	35	34	34	31	35	37	37
World	30	30	30	30	30	30	31



CLASS OF 2020 UNIVERSITY ACCEPTANCES

UNITED STATES

American University
Arizona State University-
Tempe
Ashland University
Baylor University
Bentley University
Beloit College
Binghamton University
Boston University
Brigham Young
University-Idaho
Brigham Young
University-Provo
Brown University
California State
Polytechnic University-
Pomona
California State
University, Northridge
Case Western Reserve
University
Cazenovia College
Clemson University
Colgate University
College of William and
Mary
Colorado School of Mines
Colorado State
University-Fort Collins
Columbia University
Cornell College
Cornell University
Courtauld Institute of Art
DePaul University
Drew University
Drexel University
Duke University
Eckerd College
Emory University
Flagler College -
St.Augustine
Florida Institute of
Technology
Fordham University
George Mason University
George Washington
University
Georgetown University
Georgia Institute of
Technology - Main
Campus
Georgia State University

Hofstra University
Indiana University at
Bloomington
Ithaca College
Kennesaw State
University
Lake Forest College
Lewis & Clark College
Loyola Marymount
University
Loyola University
Chicago
Loyola University
Maryland
Marquette University
Miami University-Oxford
Michigan State
University
Mills College
Mississippi State
University
Mount Aloysius College
New York University
Newcastle University
North State University
Northeastern University
Northwestern University
Oakland University
Oberlin University
Occidental College
Ohio State University-
Main Campus
Pennsylvania State
University-Main Campus
Portland Community
College
Princeton University
Purdue University-Main
Campus
Reed College
Regis University
Rensselaer Polytechnic
Institute
Rhodes College
Rochester Institute of
Technology
Rollins College
Rose-Hulman Institute of
Technology
Rutgers University, New
Brunswick
San Diego State
University

School of Visual Arts
Seattle University
South Dakota State
University
St. Bonaventure
University
St. Edward's University
St. Louis University
St. Francis Xavier
University
Stony Brook University
Syracuse University
Texas A&M University-
College Station
The University of Texas
at Arlington
The University of Texas
at Austin
The University of Texas
at Dallas
Tufts University
University at Buffalo
University of Alabama at
Birmingham
University of Alaska at
Anchorage
University of Arizona
University of California,
Berkeley
University of California,
Davis
University of California,
Irvine
University of California,
Riverside
University of California,
San Diego
University of California,
Santa Barbara
University of California,
Santa Cruz
University of Cincinnati-
Main Campus
University of Colorado
at Boulder
University of Colorado
Colorado Springs
University of
Connecticut
University of Delaware
University of Denver
University of Houston
University of Houston-

Clear Lake
University of Illinois at
Urbana-Champaign
University of Iowa
University of Kansas
University of Mary
Hardin-Baylor
University of Maryland,
College Park
University of
Massachusetts, Amherst
University of
Massachusetts, Boston
University of
Massachusetts, Lowell
University of Michigan -
Ann Arbor
University of Michigan,
Dearborn
University of Minnesota,
Duluth
University of Minnesota,
Twin Cities
University of Missouri,
Columbia
University of New
Brunswick
University of North Texas
University of North Texas
at Dallas
University of Oklahoma-
Norman Campus
University of Oregon
University of Pittsburgh-
Pittsburgh Campus
University of Portland
University of Richmond
University of Rochester
University of San
Francisco
University of South
Dakota
University of South
Florida, Main Campus
University of Southern
California
University of Tulsa
University of Utah
University of Vermont
University of Virginia,
Main Campus
University of
Washington, Seattle

Campus

University of Wisconsin, Madison
University of Wisconsin, Milwaukee
Villanova University
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Wake Forest University
Washington State University
Washington University in St. Louis
Wellesley College
Western University
Worcester Polytechnic Institute
Wright State University- Main Campus
Yale University

CANADA

Acadia University
Algoma University
Carleton University
Concordia University
Dalhousie University
Emily Carr University of Art and Design
McGill University
McMaster University
Ocad University
Queen's University
Ryerson University
The University of British Columbia
University of Alberta
University of Ottawa
University of Toronto
University of Victoria
University of Waterloo
University of Western Ontario
York University

UNITED KINGDOM

Architectural Association School of Architecture
Cardiff University
University of London
Glasgow Caledonian University
Glasgow School of Art
Goldsmiths, University of London
King's College London
Kingston University
Lancaster University
Leeds Arts University
Loughborough University
Middlesex University
Queen Mary University of London
Soas University of London
St Mary's University
The University of Edinburgh
Ucl (University College London)
University of Birmingham
University of Bristol
University of Central Lancashire
University of Derby
University of Glasgow
University of Leeds
University of Leicester
University of Liverpool
University of Manchester
University of Nottingham
University of Reading
University of St. Andrews
University of Surrey
University of Sussex
University of the Arts London
University of Westminster, London

EUROPE

Eindhoven University of Technology
Erasmus University Rotterdam
Han University of Applied Sciences
le University
Inholland University of Applied Sciences
Jacobs University
Katholieke Universiteit Leuven
Maastricht University
Paris College of Art
Parsons Paris - The New School
Technical University of Delft
Technical University of Eindhoven
The American University of Rome
Universitat Internacional de Catalunya
University of Amsterdam
University of Groningen
University of Twente

QATAR

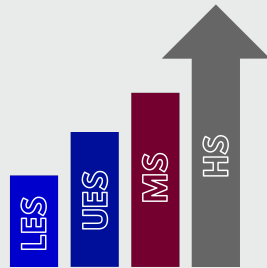
Carnegie Mellon University in Qatar
Georgetown University Qatar
Northwestern University in Qatar
Texas A&M University at Qatar

WORLD

Duke Kunshan University
Monash University
Yale-NUS College

STRATEGY 3

*Personal
Development*



We foster the social, emotional and physical development of our students and adults through positive school culture, engaging programs, and inclusive opportunities for understanding the world in which we live.

ASD's strategic focus on the social, emotional and physical development of our students and adults was even more urgent than ever during the 2020-2021 school year. As the pandemic compromised students' access to campus and to each other, we were challenged to find new ways to connect and build relationships across our community in support of learning and wellbeing. Against this challenging backdrop, ASD stakeholders commenced an impactful self-examination of its culture and practices regarding Equity, Diversity, Inclusion and Justice (EDIJ) that will strengthen our community now and in the future. Below, we share some of the strategic efforts undertaken in each division and school-wide to advance us further in our goal to "foster the social, emotional and physical development of our students and adults through positive school culture, engaging programs, and inclusive opportunities for understanding the world in which we live."

This year in the Lower Elementary School, Counselors delivered the guidance curriculum through on-site and virtual sessions. During the course of the school year, Counselors provided additional social and emotional support through individual and small group sessions covering a range of skills such as friendship and conflict resolution. Homeroom Teachers hosted whole class Zoom sessions on a regular basis in order to support student's social and emotional wellbeing and to assist them to remain socially connected to their peers during school closure. Additionally, social emotional support remained at the forefront of regular small group instructional Zoom sessions, providing opportunities for learning focused student interaction and the sharing of learning. This was supported by additional check-ins hosted by Learning Assistants in Grades 1 and 2, and Specialist Teacher Zoom sessions aimed at advancing student engagement in the Specialist subject areas. Due to COVID-19 restrictions pertaining to mixing student groups, all large group events were conducted virtually this year. Students engaged in classroom celebrations via Zoom to celebrate learning and to mark special events and holidays throughout the year. Student assemblies were pre-recorded and posted on TVS. Moreover, students engaged virtually in themed activities from Principals' Sessions that were held this year to advance the learning of LES students about our four ASD Values. Finally, students participated in focused learning activities related to the different domains of wellbeing during Wellbeing Awareness Week in October.

The Upper Elementary School amplified opportunities for check-ins with students around their emotional wellbeing this year. An example of this was the trial of an app called "Pulse", which allows students to remotely share how they are feeling, and also share gratitude with others. The data generated was available to Leaders, Counselors, and Teachers, and was used to check in on students who identified needs. This year, UES Counselors expanded their student support group offerings for students with common experiences and needs. These new support groups included friendship groups, divorce groups, and transition groups. For UES Staff, there was an opportunity to accept membership into Positivity Playground - an online PD resource for educators that focuses on a positive growth mindset. In addition, all staff members participated in various EDIJ learning opportunities including book clubs, discussions, and engagement in forums.



The Middle School (MS) created a new Student Life Coordinator position this year. The position supports student wellbeing via a focus on ASD Values and the development of strong learning habits. The Student Life Coordinator assumed responsibility for leadership of the Middle School Climate Committee, providing professional learning on student-centered school climate and restorative discipline practices, and the continued development of the advisory program. This year, Middle School increased the number of advisories so that every faculty member had their own advisory. This kept advisory groups smaller and more tight-knit and meant that every adult in the MS building was closely connected to students. The feedback from these smaller advisories was so positive that the MS will continue using this model in future years. Also this year, the Middle School created a common divisional goal for faculty's PG&C process, with a specific focus on student engagement and wellbeing. Finally, and building on several years of work around building a positive school culture and climate, professional learning this year explored the psychology of stress that our community was feeling during the pandemic, and examined new ways to make our school more student-centered. This learning included an online course on Trauma-Informed Resilient Schools, as well as sessions with Dr. John Schindler, who is a leading expert on school climate, and the developer of the school climate survey that we conducted previously. These sessions focused on understanding the psychology of success, and teaching practices that empower student-directed learning and positive behavior.

As in the other divisions, there was a great focus on reading and adapting to students' needs in High School this year. This was accomplished in large part due to an explicit focus on gathering and responding to frequent feedback from students, teachers, and parents throughout the year to help shape the virtual and hybrid learning approaches used throughout the year. More than a dozen surveys were administered to various stakeholder groups over the course of the year, and the feedback was instrumental in driving changes to schedules, enhancing advisory relationships, and developing counseling topics. Specific counseling efforts were made to ensure students felt invited and connected to their Counselors in recognition of the feelings of loss that many students, particularly Seniors, felt in regards to how this year compared to their expectations of what the High School experience should be. In order to ensure students in distress were supported in situations of acute need, child protection and suicide intervention protocol were

adopted this year. Representative "student advisory groups" were formed this year to bridge the communication gap between administration and students. This contributed to the development of a "safe space" mechanism that allows students to report incidents of discrimination or inequity to High School Administration through a safe and protected medium. Also, in support of EDIJ efforts, a new faculty leadership position was created within the division to more deeply infuse EDIJ practices and learning into the curriculum.

Across the whole school, wellbeing was supported through the efforts of the Wellbeing Committee, whose work continued to focus largely on adults in the ASD community. Included in the wellbeing work was the invitation for our ASD adult learners to join an online platform called the "Positivity Playground". This platform focuses on bringing together international school leaders, teachers, and staff to learn, apply, and share evidence-based positive psychology practices to support strengthening our adult community personally as well as offer both coaching and strategies for extending wellbeing throughout the school community.

The Wellbeing and Happiness Activities To Thrive (WHATT) program continued in spite of the limits to physical gatherings, allowing staff members to engage socially in non-professional settings around chosen activities. The Faculty Advisory Committee continued to meet with the Director and other members of Central Administration to ensure questions and concerns relating to faculty wellbeing were heard and considered.

Amidst the challenges this year presented, no work was more important than that done to address the EDIJ needs that have been demonstrated within the ASD community. These needs were expressed initially through feedback received from current and former community members beginning in the Summer of 2020, and continued as ASD sought more understanding about how our students and other stakeholders feel included and respected. ASD has taken this feedback very seriously, publicly stating the commitment to create a stronger sense of belonging at ASD. The school has since created an EDIJ vision statement and has also engaged in faculty, staff, and leadership foundational training to support laying the groundwork for the work we have ahead of us. Many teachers also extended this awareness into action by bringing intentional identity and perspective sharing into the classrooms. To address inclusive hiring practices, the Human Resources Department added explicit questions for all ASD applicant interviews that encompass an assessment of understanding for Equity, Diversity, Inclusion and Justice. With the school Accreditation process also underway, ASD envisions that one of the core goals moving forward will be related to increased intentionality and action to ensure Equity, Diversity, Inclusion and Justice for the whole ASD community.

In spite of the challenges and uncertainties that surround us, ASD is well-positioned and eager to continue serving the social, emotional and physical development of our students as we prepare for the 2021-2022 school year.

STRATEGY 4

Community Engagement



We develop and maintain strong partnerships with the Qatari and global community to ensure great opportunities for students and to support delivery of the ASD Mission.

Growing ASD's Community Connection

This year's efforts to engage the community looked very different but also helped to further develop partnerships and to better understand Doha's local offerings. School during a pandemic has had some unprecedented challenges. This time has also presented us with an opportunity to see things differently and do some things differently. This included developing programming with local organizations that was not formally implemented this school year due to the pandemic, as well as supporting the ASD community with new and innovative ideas.

New ASD Director Mr. Steve Razidlo had the opportunity to meet and engage with many of the impressive local and international organizations in Doha. Our biggest partners this academic year and in the midst of the pandemic were the Ministry of Education and the Ministry of Public Health. Health protocols and emergency communication was a vital part of keeping our community safe. In addition to receiving positive reviews from the Ministry for highly effective protocols for cleaning and virus prevention, our Security and Nursing Team facilitated over 3,000 voluntary and emergency response COVID-19 tests to faculty, staff and students.

Enhancing Existing Community Connections

This year in alignment with strategy one, existing partnerships were further developed with numerous groups and organizations to enhance our students' experiences and contribute positively to Doha's service and educational landscape.

The ASD collaboration and planning with the National Library and the Qatar National Museum continued. It is our hope to continue to grow those partnerships to further enhance educational experiences for the entire ASD community. In addition, growing partnerships with American Universities in Qatar were an important focus of Mr. Razidlo's first year transition. We look forward to growing collaboration and programming with Texas A&M, Virginia Commonwealth University, and Georgetown University Qatar.



This year the Athletics and Activities office hosted many virtual competitions in collaboration with the Middle East South Asia Conference (MESAC). Virtual competitions were possible for Academic Games, Speech and Debate and Fine Arts. The end of the blockade also now opens up additional in person opportunities when traveling and hosting MESAC events becomes possible again. The Athletics Director's (AD's) have worked to put together the hosting schedule for the 2021-22 MESAC seasons. Once we are given the go ahead we are ready to once again move forward with all of our MESAC opportunities.

Alumni Connections



This year, Alumni connections were enhanced with the continuation of the Alumni Roundup Newsletter, and ASD Alumni social media platforms and other enhanced partnerships to enhance the student experience. Alumni returned to campus and to meet and speak and reflect on their own experiences at ASD, with new Director Mr. Steve Razidlo. ASD Alumni traditions were also maintained via virtual platforms. For example our annual Alumni visit to provide University/higher education advice, was done via an engaging video. In addition, collaborations with Alumni were integral to continued planning and collaboration with the Qatar National Library, the Supreme Committee and Generation Amazing.

Partnering with Parents



The ASD parent volunteer groups (PTA, Booster, AMA, CAST and Junior Senior Parents) have all contributed to the 2020-2021 school year, utilizing many creative approaches and platforms. Amazingly, each of the volunteer groups contributed greatly to our students' experience while we were still on campus. Because of the strong and vibrant community and commitment of the volunteer groups, our students, faculty and staff were able to have many fond memories of this school year. We are grateful for these groups supporting the school, sports, activities, the arts, culture, and Junior Senior experiences for our students. We are also proud to welcome the newly formed and approved Black Family Heritage Association. Welcome BFHA to the ASD Family, we look forward to great collaborations in the upcoming school year.

Black Family Heritage Association

Partnering with Corporate Sponsors

This year ASD received an innovative donation from Chevron Phillips. Early in the school year 4 outdoor benches made from recycled plastic labeled with the four ASD values arrived. Placed in the Middle School/ High School courtyard, the benches became a welcomed addition as sitting outdoors was a welcomed extension of the classroom during the pandemic for our teachers and students. We also received a generous donation from Chevron Phillips that will continue to support sustainability initiatives, athletics and STEAM. ASD is a better place thanks to sponsors such as Chevron Phillips, ExxonMobil, ConocoPhillips and many more who help engage our community.



STRATEGY 5

Supporting Infrastructure



We advance an effective and efficient infrastructure which supports student learning, facilitates professional staff growth, and encourages community involvement.

A solid operational foundation and infrastructure are necessary to ensure educational excellence. Strategy 5 emphasizes the implementation and ongoing development of the core systems that support the day-to-day stakeholder experience and long-term sustainability of the school. During 2020-2021 the school experienced new challenges as COVID-19 forced us to pivot between on-site and virtual learning platforms. Throughout the year, the school welcomed students on campus with safe and secure protocols that mitigated the risk of disease transmission. Never was the infrastructure and technology backbone more tested and proven than during these times. Throughout the pandemic, the school was able to deliver on its educational platform for students while, at the same time, continuing to operate its back office processes including admissions, finance and human resources.

Admissions and Development

In spite of the continued economic and pandemic challenges, ASD has maintained near-capacity enrollment throughout the 2020-2021 academic year. To achieve this, the Office of Admissions has built upon established relationships with various corporate partnerships, relocation officers, and nursery schools throughout the State of Qatar. In addition, the Office of Admissions has continued to collect, collate, and provide pertinent data which has allowed the Board of Directors and ASD Director to make strategic decisions in order to maintain enrollment and move the school forward. This year, in collaboration with the Lower Elementary School Administration, the implementation of a Pre-Kindergarten three-year-old program was established which will positively supplement our enrollment, as well as serve our current community and corporate stakeholders. Additionally, in order to attract and retain qualified students, the Office of Admissions has continued to work strategically with the Marketing and Communications Department to maintain our global presence through the use of publications, social media, and our school's website. This year has been like no other, with many families displaced due to the pandemic. The school has continued to meet with prospective and incoming families and students to share and celebrate our fabulous school facilities and programs through individualized school tours, led by our Admissions Team and Student Ambassadors, as well as communicate meaningful feedback and provided application assistance, via video conferencing, face to face interactions, phone, and email.

In line with our school-wide sustainability initiative, the Office of Admissions has collaborated with our IT Department to incorporate an NWEA MAP cloud-based screening platform used for candidates entering Grades 2 through 12. The newly implemented platform allows baseline data to be shared and utilized by the classroom teacher and includes other features such as live video

communication, accommodation selections, and other user-friendly testing tools. The Office of Admissions also worked to update our visitor information gathering tool, which now includes the scanning of a QR code. This feature allows visitors to safely enter their information from their own personal handheld device.

Facilities



2020-2021 was the fourth year of our Master Facilities Plan where we continue our move to sustainable practices with upgraded lighting, air conditioning and filtration, sound dampening and flooring.

Additionally, in the wake of the COVID-19 pandemic, ASD invested in our facility to ensure the students, faculty and staff could return to campus in a safe and secure environment. Our community followed strict health and safety protocols in line with local regulations and international best practices. Installation of handwashing stations, hand sanitizers and disinfecting machines throughout the campus, social distancing protocols and increased signage and education kept health and safety at the forefront of stakeholder’s minds. In addition, the school arranged for regular testing of surfaces and air vents to detect areas of concern. All of these efforts were effective in mitigating the transmission of the disease throughout our campus.



Sustainable Finances

As a not-for-profit school, ASD continues to effectively and

efficiently manage its budget while ensuring the quality of the student experience and programs while on campus and virtually with any surplus funds being reinvested into the school programming and facilities. In an effort to support our families and recognize the disruption COVID-19 has caused, for the third year in a row, ASD held tuition flat after a capital fee reduction of 15% in the 2018-2019 school year. In accordance with the recommendations from NEASC visiting committee for accreditation, the school has made a concerted effort to increase its financial reserves to ensure the sustainability of the institution in case of financial emergency.

People



2020-2021 has been a year dedicated to facing challenges and overcoming adversity managing our campus and human resources in an effective manner. The start of the school year saw significant effort to secure entry to the country for both new and returning teachers. As we positioned ourselves to open the school on campus, it was incumbent that we manage workplace health and safety at new levels. Policies, procedures and protocols were developed to reduce the risk of on-campus virus transmission as we managed the wellbeing of vulnerable employees. Similarly, campus-wide hygiene protocols were put in place including mandated PPE usage for all on-campus community members as well as enhanced deep cleaning and sterilization methods.

Additionally, the school dedicated time and resources to better understand and develop school culture from an Equity, Diversity, Inclusion and Justice (EDIJ) perspective. The school has begun a journey to ensure that ASD is a place where the dignity of all our community is respected and celebrated. Whilst recruiting new faculty, we have been intentionally assessing candidate suitability as it relates to working in a school that is on a path to develop its EDIJ culture. Next school year’s hires reflect the most diverse recruitment cohorts as it relates to people of color.

Through investments in physical infrastructure, fiscally prudent policies and development of human resources, ASD’s infrastructure not only remains strong but continues to develop and improve.

Year in Review

2020-2021

Thank you to our major donors and ASD Community Groups whose contributions benefit various schoolwide programs to stay ahead of standard curriculum and allow ASD students to gain an advantage in learning through advanced technology.

Sponsors

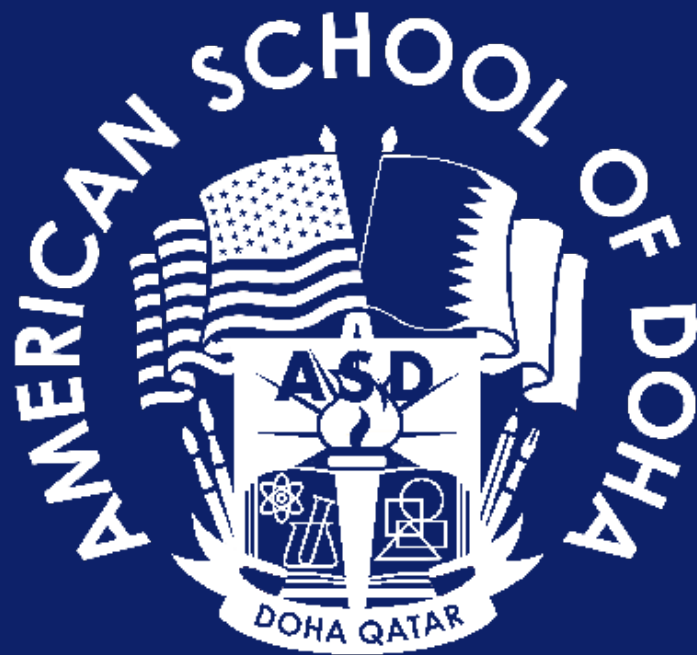


ASD Community Groups



A Welcome to the...





AT THE HEART OF LEARNING

Connect With Us

asd.sch.qa

+974 4459 1511

#ASDoha

