El Zahraa Language School
American Division

El Zahraa International School
ZAS
since 1993
American Division

ACCREDITED
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School Profile
2021-2022

School Year
2006/2007

28 STUDENTS

School Year
2021/2022

332 STUDENTS

El Zahraa Language School was founded in 1993 as a language school under the national system.

In 2006/ 2007, the school administration launched the American Division.

Chairman:
Mr. Mostafa Moh. Eissa
Director:
Ms. Fatma Elzahraa Ibrahim Eissa
Principal:
Ms. Heba Elkhawaga

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Tel: 2035743490 – 2035742503
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School Status: Private Ownership

CONTENT:

SCHOOL COMMUNITY

1. School Demographics:

Name of the School: **El Zahraa Language School – American Division**

Street Address: **21 Azmi Street, Janaklees, Alexandria, Egypt**
Postal Code: **21532**

Head of School: **Mrs. Heba El-Khawaga– School Principal**

Telephone: **03/5743490 – 03/5742503**

Fax: **03/5765352**

E-mail: **zlschool_american@yahoo.com**
    Info.american@elzahraa.org

Website: **www.elzahraa.org/American**

Name of Owner: **Mr. Mostafa Mohamed Issa – Chairman**

School Status: **Private Ownership**

2. School Mission and Vision:

Vision:

Achieving excellence in preparing students for college through engaging and supporting teachers in a unique professional learning community that provides opportunities to grow, develop and learn together.

Mission:

ZAS is providing a developmental and appropriate education to prepare all students for success in college and prepare them for lifelong learning.

ZAS is committed to encourage each student to see himself/ herself as worthwhile individual with qualities of character needed to create a responsible person in the school and community

Core Values:

- Learning is a lifelong process,
- All students should have access to quality education,
- All students learn when their individual needs are fulfilled,
- Providing a safe and secure environment required for teaching and learning,
- All students should enrich their achievements through the involvement of stakeholders, including parents, community, and governmental agencies.
- All individuals should be treated with respect and dignity.

School History:

El Zahraa Language School was founded in **1993** as a language school under the National System.

In 2006/ 2007, the school administration launched the American Division, starting with two classes including 28 students of grades 10 and 11 till reaching 16 classes in **2021/ 2022** with 332 students in grades 10 to 12.

School Location:

ZAS is located in Janaklees District in the center of Alexandria. Therefore, the school is easily reached via all means of transportation. In addition, all school's buses are maintained regularly for a better transportation service.
The school is located in a very quiet area. Also the district, where the school is located, is sparsely populated and is considered a high class area.

3. Accreditation and membership:

El Zahraa Language School – American Division – has met the criteria for educational quality established by the Cognia Accreditation Commission and presented the certificate of accreditation by the NCA Commission on Accreditation and School Improvement, The Northwest Accreditation Commission and the SACS Commission on Accreditation and School Improvement.

Cognia is the world leader in providing accreditation and improvement services to education providers of all types in their pursuit of excellence in serving students.

Cognia is a global network of enthusiastic educators here to help strengthen schools. Its holistic approach to continuous improvement encompasses accreditation and certification, assessment, professional learning, and customized improvement services.

cognia   International Registry for Accreditation

Institution Summary
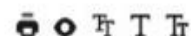
Overview

Name:	El Zahraa Language School - American Division
Institution Type:	School What is this?
Public/Non-Public:	Private
School Type:	School
Address:	21 Azmy st. Ganakleez Alexandria Alexandria http://www.elzahraa.org
Head of Institution:	Mr. Mostafa Eissa
Grades:	07, 08, 09, 10, 11, 12
Enrollment:	332
Accredited:	Yes
Initial Accreditation Date:	2005-07-19

Certifications:	Start Date
AIN Membership	2005-07-19

Map

4. Student Body:

El Zahraa School seeks to pick highly qualified students, so the school board decided to offer special discounts for top students.

The unique admission process was developed over three years of careful research based on efficient and comprehensive criteria. The research is conducted by a very qualified team that involves both highly educated parents and students.

At first, applicants are evaluated through placement tests in (English and Math) as well as IQ test for all applicants in order to make sure that all students have the intellectual capabilities necessary for their studies.
Second, both students and parents go through an intensive interview to ensure the students' and parents' high level of understanding of the English language.
Finally, applicants and their parents meet the School Principal to have the final acceptance and to be informed with placement test results and recommendations.
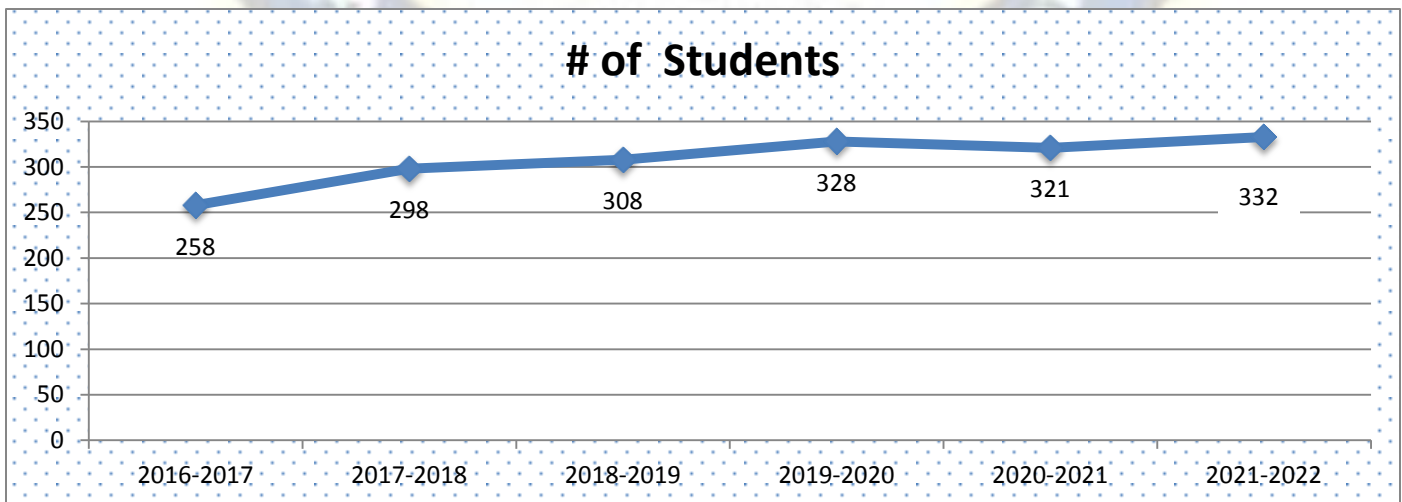
Admission is extremely competitive. Only 70% of applicants are admitted for academic year 2021-2022.

# of applicants	163
# of accepted	114
Percentage	70%
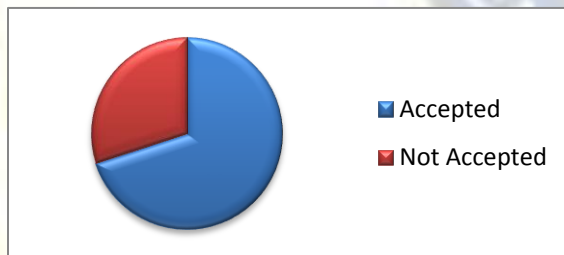
Student Population:

| Period	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
# of Students	258	298	308	328	321	332
# of Classes	14	16	16	16	16	16

Note: 99.4% of the students are Egyptian, and 0.6% (2 students) is Palestinian.

5. School Community:

- **Teaching Staff**:
  Most of our teachers come from either the middle or upper middle socio-economic class; all teachers hold a Bachelor degree in their majors.

- **Administration &Employees**:
  All employees are well qualified with certificates suitable for their posts at school.

- **Workers and Nannies**:
  The least requirement for the recruitment of workers and nannies is literacy; canteen keeper and nannies must at least be able to read and write in Arabic.

Staff Retention:

Job Title	Number of Staff Employed					Total
	Less than one year	From 1 to 3 Years	From 4 to 6 years	From 7 to 10 years	More than ten years	
Instructional	14	27	10	5	18	74
Non instructional	5	19	17	6	23	70
Total	**19**	**46**	**27**	**11**	**41**	**144**
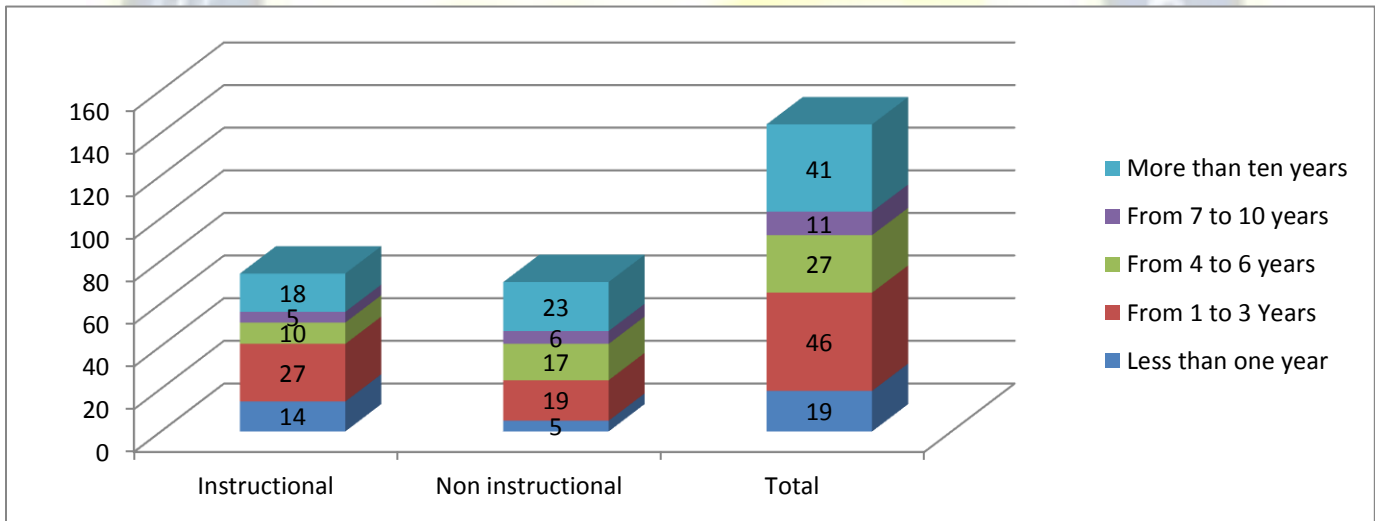
Staff Qualification:

	PHD		Master degree		Educational Diploma		Professional workshops	
	Achieved	Studying	Achieved	Studying	Achieved	Studying	Achieved	Studying
Instructional	0.0%	1.3%	4.1%	5.47%	64.3%	5.47%	69.8%	0.0%
Non instructional	0.0%	0.0%	0.0%	4.0%	11.0%	0.0%	36.4%	0.0%
Total	**0.0%**	**0.6%**	**2.0%**	**4.7%**	**37.4%**	**2.7%**	**53%**	**0.0%**

6. School Ways of Communication:

The school applies various ways of communication with students, parents, and community such as:

1. **School Everywhere Program:** This program enables the school to connect the different parts of the educational process together in order to facilitate communication among administration, teachers, students, and parents.
2. **School's website:** Through our website, we can keep in touch with our students, parents and all those interested in the educational process. We can also offer our technical and modern style expertise to other beginner educational institutions that aspire for delivering better- and high-quality education.
3. **Teacher-Parent Meetings:** Teacher-Parent Meetings are held on the first Thursday of every month in which parents can meet all teachers to follow up their children's academic and behavioral progress.
4. **Parent-Teacher Association:** Parent-Teacher Association is held four times a year. The school principal meets with parents to discuss the school decisions and asks for their recommendations to enhance the educational process.
5. **Administration Meetings:** Administration Meetings are held every Monday (only with the school administration)
6. **El Zahraa American School group/page on Facebook:** ZAS believes that communication on social media is very important to provide effective means of instruction for students. It provides opportunities for expanding the students' learning environment and facilitates the connection between school and community. It also provides recognition to students' outstanding performance and achievement.
7. **Mobile Messages:** The latest news and the urgent messages are sent regularly to parents' cell phones.
8. **WhatsApp Groups:** The latest news and the urgent messages are sent regularly to parents' on WhatsApp Grade Group.
9. **School Surveys:** The school is able to evaluate its progress through the stakeholders' feedback which collected from the annual surveys.

SCHOOL EDUCATIONAL PROGRAMS

1. Graduation Requirements:

The ZAS educational system guarantees that the programs adopted prepare the students for a successful enrollment in the university.

STUDY PROGRAMS

Subject	GRADES				
	9	**10**	**11**	**12**	
English	1	1	1	1	
Math	1	1	1	-	
Advanced Math	-	-	-	1	
Statistics	-	-	-	1	
French	1	1	1	-	
Science	1	-	-	-	
Biology	-	1	-	1	
Chemistry/ Psychology/ Accounting	-	-	1	-	
Physics	-	-	-	1	
Social Studies	1	-	-	-	
World History	-	1	-	-	
American History	-	-	1	-	
Business/ Economics/ Sociology	-	-	-	1	
Computer	1	1	1	-	
Art/ Music	0.5	0.5	0.5	0.5	Credit Hours
P.E	0.5	0.5	0.5	0.5	
Arabic & Religion	0.5	0.5	0.5	0.5	
National Studies	0.5	0.5	0.5	0.5	

2. Grading System:

The School Board believes that the evaluation and reporting system serves as a proper and effective way for communicating the students' achievements to the parents/guardians as well as the community. Evaluation is based on reasonable and clearly understood standards of the students' performance. Students are actively involved in the evaluation of their learning. Our evaluation and reporting system is accurate, constructive and fair.

Grade Correspondents:									
A+ = 97-100	4	B+=87 - 89	3.3	C+=77 - 79	2.3	D+ =67- 69	1.3		
A = 94 - 96	4	B =84 - 86	3	C =74 - 76	2	D =64 - 66	1	F Below 60	0
A- = 90 - 93	3.7	B- =80 - 83	2.7	C- =70 - 73	1.7	D- =60 - 63	0.7		

3. School Evaluation System:

Homework	15
Participation	15
Quiz	20
Project	30
Quarter Exam	20

4. Curriculums and School Courses:

(I) English Language Arts

Grades 10 to 12:

Standard: Common Core

Text Books: Collections, Houghton Mifflin Harcourt and Writer's Choice, Glenco

Course Description:

Text book is closely aligned to the English Language Arts Common Core State Standards. Each collection, selection and each performance tasks in textbook connects to one or more of the standards for English Language Art. Our course is divided into five strands: Reading Literature, Reading Informational Text, Writing, Speaking and listening, Language.

In the Reading course Students will:
- read closely to determine what the text says, cite specific textual evidence when writing or speaking
- determine central ideas or themes of a text, analyze their development and summarize the key supporting details and ideas
- analyze word choices
- analyze structure of text
- assess the content and style of a text
- delineate and evaluate the argument and specific claims in a text
- analyze the texts themes or topics

In the Writing course Students will:
- write arguments to support claims in an analysis of topics
- write informative texts to examine and convey complex ideas
- write narratives to develop real or imagined experiences or events
- produce clear and coherent writing in which the development organization and style are appropriate to task, purpose, and audience
- develop and strengthen writing as needed
- gather relevant information from multiple print and digital sources
- draw evidence from literary and/or informational texts to support analysis

In the Listening and Speaking Course Students will:
- prepare for and participate effectively in a range of conversations
- Integrate and evaluate information presented in diverse media and formats
- Evaluate speakers point of view
- Make sure that the information presented is supported by evidence
- Make strategic use of digital media and visual displays

In the Language Course Students will:
- Demonstrate command of English grammar and usage when writing or speaking
- Demonstrate command of English capitalization, punctuation and spelling when writing
- Apply knowledge of language to understand its functions in different contexts
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Demonstrate understanding of figurative language, word relationships, and nuances
- Acquire and use range of general academic and domain-specific words and phrases

(II) Social Studies:

Standard: California

Grade 10
Text Books: World History AND Geography, McGraw Hill Education, Jackson J. Spiel Vogel, Ph.D.
Course Description:
Students study major turning points that shaped the modern world from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price and are not practiced everywhere in the world.

Grade 11:
Text Books: United States History, Deverell White

Course Description:

Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price and are not practiced everywhere in the world.

Grade 12:
Text Books: Introduction to Business

Course Description:

Students trained in fields such as business management, international trade, and various financial services specialties (e.g., accounting, banking, and investing) will find that their skills are highly marketable. Students master basic business principles and procedures before proceeding to the career path specializations. The specializations emphasize concepts of accounting and finance, including computer applications, taxes, investments, and asset management as well as pathways in international business and business management. Because almost every business and organization has a financial and management component, students will find that opportunities exist in many career paths in addition to those in business and finance.

(III) Mathematics:
Standard: Common core

Grade 10
Text book: Geometry, Mc. Dougal
Course Description
This course contains:
Coordinate Geometry which will enable the students to know the Coordinate plane quadrant and the properties of each quadrant, use segments and congruence, use mid points and distance formulas, copy and bisect segments and angles, find and use slopes of lines, write and graph equation of lines, prove theorems about perpendicular lines, use the equations of a circle, and ~~can~~ find the diameter or the radius using the midpoint formula and distance formula, Transformations which will enable the students to translate, reflect, rotate and dilate the objects with known rule, Trigonometry, Co. functions , law of sine, law of cosine, quadratic function, Complex Numbers, Similarity and Probability.

Grade 11
Text book: Algebra 2, Pre- calculus Holt
Course Description
This course contains:
Sequence and series, Arithmetic sequences and Geometric sequences , Graphing Types of the functions, Discussing any functions graphically and algebraically, Calculate the limits at the point, Limits of the functions, Properties of the limits, Limits involving infinity, Limits of the trigonometric function, Definition the meaning of the matrix, Matrix Operations, Calculate Determinants and Cramer's rule, Calculate the Inverse of matrices, Definition of Exponential Function, Definition of Logarithms, Converting between Logarithmic and exponential forms, Laws of Logarithms and Solving Exponential Equations using logarithms

Grade 12
Advanced Math
Text book: Pre-calculus, Holt
Course Description
In this course students will study:
The derivative of a function and its many different interpretations are all very useful when dealing with differential calculus. All of those interpretations include: the formal definition of the derivative and the notion of differentiable functions, Critical points and Domain, Interval of increasing and decreasing for 2nd & 3rd degree functions, Interval of increasing and decreasing for fractional and radical functions, Local maximum and local minimum for 2nd & 3rd degree functions, Inflection points and convexity, The relation between Integration and Differentiation, Integration and it's applications, and Binomial Theorem.

Grade 12
Statistics:
Text book: Understanding Statistics, Graham Upton and Ian Cook
Course Description:
In this course students will study: Spearman's and Pearson's correlation coefficient, Probability and Axioms, Discrete and Continuous random variables and their probability dynasty function and finally, Normal distribution (how to calculate its probability using its table) + its properties.

(IV) Science
Standard: California

Grade 10
Biology
Text book: Biology, Holt
Course description:
This course engages students in the study of life and living organisms. The course encompasses traditional concepts in biology and encourages exploration of new discoveries in the field. The components include human body's systems.
This course is aligned with the California Science Standards, which were developed by states to improve science education for all students.

Grade 11
Chemistry
Text book: Chemistry, Holt
Course description:
This course will cover quantum chemistry. Students will study Bohr's model, and quantum numbers that will then lead into the study of electronic configuration. The course also includes an overview of the periodic table, types of chemical bonds, hybridization and how to predict the spatial shape of some molecules. Another subject area will be introduction to organic chemistry in which students will study saturated and unsaturated hydrocarbons including their nomenclature, physical and chemical properties.

Grade 12
Biology
Text book: Biology, Holt McDougal
Course description:
This course will enable the student to know a branch of Science (Biology) which deals with all living organisms, their different types, level of organization, and their Development, evolution, growth, ecology, habitat and life interactions, classification of living organisms, molecular biology, genetics, DNA and RNA structure.

Grade 12
Physics
Text book: Physics, Holt
Course Description:
This course will cover kinematics in one and two dimensions, as well as forces and vectors. Students will study work, energy, and power that will then lead into the study of momentum and the conservation of energy. Circular motion and gravitation, translational and rotational equilibrium, fluid mechanics and thermal physics will be covered. The students will study electricity and magnetism then look at waves and optics. A final subject area will be atomic and nuclear physics. Good math skills are critical to success in this course. Prerequisites:, Algebra I, Geometry, Algebra II

(V) French

Standard: California

Grade 10:
Text Book: Café Crème 1
Course description:-
In this course, students will be given multiple opportunities to listen and respond to texts and to others, speak and interact with others, read, view, and respond to a variety of texts, write a variety of texts for many different purposes and audiences through reading comprehension and vocabulary, Grammar , and writing composition in addition to variable activities and projects. The course covers most of the standard culture standard (1,2,3,4), Communication standard (1,2,3,4) and connection standard (1,2)

By teaching this course students will be able to:

1- Students demonstrate understanding, interpret, and analyze what is heard, read or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information.
2- Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed (ASL), or written conversations, using technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.
3- Students present information, concepts, and ideas to inform, narrate, explain, and persuade, on a variety of topics and for multiple purposes, in culturally appropriate

ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.

4- Students use language in highly predictable common daily settings (NOVICE), transactional and some informal settings (INTERMEDIATE), most informal and formal settings (ADVANCED), informal, formal and professional settings, and unfamiliar and problem situations, (SUPERIOR), in their communities and in the globalized world.

5- Students use structures: sounds, parameters (ASL), writing systems (NOVICE), basic word and sentence formation (INTERMEDIATE), structures for major time frames, text structures for paragraph-level discourse, (ADVANCED), all structures (SUPERIOR), text structures for extended discourse in order to communicate

6- Students use language text-types; learned words signs, and fingerspelling (AS paragraphs and strings of paragraphs (ADVANCED), or coherent, cohesive multi-paragraph texts (SUPERIOR) in order to communicate.

7- Students use structures: sounds, parameters (ASL), writing systems (NOVICE), basic word and sentence formation (INTERMEDIATE), structures for major time frames, text structures for paragraph-level discourse, (ADVANCED), all structures (SUPERIOR), text structures for extended discourse, in order to communicate.

8- Students use language text-types: learned words, signs and fingerspelling (ASL), and phrases (NOVICE), sentences and strings of sentences (INTERMEDIATE), paragraphs and strings of paragraphs (ADVANCED), or coherent, cohesive multi-paragraph texts (SUPERIOR) in order to communicate.

Grade 11:
Text Book: Café Crème 2
Course description:-
In this course, students will be given multiple opportunities to listen and respond to texts and to others, speak and interact with others, read, view, and respond to a variety of texts, write a variety of texts for many different purposes and audiences through reading comprehension and vocabulary, Grammar , and writing composition in addition to variable activities and projects. The course covers most of the standard culture standard (1,2,3,4), Communication standard (1,2,3,4) and connection standard (1,2)

By teaching this course students will be able to:

1- Students demonstrate understanding, interpret, and analyze what is heard, read or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information.

2- Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed (ASL), or written conversations, using technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.

3- Students present information, concepts, and ideas to inform, narrate, explain, and persuade, on a variety of topics and for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.

4- Students use language in highly predictable common daily settings (NOVICE), transactional and some informal settings (INTERMEDIATE), most informal and formal settings (ADVANCED), informal, formal and professional settings, and unfamiliar and problem situations, (SUPERIOR), in their communities and in the globalized world.

5- Students use structures: sounds, parameters (ASL), writing systems (NOVICE), basic word and sentence formation (INTERMEDIATE), structures for major time frames, text structures for paragraph-level discourse, (ADVANCED), all structures (SUPERIOR), text structures for extended discourse in order to communicate

6- Students use language text-types; learned words signs, and fingerspelling (AS paragraphs and strings of paragraphs (ADVANCED), or coherent, cohesive multi-paragraph texts (SUPERIOR) in order to communicate.

7- Students use structures: sounds, parameters (ASL), writing systems (NOVICE), basic word and sentence formation (INTERMEDIATE), structures for major time frames, text structures for paragraph-level discourse, (ADVANCED), all structures (SUPERIOR), text structures for extended discourse, in order to communicate.

8- Students use language text-types: learned words, signs and fingerspelling (ASL), and phrases (NOVICE), sentences and strings of sentences (INTERMEDIATE), paragraphs and strings of paragraphs (ADVANCED), or coherent, cohesive multi-paragraph texts (SUPERIOR) in order to communicate.

(VI) Computer

Standard: Common Core

Grade 10:
Course Description:
The students will gain well knowledge about: How to create an image in a good way by using an advanced version of Adobe illustrator 2010 program, exploring Adobe illustrator 2010 program interface and its tools, using the program tools in a good way and how to benefit from the program in their daily life, integrated with the other school courses to make their projects by using Adobe illustrator 2010 program, making some school activities related to   Adobe illustrator program like participating in the school magazine , modifying the school logo and participating on the design of the school website.
In addition to preparing the students to the requirements of the universities and the educational long life process to achieve the school purpose in addition to our school mission and vision.

Grade 11:
Course Description:
The students will gain well knowledge about: How to create a web program in a good way by using an advanced version of Microsoft Visual Basic 2010 program, exploring Microsoft Visual Basic 2010 program interface, its tool box, the designer view, the code viewer and the properties window, using the program tools in a good way and how to benefit from the program in their daily life, integrated with the other school courses to make their projects by using Microsoft Visual Basic 2010 program, making

some school activities related to Microsoft Visual Basic 2010 program like participating on modifying the code of the school website.

In addition to preparing the students to the requirements of the universities and the educational long life process to achieve the school purpose in addition to our school mission and vision.

(VII) Spanish
Standard: California
Grade 10:
Course Description:

By the end of this course student will be able to tell the Spanish alphabet, start a conversation with other person using the greetings, and know how to ask people about their name, surname and nationality. They will also know how to ask someone about their origins and know the nationality of each country in Spanish. In addition, Students will be able to know the professions, learn new vocabulary that will strengthen their ability to communicate in Spanish, know the demonstrative adjectives, members of the family, possessive adjectives, numbers and ordinal numbers. Grammatical concepts are also covered in order to understand their language better.

Grade 11:
Course Description:

By the end of this course student will be able to describe a person according to height, weight, hair and eyes. The will also be conversant in the types of dwellings, rooms in the house, directions, vocab about the house that will help them describe their house, the determinate and in determinate articles, how to ask/say time, to perceive the days of the week, months, seasons of the year, to express what's the weather like, identify the groceries, fruits and vegetables in Spanish, to ask anyone about their favorite grocery, fruits or vegetables. Grammatical concepts are also covered in order to understand their language better.

Grade 12:
Course Description:

By the end of this course student will be able to essential and meaningful information about Spain, for instance how many autonomous communities are there in Spain, where it exactly located on the map and what's the capital of it. They will also learn about Christmas in Spain and Madrid. They will be able to fathom a full Spanish dialogue talking about important themes such as the daily routine and vacations.

(VIII) Art

Standard: California

All Grades
Course Description:

Course description: in the course students should develop an understanding of the ancient roots of western art and will develop their skills in the two and three dimensional arts through projects based on the fundamentals of design and study of color theory. A wide variety of art variety of media and techniques are presented to prepare students for courses in and painting and printmaking.

(IX) Music

Standard: California

All Grades
Course description:
This course is designed to develop and improve students´ musical abilities and skills. An introduction to study of music theory, the course will include learning to read treble and bass clef, notation of pitches and rhythm on Staff system, reading and writing interval and scale system in addition to melodic and rhythmic structure, salvage study history of western music traditions examining musical style and structure, relationships with other art form
This course improving the student's skills which related to music such as reading, notaying, singing, and playing on different instruments

(IIX) Physical Education

Standard: California

All Grades
Course Description:
This course depends on the development of team strategies and enhancing the level of competition as it is designed to refine fundamental skills. Beside such activities tend to foster team work skills and socialization. Sports activities include volleyball, basketball, Handball and football.

By the end of teaching this course, students will be able to:

1- Acquire skills necessary for playing volleyball, basketball, handball, and football
2- Demonstrate knowledge of rules, safety practices and procedures and then apply that to an increasing range of movement situations.
3- Engage in a variety of appropriate physical activities inside and outside the school that promote the development and improvement of physical fitness level.
4- Demonstrate the scoring system of these games.

5. School Additional Courses:

Additional courses are offered in the following areas:

- CRC Subjects: (Biology – Physics – Chemistry - Calculus – Mechanics).
- SAT Subjects: (English – Math – Math 2 – Biology – Physics).
- ACT Subjects: (English – Math – Math 2 – Biology – Physics).
- EST Subjects: (English – Math – Math 2 – Biology – Physics).
- Different Courses for the new applicants (English – Math – Science).
- AP Subjects: As requested by students.

6. Percentage of College Acceptance:

	2017-2018	2018-2019	2019-2020	2020-2021
Graduates entering National universities	99.04%	98.70%	96.63%	95.96%
Graduates entering international universities or career life	0.96%	1.30%	3.37%	4.04%
Total	**100%**	**100%**	**100%**	**100%**
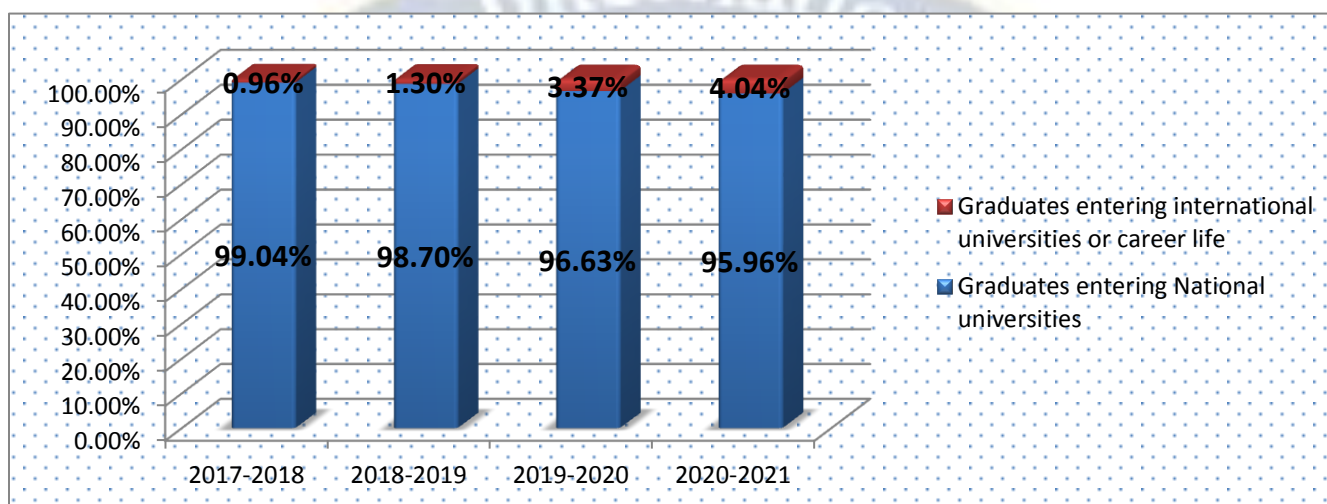
7. Comments from Graduates Surveys:

Positive Points:

- The media recourses and the familial nature of teachers with students.
- Learning about many things, acquiring new skills, and spending good time in school.
- The honoring and appreciation of academically excellent student.
- The relationship and harmony among friends, teachers, and School Administration.
- Engaging students in school teams and activities.
- Working for events, parties, and graduation rehearsals.
- Enhancing students' English and communication skills.

Obstacles:

- Delay of ACT results and other complicated things concerning scores which lead to join college late.
- This year had many problems in the University Allocation (Tansik) office.

SCHOOL ACCOMPLISHMENTS

El Zahraa School has made significant achievements in order to reach its strategic goals. Here are the several aspects that played major roles in our success:

1) School Facilities:

In consequence of the increasing number of students in our school, we have given due care to improving the school facilities including science labs, computer labs, multimedia lab and library.

In 2016-2017, all classes were equipped with smart boards to increase the usage of technology across the school. The school installed its own server to guarantee the protection of its website and to create emails in order to communicate with all students and staff.

In 2018-2019, the school purchased one leased line 20 MB upload-download and three ADSL lines 30 MB download.

In 2019-2020, the school renovated the computer labs to cope with the technology needs for growing number of students. The school Installed Surveillance cameras in some of the most important areas in school and some classes. Purchased "Kario Connect" mail server (software and hardware) with capacity of 5000 emails to serve all school teachers and students, and 7 zoom accounts to cope with the online learning process during the COVID.

In 2020-2021, the school purchased 2 computer servers for the ACT Exams, one more leased line 10 MB upload-download, two 6 kilo watt UBS, 42 computer devices, and 21 zoom accounts to cope with the online learning process during the COVID.

In addition to, renovating classes' furniture and purchasing 100 desks to facilitate students grouping.

In 2021-2022, the school Installed 6 interactive boards instead of the smart boards that were equipped inside the classrooms, purchased 100 Microsoft accounts for the teachers every account gives 15 accounts for the students, Installed Surveillance cameras in all classrooms, and continued renovating classes' furniture through purchasing 70 desks to encourage students group work.

2) School Awards:

- 2009/10: A Certificate of Appreciation from the Social Education Dept. of the Educational Eastern Directorate, Alexandria.
- 2011/12: The Quality Assurance Review.
- 2011/12: Award of Excellence in the Social Education.
- 2012/13: The School was accredited by National Authority for Quality Assurance.
- 2012/13: The School was awarded a prize for the organization of the annual fair.
- 2013-2014: The school received two certificates of appreciation for the participation in a Festival called "Alexandria the Town of Security & Tourism"
- 2014-2015: The school was awarded a Certificate of Appreciation; 4th Place in Poetry Competition at Educational Eastern Directorate, Alexandria.
- 2015-2016: The School principal was awarded a certificate of approval as a member of an Advanced External Review Team.
- 2016-2017: The School Quality Assurance Accreditation was renewed for 5 years.
- 2019-2020: The School has won the best script award in Pharos University competition "Act Your Job" among fourteen various international schools in Alex.
- 2020-2021: The Head of English Department was awarded a certificate of approval as a member of an Advanced External Review Team.
- 2020-2021: One of our talented students won the first position in the musical playing competition "Stay Online". That competition was organized by the General Administration of Executive Affairs under the supervision of Mr. Major General/ Mohamed Elsharif, Governor of Alexandria - Dr. / Muhammad Saad Muhammad Director of Education Directorate - Professor / Raafat Abdullah and Director General of Executive Affairs.

3) Test Center license:

In 2018-2019: El Zahraa American School succeeded to finalize all the procedures and requirements to be **the first ACT test center in Alexandria, Egypt.**

In 2019-2020: El Zahraa American School succeeded to finalize all the procedures and requirements to be an **SAT test center** in Alexandria, Egypt.

4) Pharos University Protocol

In 2018-2019, The School signed an agreement with Pharos University.

The main idea of the protocol is to exchange training and educational experience between two establishments and expose the University students to variety of different professions and possible future career and for the school students to prepare them for future learning at University campus.

5) Standardized test implementation:

In 2015/2016 our school implemented the standardized test MAP, which aims to evaluate student learning progress in English & Math subjects. The test is conducted twice a year. The school is offering the test for free to encourage all the students to participate in the learning process.

The school also holds the yearly PSAT as a standardized test, which serves as a practice test for the SAT, yet, its score can't be submitted to colleges. The most common reason for taking the PSAT is to receive feedback on strengths and weakness.

In 2018-2019, the school implemented the ACT Aspire as a standardized test.

6) Professional development plan:

The school holds several annual training workshops for its teaching staff in various fields including Methodology, using data, classroom management, teaching strategies, digital learning, multiple intelligence, model lessons and learning styles. In addition, Effective Learning Environments Observation Tool (ELEOT) was implemented in 2016-2017 as a way to make effective learning and to make sure that all the students are involved in the learning process. Many of the school staffs have increased their English proficiency level attending courses for beginners, intermediate and advanced levels. In 2019-2020, the Placement tests are implemented online for the first year at school in order to enhance the digital learning and the use of technology among school staff.

The school implemented rubrics to assess and evaluate teachers' performance. PD department develops individual development plan (**IDP)** which used to record employees' short and long term career goals through reviewing and discussing the employee's strengths and weaknesses. Teachers who did not meet the expected performance levels are placed in professional development activities and are provided with additional resources and regular progress reviews. They are given the opportunity to participate in Global conferences provided by the school for free in order to develop their teaching and learning skills. The school Board is very dedicated to register for teachers in the Annual Cognia Conferences to share their experience and knowledge with their colleagues. Many of the teachers are pursuing their personal development by enrolling in educational diplomas and master degree programs.

In 2021-2022 and after purchasing Microsoft office 365 accounts, workshops were held to train the staff on how to use Microsoft teams. In addition to training workshops on Microsoft forms to help staff members prepare the students' quizzes, exams and progress sheets.

- **Conducting the Professional Learning Community (PLC):**

PLC is a collaboration tool used to improve the communication skills among teachers, exchange experiences and consult each other by sharing knowledge about what students need to know and what students are able to learn. The school allocates specific time for PLC team meetings according to published agenda and calendar for physical meetings inside the school's campus or online meetings through the Professional Learning Community tool on Office 365 as a digital tool.

- Mentoring program:

PDD is charged with developing, evaluating, and refining the Induction and Mentoring program for new teachers. Lead mentors help new teachers to familiarize themselves with school community, school curriculum and school rules. The aims of the program are to provide: quality of interactions, quality of the relationship with the mentor, integration within the school and culture, and modeling of best practice.

- Online AFS program: This program is to embrace a global mindset and knowledge and to translate teachers' personal global competence into professional classroom practice.

- ELEOT Certifications: All head teachers of main subjects accomplished the course and become ELEOT Certified.

The school board always cares that salary raise depends on staff qualifications and percentage of their annual evaluations.

7) Digital Resources:

- Data warehouse: The student performance data is collected and uploaded on Microsoft One Drive to be accessible for all teachers in order to follow the students' progress

- Digital Library: PDF books are uploaded on Microsoft 365 for students and teachers use. The resources can be used not only for pleasure reading, but also for challenging and critical questions during the exams as they contain materials from the international competitions. In respect of students, they can develop their reading skills; expand general knowledge on variety of subjects as well as creativity and critical thinking.

- BYOD: Bring your own device program allows students to bring their mobile phones to support learning activities and allow students to take more control of their own learning and access various of digital resources

- Providing Online Simulations: Free tool from the University of Colorado that provides interactive, game-like simulations for physics, chemistry, earth science, biology, and math classrooms. The goal of the activities is to provide students with an open-ended exploratory environment where they can engage with science content like scientists.

8) Scientific Awards:

In 2016-2017, two of grade 11 students got 1st position in the National First Tech Challenge (FTC); a competition in which teams of grades 7-12 are challenged to design, build, program, and operate robots to compete in a head to head challenge in an alliance format.

In 2021-2022, two of our gifted students participated in INTEL scientific competition and got promoted to the second level.

9) Sports achievements:

We're proud of our students who have contributed in various sports activities. Many of our students have been awarded prizes on both national and international levels. This includes football, basketball, handball, volleyball, karate, fencing, swimming, table tennis, hooky, sailing, diving and athletics. Nationally, the students were awarded the 1st, 2nd and 3rd places; internationally the biggest achievement was in swimming category winning 3rd place in Germany and the 2nd and 3rd place in African championship. In fencing the student won the 2nd place in the African Championship and in sprinting the student won the 3rd place in the Arab Countries Championship and the African Championship.

In 2018-2019, the school won the first rank among various international schools in a Tele match competition in Pharos University.

10) School voluntary work:

Our school actively participates in a number of social activities throughout the year. The school social team visit several social institutions like: orphanages, nursing houses and hospitals to provide the necessities for their occupants. After identifying their needs, other visits are arranged on a regular basis and the team provide them with a variation of gifts, financial support, clothes, and medicine.

The social team also organizes a special event day for orphanage children by taking them to a recreational place for fun. During the Holy month of Ramadan, the team offers distribution of food to the needy. In the winter season, clothes and blankets are collected and distributed among the poor.

11) Parent involvement:

As this issue plays an extremely important role in students' achievement, our school doesn't limit the connection with the parents to a direct contact only through conferences. There are many ways that the school contacts the parents, for instance, having an access to the school website, traditional publications and the School Management System which is updated on a regular basis together with the Facebook Group and Page as the school believes in the importance of the social media as a tool of recognizing the outstanding students' achievements.

WhatsApp Groups: Each grade has its own WhatsApp group, this group is a very useful and efficient way of communication among all of the grade's parents. The aim of using WhatsApp group is to send messages to the entire group, and inform the parents with any updates which are relevant to school and students.

The school website becomes Mobile friendly: The school website has become mobile friendly, so the website performs well on devices like mobile phones or tablets, which helps in providing parents with the latest school news to increase their involvement.
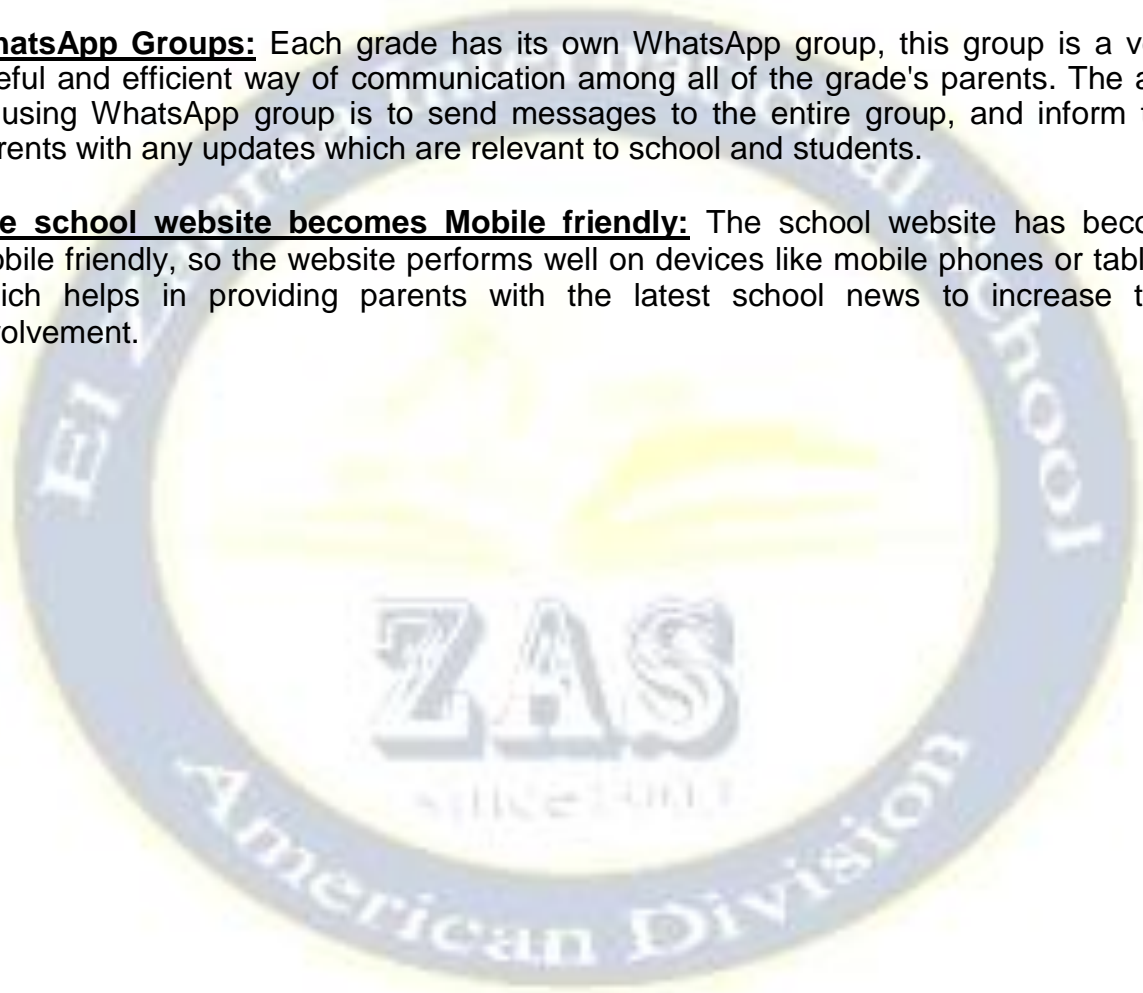
ADVOCATES

The school has two full-time counselors (Academic and Social) to help students in their lives by advising, guiding, structuring the courses and trying to understand what motivates them to improve their skills for future development. They implemented a program that modeled to meet their personal, academic, career, and social needs.

The school counselors' aim is to assist students and ensure the best outcome for every student with due attention given to their unique characteristics, to comply with universities and school graduation requirements, as well as provide guidance for making career choices and completing college applications.

Counselors provide assistance through:

➢ Day-to-day activities that may include conferences with parents and one-to-one interviews with students requiring assistance.

➢ Cover a wide range of topics related to the college admissions process and similar pursuits trying to put students on the right track.

➢ Hold meetings to both parents and students to clear up all points about Scholarships, applications, letters of recommendation, and academic visiting.

➢ Set a standardized counseling curriculum according to the ASCA standard.

➢ Set a counseling program aims to support all students in terms of maximizing opportunities for academic achievements.

➢ Provide the AP courses required to most of the universities.

➢ Visit different Universities through field trips.

➢ Send different sites and links for different Universities to provide students with all the information they need.

➢ Arrange meetings with the graduates who are now working in different fields to illustrate the working fields and opportunities.

➢ Make the student participate in activities within the school to spread the spirit of participation and self-development.

➢ Spread the spirit of cooperation and teamwork within the school between graduate students and current students in order to develop this concept within the school community.

Some of our students started their educational journey in universities outside Egypt by the assistance of the school counselors.

In 2017, student Nour Elfawwal registered in many universities like: University of Virginia, University of Maryland, The Catholic University of America and The George Washington University and finally, she was accepted by an engineering university in America.

In 2018, students Mostafa Elgammal and Karim Nashaat were accepted in an engineering university in America.

In 2020, student Mohamed Elzarkouny was accepted for a full scholarship in Bun Knell University in America in the field of Computer Science.

In 2021, student Jana Yasser Ismail is accepted for a full scholarship to study Grade 12 in America offered by the American Field Service Program (AFS).

In addition to a lot of other students who are still in the process of registering and completing the requirements for university acceptance.

Moreover, each student is assigned to a group of advocates like teachers, form teachers, social workers, deputies and administrators. Students have the opportunity to meet any of the advocates formally or on an as needed basis to discuss any of their problems or concerns.

The school is conducting a peer learning schedule among students within classroom sessions that enable top students to help their colleagues. Peer learning strategy is very effective for most of the students and positively affects their scores.