

The Lebanese School of Qatar
Annual Education Report
August 2022

Table of Contents

Introduction.....	1
School Improvement Goals.....	1
Student Enrollment Update.....	4
Faculty and Qualifications	5
Teaching and Learning in 2021-2022.....	6
Professional Development	8
Career Counseling.....	10
Cocurricular and Extracurricular Activities.....	11
Survey Results	18
Student Assessment Data.....	19
a. Official Exams Results	19
b. DELF Results.....	20
c. SAT Results	22
d. MAP Results	23
e. Local Assessment - Results for Grades 4 and above by Category	25
f. Local Assessment - Final Average per Grade as a Measure of Program Impact	26
g. Local Assessment - Percentage of “Retained” students scoring below 10 over 20.....	27
h. Local Assessment - LSQ Dropout Rate	28
LSQ Budget Breakdown.....	29
Closing	30

Introduction

We are pleased to present you with this annual report that outlines our progress as a school that aims at providing excellent education to its students. The report includes information on student enrollment, staff qualifications, teaching and learning, extracurricular activities, student achievement, and budget breakdown.

School Improvement Goals

Our School Improvement Plan focuses on 2 goals: Academic and Physical & Emotional Well-Being. Six objectives lie under the academic goal, three of which are prioritized, objectives 4, 5 and 6, our improvement priorities, while the rest are being monitored for further progress, sustainability, or embeddedness. On the other hand, the Physical & Emotional Well-Being Goal includes 4 measurable objectives; the first two (objectives 1 and 2) are monitored for sustainability while the remaining 2 for further progress.

GOAL # 1: All students at the Lebanese School of Qatar will achieve to high national and international academic levels.

Objectives pertaining to Goal #1 include:

- 1.** Sustain a minimum of 95% as a passing rate in Lebanese Official Exams.
- 2.** Sustain a minimum success rate of 95% in the local assessment of grade 4-12 students by receiving a final average of 10 over 20 or higher for all instructed subjects at their grade level as measured by the student's final average of five sets of assessments, including 2 summative exams, distributed over three terms.

3. Sustain a minimum of 50% of Eleventh grade students scoring 1100 and above, and less than 5% scoring below 1000 on the SAT.
4. Monitor the MAP results to ensure that 50% of grades 1-8 and grade 10 students demonstrate a proficiency in Math and English at the 50-percentile level as compared to the international schools' norms.
5. Ensure that 100% of students score above 70% in DELF (Diplôme d'étude en langue française) for A1 (EB3) and A2 (EB6) while maintaining 100% success rate for B1 (EB8), and 90 % for B2 (ES2) as measured by students' scores on the test and narrow the gap between levels B1 and B2 as not to exceed 5 points difference in the average.
6. Improve the use of technology in Gr 1-12 to enhance teaching and learning processes as measured by the improved results in relevant items found in surveys and staff appraisals.

GOAL # 2: Ensure a safe & orderly campus at LSQ where students, teachers, and other staff members engage in and support the teaching and learning environment without hindrance.

Objectives pertaining to Goal #2 include:

1. Sustain the safety and maintenance of LSQ campuses as measured by the decrease in the number of incidents recorded each year due to the collaboration of LSQ Safety Committee and by the input of stakeholders on the items in the surveys pertaining to campus maintenance and safety.
2. Sustain the implementation of the school's counseling program that focuses on students' safety and well-being, relationships, careers, and college planning as measured by feedback from stakeholders' surveys and counselors' reports.
3. Monitor the effectiveness of the Behavior Policy as measured by the reduction in the number of disciplinary incidents recorded from year to year.

4. Increase parental involvement in school life as measured by feedback from stakeholders' surveys and the increase in the number of parents participating in the school's events/activities from year to year.

Student Enrollment Update

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

	2018-2019	2019-2020	2020-2021	2021-2022
Preschool - English	541	526	330	329
Preschool - French	348	334	240	240
Primary - English	746	841	980	983
Primary - French	473	515	620	618
M&S	413	461	600	601
	2521	2677	2770	2771

As shown in the above table, there had been a constant increase in the number of students across the years until 2020-2021; that's when the school reached its full capacity. To accommodate the students as they move up the levels, the school reduced the number of preschool sections, which explains the decline in students' numbers at this level versus the increase in the upper levels year to year.

Faculty and Qualifications

LSQ maintains and deploys an adequate number of teachers and administrators who demonstrate significant academic and professional performance. Our academic staff are appropriately qualified in their relevant discipline and demonstrate an understanding of the pedagogical learning principles.

The academic and administrative staff work in unison to improve the school's services, in the purpose of enhancing the students' learning experience; the administrative staff ensures that the school's operations run in a smooth way while the academic staff focuses on providing quality education.

LSQ faculty consists of 254 staff members: **200** teachers and **54** administrators.

Below are the staff qualifications over the last 4 years:

Qualifications	2018-2019	2019-2020	2020-2021	2021-2022
PHD	5	5	5	5
MA	27	31	26	30
BA	160	162	171	179
LT License Technique	1	1	-	-
TS Technique Supérieur	13	13	16	14
BT Certificate Baccalaureate Technique	11	11	7	7
N/A Drivers and Support Staff	19	22	22	19
Grand Total	236	245	247	254

Teaching and Learning in 2021-2022

This year, we were happy to welcome our students on campus as Covid restrictions eased off and life started to go back to normal. This had a significant impact on the quality of teaching and learning; we were able to narrow the learning gap (this sounds like an assumption not backed up by data) and overcome some of the learning loss that was caused by the disruption of learning in the last two years. In general, we witnessed improvements at various levels.

Also, we revised the curriculum and supplemented it with the 21st century skills, in our efforts to stay up to date with the latest advancement in education and universities' requirements locally and internationally.

Furthermore, we introduced 'The Leader in Me' in Cycle Two with an intention to extend it to the middle and secondary next year. The program is based on the work of Stephen Covey, the author of 'The Seven Habits of Highly Effective People'. It includes practices linked to habits that can guide them in their journey as they mature to become effective personally, and professionally.

Moreover, and abiding by the instructions of the Ministry of Education and Higher Education, we introduced Islamic Studies to Middle and Secondary Muslim students. The newly appointed teachers followed the curriculum set by the ministry and strived to help students learn and engage with the fundamentals of the religion. Non-Muslim students benefited from Protect Ed program, which was introduced in cycle 3 and 4 this year. It is a safety program that provides opportunities for students to think and make safe decisions. The program arms the students with research-based tools and strategies they could use to stay safe physically and emotionally.

In addition to the above-mentioned, other initiatives were taken to improve the learning process in all departments:

- In Middle and Secondary, most specifically in ICT, students had worked cooperatively on advanced coding projects. They were introduced to 'The Project Design Life Cycle' and were trained on planning, designing, and executing projects.

- There also were some interdisciplinary projects between different subjects across all grade levels, including the STEM projects in Middle and Secondary. Students displayed their projects and discussed their work with confidence and pride.
- In Primary, there was a huge focus on reading and reading comprehension in all three languages. Furthermore, students were engaged in coding activities and typing competitions, which they enjoyed greatly, in addition to many fun projects that displayed their learning in different subjects and in an exciting manner.
- To make learning more engaging, teachers across the school continued to use a variety of digital learning tools to pique students' interests. Also, in Preschool, children enjoyed firsthand, experiential, and fun learning.
- Differentiating instructions and customizing learning to meet the individualized needs of our students had been at the heart of our teaching approach. This took the form of differentiated reading tasks, choice of activities, flipped classrooms, the use of apps and platforms for students to practice and internalize their learning, and many more.
- Finally, we had modified the way we measure and report our students' progress in Cycle 1 and adopted Standard-Based Reporting, which had provided a clear and accurate picture of the child's academic level and expected progress and helped all stakeholders focus on the specific strengths and areas for improvement of each child.

Professional Development

The rapid advancements in technology and the impact of such developments on the educational system, especially post-pandemic, have shifted the focus of conferences, forums, and webinars to the skills this generation needs. Professional development today has become focused on topics related to students' and educators' well-being, emotional intelligence, collaboration and teamwork, and the use of technology to design, create and trade and more.

In response to this above global movement and in alignment with our school priorities, LSQ Professional Development Committee had strived this year to address these topics in accordance with the needs of academic and non-academic staff members, who were catered for in a differentiated and flexible manner.

Highlights of 2021-2022 Training Sessions

Throughout the academic year 2021-2022, different staff members attended different conferences, summits, and forums. Some joined a conference titled 'Innovate, Elevate, Transform' by Cognia, and the main objective was to learn strategies for thriving in the new normal. Others attended GESS in Dubai to learn about the latest educational technologies, global learning, and evolving digital design tools. Furthermore, some teachers and middle school leaders attended a webinar on connecting Students' Results to Growth Scores, an event facilitated by NWEA while others took part in the WISE Summit in Qatar, which discussed the future of education, the well-being of students, the need to transform not reform, and the necessity to give the current generation the opportunity to gain experience on how to build a sustainable future and find solutions to global challenges that await them. Moreover, all senior leaders and managers had completed two courses: 'The Six Critical Practices for Leading a Team' and 'The Seven Habits of Highly Effective People', which had also been completed by middle, and junior leaders, administrative staff, and many teachers. Not to forget, the Nursing Department that organized First Aid training for all new staff members, and the Counseling Department that trained staff on positive communication and self-care.

New Staff

The PD Committee dedicated two days of intensive training for new joiners prior to the arrival of all staff. Around thirty new teachers were trained on Brain Friendly Teaching, Cooperative Learning, Lesson Planning, Followership, and a variety of digital tools. New staff were surveyed about the quality of onboarding, the quality of PD sessions and their relevance to their needs. The results showed a 15% increase in satisfaction with the quality of PD sessions presented to them.

Orientation Weeks and PD Days

The Orientation Period stretched from August 18 and till September 2. It included 70 PD sessions, some of which were optional and required pre-registration. The optional sessions covered a variety of topics as per staff's recommendations according to June 2021 survey, such as Classroom Management, Learning by Reflection, Positive Communication, Edpuzzle, Thinkio, MS Office, and the Project Design Life Cycle, which provides guidelines on how to guide the students as they plan and execute school projects, and more.

Besides the PD sessions that were conducted in the first two weeks of school, the staff (new and returning) attended a variety of PD sessions throughout the year, specifically on PD days, marked on the school calendar. The PD topics included: Guided Reading, Differentiation, Standards Based Reporting, Analysis of Student Data, Moderating Students' Results, Grammar into Writing, etc...

Parent Workshops

Parents were invited to attend 'The Seven Habits of Highly Effective People'. The course was facilitated over two Saturdays. The parents showed great commitment by completing the course and receiving their certificates.

Professional Learning Communities

What continued to be remarkable this year was the collaboration among the different departments and subject coordinators to gauge and deliver the best suited PD sessions for staff. Coordinators synergized to plan for and deliver rich content, ideas, strategies, and solutions, contributing to the improvement and success of the school and its students.

Career Counseling

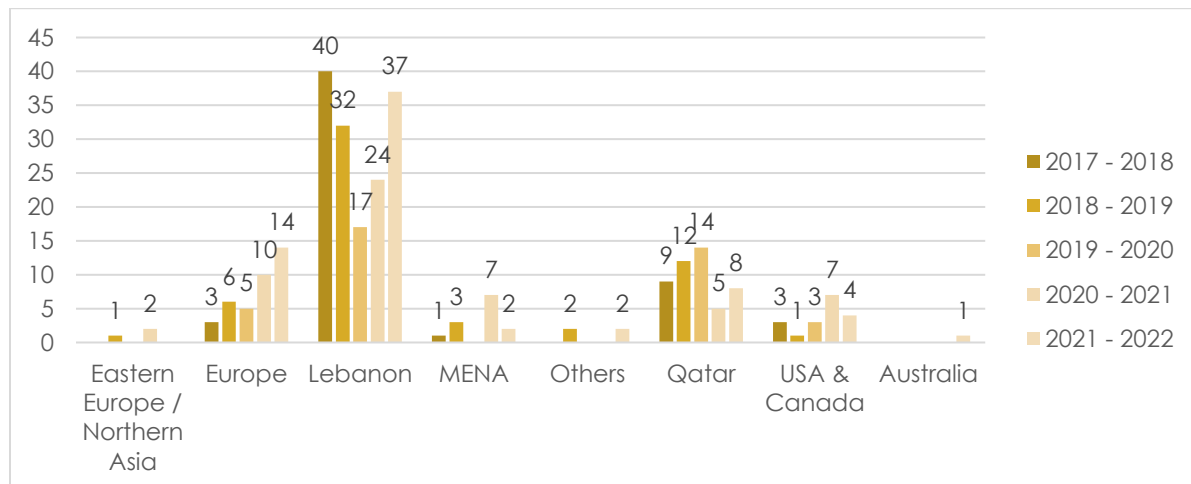
The goal of LSQ is to provide its graduates with the necessary skills and knowledge to succeed in the global workplace. This year, the career counseling program had been virtual. It had been adjusted based on the guidelines and requirements suggested by the Ministry of Education & Higher Education for the students' safety. The content and quality had remained the same as the previous years.

Throughout the school year, our students participated in a variety of career orientation activities, such as the one-on-one sessions with the counselor, Career Orientation workshops, Standardized Test preparations, and meetings with university representatives.

University Enrollment Data

Based on the data collected during the academic year 2021-2022, 98% of our students are going to university next year. Of the 2 % remaining, one student is hired by a professional football club in Qatar, another is taking a gap semester for spiritual reasons, and the third student has not applied for financial reasons.

Lebanon is the most sought destination for universities compared to Qatar and other regions, with the highest number of students across the years (2017-2022), as illustrated in the graph below:



In 2021-2022, 37 students (56%) had chosen a university in Lebanon as compared to 8 students (10%) who had selected universities in Qatar and 23 students (34%) who had opted to study in various universities in Europe, USA, Canada, Australia, Turkey, and the UK.

Cocurricular and Extracurricular Activities

Extracurricular activities are part of a well-rounded education, offering the students the chance to learn the values of teamwork, individual and group responsibility, competition, diversity, and a experience a sense of culture and community. They also provide a channel for reinforcing the lessons learned in the classroom and applying the academic skills in a real-world context. LSQ had provided its students with different opportunities to engage in various activities and events, among them:

1- Qatar Astronomy Olympiad

G12 and ES3 students had participated in the Qatar Astronomy Olympiad for Schools, part of Qatar's Week of Innovation, whose purpose is to enhance students' knowledge in Astronomy and space and promote creativity. The theme was Earth's closest neighbor "The Moon". The students had to use the Parallax method to determine the approximate distance between the Earth and the moon by measuring the distance between two stars aligned with the moon as seen from Doha, Qatar and Lahore, India, at the same time. Our students had won the 1st Place and the Gold Award!

2- STEM News Awarding Ceremony

Students from Gr10, ES2 and Gr11 had participated in a journalism project, initiated by Northwestern University, where they had to write a scientific article about a topic of their choice. Three of our students' articles were published in the university's newspaper, and they were honored in a ceremony at NUQ.

3- Qatar Debate

LSQ middle and high schoolers had participated in Qatar Debate League via Zoom and in-person to debate against other teams from local and international schools in Qatar. The debaters had presented their solid arguments, backing them up with evidence and refuted the other teams' arguments in a democratic manner.

4- THIMUN and GMUN

Throughout the year, LSQ high schoolers had participated in Model United Nations Conferences, GMUN (Fall and Spring) and THIMUN, where they had lobbied, teamed-up with other delegates, formed alliances, created, and debated resolutions and amendments, under the rule of democracy and through peaceful dialogues and negotiations, with the hope of making the world a better place. Our students' participation had resulted in six of them achieving an Honorable Mention in GMUN!

5- Qatar Leadership Conference

Six of G10 students had participated in one of the largest professional development conferences in the Middle East, Qatar Leadership Conference, which had taken place virtually on THIMUN Qatar platform. The students had attended several workshops that enhanced their leadership skills and focused on the power of teamwork as a powerful tool to promote innovation, problem-solving and positive relationships.

6- Reading Olympics

Cycle 2 and M&S students had taken part in the "Reading Olympics", a national competition organized by the Ministry of Education and Higher Education in the State of Qatar, with the purpose of expanding the Arabic reading culture and enhancing students' reading comprehension skills.

7- Young Innovator Award 2021

In collaboration with Hamad Bin Khalifa University and Qatar Environment & Energy Research Institute, students from Gr. 2 and Gr. 4, from both French and English Departments, had represented LSQ in the Young Innovator Award 2021 by drawing an expressive piece of art around ways to mitigate climate change and promote sustainability at our home and surrounding. Our students had received certificates of achievement from Hamad Bin Khalifa University in recognition of their efforts.

8- Katara Art Festival

In light of the upcoming World Cup 2022, students from Grades 3, 4, and 5, from both French and English Departments, had participated in the Art Festival by drawing paintings about sports, illustrating the importance of physical activity and sports in students' lives. We are proud of our EB5 student, Chloe Habib, who won the competition!

9- مسابقة المحدث الصغير

Supported by the IE teachers and coordinator, a group of students from both English and French Primary and the M&S Departments had participated in a competition that tested their knowledge in the famous sayings of the Prophet Mohammad (pbuh). Our students had achieved high ranks in the competition, and had been commemorated in a ceremony held by the Ministry of Awqaf.

10- ORYX FM

In order to express themselves fluently in public and develop oral skills, French Primary students had put themselves in the shoes of journalists. They had presented a variety of subjects that tackled interesting themes such as global warming, reading, discrimination.... Their show was broadcasted every Monday on Oryx FM, Qatar's French-speaking radio station.

11- Spirit Day

From fairytale and Sci-fi characters in English Primary to recycling and sustainability in French Primary, the students had participated in a fun Spirit Day that unleashed their creativity and broke the routine. Moreover, our preschoolers dressed up as their favorite fruit and vegetable. They talked about the fruit or vegetable that they chose and took part in various class activities throughout the day.

12- Elections

After the ease of Covid-19 restrictions, cycle 2 students campaigned for the elections of the Student Council. Furthermore, they elected their class presidents who proposed several initiatives to improve student life.

13- Student Life Organization

The M&S students, this year, had taken part in LSQ Student Life Organization, which is a student-led association that mainly focuses on students' extracurricular life at LSQ. It aims at empowering students by providing them with a voice and tapping into their abilities while equipping them with the needed 21st century skills. In addition, it promotes innovation and creativity, brings students together to achieve a common goal and instills accountability since the students will lead and take responsibility of departments, projects, clubs, activities, and others.

14- Independence Day and Qatar National Day

Considering the importance of raising cultural awareness and promoting the spirit of patriotism and loyalty, LSQ had celebrated both the Lebanese Independence and Qatar National Day, where the students had expressed their love for Lebanon and Qatar through projects, videos, and songs.

15- Schools Olympic Program

The M&S football and basketball teams had participated in the School Olympic Program, where they competed against other teams from local and international schools. Our teams had achieved the following:

Football boys: 2nd place for Middle School team

Basketball Boys: 1st place for the High School team and 3rd place for Middle School team

Basketball Girls: 1st place for Middle School team

16- Arabic Language Week

LSQ continues its mission to promote the richness and importance of the Arabic Language among the students with the annual Arabic Language Week. To encourage and strengthen the growing need to revive and preserve Arabic Language, the week included educational games and activities.

17- Creative Writing Competition

The M&S English, French, and Arabic Departments had organized the Creative Writing competition for middle and high schoolers to encourage them to express themselves freely and activate their imagination and creativity. The students produced amazing pieces of writing, thinking outside the box and weaving images that can be felt, seen, and heard.

18- Starbooks Café

The EFL students in the French Primary had enjoyed a book tasting activity. The activity had been held at the school garden where different types of books were served to students. It was a great way to get our students to sit, sip, and read books of their own flavor.

19- Film Festival

Students in Grades 5 and 6 had poured all their energy, creativity and knowledge in language and technology to create their own films: news reports, commercials, and many more. This was a fun opportunity for the students to relate what they have learned to their daily life, and to improve their language and public speaking skills.

20- Vocabulary Parade

During the first week of April, Cycle 1 students came to school dressed up as words! The parade was a phenomenal chance for students to add vivid words to their vocabulary lists, to use them in context and visualize them as creative and fun costumes.

21- Speech Orators

Students in Grade 5 amazed their audience with their public speaking skills, their confidence, and their writing style. During the first week of April, they showcased their talents in speaking and writing in a series of speeches that delivered many important messages.

22- Future Journalist

The Arabic Department initiated the “Future Journalist” competition to enhance students’ writing skills. G10 students competed against each other in writing reports and articles, following the article/report writing standards.

23- Francophonie

The Francophonie Day provides a chance to celebrate French Language in all its diversities. It is a great opportunity to raise awareness on the importance of this language and its connection to our community. This year, the celebration was extended over a week. Little learners across all the

departments were invited to develop a series of cultural, artistic, and literary activities to promote the richness of French Language and the French culture in all its forms and inclusiveness.

24- Math Activity Week

Students in the French Primary Department had participated in diverse mathematical group activities. The activities aimed to encourage and enable students to recognize that mathematics permeates the world around us and problem-solving develops patience and persistence.

25- Math Genius

The M&S Math Department upped their game with the Math Genius Competition that aims at using mathematics creatively and innovatively. The students activated their higher order thinking skills and challenged themselves to implement mathematical concepts in real-life situations projects, such as the lottery using probability, treasure hunt using trigonometry, logarithms and its application in real-life, and much more.

26- Science Day

Under the theme of “Sustainable Development”, students of cycle 2 of the French Primary Department had built a 100% ecological village. The project, based on two pillars: environmental sustainability and social sustainability, reflected students’ creative solution to protect the planet and help limit the impact of human activities on the environment.

27- STEM Exhibition

The M&S students worked collaboratively on different interdisciplinary projects that highlighted their talents, innovation, and creativity. Some of them made posters while others created their own innovative models, such designing their own roller coaster or setting up nutritional stations to evaluate nutritional needs and expenses as well as to provide advice.

28- Sports Day

The Sports Day at LSQ had been a Sports Week. All the students of all grades had participated in sports activities in an atmosphere of collaboration and sportsmanship. The activities were held in the outdoor playgrounds and among the students of the same class to ensure everyone’s safety.

29- Art Exhibition Week

The Art Exhibition Week is an annual event whose purpose is to promote creativity and innovation, and where the French and English middle schoolers give free rein to their imaginations and collaborate to produce project-based learning outcomes related to discussed topics and themes.

30- Computer Competition

This year, Cycle 2 students had their first typing competition during their computer class. They competed to attain the highest typing speeds. They were assessed on their total average of typed words per minute. The fastest typists were awarded for their outstanding performance.

Survey Results

Perception Surveys

Perception surveys are conducted every year to measure stakeholders' perceptions on different areas and incorporate their voice into our efforts to improve students' learning experiences.

Details of the Survey:

Stakeholder Group	Number of Respondents	Percentage of Respondents
Grades 3-5 Students	738 out of 784	94.13%
M & S Students	680 out of 812	83.74%
Parents	442 out of 1518	29.11%
Staff	146 out of 243	60.08%

Noteworthy findings from the surveys include:

- 93% of Grades 3-5 students agreed that their teachers want them to do their best work.
- 73% of 6-12 students agreed that the school provides them with challenging curriculum and learning experiences.
- 86% of parents who responded to the survey agreed that the school provides a safe learning environment for the students.
- 83% of parents agreed that the school is focused on students' success.
- 97 % of staff agreed that the school leaders expect staff members to hold all students to high academic standards.
- 96% of staff agreed that the school's purpose statement is supported by policies and practices adopted by the school's governing body.

In addition to the above-mentioned findings, it is noted that the different stockholders' groups want the families to be more involved in school life.

Student Assessment Data

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

a. Official Exams Results:

The data show that in 2017-2018, the success rate in the official exams witnessed a 2% increase for the Brevet to become a stable 100% till 2020-2021. However, in 2021-2022, there had been a 0.88% drop as one student failed the exams.

In the Baccalaureate Part II, the increase was achieved in 2018-2019, where the success rate reached the 100%, and was maintained until this year.

It must be noted that in the years 2019-2020 and 2020-2021, the students' success rate in Brevet remained 100% due to the automatic promotion issued by the Lebanese Ministry of Education and Higher Education.

Our success record in the official exams is summarized in the table below:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Brevet	98%	100%	100%	100% *	100%*	99.12%
General Secondary	98%	98%	100%	100% *	100%	100%

Distinction Rate (2021-2022):

This year had been remarkable! Not only the success rate had been high, but also the distinction rate had exceeded everyone's expectations, as clearly reflected in the table below:

Class	Number of Students	Passed with Distinction	% of Passing Students	% of Students with Distinction
EB9	39	33	100%	84.61%
GR9	74	49	98.65%	66.21%
ES3	29	22	100%	75.86%
G12	39	34	100%	87.18%

This is due to the efforts of the academic staff in preparing the students in the best way possible through the implementation of engaging teaching strategies, differentiated instruction, and integration of technology, testing-taking strategies and the administration of mock tests.

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

The DELF is a diploma issued by the French Ministry of Education. The DELF examination and certification are meant to evaluate the students' skills in listening, reading, writing, and speaking the French language.

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 table below summarizes the success rate of the DELF Test in all levels over the past six years:

Class	2016 - 2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
EB3	100%	100%	100%	100%	100%	100%
EB6	100%	100%	100%	100%	100%	100%
EB8	95%	100%	100%	x	100%	100%
ES2	93%	100%	87.50%	x	87%	100%

The data shows that while EB3 and EB6 have maintained a 100% success rate across the years (2016-2022), EB8 has achieved the 100%, since 2017 till the present. As for the ES2, although students' scores had decreased slightly in 2018-2019 and 2020-2021, they had increased in 2021-2022 to reach 100%. This amazing result is due to many factors, such as the integration of DELF

standards into the curriculum, the administration of mock tests to prepare students for the test, and more.

It is important to mention that while the A1-A2-B1 levels are important because they prepare students for communicative skills that are not necessarily found in the Lebanese curriculum, it is the DELF B2 that is the most important for our students because it is the minimum level required for university studies in French or for immigration applications to a French-speaking country. In fact, the B2 level requires skills that are closer and closer to those of a native speaker because achieving it is a condition for obtaining a student-visa in a French-speaking country. This explains why B2 level sees the biggest drops in success rate or grading.

DELF averages:

The table below illustrates students' averages in DELF for EB3, EB6, EB8 and ES2 for the past six years:

Class	2016 - 2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
EB3	88.74	89.63	92.02	87.2	90.2	90.5
EB6	95.16	91.84	95.32	89.2	90.3	92.2
EB8	75.84	83.8	81.3	-	78.4	77.58
ES2	69	70.91	67.12	-	68.7	76.94

The numbers show that all the objectives related to DELF in the School Improvement Plan are met and exceeded as 100 % of the students in levels A1 and A2 scored above 70% and 100% of success in levels B1 and B2. Moreover, the gap between B1 and B2 was narrowed to less than 5 points.

c. SAT Results:

. As shown in the below table, our students' results show an improvement in the first four years, where the percentages of students scoring above 1100, and 1000 had increased to 87.5% and 100%, compared to previous years.

However, in 2020-2021, there had been a slight decrease in the scores. Yet, the scores remain within our objective to sustain a minimum of 50% of Eleventh grade students scoring 1100 and above, and less than 5% scoring below 1000 on the SAT.

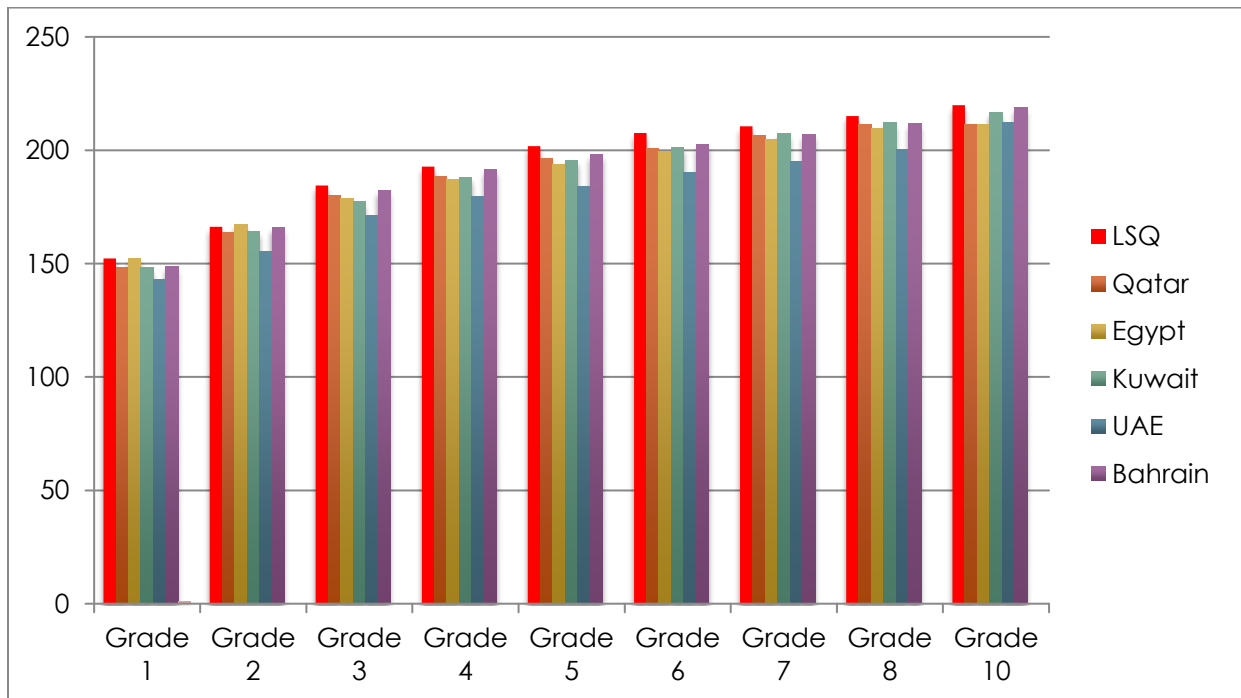
	Number Tested	>1100	>1000	Below 1000
2016 - 2017	25	68%	84%	16%
2017 - 2018	26	54%	77%	23%
2018 - 2019	20	60%	95%	5%
2019 - 2020	24	87.5%	100%	0%
2020-2021	37	67.5%	97.29%	2.7%

The SAT results for the year 2021-2022 are not finalized as our students will sit for the test in October 2022.

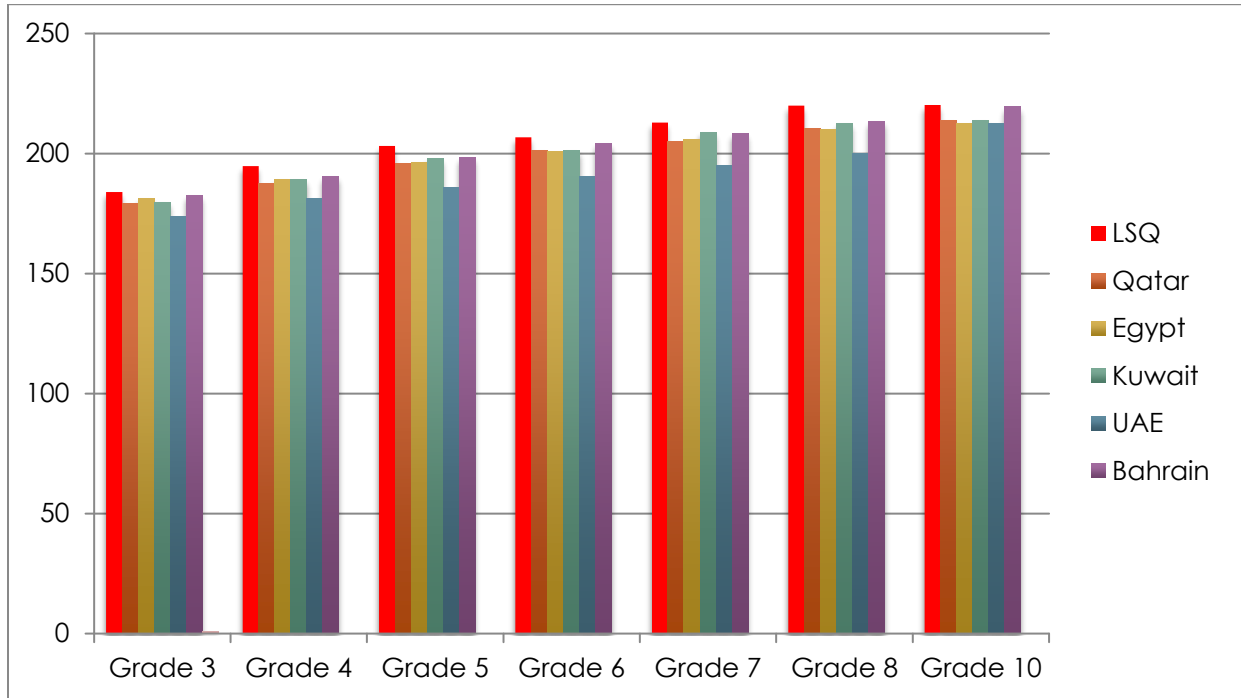
d. MAP Results:

MAP 2020 is the first standardized assessment our students take after the pandemic and the sudden school closure in the Spring of 2020. The following graphs show the results of LSQ students compared to the results of students in the region, in the three subjects Reading, Language Arts, and Math. The results indicate that LSQ has achieved the highest Mean RIT amongst these countries in Math, Reading, and Language Usage. This goes back to the implementation of differentiated instruction, varied learning methods, and richness of our curriculum. It is also noteworthy that these results reflect a relatively good quality of remote and blended learning experience during the pandemic, which didn't set us back compared to the other countries in the region.

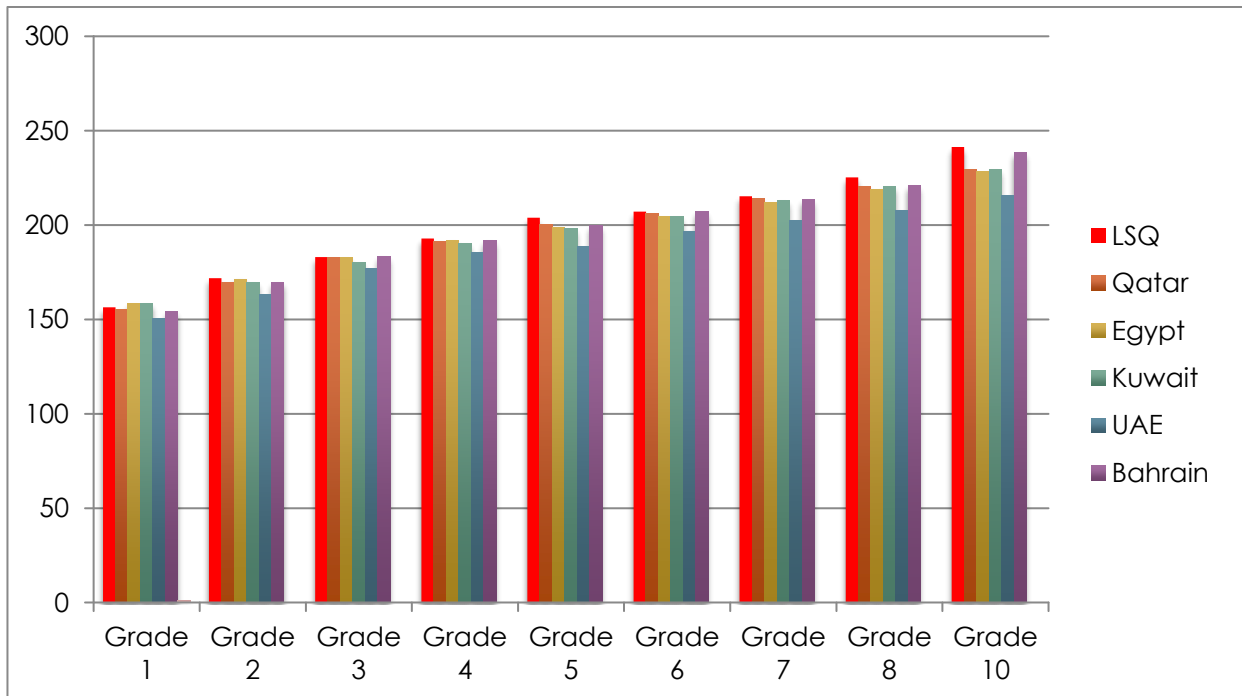
Fall 2021 - Reading



Fall 2021 - Language



Fall 2021 - Math



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' 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.

The table below shows the percentage of students in both categories, for five consecutive school years, 2016-2017 to 2020-2021.

	11.99 & below	12 & above
2016 - 2017	11 %	88.73 %
2017 - 2018	14.63 %	85.37 %
2018 - 2019	13.51 %	86.49 %
2019 - 2020	10.22 %	89.78 %
2020 - 2021	12.5%	87.75%
2021-2022	12.63%	87.37%

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 up till the year 2019-2020. The slight decrease in 2020-2021 and 2021-2022 could be because of the change in modes of assessment and the switch to blended and remote learning during those years. Assessment results and students' outcomes during and post the pandemic are two hot and controversial topics to all educators around the globe. Both topics are yet to be explored and studied.

f. Local Assessment - Final Average per Grade as a Measure of Program Impact: The Final Average for all grades 1-12, from 2016-2017 till 2021-2021 and Grades 4-12 in 2021-2022 in both English and French sections, as a measure of program impact for the six school years, on the scale of 0 over 20, is as follows:

	Final Average
2016 - 2017	16.1
2017 - 2018	16.45
2018 - 2019	16.51
2019 – 2020	16.53
2020 - 2021	16.6
2021-2022	15.24

The data convey a steady increase in the final average throughout the years; from 16.1 in the year 2016-2017 to 16.6 in 2020-2021. This is due to the improved quality of teaching and learning because of professional development, the increase in students' engagement, and the adoption of differentiated instruction, as delineated in the School Improvement Plan. As for the 15.24 (Final Average of G4-12) in 2021-2022, it must be noted that it is not the result of any decrease in students' averages. It is due to the shift to standard-based reporting and lack of scores in Grades 1, 2 and 3, which affected the calculation and led to this drop in the Final Average.

g. Local Assessment - Percentage of “Retained” students scoring below 10 over 20: The percentage of “retained” students, grades 4-12, French and English, due to receiving a final average of below 10 on the scale of 0 - 20, for the last five school years, starting 2017-2018 till now is shown in the table below:

	Retained
2017 - 2018	2.79%
2018 - 2019	3.64%
2019 - 2020	0%*
2020 - 2021	1.11%
2021-2022	2.1%

The percentage of retained students over the 5 years is less than 5%, which meets our objective of maintaining a success rate of 95%.

Despite the fact that in 2019-2020, the retained rate was 0%, it must be noted that it was an exceptional year due to the pandemic and the automatic promotion issued by the Lebanese Ministry of Education and Higher Education.

h. Local Assessment - LSQ Dropout Rate: A student who gets retained two years in a row, at the same grade level, is not allowed to re-enroll at LSQ, the 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 five years, starting with 2017 – 2018 up to 2021 – 2022 is:

	Drop-out
2017 - 2018	0.12%
2018 - 2019	0.11%
2019 - 2020	0%
2020 - 2021	0%
2021-2022	0.00076%

The data shows that in 2021-2022, the percentage of dropout had increased to 0.00076% as one student failed, compared to 0% in 2019-2020 and 2020-2021, as a result of the pandemic and the automatic promotion issued by the Lebanese Ministry of Education and Higher Education. However, it must be noted that 2021-2022 percentage is negligible by the standards of schools in the USA and around the world.

LSQ Budget Breakdown

Academic Year	2018 - 2019		2019 - 2020		2020-2021	
Number of students	2,521		2,677		2,770	
	Amount (QR)	%	Amount (QR)	%	Amount (QR)	%
Payroll & employee benefits	40,615,739	71.99%	43,762,858	74.69%	44,482,767	73.37%
General & administrative expenses	7,323,610	12.98%	5,867,707	10.01%	7,037,774	11.61%
Depreciation expenses	5,911,855	10.48%	6,012,676	10.26%	6,402,805	10.56%
Cost related to sales	2,565,723	4.55%	2,951,480	5.04%	2,707,411	4.47%
TOTAL	56,416,927	100%	58,594,721	100%	60,630,757	100%

Salaries & Other Benefits:

There had been a slight increase in salaries and other benefits due to the increase in academic staff. This increase in the number of academic staff is crucial to accommodate the growing number of students year to year and to increase the academic support we provide to LSQ students.

General & Administrative Expenses:

The increase in G&A expenses as compared to the previous year is a result of the students' return to school after the lockdown, and the additional costs incurred to restrict the pandemic's spread. The school prioritizes the safety of its staff, students, and their families and allocates an appropriate budget accordingly.

Depreciation Expenses:

The intended development of the school's assets in general, and the sports facilities in specific, is a part of the school's long-term plan. That is achieved by allocating part of the annual budget to capital expenditures. With the forecasted upgrade of the school's

assets from new sports facilities to major refurbishment of existing facilities, an increase in the depreciation expense is showing, in the purpose of keeping our students operating, studying, and playing in healthy and safe campuses.

Cost Related to Sales:

This cost had been reduced due to the ease on shipping restrictions, previously imposed by COVID 19's lockdowns, and the availability of sea freights. In addition, the school had negotiated the contracts to better terms and rates. For the future, with so much uncertainty, this cost will be fluctuating based on circumstances and number of students.

Closing

The modifications and accomplishments highlighted in this report are the product of the tremendous efforts, support, and dedication of all stakeholders, from the Board of Trustees and Senior Leaders to LSQ staff, parents, and of course the students. We thank all our stakeholders on the contributions they have made over the past year.

LSQ is and will always be on a path of continuous improvement, offering its students the best education and preparing them for future, through the implementation of the latest instructional strategies and the integration of the 21st Century skills. We look forward to continuing our journey of excellence together!