

**The Lebanese School of Qatar**  
**Annual Education Report**  
**February 2020**

## Table of Contents

Introduction.....	1
GOAL # 1:.....	1
GOAL # 2:.....	3
LSQ Purpose & Mission: Programs and Resources to Achieve the Purpose .....	4
VISION .....	4
MISSION – (ELITE).....	4
Curriculum and Instruction .....	5
Internal and External Exams .....	5
Monitoring Student Progress.....	6
School Reward Program.....	6
Career Counseling and Orientation .....	6
Co-curricular and Extra-curricular Activities .....	7
School Facilities .....	7
Online Resources.....	8
Recent Improvements at LSQ.....	9
Student Demographics by Section .....	11
Faculty: Update on Number and Qualifications .....	11
Professional Development .....	12
Surveys Results .....	15
Student Assessment Data.....	17
a. Official Exams Results .....	17
b. DELF Results.....	18
c. SAT Results .....	19
d. MAP Results .....	20
e. Local Assessment - Results for Grades 4 and above by Category .....	24
f. Local Assessment - Final Average per Grade as a Measure of Program Impact .....	25
g. Local Assessment - Percentage of “Retained” students scoring below 10 over 20.....	26
h. Local Assessment - LSQ Dropout Rate .....	27
LSQ Budget Breakdown.....	28
Closing .....	29

## **Introduction**

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2018-2019 students' educational progress in the Lebanese School of Qatar.

The annual report details the school's operations and achievements throughout the year. It provides a description of the progress the school has made to provide high quality educational opportunities for all the students, as set out in the school improvement plan.

The Annual Education Report for February 2020 covers the following topics:

1. LSQ Purpose & Mission: Programs and Resources to Achieve the Purpose of the School
2. Recent Improvement Projects at LSQ
3. Student Enrollment Update
4. Faculty: Update on Number, Qualification, and Professional Development
5. Surveys Results
6. Student Assessment Data
7. LSQ Budget Breakdown

Our current academic goals are:

### **GOAL # 1:**

**All students at Lebanese School of Qatar will achieve to high national and international academic levels.**

### **Objectives pertaining to Goal #1 include:**

1. 90% of ninth and twelfth grade students will demonstrate proficiency in all subjects covered by Lebanese Official Exams annually as measured by percentage of students passing the Lebanese Official Exams and percentage of students passing with mention.
2. 95% of fourth, fifth, sixth, seventh, eighth, tenth and eleventh grade students will demonstrate proficiency by receiving a final average of 10 over 20 or higher for all instructed

subjects at their grade level each year as measured by the student's final average result of five sets of assessment distributed over three terms and two term exams.

3. 50% of first, second, third, fourth, fifth, sixth, seventh, eighth and tenth grade students will demonstrate a proficiency in Math and English at the 50 percentile level or above as compared to international unaffiliated group norms in Mathematics and English, year after year, as measured by results from Measure of Academic Progress MAP as compared to publicized norms for international schools.
4. 95% of third, sixth, eighth and eleventh grade students will maintain a 95% success rate in passing DELF (Diplôme D'études en Langue Française): DELF A1 for EB3; DELF A2 for EB6; DELF B1 for EB8; DELF B2 for ES2) as measured by “passing the test”.
5. 95% of eleventh grade students will demonstrate a proficiency showing a year to year increase of 5% on the SAT test in grade 11 in Mathematics and Reading as measured by group average results on the math and language sections of the SAT test.
6. Review current instructional strategies and extend implementation to include more focus on differentiation, flexible grouping, feedback, and resource alignment, all designed to accelerate student individual learning. Success is measured by the year-to-year decrease in the percentage of students in the low category and increase in the percentage of students in the middle and high category in the MAP (English), DELF (French), Lebanese Official Exams for grades 9 and 12, and local assessment for all levels involved.
7. Use diagnostic data from Northwest Evaluation Association (NWEA) Measures of Academic Progress and other assessments to inform decision-making to enhance and improve instructional practice and ensure student learning.

**GOAL # 2:**

**Ensure a safe and orderly campus where students, teachers, and other people may go about the business of teaching and learning without hindrances.**

**Objectives pertaining to Goal #2 include:**

1. Collaborate to ensure that the LSQ Campus remain safe and well-maintained as measured by the number of personal injury incidents due to inadequacy or lack of maintenance of physical facility recorded each year. Also, by the input of stakeholders on items in the surveys pertaining to campus maintenance and campus safety.
2. Collaborate to establish and implement rules & measure to maintain safe and orderly student & staff behavior on an ongoing basis as measured by reduction in the number of disciplinary incidents recorded from year to year.
3. Implement aspects of guidance program focusing on relationships (student-student & adult-student), careers, and college planning. This is measured by feedback from stakeholders surveys, number of hours spent dealing with these activities and pertaining evaluation.

The above goals and objectives align with the LSQ initiatives and support Cognia accreditation requirements.

The Lebanese School of Qatar has witnessed much success thanks to the involvement of parents, the commitment of the faculty, and the support of the Board of Trustees. Students are active and engaged in their learning, and try their best to achieve at high levels. Together, we will continue to strive for excellence.

Sincerely,

Norma Dimassa

Superintendent

## **LSQ Purpose & Mission: Programs and Resources to Achieve the Purpose**

The Lebanese School of Qatar has embraced the following:

**VISION** - LSQ is viewed as a model for schools in Lebanon and abroad. It is supported by the parents, the community, and its Board of Trustees. LSQ is guided by the official Lebanese curriculum, combining a rich heritage and keeping up with the advancements of the time. Expertise, commitment, and sacrifice, are only few of the faculty traits. Its graduates are well prepared for the global workplace and for higher education.

### **MISSION – (ELITE)**

**E**xperienced and well prepared teachers to support student success in an ever changing world

**L**earners who succeed in the Lebanese official exam and on International tests

**I**llustrious environment branded with security, flexibility, moral behaviors, and appreciation of heritage

**T**eachers, parents and students are united in goals and means to achieve success at LSQ

**E**quipping graduates and preparing them for life with scientific, literary and aesthetic knowledge and skills

### **The LSQ Vision / Mission statements sum it up:**

- This school is a model educational institution that offers plenty of options for Lebanese immigrants in case they decide to pursue their education in Lebanon or elsewhere.
- The school's success is owed to a strong partnership with the parents, the staff, and the Board of Trustees, in addition to the support of the Ministry of Education in Lebanon and that of Qatar.
- This institution is focused on providing schooling according to the Lebanese Curriculum in the context of the Lebanese rich heritage, and at the same time, keeping up with advancements in the world of education; thus, preparing students for success in pursuing higher education, in case they returned to Lebanon or elsewhere, and at work.

**It is the belief of all LSQ stakeholders that to realize the vision of the school, the following must be done:**

- hiring and keeping competent, well-prepared, and committed faculty.
- succeeding in, local, official and international tests.
- providing a safe and orderly climate and environment on campus and in the classrooms.
- promoting academic achievement, moral enrichment, appreciation of own heritage, and openness to other cultures and beliefs in our education.
- building a strong partnership between parent and school.
- preparing students for life with languages, sciences, and the arts.

LSQ embodies its purpose through the following program offerings for its students:

**Curriculum and Instruction:**

- LSQ adheres to the rigorous Lebanese Curriculum in all subjects.
- LSQ students achieve competency in all three languages: Arabic, English and French.
- Homeroom setting is offered for students in the early grades and up to grade 3 in both English and French sections.
- LSQ offers high school students three concentration options as per the Lebanese System: General Science concentration, Life Science concentration and Sociology and Economics concentration.

**Internal and External Exams:**

- Students at LSQ are subjected to frequent assessment in all subjects (formative and summative).
- LSQ students receive practice and support in preparation for the SAT assessment; a test considered mandatory for Grade 11 students.
- LSQ students in the French section receive practice and support in preparation for the DELF assessment; a test considered mandatory in grades 3, 6, 8, and 11 of the French track.
- In addition to local assessments, the students sit for MEHE Official Exams, and are assessed in math, English, and French in the standardized tests MAP, SAT, DELF.

### **Monitoring Student Progress:**

- Student Support Committees continue to follow-up on at-risk students. These committees assist the at-risk students to reach their academic and behavioral benchmarks and goals by developing an action plan for each student identified in this category.
- LSQ students benefit from an extended day (remedial) and an extended week (Saturday classes) when needed.
- LSQ organizes summer packets that are distributed to students who need additional support in various subjects. Summer work is checked by the teachers upon students' return in September.

### **School Reward Program:**

For students in Grades 4 and up, an Honor Roll system is in place, where at the conclusion of each term, high achieving students get a star on their report card. Those who obtain ten stars over two consecutive years receive a certificate signed by their principal and the superintendent.

### **Career Counseling and Orientation:**

In line with the school's vision, LSQ prepares its graduates for the global workplace and for higher education through different means: University Fair, Week without Walls, Career Counseling (Internship and Head Start Program), Model United Nations, Qatar Debate, Robotics, Scientific Research, and IT courses, such as programming. In addition, the counselor works closely with students on their personal statements, motivation letters, CVs, and recommendation letters.

In October 2019, LSQ held the 2<sup>nd</sup> annual University Fair. It hosted around twenty universities from Qatar, Lebanon, France, Germany, and the UK who provided the students and their parents with information about majors the universities offer, admission requirements, college applications, curriculum, career planning, housing, sports and activities, work study, and costs associated with education (financial assistance, scholarships...). In addition to that, the school organized individual university visits for interested students from more than 5 different universities. Furthermore, the students had the chance to attend two workshops: 'Career Orientation' and 'CV Writing Skills & University Preparations'.



### **Co-curricular and Extra-curricular Activities:**

- LSQ students participate in Model United Nations conferences, such as GMUN, MUN and THIMUN Qatar, organized by Qatar Foundation.
- LSQ students participate in Qatar Debate, organized by Qatar Foundation.
- LSQ students participate in Botball Competition, organized by Carnegie Mellon University.
- LSQ students sit for the TIMSS, PIRL and PISA as required by the Ministry of Education and Higher Education in Qatar.
- LSQ students participate in the Scientific Research Competition, organized by the Ministry of Education and Higher Education in Qatar.
- LSQ students have the chance to register in various extra-curricular activities. These inspiring and enriching programs offer the students the opportunity to discover their potential, uncover their interests, and thrive in an environment that encourages exploration and creative expression.
- LSQ students are offered a wealth of fun activities (at school and outside it).
- Students in Primary, Middle and Secondary Departments participate in student councils, and conduct their elections via campaigns that resemble real-life campaigns in the political arena.
- Our students participate in academic competitions in Doha (Reading Olympics, Les Olympiades de la Francophonie, Memorizing the Quran, etc..).
- Our students participate in the annual Qatar Olympics Competitions in sports.

### **School Facilities:**

- The school provides its students with internet access in their classrooms, and in any of its computer labs.
- In addition to the existing computer labs, the school has purchased 4 mobile labs with tablets, where every cart consists of 32 tablets connected, through a wireless network, to the internet. Every department of the school has its own cart that rotates around the classes based on a schedule, in order to accommodate all classes and all teachers.
- LSQ students have access to three labs: Physics, Chemistry and Biology.

- The school library is part of the teaching and learning environment. The newly renovated library in Al Dafna, with its welcoming space and features and valuable resources, aids in our students' educational process and the promotion of their social and emotional well-being. The Hitmi campus holds a similar library for the classes of the French Primary Department.
- Both LSQ campuses are equipped with cameras in the playgrounds and in the hallways of all buildings, to ensure safety and security.
- Both campuses are equipped with a public address system.

**Online Resources:**

- LSQ renewed its subscription to the Arabic leveled reading program “I Read Arabic” to advance the quality of Arabic language fluency and literacy. Each student is assigned reading books based on his/her level. This software can be accessed by students at home or at school.
- LSQ also subscribed all of its KG2 – Grade/EB 6 students in the Reading A-Z online digital reading program. This resource includes developmentally appropriate leveled books at 29 reading levels. Graduated levels of difficulty build students' confidence while increasing comprehension and fluency, which will definitely improve the reading levels of the students.
- For the M&S students, LSQ purchased the Achieve 3000 online software. It is an English program that provides assistance for students to bridge their gaps in the English Language. The content of the assignments is customized to match each child's reading level, providing for the necessary differentiation.
- LSQ utilizes the software (Campuslive) that enhances collaboration between the school and the family. Details of all students are available online for parents to monitor on a daily basis.

### **Recent Improvements at LSQ**

The school has maintained its focus on continuous school improvement according to the SI Plan. This is consistent with the expected improvements required by the Cognia Standards (Previously AdvancED) and with its commitment to the LabelFrancEducation Award. The major improvements invested in the school at the beginning of the academic year 2019-2020 are:

- **Two Summative Tests instead of Three:** The school has reduced the number of summative assessments to two per year and increased the number of hours students spend learning at school, in its effort to provide all the students with opportunities to better grasp the concepts and improve their overall learning experience. This came out of the belief that augmenting instruction time impacts students' achievement positively.
- **Protect Ed:** Since safety is one of the school's two major goals, LSQ adopted a safety curriculum (Protect Ed) which was introduced to Cycle 2 students this year. Protect ED is a Canadian program adapted and customized to meet the Lebanese students specific cultural and safety needs. It offers the students preventative, proactive, and innovative safety education; thus, teaching them valuable and necessary life lessons, enabling them to make safer and healthier choices in today's changing world.
- **Music in Preschool:** Incorporating music and movement into early childhood education can help young children with development, social interaction, and language growth. Out of this belief, a music session was allotted to the preschool classes.
- **Additional School Counselor:** Since school counselors are an integral part of a school's team, and since they help prepare students academically, career-wise, and socially, the Lebanese School has increased the number of counselors to accommodate the growing number of students. The counselor's role is vital in ensuring the physical, emotional and mental well-being of the students. She follows-up with the students in need, working on personal development, goal setting, academic skills, problem-solving, conflict-resolution, and emotion regulation and behavior; all kinds of obstacles that might come across their

ways. Her role involves assisting teachers, and communicating with parents about inquiries and concerns they have about their children.

- **Additional School Nurse:** Since school nurses strive to enhance the students' physical well-being, a necessary element for their academic success, by providing health care through assessment, intervention, and follow-up for all children within the school setting, the number of nurses in the school increased from 3 to four with the beginning of the academic year 2019-2020.

## Student Demographics by Section

The following table shows the change in student enrollment at LSQ over the years:

	2013 - 2014	2014 - 2015	2015 -2016	2016 - 2017	2017-2018	2018-2019	2019-2020
<b>Preschool:</b> English & French	621	764	805	808	782	893	859
<b>Primary:</b> English & French	856	939	943	1017	1081	1220	1,357
<b>Middle &amp; Secondary:</b> English & French	421	428	461	460	427	415	463
<b>Total Number</b>	<b>1898</b>	<b>2131</b>	<b>2209</b>	<b>2285</b>	<b>2290</b>	<b>2528</b>	<b>2,679</b>

## Faculty: Update on Number and Qualifications

LSQ is staffed with **187** teachers and **46** administrators. This means a ratio of one teacher to 14 students and, if administrators are included, a ratio of one adult to 11 students.

The school always aim at recruiting teachers who are well prepared for their role. On the academic side, the current faculty includes highly qualified staff (superintendent, associate superintendent, instructional specialist, head of sections & assistants, coordinators, teachers, co-teachers, lab instructors, librarians and counselors). The qualifications of the staff are as follows:

- **5** are holders of Ph.D. degrees in their subjects of instruction
- **31** are holders of a Master's Degree level of education in the subjects of instruction
- **164** are holders of a Bachelor's Degree and/or Teaching Diploma (B.A., B.S., TD)
- **33** possess some college education with at least 3 years of successful teaching experience (BT, TS, LT)

## **Professional Development**

LSQ is committed to providing high quality professional development services to staff at all levels. This commitment was evident in the new Professional Development Policy which clarified the vision, mission and the strategic goals of the PD committee. The PD committee played a major role in creating an effective learning environment, improving teaching-learning situations, and keeping staff members up-to-date on modern instructional devices and learning opportunities available in Qatar and the Gulf region.

The school and the PD committee worked collaboratively to develop a Professional Development Plan that was based on needs' assessment, and data collected from the following sources:

- Results from Official Exams (Brevet and Baccalaureate), local assessments, and standardized tests (MAP, DELF, SAT, etc...).
- Results from staff survey and HOS and coordinators' recommendations
- School Improvement Plan, and Cognia recommendations for improvement.

The PD plan had two main academic goals: Differentiating Instruction & Utilizing Data to Drive Instructions. In addition to the PD sessions that took place during the orientation week, the PD Committee conducted several PDs throughout the year to provide relevant, research-based, practice-proven, evidence-informed strategies to meet school wide improvement goals and individuals' professional needs. The PD committee has also addressed the unique needs of the administration staff members, the senior leadership team, and the middle leaders through a series of workshops. In addition, it supported the new teachers through a series of customized PD sessions during the orientation weeks and during the first term.

### **Attended and Conducted PDs:**

Some of the French coordinators have attended a 2-day workshop in October with Adrien Payet. The workshop focused on fun and engaging strategies to help students produce the language with ease.

On November 2<sup>nd</sup> and 3<sup>rd</sup>, LSQ hosted three different PD sessions, which were facilitated by a trainer and a coach from Lebanon, Anthony Rizk. Over the period of two days, he delivered a motivational session to all staff members, trained all administration staff members on the best ways to demonstrate professionalism at the work place, and concluded with a session to all Middle and Senior Leaders where he showed some practical strategies to set and achieve personal and professional targets.

Some of the Senior and Middle Leaders attended Cogna Conferences, which were held in Egypt and Abu Dhabi on the 16<sup>th</sup> and the 23<sup>rd</sup> of November. The school leaders had the chance to connect with professionals from all around the world and stay abreast of new developments and initiatives in education, quality assurance and standardized/international practices.

Followership was one of the special workshops that was delivered for the first time in Qatar to all LSQ staff members. It highlighted the skills, behaviors, and practices of star followers who are the foundation and the driving forces of any successful organization. This workshop was customized to meet the needs of the various audience.

Arabic coordinators and Primary HOS attended a NESA conference in Oman, on the 24<sup>th</sup> and 25<sup>th</sup> of January. The objective was to be introduced to cutting-edge strategies to develop students' interpersonal and communication skills, through promoting purposeful conversations and discussions.

Teachers were empowered by their coordinators and the PD Committee to present at LSQ Conference titled 'Integrating Technology in Teaching and Learning'. The conference was held on February 16, 2019 and it shed the light on the needs of the 21<sup>st</sup> century students who are

technology driven. Teachers presented their colleagues with a plethora of digital resources, applications, and websites, which can be used to enhance the quality of teaching and learning.

The PD committee has planned for and implemented a series of PD sessions on ‘Differentiation: Meeting Students’ Needs’. Those sessions were executed over the period of two months and concluded on March 14, 2020. Teachers, Middle and Senior Leaders were exposed to the latest research in the area of differentiation and were introduced, through 35 presenters, to numerous and innovative strategies for meeting students’ needs. Presenters were LSQ teachers who took the challenge and presented in front of their peers and leaders.

The PD committee, in collaboration with the school counselors and Protect ED trainers, has invited the parents to two different workshops: ‘Internet Safety’ and ‘Bully Proof Your Child’ to enrich parents’ knowledge and provide them with tools to assist their children’s growth, learning to help them achieve their fullest potential.

The school continued with the Professional Learning Communities where all teachers met weekly and worked together to analyze and improve their classroom practices. The teachers worked in teams and engaged in an ongoing cycle of reflections that promoted deep team learning. This process, in turn, led to higher levels of student achievement.

LSQ teachers are supported via a teacher evaluation program run by the school leaders and supported by the school’s 32 coordinators. This program is presented and explained to all teachers at the start of the school year. It, carefully, monitors each teacher’s performance, and ensures that he/she receives adequate instructional support, orientation, coaching and mentoring as required.



## Surveys Results

### Strengths:

All surveyed stakeholders believe that LSQ has high expectations of the students and that they are committed to providing students with high quality education, which guarantees their success.

### Areas for Growth:

Despite the fact that **the scores were quite high in all areas** of the surveys, the school has realized that among the lowest scoring items were differentiation, student support and counselling, fairness, peer coaching, and the use of data to inform instructions.

### Implemented Solutions:

The school has been working continuously to address the above areas.

First, it has addressed the need to meet individual students' needs through enhancing the capacity of teachers to deliver customized instructions. Then, it has updated the Behavior Policy and explained it to all stakeholders. The policy amplified the positive role of the teacher to reinforce the desired behavior. The consistency in implementing the policy has resulted in an improved relationship between staff and students, and answered students' request for consistency and fairness when implementing consequences. In addition, the school has adopted themes, which focused on Friendship, Kindness and Anti-Bullying. The school has also invested in a new counselor for the Primary section, and a new program, Protect Ed, which was implemented in Cycle 2 for the same purpose. Not only that, the school has supported the parents, by inviting them to seminars, such as 'Bully-Proof your Child' to raise their awareness on the causes and effects of bullying, and provide them with tips on how to boost their children's self-confidence.

Moreover, LSQ has appointed team leaders to support teachers in Cycle 1. Among the duties of the team leaders is supporting new staff members. Also, the school allocated two days in the orientation week for new teachers. They were asked to attend school earlier than the others, so

they are provided with quality time and tailored support. Staff Appraisal was also revised to include criteria for supporting and coaching teachers.

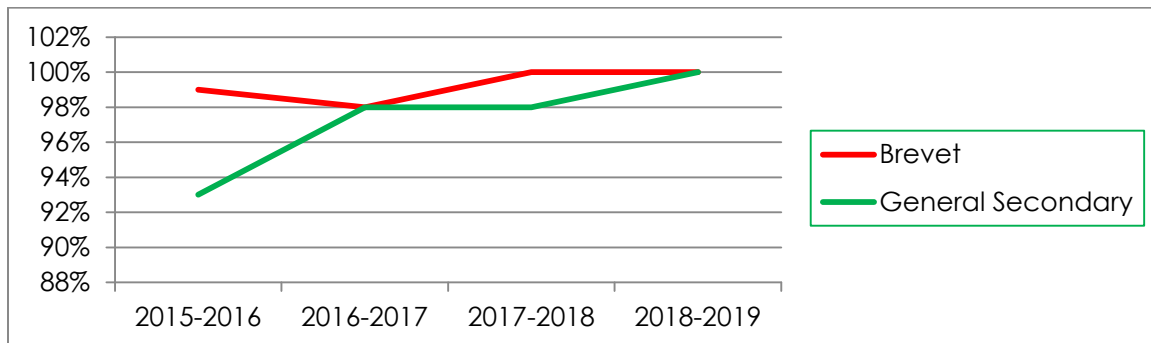
The School has also worked on improving data collection and analysis through expanding the Data Committee to include new and qualified members. Their focus has been to urge the entire school faculty to collect and analyze data in order to improve students' outcomes.

### Student Assessment Data

Following is a highlight of what has been achieved as a result of implementing the LSQ School Improvement Plan.

**a. Official Exams Results:** The rate of success in official exams for the school year 2018 – 2019 was **100%** for the Brevet Level (Middle School) with **79% achieving the “High Rank”**. As for the General Secondary Diploma exams, the success rate for the 2018 – 2019 year was **100%** with **33% achieving the “High Rank”**. Our success record in the official exams remained high in the last four years. The rate of success is summarized in the following table:

	2015-2016	2016-2017	2017-2018	2018-2019
<b>Brevet</b>	99%	98%	100%	100%
<b>General Secondary</b>	93%	98%	98%	100%



**b. DELF Results – (Diplôme d'études en langue française):**

LSQ mandates the administration of the DELF Test in the French section for the following grades:

Class	Test
EB3	A1
EB6	A2
EB8	B1
ES2	B2

The following table summarizes the **success rate** of the DELF Test in all tested levels in the past four years:

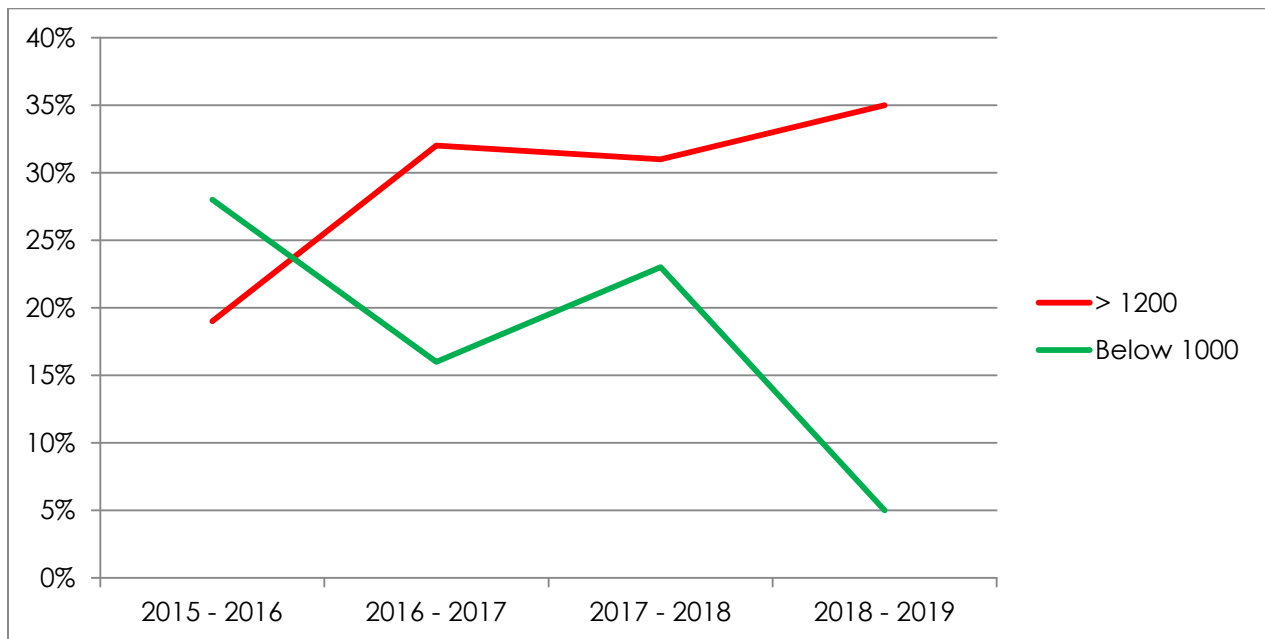
Class	2015 - 2016	2016 - 2017	2017-2018	2018-2019
<b>EB3</b>	95%	100%	100%	100%
<b>EB6</b>	100%	100%	100%	100%
<b>EB8</b>	78%	95%	100%	100%
<b>ES2</b>	63%	93%	100%	87.50%

As we look at the **average scores** for all levels over the last four years, we find a favorable increase, except for the last year in ES2:

Class	2015 - 2016	2016 - 2017	2017-2018	2018-2019
<b>EB3</b>	87.91	88.74	89.63	92.02
<b>EB6</b>	95.11	95.16	89.63	95.32
<b>EB8</b>	61.51	75.84	83.8	81.32
<b>ES2</b>	53.29	69	89.63	67.12

**c. SAT Results:** It is mandatory for Grade 11 students to sit for the College Board Exam known as SAT in reading and math. Our results for the four school years reported in the table below show a big improvement in the scores, where in 2018-2019, only 5% of the students scored less than 1000, compared to 28%, 16 %, and 23 % in the previous years. On the other hand, 35 % of the students scored above, compared to 19 %, 32 %, and 31% in the previous years.

	Number Tested	> 1200	>1100	>1000	Below 1000
<b>2015 - 2016</b>	21	19%	52%	71%	28%
<b>2016 - 2017</b>	25	32%	68%	84%	16%
<b>2017 - 2018</b>	26	31%	54%	77%	23%
<b>2018 - 2019</b>	20	35%	60%	95%	5%

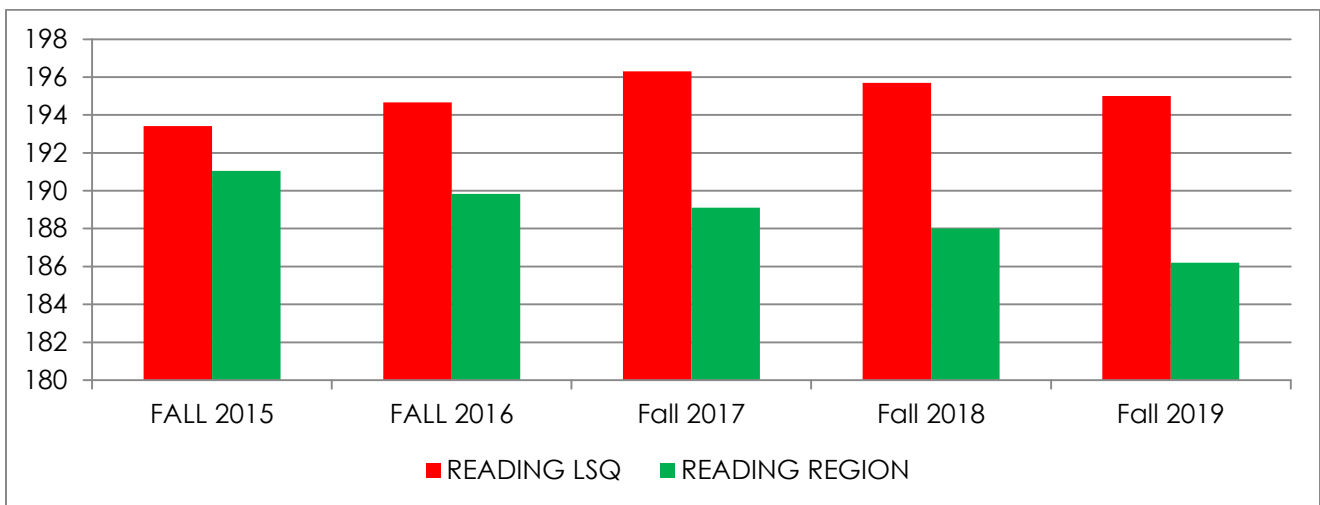


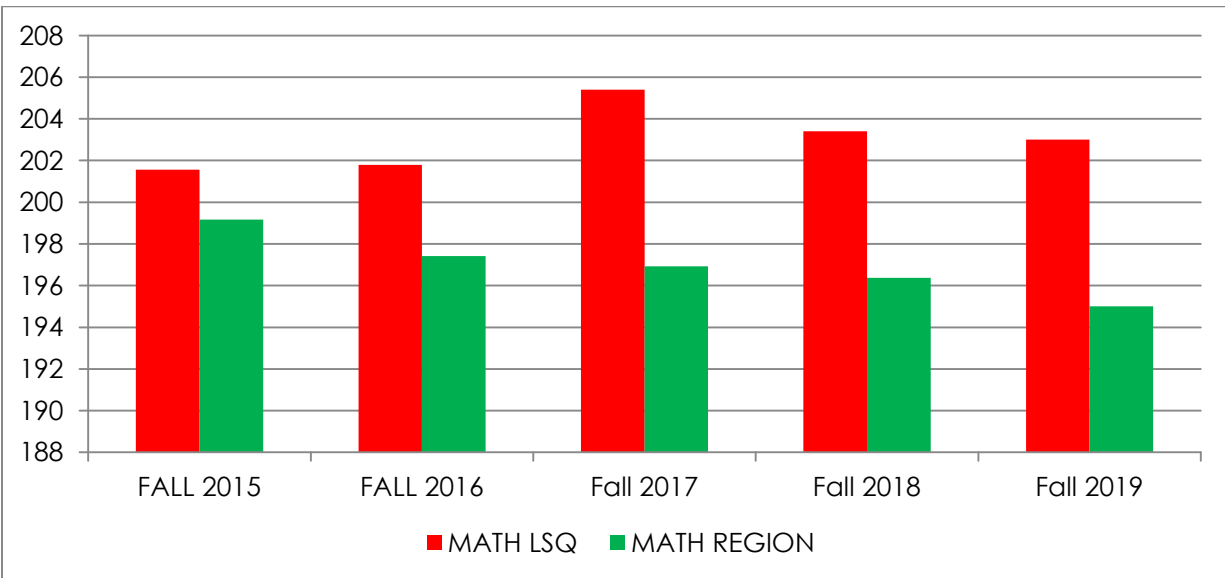
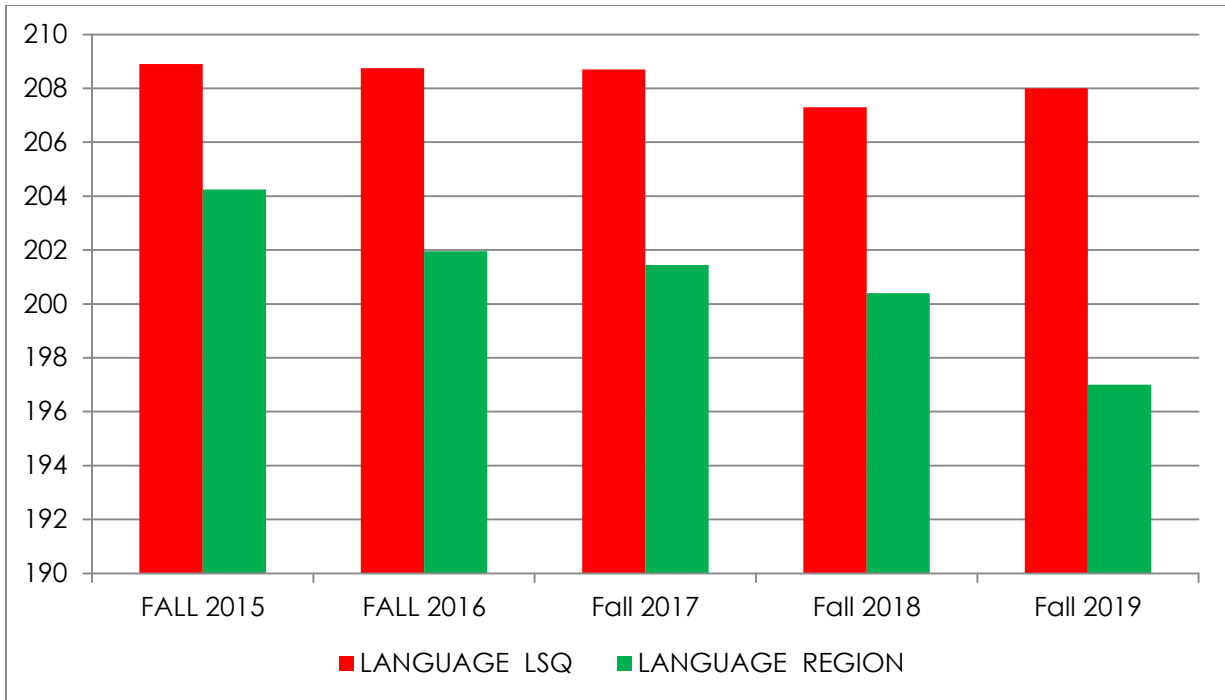
**d. MAP Results:**

NWEA, the producer of the MAP test, uses a measure known as RIT Score, which serves as a standard measure for growth from a testing period to another, and between grade levels/schools.

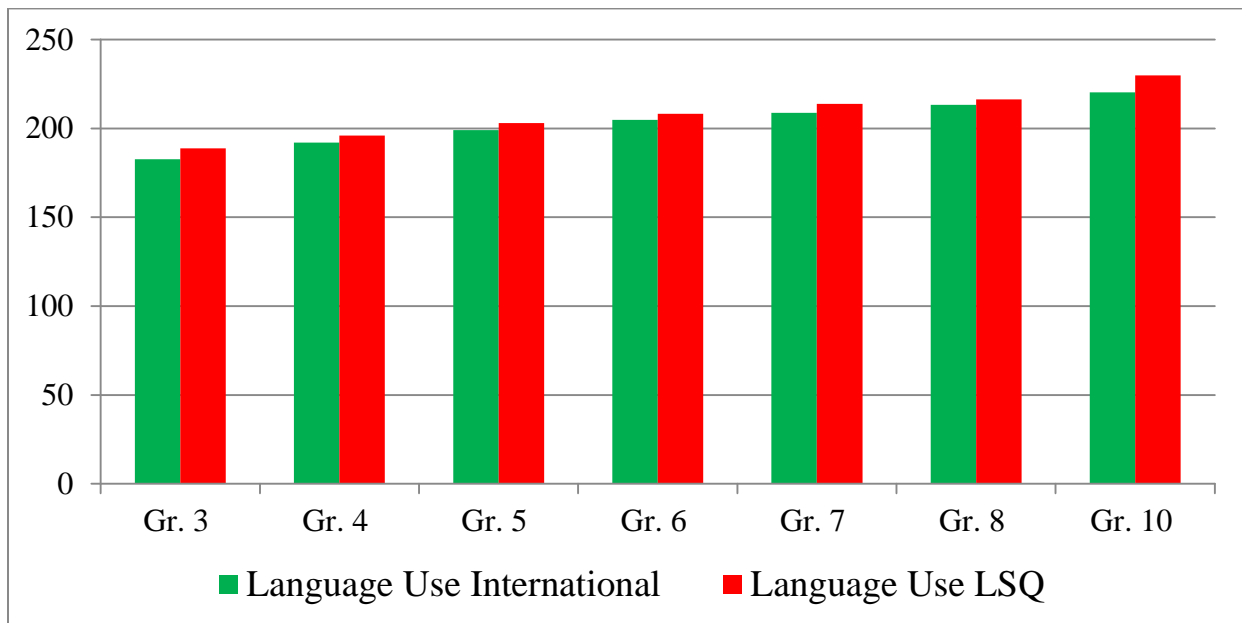
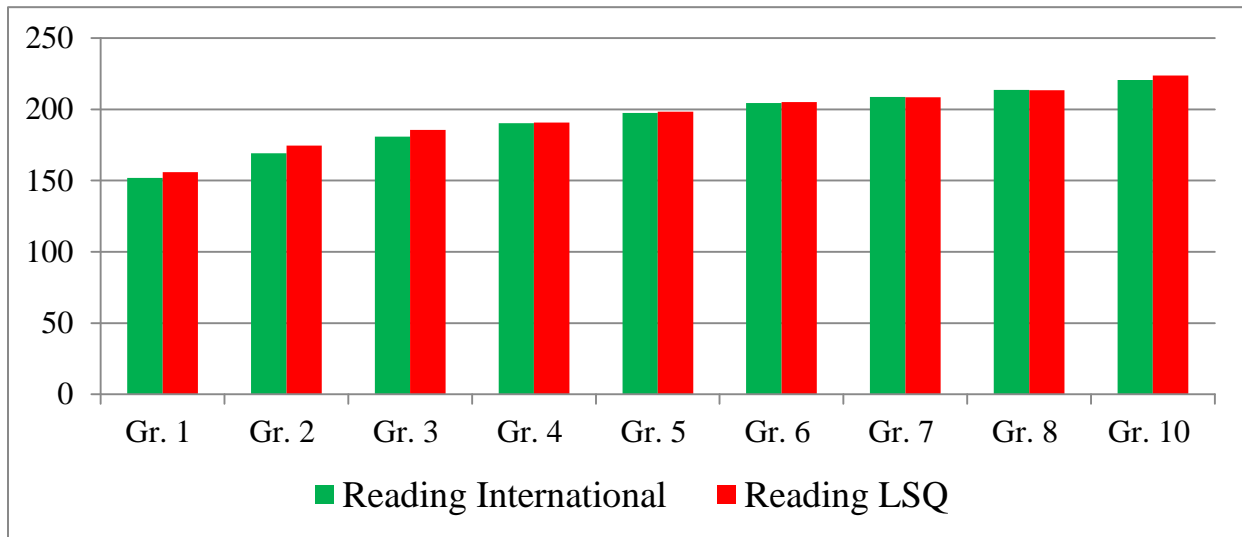
The table below (Fall 2015, Fall 2016, Fall 2017, Fall 2018, and Fall 2019) shows that LSQ students RIT scores average for grades 1 to 10 is higher than the combined average scores of a group of 5 countries in the region including Qatar, Egypt, UAE, Lebanon, and Kuwait, in all the testing periods.

	<b>MATH LSQ</b>	<b>MATH REGION</b>	<b>READING LSQ</b>	<b>READING REGION</b>	<b>LANGUAGE USE LSQ</b>	<b>LANGUAGE USE REGION</b>
<b>FALL 2015</b>	201.56	199.16	193.41	191.05	208.9	204.25
<b>FALL 2016</b>	201.8	197.42	194.66	189.83	208.75	201.95
<b>Fall 2017</b>	205.4	196.92	196.3	189.1	208.7	201.44
<b>Fall 2018</b>	203.4	196.38	195.7	188	207.3	200.4
<b>Fall 2019</b>	203	195	195	186.2	208	197



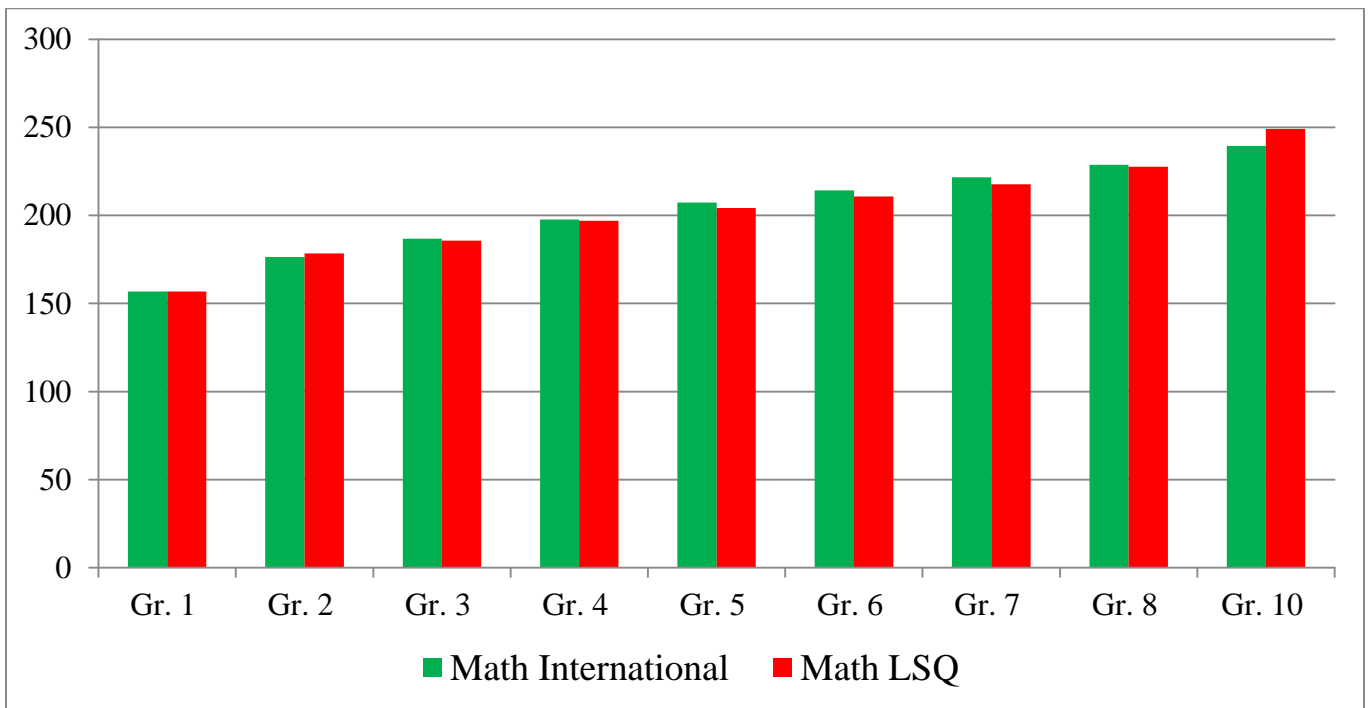


The implementation of the reader's workshop in the primary grades had a positive impact on students' results in English, where a steady increase is witnessed year-to-year, exceeding international results in both Reading and Language.





The Math MAP reports fall short of the international norms in some levels, and that is expected. The reason behind this discrepancy is that the school's yearly plans are tailored around the Lebanese Curriculum while the MAP questions are derived from the Common Core. The school is trying to bridge this gap by amending the yearly plans to include some Common Core standards, for better students' results.



**e. Local Assessment - Results for Grades 4 and above by Category (Year to Year):** In this type of data analysis, we consider two categories of students' ranks, according to achievement; those receiving a final average score of 11.99 and below and those receiving a final average score of 12 and above. The first category includes average, below average, and failing students. The second category includes high achieving students, ranging from good, very good, to outstanding – Honor Roll students included.

The table below shows the percentage of students in both categories, for five consecutive school years, 2014-2015 to 2018-2019.

	<b>11.99 &amp; below</b>	<b>12 &amp; above</b>
<b>2014 - 2015</b>	18%	81.75%
<b>2015 - 2016</b>	18%	82.30%
<b>2016 - 2017</b>	11%	88.73%
<b>2017 - 2018</b>	14.63%	85.37%
<b>2018 - 2019</b>	13.51%	86.49%

The data in the table shows an increase in the percentage of the students with “12 and above average”, and a decrease in the low achieving students. This is due to the implementation of cooperative learning strategies, differentiated instruction, and follow-up of the Student Support Committee to meet students' individual needs.

**f. Local Assessment - Final Average per Grade as a Measure of Program Impact:** The Final Average for all grades 1-12 in both English and French sections, as a measure of program impact for the six school years, 2013-2014 to 2018-2019 (on the scale of 0 over 20) is as follows:

	<b>Final Average</b>
<b>2013 - 2014</b>	14.93
<b>2014 - 2015</b>	15.01
<b>2015 - 2016</b>	15.1
<b>2016 - 2017</b>	16.1
<b>2017 - 2018</b>	16.45
<b>2018 - 2019</b>	16.51

The table shows a steady increase in the final average throughout the years; from 14.93 in the year 2013-2014 to 16.51 in 2018-2019. This is due to the improved quality of teaching and learning as a result of professional development, the increase in students' engagement, and the adoption of differentiated instruction, as delineated in the School Improvement Plan.

**g. Local Assessment - Percentage of “Retained” students scoring below 10 over 20:** The percentage of grades 4-12 students “retained” (French and English) due to receiving a final average of below 10 on the scale of 0 over 20, for the last five school years, starting with 2013-2014 and ending with 2018 – 2019 is shown in the table below:

	<b>Retained</b>
<b>2014 - 2015</b>	5.05%
<b>2015 - 2016</b>	5.50%
<b>2016 - 2017</b>	4.14%
<b>2017 - 2018</b>	2.79%
<b>2018 - 2019</b>	3.64%

This remains within our objective to maintain a success rate of 95% for these grades.

**h. Local Assessment - LSQ Dropout Rate:** A student who gets retained two years in a row, at one grade level, is not allowed to re-enroll at LSQ for a third year, at the same grade level, and is considered a dropout. The rate is calculated by dividing the number of students in this category for all grades (4 to 12) by the total number of students enrolled in those grades. The percentage of students in this category for the five years, starting with 2013 – 2014 up to 2018 – 2019 is:

	<b>Drop Out</b>
<b>2014 - 2015</b>	0.20%
<b>2015 - 2016</b>	0.07%
<b>2016 - 2017</b>	0.80%
<b>2017 - 2018</b>	0.12%
<b>2018 - 2019</b>	0.11%

By the standards of schools in the USA and around the world, this is considered very low.

## LSQ Budget Breakdown

The Lebanese School has it, as a priority, to hire highly qualified staff and to provide adequate support for its students. This is evidenced by the fact that this area consumes about 75% of the school's budget, year after year, as presented in the table below:

Academic Year	2016 - 2017		2017 - 2018		2018 - 2019	
Number of Students	2,280		2,283		2,521	
Payroll & Employee Benefits	30,767,088	75.03%	33,701,840	73.51%	40,615,739	71.99%
Costs Related to Sales	2,556,095	6.23%	2,399,092	5.23%	2,565,723	4.55%
Professional Fees	449,394	1.10%	614,232	1.34%	653,922	1.16%
Maintenance & Repairs	801,815	1.96%	957,844	2.09%	1,021,131	1.81%
Depreciation Expense	3,640,344	8.88%	4,225,018	9.22%	5,911,855	10.48%
Insurance Expenses	223,908	0.55%	252,212	0.55%	278,674	0.49%
General & Administrative Expenses	952,785	2.32%	1,474,043	3.22%	2,036,411	3.61%
Government & Lease Expenses	7,664	0.02%	12,815	0.03%	51,322	0.09%
Transportation Expenses	1,017,174	2.48%	1,172,785	2.56%	2,092,818	3.71%
Activities & Private Tutoring Expenses	154,012	0.38%	354,035	0.77%	498,117	0.88%
Festivities & Advertising Expenses	285,403	0.70%	408,694	0.89%	473,607	0.84%
Communication Expenses	95,026	0.23%	146,843	0.32%	162,896	0.29%
Indirect Expenses Total	54,939	0.13%	125,401	0.27%	54,713	0.10%
<b>Total</b>	<b>41,005,645</b>		<b>45,844,855</b>		<b>56,416,927</b>	

Capital expenditures which are funds used by the school to acquire or upgrade physical assets, such as premises expansions, furniture or equipment, range between 1.5 million riyals in 2016-2017 to 5,995,698 riyals in 2017-2018 and 5,327,422 riyals in 2018-2019.

## **Closing**

The accomplishments and support referenced throughout this report have been achieved by the efforts of various stakeholders who make-up the Lebanese School – the Board of Trustees, the academic and non-academic staff, the parents, and of course the students. LSQ is always in awe of all those dedicated people who strive to make it a wonderful place. A special mention to the LSQ staff who is committed to the school’s mission and vision and has made and is making a difference in the lives of LSQ students. Thank you to all the stakeholders and congratulations on the contributions you have made over the past year.

As educators, we are called upon to continually deepen and improve our practice, to ensure that we are offering our students and their families every opportunity for growth and success in an ever-changing world. We look forward to building upon our tradition of excellence, while continuing our ongoing journey of improvement, in order to prepare our students for continued success.