



# STRATEGICALLY SPEAKING

## ANNUAL REPORT JUNE 2022



HONESTY • RESPECT • RESPONSIBILITY • COMPASSION



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## STRATEGICALLY SPEAKING

June 2022



## 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 them 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

# NATALIE BAKER

CHARGÉ D' AFFAIRES, US EMBASSY OF QATAR



Congratulations on the completion of a successful 2021-2022 school year! This was my family's first at ASD and my first as a Board Member, and it was truly a terrific experience for us all. Though we had another year that called for flexibility due to the pandemic, the entire ASD community – students, teachers, staff, and ASD families – continued to demonstrate incredible resilience and strength. Thanks the every one of you, we learned and grew, proving that together, we can face any challenge that comes our way!

To the graduating seniors and your families, congratulations on crossing the finish line! You modeled leadership for the rest of the student body, navigating in-person classroom restrictions and adjustments to schedules with patience and fortitude. We wish you the best and look forward to hearing about the amazing adventures that you will have after graduation.

Thank you to our intrepid school director, Steve Razidlo, for your stalwart leadership and guidance. You have led us through the challenges and uncertainties of the last few years with optimism and hope and have brought us back to a place where we can meet in-person, gather once more as a community, and look forward to the excitement of the year to come.

I also want to express profound appreciation to the faculty, staff, parent volunteers, and Board of Directors. Thank you to Board Chair, Julio Tamacas, for your tireless commitment to ASD's excellence and your service to the ASD community. Your support has been invaluable to our students and to ensuring that ASD models and lives by the values and principles set forth in our Mission statement. Thanks to you, ASD continues to inspire and empower our students to become positive, active global citizens.

As the school year comes to a close, we will say a sad farewell to Dave Albanese, who will be stepping down from his position on the Board after being involved since 2016! Dave has chaired the Board of Directors' Personnel and Governance Committee, impacting critical decisions regarding ASD's hiring and governance policies. As an ASD parent and professional educator, Dave brought expertise, love, and leadership to the Board and invested his time and energy to ensuring that ASD remains an exceptional learning environment. Thank you, Dave, for your service

to ASD and the Board and your thoughtful guidance during the Board's deliberations. We will all miss your warmth, humor, and camaraderie!

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 dynamism 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. The Embassy is committed to ensuring that ASD models its values, hires and retains the best faculty, and offers the best possible learning environment to our students in Qatar.

I look forward to continuing to serve as the Ambassador's Representative to the Board of Directors next year, as we continue to support ASD's role as a pillar of Qatar's educational system. Thank you to the director, faculty, Board, and Trustees for welcoming me and my family during our first year in Doha.

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. As a non-profit institution, ASD relies on your financial support to help us provide state-of-the-art resources, technology, and infrastructure for our students.

We have an exciting year ahead, as Qatar hosts the 2022 FIFA Men's World Cup! The 2022-2023 promises to be just as eventful, as we look forward to returning to in-person schooling and other community activities. ASD will be ready to welcome all our students back in a safe environment this August.

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

Regards,  
**Natalie Baker**



A Message from

# JULIO TAMACAS

CHAIR, ASD BOARD OF DIRECTORS



Dear ASD Community,

First of all, please allow me to offer thanks to all families, to our Board of Directors and Board of Trustees, to our Corporate Sponsors and finally to our faculty, leadership team and staff for your dedication, perseverance, and success in what has been a third consecutive school year affected by a global pandemic. From my perspective as ASD Board Chair, it is with relief and optimism that we are finally moving past the pandemic stage of Covid-19. Qatar and the rest of the world now have the tools to manage what is likely to be a long-term endemic. Our Board discussions and meetings have tried all year to keep our view over a longer horizon and looking to move through and past the realities all of us have experienced in connection with ASD.

One of the important Board priorities this year has been to work with our community to accomplish revision of the ASD foundational statements. The Identity Statement, the Vision and Mission, and the schools Values have all been reviewed with great help from members of our greater community. We offer sincere thank you to all who took part in our year-long process.

In many ways our Board work this year has been to encourage and support the school's move to a less restrictive school environment while taking care of our students. In partnership with our host country Qatar's health and education officials, we have worked to secure as much face to face learning as possible. We supported the administration fully in restoring other activities and community events to add fun and a sense of community back to our school year.

Our focus on moving beyond Covid-19 also included support for review of the school's HR policies and frameworks for recruiting and retaining the best possible staff. Board planning also included reviews of administrative succession, FIFA World Cup calendar planning, NEASC re-accreditation, and essential review of academic benchmarks. It is our plan next year to compliment the accreditation recommendations and administrative priorities with additional external review of ASD to assure that as we emerge from this historic time we are paving the way for future Boards to assure the continuous improvement and future viability of American

School of Doha. We know ASD is a great school, and believe we will move forward and become even better.

I speak for all ASD Board members when I mention we are thankful for the successful opening of PreK3 programming, for the overall stability of our school enrollment, and for our continued partnerships with Corporate Sponsors and for the strong and supportive partnership with the United States Embassy.

Lastly, I would like to share with our community that the 2021-2022 school year will be my last year serving the ASD Board. My family including Iliana and Matias will be relocating to the United States. We are excited about our coming move, and we will take many fond memories of ASD and our life in Qatar with us. "Once a Dragon, Always a Dragon!" comes to mind. After consultation with the Trustees, I have agreed to stay on as ASD Board Chair until a new Chair can be elected and affirmed as soon as the school year starts.

We are proud of our community, proud of our 2021-2022 accomplishments and look forward to an open, exciting, and fantastic 2022-2023!

Sincerely,  
**Julio Tamacas**

## 2021-2022 Board of Directors

Julio Tamacas (Chair)

Dr. Shaikha Al-Jabir (Vice Chair)

Bader Al Mana

Nasser Marafih

Aarij Wasti

Khalifa Al Rayes

Traci Hernandez

Alexandra Lisowski

David Albanese

April Toxey

Tarek Saad

 **ASD Board Members' Visit  
to the Education City Stadium**





A Message from

# STEVE RAZIDLO

DIRECTOR, AMERICAN SCHOOL OF DOHA



The 2021-2022 academic year has been, overall, a 'returning' to face to face instruction, dynamic student achievement, and active planning for the post pandemic future of ASD as the premier educational leader in Doha and a world-class international school.

Learners started the school year in a hybrid model of learning, but in early October were allowed to return to fully opened classrooms. This return to face-to-face schooling followed national protocols established by the Ministry of Public Health and the Ministry of Education and Higher Education. Despite pivots back and forth to other modes of operation, by April many of the Covid-19 restrictions began to fall away, allowing us to finish the year with a flourish of 'in-person' events previously not possible during the worst months of the pandemic.



Months of face to face instruction has provided students – especially in the elementary divisions – renewed opportunity to achieve gains in reading and mathematics at rates matching our school's historical, pre-pandemic levels. Importantly, students of all divisions also returned to more predictable patterns of social and emotional development. Watching students on the fields outside my office door, where recess and massive socialization occurs every day, was daily proof that coming to school and being with other children is healthy and supportive of student well-being.

Our work this year included strategic review and revision of ASD's foundational documents inclusive of Identity Statement, Vision, Mission, and Values. We thank the ASD Board of Directors and ASD Board of Trustees for their support of an inclusive and year-long process. Over one thousand members of the ASD community took part in World Cafe, survey, and task force events leading us to newly revised statements which have now been approved by our ASD Board.

New England Association of Schools and Colleges (NEASC) Accreditation also drove much of the work of continuous improvement this year; NEASC re-accreditation (five year approval) was awarded in January. From our accreditation plan and their subsequent report, we have worked to restore and renew collaborations between and amongst educators. Our year-long focus has been to successfully return professional focus and attention to the primary questions and the collaborative structures which guide our work:

**What do we want students to know and/or be able to do?**

**How will we know that they know it?**

**What do we do when students do not know or understand?**

**What will we do when students already know or understand?**

Similarly, return to regularly standardized assessments (DRA's, MAP, AP/IB) this year has been an essential focus coming out of the pandemic. It is noteworthy that ASD continues to expand the number of students tackling our most rigorous curriculum – Advanced Placement and International Baccalaureate. 2021-2022 marks the highest totals ever (288 students sitting for 566 exams) in sheer number of AP tests taken. As the world returns to on-campus education, ASD students and families continue to successfully engage at the highest levels.

Equity, Diversity, Inclusion, and Social Justice topics were another intentional focus point. ASD's work to audit curriculum and text collections, to revise Board policies and administrative procedures, and to better support student, staff and family sense of belonging at ASD continues. In each of the four divisions teacher teams have made strides as a result of our greater charge to

‘Engage Voices ... Honor Dignity.’ In each of our divisions much work remains, and finding balance and clarity within our unique local context is still at times difficult and challenging. Staffing philosophy and HR policies on recruitment and retention have been revised through an EDIJ lens. This year a diverse team of faculty, support staff, administration, and Board members took part in Diversity and Inclusion training shared with a great number of other international schools. Our themes – policy revision, pointed attention at recruitment and retention, and demographic self-study – are common to all of the participating schools. We are committed to self reflection and growth in this arena, and will sustain our efforts year on year going forward.



Attaining greater unity across divisions has also been a concerted aim in the arena of Learning Support and English as an Additional Language. Child protection training and security improvements have also been reviewed with regard to commonality and unity across the whole of our school.

The stage is set to work with our ASD Board and Trustees to take important learning and self-reflection forward next year. We have planned actively and intentionally to be fully open! We thank all of our parents and larger ASD community for the continued support and help during the 2021-2022 school year.

Sincerely,  
**Steve Razidlo**

## THE FIVE STRATEGIES



### STRATEGY ONE

Positive, Active  
 Global Citizens

1



### STRATEGY TWO

Intellectual  
 Development

2



### STRATEGY THREE

Personal  
 Development

3



### STRATEGY FOUR

Community  
 Engagement

4



### STRATEGY FIVE

Supporting  
 Infrastructure

5



## STRATEGY ONE

### 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.



#### Reconnecting and Rebuilding as a Community

Despite the lingering challenges of the pandemic, ASD had a successful year reconnecting and rebuilding its strong learning service program across the school. The gradual reduction of safety protocols allowed for increased in-person collaboration between divisions, which resulted in some exciting and impactful service projects. The ASD community also demonstrated its compassion in response to global events to support refugees from war-torn countries like Afghanistan and Ukraine. There still remains work to be done, but as ASD moves forward with a new mission, it is clear that helping students to become positive, active global citizens will remain a commitment for years to come.

To support learning service across the school the Global Citizenship Fund continued its work of offering grants to students and faculty to cover service project start-up costs. The Global Citizenship Committee also worked to streamline the application process, creating a new [Learning Service Portal](#) that makes it easier for students and teachers to plan a project, get approval, and apply for grant funding if needed. Over the course of the year the Fund supported ten different projects including representation from every division. Below are a few highlights.

In Lower Elementary there was collaboration with High School students from the National Honor Society to conduct a Read-a-thon. This annual project raises funds for ASD's sister school in Tanzania and gives our students an opportunity to learn about the importance of quality education for all children, which is one of the UN Sustainable Development Goals. This year Pre-K students took the project a step further, making cards and bookmarks to deliver to Tanzania along with a collection of used books, which was personally delivered by Pre-K teachers over break.

In Upper Elementary the Effect Club built on past Global Citizenship grants funding outdoor garden spaces by partnering with High School students to expand the garden initiative and improve the Koi Pond Garden outside of the UES Science Lab. Working together, High

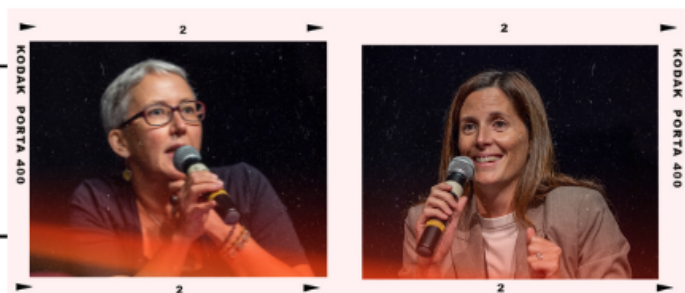
School and Grade 5 students learned about biodiversity and how to compost, in preparation for next year. With additional garden boxes and composting materials, this sustainability collaboration is ready to grow!

The Middle School continued its long-term support for the Memory Project, which delivers handmade portraits to refugee children in war-torn parts of the world. This year the MS students in our 2D Art class created portraits for children in Cameroon who are living in a conflict zone there. Funding from a Global Citizenship grant helped deliver these portraits to the children, who expressed their joy and excitement in a [video](#) shared with ASD. This project continues to be a creative way for students to learn about the challenges and inequalities different children face, as well as giving them an opportunity to make a positive difference in their lives.





Distinguished women in Science during the Picture a Scientist Women's Forum



The High School's learning service program continued to grow with now-familiar offerings such as the Compassion Conference and the Service Speaker Series, both of which give high school students the opportunity to connect with change-makers and learn how NGO's and youth work to make a positive difference. A new opportunity this year included the Picture a Scientist Women's Forum. This event included a screening of the award-winning documentary, as well as a panel discussion featuring several distinguished women in science. The Women's Forum provided our students with a unique chance to learn about the experiences of women pursuing scientific careers and the barriers they face.

This is her last year at ASD, but she is leaving behind a legacy that will continue to help our students learn to be positive, active global citizens for years to come. Thanks to her leadership the all-school Global Citizenship Committee resurrected funding to support service projects, as well as creating a cohesive framework for learning about service, based on the UN Sustainable Development Goals. Mary leaves behind growing service opportunities and increased student engagement in all divisions - thank you Mary for your leadership!

### Tapping into Teacher Leadership

The growth of ASD's learning service and sustainability programs would not have been possible without the incredible support of teacher leadership. Since 2018, High School science teacher Mary May has also taken the lead as ASD's Global Citizenship Coordinator.

Looking to the future, ASD has also announced the appointment of Upper Elementary teacher Lilli Lucas as ASD's next Sustainability Coordinator. Lil will be building on the previous work of the Sustainability Committee to continue pushing our community to go green. One of her main goals will be renewing ASD's Green Flag Award, which ASD first earned in 2019. We look forward to Lil's leadership in this area.



This year, LES Teachers Maria Chaplin and Sweta Agrawal delivered literacy training requested by the St. Pius School.

## STRATEGY TWO

### 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.



#### Teaching and Learning: The COVID-19 Experience

The 2021-22 school year has been the most unique to date. In response to the pandemic, our community of Learners (students, teachers, parents) experienced three different modes of teaching and learning over the course of the school year:

- **Hybrid Learning:** Our population of learners were identified as “A” or “B” and physically attended school five days out of a ten day cycle on their designated “A” day or “B” day. On the days the learners were not in physical attendance, they tended to their learning virtually; in many cases “Zooming in”.
- **TENEEN Virtual School (TVS):** ASD also experienced stretches of time where the learning was provided strictly in a virtual capacity without any student learners on campus. The TVS mode of learning was experienced both synchronously and asynchronously.
- **Student on Campus (SoC):** Finally! ASD reached a point where the school was able to invite all learners back to campus, reuniting the “A”s and the “B”s in one common (socially distanced) space.



Several of our learners shared their thoughts and views regarding the various modes of learning, highlighting new elements of vocabulary or shared social and academic observations they experienced. Below are quotes from ASD’s learners collected over the course of the school year as learners responded to inquiries related to the various modes of teaching and learning.

#### In response to Hybrid Learning:

- “I am “A”. I never get to see Sami because he is “B” but I saw him on Zoom.” ( Lower Elementary School learner)
- “I had a really cute outfit on and only half my class saw it! That is just wrong!” (High School learner)
- “Today there were like 4 kids in Science. It’s just awkward”. (Middle School learner)

#### In response to TENEEN Virtual School (TVS):

- “I’ve gotten pretty skilled at creating differentiated BreakOut rooms.” (High School teacher)
- “I pretty much wear pajamas all day everyday. At least I am comfortable.” (Middle School learner)
- “I actually know and fully understand exactly what synchronous and asynchronous mean. It’s like these weird new vocabulary words we use to talk about learning”. (Upper Elementary School student)

#### In response to Student on Campus (SoC):

- “Did you know Raya is in my class? She’s my best friend!” (Lower Elementary School learner)
- “Finally! I love my cat but she is nonstop all over me when I am trying to learn from home.” (Upper Elementary Student)
- “I never thought I would actually be begging to go to school every day but I am and it feels amazing to be back”. (Middle School learner)
- “We’ve had so many ‘first day of school’ experiences this year. Having everyone back is the best and I hope it will last. I just want a normal high school experience whatever that means and I say that because I literally have no idea.” (High School learner)

ASD was thrilled to end its 2021-22 school year, for the first time in years, with all of our learners on campus. Whether masked or unmasked (selected by personal choice) it felt like an incredible gift to end the school year with all of our Dragons in our ASD home...right where we belong!



Re-accreditation from NEASC earned through the ACE protocol is an incredible honor and achievement for ASD.

## PACT and Professional Learning Communities (PLCs)

Professional and Collaborative Time (PACT) has been a well-established practice at ASD where our student learners depart the ASD campus at 12:30pm each Tuesday to allow for teachers and leaders to engage in PACT. PACT has traditionally been in place as a means of allowing explicit time for teachers to collaborate together with the outcome of enhancing teaching practices, instructional planning, and assessing student learning. While these practices remain important and relevant ongoing work, as an additional enhancement to the PACT framework, this school year ASD implemented a dedicated time within PACT to engage in “Professional Learning Communities” (PLCs). This implementation of PLCs is a follow-up and response to the ACE Accreditation Major Learning Plan called “Inclusivity and Belonging”. Inclusivity refers to actively ensuring that all learners have equitable access to the curriculum and can both achieve and excel with the teaching and learning offered at ASD. The PLC process, as provided by Solution Tree (a leading educational company from the USA) offers a “PLCs at Work” approach that empowers educators to work both intentionally and collaboratively in recurring cycles of collective inquiry and engage in action research to achieve better results for the learners we serve. This is an exciting enhancement to our current PACT structure that has potential for an immediate impact on student learning.



## New England Association of Schools and Colleges (NEASC) Accreditation

The American School of Doha began its re-accreditation journey in the Fall of 2019. This particular accreditation experience, using the “ACE” protocol, was new to ASD. The ACE approach is a level of accreditation reserved for “high functioning, high quality” schools who exhibit evidence (externally determined) that the school has a clear conceptual understanding of learning; is committed to a transformational process; will embrace a capacity for change and can show the competence to achieve it. ASD was thrilled to be selected for this high-level accreditation opportunity and embraced the ACE journey.

While some of the ACE accreditation journey was revised due to COVID-19 restrictions, the rigor of the ACE protocol experience did not change. ASD welcomed the initial review (conducted externally by NEASC), engaged in the yearlong internal reflection phase (an entire ASD community effort), which also included identifying “Major Learning Plans” to move forward with; and experienced the External Review Visit (conducted in October 2021 by NEASC) to assess accreditation status. ASD was thrilled to learn in January 2022 that ASD had earned accreditation status from NEASC with successful completion of the ACE Learning approach.

The ACE learning accreditation process provided a framework that extended beyond the traditional accreditation process that typically affirms the school’s mission and vision through the submission of a lengthy report. The ACE experience offered an “all hands on deck” experience that is a research-based approach grounded in Foundational Standards and Learning Principles. This newer approach to accreditation is one that prioritizes teaching and learning as the foundation of all that a school does academically and operationally, additionally promoting deeper levels of learning ultimately resulting in better preparing learners for life.



At the heart of the “PLC at Work” process are four critical questions that drive the daily actions of every team member:

1. What do we want our students to learn? (very clearly, as a team prior to the start of a new unit of study, identifying the specific content, skills and behaviors we expect our learners to know and be able to do).
2. How do we know they have learned? (the team engaging in the collective construction of common formative and common summative assessments and using protocols for analyzing the data gathered from the formative assessments to attain evidence about specifically where each learner is at)
3. How do we respond if they are not learning? (teacher teams use the evidence gathered to engage in protocols for identifying what the learning barriers might be and how to take explicit action to support ensuring learners do master what is expected in a timely manner prior to the summative)
4. How do we respond if they have already learned what was taught? (teacher teams use the evidence gathered to engage in protocols for identifying and creating meaningful acceleration to ensure the learning continues forward; not more work but instead deepening the work)

Through PLCs, ASD is actively building a stronger collaborative culture that emphasizes collective inquiry, action research, and continuous learner improvement.

While PLCs are a new enhancement to ASD’s PACT structure, ASD is committed to continuing to build capacity for implementing the PLC at work process to ensure our ASD learners engage with a high quality and equitable learning experience.

## Faculty, Staff and Leadership Professional Learning

While the ongoing disruption of COVID-19 continued to halt traditional practices of engaging in professional learning experiences beyond the ASD campus, the continued evolution of innumerable online professional learning opportunities to enhance professional growth and development remained readily present. As a result, ASD continued to offer a robust Professional Learning (PL) program to our faculty, staff and leaders.

Among one of the celebrations of professional learning was a Near East South Asia (NESA) 6-month learning series offering called, “Advancing the Work of Anti-Racism, Equity, Inclusion, Belonging and Social Justice in International Schools”. ASD was represented in this learning with 18 actively involved participants that consisted of ASD Faculty, Staff, Board, and Leadership Team members. This learning experience additionally hosted participants from well over 20 other international

schools. The purpose for NESAs offering this particular learning experience and bringing so many international schools together was a response to the increased global conversations and deep desire to be better at advancing equity in international schools. The learning focused on developing more systemic approaches to create and sustain equitable practices, policies, plans and support systems. While the work was not a “how-to” prescription, it provided an important platform for thinking about and talking about our community of learners (adult and student) and how to best engage voices, honor dignity and advance equity. Among the learning and conversations spanning over 20 MESA school communities, the following topics took center stage:

1. Committing to taking time to carefully examine the curriculum with a lens of better engaging in practices of Culturally Responsive Teaching and Learning. This means engaging in deep intentionality for knowing and understanding Learners’ cultures, languages, beliefs, life experiences to create a learning experience that is relevant and meaningful to each Learner.

2. Engaging in learning about the concept of “White Supremacy” with an expanded lens to recognize it and therefore begin to dismantle it; acknowledging this as a structural construct that extends far beyond the overt images that come to mind and how the more covert aspects are what continues to benefit and favor white people over People of Color. This structure is deeply embedded in many systems, including international schools.



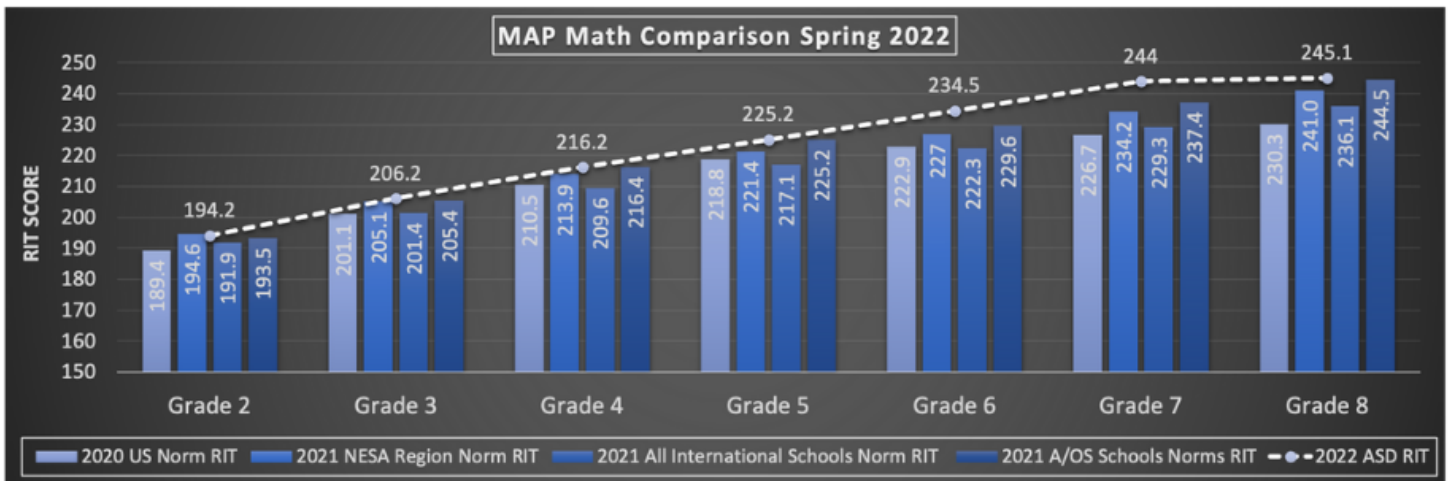
3. The need to revisit and revise hiring Policies and Practices to ensure the development of a diverse array of Faculty and Leaders, recommending that schools hone in on ensuring that student learner diversity is better matched with teacher and leader diversity. In other words, better examining how and where our Learners see themselves in the people supporting their learning journey and responding by hiring talented, diverse individuals that represent this.

4. The importance and relevance of collecting Demographic Data as an essential element of better knowing and understanding and therefore actively supporting the community we serve. Using such data to identify exactly who our Learners (students, faculty, staff, parents) are and how we are ensuring they feel seen and included in our ASD community.

This important learning was just a start to a lifelong journey of continued growth, development and action that ASD is committed to. This ongoing journey also readily aligns with the ACE Accreditation report that highlighted an emphasis for ASD to continue to support continued learning and action for bettering Equity, Diversity, Inclusion and Social Justice (EDIJ) at ASD.

## Measure of Academic Progress (MAP) Test

ASD's learners in Grades 2-8 engaged in the consistent historical practice of engaging with the Measure of Academic Progress (MAP) tests in Literacy and Math. For the 2021-22 school year, this testing took place in Fall 2021, Winter 2022, followed by a final testing in Spring 2022. This is the first year that ASD engaged in this external benchmark testing three times in the school year, as opposed to the traditional two times. The purpose for the additional Winter 2022 test was in response to the pandemic and the concern for fragmented learning experience of Learners transitioning across three different modes of teaching and learning (hybrid, TVS, face-to-face). By adding an additional assessment data point, ASD was better able to see both growth and achievement and therefore respond to the needs accordingly.

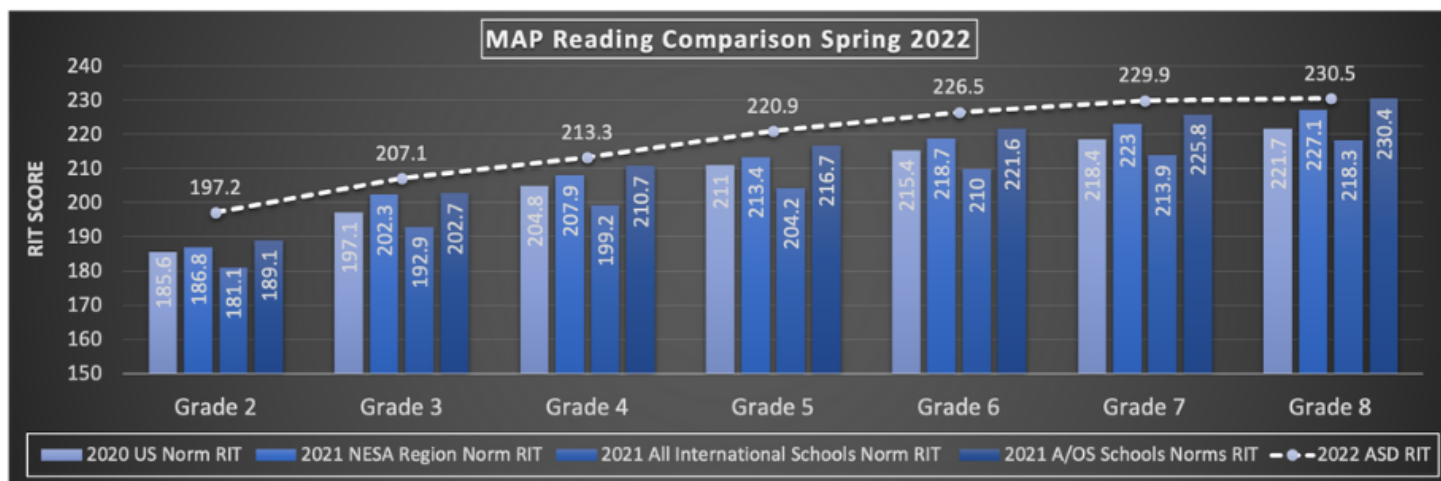


MATH					
Grade	2022 ASD RIT	2020 US Norm RIT	2021 NESA Region Norm RIT	2021 All International Schools Norm RIT	2021 A/OS Schools Norms RIT
Grade 2	194.2	189.4	194.6	191.9	193.5
Grade 3	206.2	201.1	205.1	201.4	205.4
Grade 4	216.2	210.5	213.9	209.6	216.4
Grade 5	225.2	218.8	221.4	217.1	225.2
Grade 6	234.5	222.9	227	222.3	229.6
Grade 7	244	226.7	234.2	229.3	237.4
Grade 8	245.1	230.3	241.0	236.1	244.5

# MAP Testing



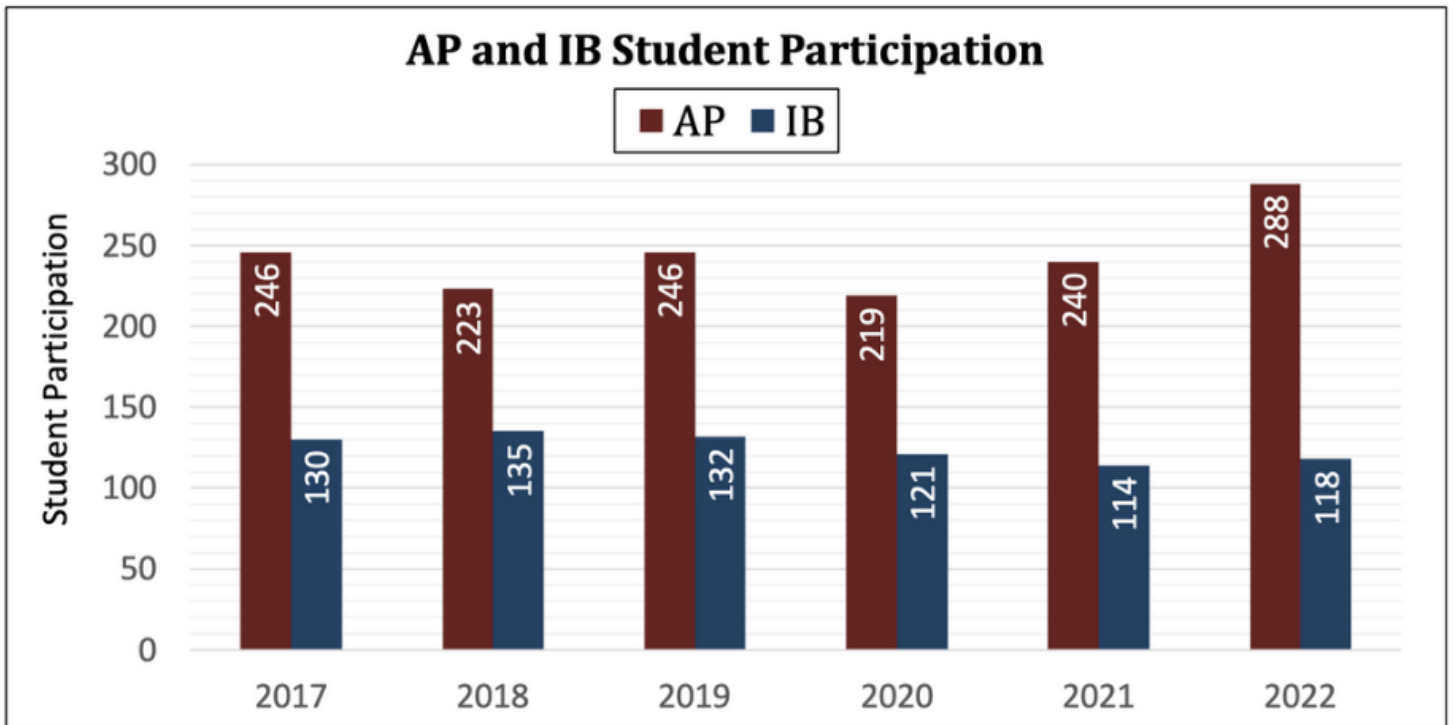
Through the MAP, Learners were tested in both Reading and Math. The provided MAP comparison graphs show ASD RIT scores compared to the United States RIT norms, the NESAs region RIT norms, International School RIT norms, and all Overseas School (A/OS) RIT norms.



READING					
Grade	2022 ASD RIT	2020 US Norm RIT	2021 NESAs Region Norm RIT	2021 All International Schools Norm RIT	2021 A/OS Schools Norms RIT
Grade 2	197.2	185.6	186.8	181.1	189.1
Grade 3	207.1	197.1	202.3	192.9	202.7
Grade 4	213.3	204.8	207.9	199.2	210.7
Grade 5	220.9	211	213.4	204.2	216.7
Grade 6	226.5	215.4	218.7	210	221.6
Grade 7	229.9	218.4	223	213.9	225.8
Grade 8	230.5	221.7	227.1	218.3	230.4

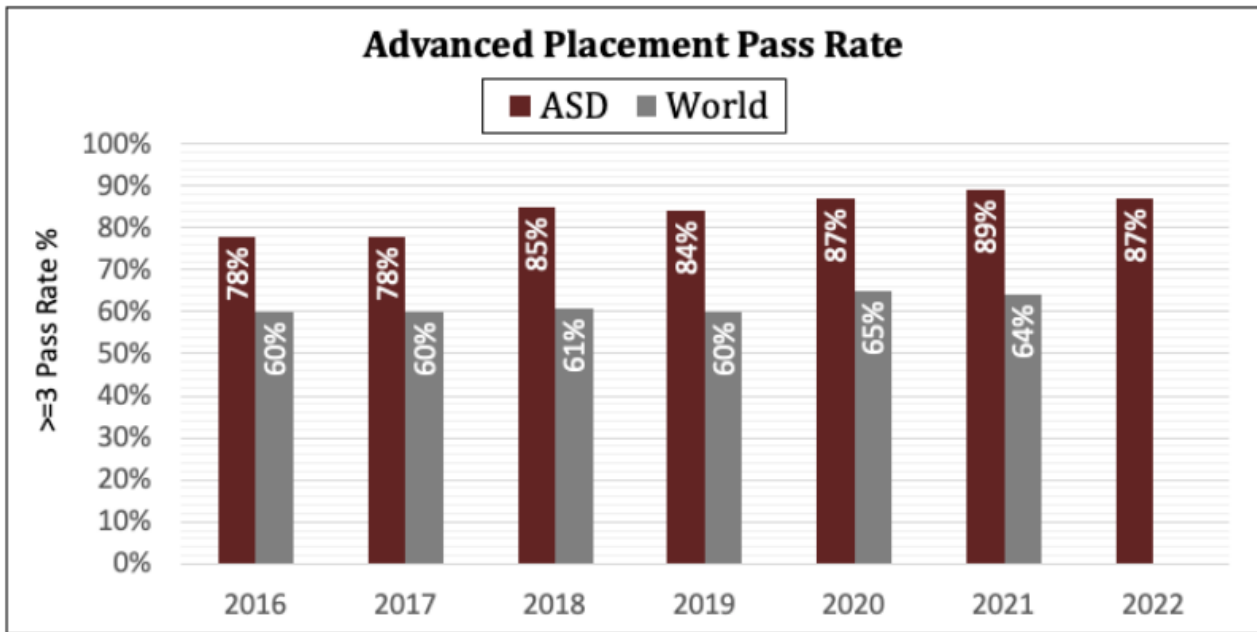
## Advanced Placement (AP) and International Baccalaureate (IB)

The following 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.

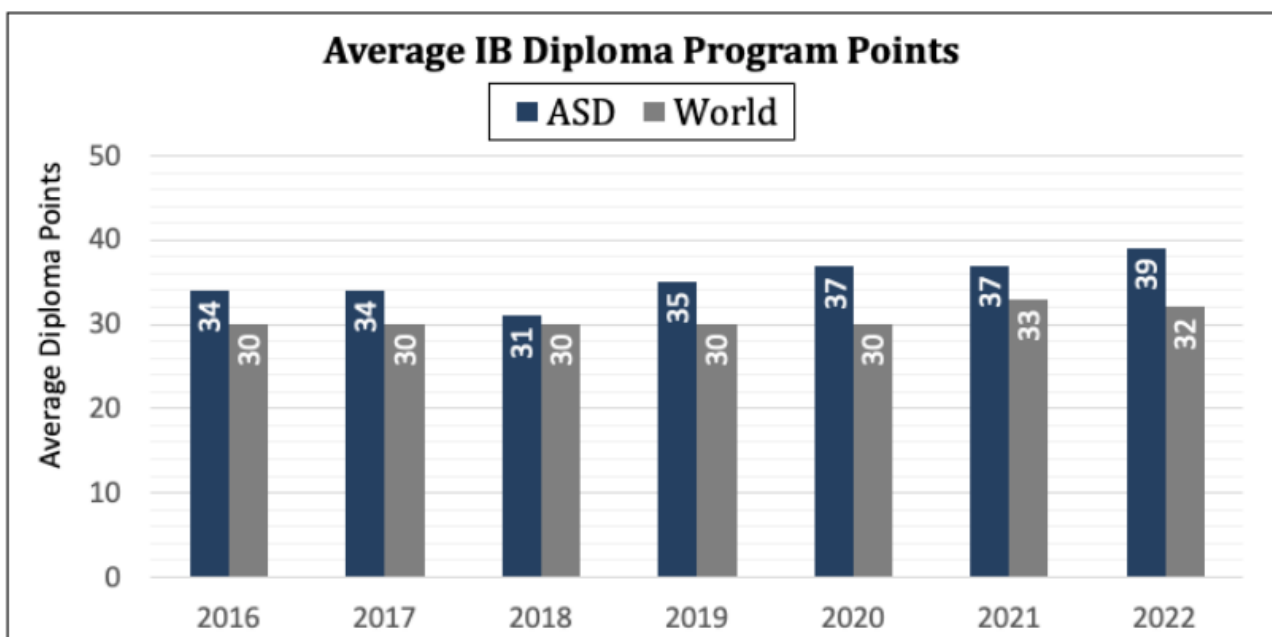


ASD AP/IB Student Participation						
	2017	2018	2019	2020	2021	2022
AP	246	223	246	219	240	288
IB	130	135	132	121	114	118

The second graph shows a six-year view of the total IB Diploma score earned by ASD students as compared to the global average.



AP >=3-Pass Rate		
Year	ASD	World
2016	78%	60%
2017	78%	60%
2018	85%	61%
2019	84%	60%
2020	87%	65%
2021	89%	64%
2022	87%	



Average IB Diploma points received							
	2016	2017	2018	2019	2020	2021	2022
<b>ASD</b>	34	34	31	35	37	37	39
<b>World</b>	30	30	30	30	30	33	32

# Class of 2022 University Acceptances

## UNITED STATES



- Adelphi University
- American University
- Angelo State University
- Arizona State University Campus Immersion
- Auburn University
- Ball State University
- Barry University
- Baylor University
- Boston College
- Boston University
- Brigham Young University
- Brown University
- Bryn Mawr College
- California College of the Arts
- California State University-Northridge
- Carnegie Mellon University
- Case Western Reserve University
- Central Michigan University
- College of Charleston
- Colorado Mesa University
- Colorado School of Mines
- Colorado State University-Fort Collins
- Columbia University In the City of New York
- Cornell University
- CUNY Brooklyn College
- Dartmouth College
- DePaul University
- Drexel University
- Duke University
- Duquesne University
- Embry-Riddle Aeronautical University-Daytona Beach
- Embry-Riddle Aeronautical University-Worldwide
- Emerson College
- Fairleigh Dickinson University-Florham Campus
- Florida International University
- Fordham University
- Franklin and Marshall College
- Furman University
- George Mason University
- George Washington University
- Georgetown University
- Georgia Institute of Technology-Main Campus
- Georgia State University
- Gonzaga University
- Hofstra University
- Hollins University
- Howard University
- Illinois State University
- Indiana University-Purdue University-Indianapolis
- Ithaca College
- James Madison University
- King University
- Lehigh University
- Lewis & Clark College
- Liberty University
- Long Island University
- Louisiana State University and Agricultural & Mechanical College
- Loyola University Chicago
- Lynn University
- Merrimack College
- Miami University-Oxford
- Michigan State University
- Michigan Technological University
- Minnesota State University-Mankato
- Missouri State University-Springfield
- Missouri University of Science and Technology
- New Jersey Institute of Technology
- New York Institute of Technology
- New York University
- North Carolina State University At Raleigh
- Northeastern University
- Northern Arizona University
- Northwestern University
- Ohio State University-Main Campus
- Ohio University-Main Campus
- Oregon State University
- Pace University
- Pennsylvania State University-Main Campus
- Pennsylvania State University-World Campus
- Purdue University Northwest
- Purdue University-Main Campus
- Regis University
- Rochester Institute of Technology
- Rutgers University-New Brunswick
- Rutgers University-Newark
- San Diego State University
- San Francisco State University
- Santa Clara University
- Savannah College of Art and Design
- Seton Hall University
- Simmons University
- Southern Illinois University-Edwardsville
- Southern Methodist University
- Stanford University
- Stevens Institute of Technology
- Stony Brook University
- Suffolk University
- SUNY College of Agriculture and Technology At Cobleskill
- SUNY Maritime College
- SUNY Westchester Community College
- Syracuse University
- Temple University
- Texas A & M University-College Station
- Texas Tech University
- The New School
- The University of Alabama
- The University of Tampa
- The University of Tennessee-Knoxville
- The University of Texas At Arlington
- The University of Texas At Austin
- The University of Texas At Dallas
- The University of Texas At San Antonio
- Tufts University
- University of Arizona
- University of California-Berkeley
- University of California-Davis
- University of California-Irvine
- University of California-Los Angeles
- University of California-Riverside
- University of California-San Diego
- University of California-Santa Cruz
- University of Colorado Boulder
- University of Connecticut
- University of Dallas
- University of Dayton
- University of Delaware
- University of Denver
- University of Florida
- University of Georgia
- University of Houston
- University of Houston-Clear Lake
- University of Illinois Chicago
- University of Illinois Urbana-Champaign
- University of Iowa
- University of Kansas
- University of Kentucky
- University of Louisville
- University of Maine
- University of Maryland-College Park
- University of Massachusetts-Amherst
- University of Massachusetts-Boston
- University of Massachusetts-Lowell
- University of Miami
- University of Michigan-Ann Arbor
- University of Minnesota-Twin Cities
- University of Missouri-Kansas City
- University of Nevada-Las Vegas
- University of New Hampshire-Main Campus
- University of North Carolina At Chapel Hill
- University of North Carolina At Charlotte
- University of North Texas
- University of Oregon
- University of Pennsylvania
- University of Pittsburgh-Pittsburgh Campus
- University of Rochester
- University of San Diego
- University of San Francisco
- University of South Carolina-Columbia
- University of South Florida
- University of Southern California
- University of Utah
- University of Vermont
- University of Virginia-Main Campus
- University of Washington-Seattle Campus
- University of Wisconsin-Madison
- Utah State University
- Vanderbilt University
- Vanguard University of Southern California
- Villanova University
- Virginia Polytechnic Institute and State University
- Virginia Commonwealth University Qatar
- Wake Forest University
- Washington State University
- Washington University In St Louis
- Wayne State University
- William & Mary
- Winthrop University
- Worcester Polytechnic Institute
- Wright State University-Main Campus
- Yale University

## UNITED KINGDOM



- Bristol, University of the West of England
- Cardiff University
- City, University of London
- Durham University
- Imperial College London
- King's College London, University of London
- Liverpool John Moores University
- London Metropolitan University
- Loughborough University
- Manchester Metropolitan University
- Nottingham Trent University
- Queen Mary University of London
- Richmond, the American International University In London
- Soas University of London
- The University of Edinburgh
- Ucl (university College London)
- University of Bristol
- University of Glasgow
- University of Greenwich
- University of Kent
- University of Leeds
- University of Liverpool
- University of Manchester
- University of Nottingham
- University of Oxford
- University of Reading
- University of Richmond
- University of Sheffield
- University of St Andrews
- University of Surrey
- University of the Arts London
- University of Westminster, London

## DENMARK



- Copenhagen Business School
- University of Copenhagen
- University of Southern Denmark

## UAE



- American University In Dubai
- University of Birmingham Dubai

## SWITZERLAND



- Ecole Polytechnique Federale de Lausanne
- Glion Institute of Higher Education

## BAHRAIN



- Royal College of Surgeons In Ireland - Medical University of Bahrain

## CANADA



- Carleton University
- Concordia University
- Dalhousie University
- McGill University
- McMaster University
- Queen's University
- Ryerson University
- Saint Mary's College
- Simon Fraser University
- The University of British Columbia
- The University of British Columbia - Okanagan
- The University of Winnipeg
- Trent University
- University of Alberta
- University of Calgary
- University of Ottawa
- University of Toronto
- University of Waterloo
- University of Western Ontario
- Western University
- Wilfrid Laurier University
- York University

## QATAR



- Carnegie Mellon University Qatar
- Georgetown University Qatar
- Northwestern Qatar
- Texas A&M Qatar
- Weill Cornell Medical College Qatar

## LEBANON



- American University of Beirut
- Lebanese American University
- University of Balamand

## INDONESIA



- Bandung Institute of Technology

## FINLAND



- Hame University of Applied Sciences

## FRANCE



- School of International and Political Studies

## GERMANY



- Jacobs University

## NETHERLANDS



- Eindhoven University of Technology
- Erasmus University Rotterdam
- Leiden University
- Maastricht University
- Technical University of Delft
- The Hague University of Applied Sciences
- Tilburg University
- University of Amsterdam
- University of Groningen
- University of Twente
- Utrecht University
- Vrije Universiteit Amsterdam

## SPAIN



- Ceu San Pablo University
- Ie University - Madrid Campus
- Universidad de Navarra
- University Ceu Cardenal Herrera
- University of Valencia

## IRELAND



- National University of Ireland Galway
- Trinity College Dublin, the University of Dublin

## NEW ZEALAND



- University of Canterbury

## BELGIUM



- Group T-International University College Leuven

## ITALY



- Universita Bocconi

## JAPAN



- Temple University, Japan Campus

## MALAYSIA



- ACurtin University



## STRATEGY THREE

### 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.



Although the pandemic continued to create obstacles throughout the school year, much of the uncertainty and difficulty that closed out the last two years began to turn into opportunities in 2021-22. Largely, these opportunities existed in the forms of rebuilding relationships and emerging from the isolation that has come to define the pandemic. Across the school, we were eager to rekindle relationships and get back to routines that sustained us before COVID-19 interrupted our lives. In order to support this return to normalcy, it was more important than ever that 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.” This strategic effort took many different forms in the four divisions that comprise ASD as we sought to support the wellbeing of both students and adults across our community.

In the High School, social and emotional wellbeing took center stage as we reconnected in Advisory groups starting in August. Advisory lessons keyed on resilience and relationships, both critical themes that have guided our return to wellness. As governmental restrictions allowed, PE classes eased back up to full throttle, while High School activities and athletics returned to near-normalcy, culminating in Season 3 Athletics competitions with familiar MESAC partners in Dubai in April. All of this took place against the backdrop of continued efforts to address Equality, Diversity, Inclusion and Justice (EDIJ), as well as Service in the High School.

This year, the High School created three new faculty coaching positions to identify how we can more intentionally embed topics and lessons in the areas of service and EDIJ across our curriculum, both in Advisory and in various subject areas. By the second semester, these coaches were leading coaching cycles with teachers to ensure that critical topics in these areas were not just identified, but enacted in the classroom. Unquestionably, our strategic focus on EDIJ and Service coaching has enhanced social and emotional wellbeing for a large number of high school students. Finally, the High School Counselors have been put to the test this year as they have served the high volume of students who have emerged from the pandemic with more feelings of trepidation than confidence. It has never been more important that our counseling team is capable and cohesive than this year, and they have truly risen to the occasion to support our most vulnerable students.

In the Middle School, the return to school was marked by an October “Community Day”, which was both a celebration that we had moved past hybrid learning, and an opportunity to intentionally build community across the former A and B cohort students who hadn’t seen each other in school for nearly two years. This effort at building community was further strengthened through the use of “Pulse” - an application that allows students and staff to complete brief, daily check-ins that track feelings of wellbeing and happiness, creating data that can be tracked and analyzed. Through the use of this app, the Middle School is able to report that 85 percent of



students identified feeling “great” about their wellbeing, school and community this year. Additionally, the Middle School developed community agreements on what it would look like if they followed their values everywhere in school, resulting in a move toward a new system called “BehaviorFlip” that helps to monitor both individual and group behavior. This system allows Middle School leadership and faculty to identify behavioral patterns and better meet students’ social and emotional needs. Finally, the Middle School Counselors were extremely active this year, leading child protection lessons throughout the division early in the year. These lessons segued into themed focus areas by grade level as the year progressed, with a focus on communication, emotions and feelings for grade 6, personal and family values for grade 7, and social situations in grade 8.

In the Upper Elementary School, social and emotional wellbeing was addressed and improved through the resumption of the Peer And Leadership (PALS) Program. PALS resumed their offering of tours for new and prospective Dragons in the Upper Elementary. Under the tutelage of the Upper Elementary Counselors, these students were able to emerge as leaders among their peers and create a positive social presence within their division. After School Activities (ASAs) restarted in the Upper Elementary as a part of the comprehensive experience we aim for all students to experience at ASD. A healthy mix of offerings, both academic and athletic, give students the chance to socialize and build skills that transcend the classroom. Additionally, UES counselors embedded child protection learning into their lessons with students, empowering them to contribute to their own safety. And finally, Student Council leaders worked hard this year to celebrate school spirit through spirit days, morning announcements, and a variety of monthly activities that reinforced kindness and positivity.

In the Lower Elementary, culturally responsive teaching practices remained a core goal. Teachers were involved in book clubs throughout the year to develop their understanding of culturally inclusive practices, resulting in a stronger sense of belonging for students. As the year went on, faculty engaged in an examination of curricular units across all subject areas, enabling teachers to examine how culturally inclusive literature and activities that they use in the classroom relates to the professional learning that had been ongoing in the division. Beyond culturally responsive practices, the Lower Elementary utilized a monthly theme approach to addressing student health and wellbeing. These themes included hygiene, gratitude, positive self-image, kindness, friendship, and “my identity” learning. The year was book-ended by early-year efforts to support new students, both individually and in group settings, as they transitioned into the division, and later-year efforts to build energy and excitement through Spirit Days. Spirit Days, which centered around dress-up themes that included book characters and other favorites, allowed students to be creative and expressive in support of a positive culture throughout the division.

To support our faculty and staff, the Wellbeing Committee continued to prop up Wellbeing and Happiness Activities To Thrive (WHATT). This program allowed adults in our community to engage in a non-professional settings around chosen activities that invariably support social, emotional and physical wellbeing. Additionally, the Faculty Advisory Committee (FAC) 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.



## STRATEGY FOUR

### 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 seemed much more similar to pre-pandemic academic years but also helped to further innovation programming and further develop partnerships that help us to better understand Doha's local offerings. School during a pandemic has had some unprecedented challenges. This academic year has also presented us with an opportunity to see things differently and do some things differently. This included developing programming with local organizations to reintroduce activities such as Week Without Walls locally in the Middle school. Our student clubs and service initiatives also developed programming to support International organizations with new and innovative ideas. This year the High School speaker series again took place virtually. It also allowed for more in depth programming as well as an increased reach of student participation.

This academic year, partnerships and programming with various organizations took place both in person and virtually. Fundraisers and targeted learning service took place throughout all divisions. Below are the learning service initiatives that took place:

- Maldives Whale Shark Research Programme (Zoom speakers for GIA class)
- Equine Veterinary Medical Centre (internships and collaboration for Picture a Scientist)
- Culture House/Embrace Doha (Internship, art club collaboration and Picture a Scientist)
- Qatar Little League/Challenger League
- The Memory Project Cameroon
- Zenzeleni Network (non-profit that is supported by Tech Connect & a 3 session speaker series about access to the internet in developing countries, specifically rural South Africa)
- St. Pius School (readathon to support scholarships and micro-loans and Mbali)
- For Girl Sake (IMPACT and EFFECT made educational workbooks for use with Afghan children in Doha that were evacuated from Afghanistan)
- Lake Tanganyika Floating Health Clinic in Tanzania (speaker series)
- Thirst Project (Speaker Series and facilitator for Service Strategic Planning)
- Razia's Ray of Hope Foundation (GIA speaker Series)

- Help 4 Refugees (GIA Speaker Series)
- The Rhino Orphanage, South Africa (speaker series)



Our biggest partners this academic year, have again been the Ministry of Education and the Ministry of Public Health. Health protocols and emergency communication were 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 2,000+ 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 Museum 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.

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 allowed for a traveling invitational opportunity hosted by the American School of Dubai. Our high school student athletes had an amazing experience competing with their peers for the first time in six years in the United Arab Emirates. The AD's have worked to put together the hosting schedule for the 2022-23 in person MESAC seasons.



## Alumni Connections

This year, Alumni connections were enhanced with the continuation of the Alumni Roundup Newsletter, 9 editions of the Alumni Roundup were published with great readership reaching over 1,000 ASD alumni. Alumni returned to campus and to meet and speak and reflect on their own experiences at ASD. ASD Alumni traditions were also maintained via virtual platforms. For example our annual Alumni visit to provide University/higher education advice. In addition, collaborations with alumni were integral to continued planning and collaboration with local organizations.



## Partnering with Parents

The ASD parent volunteer groups (PTA, Booster, AMA, CAST, BFHA and Jr./Sr.

Committee) have all contributed to the 2021-2022 school year, utilizing many creative approaches and platforms. Amazingly, each of the volunteer groups contributed greatly to our students' experience in person and virtually. Because of the strong and vibrant community and commitment of the 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 Jr./Sr. experiences for our students.



## Partnering with Corporate Sponsors

This year ASD received generous donations from Chevron Phillips and Exxon Mobil that will continue to support sustainability initiatives, athletics and STEAM. ASD is a better place thanks to sponsors such as Chevron Phillips, ExxonMobil, ConocoPhillips, Alfaridan Group and many more who help engage our community.



## STRATEGY FIVE

### 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. As we opened the 2021-2022 school year, we continued the pivot between on-site and virtual learning platforms and navigated the challenges of managing a campus with A and B day rotations. The ever changing requirements to transport and welcome students, as we readjusted to life on campus, tested the limits of the school's infrastructure and protocols. However, as we moved out of COVID and were able to resume a more "normal" school year, we were grateful for the activity and celebrations that bring our campus to life.

### Admissions and Development

As we emerge from the recent worldwide pandemic, the American School of Doha continues to be strategic in how we attract, as well as retain qualified students. ASD has again maintained near capacity enrollment throughout the 2021-2022 academic year and is expected to do the same in the upcoming 2022-2023 school year.

This year, the Office of Admissions has concentrated efforts to re-establish and solidify relationships with local nursery schools, relocation offices, as well as corporate partners, to ensure a viable feeder network into ASD for qualified students. The Office of Admissions organized an Open House, which showcased our school's educational philosophy and programs, athletic opportunities, and extensive facilities. Moreover, the Office of Admissions capitalized on opportunities to attend local Boy/Girl Scout troop events. The Office of Admissions also developed and implemented value proposition templates, which are continually shared with pending applicant families through our virtual platform. In collaboration with our Marketing and Communications Department, a series of promotional videos were released, highlighting the ASD experience from various family perspectives. Our communications team also continued to strategically increase both our local and global presence through the use of numerous social media platforms as well as printed periodicals.



In line with our school wide strategic planning, the Office of Admissions has worked to integrate and gather learning-service data during the admissions process. Newly developed questions embedded within the initial application, along with a learning service verification form and writing prompts, allow candidates the opportunity to share their learning service experiences and meet graduation requirements. The Office of Admissions also attended virtual workshops, where sessions prompted discussions around equitable and inclusive processes. To this end, the Office of Admissions further reviewed communication, application checklists, and assessment accommodation practices in order to advance greater inclusivity.

### Facilities and Security

Maintaining required protocols for campus living was at the forefront of everything we did in 2021-2022 and our team has been commended by local Ministries for our diligence and cooperation throughout the pandemic. Moving back to more normalized processes, 2021-2022 was the fifth 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, with the help of supporting partners, a major infrastructure investment was completed. During the year, the school upgraded its CCTV security system and installed a new Public Address and Clock/Bell system both of which will not only increase the security of our campus, but also enhance the operations of the school for students. In the classrooms and common spaces, the school piloted different desk and furniture configurations to understand the impact on student learning. Specifically, with input from students and teachers, the school has upgraded the three Middle School Commons areas and piloted stand/sit desk options. Similar changes will continue into the 2022-23 school year, with new installations in the High School Science wing as well as a new HS Maker Space addition.

## 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 with any surplus funds being reinvested into the school programming and facilities. For the 5th consecutive year, ASD will go into the 2022-2023 school year with flat tuition in an effort to support our families. The last adjustment to school fees was in 2018 - 2019 where ASD reduced its capital fee by 15%. While we try to support our families, it is also important to ensure that ASD is a fair and competitive employer where we can attract and retain the highest quality teachers and staff. With that in mind, as well as the increasing cost of living in Qatar, it is anticipated that we will see a fee adjustment in the coming years. This will also be important as we continue to adhere to recommendations from NEASC, the school's accrediting organization, to increase its financial reserves

to ensure the sustainability of the institution in case of financial emergency.

## People

This school year we have continued our strategic focus to recruit, develop and retain highly qualified, experienced and talented members of faculty/leadership whilst evolving school culture from equity, diversity, inclusion and social justice (EDIJ) perspectives. Our recruitment activities saw the hire of 24 new members of faculty and 3 new members of leadership. To ensure our ability to continue to attract high caliber employees, the school led a global compensation and benefits study to ascertain the competitiveness of our salary and benefits package. This resulted in upward adjustment to our faculty step schedule which we anticipate will have positive impact on our attraction and retention rates going forward.

Continuing on our equity, diversity, inclusion and social justice journey, review of HR policy from EDIJ perspective also ensued. Led by the Director of Human Resources, a working committee comprising faculty and staff collaborated on policy review and revision which was in turn considered and approved by the Board of Directors.

Of course, it has also been incumbent upon us to manage ongoing challenges as it relates to the COVID-19 pandemic. This year has been somewhat more stable and predictable as the pandemic appears to wane. We have been required to pivot from on campus to off campus learning at times and anticipate and look forward to a more regular school year in 2022-2023.





# YEAR IN REVIEW 2021-2022

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



مجموعة الفردان  
Alfardan Group



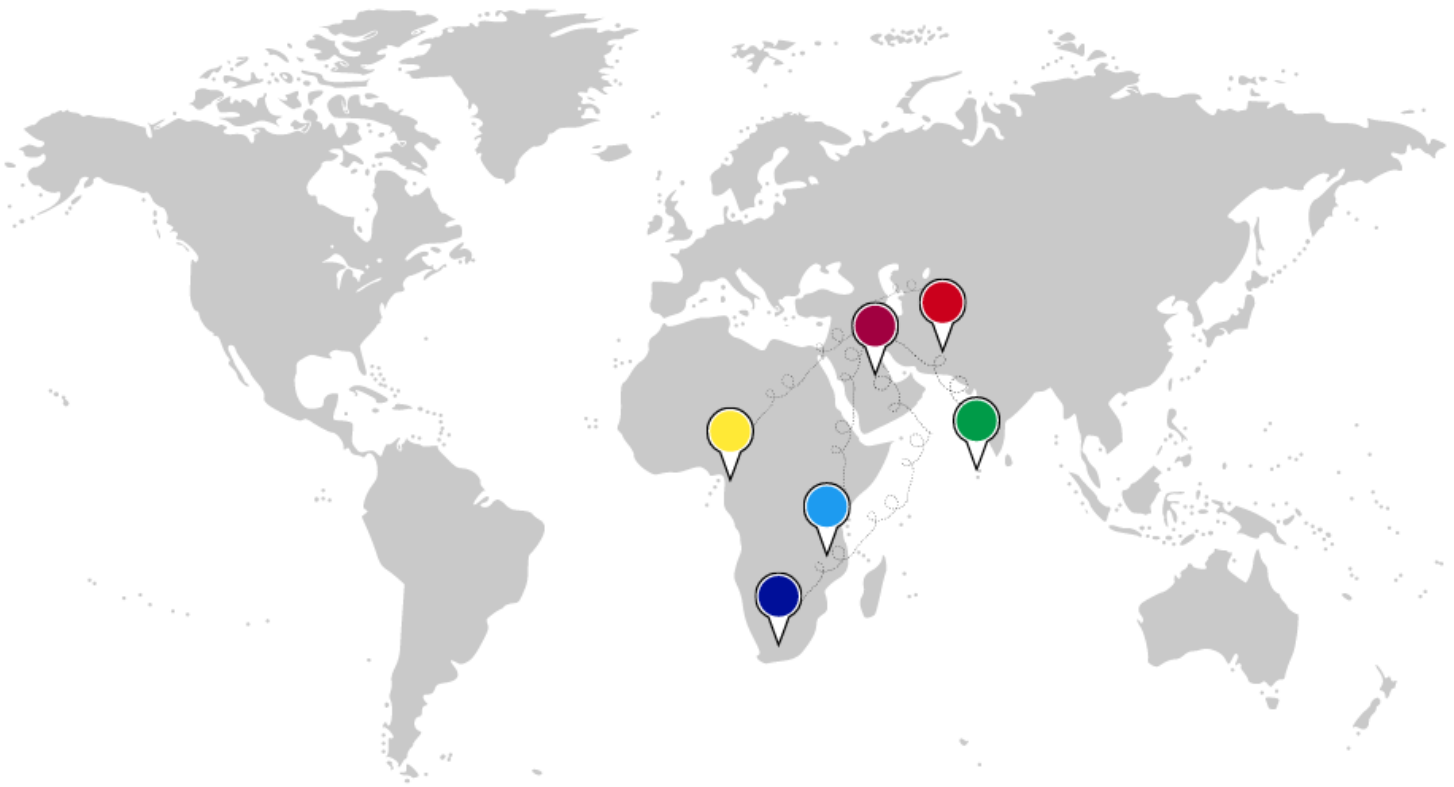
## COMMUNITY GROUPS





# YEAR IN REVIEW 2021-2022


## ASD LEARNING SERVICE AROUND THE WORLD



 MALDIVES

 AFGHANISTAN

 QATAR

 SOUTH AFRICA

 TANZANIA

 CAMEROON



# YEAR IN REVIEW 2021-2022



## *Looking to 2022 - 2023 School Year*

### IDENTITY STATEMENT

The American School of Doha is the premier educational leader in the dynamic and tradition-rich country of Qatar. We provide a rigorous standards-based, internationally enriched American curriculum in a non-profit, U.S. accredited, Pre-K - 12 college preparatory school. ASD is the hub of a multicultural community where we celebrate the whole Learner through diverse experiences.

### MISSION

Empowering Learners to discover their passions, develop their talents, and positively impact our world.

### VISION

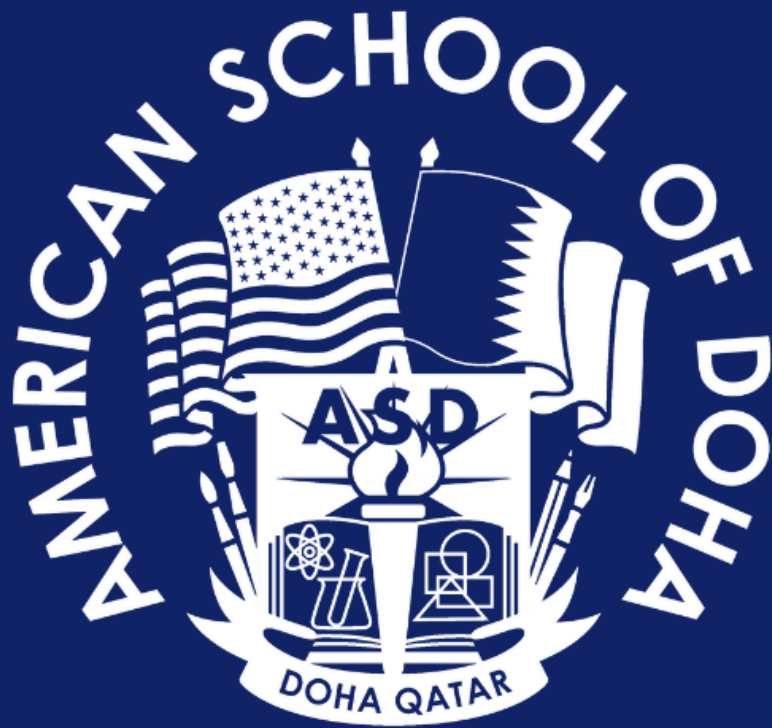
ASD nurtures Learner's unique identities through intentional experiences of Collaboration, Critical Thinking, Creativity, Citizenship, Communication, and Character.

### VALUES

HONESTY • RESPECT • RESPONSIBILITY • KINDNESS







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[asd.sch.qa](http://asd.sch.qa)  
+974 4459 1511

#ASDoha

