



Manor House American School

Annual Report 2010 - 2011

Dear Parents,

Improving student success is central to everything we do at Manor House American School. To improve student success, parents need to know where their children stand in relation to our academic spectrum; and as such, reporting grades and opening up lines of communication with our parents will be central goals for this coming year. We encourage every parent to make the time to attend parent conferences because it is a great opportunity to receive your child's report card and to talk personally with each of your child's teachers; discussing specifically each subject's grades and what your child needs to do to improve his/her grades. This is just as important if your child is performing well as it is if he/she is struggling. As we have clearly expressed, the partnership between parents and the school is integral to the improvement of the academic success of our students and, as such, we should work hand in hand to ensure that every student is working to his/her potential.

Our team of teachers at MHS take a great deal of care in ensuring that the assessments that they set are well constructed and fair, yet challenge all students to achieve their very best. They believe that setting and marking accurate assessments and reporting to our parents is a priority. Discussions on these assessments should therefore be based upon the premise that staff, students and parents are all working on the same team.

Enhancing standards and setting targets is essential to any key learning process. The charts below represent average student final grades throughout the entire school. It is clear that there is an increase in overall grades school wide, which is something we are very proud of. We have set a goal of 10% improvement in grades from the end of last year to the end of this academic year. This will be a demanding, yet we believe, an achievable goal. We firmly believe that our students, your children, will raise their own bar and work much harder than they have before.

Mission and Purpose

Manor House is a co-educational college preparatory school, offering a comprehensive kindergarten to grade 12 American curriculum. Our vision is to be one of the leading international schools in Egypt by providing a balanced, multi-cultural, and quality education that guides students to become independent thinkers enabling the students to successfully achieve their fullest potential in today's global community. Our mission is to provide all students with equal learning opportunities through diverse educational tools and techniques that motivate students to become life-long learners who strive towards self-improvement and are productive in their community.

Vision Statement

To be one of the leading international schools in Egypt by providing a balanced, multi-cultural, and quality education that guides students to become independent thinkers enabling the students to successfully achieve their fullest potential in today's global community.

Mission Statement

To provide all students with equal learning opportunities through diverse educational tools and techniques that motivate students to become life-long learners who strive towards self-improvement and are productive in their community.

School Expectations

1. **Encourage** critical thinking, analytical and debate skills.
2. **Promote** peer coaching within a safe learning environment where students with mixed capabilities can help and learn from each other.
3. **Foster** a sense of responsibility by encouraging participation in tasks beyond academics.
4. **Provide** opportunities for students to participate in extra-curricular activities to broaden students' horizons and foster a sense of belonging.
5. **Build** self-confidence and self-esteem through the development of artistic self-expression and public speaking.

Our Core Belief: "Without preparation opportunity is an empty promise."

1. An effective school climate is achieved through the cooperation and support of administrators, teachers, students, parents, staff, and school board. Indicators are:
 - trust
 - open communication
 - a sharing of beliefs, goals, and responsibilities
 - an environment stressing caring, sharing, and respect for others.
 - supportive atmosphere encouraging professionalism
2. An essential function of schooling is that students perform at high levels of learning and experience opportunities for success. Indicators are that students are provided with:
 - sufficient time to learn
 - a trusting environment where they can make decisions without the fear of failure or criticism
 - favorable learning conditions and quality instruction
 - opportunities to experience challenge

3. An effective school, in seeking improved learning, welcomes change and evolution in its instructional processes. Indicators are that the instructional staff:
 - modify planning procedures to accommodate different teaching and learning styles
 - allow for spontaneity and creativity
 - adapt and change for continuous improvement
 - set high standards and have high expectations for student
4. The school community will provide an effective instructional process that varies the time for learning according to the needs of each student and the complexity of the task. Indicators are:
 - learning is a continuous process
 - students can learn to the best of their ability provided that they have the necessary time and services
 - time is managed properly
5. The school community believes that success influences self-concept, which in turn influences learning and behavior. Indicators are:
 - what is communicated to the students reflects positive regard for each individual
 - students view themselves as important, valued, and respected
6. Administrators, teachers, and students share responsibility for success. Indicators are:
 - learning is an active process requiring active participation of all parties
 - administrators and teachers share responsibility for curriculum development
 - teachers plan and prepare for instruction
 - students share the responsibility for learning by completing homework assignments and preparing for assessments
7. Assessment of achievement is continuous and determines the instructional placement. Indicators are:
 - the assessment enables instructors to teach at an appropriate level
 - timely feedback in assessment is given to students
8. Each student is responsible for his or her actions and must accept the consequences of those actions

School Population and Grade Levels

The population of the school is made up of students who come from middle class to upper class families. The school population is a total of 336. Elementary students from grades K- 5 are a total of 131 students, with our middle and high school totaling 205 students. Of these 165 are boys, and 171 are girls. Most of our students are Egyptian and represent the Egyptian society in all its ethnic, cultural and religious diversity. The remaining foreign students comprise only 7 % of students enrolled. The majority of parents are university educated, with many holding additional higher degrees in their fields, with a large number of dual-parent workers. We have a total faculty of 47 staff members. Most of our students reside in the near-by area of Mohandeseen and Dokki, an affluent urban neighborhood. However, we do have students from all across Cairo. The school is divided into 2 campuses. The elementary division host KGI (pre K), KGII (kindergarten) and grades 1 – 5. The Middle and High School campus host grades 6 – 12.

School Accomplishments

Beacon Award

Manor House School is proud to have received the “*Cambridge Beacon School Award*”. Presented by the University of Cambridge on March 15th, 2005. In addition, Mrs. Hoda Soliman, principal of the American Diploma and the I.G.C.S.E. Section, was awarded “*Best Coordinator*” in Egypt for two consecutive years (2004 & 2005).

The Beacon School Award recognizes Manor House as being a “*Quality example of excellence*”. This prestigious award confirms our ongoing program of quality assurance in Egypt and is fully supported by the Ministry of Education, CIE and the British Council. Facilities, teaching standards, students’ achievements and organization are some of the criteria on which our school was selected.

High SAT score

Manor House American School is proud to have students who have achieved outstanding SAT scores in comparison to schools throughout Egypt. Some of our highest SAT I scores are between 1910 – 2000.

Scholarships

Some of our students have received scholarships in universities abroad such as:

- Bernard and Anne Spitzer School of Architecture, New York
- Illinois University, USA
- Wagner College, New York
- Indiana University, Pennsylvania

School Demographics

Current Enrollment by Gender

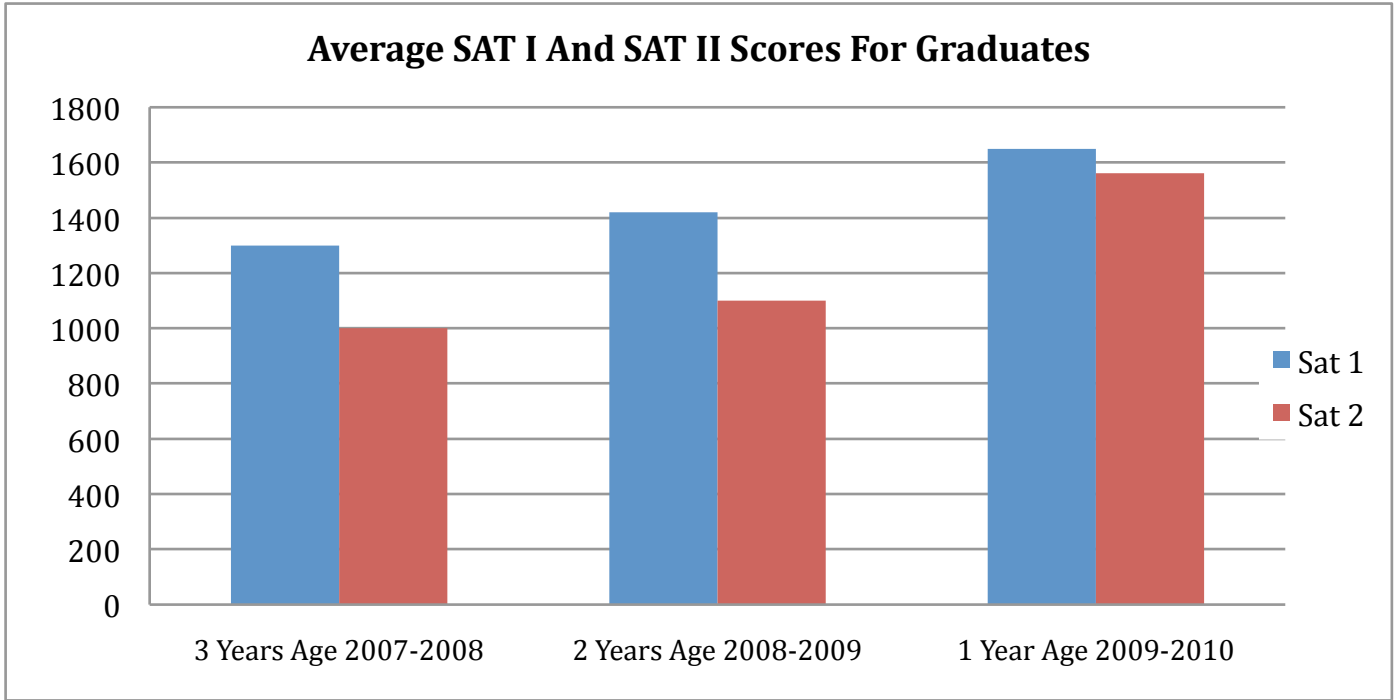
Grade or Program	2008 - 2009		2009 - 2010		2010 - 2011	
	Male	Female	Male	Female	Male	Female
KG I	12	13	11	7	10	10
KG II	3	10	11	13	11	7
Grade 1	11	7	5	12	7	13
Grade 2	10	4	12	4	8	11
Grade 3	8	9	10	7	11	6
Grade 4	5	11	9	9	8	9
Grade 5	7	5	5	9	9	10
Grade 6	8	6	8	7	6	10
Grade 7	9	5	11	4	5	7
Grade 8	6	11	10	7	13	5
Grade 9	6	8	5	16	15	7
Grade 10	25	19	20	19	20	33
Grade 11	5	6	30	23	15	20
Grade 12	36	24	2	5	27	23
TOTAL	151	138	149	142	165	171

Academic Achievement and Performance Results

Standardized SAT Scores

<i>Average SAT I and SAT II Scores for Graduates</i>						
Grade	3 Years Age 2007-2008		2 Years Age 2008-2009		1 Year Ago 2009-2010	
	SAT 1	SAT 2	SAT 1	SAT 2	SAT 1	SAT 2
12	1300	1000	1420	1100	1650	1560

Standardized SAT Scores



Standardized Arabic Studies Ministry Exams

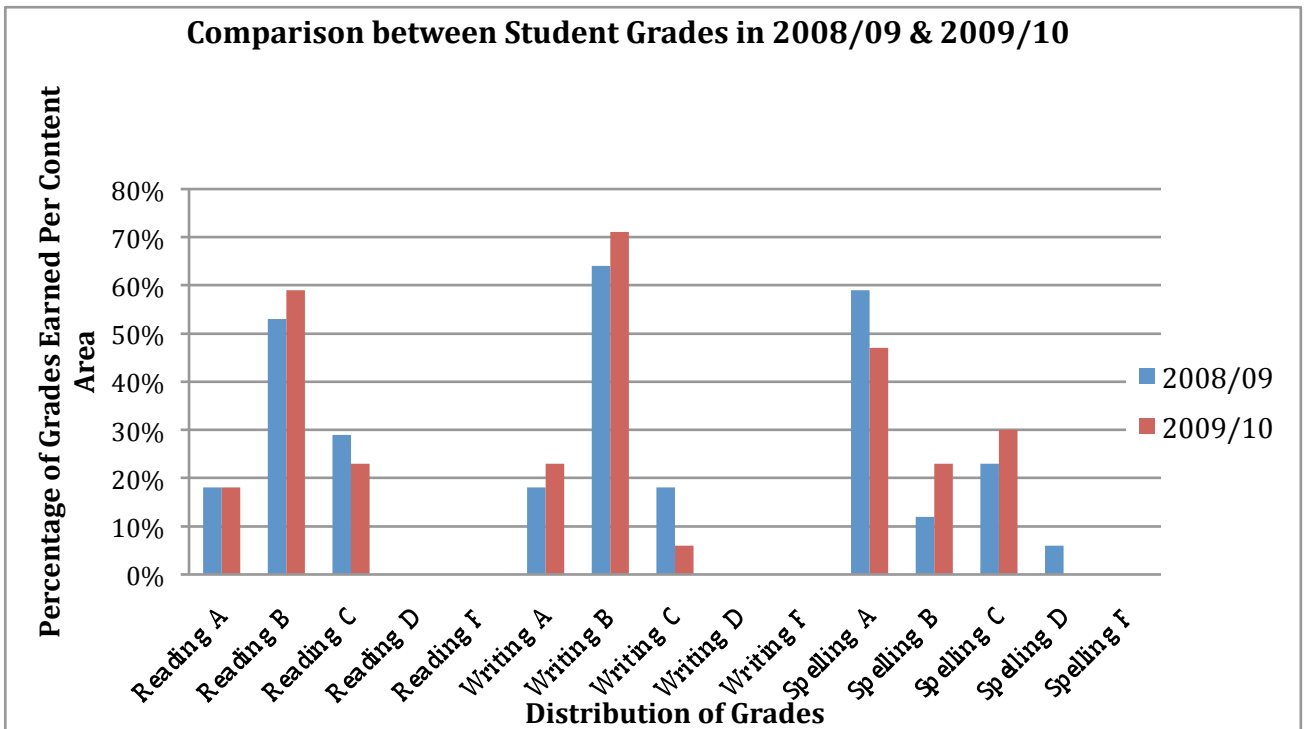
<i>Grade</i> <i>2007/2008</i>	<i>Subject</i>	<i>Total # of Students</i>		<i># Passed</i>		<i># Failed</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Grade 6	Arabic	2	100%	2	100%	---	---
	Religion	2	100%	2	100%	---	---
Grade 9	Arabic	7	100%	7	100%	---	---
	Religion	7	100%	7	100%	---	---
Grade 12	Arabic	45	100%	43	95.5%	2	4.5%
	Religion	45	100%	45	100%	---	---

<i>Grade</i> <i>2008/2009</i>	<i>Subject</i>	<i>Total # of Students</i>		<i># Passed</i>		<i># Failed</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Grade 6	Arabic	14	100%	14	100%	---	---
	Religion	14	100%	14	100%	---	---
Grade 9	Arabic	11	100%	11	100%	---	---
	Religion	11	100%	11	100%	---	---
Grade 12	Arabic	58	100%	49	84.5%	9	15.5%
	Religion	58	100%	57	98%	1	2%

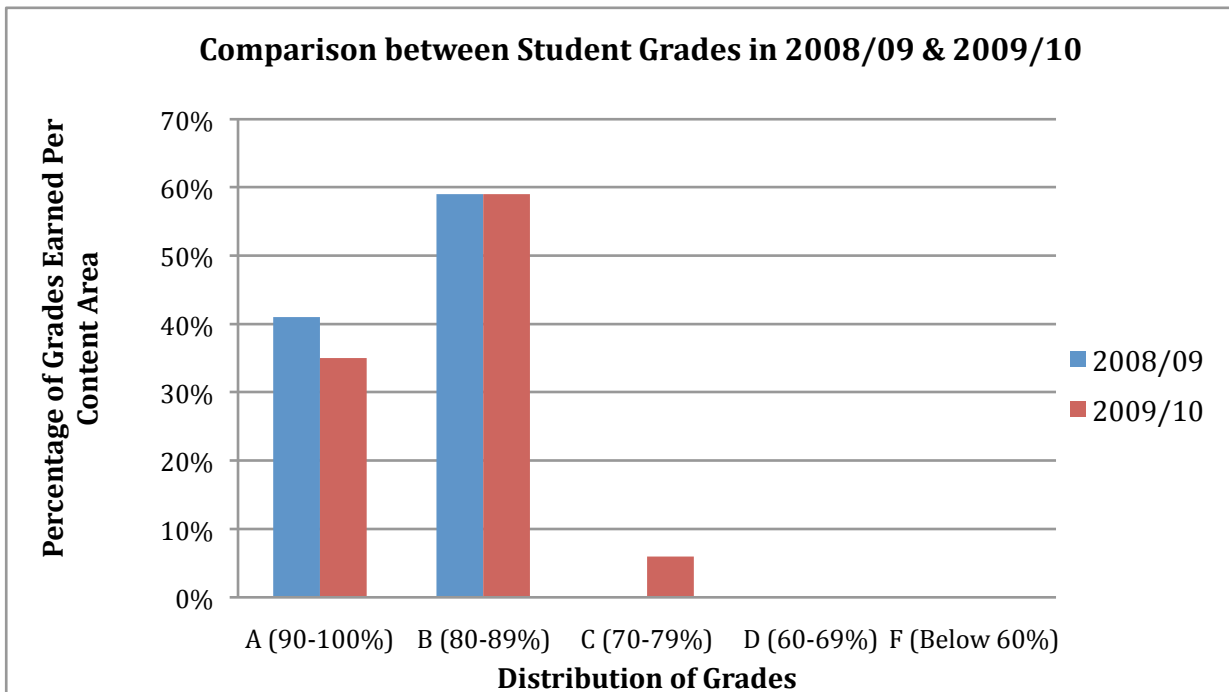
<i>Grade</i> <i>2009/2010</i>	<i>Subject</i>	<i>Total # of Students</i>		<i># Passed</i>		<i># Failed</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Grade 6	Arabic	12	100%	12	100%	---	---
	Religion	12	100%	12	100%	---	---
Grade 9	Arabic	20	100%	20	100%	---	---
	Religion	20	100%	20	100%	---	---
Grade 12	Arabic	6	100%	6	100%	---	---
	Religion	6	100%	6	100%	---	---

Graph Representation

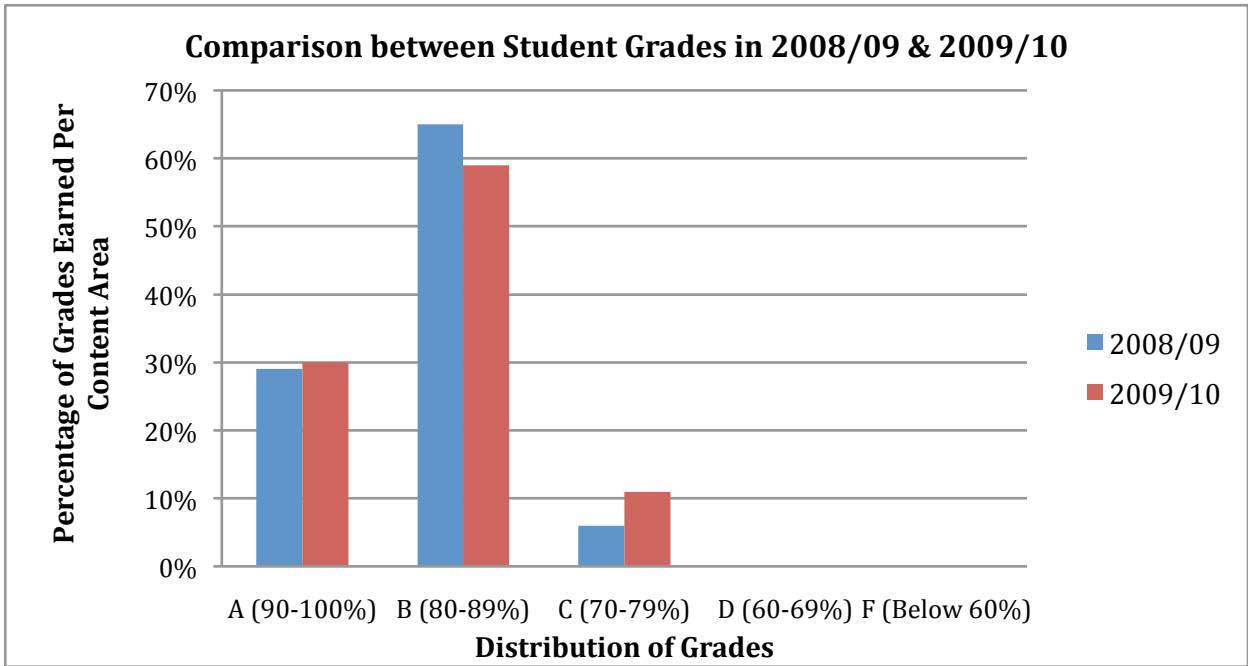
Grade 3 English



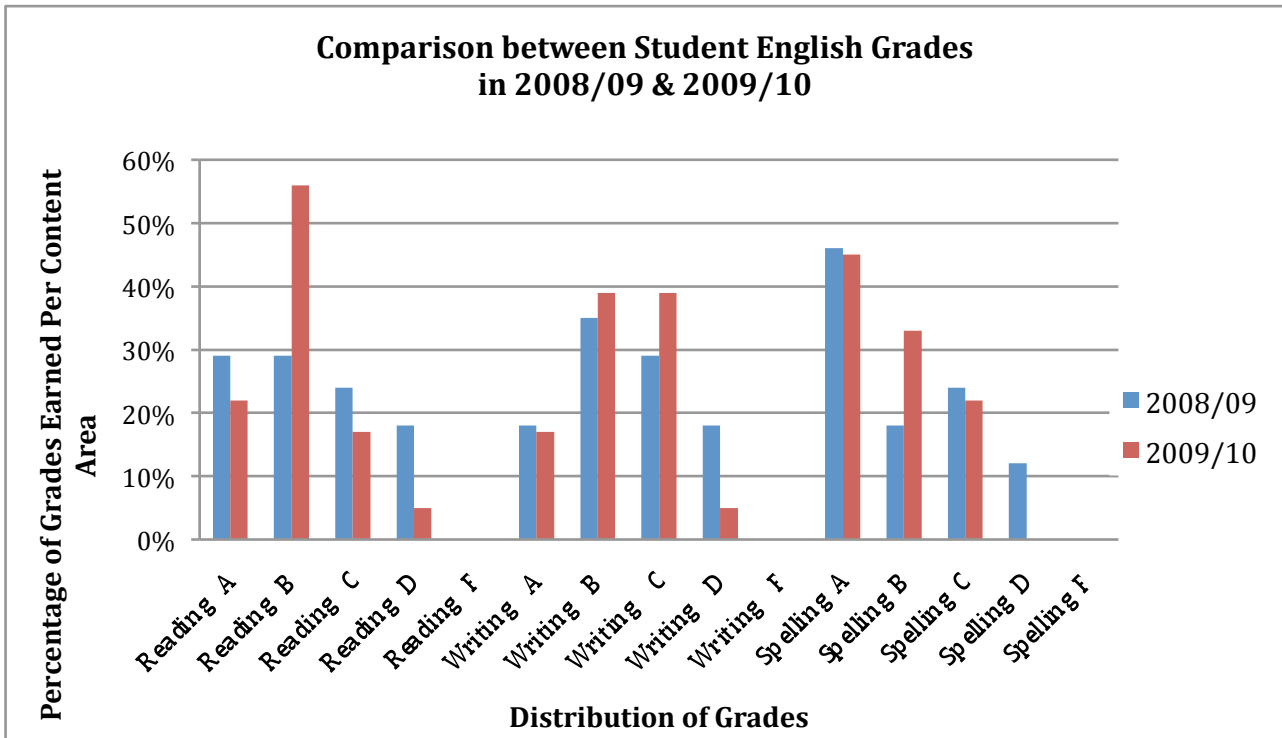
Grade 3 Math



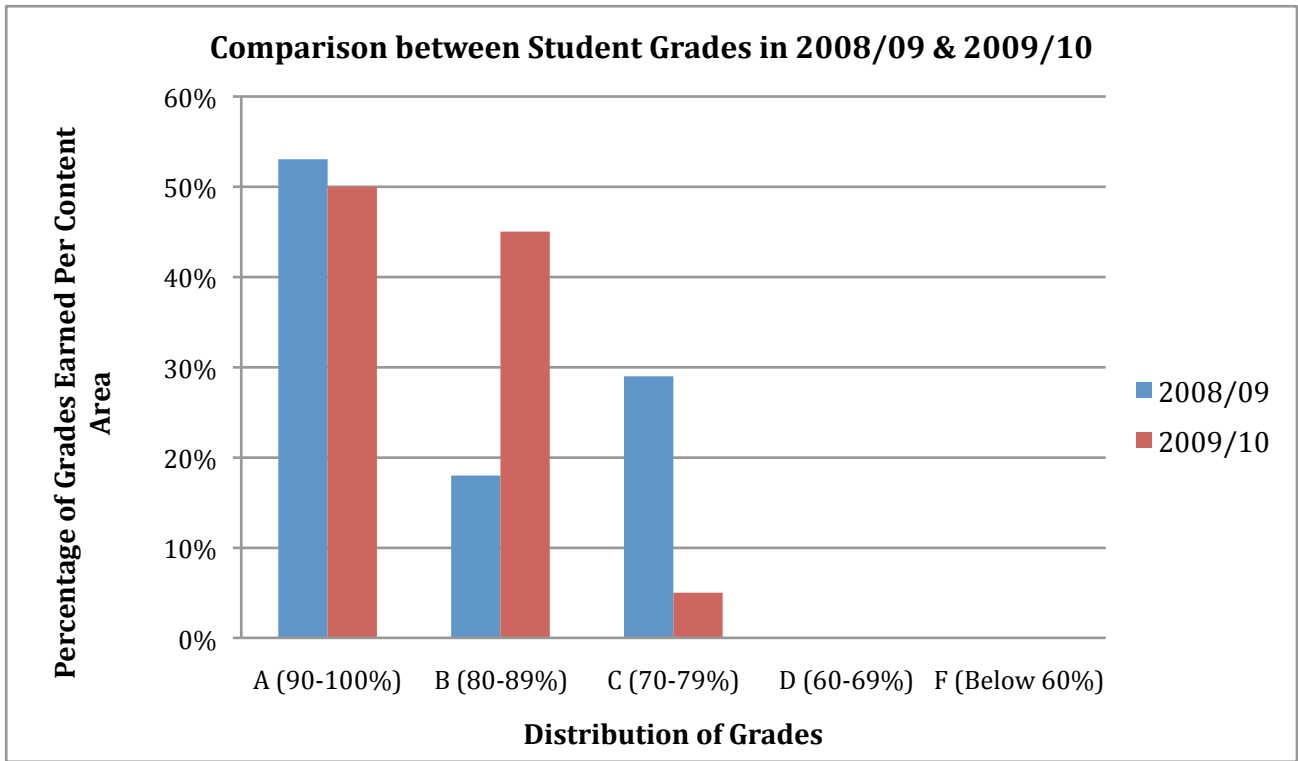
Grade 3 Science



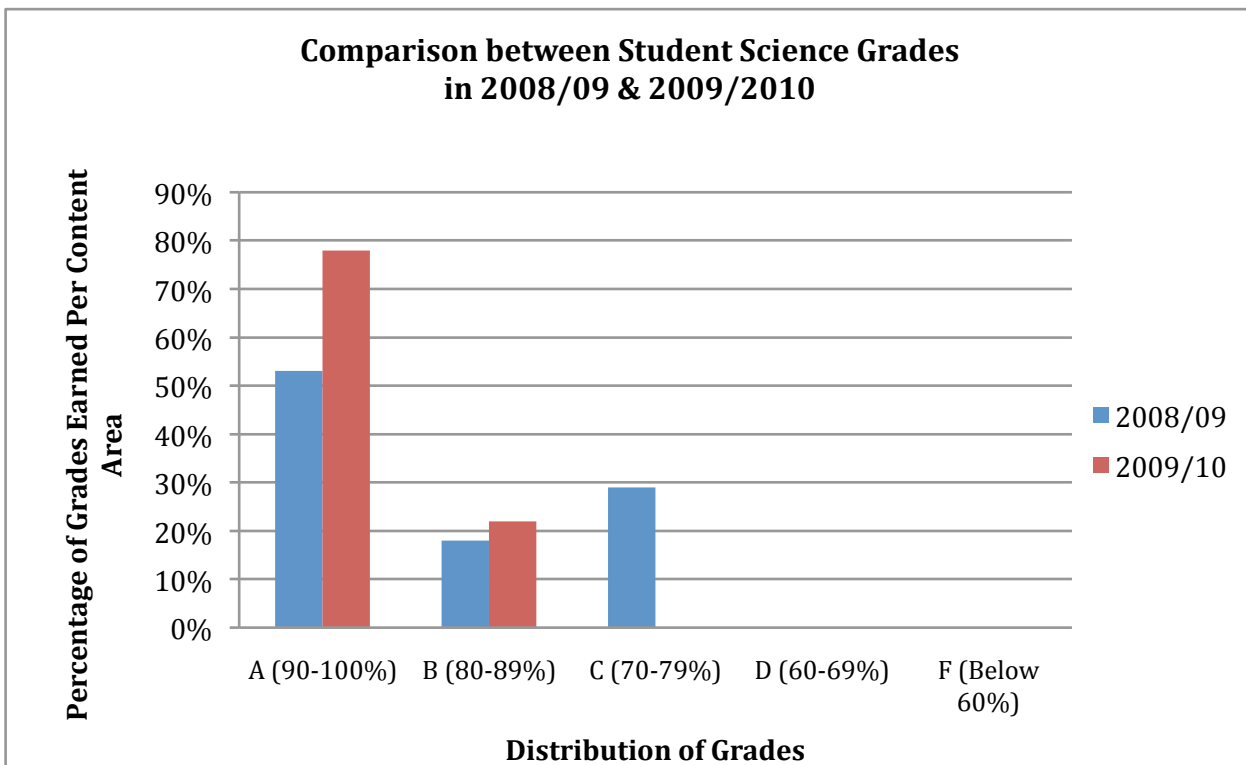
Grade 4 English



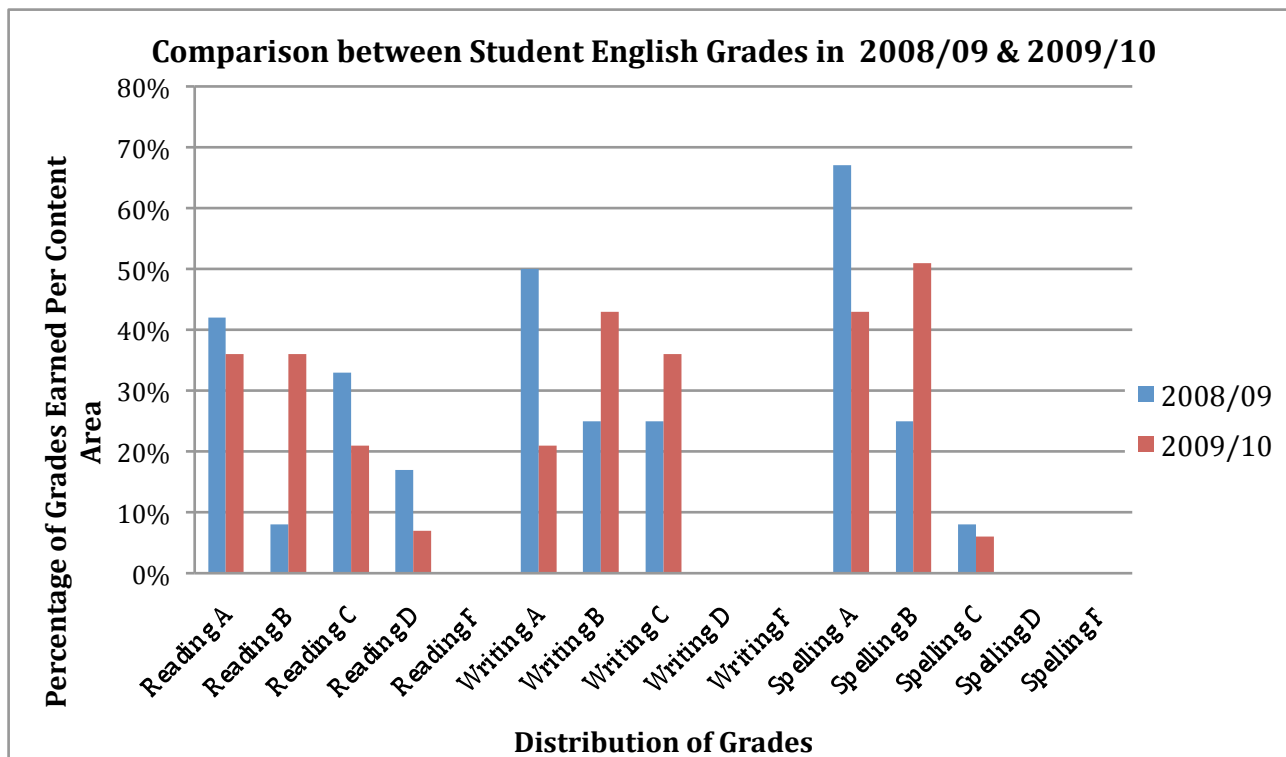
Grade 4 Math



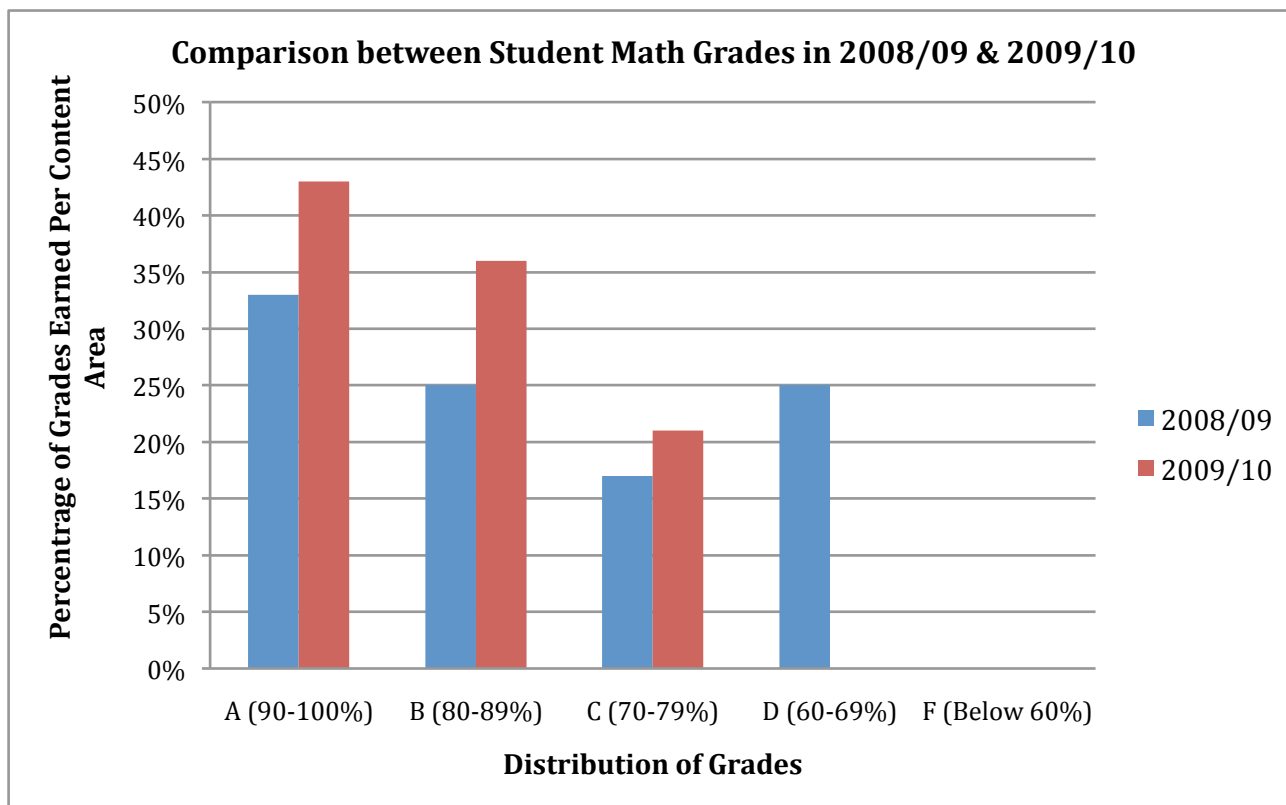
Grade 4 Science



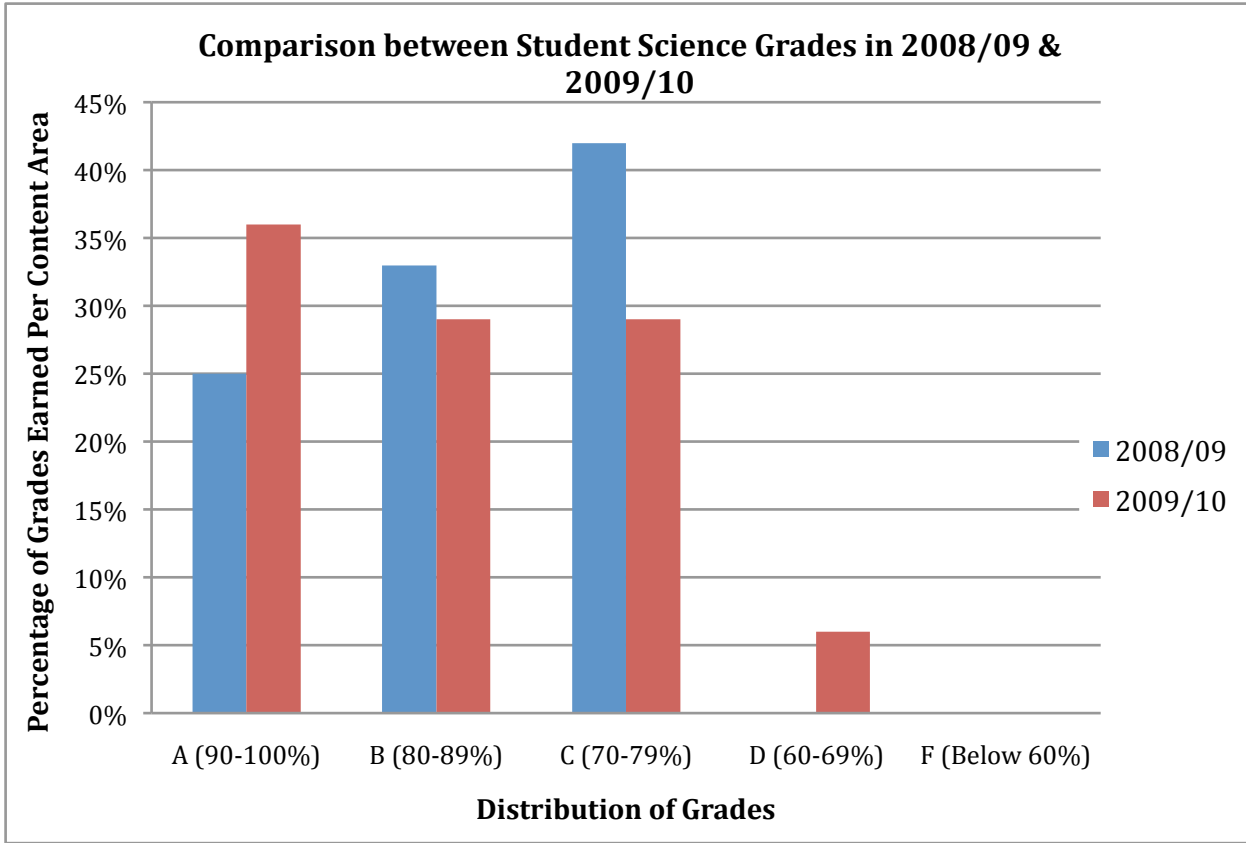
Grade 5 English



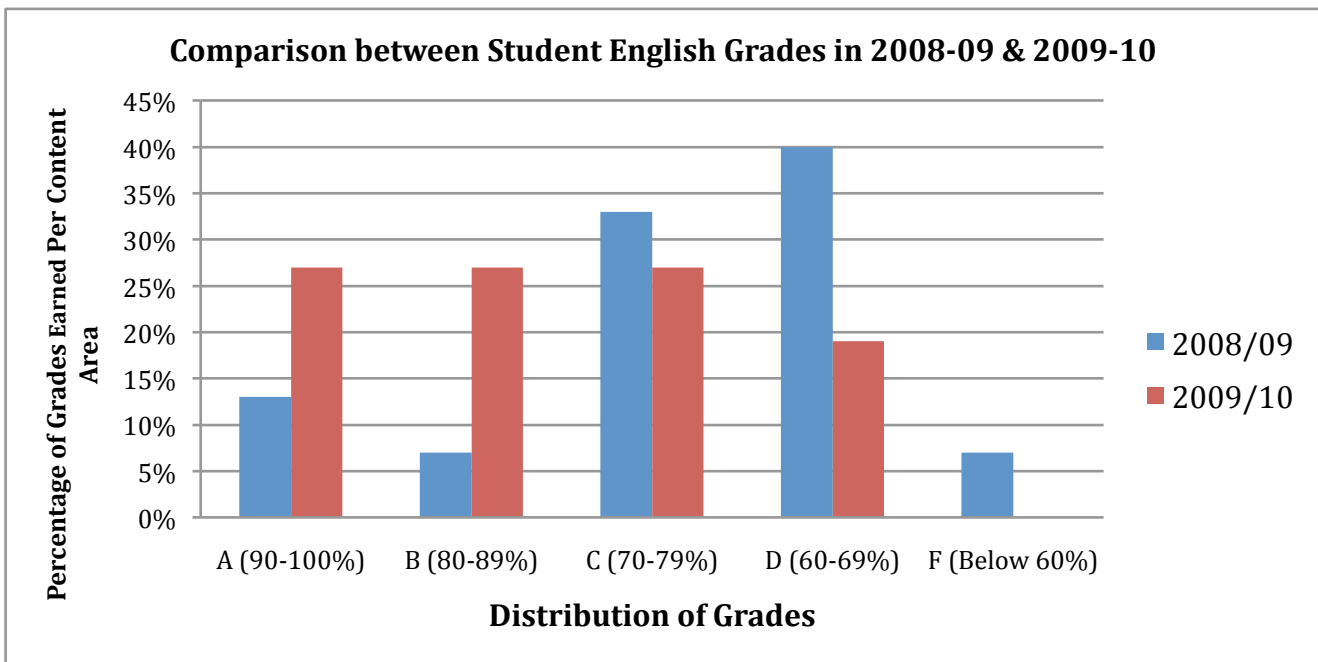
Grade 5 Math



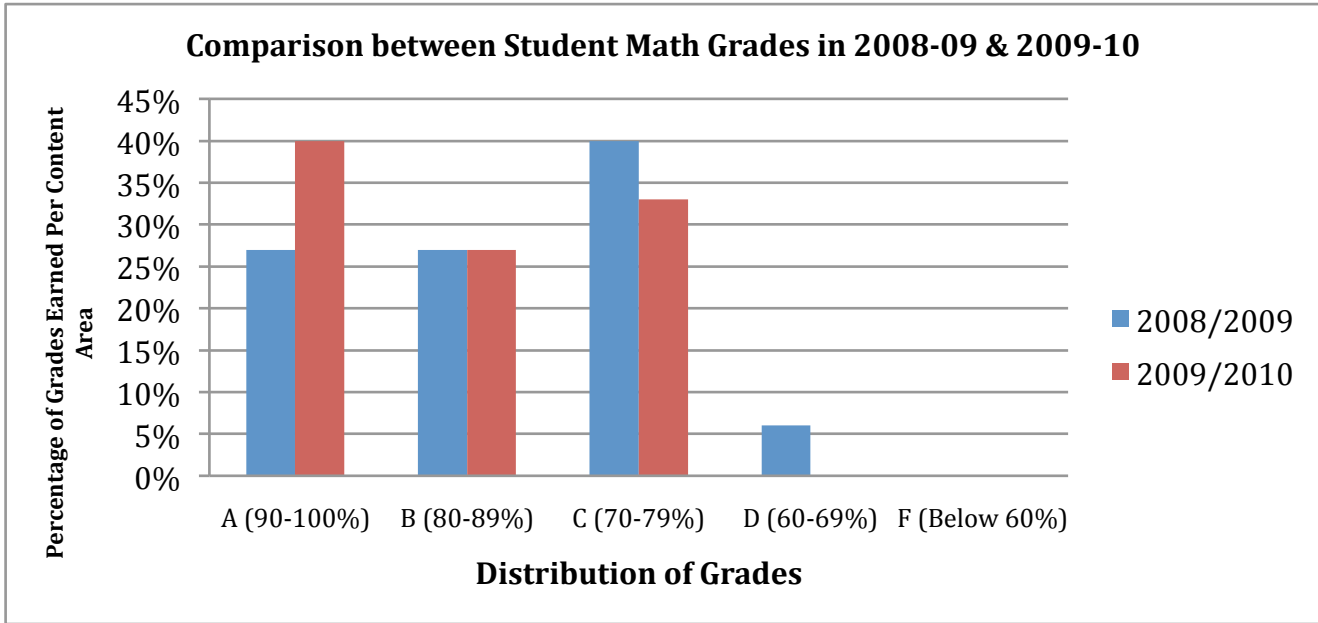
Grade 5 Science



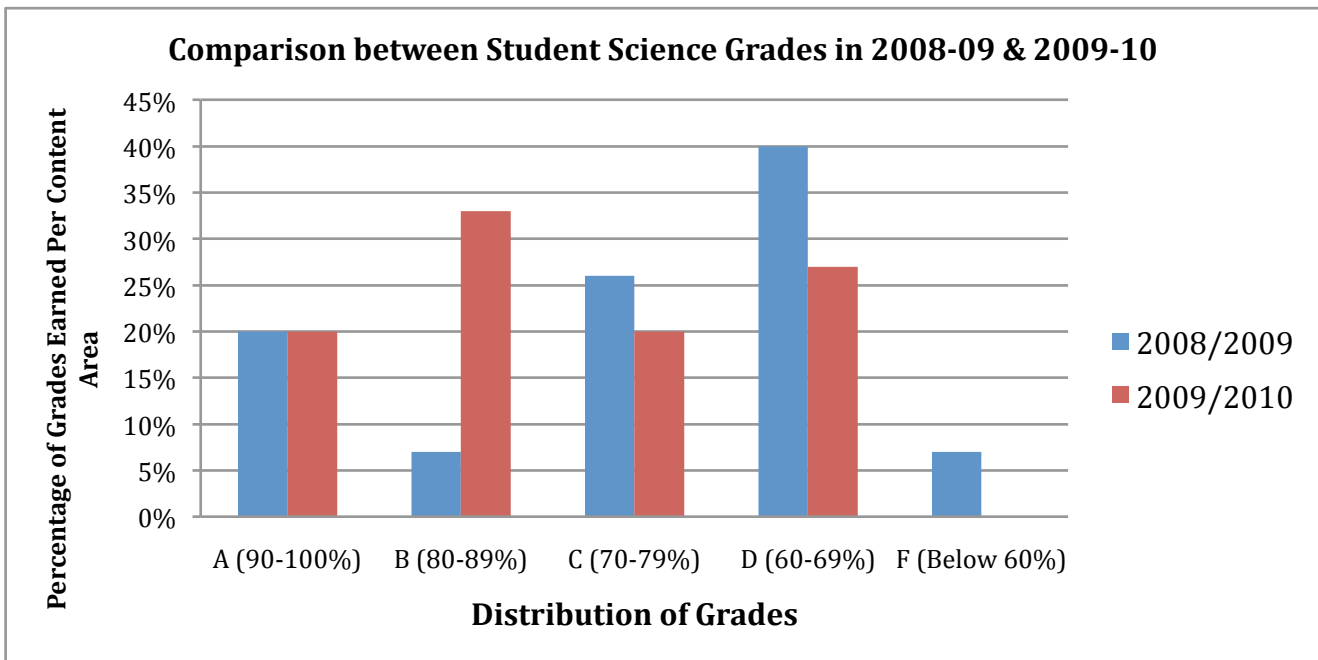
Grade 6 English



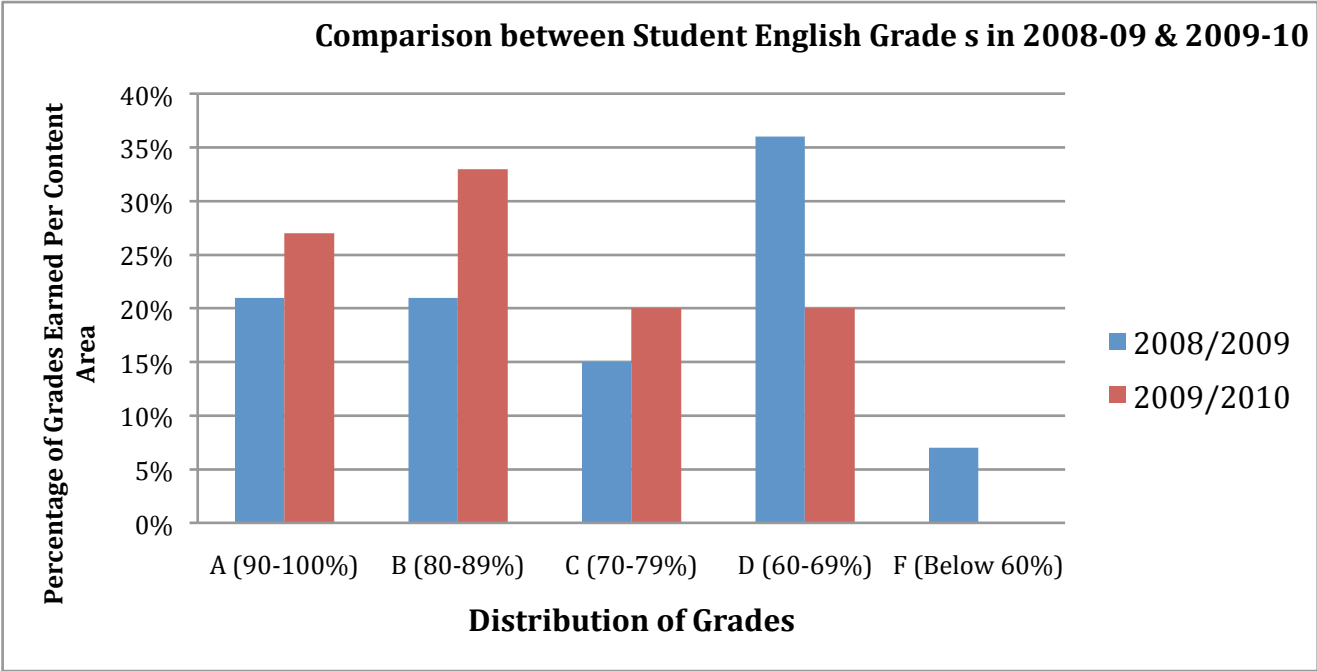
Grade 6 Math



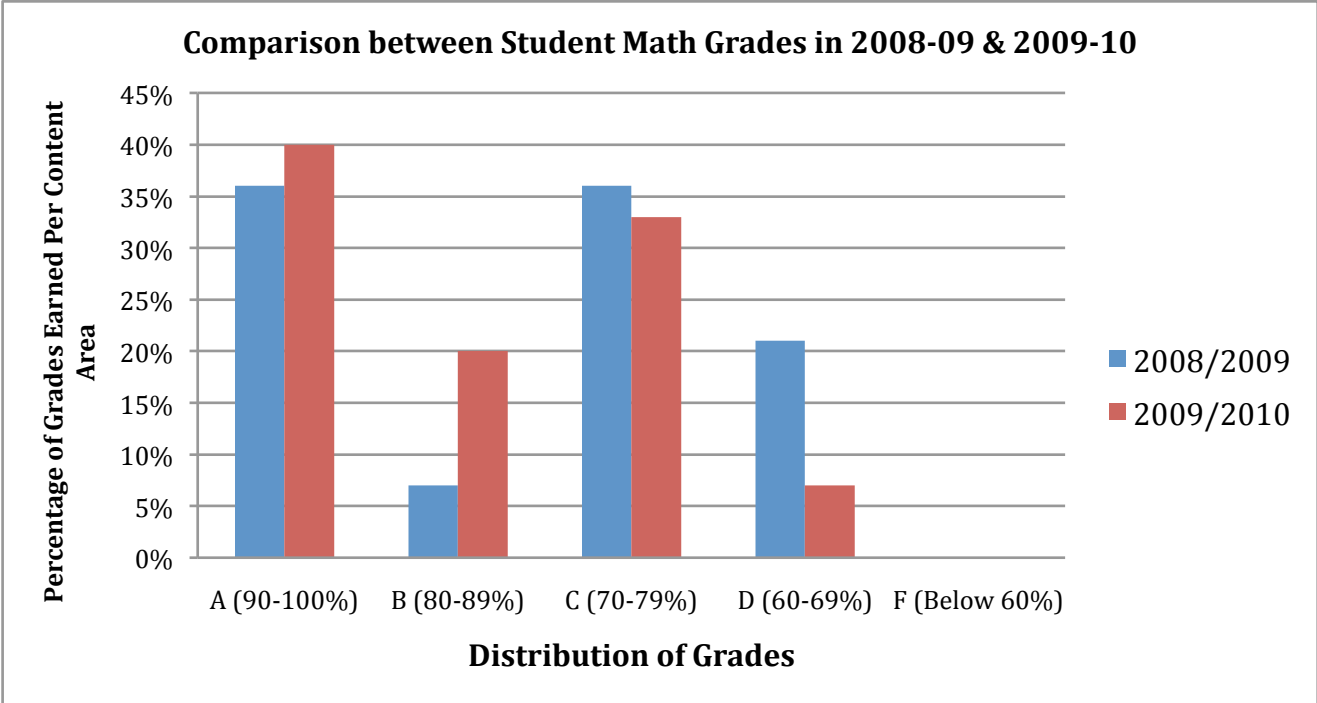
Grade 6 Science



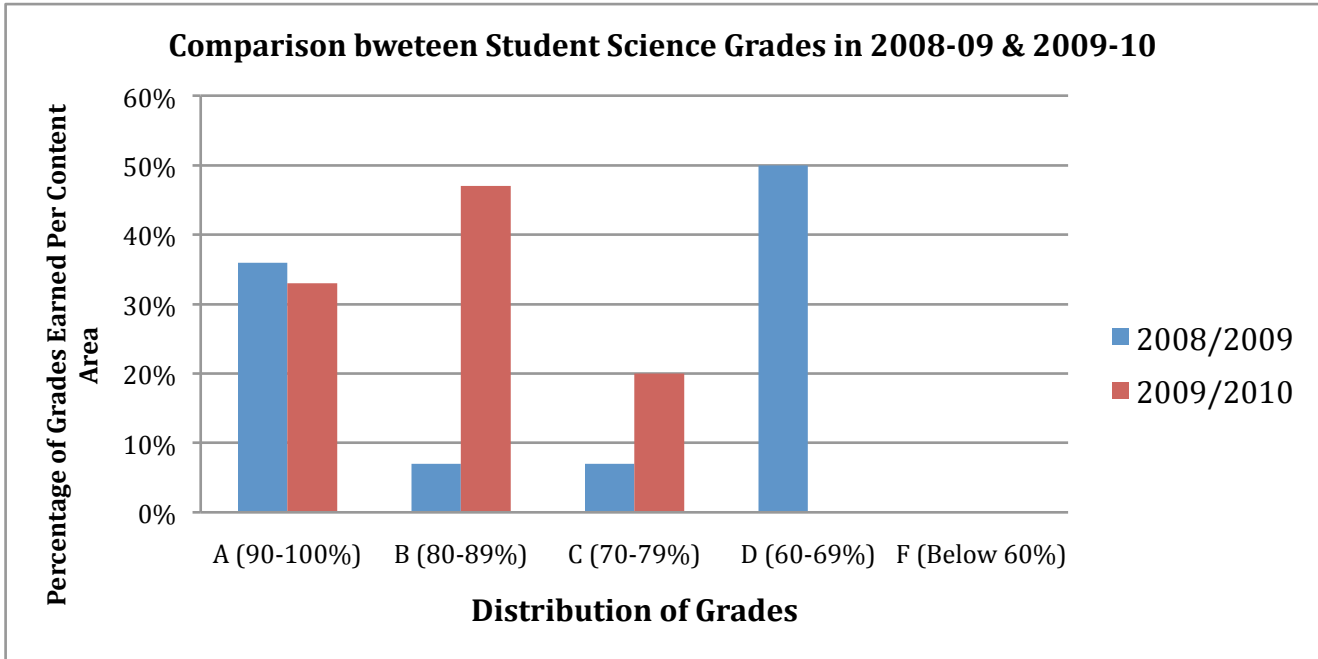
Grade 7 English



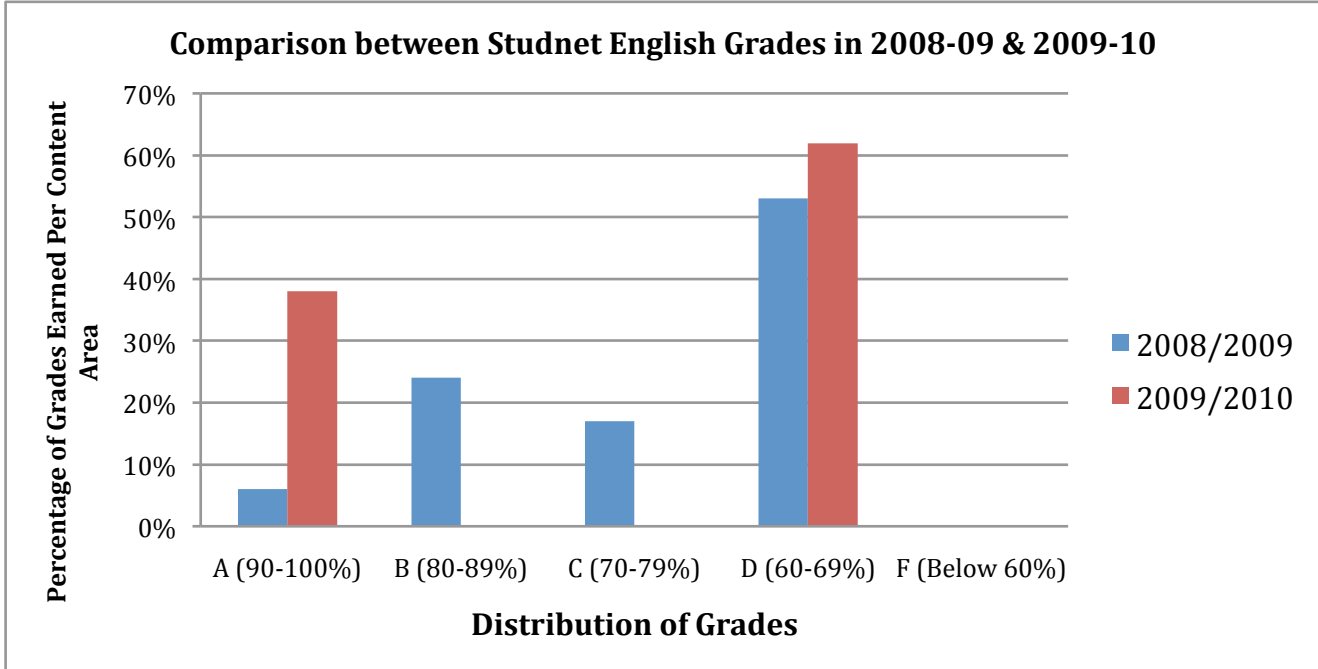
Grade 7 Math



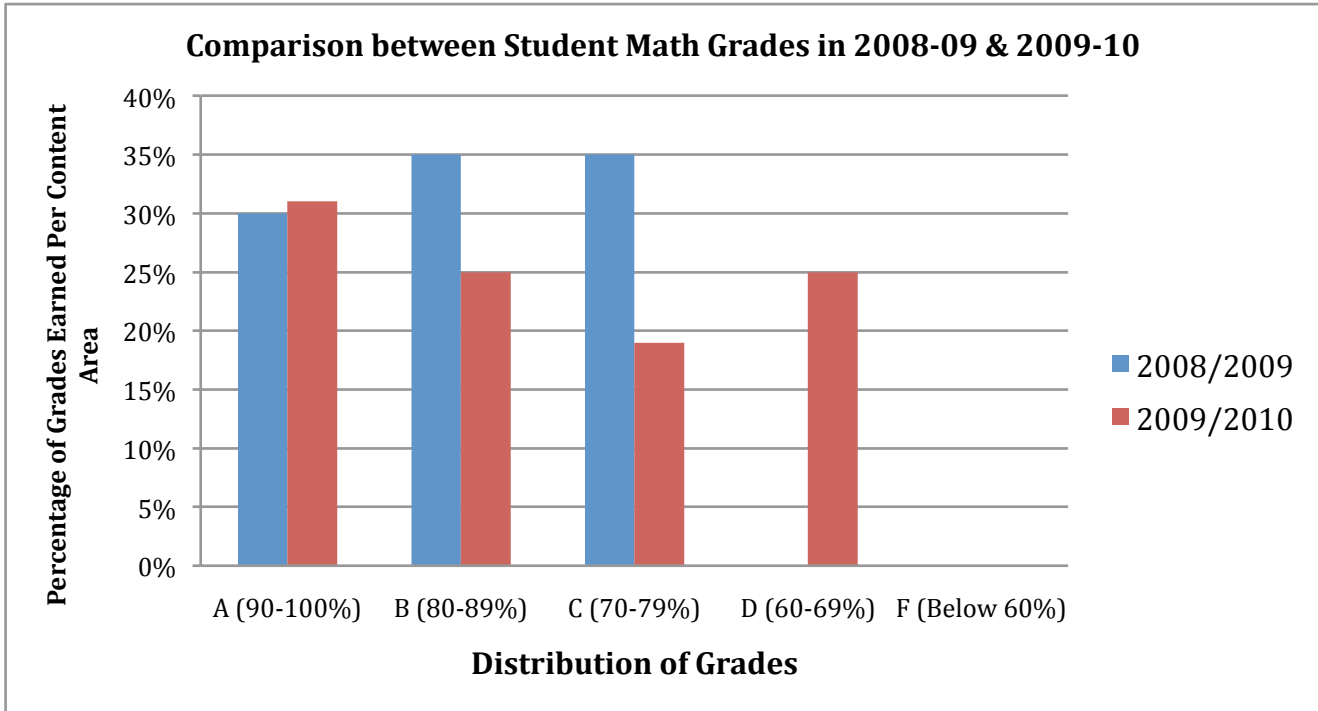
Grade 7 Science



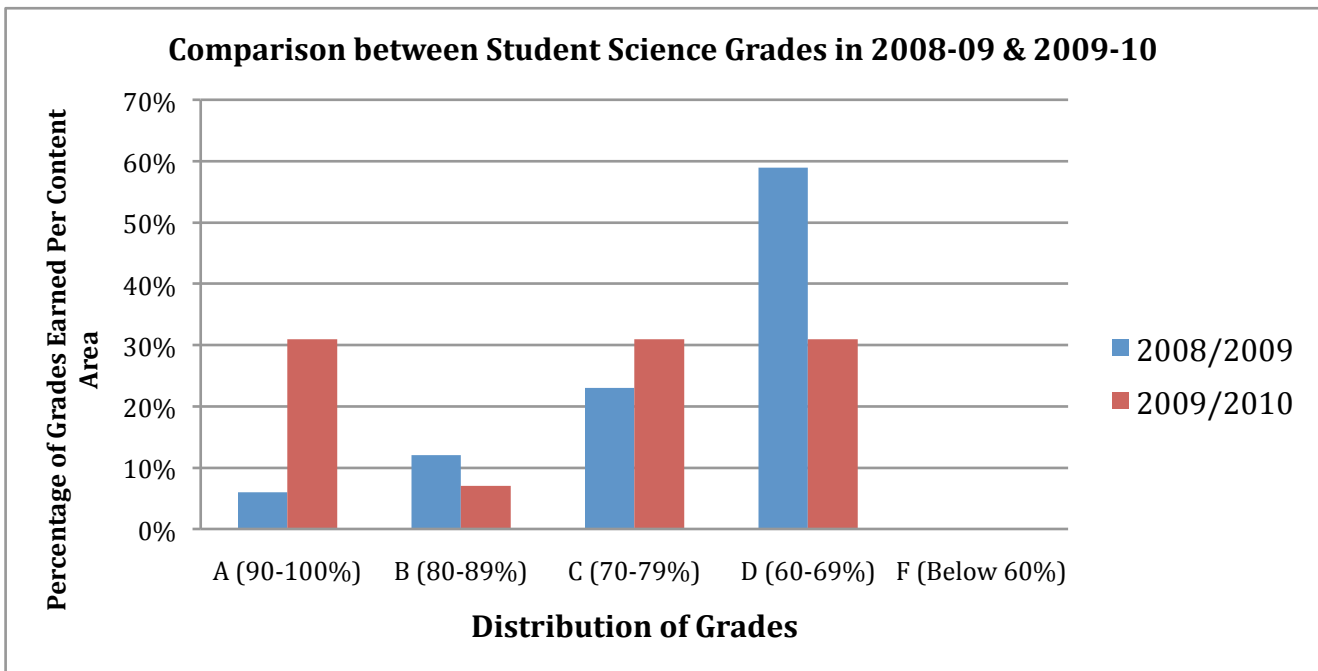
Grade 8 English



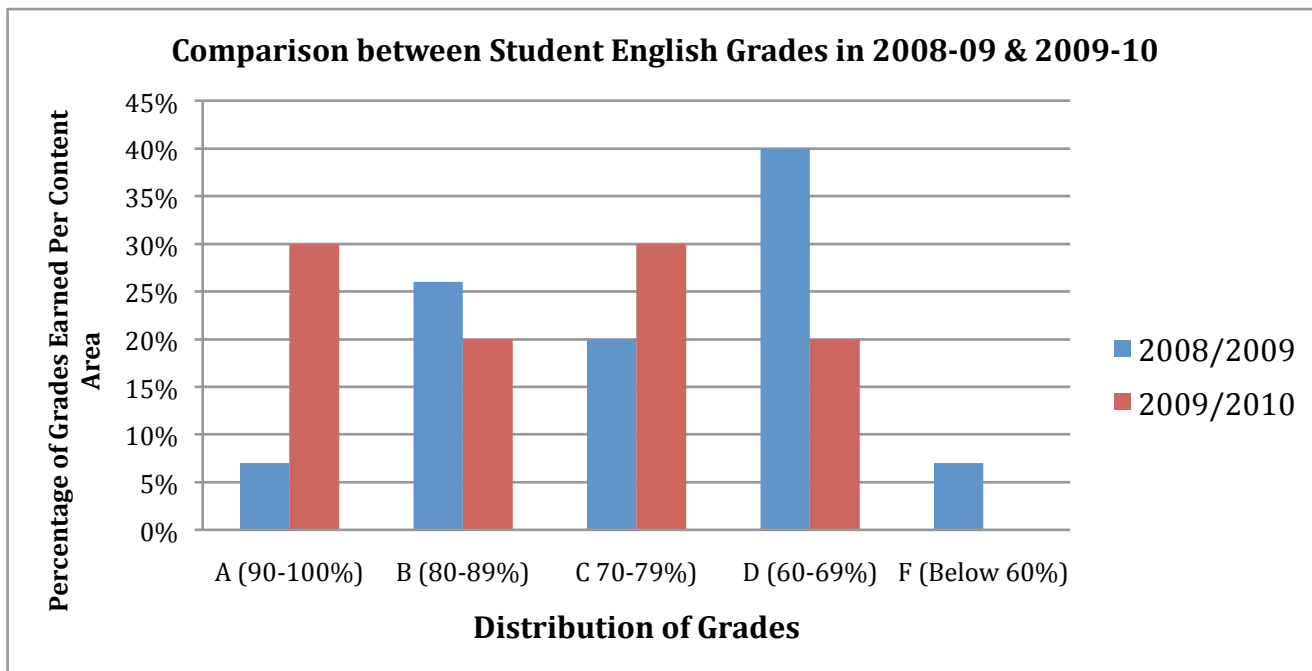
Grade 8 Math



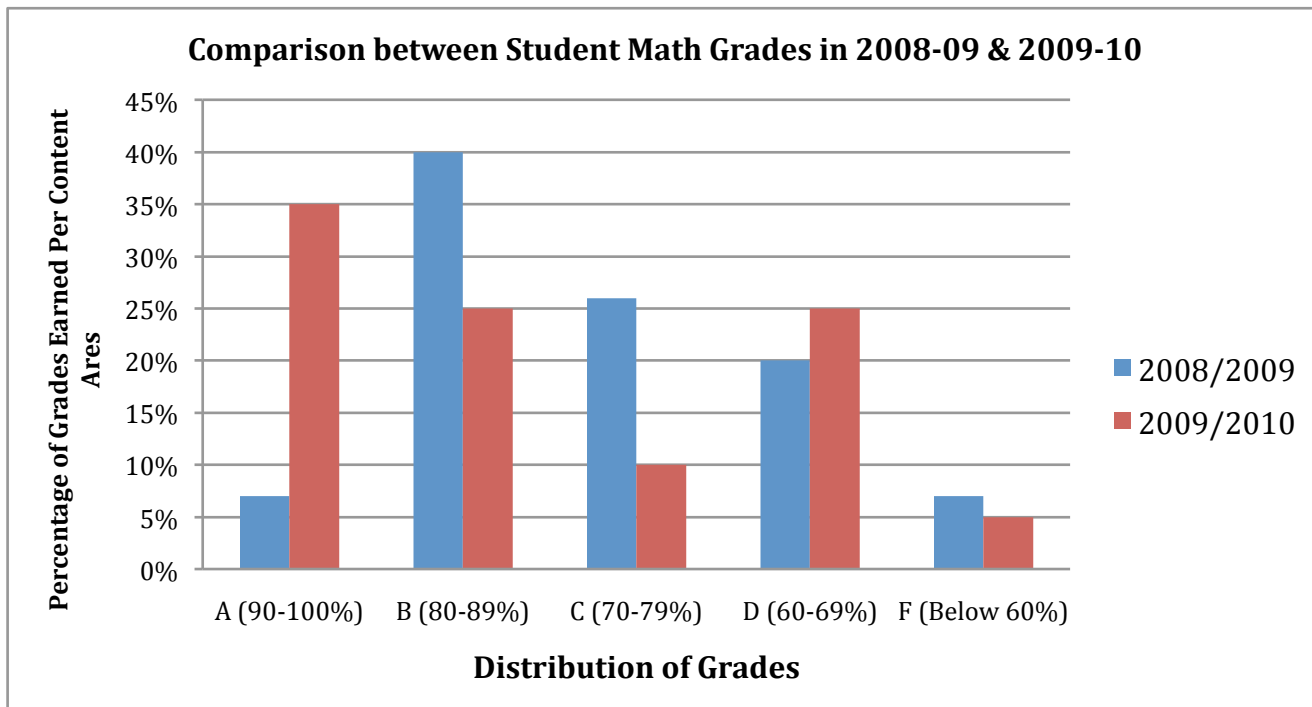
Grade 8 Science



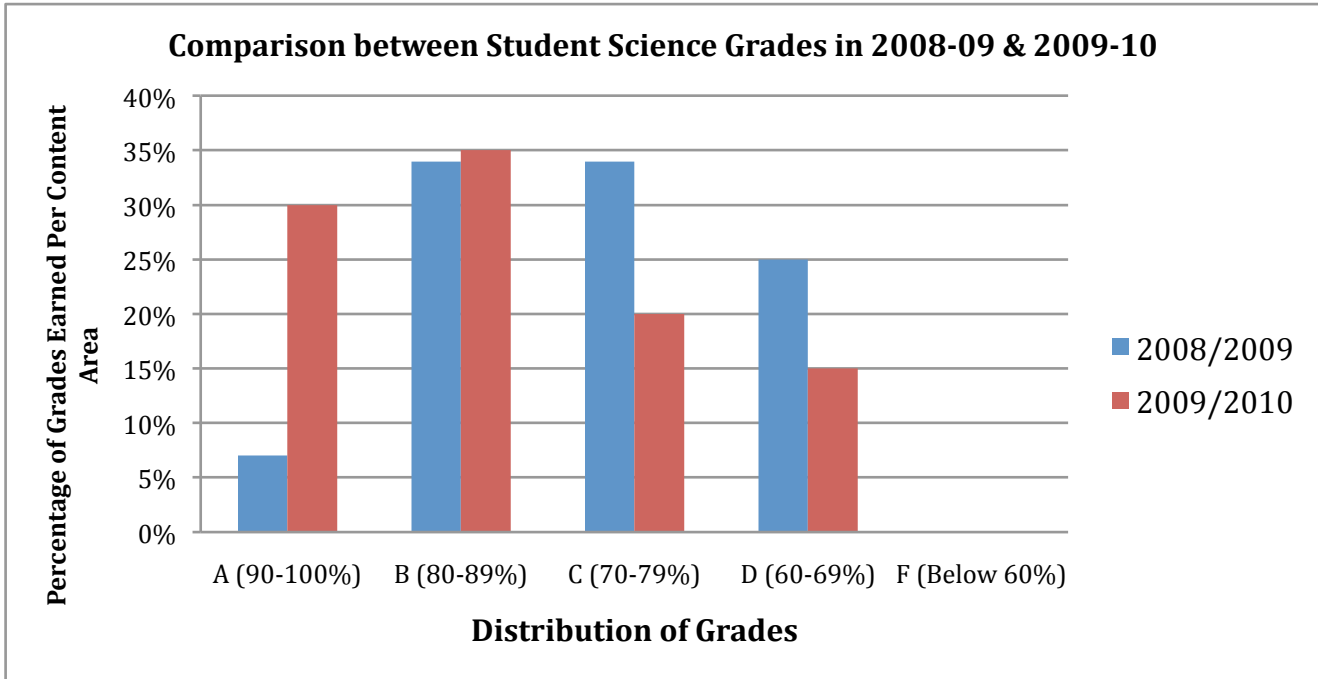
Grade 9 English



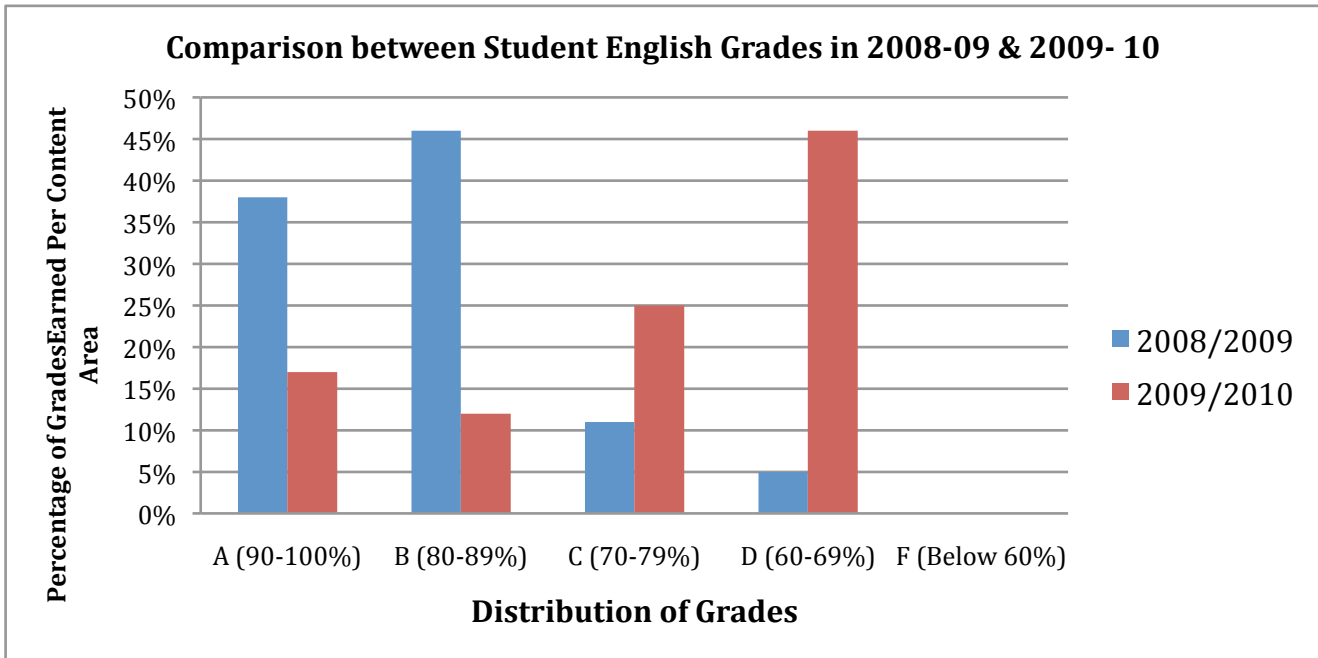
Grade 9 Math



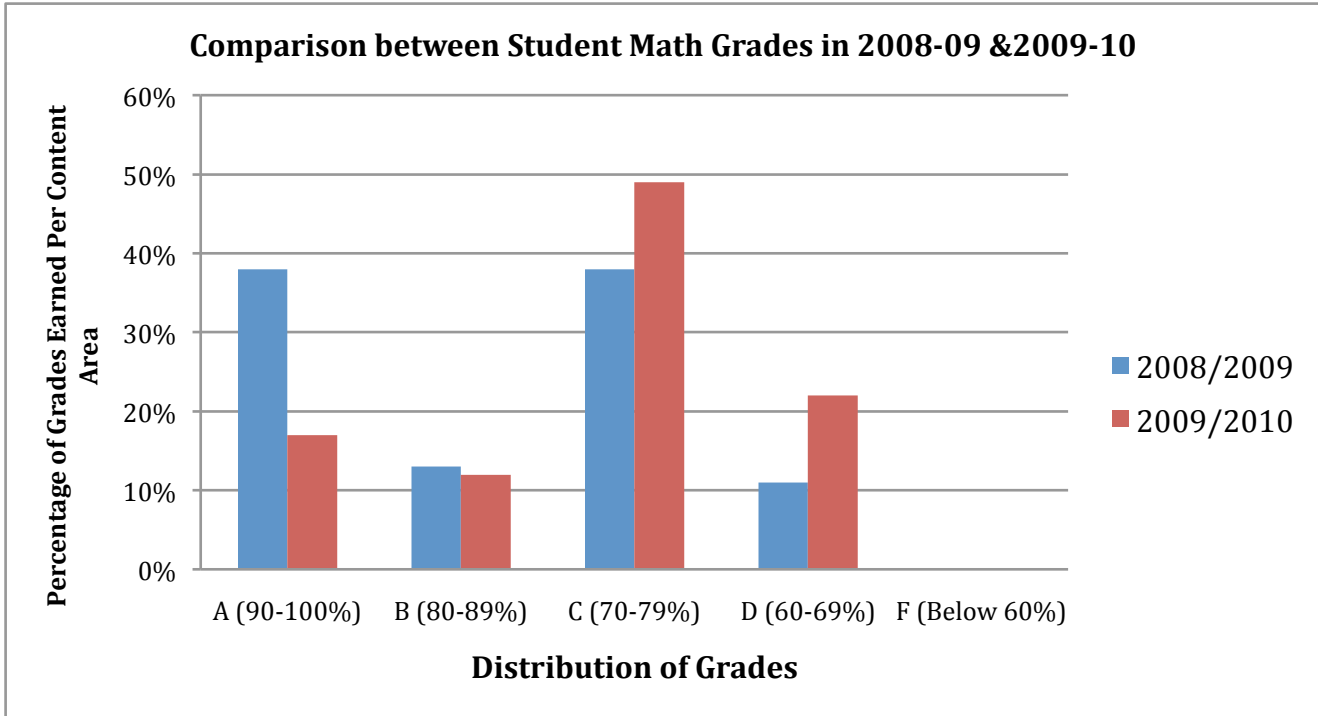
Grade 9 Science



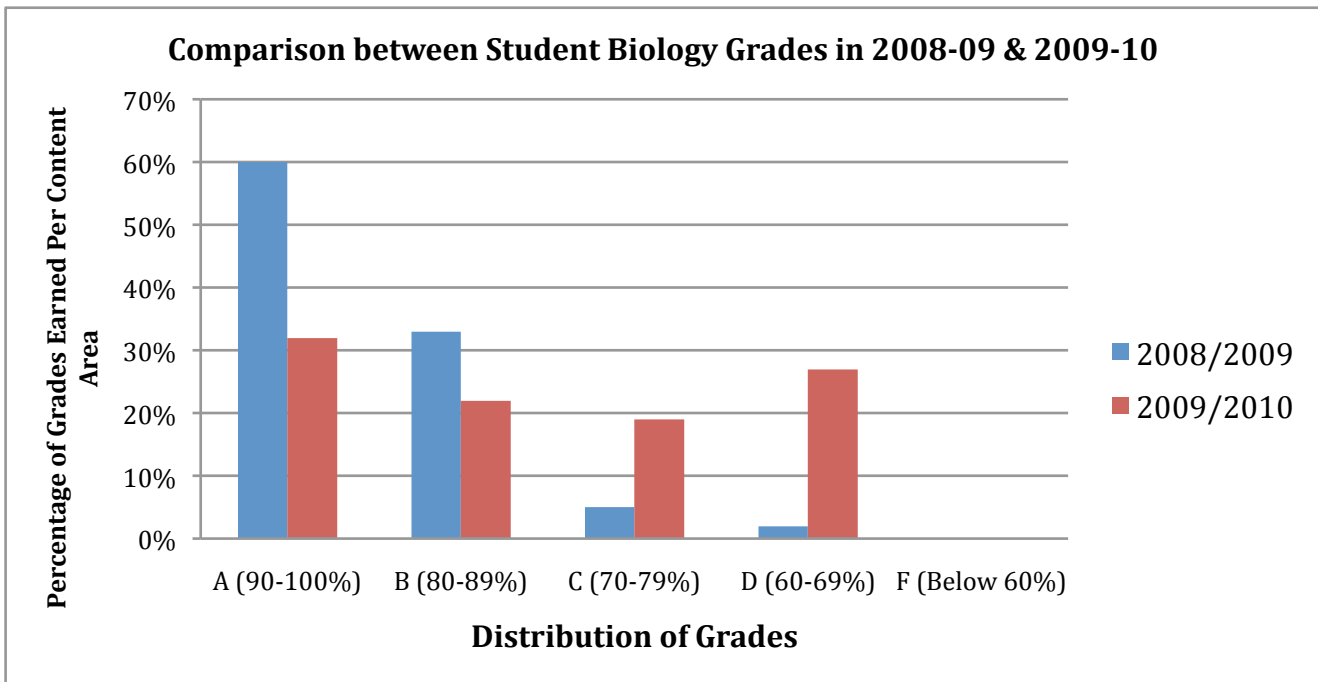
Grade 10 English



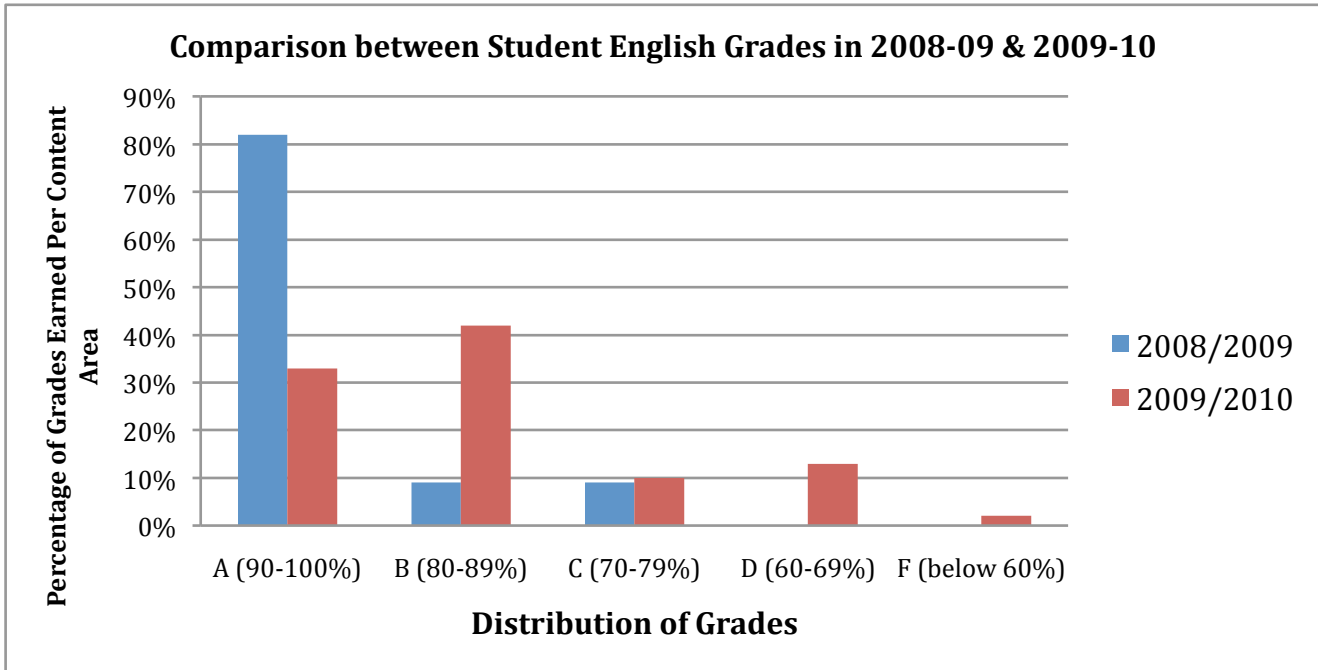
Grade 10 Math



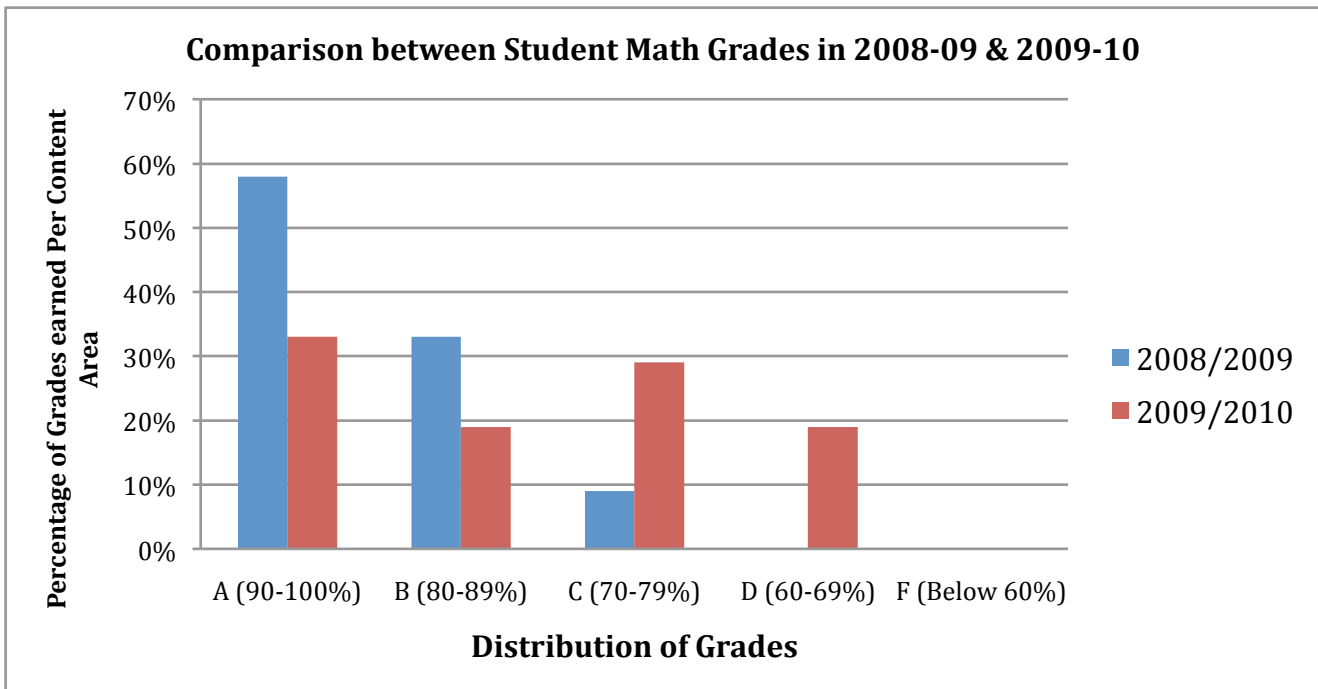
Grade 10 Biology



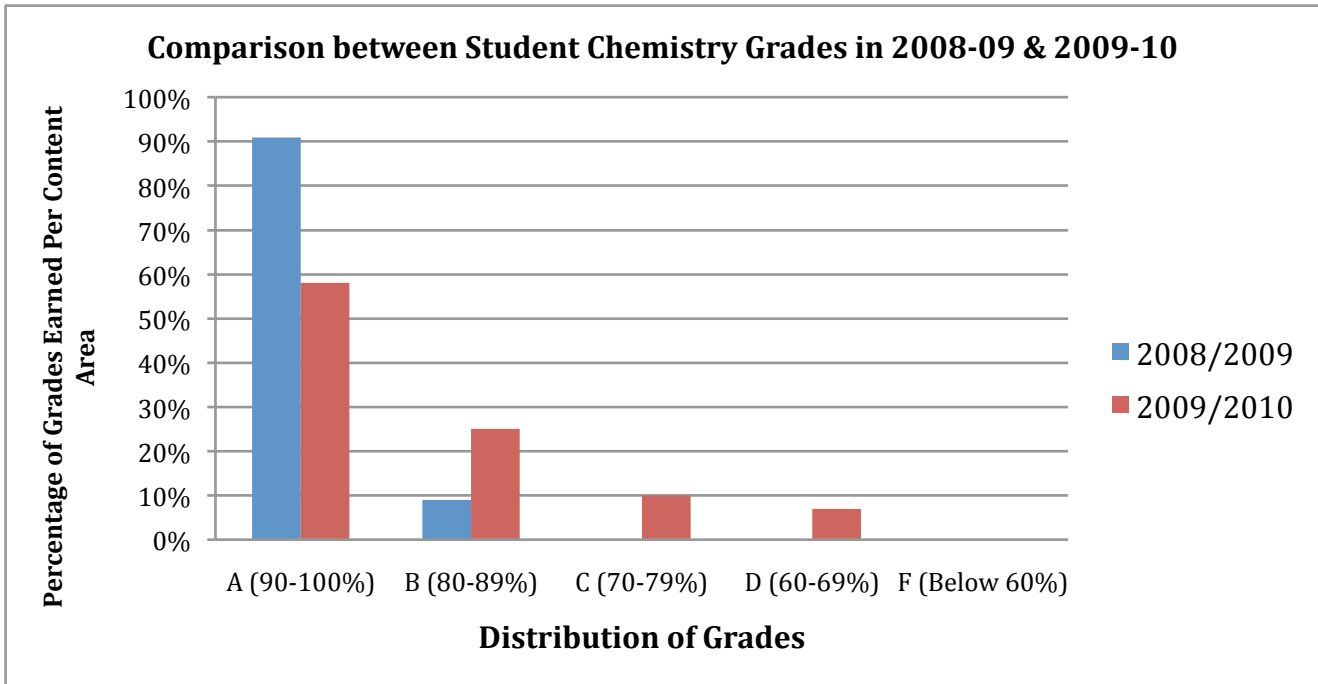
Grade 11 English



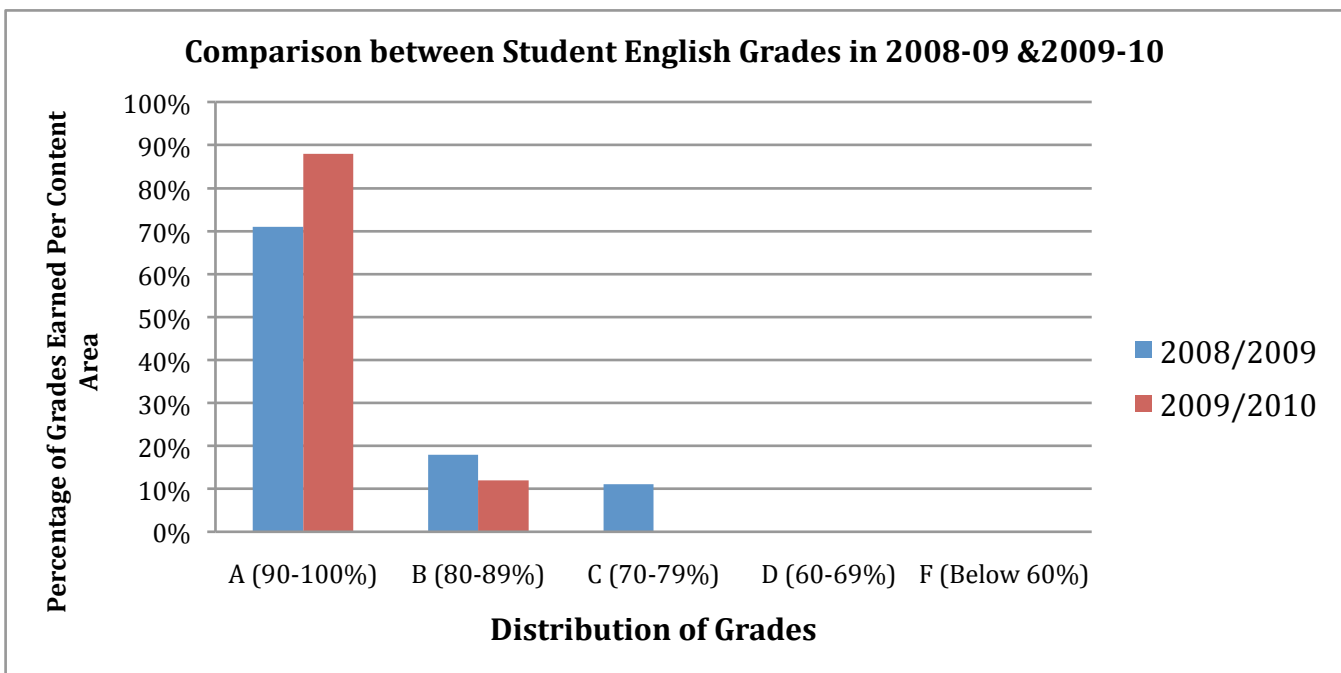
Grade 11 Math



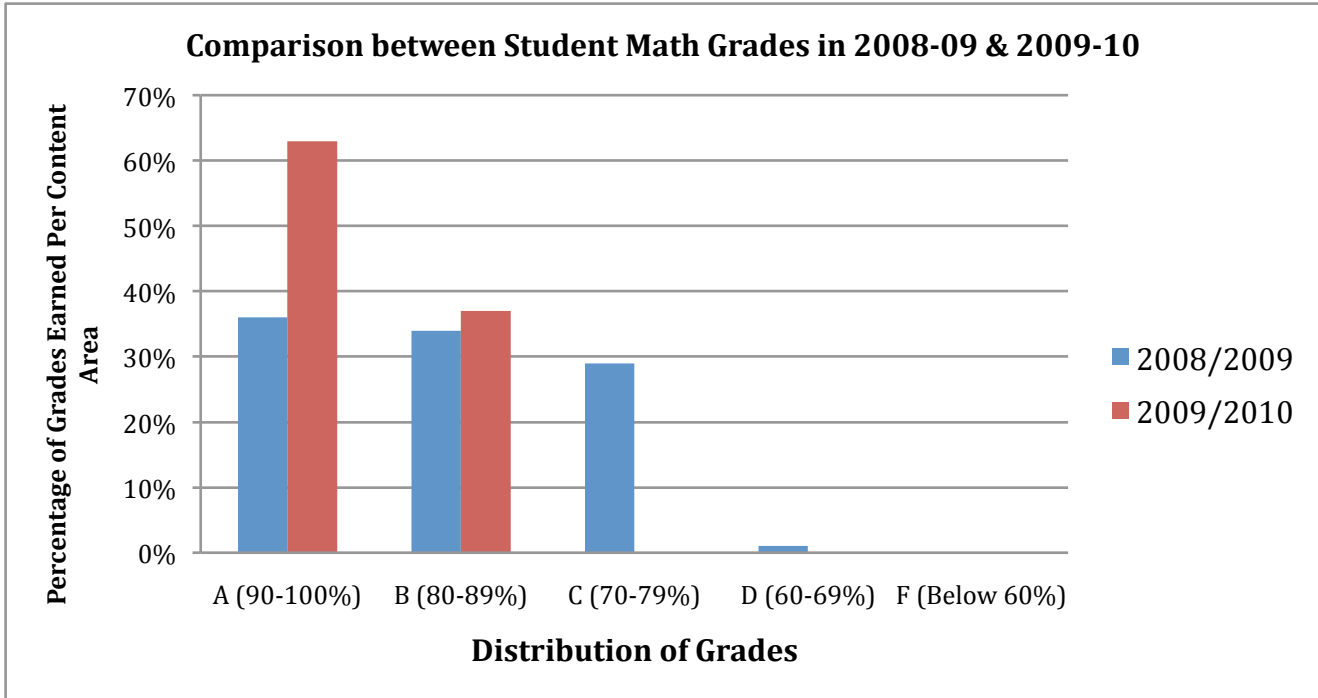
Grade 11 Chemistry



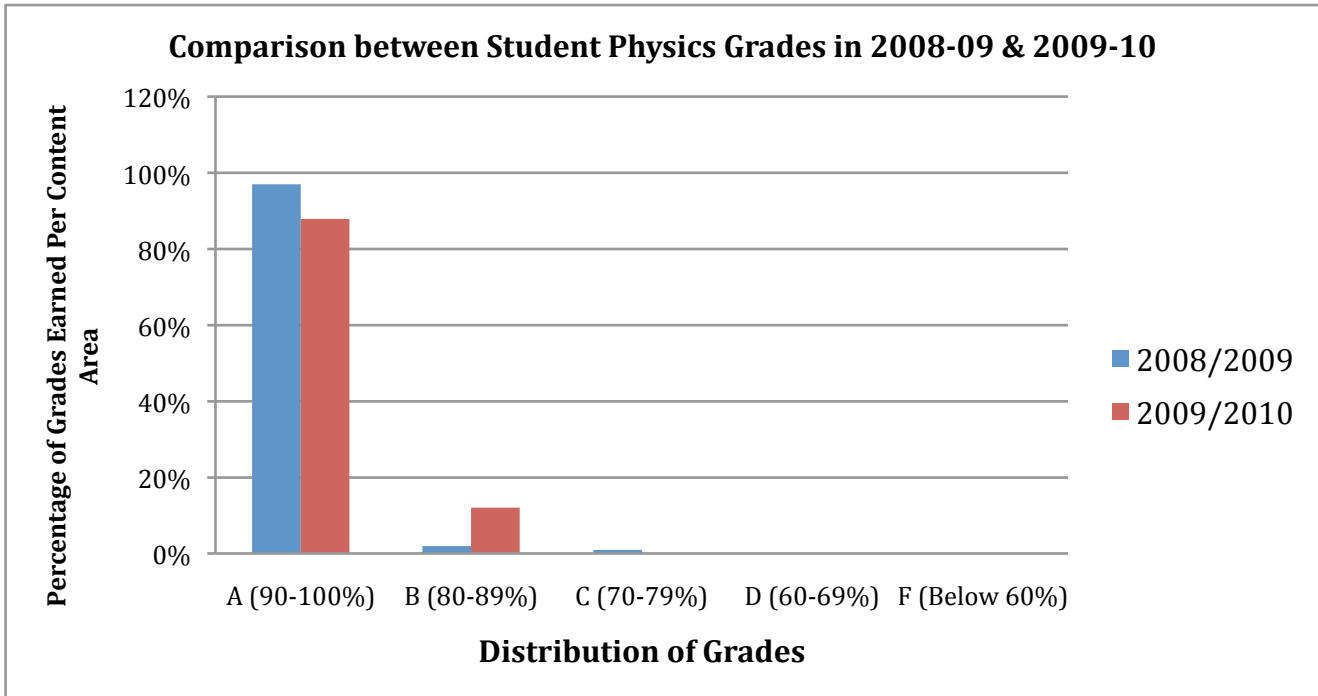
Grade 12 English



Grade 12 Math



Grade 12 Physics



Higher Education Acceptance

Manor House is proud of the fact that all our students have been accepted in four-year accredited universities, in Egypt and abroad. Our students have been accepted in some of the most rigorous and prestigious universities in Egypt, including Cairo University Faculty of Medicine and Architecture. We are also proud that our students are accepted in many universities in the USA and Europe.

	<i>Higher Education Acceptance</i>					
	3 Years Age		2 Years Age		1 Year Ago	
	Number	Percent	Number	Percent	Number	Percent
Graduates Entering Universities	47	100%	60	100%	7	100%
Graduates Entering Career or Technical Schools	---	---	---	---	---	---
Total	47	100%	60	100%	7	100%

Universities students have been accepted to in the last three years:

1. Cairo University- Egypt
2. Ain Shams University- Egypt
3. Helwan University- Egypt
4. Kasr El Aini University- Egypt
5. American University in Cairo
6. German University in Cairo
7. Ahran Canadian University-Egypt
8. British University in Egypt
9. Modern Science and Arts University-Egypt
10. Nile University-Egypt
11. Arab Academy for Science and Technology- Egypt
12. Academia Baharaya-Egypt
13. 6th of October University-Egypt
14. Misr University for Science and Technology
15. Misr International University-Egypt
16. American University in Sharjah-United Arab Emirates
17. Northern Virginia University-USA
18. Bernard and Anne Spitzer School of Architecture-New York, USA
19. Virginia University-Prague

Fields of Specialization:

1. Faculty of Medicine
2. Faculty of Pharmacy
3. Faculty of Dentistry
4. Faculty of Law
5. Faculty of Architecture
6. Faculty of Commerce
7. Faculty of Mass Communications
8. Faculty of Business
9. Faculty of Management
10. Faculty of Political Science
11. Faculty of Computer Science
12. Faculty of Economics
13. Faculty of Applied Arts
14. Faculty of Biotechnology



IMPROVEMENT PLANS

The following improvement plans have been selected after careful analysis of surveys, performance data and student needs. All improvement plans have been approved and will be initiated immediately according to timelines.