

THE AMERICAN SCHOOL OF DOHA

ANNUAL REPORT

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2025



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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, PreK - 12 college preparatory school. ASD is the hub of a multicultural community where we celebrate the whole Learner through diverse experiences.



MISSION

ASD nurtures each Learner's unique academic and personal identity; challenged and enriched through Communication, Collaboration, Creativity, Critical Thinking and active Character and Citizenship development.

VISION

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

VALUES

Honesty ♦ Respect ♦ Responsibility ♦ Kindness

A Message from the U.S. Ambassador to Qatar



TIMMY DAVIS

Dear ASD Community,

The 2024-2025 school year propelled ASD to new heights of excellence, and I am proud to serve as the Chair of the Board of Trustees of the premier Pre-K through Grade 12 school in Qatar, representing ASD’s legacy as a U.S.-supported Community School.

I remain an enthusiastic advocate for ASD’s incredible array of educational and extracurricular opportunities, which in some cases extends beyond Qatar’s borders, such as our Middle School’s Week Without Walls. ASD’s diverse curriculum and supportive learning environment blends rigorous American standards with international perspectives.

One of my favorite annual ASD events is the Friendship Festival. This longstanding tradition continues to bring students, staff, and families together. The fun-filled day is a true representation of ASD’s best asset—our community. The power of wholeheartedly embracing all members of the community has made ASD what it is today. Our values consistently guide us through both challenges and opportunities. Building upon 36 years of success, ASD further enhances its collaborative practices each year to help every child feel they belong at our school.

ASD continues to embrace every opportunity for growth and transformation. Through cooperative partnerships with the wider community, we inspired creativity, curiosity, and critical thinking skills among our students, preparing them to thrive in an ever-changing and complex world. The new internship added this year at Hamad Medical Corporation is just one more example of how ASD demonstrates its innovation and support for the U.S.–Qatar relationship.

ASD welcomed new faculty and staff who brought fresh perspectives and expertise to our community. Their contributions have enriched our learning environment and reinforced our commitment to excellence.

As we celebrate the achievements of the past year, on behalf of the Board of Trustees, I would like to extend our heartfelt gratitude to the dedicated teachers, staff, volunteers, and community partners who have contributed to the school’s success. I would also like to offer a special thanks to our corporate sponsors: ExxonMobil Qatar, Chevron Phillips, and ConocoPhillips. Together, we have reaffirmed ASD’s position as a model of excellence in education.

Looking ahead to the smooth transition of our new school director and two new principals in SY 2025-2026, we remain committed to building upon the foundation of innovation and sustainability that defines ASD. As we embark on the next chapter of our journey, I am confident in our school’s ability to seize opportunities and continue shaping the future of education for generations to come.

Best wishes,

Timmy Davis
 Ambassador of the United States of America to the State of Qatar
 Chair, American School of Doha Board of Trustees





A Message from the ASD Board of Directors Chair

BREEANN SONGER

Dear ASD Community,

The 2024-2025 school year was filled with wonderful opportunities, achievements, and student growth. ASD leadership and faculty continued to provide our students with the highest possible standards of education and preparation to be thoughtful global citizens.

Our ASD Dragons continued to participate – and succeed – in academic, sports, and arts competitions and shone brightly among their student peers in Qatar as well as across the region and beyond. Each student learned about Qatari identity and culture in meaningful ways, for example through class visits to the National Museum of Qatar, Souq Waqif, and local farms that teach sustainable living. Personal highlights for me were the High School play, “Guys and Dolls,” the Middle School play, “Shrek,” and the fabulous PTA Gala.

Our International Week was a beautiful display of ASD’s diversity and a celebration of multiculturalism and multilingualism. It was a special treat this year to hear parents share facts about their country of origin in their own languages. The array of delicious food from all corners of the globe at the International Buffet was unforgettable!

As Chair of the ASD Board of Directors, I am grateful for the commitment and dedication of my fellow Board members and our Board of Trustees. We worked closely over the last year with School Director Steve Razidlo and ASD leadership to develop plans for the future of ASD, including providing greater support to students with special learning needs and reinvesting to improve our campus and grounds. The planned Middle and High School cafeteria renovation is a prime example of the Board’s commitment to providing world-class facilities for our students. The Board focused this year on attracting and retaining the most talented faculty and staff as well as safeguarding the long-term financial health of the school. We will continue to examine how we should grow and adapt to the needs of our community as we offer culturally relevant curriculum and demonstrate the best in collaborative practices.

I would like to share my special thanks to the senior leadership team for continuing to drive ASD towards higher levels of excellence, and to the teachers and faculty for their absolute commitment to ASD’s excellence. I’d also like to thank our amazing parent volunteers – including those who delivered another fantastic Friendship Festival - dedicated parents – including those who served on the Board’s task force examining the role of technology in education - and our corporate sponsors for their vital contributions to our school and our students. Our incredible community is the key to ASD’s excellence.

I would also like to thank my colleagues on the Board of Directors for their unwavering devotion to our beloved school. Service as ASD’s Board Chair was the greatest honor of my life. I will carry ASD in my heart with me as my family transitions back to the United States this summer. Please don’t hesitate to reach out to me if you are visiting Washington, DC!

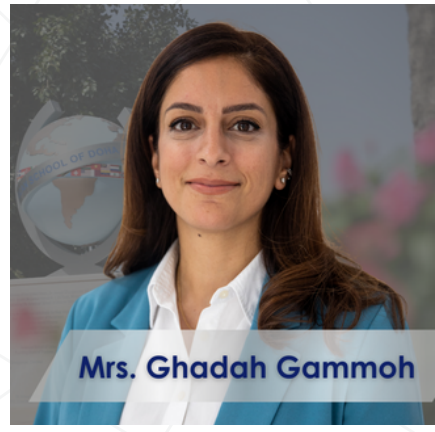
The commitment of ASD to the future of both Qatar and the world, by producing good and educated citizens, is something that will never change. As we see families like mine transition to new adventures in other places and we see our children mature, I have confidence that the promise we made to them, to prepare them for their future, is a promise we have fulfilled. Thank you for being a part of our ASD community.

All my best,

Breeann Songer

Economic Counselor, U.S. Embassy in Qatar
Chair, American School of Doha Board of Directors

ASD Board of Directors - School Year 2024-2025





A Message from the ASD Director

STEVE RAZIDLO

Dear ASD Community,

The 2024-2025 school year saw a mix of continued academic focus, introduction of new initiatives, and preparation for transitions in school/governance leadership.

ASD is now in its third year of building clarity around learning targets and outcomes. Our focus on developing systems and structures to better support student learning is reflected in student results. From the Lower Elementary School to the High School, all four divisions have established clearer targets for continuous improvement. They have developed more clearly defined routines and expectations for how professional staff review and enhance both assignments and assessments. With support from our instructional coaches and external trainers, they have also begun improving pedagogy—that is, how teachers teach.

This year's professional learning and trainings complemented and enhanced prior professional learning relative to our faculty and administration's skills in collaboration about learning. The classic four questions which professional learning communities (professional, grade-level or subject-specific teacher groupings of 2-7 faculty) confront about Learners:

- Question 1: What is it we expect students to learn?
- Question 2: How will we know when they have learned it?
- Question 3: How will we respond when they don't learn?
- Question 4: How will we respond when they already know it?



This year, thanks to our partnership with International School of Bangkok (special thanks to Dr. Heather Vlach), ASD was able to send two teams of teachers and leaders for special, facilitated training regarding PLC's. Next year's fall teacher workshop will continue with facilitated PLC/MTSS learning in advance of the upcoming NEASC Accreditation.

American School of Doha has consciously and intentionally invested in supporting the belonging of each and every ASD student as a prime focus of Diversity, Equity, Inclusion, and Social Justice efforts. New initiatives begun this year include training and staff development regarding multilingualism, investigation of issues and concerns regarding EdTech, and enhancement of our systems and structures which protect student well-being and improve our proactive work.

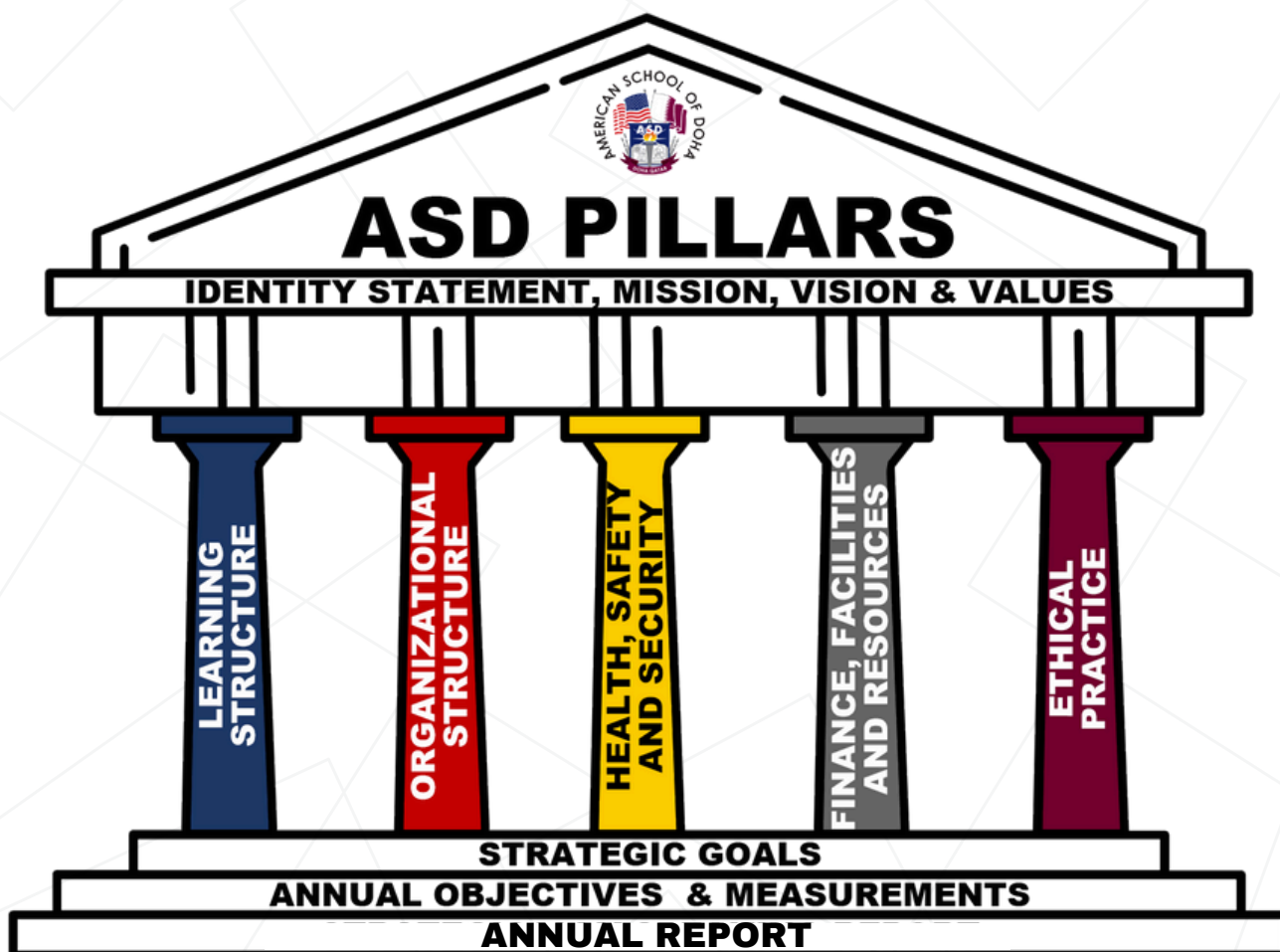
Preparation and planning for leadership transitions has again been paramount. Incoming Director Dr. Victor Guthrie has partnered in the hire of new leaders, including the hire of a new HS Principal (Jennifer Mendes), and new LES Principal (Tracey Reed). We are thankful for the fantastic contributions of outgoing LES Principal Margarita Mendez (moving to new Principalship in Frankfurt), Associate Principal Melissa Edme (taking a new Teaching and Learning position in Abuja), and HS Principal Michael Roberts (taking on a new Director position in Dubai after 9 years at ASD).

Last, I would like to offer my sincere and humble thanks to this wonderful school community. It has been an honor to serve American School of Doha's families and the legacy here. From my start during the pandemic through our reopening into the celebratory year of the FIFA World Cup, to the more normalized and predictable fullness of these last two years, I believe our school continues to earn our position as 'the premier educational leader in the dynamic and tradition-rich country of Qatar.' The warmth of our families, the support of our host country, the strength of our faculty and support staff, and the wisdom and thoughtful oversight of our Board and Trustees holds us in good keeping; I wish our school community the best moving forward, and offer humble thanks again for my chance to serve these last five years as your Director.

Sincerely,

Steve Razidlo

Director, American School of Doha



LEARNING STRUCTURE PILLAR 1

Learning Structure

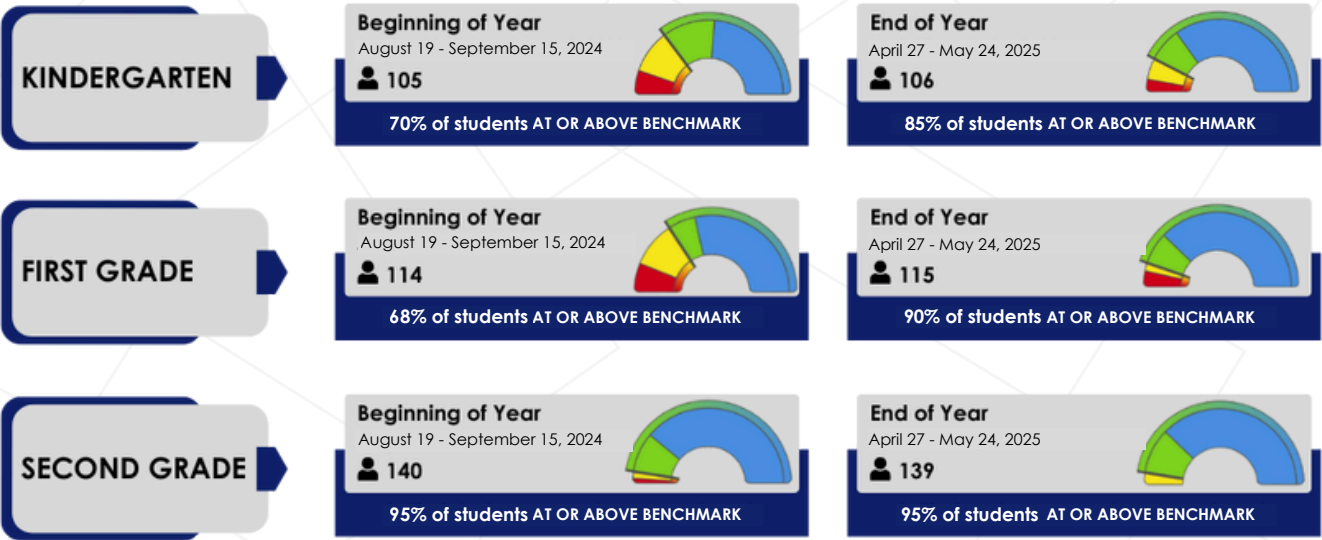
We will enhance the academic, intellectual and personal development of learners through a comprehensively articulated curriculum, evidence-based instruction, and reflective practices that support learner growth and development.

LOWER ELEMENTARY SCHOOL

In the Lower Elementary School, we have dedicated this year to deepening our work in the Early Childhood program and enhancing reading instruction. This year, we completed training for all Early Childhood teachers and extended participation to Kindergarten and Art teachers, supporting a holistic approach to Early Childhood education. We also hired a specialist teacher with a strong Early Childhood background to develop a program focused on improving young children's motor skills, recognizing that these skills form the foundation for future academic success. Teachers continued to deepen their understanding of inquiry-based and play-based learning, where children engage through hands-on experiences and classroom learning is anchored in their interests.

Regarding reading, we developed new content-based reading units that are connected to our social studies and science curriculum. The purpose of this integration is to support students' reading comprehension by building background knowledge and vocabulary related to their social studies topics. This approach enriches our reading instruction, providing context and fostering meaningful content connections for students.

Additionally, we are proud to celebrate our progress after two years of implementing UFLI as our primary phonics resource. This year, our divisional goal was for 85% of students to be at or above grade level by the end of the school year, and to maintain 95% of students already at or above grade level. We are pleased to report that we have met this goal. We celebrate the collaborative efforts of our teams, who used data to inform and adapt their instruction to meet students' needs.



Lastly, the Lower Elementary School dedicated significant time to building structures that support collaboration and data-driven decision-making. Some of these structures include the establishment of a designated Data Team to analyze student data periodically. Additionally, all teachers, members of the administration, and learning assistants participated in three rounds of the "Dragon Block," during which all grade levels from Kindergarten to Grade 2 were divided into groups based on the skills and knowledge they needed to practice to meet benchmarks.

Looking ahead to next year, these systems will require some revision and may need to be further aligned with the work being done in PLCs. Overall, we celebrate a year of consolidating adult learning, advancing student progress, and strengthening our Social Emotional Learning through the incorporation of two new counselors who have been supporting grade-level teams.



UPPER ELEMENTARY SCHOOL

This year, the UES has further implemented Professional Learning Community and Multi Tier Systems of Support (MTSS) practices to make improvements to student learning. To support students in reading and mathematics, identified students receive a research-based intervention to support their progress in meeting grade level standards. These interventions are provided by our Learning Support and English as Additional Language teachers, and student progress is carefully monitored. We are pleased with the results our students have made based on these interventions, and we will continue to revise and extend our MTSS model through professional learning and an analysis of student learning data.

In Mathematics, our focus this year was on further implementing the eight effective teaching practices as defined by the National Council of Teachers of Mathematics in our instruction. Our teachers engaged in professional learning with an outside consultant, and with this knowledge, engaged students in mathematical tasks designed to improve their problem solving, communication, and reasoning skills. Coupled with this professional learning, our teachers began a process to trial new math resources aligned to the Common Core Standards for Mathematics as well as the eight effective teaching practices from NCTM. We are pleased that we will now be using Amplify Desmos as our new math resource beginning next school year.



In the UES, we place a strong emphasis on students being able to read and comprehend grade level text. To further reading and language comprehension this year, we implemented a phonics program in third grade as well as a program in fourth and fifth grades. Through direct and systematic instruction in phonics and morphology, students develop their word recognition, vocabulary and oral reading skills. We look forward to seeing the continued growth of our readers through the implementation of practices recommended by the National Reading Panel and aligned with the Science of Reading.

In conjunction with academics, our students have enjoyed a year of continued social emotional growth. Our ASD values are alive and well in the UES, and we look forward to seeing our students mature as learners and become more independent in their decision making. All aspects of our school program are designed for students to take ownership of their learning, and we have seen tremendous growth and achievement this year.



MIDDLE SCHOOL

Academic and Intellectual Advancements

Assessment of Student Performance

During the 2024–2025 academic year, the Middle School at the American School of Doha made significant strides in enhancing its learning structure, with a particular focus on curriculum development and student well-being through intentional pedagogical choices.

A major development this year was the successful implementation of the Connections Language Arts curriculum across all middle school grade levels. This fully print-based program offers a comprehensive and structured approach to reading and writing instruction, allowing students to engage deeply with physical texts. In conjunction with the main curriculum, a separate, dedicated vocabulary program has also been introduced, reinforcing language acquisition and comprehension in a focused manner. The decision to utilize print materials is a deliberate and strategic one, rooted in the division's commitment to finding an effective balance between digital and non-digital learning experiences. By reducing screen time during academic instruction, students are better able to focus, connect with their materials, and engage in meaningful discourse and reflection.



In the area of mathematics, the Middle School completed a rigorous curriculum review and adoption process for grades 6 through 8. After thorough evaluation and stakeholder input, the Amplify Mathematics curriculum was selected. Like the Language Arts program, Amplify Mathematics offers an all-print version, which will be fully implemented starting in August 2025. This shift further solidifies the division's pedagogical emphasis on tactile learning environments and thoughtful screen time management. The new math curriculum promises to bring coherence, rigor, and engagement to math instruction while aligning with the school's vision of fostering a well-rounded and developmentally appropriate learning experience.

Looking forward, the Middle School is preparing for a science curriculum adoption in the 2025–2026 school year. This process will follow the same thoughtful and inclusive approach used for previous adoptions, ensuring that the selected curriculum will meet the evolving academic and developmental needs of our student body.

Beyond the classroom, experiential learning continued to thrive through our expanded Week Without Walls program. This year, the 8th-grade cohort benefited from the addition of two new international trip destinations—Nepal and Georgia—alongside our well-established trips to Sri Lanka. These immersive experiences provided students with valuable cultural exposure, team-building opportunities, and personal growth. Looking ahead, the Middle School is excited to reintroduce the Turkey trip next year, while continuing the popular trips to Sri Lanka, Georgia, and Nepal.



To ensure that we are supporting every student's academic and personal growth, the Middle School has continued the robust use of its student data bank. This internal tool tracks a wide array of metrics—including current grades, attendance, standardized test scores, and nurse visits—and syncs seamlessly with PowerSchool. Updated biweekly, the data bank allows teachers, counselors, and administrators to monitor student progress in real time, identify areas of need, and provide timely interventions.

In sum, this year has been marked by strategic curriculum decisions, expanded global learning opportunities, and a deep commitment to data-informed student support. These initiatives collectively strengthen our Middle School learning structure and affirm our commitment to student-centered education.

Academic/ Intellectual Development

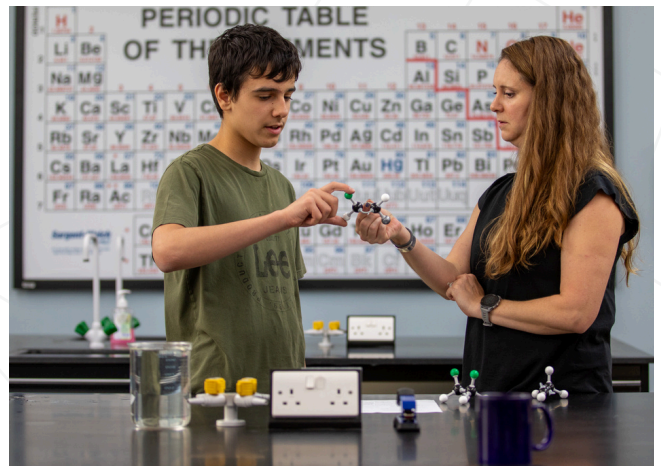
Advanced Placement (AP) Program

The Advanced Placement (AP) Program has continued to grow at significant rates, with the number of ASD students taking AP exams increasing by 32% and the number of AP exams taken increasing by 54% since the 2023-24 school year. This growth has been accompanied by historic achievement on the AP exams, with students achieving a 95% pass rate in each of the past two years. This ongoing success can be attributed in considerable measure to our refinement of prerequisites and pathway identification for students by counselors, and to our MTSS approach which provides individualized, directive student support from teachers. At the same time, ASD continues to expand our AP offerings, with the addition of AP French and AP Spanish in the past two years, and the addition of AP Economics beginning next year.



International Baccalaureate Diploma Programme (IBDP)

The International Baccalaureate Diploma Programme (IBDP) has demonstrated consistent growth over the past five years, culminating in a remarkable 36% increase in full diploma enrollment from the 2024 to 2025 cohort. Our current Grade 12 cohort represents the largest IBDP enrollment in the past five years. Throughout this period, we have maintained an exemplary 100% pass rate with an average of 37 Diploma points, reaching a peak of 39 points in 2021. This sustained academic excellence can be attributed to our strategic implementation of individualized support through the Multi-Tiered System of Support (MTSS) framework and the collaborative efforts of our faculty within our Professional Learning Community (PLC) model. Looking ahead, the High School will further enhance our IBDP curriculum for the 2026-2027 academic year with the introduction of IBDP Design Technology, expanding our comprehensive academic offerings to better serve our diverse student body.



Professional Learning Communities

Our divisional goal for the year was to ensure: the cumulative GPA in our standards-based courses will show an increase of .05 in each semester of the 2024-25 school year. The data generated from semester one showed that we obtained this with the average GPA increasing by .05%. This suggests that the goal will be reached when semester two data is received. Our refined PLC groupings and amendment to the learning goals seem to have had a more significant impact on a wider set of students this year. Next year we will introduce MAP testing to grade nine to provide more external data on student learning growth in order to further enhance our PLC work.

Personal/Identity/Social Development

Counseling Services

Informed by the results of last year's needs assessment, the counseling team placed a strong emphasis on efficiency this year. We streamlined our communication process through the launch of a monthly counseling newsletter, designed to provide timely, consistent updates to our community. In an effort to further enhance efficiency and support new team members, we developed a comprehensive onboarding guide to assist with the transition process. Given the uniqueness of our program and the counselor turnover experienced in recent years, we believe this resource will help ensure smoother and more consistent integration moving forward. Additionally, we engaged a student researcher to evaluate the efficacy of our transition programs. The data collected through this project is currently under review and will provide valuable insights into how we can further strengthen the experience of new students joining our community. We look forward to using these findings to refine our practices next year..

Diversity, Equity, Inclusion and Social Justice (DEIJ)

This year, our DEIJ coach facilitated a professional development session titled Embedding DEIJ in Curriculum & Pedagogy. The session focused on both pedagogical and curricular strategies that support more inclusive and equity-minded classrooms. On the pedagogical side, we shared approaches such as using student surveys to surface identity and experience, incorporating diverse voices, and applying frameworks like Building Thinking Classrooms to promote access and engagement. We also created a ASD High School DEIJ Resource Hub, which is designed to collect and share DEIJ-aligned lessons and resources.



ORGANIZATIONAL STRUCTURE

Organizational Structure

We will develop and enhance governance, leadership and management systems to promote transparent and accountable practices to best align with our school identity and achieve the mission, vision and values.

The American School of Doha's Board of Directors began their work together with annual training in September. David Chojnacki, former Director of NESAs and co-editor of NAIS governance texts, again provided training for the 12-member Board. New Chair Bree Songer and new member Mandy Brown were welcomed and provided valuable insight into their new roles on the school's governing group. Parent-elected members, Director Razidlo, and CFO/COO John Meyer also attended. NAIS Principles of Good Practice were reviewed, patterns of Board decision-making were discussed, and the Board's plan for self-evaluation was examined.

Fall training also outlined some of the important challenges of the year ahead, namely the renewal of the ongoing Strategic Goals and the intention to meaningfully fold the Facilities visioning begun in 2023–2024 into the larger goal of rebuilding ASD's identity. Board self-evaluation generally endorsed that governance remains healthy at ASD. Future leadership transitions, including the Chair of the ASD Board and the ASD Director, were concerns identified in the self-assessment.

ASD Board members affirmed divisional and departmental goals through a lengthy session this year in the Strategy and Policy Committee; later in May, progress toward those same goals was reviewed again. Importantly, the Board continues to affirm that the work toward enhancing the collaborative skills of our faculty and staff is a key factor in ensuring ASD meets its mission. Improving the impact of Professional Learning Communities and Multi-Tiered Systems of Support has been an ongoing focus of Board committee meetings and discussions regarding ASD's strategic direction.

ASD's Board has also been drawn into community discussions regarding EdTech in schools. Board members have participated with our student and parent community in heightening ASD's awareness of growing concerns about student well-being related to the use of both family-owned and school-issued devices. Community screening of the film *Like*, and later the creation of a Task Force on EdTech, have further opened a dialogue with the community, which will continue into the 2025–2026 school year.



The ASD Board of Trustees and ASD Board of Directors have also continued to advocate for clarity and independence as a legacy community school within Qatar's larger group of private schools. As the year came to an end, both the Trustees and Board remained engaged in important conversations with the Ministry of Education regarding long-term financial viability as well as the new MOE mandate that schools install security cameras in all private school classrooms. The Board and Trustees, connecting to the Strategic Plan, approved a Middle School/High School cafeteria remodel as part of the 2025–2026 school budget.

Looking forward, the ASD Board and Trustees also note that preliminary work to renew the New England Association of Schools and Colleges (NEASC) accreditation is expected to meld elements of the current strategic plan with a strategic plan to renew and revitalize the ASD campus. NEASC accreditation work from 2020–2021 is credited with defining the Strategic Goals that have driven ASD's work over the last four years; the upcoming accreditation journey will no doubt become an integral means of renewing and extending ASD's excellence for years to come!

PILLAR 3

HEALTH, SAFETY AND SECURITY

Health, Safety & Security

We will employ effective policies, procedures and practices to foster an environment of physical and psychological safety ensuring the well-being of all learners.

Safeguarding and Mental Health Awareness

As part of ASD's strategic commitment to safeguarding and student well-being, the school advanced several key initiatives focused on mental health awareness, digital safety, and community-wide education.

Expansion of Annual Mandatory Safeguarding Training

As part of our ongoing efforts to strengthen safeguarding practices, annual mandatory safeguarding training has been expanded to include all substitute teachers. This school year, substitute teachers participated in a coordinated, in-person safeguarding training session at the start of the year, aligned with the core content delivered to ASD faculty and staff—enhancing consistency and shared understanding of expectations across all adults working with students. In keeping with expectations established for all faculty and staff, substitute teachers also completed an online safeguarding module developed by the International Centre for Missing and Exploited Children (ICMEC), supported by the U.S. Department of State, Office of Overseas Schools, and are now required to sign ASD's Child Safeguarding Code of Conduct annually—reinforcing clear professional standards for appropriate interactions with students. Furthermore, all external coaches and volunteers must now complete mandatory online safeguarding training through Childsafeguarding.com—the same platform used for contracted staff—which addresses key topics such as safeguarding responsibilities, recognizing and reporting harm, and the Code of Conduct. These enhancements reflect our deep commitment to student safety and our shared responsibility to ensure that every adult on campus is equipped to contribute to a safe and supportive learning environment.

Specialized Safeguarding Training

In alignment with accreditation expectations, members of the Leadership Team and Counseling Team have continued to engage in advanced training over the past year, further strengthening the expertise of our child protection teams and ensuring alignment with international best practices. In November, one counselor from each division and the school psychologist attended a Mental Health and Wellbeing Workshop offered in Amsterdam through the Council of International Schools (CIS), focusing on prevention, early identification, and response. They are now collaborating with the Child Safeguarding Committee to review and align ASD's protocols accordingly. In February, a six-member team, including counselors and the Director of Innovation and Technology, participated in a digital safeguarding workshop offered by CIS, identifying key priorities related to policy and online safety education. In April, new safeguarding team members, along with current and incoming members of the Leadership Team, participated in specialized training focused on adapting safeguarding systems to our local cultural contexts. Offered through the European Council of International Schools (ECIS), the session was facilitated by an expert with deep knowledge of both international safeguarding best practices and the laws, cultures, and customs of Qatar. The training emphasized collaborative approaches and the thoughtful integration of cultural considerations into safeguarding systems.



Community Screening of Like Documentary

Complementing these professional learning efforts, ASD hosted a community-wide initiative to promote mental health awareness through a series of screenings of the documentary LIKE. The film examines the effects of social media on mental health, learning, and relationships, featuring insights from experts in neuroscience, mental health, and technology.



- **Faculty and Staff Engagement:** The faculty and staff screening took place in early December, followed by a feedback survey in which 82% of staff rated the film 4 or 5 stars. Over 70% reported they were likely to apply strategies from the film to improve their own technology use, and 90% agreed that social media contributes to anxiety and stress among students.
- **Parent Engagement:** In early January, Mr. Razidlo hosted a parent screening that drew approximately 85 attendees. Following the film, a panel discussion featured experts from Hamad Bin Khalifa University, Qatar University, and Hamad Medical Corporation, as well as ASD's own MS/HS Technology Integration Specialist, Chet Garber. Survey results indicated high engagement, with 97% of respondents rating the film 4 or 5 stars and 100% agreeing that middle and high school students would benefit from seeing it. A Home Discussion Guide was shared via Sahifa to help families extend these conversations at home.
- **Student Learning:** In late January, LIKE was screened for middle and high school students, followed by Advisory sessions using the Creative Coping Toolkit. These discussions gave students the opportunity to reflect on their digital habits and learn practical strategies for managing their mental health in an increasingly connected world.

To further raise awareness about student safety and reinforce reporting pathways, February's Kindness Month featured the launch of the Stand Up, Speak Out poster campaign. Created by the Child Safeguarding Committee, the campaign encourages students to voice concerns about bullying, safety risks—including self-harm—and other safeguarding issues. The posters serve as a visible reminder of our collective responsibility to uphold ASD's core values of Honesty, Respect, Responsibility, and Kindness. Additional posters displaying the message If you see something, say something were placed throughout campus, helping students identify their division's Designated Safeguarding Leads—our school counselors—as trusted adults. This initiative reinforces our commitment to ensuring students know exactly where to turn for support and have safe, accessible avenues for raising concerns.

Together, these safeguarding and mental health initiatives reflect ASD's ongoing dedication to fostering a culture of safety, awareness, and well-being across our school community.

PILLAR 4

FINANCE, FACILITIES AND RESOURCES

Finance, Facilities & Resources

We will advance a strategic allocation of school resources that will build sustainability and support learners to reach their highest potential.

Supporting learners to reach their highest potential requires a solid operational foundation and infrastructure. The fourth pillar focusing on Finance, Facilities, and Resources emphasizes the implementation and ongoing development of the core systems, programs, and personnel that support the day-to-day stakeholder experience and long-term sustainability of the school.

School leaders worked strategically to ensure adequate resources were allocated to the initiatives and projects that would provide the most benefit across the school. We were excited to once again host the MESAC Baseball and Softball competitions, welcoming students from across the region. We were welcomed back this year to a new Lower Elementary playground that enhanced student learning and well-being. This is a space where our youngest learners will develop their social skills, practice teamwork, and experience the benefits of outdoor activities, all while having fun. A significant upgrade took place at our outdoor pool this school year, installing a surface with cooling. The High School boys and girls locker rooms were also refurbished in support of our PE, Aquatics, and other athletic programs. All the while, behind the scenes, important work on infrastructure, including lighting, flooring, and air conditioning system improvements, continued.

ASD received approval for a tuition increase for the 2024–25 school year after going without a tuition increase for six years. Capital fees were also raised to the Ministry-approved levels. The Board of Directors approved the creation of a Curriculum budget which aligns to best practices of reviewing major areas of curriculum on a periodic basis. Based on comparisons with similar schools, an increase was made to ASD’s professional learning budget for the 2025–26 school year. As one of the few not-for-profit schools in Doha, ASD continues to effectively and efficiently manage its budgets and ensure the quality of the student experience and programs; surplus funds are continuously reinvested into the school programming and facilities.

This year, the process for developing a 5-Year Master Plan continued in order to keep ASD’s campus looking vibrant and fresh. Educational Design International (EDI) provided their view of the Master Plan. This plan generated conversations with the Board of Directors, and parameters were established to renovate only the existing footprint and structures (no new buildings), while remaining at ASD’s current capacity. As we head into the next school year, ASD will align the Master Plan with the accreditation process to avoid duplicate conversations regarding pedagogy and time/use of spaces. Over the summer, ASD will begin the expansion of the MS/HS Cafeteria, which was prioritized by the stakeholders as the highest priority. This will be the largest capital project in 10 years and begins turning these visions into reality, ensuring that ASD remains the premier educational leader in Doha.



While we try to support our families, we also see the need to ensure that ASD is a fair and competitive employer where we can attract and retain the highest quality teachers and staff. This school year, we have continued our strategic focus to recruit, develop, and retain highly qualified, experienced, and talented members of faculty and leadership whilst evolving school culture from a diversity, equity, inclusion, and social justice (DEIJ) perspective. Our recruitment activities saw the hire of 32 new members of faculty and two leadership team members. Additionally, we are excited to welcome three new members of leadership, including a new Director of ASD, HS Principal, and UES Assistant Principal in August. While it is always hard to say goodbye, we wish those departing ASD success in their new ventures.

PILLAR 5

ETHICAL PRACTICE

Ethical Practice

We will build and refine policies, procedures and practices that promote belonging for all learners by engaging voices and honoring dignity.

American School of Doha has engaged with our larger community throughout the 2024–2025 school year. We have celebrated our rich diversity through numerous Parent Coffee Mornings, through school-wide learning events, and through celebrations and events befitting the legacy and mission and vision of our school.

Back to School events in August and September showcased specific elements of a Learner's journey through elementary, middle, and high school divisions. These events were well attended, and the combined nights at the LES and UES offered greater opportunity for parent group representatives to offer information and connection early in the school year.

One of ASD's fall community coffee events both unpacked the 2024 ASD Annual Report and engaged the parents who attended that day in learning activities surrounding the school's focus on Multilingualism. It has been true for many years that the strong majority of new students admitted to ASD come from multilingual families. Learning how to better celebrate the multilingual strengths of our ASD Learners has been an ethical quest of faculty and support staff this year. The sharing of our Multilingualism Philosophy and our Essential Agreements received a positive response at the divisional parent events as well as the school-wide Director's Coffee.

ASD continued to enrich our International Week with a more inclusive learning plan, building upon the previous year's theme, 'The Story of Us.' For a second year, we hosted the Parade of Flags outdoors on the ES soccer pitch, and this year's inclusion of parents as readers of our 90+ country 'facts' stood out as a tremendous celebration of community. BFHA's Black History Month included Ambassador Timmy Davis as a Middle School speaker. BFHA also developed a new 'Black Inventors Fair' as further celebration of Black History. AMA's Arabic Book Fair and Arabic Reading Contest continued to stand as annual enrichment of ASD's host country and Arabic community culture.





ASD's PTA, our largest and most engaged parent group, hosted another wonderful and inclusive set of annual activities. From their Welcome Coffee just after school opened, through the Book Fair and Annual Dinner Dance, PTA engages and serves our parent community with fun and connection. This year's Friendship Festival again drew over 4,000 visitors to ASD, many of whom come from the extended Doha community. PTA has also encouraged parent voice as they supported both the screening of Like and later a parent forum regarding healthy EdTech.

Through March and April, ASD's Board of Directors sought applications for three open parent-elected Board seats, and they were gratified and impressed by the response from our ASD parents. Sixteen applications, the largest number ever received, were vetted by the Election Commission, and the Spring 2025 elections yielded a field of 13 candidates whose desire to serve our school community further affirmed the meaningful engagement of our parents.

The opportunities going forward into the 2025–2026 school year will include community outreach, most likely through a comprehensive survey, as part of the upcoming NEASC accreditation process. Survey results will become an important piece of the work of the school's accreditation teamwork during the self-study period of the accreditation process. We look forward to this outreach, and to continuing our efforts to learn from our families in the months and years ahead.

YEAR IN REVIEW

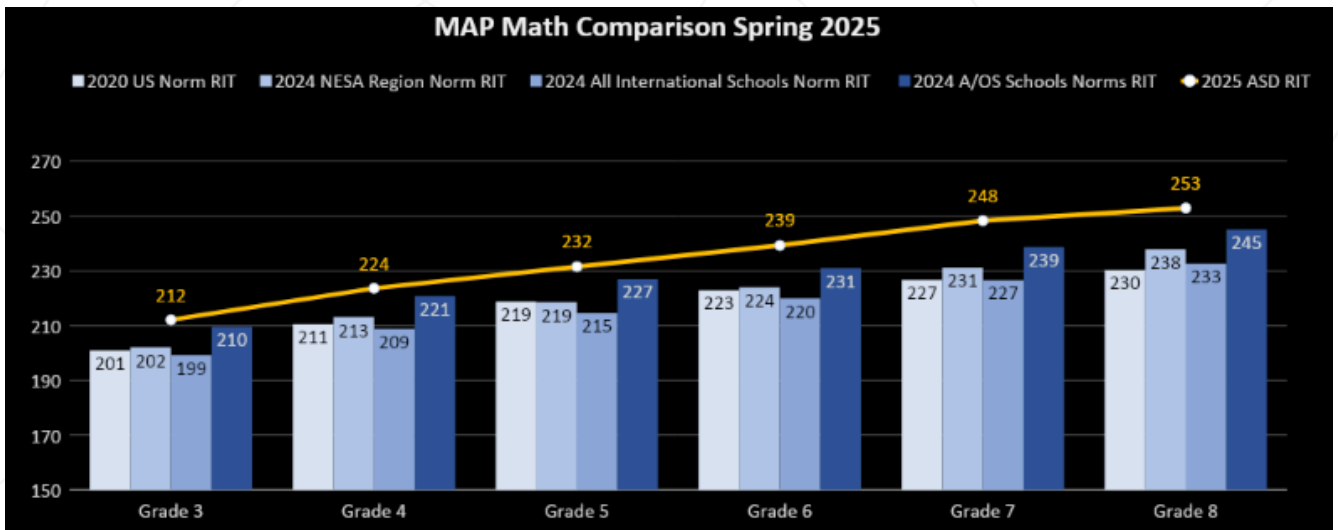


School Year 2024-2025

Measure of Academic Progress (MAP) Test

MAP Math RIT Scores					
Grade	2025 ASD RIT	2020 US Norm RIT	2024 NESAs Region Norm RIT	2024 All International Schools Norm RIT	2024 A/OS Schools Norms RIT
Grade 3	212	201	202	199	210
Grade 4	224	211	213	209	221
Grade 5	232	219	219	215	227
Grade 6	239	223	224	220	231
Grade 7	248	227	231	227	239
Grade 8	253	230	238	233	245

This graph compares the Math Spring MAP RIT scores for Grades 3–8 against the 2020 US current standard norms, 2024 NESAs region schools, international schools, and American overseas schools’ average Spring RIT scores. An average sixth-grade ASD student performs at roughly the same level as, or higher than, an average Grade 8 US and international student.



YEAR IN REVIEW

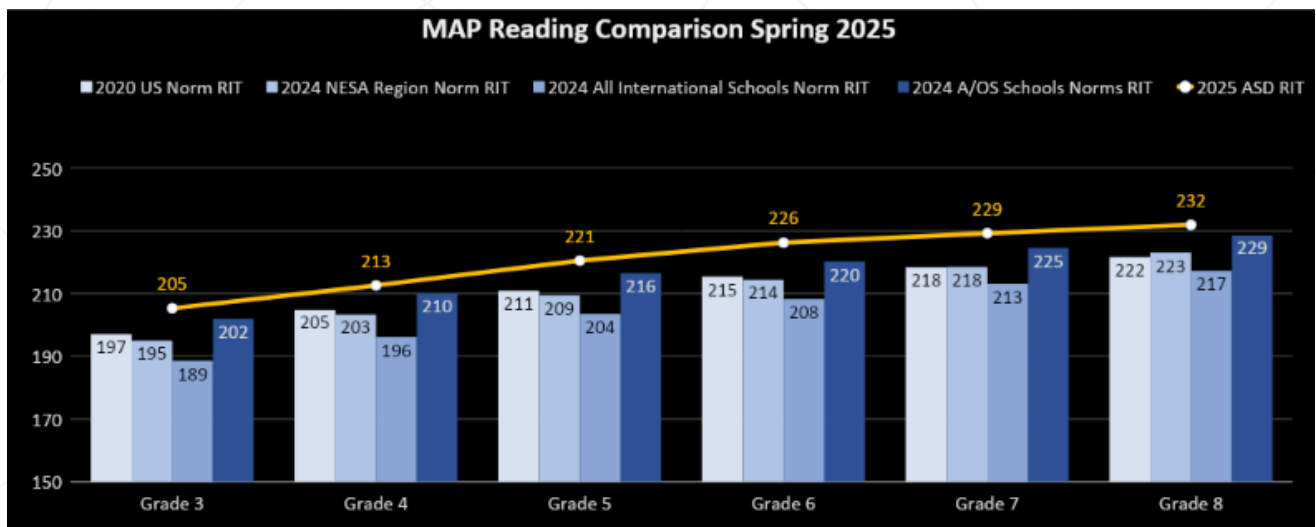


School Year 2024-2025

Measure of Academic Progress (MAP) Test

MAP Reading RIT Scores					
Grade	2025 ASD RIT	2020 US Norm RIT	2024 NESA Region Norm RIT	2024 All International Schools Norm RIT	2024 A/OS Schools Norms RIT
Grade 3	205	197	195	189	202
Grade 4	213	205	203	196	210
Grade 5	221	211	209	204	216
Grade 6	226	215	214	208	220
Grade 7	229	218	218	213	225

This graph compares the Reading Spring MAP RIT scores for Grades 3–8 against the 2020 US current standard norms, 2024 NESA region schools, international schools, and American overseas schools’ average Spring RIT scores. An average sixth-grade ASD student performs at roughly the same level as, or higher than, an average Grade 8 US student and Grade 8 international student.



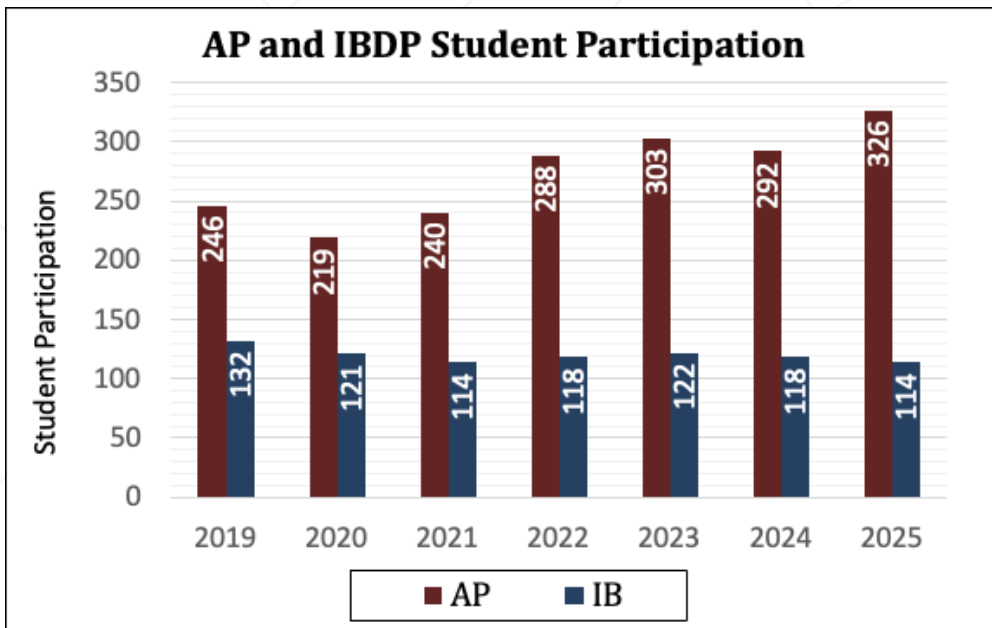
YEAR IN REVIEW



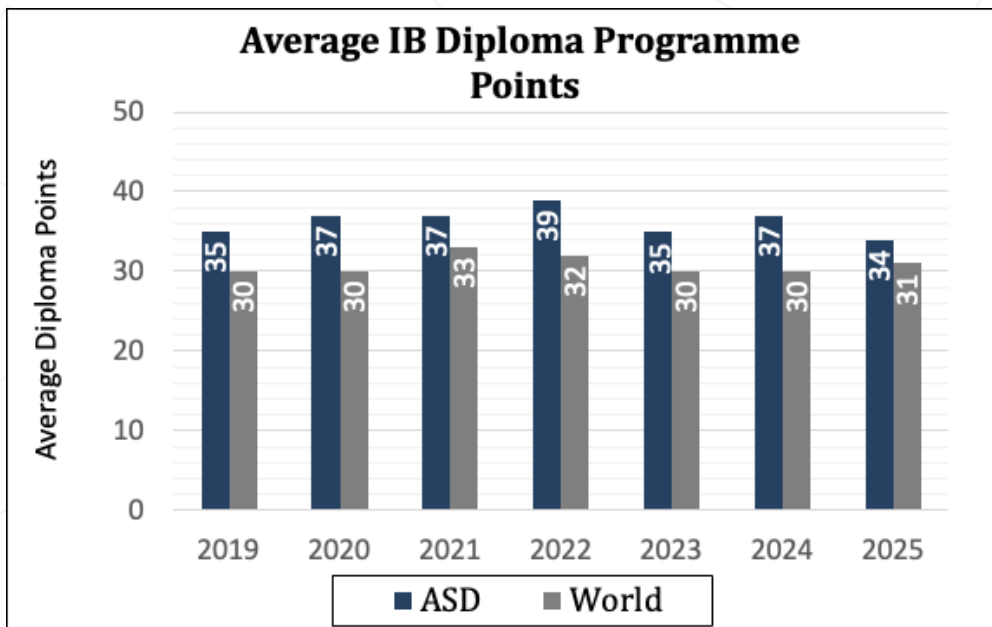
School Year 2024-2025

Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP)

The following graphs highlight a seven-year view of students enrolled in AP and IBDP subjects. Three hundred and twenty six students at ASD were registered for AP examinations in 2025. One hundred and fourteen Grade 12 students completed one IBDP examination for May 2025 exams.



	2019	2020	2021	2022	2023	2024	2025
AP	246	219	240	288	303	292	326
IB	132	121	114	118	122	118	114



YEAR IN REVIEW



School Year 2024-2025

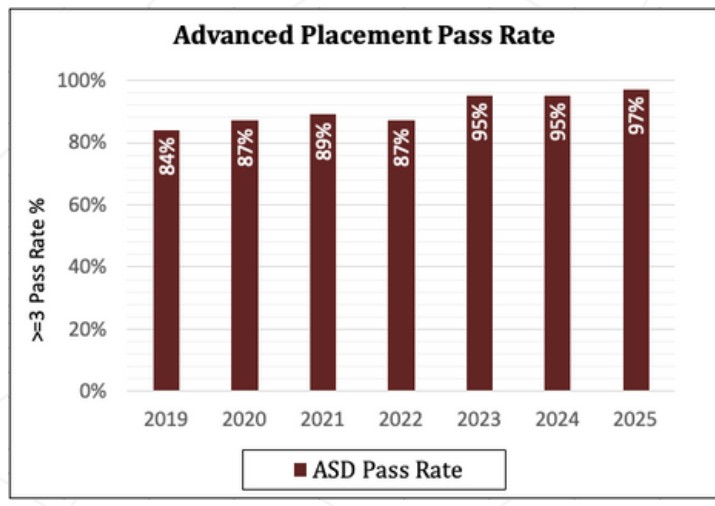
Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP)

For the fifth consecutive year, our students were able to achieve a phenomenal 100% pass rate. Our average diploma score of 34 points outstripped the world average which was 31 points.

Average IB Diploma Programme Points							
	2019	2020	2021	2022	2023	2024	2025
ASD	35	37	37	39	35	37	34
World	30	30	33	32	30	30	31

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

For the third consecutive year, ASD’s AP students achieved record highs with 97% of our students achieving a score of 3 or higher, and 78% achieving a score of 4 or 5.



AP >=3-Pass Rate	
Year	ASD Pass Rate
2019	84%
2020	87%
2021	89%
2022	87%
2023	95%
2024	95%
2025	97%

The table above presents a seven-year view of the AP pass rate of ASD students scoring a 3 on at least one AP examination. The College Board sets a score of 3 or higher, on a 1 to 5 scale, as a passing score. As the table indicates, the ASD pass rate was consistently and significantly high in 2023, 2024 and 2025.



YEAR IN REVIEW



School Year 2024-2025

Class of 2025 University Acceptances

Aberystwyth University	ESSEC Business School
American University - District of Columbia	European University of Madrid
American University of Beirut	Flagler College
American University of Beirut – Mediterraneo	Florida Agricultural and Mechanical University
American University of Sharjah	Florida Institute of Technology
Amsterdam University College	Florida International University
Arizona State University	Florida Memorial University
Arizona State University - Washington Center	Florida State University
Auburn University	Fordham University
Baylor University	George Mason University
Binghamton University	George Washington University
Birkbeck, University of London	Georgetown University
Bishop's University	Georgetown University Qatar
Boston University	Georgia Institute of Technology-Main Campus
Brigham Young University-Idaho	Hampshire College
California Lutheran University	Hampton University
California Polytechnic State University-San Luis Obispo	Hardin-Simmons University
California State University-Sacramento	High Point University
Cardiff University	IE University - Madrid Campus
Carleton University	IE University - Segovia Campus
Carnegie Mellon University Qatar	Illinois Institute of Technology
Carthage College	Indiana University Indianapolis
Case Western Reserve University	Indiana University-Bloomington
Central Michigan University	Istituto Europeo di Design
Central Washington University	Istituto Marangoni
CEU San Pablo University	James Madison University
Charleston Southern University	Jefferson (Philadelphia University + Thomas Jefferson University)
Chicago State University	Johns Hopkins University
City, University of London	King's College London, University of London
Clark University	Lawrence Technological University
College	Lebanese American University
Colorado State University	Loughborough University
Columbia University in the City of New York	Loyola Marymount University
Concordia University	Loyola University Chicago
Cornell University	Maastricht University
Culinary Institute of America	Manhattan University
CUNEF Universidad	Marist University
CUNY Bernard M Baruch College	Marymount Manhattan College
CUNY Brooklyn College	Massachusetts College of Art and Design
CUNY Hunter College	Massachusetts College of Pharmacy and Health Sciences
Dalhousie University	McGill University
DePaul University	McMaster University
Drexel University	Michigan State University
Dublin City University	Missouri University of Science and Technology
Duke University	Montana State University
Durham University	Morgan State University
East Carolina University	Mount Holyoke College
East Texas Baptist University	New York Institute of Technology
Eastern Illinois University	New York University
Eckerd College	Newcastle University
EFREI Paris	Northeastern University
Eindhoven University of Technology	Northern Arizona University
Elizabeth City State University	Northumbria University, Newcastle
Elon University	Northwestern Qatar
Embry-Riddle Aeronautical University-Daytona Beach	Norwich University
Embry-Riddle Aeronautical University-Prescott	Nottingham College
Emmanuel College - Massachusetts	Nottingham Trent University
Endicott College	
Erasmus University Rotterdam	

YEAR IN REVIEW



School Year 2024-2025

Class of 2025 University Acceptances

Ohio State University-Main Campus	The University of Texas at Austin
Ohio Wesleyan University	The University of Texas at Dallas
Oklahoma State University-Main Campus	The University of Texas at San Antonio
Ontario Tech University	The University of West Florida
Oregon State University	Toronto Metropolitan University
Oxford Brookes University	Trent University
Pace University	Trinity College Dublin
Pennsylvania State University-Penn State Erie-Behrend College	Trinity University
Portland State University	UCL (University College London)
Purdue University-Main Campus	United States Air Force Academy
Queen Mary University of London	Universidad Carlos III de Madrid
Queen's University	University at Buffalo
Queen's University Belfast	University College Maastricht
Quinnipiac University	University of Alberta
Rensselaer Polytechnic Institute	University of Amsterdam
Rice University	University of Arizona
Richmond American University London	University of Bath
Rochester Institute of Technology	University of Birmingham
Royal College of Surgeons in Ireland - Medical University of Bahrain	University of Bristol
Royal Holloway, University of London	University of Calgary
Rutgers University-Camden	University of California-Berkeley
Rutgers University-New Brunswick	University of California-Davis
Saint Mary's University	University of California-Irvine
Sam Houston State University	University of California-Merced
San Diego State University	University of California-Riverside
Santa Clara University	University of California-San Diego
Santa Fe College	University of California-Santa Cruz
Savannah College of Art and Design	University of Central Florida
Sciences Po	University of Colorado Boulder
Semmelweis University	University of Connecticut
Simon Fraser University	University of Delaware
SOAS University of London	University of Denver
Southern California Institute of Architecture	University of Exeter
St Mary's University, Twickenham	University of Florida
Stony Brook University	University of Glasgow
SUNY Buffalo State	University of Groningen
SUNY College at Geneseo	University of Guelph
Susquehanna University	University of Houston
Swansea University	University of Illinois Chicago
Syracuse University	University of Illinois Urbana-Champaign
Temple University	University of Kentucky
Texas A & M University-College Station	University of Leeds
Texas A & M University-Galveston	University of Limerick
Texas State University	University of Manchester
Texas Tech University	University of Maryland-College Park
The American University of Paris	University of Massachusetts-Amherst
The New School	University of Massachusetts-Boston
The Pennsylvania State University-Main Campus	University of Michigan-Ann Arbor
The University of British Columbia	University of Michigan-Flint
The University of British Columbia - Okanagan	University of Minnesota-Twin Cities
The University of Edinburgh	University of Missouri-Columbia
The University of Queensland	University of Mount Union
The University of Tampa	University of Navarra
The University of Tennessee-Chattanooga	University of North Carolina at Asheville
The University of Tennessee-Knoxville	University of North Dakota
The University of Texas at Arlington	University of North Florida
	University of Nottingham
	University of Oklahoma-Norman Campus

YEAR IN REVIEW



School Year 2024-2025

Class of 2025 University Acceptances

University of Oregon
 University of Ottawa
 University of Pécs
 University of Pennsylvania
 University of Pittsburgh-Pittsburgh Campus
 University of Reading
 University of Rhode Island
 University of Rochester
 University of Roehampton
 University of San Francisco
 University of Sheffield
 University of South Florida
 University of Southampton
 University of St Andrews
 University of St Thomas
 University of Surrey
 University of Sussex
 University of Technology, Sydney
 University of Toronto
 University of Toronto - Mississauga
 University of Twente
 University of Victoria
 University of Warwick
 University of Waterloo
 University of Westminster, London
 University of Windsor
 University of Wisconsin-Madison
 University of York
 Virginia Commonwealth University
 Virginia Polytechnic Institute and State University
 Virginia Commonwealth University Qatar
 Washington College
 Washington State University
 Wayne State University
 Webster University, Geneva
 Weill Cornell Medical College Qatar
 Wentworth Institute of Technology
 West Texas A & M University
 West Virginia University
 Western Michigan University
 Western University
 Western Washington University
 Whittier College
 Worcester Polytechnic Institute
 York University



YEAR IN REVIEW



School Year 2024-2025

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



COMMUNITY GROUPS



YEAR IN REVIEW

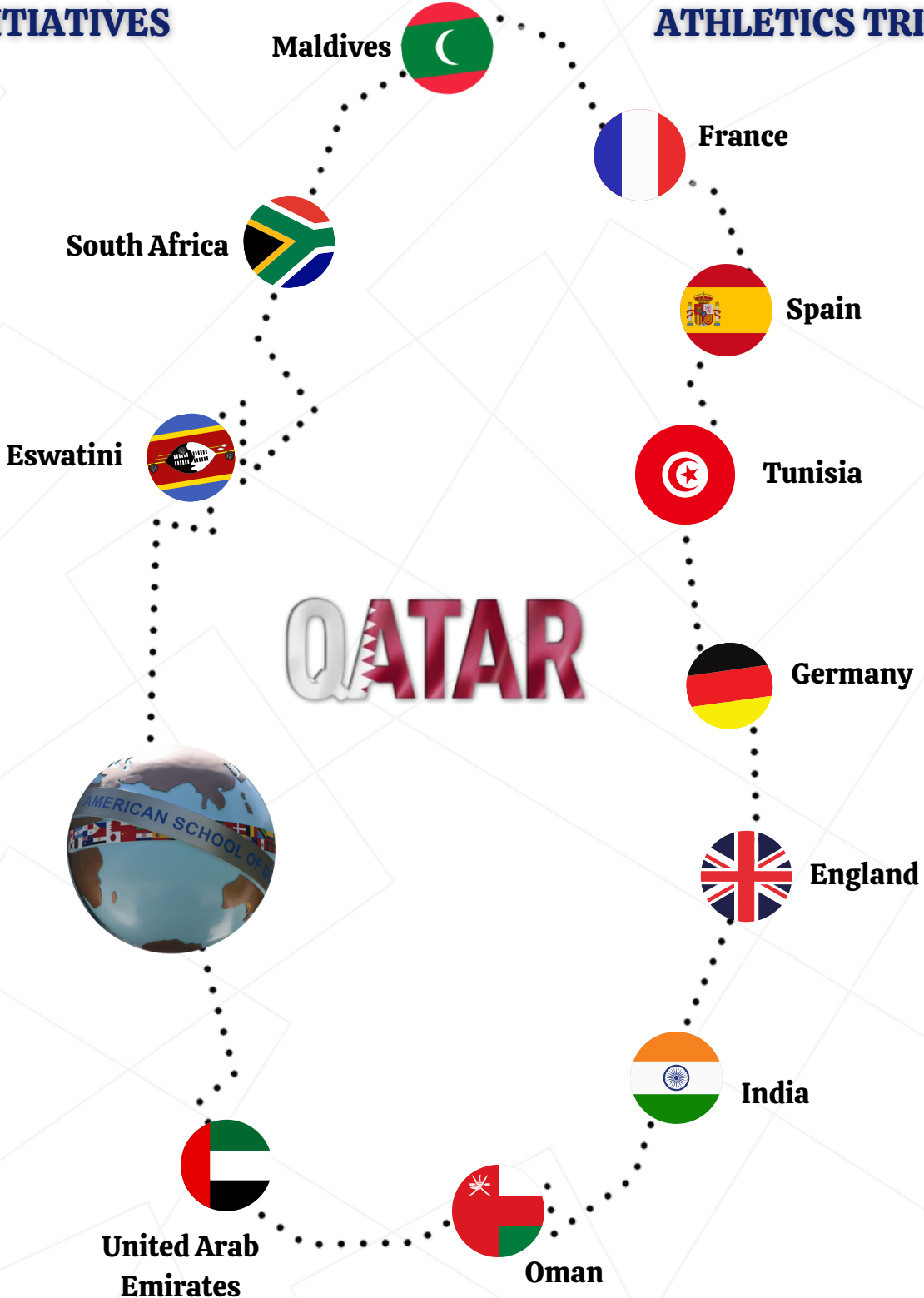


School Year 2024-2025

Trips Around the World

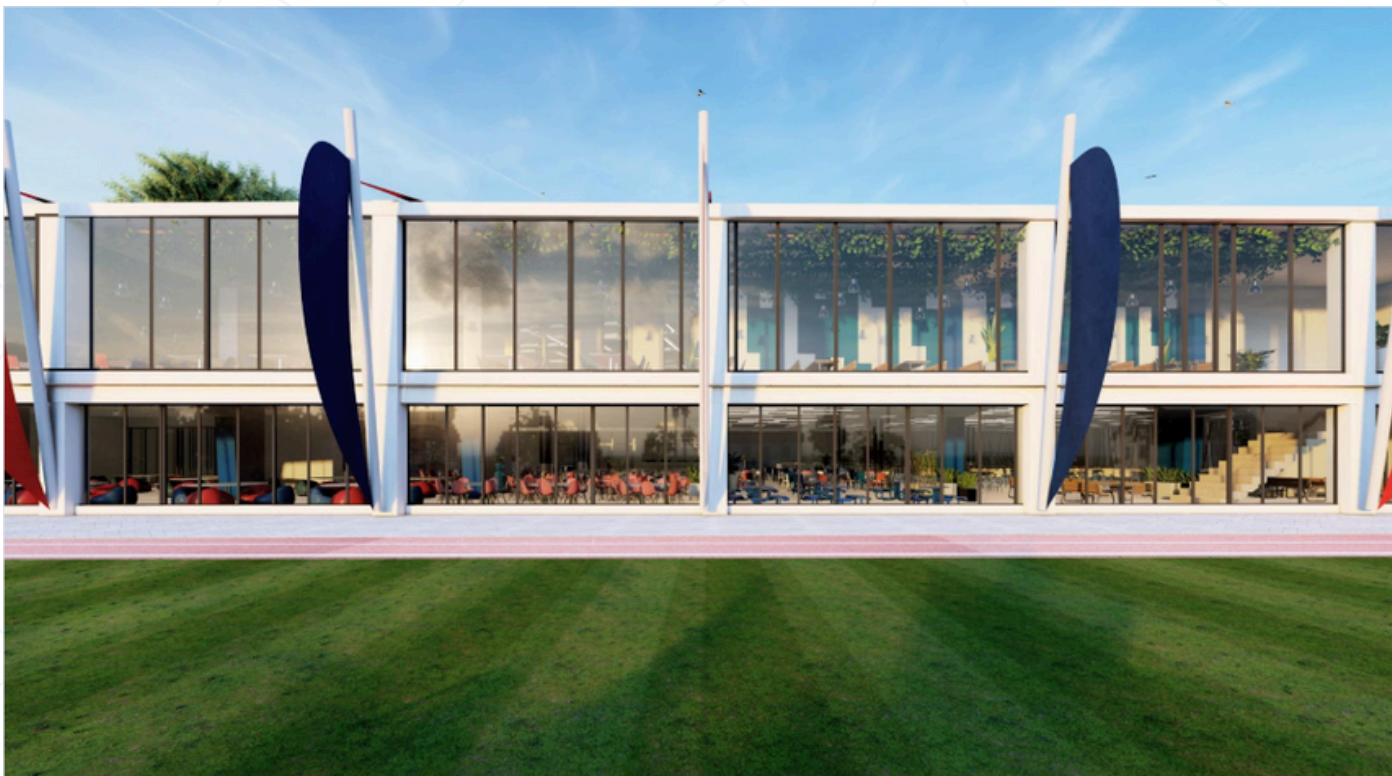
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