THE AMERICAN SCHOOL OF MADRID

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CEEB NUMBER 792450
IB NUMBER 0769

Learning Philosophy

The American School of Madrid (ASM) is an independent, K-12 school that provides a comprehensive and rigorous education to over 900 students from the United States, Spain, and abroad. We are a college-preparatory school whose mission is to prepare students for entry into best-fit colleges and universities around the world. We offer the US high school and International Baccalaureate Diplomas, and our program is recognized by the Spanish Ministry of Education. One of the aims of American School of Madrid, as identified in our philosophy statement, is "to prepare [our] students to be critical and concerned members of a changing society, aware of their responsibility to themselves, to others, and to future generations." We strongly believe in the ideals set forth by the IB Learner profile, which asks students to be inquirers, knowledgeable thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. ASM is actively shifting our focus away from traditional grading practices in order to best represent what and how students learn.

Faculty

Ninety percent of the faculty hold advanced degrees from distinguished colleges and universities in the United States and abroad.

MR. BENJAMIN WEINBERG
Headmaster

MS. MARJORIE SOUTHWORTH
College Counselor

MR. JOHN McCRACKING
College Counselor

MR. JAVIER GARCIA
Guidance Counselor

MS. KIMBERLY CULLEN
Upper School Director

DR. MARTINA BREE
IB Coordinator

MR. COLLIN SWANSON
Learning Support

Class Size

The Upper School faculty to student ratio is approximately 1:8. Class sizes range from 5 to 25.

Accreditation

The American School of Madrid is accredited by the Middle States Association of Colleges and Schools, the Ministry of Education in Spain, and The International Baccalaureate Organization.

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International Baccalaureate (IB)

The International Baccalaureate program at ASM is in its twenty fifth year as of the 2018-2019 school year. Participation in the IB Program continues to increase and students are encouraged to design a challenging academic program of their choice with the guidance of the Upper School teaching and counseling staff.

ASM IB COURSES
By group:

1 English A Literature HL/SL
English A Language and Literature HL/SL
Spanish A Language and Literature HL/SL

2 Spanish B HL/SL, *ab initio*
French B HL/SL, *ab initio*
Mandarin *ab initio*

3 History HL/SL
ITGS HL/SL
Business and Management HL/SL
Economics HL/SL

4 Biology HL/SL
Chemistry HL/SL
Physics HL/SL
Environmental Systems and Societies SL

5 Mathematics HL/SL
Mathematical Studies SL

6 Visual Arts HL/SL
Music HL/SL

ASM IB STATISTICS

Class of	2015	2016	2017	2018
Certificate Candidates	22	18	22	22
Diploma Candidates	55	46	55	49
Diplomas Awarded	**54**	**45**	**54**	**48**

Class of	2015	2016	2017	2018
ASM Average IB Score	34	34	33	33
World Average IB Score	29.9	30	29.95	29.78*

*In the World May 2018 session 165,752 students received an average diploma score of 29.78 points (of 45 possible maximum), with 253 students achieving a perfect score.

For the last 4 years, the World IB diploma pass rate averaged 74%.

ASM Graduation Requirements

The following is a list of minimum requirements for graduation from the American School of Madrid; **a one year course is equal to one credit.**

4 credits
English

3 credits
Mathematics

3 credits
Science

2 credits
Foreign Languages

2 credits
PE/ Health

6 credits
Fine Arts/ Performing Arts

3 credits
Social Studies

⅔ credits
Information Technology

4 credits
Electives

=24 ⅔ credits

Standardized Testing

Class of 2017	Class of 2018
SAT	
38 of 86 students took the SAT and **19** are non-native speakers.	**47 of 79** students have taken the SAT and **23** are non-native speakers.
The average scores were **620** Evidence-Based Reading and Writing and **630** Math.	The average scores were **635** Evidence-Based Reading and Writing and **617** Math.
High scores 790/800.	**High scores 740/760.**
ACT	
15 of **86** students took the ACT and **six** were non-native speakers.	**21 of 79** students took the ACT and **eight** are non-native speakers.
The average score was **25** with a high of **29**.	The average score is **27** with a high of **32**.

Grading System

We have adopted a standards-based mindset that focuses on performance, process and product and which separates achievement from learning behaviors, **as will be evident on our report cards and transcripts as of December 2017**. The changes are the result of extensive research, professional development and self-reflection, and demonstrate our commitment to accurately reporting student achievement. Grades are attached to clear rubrics and descriptors, which assist in understanding how students can continue their progress toward mastery of the expected knowledge and skills. Pluses and minuses have been eliminated from the grades because we believe that the combination of the achievement grade with the learning behaviors are a more accurate reflection of student performance. Our academic expectations have not changed.

We ask that universities carefully consider both forms of evaluation together in order to best understand the academic performance and potential of the student whose transcript they are reviewing.

Approaches to Learning

Categories

Principled Learner

Qualities and traits of an individual that contributes positively to their immediate and extended community.

Student demonstrates integrity and open-mindedness; acts, listens, and speaks with respect, understanding, and empathy; shows respect for resources, tools, and classroom environment; follows through with commitments.

Reflective Learner

Reflection involves the ability to self-assess and self-evaluate, to self-direct and self-monitor.

Student is able to reflect on knowledge and understanding; is a self-directed learner; seeks assistance appropriately through the use of relevant and meaningful questions; utilizes effective problem solving skills to overcome challenges; reflects upon, and monitors, progress; implements change based on constructive criticism.

Engaged Learner

Participating fully in and taking responsibility for one's own learning.

Student contributes to a positive classroom environment; demonstrates initiative for learning both in and outside of school; is in class on time and prepared with all materials; completes and submits work on time & takes responsibility for missed work; is attentive and focused on learning; is active in class and provides feedback in a constructive manner; collaborates well when working in groups by respecting fellow members and established group roles.

Evaluation: Student meets this expectation
5 Consistently **4** Often **3** Sometimes **2** Rarely **1** Does not meet **IE** Insufficient Evidence

Academic Achievement Descriptors

A	Work at this level is of the highest quality and demonstrates thorough and deep understanding of the concepts, skills and knowledge of the course.	**THE STUDENT:** Can apply knowledge and skills in many different situations, both familiar and unfamiliar, with minimal mistakes and omissions; Consistently provides his or her own creative solutions, useful ideas, and new ways of looking at things; Consistently shows evidence of analysis, synthesis and evaluation where appropriate; Consistently meets the expected learning outcomes for this course.
B	Work at this level is usually of a high quality, and demonstrates good understanding of the concepts, skills and knowledge of the course.	**THE STUDENT:** Can often use content, skills, and ideas in many different situations, familiar and unfamiliar, with some mistakes or omissions; Often provides their own creative solutions, useful ideas, and new ways of looking at things; Often shows evidence of analysis, synthesis and evaluation where appropriate; Regularly meets the expected learning outcomes for this course.
C	Work at this level is of fair quality, and demonstrates some understanding of the concepts, skills and knowledge of the course.	**THE STUDENT:** Can sometimes use content, skills, and ideas in many different situations, familiar and unfamiliar, with regular mistakes or omissions; Sometimes provides their own creative solutions, useful ideas, and new ways of looking at things; Occasionally shows evidence of analysis, synthesis and evaluation where appropriate; Sometimes meets the expected learning outcomes for this course.
D	Work at this level is of mediocre to poor quality, and demonstrates limited understanding of the concepts, skills and knowledge of the course.	**THE STUDENT:** Exhibits difficulty using content, skills, and ideas in many different situations, familiar and unfamiliar, with regular mistakes or omissions; Struggles to provide their own creative solutions, useful ideas, and new ways of looking at things; Seldom shows evidence of analysis, synthesis and evaluation where appropriate; Rarely meets the expected learning outcomes for this course.
F	Work at this level is of consistently poor quality, demonstrating little to no understanding of the concepts, skills and knowledge of the course.	**THE STUDENT:** Cannot use content, skills, and ideas in many different situations; Does not provide their own creative solutions, useful ideas, and new ways of looking at things: Does not show evidence of analysis, synthesis and evaluation; Does not meet the expected learning outcomes for this course.
IE	Insufficient Evidence: Student has not demonstrated enough evidence to be evaluated.	

Class of 2017 and 2018 Universities

North America

American University* **(2)**
Arizona State University
Bentley University
Berklee College of Music
Boston University
Brandeis University
Brigham Young University
Brown University
University of British Columbia
University of Buffalo
UC Berkeley
UC Davis
UC Los Angeles
UC San Diego
UC Santa Barbara
UC Santa Cruz
Carnegie Mellon University
Chapman University
Columbia University/ Science Po
DePaul University
Emerson College
Emory University
University of Florida
Fordham University
George Mason University
George Washington University
Georgetown University (3)
Georgia Institute of Technology
Harvard University
University of Hawaii
University of Kansas

Lafayette College
Lynn University
University of Maine
Loyola Marymount University
University of Mary Washington
McGill University
MIT
University of Miami
College of New Jersey
New York University (3)
The New School
NC State University
Northeastern University (2)
University of Notre Dame
Ohio State University
Pace University
Providence College
Purdue University
Rensselaer Polytechnic Institute
Rhode Island School of Design
University of Rochester
Rochester Institute of Technology
Rutgers University
Saint Louis University, Madrid
San Diego State University
University of San Francisco
Smith College
University of South Carolina
University of South Florida
University of Southern California
Suffolk University
Syracuse University

Temple University
University of Toronto
Tufts University (3)
Villanova University
University of Virginia
Virginia Tech
Wake Forest University
Wesleyan University
University of Washington

Europe and International

University of Aberdeen
American University of Paris
Universiteit van Amsterdam (2)
University of the Arts, London
CIS Endicott International
Comillas ICADE
Design Academy of Eindhoven
University of Bath
University of Birmingham
Bocconi University
University of Bristol
University Camilo Jose Cela
University CEU San Pablo
City, University of London
University College London
CUNEF
University of Dundee
Durham University
University of Edinburgh
ESADE
University of Essex

Universidad Europea (Medicine)
University of Exeter (2)
Franklin University Switzerland
University of Glasgow
Goldsmiths College
University of Greenwich
Heriot-Watt University
Hult International Business School
HZ University of Applied Sciences
ICADE, Madrid
IE University (8)
Imperial College London
University of Kent
King's College London (3)
Lancaster University
University of Leeds
Leiden University
Maastricht Univeristy
University of Manchester
Instituto Marangoni
Universidad de Navarra
Universidad Politécnica de Madrid
University Pontificia Comillas
Pontificia Universidad Catolica, University of Pune
Queen Mary, University of London
Queens University
Royal Holloway, University of London
Sciences PO-Columbia University
SOAS
Southwestern University (PHL)
University of Surrey
University of Sussex
University of Twente
University Utrecht
Vatel France Nimes
University of Warwick
University of Westminster
University of York

*Bold print indicates 2018 class enrollment