



ROSSLYN ACADEMY
ANNUAL REPORT
17-18



ROSSLYN ACADEMY

INSPIRE, EQUIP, SERVE

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WHO WE ARE



CHRIST-LIKENESS

SERVICE

COMMUNITY

EXCELLENCE

INTELLECTUAL VIRTUE

Rosslyn Academy is an international Christian school offering a North American curriculum from Preschool through 12th Grade, as well as the AP program. The mission of Rosslyn Academy is to inspire and equip each student to develop their God-given gifts for Christ-like service in the world community.

2017 – 2018 THEME VERSE

“A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another. By this all people will know that you are my disciples, if you have love for one another.”

John 13:34-35 (NIV)



AVERAGE CLASS SIZE: 20 students

TEACHER/STUDENT RATIO: 1:9

NUMBER OF STUDENTS 2017-2018: Preschool-19 Elementary-243 MS-173 HS-240

NUMBER OF NATIONALITIES REPRESENTED IN STUDENT BODY: 54

FACULTY: American 76%, Canadian 12%, Kenyan 6%, Korean 3%, Other 3%

LOCATION: Nairobi, Kenya (within a mile of the UN complex and the US Embassy)

FINE & APPLIED ARTS: Drama,Choir, Band, Art, Pottery, Woodworking, Photography, Web Design and more.

ATHLETICS: Tennis,Basketball, Soccer, Rugby, Swimming, Volleyball, Field Hockey

ADVANCED PLACEMENT PROGRAM: One of the largest and most successful AP programs in Africa



OUR COMMUNITY



675 STUDENTS



406 FAMILIES



54 NATIONS

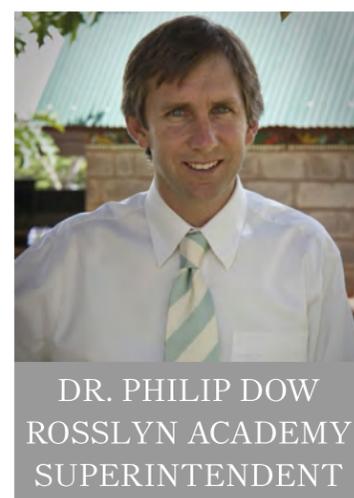


200 FACULTY AND STAFF



Though we come from over 50 different nations, and a host of cultures and languages, there is far more that unites than divides us.

MESSAGE FROM THE SUPERINTENDENT



Dear Parents and Alumni of Rosslyn Academy,

As we begin each year, we have found value in reflecting as a community on the previous school year. What do we need to celebrate and build on from last year? What lessons did we learn? How, in short, can the previous year help us as we continue to pursue excellence as a learning community committed to our Christian educational mission?

As we have spent time thinking over the 2017-18 school year, reading the parent surveys, sharing stories of growth, and analyzing academic benchmarks, we have been encouraged by the abundance of externally-impressive accomplishments that our students and staff were a part of last year (which I will spell out in a little more detail below). Yet as encouraging as the accomplishments of last year have been, our ultimate gauge of success needs to be the extent to which each of your children have been “inspired and equipped... to develop their God-given gifts for Christ-like service in the world community.” Every child is different, but what we saw again and again in the parent survey and through other forms of feedback is that last year was, challenges and all, a year of tremendous growth in individual students’ lives.

Rosslyn 2017-18 By The Numbers

For all intents and purposes, we were full during the 2017-18 school year with enrollment at around 675 students (preschool to grade 12). Approximately 41% of students came from the missionary community and 59% from the diplomatic, international and local business communities. During 2017-18 our students represented 56 nationalities and of that group, roughly 38% were American; 25% Kenyan; 10% Korean; and 27% from other nations.

Traditional Academics

Because we believe that thinking with excellence honors God and helps us love others and live well, intellectual growth is our educational “bread and butter”. Learning and growing intellectually is not primarily about test scores; in fact, we believe it is mostly about developing excellent thinking habits that result from a love of truth. More than content or skills, it is intellectual character that produces the life-long and life-giving transformation that we aim to see in our students. That said, test scores are one way we can assess whether or not our students are growing in both content knowledge and thinking skills.

At the end of 2017-18 we switched from the Terra Nova test to MAP (Measure of Academic Progress) testing – a set of computerized tests taken several times each year that allow us to track student progress and give relevant information to teachers that can be used immediately to support individual student growth. The individual results of the May 2018 tests were sent home in May and will be used as a baseline for assessing individual student growth as well as giving us helpful feedback in overall student development. While the results were expected to be short of those of the Terra Nova (due to it being the first time we had given the online MAP test and needing to work through numerous kinks) the overall results did generally reflect the strong student learning that we saw in the previous four years of Terra Nova testing in which the typical Rosslyn student scored almost 30 percentile points above the US national average.

At least as impressive has been the results from our High School AP program. Our AP program is the largest in sub-Saharan Africa (with approximately 16 different AP course offerings each year) and (based on pass rate) among, if not the, most successful. Over the past five years our AP Exam Pass Rate has been close to 87%, as compared to the Global Pass Rate of just over 60%. This is particularly encouraging in that we generally have an open enrollment policy in our AP program. The result is that over the past few years almost 75% of our Juniors and Seniors took at least one AP exam. For more information on our AP program and why we believe the AP program is the best option for our school, please see our webpage: <http://rosslynacademy.org/programs/advanced-placement-ap/>

The Arts

Because we believe in a wonderfully creative God, and because we believe that He is honored when we pursue and produce things of beauty and goodness, we have worked very hard on ensuring that our arts program develops the creative abilities of our students. We see regular evidence of this happening around Rosslyn and are grateful to our teachers and the students who work so hard in this area of the school’s life. If you have not had a chance to wander through the Mosaic art gallery (in the foyer of the auditorium) or the Elementary School library, please do. I believe you will be genuinely amazed at what our students are producing. In music and drama, the story is much the same. The quality of the concerts, plays, and musicals are drawing large audiences. Following the impressive production of "Les Miserables" and "Annie" in the last two years, the program took a musical and choreographic risk by choosing Lin-Manuel Miranda’s "In the Heights", a powerful story about immigrant communities in New York City that included diverse musical influences



like rap, hip hop, traditional ballads, and a number of Latin American genres. The performances were genuinely remarkable and were a tribute to the hard work of the students and the incredibly strong direction of Audrey Statler, Steven Slaughter, Sandra Daniels, and Lindsey Andress.

Sports

Because we believe that sports and athletics are an excellent venue for developing character, team-spirit and self-sacrifice; and because we believe that God is honored when we develop and use our gifts, we have invested a lot of time and energy into developing a strong sports program. Every year, we produce MS and/or HS teams that compete with other international schools in: football, basketball, volleyball, field hockey, tennis, swimming, and rugby. While winning and losing is not our ultimate gauge of success, it is always fun to be able to look back on team success when it comes. Check out the athletics highlight section on page 24 to see which teams won tournaments or league titles.

Other Extracurricular Student Achievement

MUN – Over the years we have developed a very strong Model United Nations program. For the second year running, a Rosslyn student was chosen to be Secretary General – the student leader responsible for the entire EAMUN program consisting of over 1000 delegates from 50 schools across Africa. This past year that student was Rosslyn graduating senior, Makenzie Hanson. The Rosslyn program’s continuing success is a strong affirmation of the hard work of our students, the tradition of the program, and the leadership of the MS and HS MUN teachers.

University Admissions- Every class has its own unique flavor and interests. Pursuing their individual dreams, the class of 2018 were admitted to a host of strong schools and gathered what appears to have been a record amount of scholarship funds. A small sample of admits this year includes: Northwestern University, Seoul National University, Georgia Tech, Baylor, McGill, Minerva, Embry-Riddle, Middlebury, UNC Chapel Hill, UT Austin, NYU, USC, Tufts, Warwick, Calvin, Wellesley, and many other strong universities.

Tuition and Fees for 2018-19

Thanks to strong stewardship by our finance team, we were very pleased to announce last year that we would not be raising tuition or fees for the 2018-19 school year. We trust this will be a blessing to many families within our community this year.

Building for 2018-19

Check out the facility upgrades, page 27, for more information on the new Middle and High School Commons Area and the Water Treatment Plant that will be under construction this year.

New staff arrivals

This year we had a turnover rate of about 14% of our “professional” staff – teachers and administrators, a rate lower than the 18% average in international schools. We are very excited about the new faculty and staff that are beginning their work at Rosslyn in 2018-19. While each story is different, the typical teacher at Rosslyn this year has over ten years of experience and holds at least one Master’s degree. Most importantly, they love students, love learning, and are committed to our Christian educational mission. (More on each new staff member can be found on the new staff page of this report, page 28.)

New student arrivals

We begin 2018-19 with an enrollment of approximately 670 students, which is roughly where we have been at this point for the last several years. Our admissions team has been particularly encouraged by the quality of applicants we have received this year, as well as the level of excitement that the newly admitted families have shown to be joining the Rosslyn community. If you are one of those families, we are delighted that you have joined our community and look forward to getting to know you better over the coming year.

In summary, as we look back on 2017-18, we have much for which to be grateful. Even in challenges, we have seen God work in tremendous ways. We are profoundly thankful for the community of students and parents that helped make 2017-18 at Rosslyn such a rich and rewarding experience. Thanks to the accomplishments of 2017-18 and the valuable lessons learned each year, we are anticipating another strong year of growth in individual students as well as for the school as a whole.

With Appreciation,

Phil Dow

ELEMENTARY SCHOOL REPORT (DR. KIM GILMER- PRINCIPAL)



We have had a very successful year in the elementary school, according to all the standard indicators. We were full to capacity in every grade except preschool. We earned very high satisfaction among preschool parents and K-5 parents, according to our parent surveys. We experienced a fantastic Spiritual Emphasis Week in March celebrating our God of Wonder. Our other annual events were amazing community-building experiences also: Sports Day, 5th grade Cultural Field Studies, two concerts, two art shows, two Intellectual Virtues celebrations, Mount Longonot climb for 4th graders, Open House for parents in August, International Day parade of nations, Showcase of Learning for parents and guests in May, Preschool Christmas concert and end-of-year Promotion Concert, Fifth Grade Promotion Ceremony, and a host of other events, field trips, and learning experiences.

We made a strategic switch from Terra Nova to MAP Growth for standardized testing this year, which will provide us with more timely and more useful data to maximize student learning and growth.

The report cards for grades 3-5 included new Intellectual Virtues (IV) assessments this year, and the students in those grades implemented IV self-assessments three times a year.

We have made a number of positive improvements in our physical space this year as well. We improved the muddy area around basketball court by adding steps and cement areas, planted more grass in playgrounds and open spaces, and purchased brand new student chairs, tables and desks (with numerous alternative seating options and workspaces designed for collaboration) for all ES classrooms.

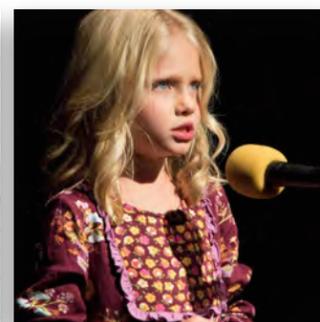
But numbers and events and initiatives and data don't capture the beauty of changed hearts and lives. Below are three anecdotes from this school year that ES teachers have shared.

"I really believe Bridges (our new math curriculum) is a win for my class this year. ALL of my students are almost 100% motivated during math time. I can't say that has been true for my previous years. On Wednesdays, we have a math lesson in the morning and again in the afternoon. After lunch on Wednesdays, I always say, "Remember, we have a second period of math on Wednesdays." The students cheer after that announcement. I see students helping each other with various math problems and assignments. If I ask for a volunteer to help a student who missed a math lesson (due to illness or other reasons) I receive many willing volunteers who are eager to help. I could actually give you many more examples of the enthusiasm and growth I witness in my students on a daily basis when it comes to the subject of math!"

"[James] is probably the most exciting growth I have seen, and it truly brings tears thinking of him. He started out the first half of the school year with an inability to do anything independently, unmotivated by seemingly anything I tried, was below

grade level in most subjects, lacked self-control and maturity in comparison to a typical student his age, and struggled with defiance. His growth is really a true testament to the community of teachers we have here, and the joint effort that it takes to help students be successful. I credit it greatly to several teachers involved, primarily his meetings with our ES counselor to discuss regulating his emotions, but also including tutoring from his previous teacher, learning support, and admin's consistency and help! He is now on grade level in most subjects, self-motivated and willing to try in all tasks, asking questions and involved, working mostly independently with minimal redirection, shows confidence and joy, has not openly defied me since early January, and gives his best with a smile! I can't praise the efforts of our elementary team enough for this case. It takes a village, and for [James] it has taken all of his teachers continuing to show they are invested in and love him, for him to feel safe enough to reach his potential. I really do believe that the heart behind teaching and reaching these kids starts with us loving them like Christ, and when they believe they matter both to us and Him then we can help them succeed."

"Devotions at our Morning Meeting are often one of the most meaningful times of our day. This week, as we finished Journey to the Cross, a wonderful children's devotional book about the time of Passion Week through Pentecost, I invited students to make a lunch date with me if they wanted to talk more about what it means to give your life to Jesus, what it means to follow Christ, or about any questions they had about God. One student approached me this week and asked to take me up on the lunch date invitation to talk about God. Several other students joined her, and one student asked, "Can we talk about what kind of soil we think we are?" This launched a discussion in which students articulated why they viewed themselves as certain soil (in terms of their receptivity to God's word), and I was able to correct some misconceptions (some students thought they couldn't be "good soil" unless they were perfect). One girl voiced that she sometimes has doubts about her salvation. Some of them think they know God, but they've never given their lives to Christ. I was able to again explain how it's Christ's righteousness that can clothe us and allow us to be acceptable and pleasing to God, but only when we acknowledge ourselves as sinners and accept his death on the cross for our sins as a personal gift. This conversation continued another day at lunch, initiated again by the students. I opened by sharing my own testimony and then inviting students to share their testimonies of how they gave their lives to Christ. I was encouraged to hear several students able to articulate a definitive time in their lives when they prayed and asked Jesus to come into their hearts, and that students who didn't share were able to hear testimonies of their classmates. We were also able to talk about how following Jesus isn't necessarily easy, but how God sent the Holy Spirit to be our helper. I am so thankful for these students' willingness and desire to talk more about their faith, and about their questions. They are searching for a deeper and richer understanding of who God is, and what it means to follow him."



MIDDLE SCHOOL REPORT (TYLER HEUGEL-PRINCIPAL)



This year has been another fun and thoughtful year in Middle School. The last month of school has been particularly encouraging in terms of the spiritual growth of our students. We witnessed several great testimonies in our Student Thankfulness chapel and our 8th-Grade student-lead chapel. It is always encouraging to hear students reflect on their own experiences this year and how God has shown Himself faithful in their circumstances.

Part of our mission is to develop Christ-like leadership in our students and this year our MS students were continually surprising me with ways they sought to serve others in our community by holding bake sales and donating the money to orphanages or those in the community that lost a loved one. Additionally, they lead prayers in chapel and were intentional in finding ways to welcome the incoming 5th-Graders on our 5th-Grade step up day!

We continued to see our students develop their God-given talents through all of our MS events and activities. Our drama students entertained us in a “fantastic” version of The Fantastic Mr. Fox. Our athletes continued to develop their skills and were rewarded in both boys and girls basketball and football. Our musicians grew as they worked towards their concerts and recitals and others continued to develop their talents both inside the classroom and within the greater community.

This next year we are looking forward to the implementation of a brand new Christian Religious Education curriculum which will encourage MS students to focus on understanding God’s redemptive story that began in the Old Testament, with the fulfillment of that story through the work of Jesus Christ on the cross. This curriculum is filled with analyzing ancient Hebrew history, hermeneutics, and personal application for each of these topics, which I am excited to see the fruits of in the everyday lives of our students.



HIGH SCHOOL (MR. DON MERCER- PRINCIPAL)



A walk around the high school campus is quite revealing.

For those who have not walked it recently, one thing it will reveal is a new teacher workroom and lounge, a new classroom, and new adult/parent bathrooms. Compared to previous years' construction, this is not much but we are actually grateful for a year of only modest building!

If your walk around the campus came during lunchtime, you might question whether or not the high school teachers really did finally get a well-appointed and attractive workroom and lunchroom. For years they have joked about sitting outside on stone and cement benches no matter the weather. But this year, they did get a new staff lounge. The funny thing is, it is not used much at lunch... and the reason is quite revealing.

After a brief and enthusiastic foray into the comforts of the lounge, teachers retreated back to various benches in 'the zone.' The reason? They love hanging out near students. They love the conversations that happen as students and teachers share space in the zone.

For sure, one of the outstanding features of Rosslyn is teacher-student relationships. A walk around the campus, especially during break times, shows that. And even teachers who don't make it to the zone during breaks find students wandering into their classes for help or just for a chat.

That's the outstanding and familiar feel of the campus. We enjoy being here. We enjoy each other. Across grade levels and across age levels. Across denominations and nationalities. We are understandably proud of our AP scores and fine arts presentations. We love CFS and our successful sports teams. Read about them on the following pages.

But those events and activities are successful in part because of our day in and day out strong relationships.

So when we look back on the success of a given school year, we don't want AP scores and university acceptances and sports titles and musicals to overshadow one of our most important successes: strong relationships. We're thankful for the great relationships that God is building in us and through us.



CLASS OF 2018

CLASS OF 2018 OFFERS AND ACCEPTANCES



- | | | | |
|----------------------|-------------------------|------------------------|----------------|
| Saaniye Amin | Nick Jackson | Kinya Marangu | Joy Wala |
| Kofi Emmanuel Amofo | Sabrina Johnston-Romero | Carmichael McKelvey | Anna Wallace |
| Bradley Armstrong | Mercy Kagoro | Tianna McKenzie | Blaise Walton |
| Brice Bogna | John Kahura | Kirubel Mengistu | Angela Wanguba |
| Kai Brozovich | Tyler Kaugi | Boston Morgan | Sofie Waweru |
| Miranda Buwalda | Kemeel Kebede | Teresa Muhiu | Caden Winget |
| Claya Davis | Yash Khapre | Ian Muriithi | |
| Michael Feng | Jaegook Kim | Sabena Malaika Muyuka | |
| Daniel Fitzpatrick | Abigail Kinaro | Kenji Niyokindi | |
| Cheney Garner | Daniel Kong | Emily Njoroge | |
| Nderitu Gatere | Hanny Lee | Malaika Norman | |
| Brandon Githinji | Jacqueline Lee | Tuji Okwany | |
| Linda Haak | Sally Lee | Ishani Patel | |
| Riyah Hadi | Karen Leonard | Radhika Patel | |
| Ammanuel Hailu | Amy Liu | Nora Pearce | |
| Yewon Han | Lillian Magruder | Tiffany Ratsizafy | |
| Makenzie Hanson | Carmel Makaya | Nikita Sehmi | |
| Tadiwanashe Hondonga | Elam Makonnen | Imani Thairo | |
| Joshua Hyodo | Luke Mancuso | Jorge Turcios Regalado | |

Over 95% of
Rosslyn
graduates
pursue
post-secondary
education.

- | | | | |
|------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------|
| <u>Abilene Christian University</u> | Indiana Univ.-Purdue Univ. Indianapolis | <u>Syracuse University</u> | <u>Utah State University</u> |
| <u>Academy of Art University</u> | Jacobs University, Germany | <u>Taylor University</u> | <u>Utah Valley University</u> |
| Acadia University, Canada | <u>John Brown University</u> | <u>Texas City College</u> | Vancouver Island Univ., Canada |
| Alma College | <u>Kenya Methodist University</u> | Tilburg Univ., The Netherlands | <u>Wellesley College</u> |
| American University of Rome, Italy | King's University, The, Canada | Tufts University | Western University |
| Anglia Ruskin University, UK | <u>Lehigh University</u> | <u>University of Alberta, Canada</u> | Western Washington Univ. |
| Appalachian State University | Le Tourneau University | <u>University of Bridgeport</u> | Westmont College |
| <u>Ashesi University College, Ghana</u> | Louisiana State University | <u>Univ. of BC, Vancouver, Canada</u> | <u>Wheaton College</u> |
| Barry University | Loyola Marymount University | <u>Univ. of BC, Okanogan, Canada</u> | Windsor University, Canada |
| <u>Baylor University</u> | <u>Miami Dade College</u> | <u>Univ. of Buckingham, The, UK</u> | <u>Yonsei Univ., South Korea</u> |
| <u>Boston University</u> | <u>McGill University, Canada</u> | <u>Univ. of Calgary, Canada</u> | Yonsei University, Wonju Campus, South Korea |
| <u>Brigham Young University</u> | Messiah College | University of California, Davis | Yonsei University, Song Do Campus, South Korea |
| British & Irish Modern Music Institute, UK | Michigan State University | University of California, Irvine | York University, Canada |
| Brock University, Canada | Middlebury University | University of California, San Diego | |
| <u>California Baptist University</u> | <u>Minerva Schools at KGI</u> | University of Colorado Denver | |
| California College of the Arts | <u>Montgomery College</u> | <u>University of Guelph, Canada</u> | |
| California Institute of the Arts | <u>The New School: Parsons Paris, France</u> | <u>Univ.College Groningen, The Netherlands</u> | |
| California State University Fullerton | New York Institute of Technology | University of Groningen, The Netherlands | |
| California State University Long Beach | New York University | University of Illinois Urbana Champaign | |
| <u>Calvin College</u> | New York University Shanghai, China | <u>University of Kent, UK</u> | |
| Canadian Mennonite University, Canada | North Park University | University of Maryland Baltimore | |
| <u>Carleton University, Canada</u> | Northeastern University | University of Minnesota Twin Cities | |
| <u>Chapman University</u> | Northwestern University | <u>University of Queensland, Australia</u> | |
| <u>College of the Atlantic</u> | Pennsylvania State University | <u>University of New South Wales, Australia</u> | |
| Colorado State University | <u>Pepperdine University</u> | University of NC, Chapel Hill | |
| <u>Columbia College Chicago</u> | Pratt Institute | University of Reading, UK | |
| Concordia University, Canada | Purdue University | University of Rochester | |
| Covenant College | Queen's University, Canada | University of St. Louis Madrid, Spain | |
| <u>Dalhousie University, Canada</u> | Roehampton University, UK | University of Sheffield, UK | |
| <u>Embry-Riddle Aeronautical Univ. - Phoenix</u> | <u>Ryerson University, Canada</u> | University of Southern California | |
| Emmaus College | St. John's University | <u>University of Sussex, UK</u> | |
| <u>Florida Atlantic University</u> | Samford University | <u>University of Tampa</u> | |
| George Fox University | <u>Savannah College of Art and Design</u> | University of Texas at Austin | |
| George Washington University | School of the Art Institute of Chicago | University of Toronto, Canada | |
| <u>Georgia Institute of Technology</u> | Scottsdale Community College | University of Utah | |
| Gordon College | <u>Seattle Pacific University</u> | University of Vermont | |
| <u>Grand Canyon University</u> | Seattle University | <u>University of Victoria, Canada</u> | |
| Griffith University, Australia | Seoul National University, South Korea | University of Warwick, UK | |
| <u>Houghton College*</u> | Simon Fraser University, Canada | University of Washington | |
| Humber College | Sungkyunkwan University, South Korea | <u>University of Waterloo, Canada</u> | |
| Illinois Institute of Technology | <u>SUNY at Buffalo</u> | University of Windsor, UK | |

Acceptances
* Deferred

MAP GROWTH TESTING

Rosslyn Academy has made a significant change in our standardized testing this school year and into the future. We have moved from the Terra Nova test to MAP Growth in grades 3 through 8. MAP (Measure of Academic Progress) is a standardized test created by the Northwest Education Association (NWEA) and is designed to show growth and mastery, not just achievement. The norms and standards for MAP uses anonymous assessment data from over 10.2 million students and 6 million test results from more than 23,000 schools in the US and internationally.

MAP is a computer-based testing system which delivers immediate results within 24 hours. This is one of the most important reasons to use this test. Teachers are able to see results in a timely manner which will then help to inform their understanding of the educational needs of each student and inform their teaching both for the classroom and for the individual. In this way teachers will be able to:

- personalize instruction for individuals and groups,
- plan instruction that meets students at their level,
- engage students and parents in goal setting, and
- monitor progress for struggling and advanced students.

The MAP test can be used up to four times a school year. Rosslyn intends to facilitate an administration of MAP once near the beginning and once near the end of each school year. The first administration by very informative to teachers in planning the academic needs for their students and classroom in that school year. The end-of-the-year administration will inform the growth and progress of each student during that school year. As the MAP test is carried from year to year with each student, it will show growth and progress over their entire time at Rosslyn. Further, the student MAP profile can be transferred to any school which uses MAP in the US or internationally. Schools which do not use MAP can still use the student data to inform their admissions and placement in the case of a student transitioning to another school.

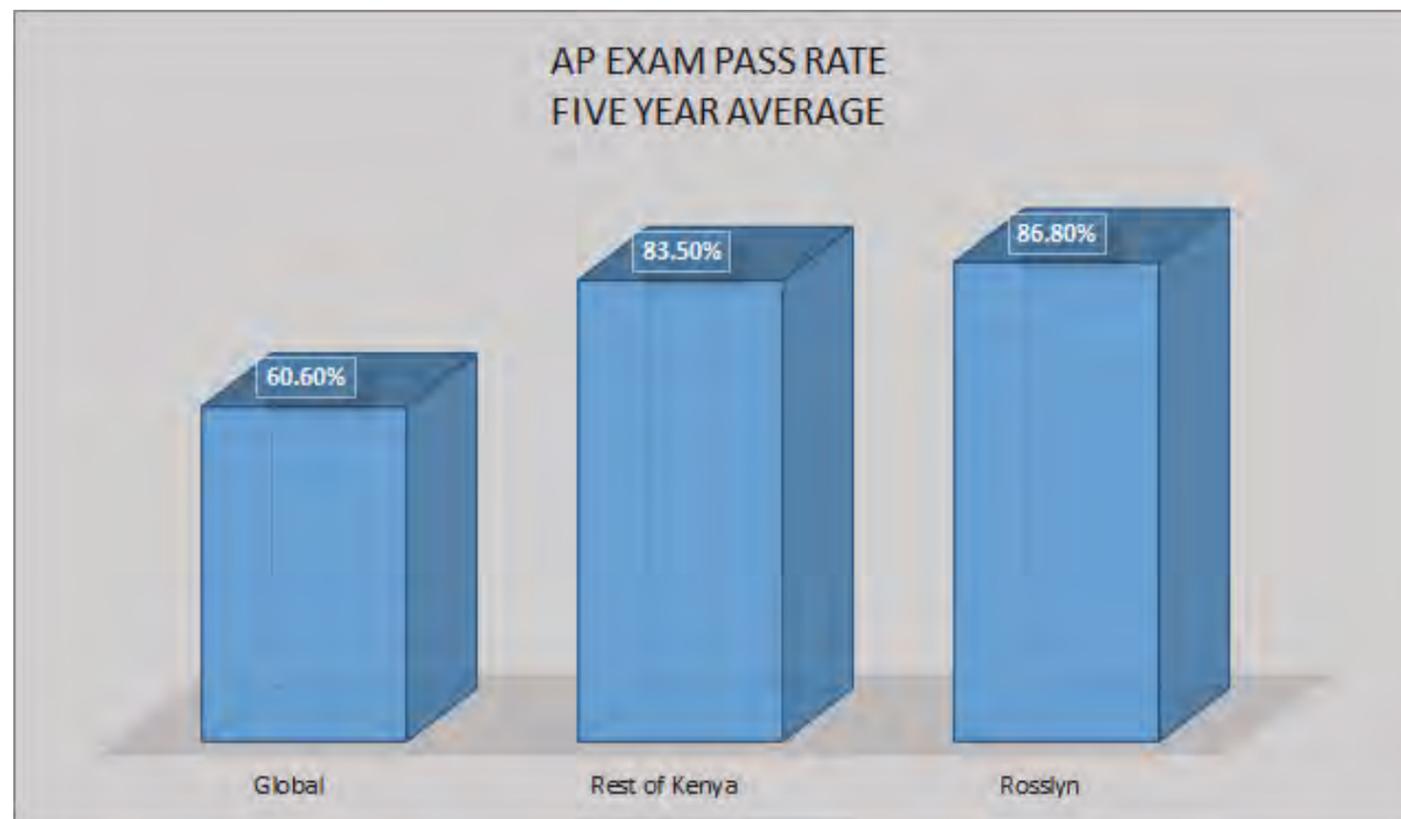
MAP Growth will also allow teachers and administrators to recognize and differentiate students' needs which may require more intervention and individualized plans.

2017-2018 Testing Data

Because we are in the early stages of this testing, we are just now establishing our baselines for future analysis as well as giving our students time to adjust to this new testing format. After the initial testing is done in September/October for the 2018-2019 school year we will have growth charts and progress scale models to share. Our students are doing well, and many are achieving scores well above the global average. Even more importantly, this test is allowing us to see growth in our students regardless of their current level. Growth is, of course, what is most important to us.



ADVANCED PLACEMENT PROGRAM



The Advanced Placement curriculum is a rigorous and globally-recognized program aimed at high-achieving college-bound students who want to prepare themselves for entrance to strong universities. The highly-regarded program is similar to the International Baccalaureate program, but is used much more widely in North America. It has also been invaluable for our students seeking entrance in top UK and European universities.

Rosslyn Academy is proud of our reputation as one of largest and most successful AP programs in Africa. Once again, we are pleased with how well our students performed on their AP exams this past May. As you can see from the chart, our pass rate average for the past five years was above eighty-six percent, which is a full twenty-six percentage points above the global average. As a school, we are particularly gratified to note that over seventy-five percent of our juniors and seniors were involved in the AP program. These quite remarkable numbers are a tribute to the excellent teaching and learning going on at Rosslyn, but also to the tremendously gifted and hard-working students that God has given us the opportunity to work with.

FINE AND APPLIED ARTS HIGHLIGHTS



HIGH SCHOOL FALL PRODUCTION
Brainstorm
MIDDLE SCHOOL DRAMA PRODUCTION
Fantastic Mr. Fox
HIGH SCHOOL SPRING MUSICAL
In the Heights
ROSCARS
Hollywood, Nollywood, Bollywood



ATHLETICS HIGHLIGHTS



HS GIRLS SOCCER

League Champions

HS GIRLS AND BOYS SOCCER

ICSA Tournament, Dar es Salaam, Champions

HS GIRLS BASKETBALL

Undefeated – League Playoffs Cancelled Due to elections

HS BOYS BASKETBALL

American League Runners-Up

HS BOYS BASKETBALL

KAIS League Tournament Champions

MS GIRLS SOCCER

Undefeated, RVA and Rosslyn Tournament Champions



FINANCIAL INFORMATION

Rosslyn believes that strong financial stewardship is a Christian obligation and is directly related to our ability to achieve our Christian educational mission with excellence. We also recognize that for many of our families, a Rosslyn education is a sacrifice. For this reason, we feel it is important to state clearly that as a mission-founded non-profit school, there are no shareholders who benefit financially from the school and no dividends that are shared between investors. All revenue generated from school fees goes into the costs of providing students with an outstanding international Christian education. Any surplus from a given year's budget is simply re-invested in the school.

INCOME SUMMARY

Net Income	\$929,143
Change in Working Capital	(\$341,266)
Cash from Operations	\$587,877
Capital Expenditure	\$110,988
Cash from Financing	(\$214,610)
Net Increase in Cash	\$262,280
Beginning Cash	\$1,676,418
Ending Cash	\$1,938,698

OPERATING EXPENSE ALLOCATION

Administration	6%
Personnel	71%
Academic	10%
Operations/Physical Plant	7%
Transportation	7%

FACILITY UPGRADES

2017-2018 Projects

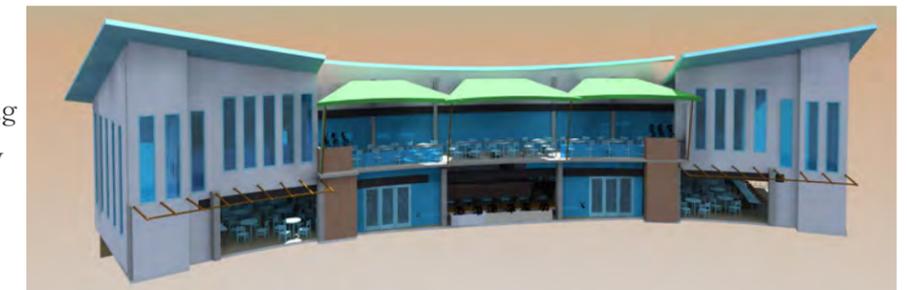
HS Faculty Lounge and Wellness Center



2018-2019 Projects

New Middle School and High School Commons

While the accreditation team of 2015-16 offered glowing praise for Rosslyn's campus and our facilities, the one glaring weakness they pointed out, and one we have long felt, was the lack of an adequate cafeteria to serve our students and staff. We hope to break ground on our new MS/HS Commons by late 2018, with completion expected during the 2019-20 school year. Located in the space currently occupied by the track banda, the new MS/HS Commons will have separate dining spaces for the Middle School, the High School, and staff. Plans also include a PTF store and coffee shop overlooking the upper sports field. Our facilities Master Plan also includes a dining and auditorium facility for our elementary school to commence by 2021.



Water Treatment Plant

Rosslyn has also made the decision to continue its efforts towards greater environmental stewardship by building a water treatment plant on campus. When all phases of this facility are complete, it will mean that roughly 75% of the water we use on campus will be able to be completely recycled and reused for any use – including as safe drinking water. With water rationing likely to be a regular feature of life in Nairobi, for the foreseeable future, we believe this investment will further bolster our water security while also freeing up additional resources for others.

NEW STAFF



HS SOCIAL STUDIES: Laura Sanders. Laura has a B.Sc. in Political Science, two Masters degrees, multiple educational certifications, and over ten years of teaching experience secondary school subjects all around the world, most recently at the International Community School in Bangkok.



DIRECTOR OF SPIRITUAL LIFE: David Matlak. David is a graduate of Wheaton College and previously taught HS Chemistry and was Acting Head Chaplain at Rosslyn before returning with his family to the US to pursue his Master of Divinity at Beeson Seminary. David has served for the last five years as a family and youth pastor in Virginia. He is joined by his wife and four sons.



ES CLASSROOM TEACHER: Sarah Hall. Sarah holds a B.Sc. in Education and a Masters of Education and has been one of our regular, highly-respected, and well-loved substitutes during the last year. Sarah's husband works with the US Embassy and they have two children attending Rosslyn.



MS SOCIAL STUDIES: Sarah Lout. Sarah has approximately fifteen years of teaching experience, most recently at The American School of Kinshasa, where her husband worked with World Vision. Sarah comes with incredibly strong recommendations from some highly regarded schools and, most significantly, a deep commitment to her faith and seeing students grow both academically and spiritually.



MS/HS CHOIR: Bill Rowe. Bill has a Bachelor's degree from California State Fullerton and a Master's degree from Western Seminary where he studied church music focusing on the voice and choral music. Most recently, he has been teaching music at Daystar University here in Kenya.



HS ENGLISH: Emily Lovely. Emily has been teaching HS English in the Florida public school system since 2005, taking only two one-year breaks to do missions in Haiti (2012) and India (2016). Emily has a deep and vibrant faith and is a National Board-Certified teacher.

MS LANGUAGE ARTS: Priscilla Wanjeri. Priscilla joins Rosslyn from Braeside School where she has taught secondary English for the last nine years. She has a Bachelor's degree in English and Literature and is currently pursuing her Masters. Priscilla comes very highly recommended and we believe she is going to add significantly to our MS team.



ES SCHOOL COUNSELOR: Arielle Rondon. Arielle grew up in Mauritania and is now the wife of a US diplomat. Arielle comes to Rosslyn with a M.Ed. in counseling and more than five years of experience in ES education, administration and counseling.

MS/HS PE TEACHER: Annika Seefeld. Annika has a Bachelor's degree in Equine Leisure and Sports and a Master's degree in Sport and Exercise Psychology. Annika first moved to Kenya in 2016 and has been offering Sport Psychology Consultancy services to some of the National Teams and was part of the development of an curriculum for coaching courses in Kenya.



HS CRE: David Brinkley. David has Master's degrees in Theology and Divinity and is currently completing a Doctor of Ministry degree. In addition, David has extensive experience in both classroom teaching at the secondary school level and as a pastor (both as a youth and senior pastor). Just as important as his impeccable qualifications is David's clear and obvious love for God, Scripture, and students.

ES Classroom Teacher: Beth Brinkley. Beth comes to Rosslyn (along with her husband, David) with a strong reputation as an educator and seventeen years of classroom teaching experience in both Christian schools in the US and the North Carolina public school system. She received her Bachelor's in Teaching from Liberty University

NEW STAFF (CONTINUED)

PRESCHOOL TEACHER: Mel Kirkpatrick. Prior to taking a few years off from classroom teaching, Mel had taught for a number of years internationally, including several extremely successful years at Rosslyn, where she developed a reputation for thoughtful and creative learning.

MS SCHOOL COUNSELOR: Brad Fuller. Brad has a Master's degree in social work (with four years of counseling experience and counseling certifications in both Kenya and Canada). Brad also has a Master's degree in theology and a number of years of teaching experience in Christian schools in Canada.

HS ART: (one-year Sabbatical cover for Janey Brozovich): Rebecca Mercer. Rebecca has taught Art at Rosslyn and a number of other international schools over her teaching career. While she has been primarily involved in volunteer activities with the Nest and other organizations in Kenya since her return, we are thrilled that she was willing to bring her considerable experience and passion for art to this one-year role at Rosslyn.

INTERNAL STAFF MOVES

ES Chaplain and MS/HS Librarian- Katrina Siegrist

ES/MS IV Coordinator & Learning Support- Rileigh Schunk

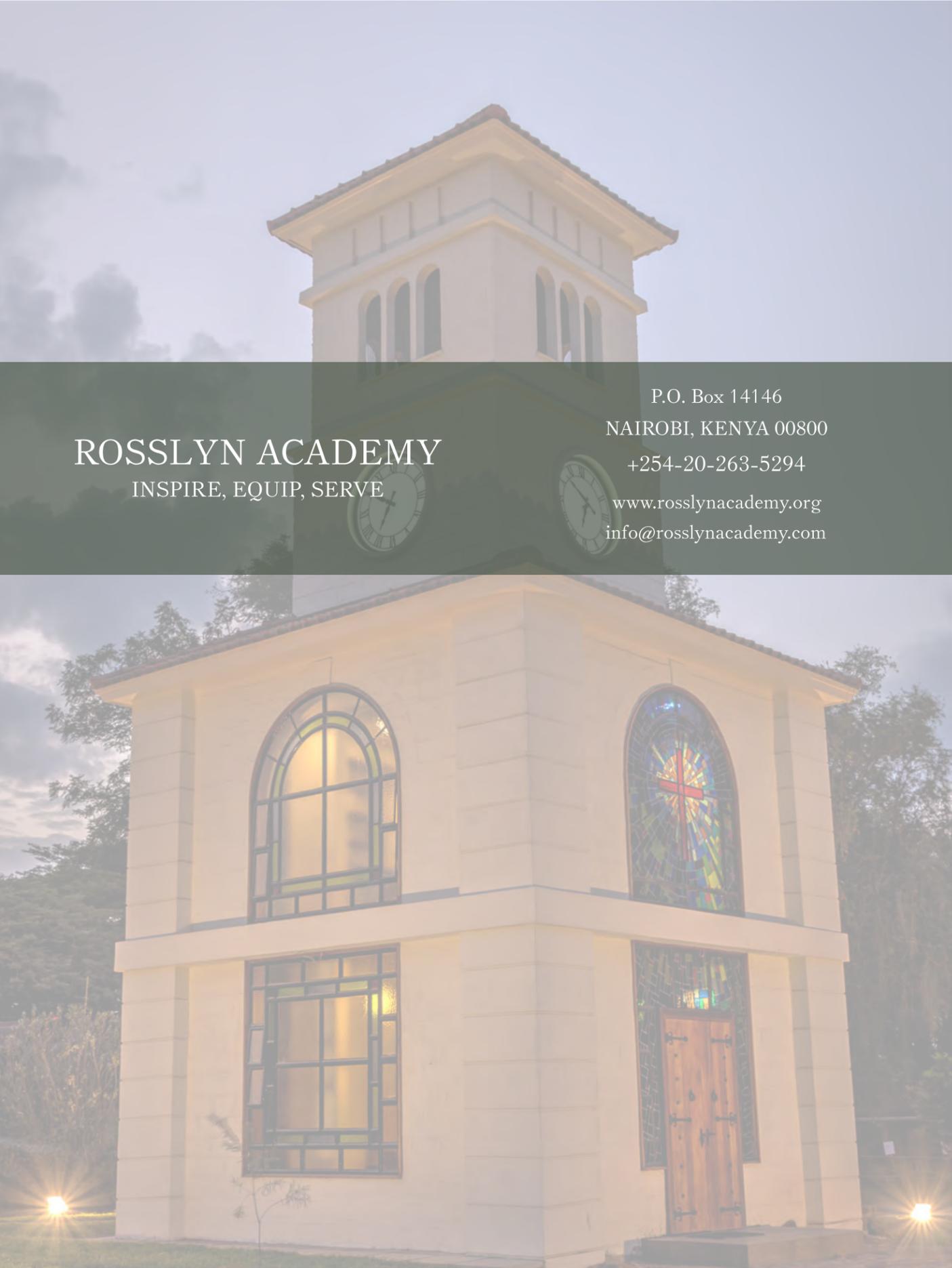
Elementary Learning Support- Sarah Rondeau

Preschool and KG Specials- Suzanne Slaughter

HS English- Dr. Timothy Shea

HS English/Drama- Steven Slaughter

HS Math- Brent Siegrist

A photograph of the Rosslyn Academy building at dusk. The building is a two-story structure with a prominent clock tower on the right side. The clock tower has a square top with a small roof and arched windows. The main building has large arched windows and a wooden door. The sky is a mix of blue and purple, and the building is illuminated from within, creating a warm glow. There are some trees and bushes in the foreground, and a few lights are visible on the ground.

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INSPIRE, EQUIP, SERVE

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