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Annual Report School Year 2013–14
The International Community School of Addis Ababa is an US accredited, diverse and innovative early education through grade 12 school. We are committed to providing a rich and holistic educational program to develop young people with active and creative minds, understanding and compassion for others, courage and conviction to act upon their knowledge and to foster critical thinkers to contribute to the global community.

**OUR MISSION** is to develop the talents and intellects of a diverse, multi-cultural student body though a learner-centered holistic program, empowering each student to contribute and excel in the 21st century.

**OUR STRATEGIC OBJECTIVES**
1. All learners will demonstrate a growth in understanding and application of the ICS Learner Profile.
2. All students will develop enduring understandings by demonstrating growth in their ability to generate questions, critically research, analyze information and problem solve in an inquiry-based learning environment.
3. We will improve its facilities for providing a balanced, holistic, premier 21st century education.
4. We will improve in organizational culture and school climate.

**QUICK FACTS**

**MAXIMUM CLASS SIZES**
- Early Childhood/Elementary School: Class size: 16–22
- Middle School: Class size: 24
- High School: Class size: 24

**DIVERSITY**
- Students: 65 different countries
- Faculty: 16 different countries

**PROGRAMS**
- Visual Arts
- Performing Arts
- Athletics
- After School Activities
- Clubs & Associations
- Merit Scholarship Program
- Week Without Walls
- 1:1 Laptop Program
- Professional Development
- Teaching & Learning Support
- Student Enrichment
- Inclusive Education

**FACILITIES**
Located on 15 acres, the campus integrates purpose-built classrooms, modern technology, outstanding athletic facilities and many peaceful green spaces.

**GOVERNANCE**
ICS Addis is governed by a 9-member Board of Governors. Seven are elected for two-year terms by the ICS Parent Association. Membership is automatically conferred on the parents of children enrolled in the school. Two Board members are appointed: one by the US Ambassador and one by the Board.

**ACREDITATION/AFFILIATIONS**
- Middle States Association of Colleges and Schools (MSA)
- International Baccalaureate World School (IBO)
- Association of International Schools in Africa (AISA)
- Council of International Schools (CIS)
- US Green Building Council (USGBC)
The ICS Learner Profile is the core and foundation of what we teach at ICS, beyond academics. We believe that these skills will help our students develop into compassionate, engaged and active global citizens.

**ICS LEARNER PROFILE**

The ICS Learner Profile is based on the IB Learner Profile International Baccalaureate Organization 2013

**AS ICS LEARNERS, WE STRIVE TO BE:**

**Inquirers**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Principled**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences, our learning and personal development.

**Courageous**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Open-Minded**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Thinkers**
We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Reflective**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**Balanced**
We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

The ICS Learner Profile is based on the IB Learner Profile International Baccalaureate Organization 2013
Message from Head of School

The 2013–14 school year marked important milestones in the journey that the International Community School of Addis Ababa is taking here in Ethiopia.

In August 2013 we leased a new satellite compound next to the main campus. “The Little Eagles Nest” is a safe, purpose-built early childhood center. There are two 3-year-old and three 4-year-old classrooms, with age-appropriate furniture, playground equipment and all the resources needed for an exemplary early childhood program. As we move and shift classrooms and programs in the coming years to build the new facilities described in our campus Master Plan, our early childhood program can remain in a quiet and stable environment.

In April 2014 we officially dedicated our new cafeteria and gym extension. The new cafeteria easily feeds 1,000 people per day, with a student dining commons on the ground floor. Upstairs, our Upper Commons seats 400 at a time and is used almost daily for assemblies and meetings. A new Faculty Commons, also upstairs, helps bring our teachers and teaching assistants together from across the school and campus, adding to our community spirit. The gym extension added four large middle/high school classrooms, a PE office and storage areas to the back of the original building.

Facilities are only a small part of an excellent, holistic program. The real resource, the real treasure at ICS Addis is our teachers. Recruiting “the ideal teacher for ICS” is a high priority for the leadership team. Reading, writing, mathematics and science are a primary focus for all of us. A walk through our elementary classrooms reveals “workshop” learning everywhere, with students engaged in challenging, supportive classrooms with direct instruction, small collaborative groups, inquiry, hands-on science and plenty of individualized feedback. A testimony to the dedication and skill of our teachers is that 85% of our students in grades 2-9 were proficient or better in mathematics and reading in April 2014! In the middle school, students have regular gathering times to build community. “Fit Up” in the morning and other house competitions made the middle school a special place this year. Our high school teachers encourage all of our students to participate in the IB Diploma Program and you’ll see their amazing successes recorded in the following pages.

One of the most exciting events of the year was the launch of our 50th Anniversary in April 2014. The American Community School’s parent association was founded in April 1964, and Emperor Haile Selassie deeded the title to our campus that same year. Many, many changes have marked our school in the intervening years. New buildings, new programs, a new name…but through it all one thing has remained constant: the strong sense of community that builds connections between students, teachers, staff and parents.

Through the pages of this report you can learn more about our successes, our challenges and our plans. I hope you will agree, after browsing through our annual report, that ICS Addis is indeed a “premier international school in Africa, preparing students for success in the 21st century!”

James Laney Jr.
Head of School
MESSAGE FROM BOARD OF GOVERNORS

This has been an important transitional year for the Board of Governors and the school.

Over the past four years this Board has been very busy laying the groundwork, procedures and policy for where ICS should be ten years from now, and perhaps how it can get there. This uniquely visionary planning has a) brought us together with political, diplomatic and business leaders, b) allowed us to have fascinating discussions on what a 21st century education means, c) develop long term planning, and d) approval of a new long-term campus Master Plan. I have to say, that when it’s done about a decade from now the campus will not only accommodate some 1,200 students but also be at the forefront of learning and education.

In fact, at some point in the near future, long range Board vision planning will begin looking beyond the new construction to whatever future educational demands the International Community will place on ICS. To that end, this year’s Board began that process and has developed something called a “Road Map.” It has developed into a hugely useful and complex discussion. I hope it will remain a model to be passed down, updated and improved upon from board to board over the years to come.

The Board has also been engaged in supporting the re-accreditation process. It comes at a time when the Board has been busy examining the future and it has helped to guide us in our discussions.

Finally, a new educational foundation has been created to support the school in the future. This charitable non-profit (5013c) corporation will facilitate the school’s fundraising efforts, and improvements to compensation and retirement options for professional staff members.

Congratulations and thanks to all who have been involved in helping ICS Addis prepare for offering a better educational program in modern facilities to more students in the future!

Colonel Brad Anderson (Ret.)
Chair, Board of Governors
INTERNATIONAL COMMUNITY SCHOOL, ADDIS ABABA

HIGHLIGHTS FROM THE YEAR

THE IB DIPLOMA PROGRAM AT ICS ADDIS

The International Baccalaureate Diploma Program (IBDP) is recognized as a worldwide standard for high school (pre-university) education.

The IB Diploma Program provides a challenging, internationally focused, broad and balanced educational experience for students in their final two years of high school. In their studies, students are expected to make connections between different academic disciplines and to develop international-mindedness from their own perspectives. The Creativity, Action, and Service (CAS) component of the IBDP also provides students with opportunities for sustained personal growth.

At ICS Addis, we believe that students of all abilities benefit from this coherent, holistic approach to learning. A student’s past academic preparation and performance are useful when planning a course of studies in grades 11‒12, but we do not restrict participation in the IB Diploma Program on the basis of ability or grades. It is good university preparation for all of our students.

ICS CONTINUES TO EXPAND AND IMPROVE ITS IBDP RESULTS

We can see the achievements of our program through the rise in the number of successful Diploma candidates combined with the rise in average points achieved compared to world averages. In 2014, we have increased both the number of students who try as well as the number of those who succeed.

Our DP now has more students attempting, more students achieving, and more students beating world averages in their IB Diploma, meanwhile nurturing the learner profile, inquiry and inclusivity.

FAST FACTS

<table>
<thead>
<tr>
<th>YEAR</th>
<th># OF FULL IBDP CANDIDATES</th>
<th>% OF SENIOR CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2009–10</td>
<td>20</td>
<td>55%</td>
</tr>
<tr>
<td>SY 2010–11</td>
<td>18</td>
<td>71%</td>
</tr>
<tr>
<td>SY 2011–12</td>
<td>26</td>
<td>69%</td>
</tr>
<tr>
<td>SY 2012–13</td>
<td>34</td>
<td>73%</td>
</tr>
<tr>
<td>SY 2013–14</td>
<td>39</td>
<td>90%</td>
</tr>
</tbody>
</table>

Comparison of ICS Average DP total points against world averages over a 5 year period

- Average total points by successful ICS Diploma Candidates compared to world averages
- World Average
UNIVERSITY ACCEPTANCES 2011 – 2014

USA
Agnes Scott College
American International College
American University
Amherst College
Arcadia University
Arizona State University
Art Institute of Washington
Augustana College
Bard College
Barity University
Berea College
Boston College
Boston University
Bowdoin College
Brandeis University
Brenau University
Brown University
Bryn Mawr College
Brigham Young University
Buffalo State College
California Baptist University
Capital University
Carnegie Mellon University
Case Western Reserve University
Clark University
Clarkson University
Colgate College
College of William & Mary
Colorado College
Colorado College Chicago
Columbia University
Colby College: Mead
Connecticut College
Davidson College
De Pauw University
Duke University
Drexel University
Duke University
Earlham College
East Carolina University
Elon University
Emmanuel College
Emory University
Eugene Lang College
Fairleigh Dickinson University
Florida Institute of Technology
Florida State University
Fordham University
Franklin & Marshall College
Furman College
George Mason University
George Washington U
Georgia Institute of Technology
Georgia State University
Goshen University
Grand Valley State University
Grinnell College
Hamption College
Hampton University
Haverford College
Hawaii Pacific University
Hofstra University
Humboldt State University
Ithaca College
James Madison University
Juniata College
Kent State University
Kennesaw State University
Lafayette College
La Salle University
Lynn University
Long Island University
Manhattanville College
Marion Military Institute
Marymount Manhattan University
Massachusetts Inst. of Tech
Merlo College
Michigan State University
Mills College
Millers College
Montgomery College
Mount Holyoke College
New York University
New College of Florida
Norfolk State University
Northeastern University
Northern AZ University
Northern Illinois University
Oral Roberts University
Pace University
Penn State University
Philadelphia University
Plattsburgh State University
Polytechnic Institute of New York
University
Pomona College
Portland State University
Pratt Institute
Princeton University
Providence College
Purdue University
Ralpho-Wacon College
Reno College
Richmond University
Ringling School of Art & Design
Rochester Institute of Technology
Rutgers University
San Francisco State University
Santa Fe Community College
Sarah Lawrence College
Savannah Art & Design
School of Visual Design, Parsons
School of Design
Seattle Pacific University
Shorter College
Smith College
Southern Methodist University
St. Cloud State University
St. John's University
St. Lawrence University
St. Leo University
St. Louis University
St. Mary's College
Suffolk University
SUNY Binghamton
SUNY Buffalo
SUNY Plattsburgh
Suffolk University
Surquemana University
Swarthmore College
Sweet Briar College
Syracuse University
Temple University
Texas Inst. of Technology
The College of Wooster
Trinity University
Truman State University
Tulane University
Tufts University
University of California Davis
University of New Brunswick
University of California at Los Angeles
University of Southern California
U of California Santa Barbara
U of Chicago
U of Colorado at Boulder
U of Connecticut
U of Delaware
U of Denver
University of Georgia
U of Hartford
U of Houston-Main
U of Indianapolis
U of Kentucky
U of La Verne
U of Maryland
U of Massachusetts
U of Miami
Washington College
Webster University
Wellesley College
Wells College
Wentworth Institute of Technology
Wesleyan College
Westminster College
West Virginia University
Western Washington University
Wheelock College
Whitman College
Worcester Polytechnic Institute
Xavier University
University of Minnesota Twin Cities
University of Mississippi
U of New Hampshire
U of North Carolina
U of Rhode Island
U of Pennsylvania
U of Pittsburgh
U of Richmond
U of Rochester
U of Oregon
University of Oregon
U of San Diego
U of San Francisco
U of South Florida
University of the South (Sewanee)
U of Southern Mississippi
U of Tampa
University of Wisconsin-Madison
University of Texas-Austin
Union University
Vanderbilt University
Virginia Commonwealth University
Virginia Inst. of Technology
Virginia Polytechnic Institute
Washington & Lee University

EUROPE
Amsterdam University College
American Intercontinental University (UK)
The American University of Paris (Fr)
Bellersby College (UK)
Brighton University (UK)
East Anglia University (UK)
Hotelschool The Hague (NL)
Kingston University (UK)
Kings College London (UK)
Leeds Metropolitan University (UK)
London School of Economics (UK)
London Metropolitan University
Nottingham Trent University (UK)
Regents College (UK)
SOAS (UK)
Sussex University (UK)
University of Aberdeen (UK)
University College of Ulster (NL)
U of Bremen (GER)
U of Brunel (UK)
U of Derby (UK)
U of Hull (UK)
U of Kent (UK)
U of Lapland (FI)
U of Leicester (UK)
U of Leiden (NL)
U of Plymouth (UK)
U of Royal Holloway (UK)
U of Southampton (UK)
U of St. Andrews (UK)
Wageningen University
Queen Mary University (London)

OTHER
American University of Dubai
American University of Sharjah
Webster University Thailand
ESMOD Dubai (French Fashion Uni)
University of Nottingham, China
Yale Nus
NYU Abu Dhabi

CANADA
Acadia University
Carleton University
University of British Columbia
Brock University
Emily Carr University of Art and Design
Dalhousie University
McGill University
Mount Alison University
Ryerson University
Trent University
University of Alberta
UBC Okanagan
UBC Vancouver
U of Guelph
U of the Fraser Valley
U of Saskatchewan
U of Ottawa
U of Toronto
U of Victoria
U of Waterloo
U of Windsor
Wilfred Laurier University
York University
SAT / PSAT SCORES

The SAT is a globally recognized college admission test that lets students show colleges what they know and how well they can apply that knowledge. It tests students’ knowledge of reading, writing and math. Most students take the SAT during their junior or senior year of high school, and almost all US colleges and universities use the SAT to make admission decisions.

The PSAT/NMSQT assesses reading, math and writing skills and it provides excellent practice for the SAT. It helps students become college ready as it provides detailed feedback on skills.

### Average SAT Scores for ICS Gr.12

<table>
<thead>
<tr>
<th></th>
<th>ICS Average</th>
<th>World Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>53.22</td>
<td>47.4</td>
</tr>
<tr>
<td>MATH</td>
<td>54.21</td>
<td>48.6</td>
</tr>
<tr>
<td>WRITING</td>
<td>51.61</td>
<td>45.9</td>
</tr>
</tbody>
</table>

### Average PSAT Scores for ICS Gr.11

<table>
<thead>
<tr>
<th></th>
<th>ICS Average</th>
<th>World Average</th>
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</thead>
<tbody>
<tr>
<td>READING</td>
<td>45.79</td>
<td>42.6</td>
</tr>
<tr>
<td>MATH</td>
<td>48.3</td>
<td>43.5</td>
</tr>
<tr>
<td>WRITING</td>
<td>45.21</td>
<td>41.2</td>
</tr>
</tbody>
</table>

### Average PSAT Scores for ICS Gr.10

<table>
<thead>
<tr>
<th></th>
<th>ICS Average</th>
<th>World Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>51.3</td>
<td>49.7</td>
</tr>
<tr>
<td>MATH</td>
<td>50.0</td>
<td>48.7</td>
</tr>
<tr>
<td>WRITING</td>
<td>48.7</td>
<td>48.6</td>
</tr>
</tbody>
</table>
ASSESSMENT OF LEARNING

Measures of Academic Progress® (MAP®) are K – 12 assessments that measure growth and proficiency. They can inform how educators differentiate instruction, evaluate programs and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they’re ready to learn. MAP assessments are grade independent and adapt to each student’s instructional level.

ICS Addis students in grades two through nine are tested two times per year in math, reading and language usage. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. Teachers can personalize instruction in order to maximize every student’s academic growth. The school can track the achievement and growth of individual students and classrooms and evaluate the success of our programs.

SY 2013–14 RESULTS GRADES 2-9

We are comparing our results to international school norms, not US public schools.

READING
- Proficiency: 84.6% at or above proficiency
- Growth: 66.2% made typical or better progress

MATH
- Proficiency: 85.3% at or above proficiency
- Growth: 64.7% made typical or better progress
OUR STUDENTS
NEW CAMPUS MASTER PLAN

Student enrollment at ICS Addis grew at a steady 12% from 2007 to 2013. We accommodated this growth rate by continually upgrading our campus with renovations, site improvements and several small construction projects on the campus. In 2013–14 growth slowed to 5% because we are nearing our full capacity.

In the fall of 2012, ICS Addis began the process of developing a new ICS Master Plan to look at the demands and needs of our facilities in a holistic fashion. Our Board of Governors approved the new campus master plan in December 2013. The vision of the campus centers around common green spaces with an inter-connected system of courtyards, play areas and green roofs. Fundamental to the plan is maintaining the sense of intimate community that is a hallmark of ICS and our campus. Our goal is to accommodate 1200 students.

Our next step is the additional classrooms needed in order to allow us to remove older one-story buildings and build new multi-story facilities in their places. We will be ready to begin building a New Classroom Block (NCB) project in the 2014–15 school year. The NCB will add 29 classrooms to the campus.
INTERNATIONAL COMMUNITY SCHOOL, ADDIS ABABA

STUDENT FACTS

Peak Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008–09</td>
<td>527</td>
</tr>
<tr>
<td>2009–10</td>
<td>612</td>
</tr>
<tr>
<td>2010–11</td>
<td>658</td>
</tr>
<tr>
<td>2011–12</td>
<td>747</td>
</tr>
<tr>
<td>2012–13</td>
<td>806</td>
</tr>
<tr>
<td>2013–14</td>
<td>832</td>
</tr>
</tbody>
</table>

Enrollment by Division in SY2013–14

- Elementary School
- Middle School
- High School

Student Diversity in SY2013–14

- USA
- Africa
- Europe
- Asia
- Other
- Ethiopia
OUR STUDENTS
INTERNATIONAL COMMUNITY SCHOOL, ADDIS ABABA

FACULTY FACTS

ICS Staff

300 Total Staff

Teaching Staff Breakout

125 Total Teaching Staff

Education Level of Teaching Staff

125 Total Teaching Staff

Number of Years Teaching at ICS

125 Total Teaching Staff

Bachelor Degree  □ Masters Degree  □ PhD

0-2 years  □ 3-4 years  □ 5-10 years  □ 11+ years

Overseas Hire  □ Local National Hire  □ Local Expat Hire

Teaching Staff  □ Non-teaching Staff

Teaching Staff Breakout

125 Total Teaching Staff

Overseas Hire  □ Local National Hire  □ Local Expat Hire

Teaching Staff  □ Non-teaching Staff
FINANCE

Tuition Comparison against African International Schools Average

ICS Average tuition/fees EC-Grade 12
AISA Average tuition/fees EC-Grade 12