



The American School Foundation of Guadalajara A.C.

DIRECTOR'S ANNUAL REPORT TO THE BOARD OF TRUSTEES January 1, 2016 – December 31, 2016

ASFG Board of Trustees,

It is with pride and gratitude that I submit the Director's Annual Report for the 2016 fiscal year to the ASFG Board of Trustees. I am deeply grateful for the incredible dedication and leadership from the members of our Board of Directors and Board of Trustees. From the invaluable committee work on our new Vision Statement to the strides taken towards our new campus, our ASFG community is nourished by such a strong leadership team.

The Board of Director's Committee Chairs have been instrumental in furthering numerous projects at school as well as serving as a trusted advisory team. Lic. Carlos Wolstein, President, Dr. Moises Hernandez, Vice President, Ing. Jose Rodolfo del Monte, Treasurer, and Lic. Cecilia Diaz Romo, Secretary, as well as Ing. Herman Lanczyner, chair of the Purchasing and Buildings and Grounds committees, and Lic. Gina Zohn, chair of the School Improvement Team have all generously contributed time, energy and wisdom to our beloved institution. Dr. Moises Hernandez, President of the Board of Trustees, has collaborated on and overseen the process around our long-term facility planning. I also greatly appreciate the time and wisdom so selflessly shared with me and my administrative team by the Executive Committee – Lic. Carlos Wolstein, Dr. Moises Hernandez and Lic. Gina Zohn.

Finally, the entire school community appreciates the vision, leadership and dedication of the Board of Directors' president, Lic. Carlos Wolstein whose dedication to ASFG in time and energy is matched only by his affection for the school.

SACS CASI AdvancED Accreditation (Grades PK-12):

With the dual purpose of genuinely committing to the school improvement process and readying ourselves for our spring 16-17 accreditations visit, the administration and the School Improvement Team and school administration is fully engaged in our internal review. Namely, we reviewed the 5 standards of AdvancED, reflected on our adherence to them and learned about the external review visit including the class observation tool ELEOT. In December of 2016, we completed a draft of our self-study in order to be ready to submit the final version in March. In compliance with Standard 1, Indicator 2, the AdvancED committee, School Improvement Team and finally the Board of Directors and Board of Trustees reviewed and revised the ASFG Vision Statement to now officially read, "Inspire, Educate and Act to Better Our World."

The AdvancED external review report will be included in the next annual report as it would be published and become available mid-year in 2017.

School Improvement Process:

The SACS CASI school improvement model (vision, profile, plan, results) is implemented in all areas at ASFG, particularly in the academic program. During the 2015-2016 school year and the first half of 16-17 school year, we continued our focus on academic improvement in reading, writing and math as well as teacher training in sustainability. Specific, measurable goals were articulated and strategies to meet these goals implemented and monitored throughout the year. Results from these goals are presented to the School Improvement Team in October of the following school year.

Staff Development:

Staff Development Credit Summary for 2015-2016

High quality staff development is an essential component of an educational program of excellence. Since the largest portion of the staff development budget is used to support graduate courses, national conferences and international conferences, it is important to make sure the financial resources cover as many opportunities as possible. A total of 24 teachers used partial financial support from ASFG towards a Master's degree. A total of 67 faculty members travelled to national and international conferences. Beyond master's degrees and external conferences, ASFG also trains teachers internally with our own teacher leaders and the use of online courses. In total, 266 staff development opportunities offered to staff in 2015-2016.

Our US accreditation agency (AdvancED) requires that all academic staff receive 1.2 credits (24 hours) of professional development every year. Our teachers averaged 4.1 credits during 2015-2016. One hundred percent of our teachers were in compliance with the SACS CASI/AdvancED standards for staff development.

Technology 2016-2017

Technology at ASFG supports teachers by providing hardware, software and training to enhance their instruction in the classroom. Through 21st century modes of learning and communicating, we empower students to be purposeful learners, critical and creative thinkers, effective communicators, and community contributors in a global, interconnected world. We strive to integrate technology at the "Modification" and "Redefinition" levels as described by the SAMR model, a framework we employ to make the most of our tech investment in the classroom.

Technology planning is shaped by curricular decisions. "What we learn" is guided by the teaching of 21st century skills. "How we learn" is enhanced by technology as it allows for customization, interaction, and learner control. Professional development in this area encourages teachers to integrate technology into their daily teaching while inspiring ASFG students to be creative and communicate their best thinking.

ASFG's technology plan weaves technology throughout the campus at all grade levels. Responsible use of living in the digital world is integrated throughout students' technology and academic curriculum. Students interact with applications that foster literacy, fine motor skills, and their curiosity for learning. In upper elementary, they begin the first steps of collaboration using cloud based documents. Increasingly through middle school, they interact with the global community in exciting ways such as through video conferences with classrooms in other countries. Beginning in 7th grade with our 1 to 1 program, our upper level students learn specialized skills such as 3D design and printing, professional multi-media production, website design, and programming.

Projects specific for the school year 2016-2017 include:

1. ASFG Technology Budget Distribution.

Each year 220 thousand dollars are allocated for the technology budget for investments.

Additional funds are dedicated to technology operations on a yearly basis:

2.6 million pesos for software and subscriptions (Presupuesto de Licencias)

5.3 million pesos for the 1 to 1 laptop program

315 thousand pesos for technology operational expenses

1 million pesos for Internet

2. Tech Center Handbook – Services & Procedures

The Tech Center staff is working on a handbook that describes in detail the procedures and services offered by the department. The handbook is organized in groups of procedures according to the main themes of responsibility. It also includes documents that serve as instructions and guidelines for the Tech Center staff as well as users (students, faculty, admin staff and to some degree parents of ASFG students and visitors). The expected date of completion is the end of the 2016-2017 school year, with continual updating and improvements following.

3. Mid- and Long- Term Planning

Infrastructure Acquisitions Roadmap.

A 5 year plan considers the investments needed to maintain our infrastructure and to anticipate the requirements given that constant new investments are made. This plan is revised periodically and adjusted according to current needs and priorities.

Academic Support

Equipment to support teaching and learning is provided based on the needs and plans of the corresponding division and on specific needs in each grade level. In addition to equipment provided for each classroom or grade level, students can use computers from the two labs in Elementary or the mobile lab of Middle School, or iPads, laptops or android devices available at the libraries. There are also additional computers in the Fine Arts and Technology department classrooms in the High School.

Distribution of equipment for teaching and learning by grade level

Every year the equipment assigned to each grade level is revised with teachers and principals so we know the needs are met and necessary adjustments are considered.

IT Replacement Cycle for ASFG Owned Equipment

All ASFG equipment is classified and inventoried. According to the estimated lifespan of each type of device, its replacement is programmed and funds are allocated appropriately. Each year the replacement cycle is analyzed for the upcoming 5 years but adjustments are made every year, based on new investments and changes in the distribution and replacement of equipment.

1 to 1 Laptop Program Leasing Planning

A total of 230 laptops of different models are acquired each year to complement a 3 year leasing cycle that allows us to provide brand new laptops to students in 7th and 10th grade. Teachers and administrators from 7th to 12th grade also participate in this program. All computers are replaced after 3 years of use.

4. Research and Development (Innovation)

A total of 10 thousand dollars are allocated every year to fulfill proposals that teachers submit to the Internal Technology Advisory Committee (ITAC). These projects seek to experience the use of technology in new ways, that might have been proven someplace else, but that represent a new way of putting technology at the forefront of learning at ASFG. Among the projects that have been presented by teachers, the following have been approved in the past by the committee members:

- A cart with a class set of Android tablets for 5th grade students
- Sets of iPads in each Elementary Classroom for students use in centers and Support Services
- A cart with a class set of Chromebooks for 5th and 6th 6 grade students
- Short range and Interactive digital video projectors
- Document cameras for Elementary Classrooms

Type of Equipment (Last 10 years)	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	Total Aquired	Equipment in use
Desktops Win (5 year)	50	25	26	30	60	30	54	26		30	331	156
Desktops Mac (5 year)	1	5	5	6	8	6	7	8	3	7	56	38
Laptops Win	3	20	7			14	34	16	10		104	71
Laptops Mac					12				25	15	52	48
MacBooks one to one			119	109	115	282	254	200	228	239	1546	682
Digital Projectors	22	57	2	6	13	21	24	32	16	22	215	128
Digital Video Camera	9	5					5		3		22	8
Digital Still Cameras	8		11	3	7	8	12	4	1	1	55	34
Smart Board / Mimio Teach Bar				2	7			1	2		12	7
Printers	3		2	5	1	1	3	4	1	1	21	35
LCD TV screens		5	5		1						11	10
Document Cameras					3			4	11	19	37	33
iPad				1	5	4	88	48	43	39	228	222
iPod Touch						6					6	6
Tablets							28	15			43	36
ChromeBooks							1	32		25	58	57

Development and Community Relations Office

Parent School:

Close collaboration between the Parent School coordinators and our counselor team has resulted in conference and workshop offerings more in line with our social-emotional priorities around child and adolescent development. This has also resulted in greater attendance among parents as workshops are of high quality and relevance.

	2014-15	2015-16
No. Workshops	15	20
Attendance	172	290
No. Conferences	4	4
Attendance	537	967
Total Attendance	709	1,257

Art Fest:

Attendance

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Auction	323	350	320	476	528	431	551	354	397	450	450	400	406	380
Festival	1200	1750	1920	1784	1546	2282	1706	1446	1561	1874	2796	1817	1866	1772

Our annual Art Fest celebrated the beauty and importance of visual and performing arts in our society. 54 professional artists participated in the auction and had a stand in the festival. We were fortunate to host Alvaro Cuevas, renowned Jaliscan artist famous for his public art project of huge origami sculptures of animals placed around the city, as our invited artist in 2016. Similarly, we were honored to highlight our "emerging" artist, ASFG alumnus Gibran Julian, as part of a program to bridge the conceptual gap sometimes our students encounter when considering art as a career for themselves.

ESF Annual Report

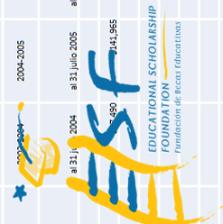
2015-2016

In August 2016 twelve students were benefited, with partial scholarships. 3.75 scholarships were awarded. Lic. Gabriel Vazquez Arroyo, President of ESF, continues with his generous support of ESF with his time, resources and personal donations. Every year the patrimony of ESF increases as well as the knowledge in our community of the value of this fund for our families and students.

FUNDACION DE BECAS EDUCATIVAS

Estado de Actividades al 31 de Julio de 2016

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Acumulado
	# 31 Julio 2004	# 31 Julio 2005	# 31 Julio 2006	# 31 Julio 2007	# 31 Julio 2008	# 31 Julio 2009	# 31 Julio 2010	# 31 Julio 2011	# 31 Julio 2012	# 31 Julio 2013	# 31 Julio 2014	# 31 Julio 2015	# 31 Julio 2016
Ingresos:													
Donaciones en Efectivo						\$469,996	\$486,666	\$610,669	\$1,797,598	\$1,574,026	\$1,133,316	\$791,540	\$779,519
Donativo becas para alumnos	\$41,965	\$96,869	\$251,703	\$446,369	\$466,369	\$469,996	\$486,666	\$610,669	\$1,797,598	\$1,574,026	\$1,133,316	\$791,540	\$8,677,616
Donativo de la Asociación de Ex-Alumnos		\$80,000	\$80,000	\$25,000	\$80,500	\$80,500	\$80,500	\$80,500	\$80,500	\$80,500	\$80,500	\$80,500	\$140,804
Folklorama													\$26,135
Donativo-Alumnos Study Abroad						\$21,739	\$21,739	\$21,739	\$21,739	\$21,739	\$21,739	\$21,739	\$18,900
Perforicos													\$37,780
Otros ingresos (venta de obra recibida en donación)		\$237,750		\$392,800		\$32,817	\$15,351	\$26,109	\$50,625	\$40,000	\$40,000	\$0	\$96,207
Suaveta Anual ESF						\$43,317	\$43,317	\$43,317	\$43,317	\$43,317	\$43,317	\$43,317	\$43,317
Campaña Vamos todos al Cine con ESF		\$55,843	\$52,370	\$52,370	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$186,265
Campaña Una Rebamada para ti, otra para ESF		\$2,300	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$2,900
Family Day		\$2,785	\$710	\$710	\$710	\$710	\$710	\$710	\$710	\$710	\$710	\$710	\$43,221
Venta de donas Atomex						\$6,507	\$6,507	\$6,507	\$6,507	\$6,507	\$6,507	\$6,507	\$6,507
Art Fest			\$2,165	\$27,740	\$3,441	\$4,775	\$4,775	\$4,775	\$4,775	\$4,775	\$4,775	\$4,775	\$11,448
El arte de arreglarla						\$56,848	\$56,848	\$56,848	\$56,848	\$56,848	\$56,848	\$56,848	\$56,848
Venta de pulseras						\$8,135	\$8,135	\$8,135	\$8,135	\$8,135	\$8,135	\$8,135	\$8,135
Defile de modas						\$26,700	\$26,700	\$26,700	\$26,700	\$26,700	\$26,700	\$26,700	\$26,700
Tienda ESF													\$31,704
Teatro Infantil Tiempo Mágico						\$46,517	\$46,517	\$46,517	\$46,517	\$46,517	\$46,517	\$46,517	\$388,672
Tijeras Telefonas						\$945	\$945	\$945	\$945	\$945	\$945	\$945	\$945
Video y Fotografía ESF						\$9,237	\$9,237	\$9,237	\$9,237	\$9,237	\$9,237	\$9,237	\$9,237
Diversos eventos (Venta de libros)													\$18,600
Concesión papelería						\$54,000	\$54,000	\$54,000	\$54,000	\$54,000	\$54,000	\$54,000	\$134,662
Egresos:													
Total Ingresos	\$67,490	\$141,965	\$334,619	\$594,796	\$945,789	\$654,015	\$516,154	\$798,477	\$1,994,730	\$1,772,513	\$1,623,974	\$1,210,959	\$1,626,287
Becas Orogadas						\$172,288	\$188,262	\$207,675	\$297,270	\$425,256	\$392,281	\$486,054	\$594,170
Gastos Suaveta Anual (tramite permiso, compra (prod, publicidad)			\$134,469	\$144,941	\$144,941	\$172,288	\$188,262	\$207,675	\$297,270	\$425,256	\$392,281	\$486,054	\$2,994,685
Suaveta Anual ESF						\$1,838	\$299	\$299	\$299	\$299	\$299	\$299	\$480,292
Gastos campaña vamos todos al cine con ESF						\$6,988	\$221	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392
Gastos venta de donas Atomex						\$9,666	\$9,666	\$9,666	\$9,666	\$9,666	\$9,666	\$9,666	\$9,666
Gastos tramites contribución Asociación Civil ESF						\$130,954	\$381,838	\$262,366	\$373,779	\$399,368	\$446,342	\$465,758	\$2,887,757
Gastos de Administración ESF						\$50,600	\$50,600	\$50,600	\$50,600	\$50,600	\$50,600	\$50,600	\$341,428
Gastos tramites Fideicomiso						\$3,911	\$3,911	\$3,911	\$3,911	\$3,911	\$3,911	\$3,911	\$7,822
Gastos venta de pulseras						\$30,987	\$30,987	\$30,987	\$30,987	\$30,987	\$30,987	\$30,987	\$30,987
Gastos El arte de arreglarla						\$7,475	\$7,475	\$7,475	\$7,475	\$7,475	\$7,475	\$7,475	\$11,961
Gastos de operación						\$96,811	\$96,811	\$96,811	\$96,811	\$96,811	\$96,811	\$96,811	\$34,149
Costo de venta tienda ESF						\$2,802	\$2,802	\$2,802	\$2,802	\$2,802	\$2,802	\$2,802	\$2,802
Video y Fotografía ESF						\$4,072	\$4,072	\$4,072	\$4,072	\$4,072	\$4,072	\$4,072	\$4,072
Teatro Infantil Tiempo Mágico						\$4,603	\$4,603	\$4,603	\$4,603	\$4,603	\$4,603	\$4,603	\$4,603
Posales Escolar						\$1,044,953	\$1,044,953	\$1,044,953	\$1,044,953	\$1,044,953	\$1,044,953	\$1,044,953	\$7,074,884
Total Egresos	\$0	\$0	\$0	\$134,469	\$188,261	\$310,069	\$553,819	\$774,790	\$996,259	\$862,359	\$1,160,037	\$1,044,953	\$1,933,206
Resultado antes de rendimientos	\$67,490	\$141,965	\$334,619	\$460,327	\$757,528	\$343,946	\$262,335	\$1,223,687	\$1,008,471	\$910,154	\$563,927	\$165,906	\$5,067,884
Rendimientos del Periodo	\$528	\$8,860	\$33,204	\$35,292	\$108,322	\$125,870	\$90,780	\$93,246	\$142,771	\$173,855	\$159,582	\$159,582	\$202,964
Patrimonio al Final del Periodo	\$68,018	\$150,825	\$367,823	\$505,600	\$863,791	\$469,816	\$353,115	\$1,364,918	\$989,026	\$666,833	\$327,588	\$435,444	\$6,395,479



Facilities Improvement

The material resources department in conjunction with the director general and the committee on buildings and grounds reports a robust and quality summer remodeling program in 2016. With a firm commitment from the board of directors and the Buildings and Grounds committee to not allow our current campus to fall into sub-standard condition, we make significant improvements each year to the school facilities. Below is the list of significant summer projects completed for the 16-17 school year.

- Convert Managua House 2nd floor into Early Childhood Music Room
- Door 1 Waiting Area outside Pool
- HS prototype classroom (combine two small classrooms into one large)
- ES Library Remodeled and computer lab separated
- HS Quad pathways
- HS Technology moved to Managua House to complete Fine Arts & Tech Wing
- Safe Roof Access from gymnasium to facilitate Solar Panel tours
- Handicapped access around eucalyptus tree on Colomos and crosswalk style speed bump

College Admissions 2015:

The ASFG High School Faculty and Administrative Team are very happy to report that the Class of 2016 had a very successful college admissions season with the vast majority of its members gaining acceptance to one of their top choice universities or colleges.

ASFG seniors (24) have been offered a documented \$4,705,836 USD or \$86,869,732 Mexican Pesos (at 18.46 pesos per USD exchange rate - Banxico as of May 27, 2016). The total of the “best financial aid” offer to our students is \$1,680,794 USD or \$31,027,457 MXP (at 18.46 pesos per USD exchange rate - Banxico as of May 27, 2016). We can assert that many of the students who needed financial assistance to pursue their higher education made it happen in the context of yet another difficult and competitive year. The Class of 2015 was offered a documented \$2,917,038 USD or \$44,601,511.02 MSP (at 15.29 pesos per USD exchange rate – Banxico as of May 11, 2015).

As it is now the defined pattern, there was once again a very high correlation between financial aid earned and academic performance in Honors and AP courses at ASFG. Offers of admission at selective universities, particularly in the United States, also correlated strongly again with enrollment and performance in AP and Honors classes at ASFG. We must reiterate that it is becoming increasingly more difficult to earn financial aid as university budgets are being cut and competition is stronger. Students who take full advantage of the curricular and extracurricular opportunities at ASFG and who choose colleges wisely in terms of a broad set of choices consistently accomplish their admission and financial aid goals.

College/University Acceptances ASFG Class of 2016

Bold type indicates more than one acceptance; asterisk indicates an offer of financial aid has been made.

American University of Paris, France

California College of the Arts, CA

California Polytechnic University at San Luis Obispo, CA

Babson College, MA

Baylor University, TX

Bentley University, MA

Boston University, MA *

California State University of Long Beach, CA

California State University of San Diego, CA

CENTRO - Mexico, D.F.

Centro Internacional de Innovación en Diseño, JAL

Colorado University at Boulder, CO

Columbia University, NY*

Creighton University, NE*

DePaul University, IL***Drexel University, PA***

Duke University, NC

Elmhurst College, IL***Fordham University, NY**

Franklin University of Switzerland, CH*

George Washington University, D.C.***Georgia Tech, GA****Gonzaga University, WA***

Harvard University, MA*

Harvey Mudd College, CA

Hofstra University, NY*

Hotel School of Sydney, AT

Hult Business School – San Francisco, CA ***Instituto Tecnológico Autónoma de México, Jalisco****Instituto Tecnológico Autónomo de México -****México, D.F.*****Instituto Tecnológico y de Estudios Superiores de****Occidente (ITESO), Jalisco***

Johns Hopkins, MD

Lehigh University, PA*

Les Roches, CH**Lewis and Clark College, OR*****Libre de Derecho, DF**

London College of Fashion, UK

London School of Business and Management, UK

Loyola Marymount University, CA***Loyola University of Chicago, IL***

Maryland Institute of Art and Design, MD*

Marymount Manhattan College, NY*

Massachusetts Institute of Technology

Middle Tennessee University, TN

The New School, NY*

New York University, NY

Northeastern University, MA*

Northwestern University, IL*

Pace University, NY*

Portland State University, OR

Pratt Institute, NY

Purdue University, IN

Rice University, TX*

Rochester Institute of Technology, NY*

The School of Art in Chicago, IL*

St. Louis University at Madrid, SP*

Santa Clara University, CA*

Savannah College of Art and Design, GA*

Seton Hall University, NJ*

Seattle University, WA*

Stanford University, CA*

Suffolk University, MA***Swarthmore College, PA****Syracuse University, NY****Tecnológico de Monterrey, Jalisco ***

Tecnológico de Monterrey, D.F.

Temple University, PA*

The Ohio State University, OH

Trinity College, CT

Trinity University, TX*

Universidad de las Américas, PUB***Universidad Autónoma de Guadalajara, Jalisco****University of California at San Diego, CA****Universidad Iberoamericana - México, D.F.****University of Arizona, AZ*****University of British Columbia, CA***

University of California at Davis, CA

University of California Dominguez Hills, CA

University of California Riverside, CA

Université de Lausanne, CH

University of Manchester, U.K.

University of Massachusetts - Boston, MA

University of Miami, FL

University of Missouri, MO*

University of Northampton, U.K.

University of Oregon, OR

Universidad Panamericana, Jalisco*

University of Puget Sound, WA*

University of Richmond, VA

University of Rochester, NY***University of San Diego, CA****University of San Francisco, CA****University of Seattle, WA*****University of Southern California, CA***

University of Tampa, FL*

University of Texas at Austin, TX

University of Toronto, CN

University of Washington, WA

Virginia Tech, VA

Webster University, KS*

Interesting Facts about the Class of 2016

- The ASFG Class of 2016 Co-Valedictorian Award was earned by Daniel Soberanes and Francis McCann. Daniel will be studying at Harvard University with an undecided major. Francis will study Engineering at Massachusetts Institute of Technology.
- The graduating class of 2016 is made up of 93 students representing citizens of Mexico, the United States, Spain, Switzerland, Germany, England, Italy, Columbia, France, and Canada.

Twenty-five students (27%) of the Class of 2016 are projected to pursue their higher education outside of Mexico: U.S. (16), Canada (3), United Kingdom (2), Switzerland (2), Italy (1), and Spain (1).

- 68 students (73%) will be pursuing their undergraduate university education in Mexico.
- 86 students (92%) were enrolled in the UNAM program.
- 15 students (16%) are members of the National Honor Society.
- 56 students (60%) of the graduating class earned the Fidelity Award at commencement having attended the school from Pre-1st to 12th Grade.
- 36 students (39%) of the graduating seniors completed 200 or more hours of service learning which is at least 100 hours more than ASFG's graduation requirement.
- Cassandra Torres served 462 hours making her the record holder for most documented service learning hours for the Class of 2016.
- The class of 2016 accumulated a very significant 14,592 service learning hours with each senior averaging approximately 157 hours of service. This means the Class of 2016 as a group accounted for over one year of around the clock service to the community (608 days non-stop service). The last six graduating classes have served over 10,000 hours or more than a year.
- 9 students (10%) will graduate with "Honors 10-12". To graduate with an Honors 10-12 designation, students must maintain satisfactory conduct and an overall weighted average of 90% or better in the final grades at the end of every year during their 10th and 11th grades and the first three quarters of 12th grade.

Student Achievement

ASFG uses a number of formal external assessments to objectively measure and understand student learning. We use this information to develop specific, targeted academic goals for future instruction and learning. Among these the most widely used at our school are the NWEA (Northwest Evaluation Association) computer-based MAP achievement tests taken by all students in grades two through ten at least twice a year and the ERB (Educational Records Bureau) WrAP writing samples for grades four through twelve. The Mexican government PLANEA tests in Spanish and math are taken by grades 6, 9 and 12. In addition, high school students take the PSAT in grades ten and eleven while many also take AP exams and the SAT during their high school career.. Piense II was applied for the first time in November, 2016 to our 8th graders in order to have an interim data point measuring students' Spanish skills before they take the PLANEA in 9th grade. This data will hopefully serve to guide teachers in areas that need more attention both in Spanish and math. Elementary, in addition, uses several common assessments that are applied beginning, mid and end of the year in the literacy and math areas. Early Childhood continues to apply the midyear assessment as a way to ensure students reach the end of the year exit learning targets. They also began applying an oral fluency assessment at the beginning and end of the year as well as continuing with their end of the year writing samples.

The following are the results from our externally applied exams which were administered during the 2015-16 school year, along with the 2016 Piense II results.

MAP

MAP (Measure of Academic Progress) has been used for several years as an external assessment instrument tool of reading and math to assess student learning in grades two through ten. These are given in September and again in May to measure academic levels and growth. At mid-year select grade levels also take either the reading or math or both tests based on data requested by teachers and principals. Systems are now in place within the school to use MAP data along with samples of student work as well as classroom and common assessments to better understand student learning and instructional needs. Student reports are distributed with report cards in October and June of each year. Teachers have online access to various reports for classes and individual students. Additional charts documenting ASFG annual results, our strengths and weaknesses, and longitudinal data have been developed.

The Growth Summary reports prepared by NWEA (The Northwest Evaluation Association) allow us to compare grade level growth projections with actual growth showing us not only where we have met the targets, but also the percentage of students in each grade who have done so. Reports by subject and grade level aid in identifying students in need of interventions based on ASFG's internal 40th percentile benchmark. The following bar/line graphs summarize student growth. This year in math, all grades, except fifth, met or exceeded their growth targets, ninth grade was particularly strong. In reading, all grades except seventh, exceeded their growth targets. (Second grade growth is not measured through the Student Growth Summary reports since they have do not have spring to spring data points for the comparison.)

Student Growth Summary Report

Aggregate by District

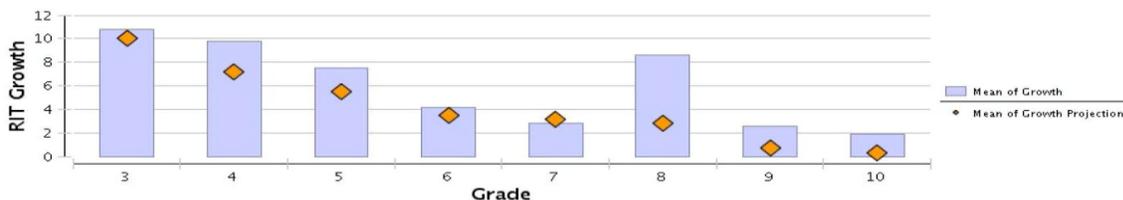
Term: Spring 2015-2016
District: The American School Foundation of Guadalajara, A.C.

Norms Reference Data: 2015 School
Growth Comparison Period: Spring 2015 - Spring 2016
Weeks of Instruction: Start - 32 (Spring 2015)
End - 32 (Spring 2016)
Grouping: None
Small Group Display: No

Reading

Grade (Spring 2016)	Growth Count†	Achievement Status						Growth					Comparative	
		Spring 2015			Spring 2016			Grade Level			Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth				
3	97	194.8	11.0	82	205.6	9.9	86	10.8	1.5	10.0	51	53	0.40	66
4	112	202.2	10.5	71	212.0	12.3	83	9.8	1.5	7.2	70	63	1.60	94
5	100	211.7	10.4	81	219.2	11.5	88	7.5	1.6	5.5	62	62	1.20	88
6	103	218.4	11.7	85	222.6	13.3	86	4.2	1.7	3.5	54	52	0.30	63
7	84	219.9	9.3	74	222.7	11.5	75	2.8	1.6	3.2	44	52	-0.20	41
8	86	225.2	11.7	85	233.8	10.1	97	8.6	1.7	2.8	72	84	2.60	99
9	88	229.4	9.7	89	232.0	10.7	91	2.6	1.5	0.7	58	65	0.70	76
10	78	232.8	10.5	93	234.7	10.2	95	1.9	1.7	0.3	43	55	0.60	72

Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by District

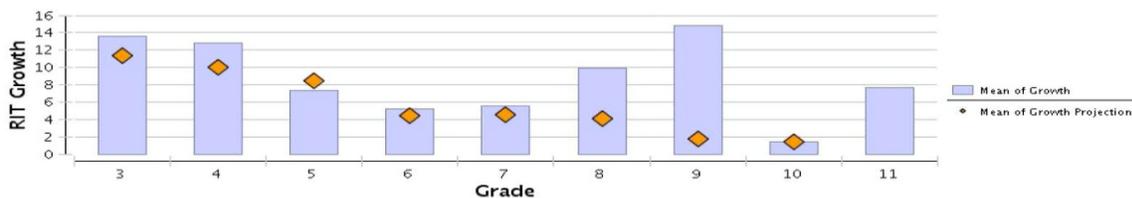
Term: Spring 2015-2016
District: The American School Foundation of Guadalajara, A.C.

Norms Reference Data: 2015 School
Growth Comparison Period: Spring 2015 - Spring 2016
Weeks of Instruction: Start - 32 (Spring 2015)
End - 32 (Spring 2016)
Grouping: None
Small Group Display: No

Mathematics

Grade (Spring 2016)	Growth Count†	Achievement Status						Growth					Comparative	
		Spring 2015			Spring 2016			Grade Level			Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth				
3	100	197.9	7.5	82	211.5	7.2	90	13.6	1.0	11.4	63	63	0.80	79
4	112	206.4	8.8	68	219.2	8.9	79	12.8	1.2	10.0	81	72	1.10	87
5	102	221.8	10.0	89	229.2	9.9	83	7.4	1.4	8.5	44	43	-0.40	35
6	102	228.6	11.9	81	233.8	11.8	85	5.2	1.7	4.4	59	58	0.30	62
7	83	231.2	9.5	77	236.8	10.0	83	5.6	1.5	4.6	48	58	0.50	68
8	87	238.2	11.5	87	248.1	11.1	96	9.9	1.7	4.1	64	74	2.30	99
9	88	242.8	11.9	89	257.6	15.3	99	14.8	2.1	1.8	85	97	4.40	99
10	79	254.7	15.0	98	256.1	12.2	99	1.4	2.2	1.4	38	48	0.00	50
11	10	241.6	12.1	81	249.3	6.0	91	7.7	4.3					

Mathematics



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

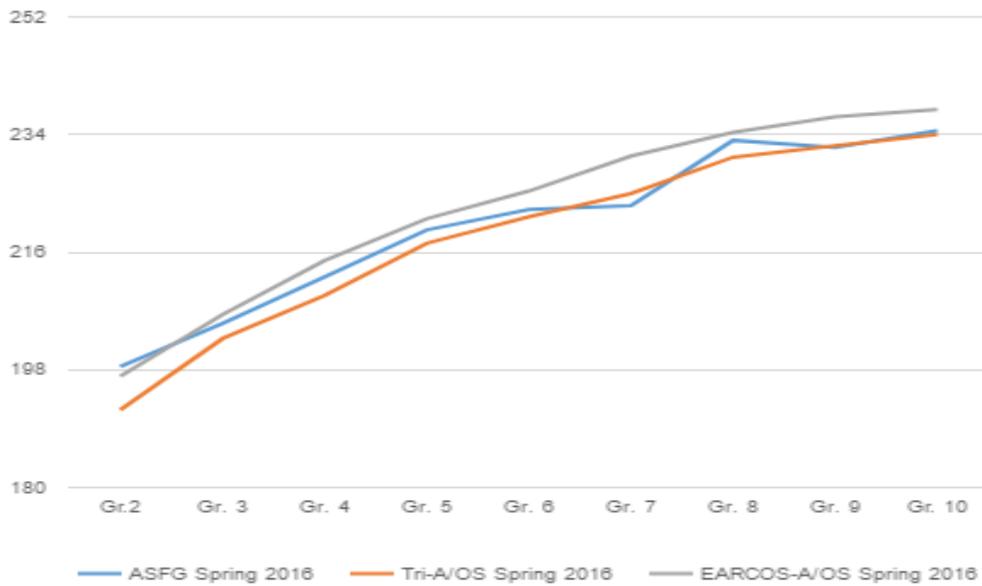
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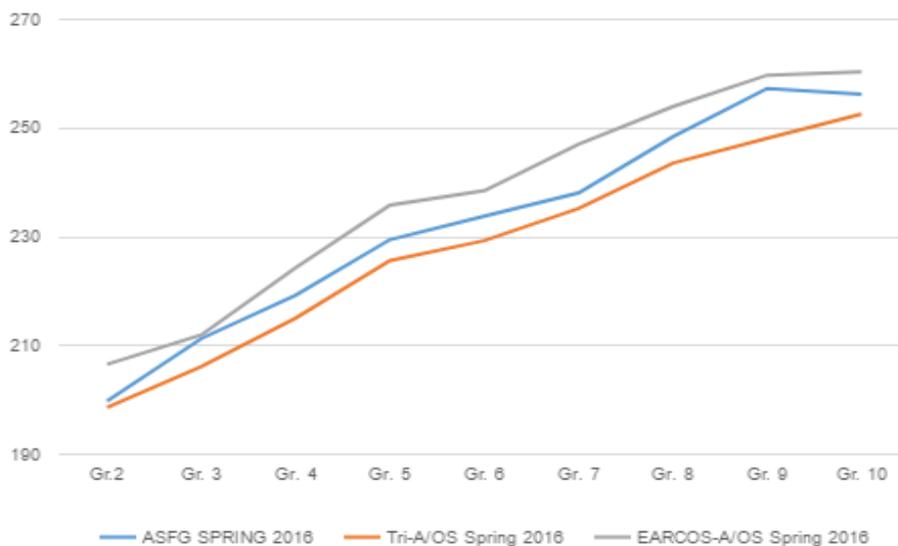
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The multi-colored line graphs below show our relative achievement as compared to other norm groups, particularly in those similar to ASFG such as Tri-Association O/S schools, and the EARCOS (Eastern Asian overseas schools which tend to be the highest performing schools on the MAP assessments). The third and fourth bar graphs show our results as compared to the overall norm group of all schools, a comparison that shows the relative strength of ASFG students when compared to US students whose first language tends to be English.

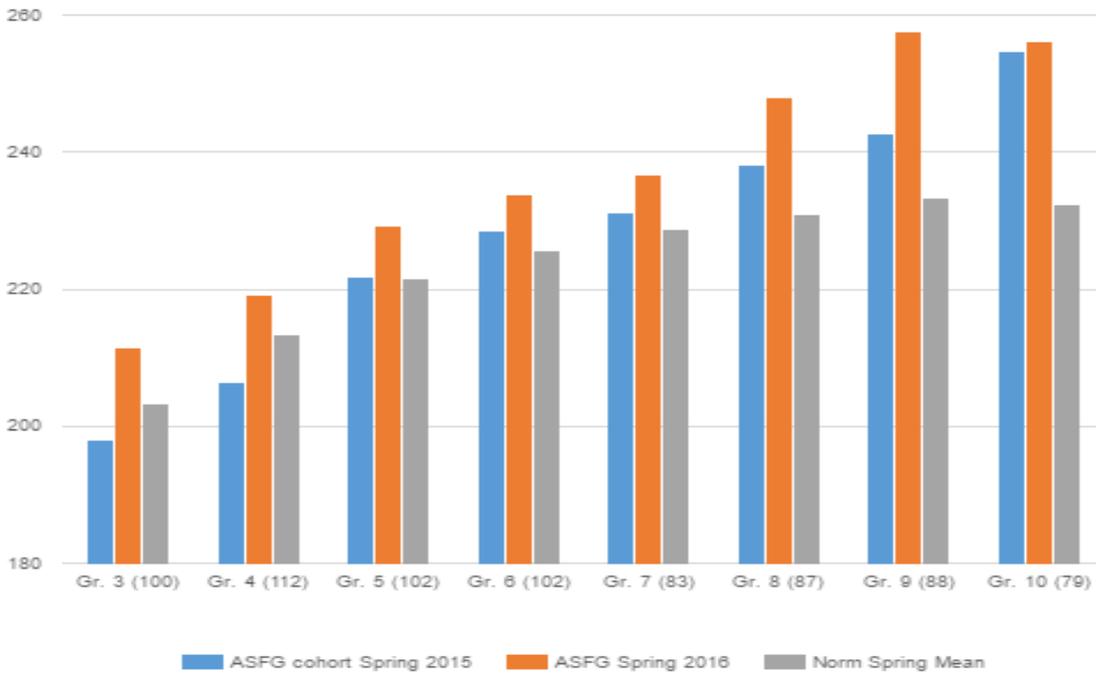
MAP READING COMPARISONS



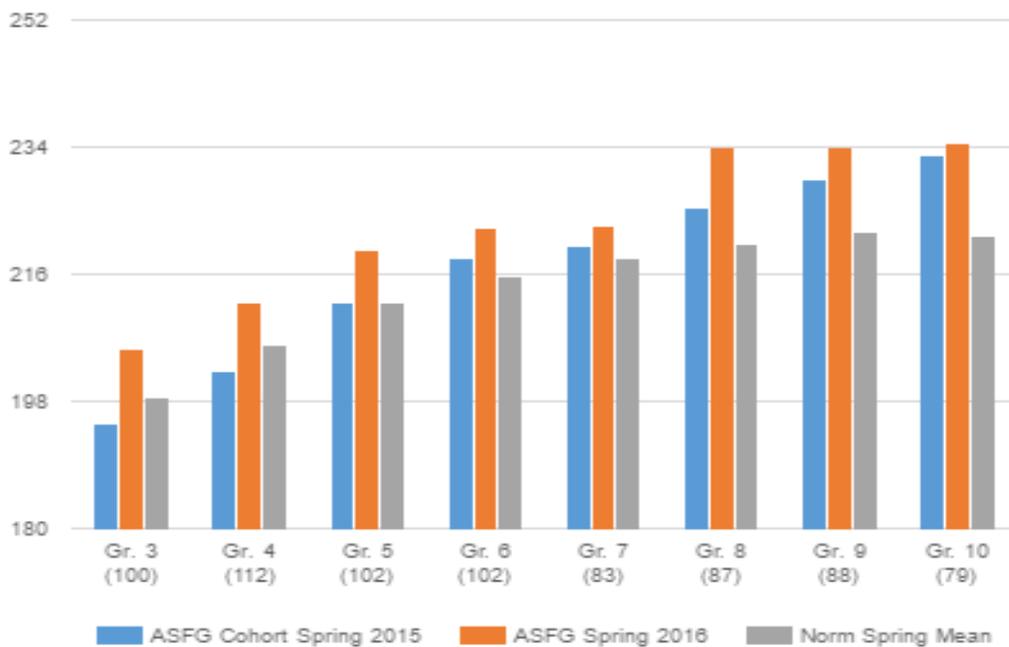
MAP MATH COMPARISONS



Spring Math MAP 2016



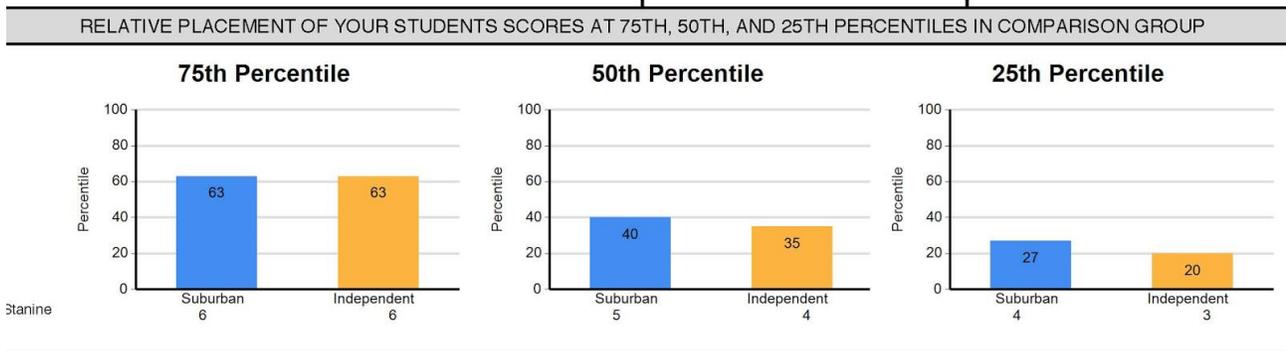
Spring MAP Reading 2016



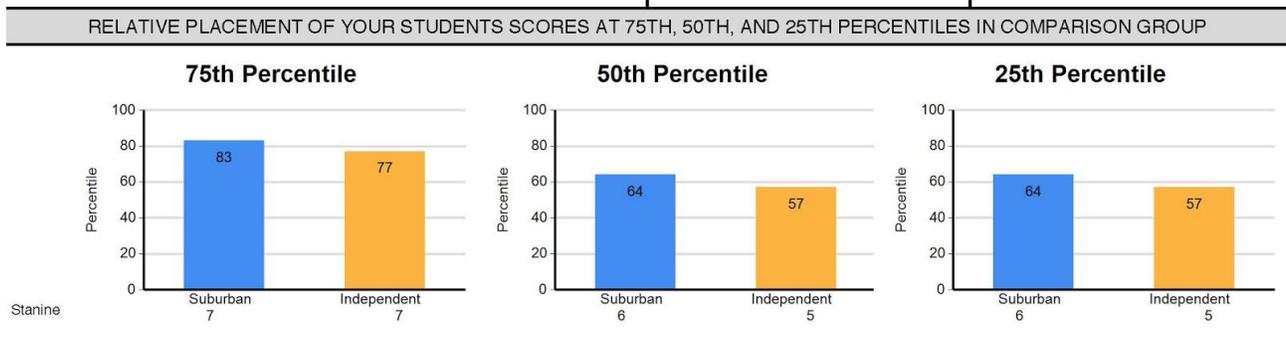
WrAP

Writing samples have been sent to the Educational Records Bureau (ERB) each spring for eight years as an outside measure in order to compare our students' writing with that of students in other independent or private schools.. WrAP scores compare an individual student's past performance, grade level means from previous years, cohort comparisons as well as ASFG to scores from similar independent schools which use this service. The graphs below indicate our students' relative ability as compared to participating independent schools in the US (orange bar). To read the 10th grade graph, for example, one may complete the phrase, "A 5th grade ASFG student writing at the 50th percentile in our school would score at the 57th percentile at a typical independent school."

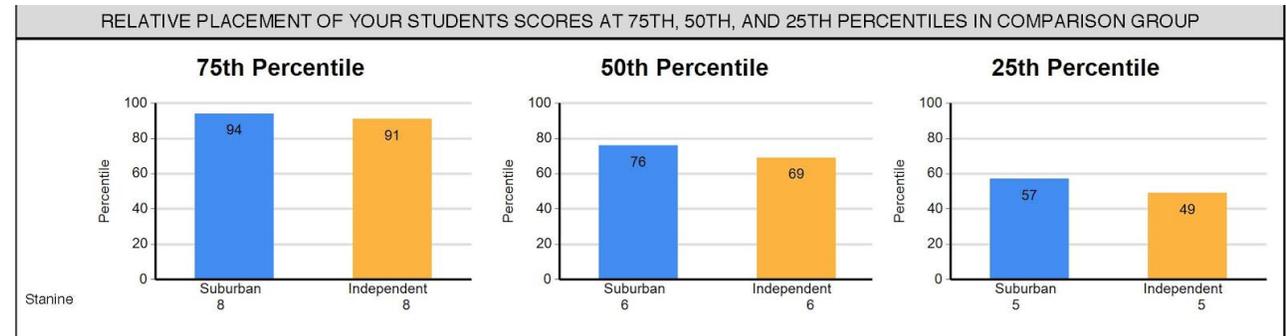
4th Grade



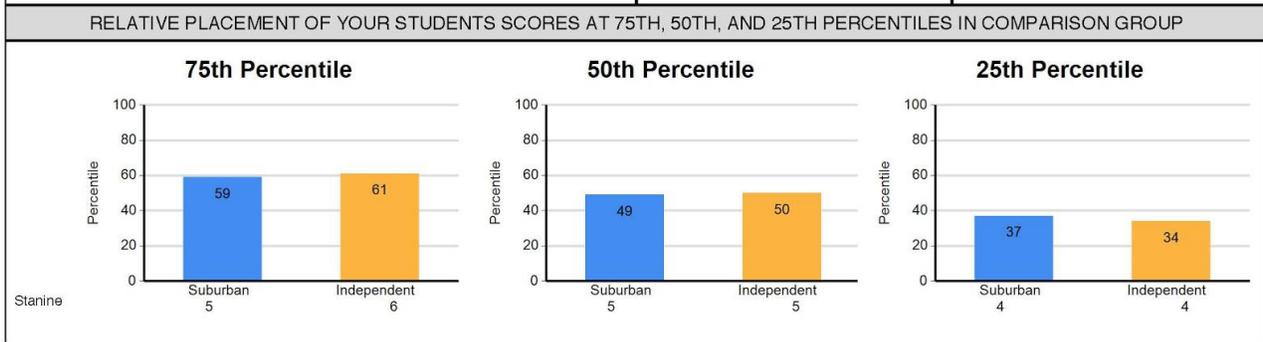
5th Grade



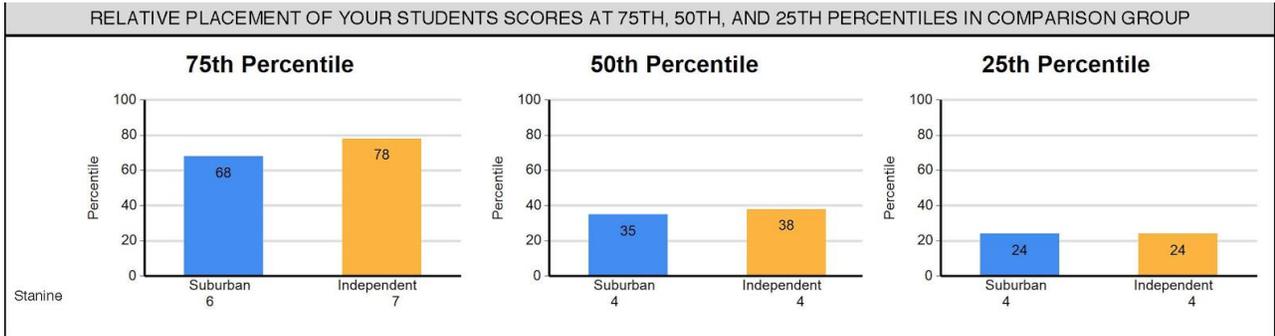
6th Grade



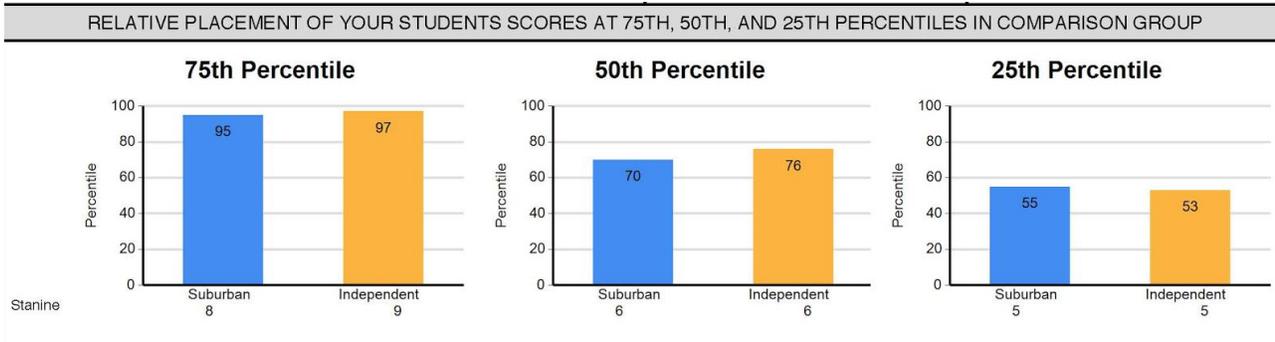
7th Grade



8th Grade

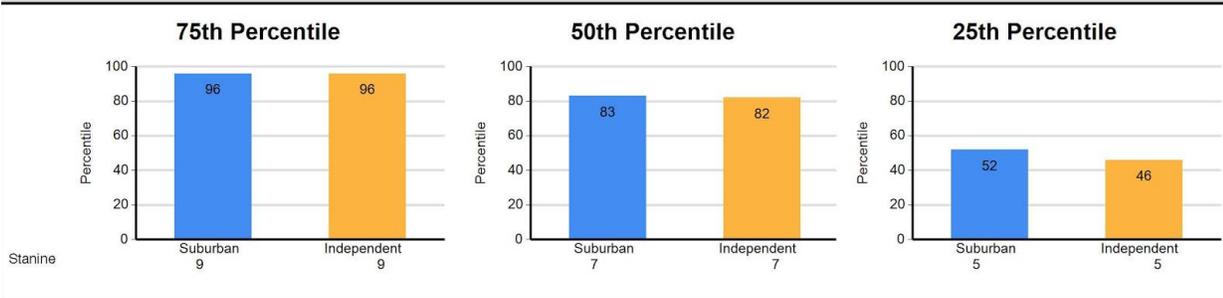


9th Grade



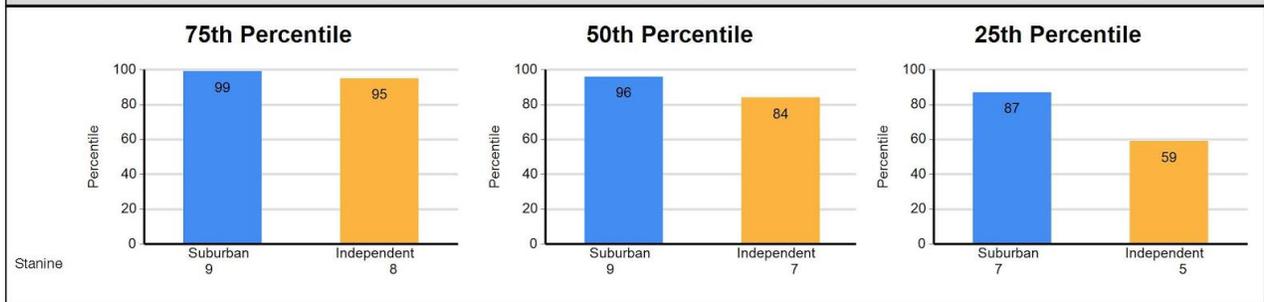
10th Grade

RELATIVE PLACEMENT OF YOUR STUDENTS SCORES AT 75TH, 50TH, AND 25TH PERCENTILES IN COMPARISON GROUP



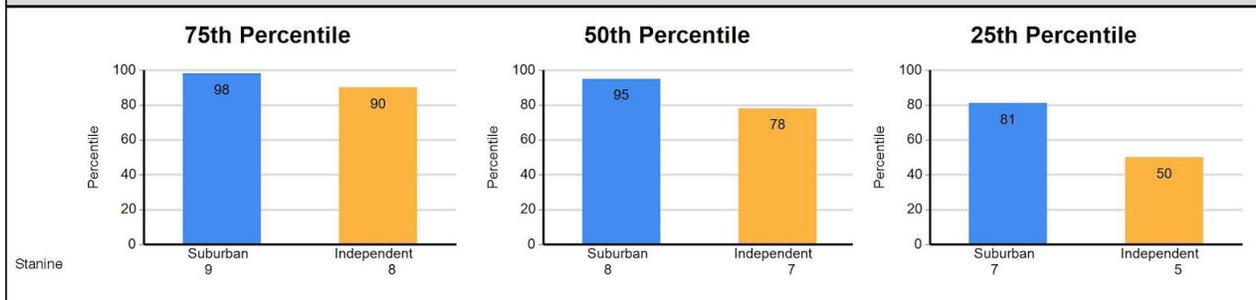
11th Grade

RELATIVE PLACEMENT OF YOUR STUDENTS SCORES AT 75TH, 50TH, AND 25TH PERCENTILES IN COMPARISON GROUP

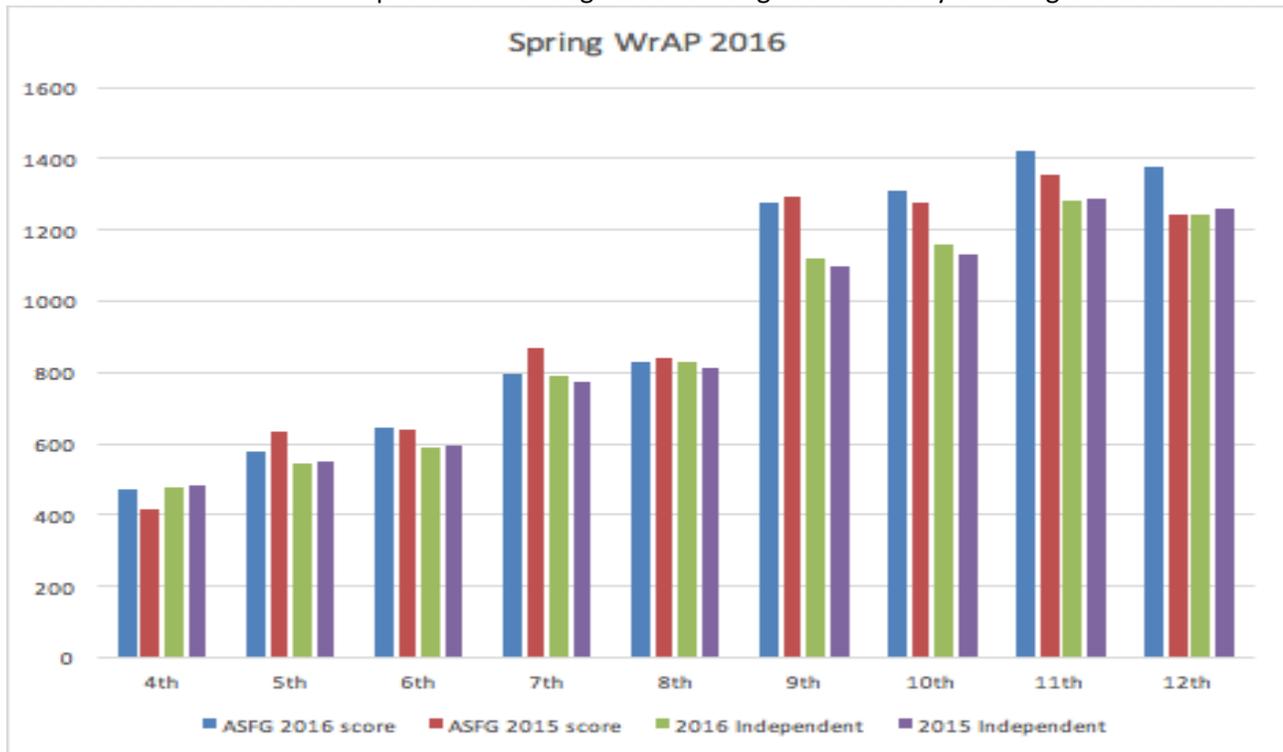


12th Grade

RELATIVE PLACEMENT OF YOUR STUDENTS SCORES AT 75TH, 50TH, AND 25TH PERCENTILES IN COMPARISON GROUP



The following bar graph compares ASFG mean scores to the Independent Schools' means for 2016 and 2015. Students have shown improvement throughout their longitudinal history of taking this assessment.



Student writing is assessed on a rubric which includes six categories or traits. Word Choice received the highest scoring from the groups tested. Sentence Structure continues to be the lowest trait in every grade and, hence, would continue to indicate a needed academic focus in our curriculum.

PLANEA

The 15-16 school year saw the second application of the PLANEA test in Spanish and Math. This year these were applied internally by our own proctors and then the results sent to SEJ for analysis. The Mexican Program Director also did analysis of the results. There was a marked improvement in 6th grade as compared to 2015, however, 9th grade did not perform as hoped, with only 45% of students being in one of the two top categories. Teachers and administrators have met to address the reasons for this low performance through the lenses of curriculum, instruction and motivation. We hope to see similar improvement as with 6th grade in the PLANEA , 2017 performance by our 9th graders.

6th Grade

RESULTADOS PLANEA - SEXTO GRADO											
ESPAÑOL											
	ENLACE									PLANEA	
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
EXCELENTE/IV	10.92	29.14	32.19	31.94	37.6	41.49	45.65	40.37		15.9	49
BUENO/III	44.83	51.71	52.51	48.89	48.59	44.07	39.05	41.99		27.5	39
ELEMENTAL/II	37.93	18.57	13.72	15.56	13.04	13.14	14.25	16.25		42	11
INSUFICIENTE/I	6.32	0.57	1.58	3.61	0.77	1.29	1.06	0.99		14.5	1
NÚM. ALUMNOS	348	350	379	360	391	388	379	404		69	96
MATEMÁTICAS											
	ENLACE									PLANEA	
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
EXCELENTE/IV	4.3	19.83	25.13	28.57	24.36	34.1	37.47	39.92		15.9	52
BUENO/III	41.04	45.11	45.5	40.93	50	39.74	38.52	42.37		27.5	22
ELEMENTAL/II	48.84	34.2	27.25	27.47	24.36	24.62	23.48	16.62		42	16
INSUFICIENTE/I	5.78	0.86	2.12	3.02	1.28	1.54	0.53	1.02		14.5	10
NÚM. ALUMNOS	346	348	378	364	390	390	379	404		70	95

9th Grade

RESULTADOS PLANEA NOVENO GRADO ESPANOL											
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
EXCELENTE/IV	3.33	20.73	16.47	6.15	4.33	2.14	9.35	6.53		11.7	2.4
BUENO/III	25.56	71.95	58.82	48.77	55.91	35.04	58.54	49.66		23.3	50
ELEMENTAL/II	34.44	6.1	20	37.7	33.46	49.15	27.24	36.16		45	46.4
INSUFICIENTE/I	36.67	1.22	4.71	7.38	6.3	13.68	4.88	7.63		20	1.2
NÚM. ALUMNOS	90	82	85	244	254	234	246	253		60	84

	Matemáticas										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
EXCELENTE/IV	4.3	19.83	25.13	28.57	24.36	34.1	37.47	39.92		15.9	32.5
BUENO/III	41.04	45.11	45.5	40.93	50	39.74	38.52	42.37		27.5	24.1
ELEMENTAL/II	48.84	34.2	27.25	27.47	24.36	24.62	23.48	16.62		42	30.1
INSUFICIENTE/I	5.78	0.86	2.12	3.02	1.28	1.54	0.53	1.02		14.5	13.3
NÚM. ALUMNOS	346	348	378	364	390	390	379	404		70	83

12th Grade
BACHILLERATO

Habilidades lectoras

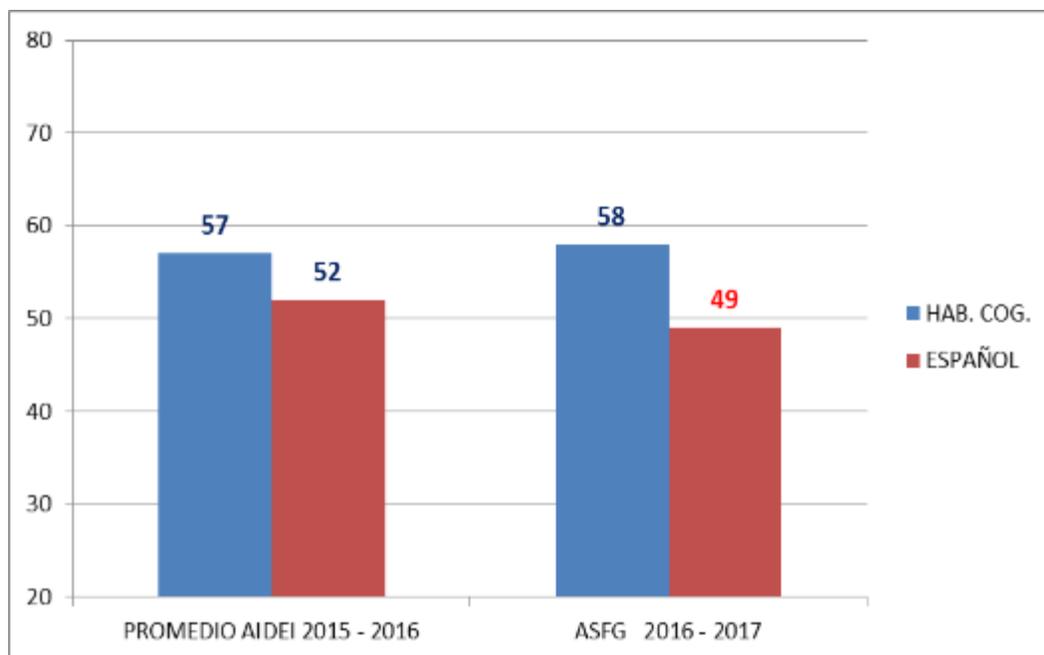
	ENLACE					n/a	n/a	PLANEA
	2009	2010	2011	2012	2013	2014	2015	2016
Excelente	30.65	54.93	49.21	39.53	31.5			38.6
Bueno	58.06	39.44	42.86	60.47	66.7			27.1
Elemental	9.68	4.23	7.94	0.00	1.9			22.9
Insuficiente	1.61	1.41	0.00	0.00	0.0			11.4
Núm. de alumnos	62	71	63	43	55			70

Matemáticas

	ENLACE					n/a	n/a	PLANEA
	2009	2010	2011	2012	2013	2014	2015	2016
Excelente	35.5	47.9	36.9	48.8	65.5			20.0
Bueno	46.8	42.3	35.4	39.0	21.8			41.4
Elemental	9.7	7.0	27.7	12.2	10.9			30.0
Insuficiente	8.1	2.8	0.0	0.0	1.8			8.6
Núm. de alumnos	62	71	63	43	55			70

PIENSE II

As aforementioned, November, 2016 was the first time our eighth grade students took the PIENSE II exam. It assesses students' Spanish literacy abilities (lengua, lectura, redacción) as well as their cognitive abilities. Teachers and the Mexican Coordinator used the results to form intervention plans for those students performing particularly low on certain skills in Spanish.

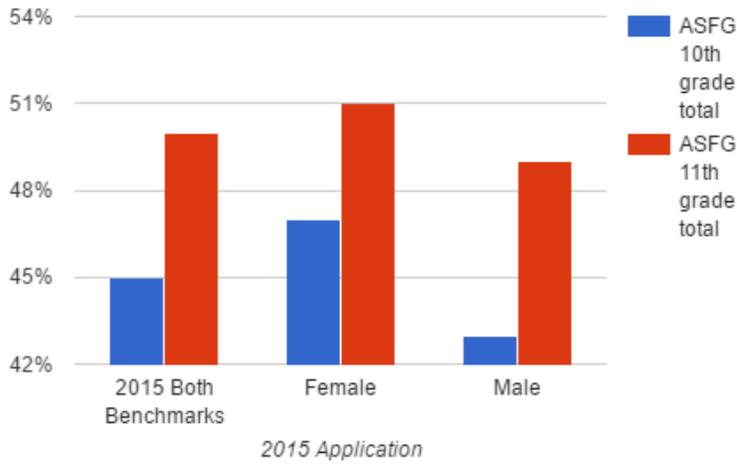


Habilidad Promedio: 41-60

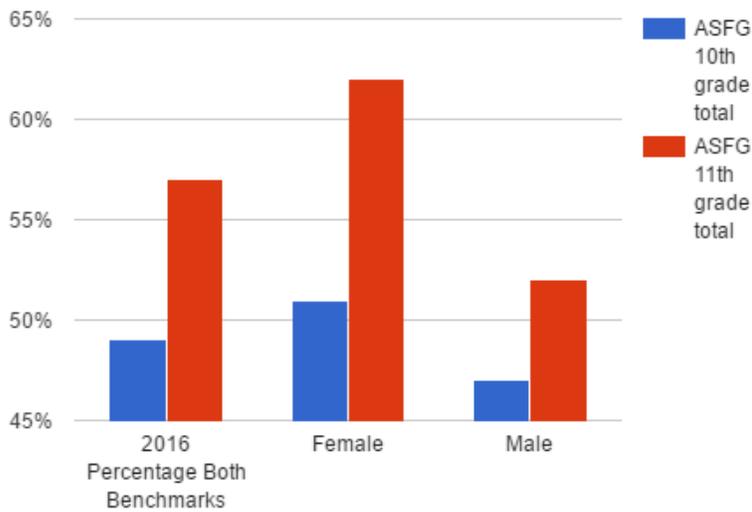
PSAT

ASFG assesses all tenth and eleventh graders using the PSAT. The 2015 and the 2016 PSAT exams were a new format of the SAT Suite of assessments, with an identical layout to the new SAT exam, excluding the written composition requirement. Scores from the new PSAT are stated to be what the student would have scored on that day had they taken the actual SAT test. Scores correspond with the SAT score range of 200-800. Students receive an individual report via their College Board account and are given access to resources to help them target weak skill areas as a preparation for taking the SAT exam which they usually will do in late eleventh grade or early 12th grade. The charts below show the percentage of our students meeting the benchmark for College and Career Readiness, by generation and by gender breakdown.

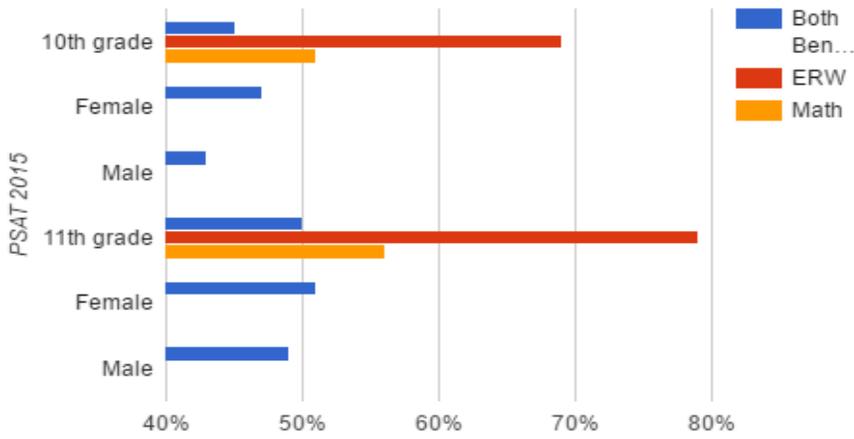
2015 ASFG 10th grade total and ASFG 11th grade total



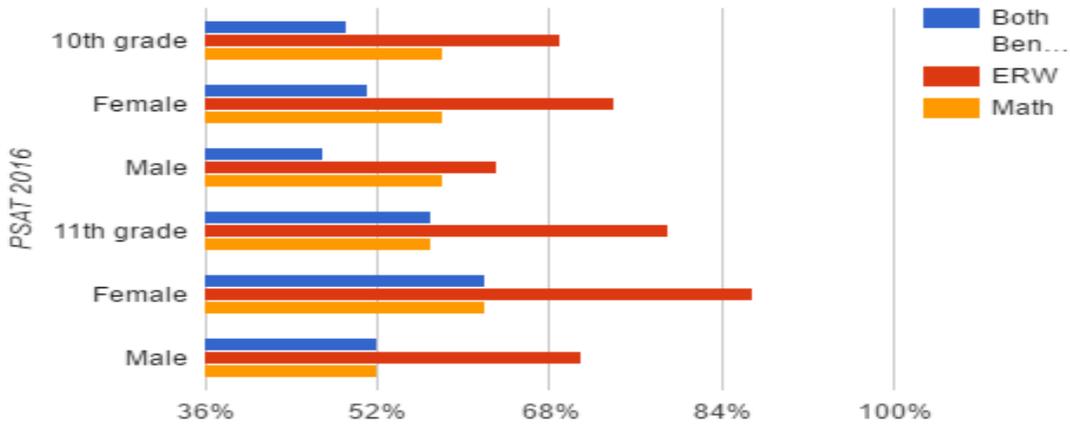
2016 ASFG 10th grade total and ASFG 11th grade total



Both Benchmarks, ERW and Math



Both Benchmarks, ERW and Math



ASFG 10th and 11th graders have outperformed the College Board generated College and Career Readiness benchmarks, overall and on the strands of evidence-based reading and writing and math.

CCR Benchmarks	ERW	Math	Total
10th	430	480	910
11th	460	510	970

2015 ASFG Scores	ERW	Math	Total
10th	472	478	949
11th	524	529	1053

2016 ASFG Scores	ERW	Math	Total
10th	479	487	967
11th	510	511	1021

Advanced Placement

Introduction

This is the 30th year that the American School Foundation of Guadalajara has offered Advanced Placement classes. The program prepares students for the rigor of university level study by offering college-level classes, taught by highly trained ASFG teachers. Students enrolled in these classes take the AP exam in May and receive credit from many universities with a passing score of three or higher.

A. Participation

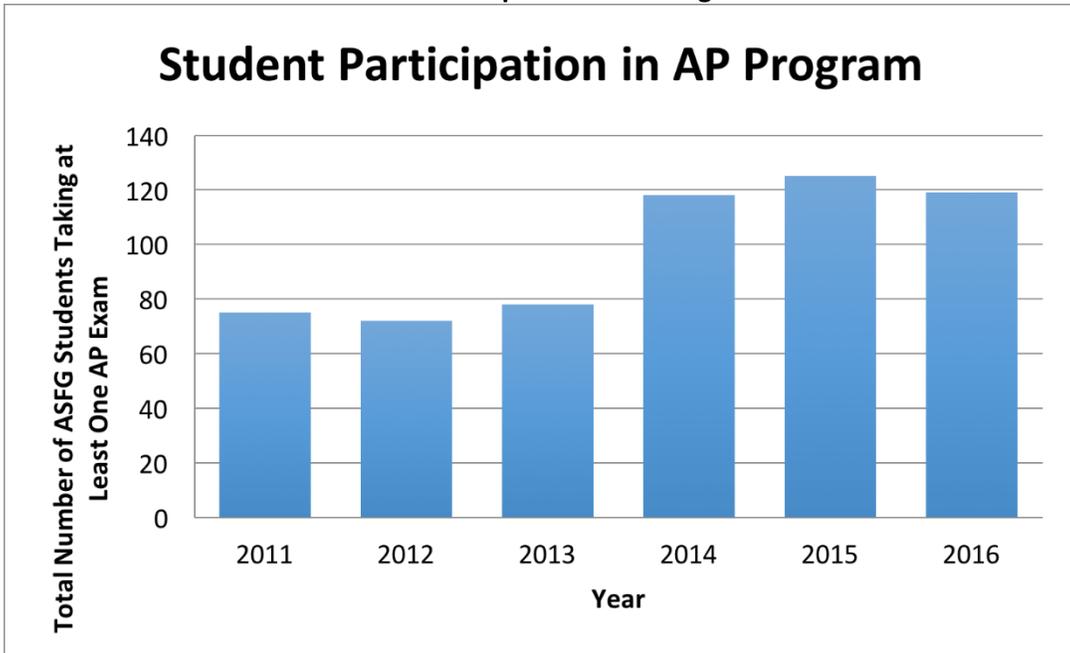
The AP program serves a significant proportion of our students; in 2015-2016, 119 students took at least one AP exam, down from 125 students the year prior. This represents the involvement of 46.85% of all grade 10-12 students (254) in the AP program, down from 49.4% the year prior.

In total, students took 233 AP exams, 221 of which were taken after students completed one of the 15 corresponding AP courses offered at ASFG, or in a few cases, after receiving tutoring from an ASFG teacher. This number is up from 230 total exams taken last year, 115 of which were taken after students completed one of 14 corresponding AP courses. The average number of exams taken by each ASFG AP student was 1.96, up from 1.84 the year prior.

The courses offered in 2015-2016 were Studio Art 2D-design, Studio Art: Drawing, English Language and Composition, English Literature and Composition, US History, World History, Calculus AB/BC, Biology, Psychology, Physics C Electricity and Magnetism, Physics 2, French Language and Culture, Macroeconomics, Seminar, and Spanish Literature and Culture.

Note: In 2016 there were 12 exams for which students did not receive instruction from an ASFG teacher. These exams were in the areas of Physic C Mechanics (1 exam), US History (1 exam) and Spanish Language and Culture (10 exams).

Student Participation in AP Program



AP Exams

School Year	Total number of AP Exams	Number of exams for which students received lessons from ASFG teacher	Number of courses offered	Average number of exams per student
2013-2014	212	198	13	1.81
2014-2015	230	215	14	1.84
2015-2016	233	221	15	1.96

B. Pass Rates and Mean Scores

2014-2015

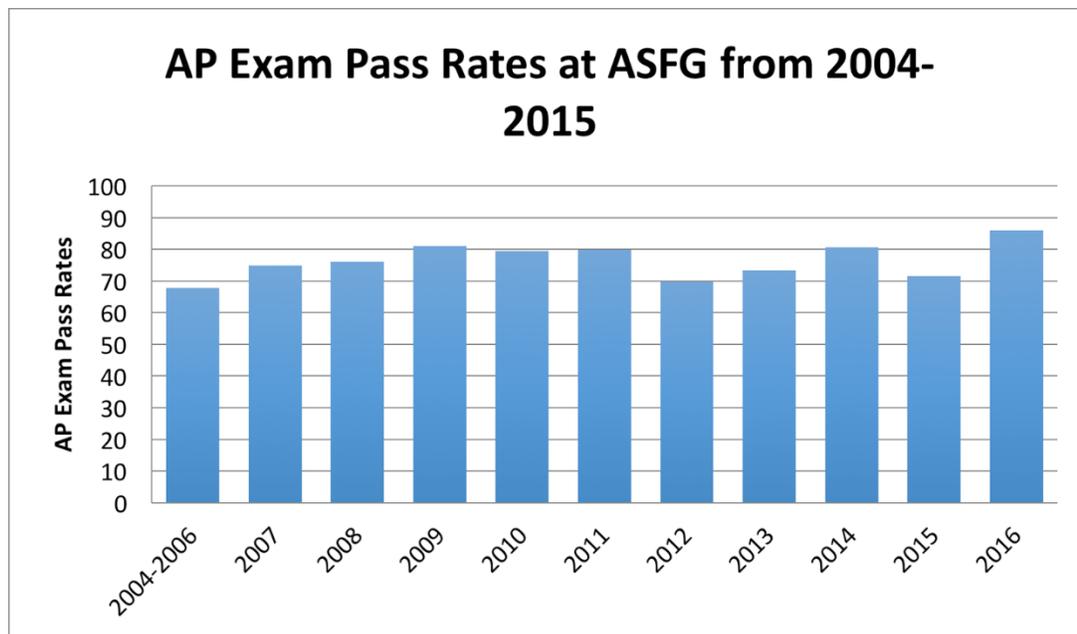
School Totals	5	4	3	2	1	Total Exams
Number of Exams	41	49	64	55	6	215
Percentage of total exams	19.06	22.79	29.76	25.59	2.8	100

2015-2016

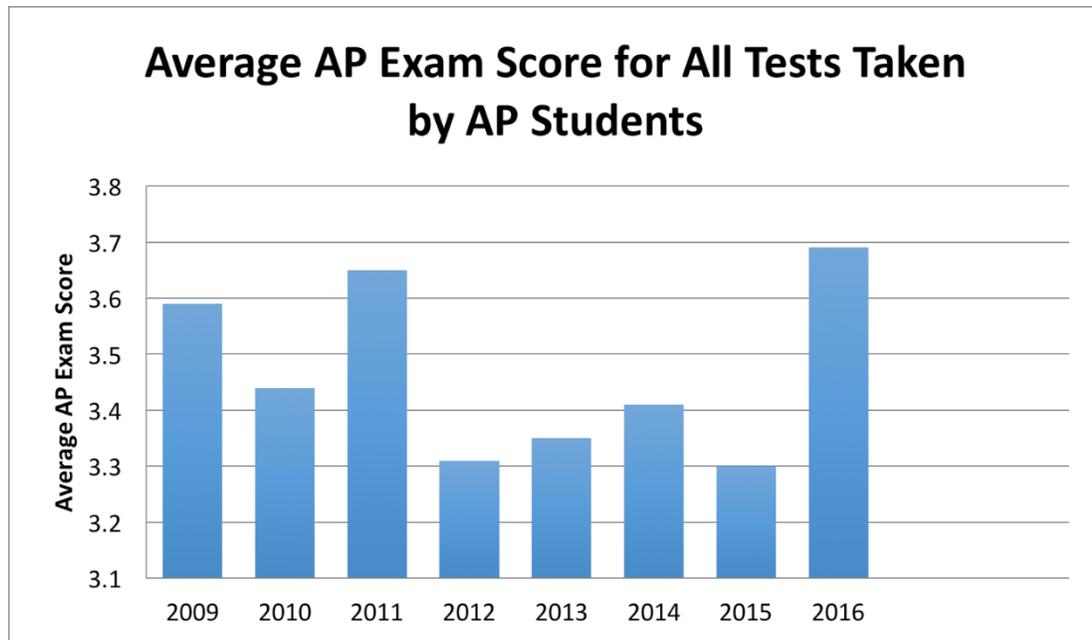
School Totals	5	4	3	2	1	Total Exams
Number of Exams	62	65	63	25	6	221
Percentage of total exams	28.1	29.4	28.5	11.3	2.7	100

Note: This table only considers students who took a course given by an ASFG teacher.

Out of 221 exams administered for which students took classes from an ASFG teacher, the resulting pass rate was of 86% (190 exams passed out of 221 exams administered). This is an increase of 14.38% compared to last year's pass rate of 71.62%.



In addition, the average AP exam score for all tests taken by AP students for which they received instruction from an ASFG teacher went up from a 3.3 in 2015 to a 3.69 in 2016.



C. School Totals by Score and Course

The table below shows the total of AP exams taken by ASFG students and their scores by course. These students took the course with an ASFG teacher.

Course Name	5	4	3	2	1	Total exams passed	Passing rate per course
Biology	1	1	4	3	0	6/9	67%
AP Calculus AB/BC	10	4	2	0	0	16/16	100%
English Language and Composition	4	9	2	0	0	15/15	100%
English Literature and Composition	1	2	10	2	0	13/15	87%
French Language and Culture	1	2	0	0	0	3/3	100%
Macroeconomics	6	16	4	6	4	26/36	72%
Physics 2	2	5	3	1	0	10/11	91%
Physics C	0	1	1	0	0	2/2	100%

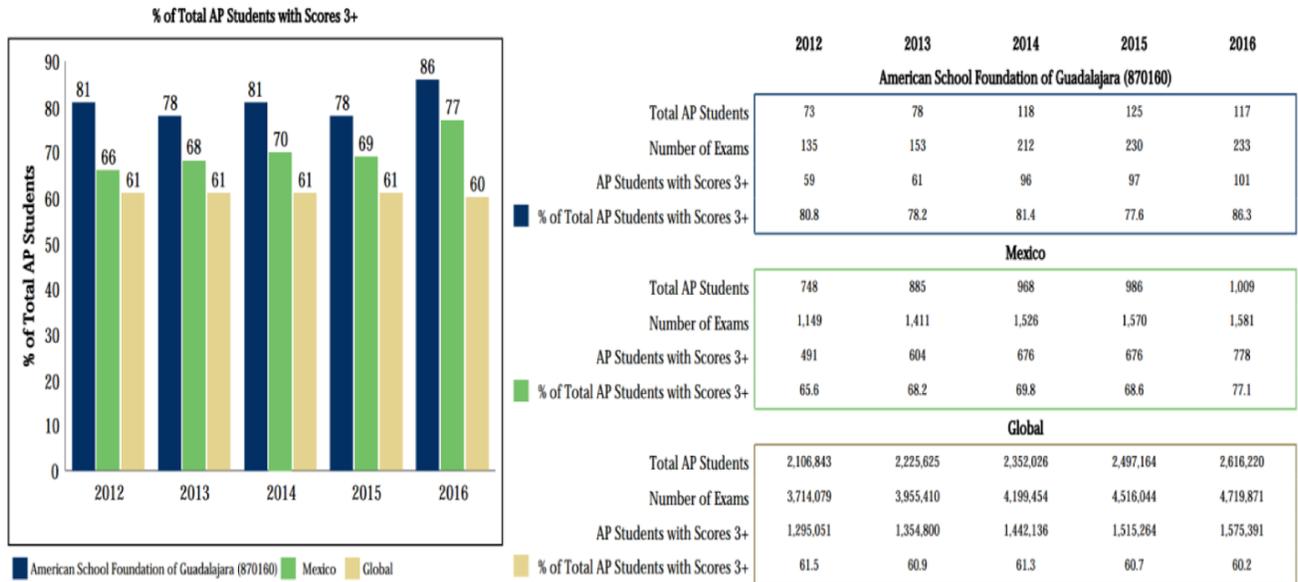
Psychology	3	0	5	2	2	8/12	67%
Spanish Language and Culture	14	5	1	0	0	20/20	100%
Seminar	3	3	11	0	0	17/17	100%
Spanish Literature and Culture	14	5	1	0	0	20/20	100%
Studio Art 2D Design	1	0	2	2	0	3/5	60%
Studio Art Drawing	0	0	4	0	0	4/4	100%
US History	7	10	3	3	0	20/23	87%
World History	1	6	11	6	0	18/24	75%
Totals	62	65	63	25	6	190/221	86%

As can be observed from the table above, this year, there were eight courses had a 100% passing rate: Calculus AB/BC, English Language and Composition, French, Physics C, Spanish Language and Culture, Spanish Literature and Culture, Seminar, and Studio Art Drawing.

Also, worthy of note, 28% of the students got a 5, 29.4% got a 4, and 28.5% got a 3. Meaning that 86% of the students that took an AP exam passed with a score of 3 or higher.

The following chart shows how we are doing compared to other schools in Mexico and all over the world. Compared to five years ago we have increased the number of students by 60.27%, number of exams by 72.59%, and increased the total of AP students with scores 3+ by 71.18%.

The percentage of AP students at ASFG with a score 3+ has always been above the percentage in Mexico and globally for the last five years.



D. AP Scholar Awards 2016

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college level achievement through AP courses and exams. This year there were a total of 54 scholars recognized with an average score of 3.78.

1. AP Scholar: Granted to students who receive scores of 3 or higher in three or more AP exams.

During the last three years there has been an increase in total number of students receiving the AP Scholar Award although this year's score average decreased from 3.45 to 3.28.

Year	Sophomores	Juniors	Seniors	Total	Score Average
2013	1	3	6	10	3.36
2014	0	7	5	12	3.44
2015	0	11	4	15	3.45
2016	0	7	11	18	3.28

2. AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP exams taken, and score of 3 or higher on four or more of these exams. The total number of students receiving the AP Scholar Award with Honors increased 150% compared to last year.

Year	Sophomores	Juniors	Seniors	Total	Score Average
2013	0	4	1	5	3.80
2014	0	3	5	8	3.59
2015	0	2	4	6	3.97
2016	0	8	7	15	3.78

3. AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on five or more of these exams. During the last three years there has been an increase in the total number of students receiving the AP Scholar with Distinction Award maintaining a score average greater than 4.

Year	Sophomores	Juniors	Seniors	Total	Score Average
2013	0	3	5	8	4.58
2014	0	6	6	12	4.08
2015	0	9	6	15	4.21
2016	0	5	16	21	4.04

E. Magic Number

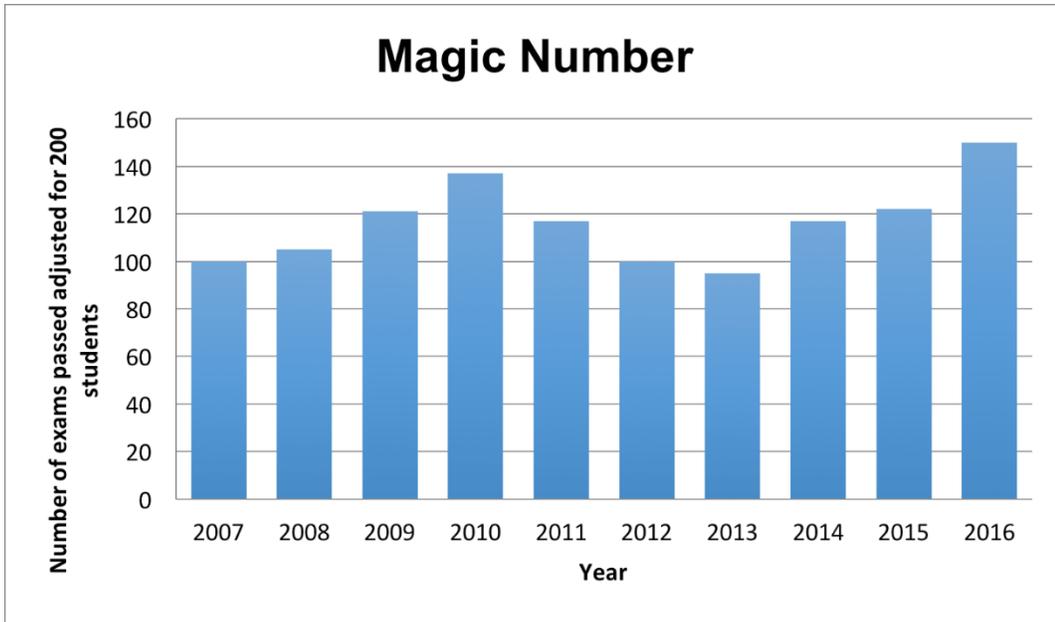
The magic number refers to the total number of AP exams passed each year as compared to a fixed, enrollment-adjusted potential of 200 students in grades 10th through 12th. This measure accounts for variations in high school enrollment. In addition, it is in accordance with the high school's philosophy of increasing participation while maintain a rigorous classroom environment. This is because it is possible to improve both pass rates and mean scores solely by increasing the selectivity of the application process. In 2016 the Magic Number was 150 exams passed per student body of 200, up by 28 from 2015's magic number of 122.

To calculate the magic number of 150:

$$\frac{\text{Total \# of exams passed (instruction by ASFG teacher)}}{\text{Total number of high school students grades 10-12}} = \frac{x}{200}$$

$$\frac{190}{254} = \frac{x}{200}$$

x= 150 exams passed per a student body of 200



Exams passed to number of exams administered

Another interesting magic number that could be included is the ratio between the number of AP students passing exams to exams administered and compare it with a fixed of 200 exams administered.

$$\frac{\text{Total \# of AP students passing exams passed (instruction by ASFG teacher)}}{\text{Total number of exams administered (instruction by ASFG teacher)}} = \frac{x}{200}$$

$$\frac{190}{221} = \frac{x}{200}$$

This will give a total of 172 exams passed out of a fixed number of 200 exams administered.

Respectfully,

Mr. David C. McGrath
 Director General