Learning never exhausts the mind. —Leonardo da Vinci

Year in Review

2006

BOSTON
CHARLOTTE
CHICAGO
HOUSTON
WASHINGTON
Learning is not attained by chance, it must be sought for with ardor and attended to with diligence. —Abigail Adams

These words were spoken by Abigail Adams, and her words are as relevant today as they were in 1780.

During the past year at the British Schools of America, we’ve shifted our focus from teaching to learning because we’re passionate about helping students achieve the highest levels of academic, social, and emotional learning and about helping them improve their own learning.

The 2006 Year in Review outlines some of the many ways we are working to become great. Different approaches with one shared aim: Improving learning.

In this Review, you will read about how we are transforming classrooms through Looking for Learning, an approach that places learning at the heart of all that we do. Related to the transformation of our classrooms, you will also read about how we prepare all of our schools for learning at all levels, through reviews, accreditation and staff training. We are always learning and looking for ways to improve learning throughout our organisation.

We are especially proud to share with you the outcomes of the work we do: the awards and achievements for learning our students and colleagues have earned, the tools we use to measure our success in and out of the classrooms, and the proof of our success.

As an internationally-minded organisation, we aim to develop internationally-minded learning communities. We all know that technology has created a world where our children will not only live in the world, but will also travel, work and learn in the world. In this year’s review, we are excited to share with you some of the connections we have with our local and global communities and some of the ways we continue to develop a global appreciation in and out of the classroom.

Last but not least, you will enjoy reading about the continued growth and development of our schools throughout America. From the development of new properties that enhance the learning of our communities, to the development of a curriculum that continues to embrace the global needs of our ever changing world, to the growth of our schools with regards to resources.

We hope you learn something about us as you read on.

Sheree Speakman, Chief Operating Officer
Martin Skelton, Head of Learning
Marina Major, CPA, Chief Financial Officer

December, 2006
British Schools of America (BSA) is one of the three divisions of WCLS. The others are Fieldwork Education, Ltd (which itself comprises Fieldwork Education Services and The International Primary Curriculum) and Overseas Schools Ltd., which has just opened its first school in Qatar. BSA has an Education Board, made up of the Head Teachers of the five schools and BSA management, so experience can be shared and success replicated. BSA’s Executive Board consists of BSA and WCLS management and investors. In addition, each school has a School Consultative Group, made up of parents and community members who work to support the school in developing partnerships with parents, teachers, staff, and the local and international community. The Executive Board of WCLS is comprised of directors and managers from each division and WCLS investors.
During the past year we’ve made a conscious effort to shift the focus of our schools from teaching to learning. The framework for this change has been Looking for Learning, devised by our sister organisation, Fieldwork Education and already used successfully in schools around the world. Looking for Learning places learning at the heart of every classroom; it literally changes the way we see what we do on a day-to-day basis. Looking for Learning gives back the purpose that made us want to be teachers and educators in the first place. Using it has helped us to develop a common language about learning, enhance professional discussion, enrich student learning and classroom practice, and ultimately, improve both the quality and quantity of learning in our classrooms.

Each step of the way we ask ourselves these questions:

- Is your child learning in this lesson?
- Is he learning appropriately?
- Is her learning sufficient?
- What do teachers do to offer greater support?
- What might make the learning even better?

How does the company resource teachers to help students learn?

One manifestation of our innovative learning practices is the learning walls we have created in our classrooms and our halls. Teachers design a public space with a designated area to showcase each student’s development. Brick by brick, the Learning Wall records the children’s daily progress. The celebration and recognition of their individual achievements build each child’s self-esteem about their education and overall experience at school. It translates into a growing sense of ownership in day-to-day learning experiences, and ultimately into a genuine enthusiasm for learning.

Learning Walls vary from classroom to classroom: examples include bricks in a wall, raindrops on flowers, science beakers and test tubes. Each student either writes or tells their teacher what they are most proud of learning in school that day. In effect, the Learning Wall reinforces the ideas taught in daily lessons and excites the children about their own progress. Children are more aware, engaged and confident in their own learning as a result.

As a direct result, children come home excited to talk about what they learned in school that day. Younger children are better able to articulate what they are learning, and parents tell us that their older children talk openly about what they have done well at and understood in school.
The founding intention of BSA was to provide a British style education for British and other international expatriates in the U.S. Our current enrolment has developed that original idea and with an increasing number of American students in our schools we now educate more than 1300 pupils from over 45 countries. In many ways, of course, we retain a strong sense of British education, developing hard working students in an atmosphere of respect and positive discipline. Our curriculum represents the very best now being offered in UK schools and our pupils follow a demanding, well-rounded, international course of study. It is our pupils that truly make us international. They bring with them a wealth of experience and knowledge and a range of perspectives that we relish. We hope that our contribution to their development will enable them to continue their learning wherever life leads them.
Each year we are delighted to single out some notable achievements amongst our pupils and staff. These achievements help to highlight some of the great learning that has taken place in our schools.

**Boston**

Year 6 pupil Rebecca Shamritsky won second place in a College Savings Art Competition. Rebecca was awarded a $2,000 contribution payable to a UFund College Investing Plan account. The contest invited students in grades three through five to submit artwork on the theme “What I Want to Be When I Graduate from College.” Rebecca’s winning artwork illustrated the career of an interior designer.

**Houston**

BSH pupils were runners-up for the second year in a row in the Texas division at the 2006 Global Enterprise Challenge held at NASA. The team of eight Year 10 and 11 pupils put together a plan for a microchip that was embedded in a wristband and designed to keep loved ones from getting lost during hurricanes and global disasters. The judges gave the British School team high marks for their ideas and concepts, comprehensive business plan, and presentation. This was the second year BSH had a team competing and the second year to place as runner-up.

Year 12 pupil Aman Hasan won top awards at the second annual Cathedral District Children’s Art Fair. His lion painting was selected out of several hundred entries, submitted by 17 public and private schools, by judges from such prestigious institutions as the Art Institute of Chicago, the Museum of Contemporary Art and Loyola University Museum of Art.

**Chicago**

BSC Year 1 class teacher, Clare Grehan was chosen as Ravenswood’s Outstanding Educator of the Year in February 2006. Clare was lauded for the nurturing environment that is created in her classroom and the individual connection that she has with each student. It was a great compliment to Clare and to the British School of Chicago.

In July 2006, the British Consul announced that BSC was the recipient of the British Consul Award for excellence in small business. The award was presented at an awards dinner in September.

Year 9 pupil Aman Hasan won top awards at the second annual Cathedral District Children’s Art Fair. His lion painting was selected out of several hundred entries, submitted by 17 public and private schools, by judges from such prestigious institutions as the Art Institute of Chicago, the Museum of Contemporary Art and Loyola University Museum of Art.

**Washington**

National Geographic staff saw a familiar face at the National Finals in D.C. at the end of May. BSW Year 7 pupil, Benjamin Geyer, held on to his title as the District of Columbia Geographic Bee champion in a very close competition. Ben joined the 54 other state-level geography bee winners to compete in the finals of the National Geographic Bee in May.

Pete Dyer, BSW Office Manager and husband to Maths & Statistics teacher Celia Dyer, completed his degree last year, receiving a first class, BA (Hons) from the University of Lincoln in History and Management. Pete was the first in his family to attend university. He and Celia returned home to attend the graduation ceremony that was held in the 1,000 year old gothic cathedral in Lincoln.
Our pupils benefit from an academic programme that closely follows England’s system of education. English schools focus on the whole development of the child, aiming to equip every pupil with the essential skills for lifelong learning. The nursery and reception classes (for children aged 3 through 5), follow the Foundation Stage curriculum based on the British Government’s Early Learning Goals. From age 5 through age 16, the English National Curriculum is followed, supplemented by the International Primary Curriculum, whose key concepts of independence and interdependence underpin our view of what it is to have an international mindset; these curricula then lead into the GCSEs at 15 and 16. Our oldest pupils—our “sixth-formers”—are enrolled in the elite International Baccalaureate (IB) Diploma Programme. The programme, which has been offered for over 30 years, has earned a reputation for rigorous assessment, giving IB diploma holders access to the world’s leading universities.
Since our first days we have always paid attention to the quality of our work and our provision. Our first school in Washington was independently reviewed at the end of its first year and each succeeding school has followed that pattern. Now, though, we have a more intensive suite of quality control features, some of which we describe here.

**International Baccalaureate Organisation (IBO) Accreditation**

BSW and BSH are accredited to offer the prestigious International Baccalaureate Diploma Programme. The year-long accreditation process includes presentation of detailed plans, and evidence of preparation and resources to offer the IB Diploma Programme successfully. The application is followed by an authorisation visit, intended to ensure that the candidate school is genuinely committed to the pursuit of excellence in international education. The IBO visiting team also ascertains the leadership’s and faculty’s preparedness to offer the programme and verifies that the school’s planning has been both systematic and comprehensive.

BSB had its authorisation visit in September of 2006 and anticipates authorisation of accreditation during the 2006–2007 academic year.

**National Independent Private Schools Association (NIPSA) Accreditation**

BSC is accredited by NIPSA. Accreditation is based on evaluation of the degree to which a school is accomplishing the purposes and functions outlined in its own statement of objectives, and on the appropriateness of those purposes and functions for an institution of its type. In addition, to qualify for accreditation, a school must give evidence of meeting or exceeding criteria that are established to determine the effectiveness of the school’s educational programme and services.

**Fieldwork Education Services Learning-Focused Accreditation**

As part of the four-year rolling review carried out by Fieldwork at BSA schools, BSW applied for and was granted Learning-Focused Accreditation. The quality and quantity of learning taking place in our schools represent the central core of everything we do. Learning accreditation is of concern to children and students, their parents, the leadership and management of schools, school boards and governing bodies and teachers themselves. The quality and quantity of learning is the most important evidence a school can produce. Uniquely, learning-focused accreditation from Fieldwork Education Services is purely about learning. It is not an accreditation of all the other features of the school except in the extent to which these other elements promote or hinder learning.

**Accreditation by Fieldwork Education Services as learning-focused means that BSW:**

- Is focused on learning
- Has consistent and successful approaches to the promotion of learning
- Evaluates its own performance
- Sets itself challenging but realistic targets for the improvement of learning
- Is subject to external review

BSC has been granted provisional Learning-Focused Accreditation by Fieldwork and is preparing to receive final approval in the coming months.

**Council of International Schools (CIS) Accreditation**

BSC received a preliminary visit in the spring as part of the first phase of the accreditation process for CIS. The school began the formal accreditation process in September 2006 and it should take 18 months to complete the baseline work for successful accreditation.
External reviews of schools are important. They provide an independent look at what is going on, help to validate the school’s internal evaluation and provide impartial external evidence of performance.

But how many are about learning? Really about learning?

Our periodic Learning-Focused Reviews, provided by Fieldwork Education Services, provide us with an external review and an instrument for conducting our own on-going internal review which focuses on:

- The quality of learning
- The extent to which learning happens in our schools
- How effectively our schools support learning

Conventional evaluations focus first on resources, curricula, teachers, governance and more. A Learning-Focused Review starts with the only thing that really matters—the quality of learning in our schools. These reviews help us look at the results of learning through hard and soft data. They also help us look at day-to-day learning in the classroom. And they help identify how our teaching, curriculum, resources and communication help or hinder the learning taking place.

External reviews are used to judge the quality of our internal evaluations. Every week, Middle and Senior leadership members observe lessons across the school. Each meeting of the Leadership team begins with a review of the learning that was observed and a discussion of how to improve it. The school leadership team provides half-termly reports for all staff on learning-centred classroom observations.
Improving Learning

GREAT LEARNING REQUIRES GREAT TEACHERS. WE HIRE THE BEST TEACHERS AND THEN GIVE THEM TRAINING AND LEADERSHIP OPPORTUNITIES DESIGNED FOR PROFESSIONAL GROWTH. IN ADDITION TO THE EXTERNAL COURSES, CONFERENCES AND SYMPOSIA THAT OUR STAFF ATTEND, WE PROVIDE HIGH CALIBRE OPPORTUNITIES IN-HOUSE.

WHOLE SCHOOL INSET
In September 2005, teachers and staff from all five BSA schools gathered in Houston, Texas for our bi-annual in-service training known as INSET. During the 3 day training, staff worked with educational leaders from England on current practice and with each other to clarify our mission and values. Small group work allowed subject teachers to share ideas and materials across our schools.

THE INTERNATIONAL LEADERSHIP AND MANAGEMENT PROGRAMME (ILMP)
The year-long course, including residential, on-line and in-school studies, started its second class in January 2006. The ILMP is a school-based practitioner programme designed to impact both classroom practice and leadership competencies—all leading to improved student learning in our schools. Developed by Fieldwork Education, the European Council of International Schools and the National Association of Head Teachers, ILMP brings a fresh approach to the professional development of all those working in senior positions in international schools.

Participants develop leadership capacity through a blended-learning approach and complete a Personal Leadership Project that will lead to both personal and school improvement.

For the second year, BSA sent 5 colleagues to participate in the ILMP.
Justine Bricheno, BSc
Emma Haworth, BASC
Andrew Jedras, BSB
Andrew Macpherson, BSW
Kelvin Williams, BSW

MIDDLE LEADERS DEVELOPMENT PROGRAMME
In March 2006, the BSA Middle Leaders Development Programme was launched. 15 creative and talented individuals were selected to convene for two, one-week sessions in Boston. The programme was designed to provide knowledge about the development of leadership, support understanding of learning focused leadership in action, and concentrate on the selection and effective management of people, self and resources at BSA.

2006 Middle Leaders Development Group

I never teach my pupils; I only attempt to provide the conditions in which they can learn. —Albert Einstein
ABOUT BSA

Our Teachers

BSA teachers are of the highest calibre and are drawn from the British Independent, British State, and International Independent sectors. Primary teachers are trained in the delivery of the National Curriculum of England, the IPC and teaching for the full range of core and foundation subjects. Secondary specialists cover all subject areas across Key Stages 3 and 4 (GCSE), and the International Baccalaureate Diploma Programme. Our teachers add many new experiences to their careers as the result of their time with British Schools of America. Teaching in the US is an attractive prospect not available to many British teachers. This provides BSA the unique opportunity to recruit annually from an extensive pool of qualified professionals. This has enabled BSA to be highly selective in offering teaching positions to the most experienced, highly qualified and committed of teachers.
Passion is vital in building great schools—but it isn’t sufficient to sustain a great school. Structure, systems and disciplined execution are strong partners in performance. We have a strong support organisation to develop and improve the building blocks that are important to our schools—and critical to the development of great learning.

Building blocks such as:

- Curriculum development and alignment
- Teaching for learning
- Policy development
- Assessment for learning
- Learning-focused leadership and management

Our school management teams ensure that the building blocks are integrated and coherent for staff and students. We help our school organisation support teachers as effectively as possible to deliver the learning we expect for our students.

Schools are important places that need specialist expertise to make sure that this passion comes to life and is supported in the classroom. We are fortunate to have Fieldwork Education Services as a partner. Working together we can combine resources and expertise. Fieldwork assists us in school management, training and staff recruitment, allowing BSA to focus on the learning.

Together we are working to realise the schools we imagine.

With Fieldwork, we provide learning-focused services that are customised for our schools. Education is an ever-changing field and we recognise the importance of up-to-date learning for our staff. We provide on-going staff development courses for teachers and administrators throughout the year that focus our attention on learning. Staff are also encouraged to attend outside courses and conferences. This year, staff attended ECIS, International Baccalaureate, International Primary Curriculum and National Curriculum courses around the world.
Learning through Sports

Charlotte
BASC celebrated the World Cup with an end-of-year learning project. Each class selected the teams from one particular continent and they learned about the human and physical geography of those countries and participated in a variety of creative activities. Their learning was shared with their parents and the other classes at the end of term. The project culminated with a visit from some players from Charlotte’s professional soccer team, the Eagles, and a penalty shoot-out.

On the field, BASC participated with other local schools in cross-country events, claiming fifth place at the end of a hot and exhausting season. Within school, Sports Day continues to develop into a mixture of novelty and traditional races. This year’s victors were the Blue team.

Chicago
The British Bulldog, BSC’s new school mascot made his debut at the school sports day where he won his race against the Chicago Fire mascot, ‘Sparky.’ He next appeared at the Chicago Fire stadium on 8th July when over 250 parents and children from the British School visited the stadium to watch their home game. Twenty-two lucky pupils were player escorts for the day and led the players onto the field just before kick-off. A smaller group of older pupils took part in a short game at half-time. In September, BSC pupils sang the national anthem before kick-off at a Chicago Fire game, a first for a school group at the stadium. Another first for the day was the awarding of the English Football Association’s Charter Standard Award, given in recognition of BSC's hard work to promote football and raise standards both in and out of school time. The award also recognises the school’s dynamic approach to learning, which they have shown by bringing sports into the classroom to help children learn subjects such as geography and maths.

Wayne Smith, Year 3 teacher and Mike Horton, Headteacher, received the award from Chicago Fire CEO, John Guppy, who presented it on behalf of the English Football Association.

Boston
After three seasons of basement battling and a variety of defeats, many significant, the 2005/2006 season was a watershed for the British School of Boston in the Newton Indoor Soccer League. Not only did the U12 team win its first ever match, but the team went on to win a total of 9 games. The team’s attitude has changed completely, and they now expect to win their games rather than just keep losses to a minimum.

Washington
Successful in terms of its student participation, BSW saw the development of new teams such as Year 5–8 SIAC basketball, senior boys’ lacrosse and senior dance squad. Defeats were seen at extra-curricular games, and yet the promise for success in the following academic school year holds strong. Inter-house soccer and the school sports days during May were hugely successful for Key stages 2–5 with the sports leadership programme providing invaluable support.

Houston
Leroy Burrell, Olympic gold medal winner and head coach of Track and Field program at University of Houston helped celebrate the opening of the new BSH athletic track on their annual Sports day in April. Burrell offered opening remarks, cut the ribbon, started the first race, watched some of the track and field events, and talked to the children. He even “raced” a few of the younger students.

The BSH rugby team were the Under 17 champions last year in the Texas Rugby Union.
Learning about Our Community

Houston & Washington
The GCSE Curriculum requires that Year 10 pupils participate in a two week-long work experience programme, designed to help them learn about potential future careers. Teaching staff work with cooperating local businesses to match pupil career interests with companies. Last year pupils spent their time at a very wide variety of organisations including law and architecture firms, realty offices, IT companies, sports centres, government offices, theatres, museums and restaurants. Specific company placements included:

- British Embassy and the British Consulate
- Hewlett Packard
- Shell Oil
- Houston Zoo
- Houston’s Mayor’s Office
- Office of National Drug Control Policy
- Scientific American
- Marie Johns Mayoral Campaign
- UCLA Department of Neurobiology and Behaviour
- The Folger Shakespeare Library and Theatre
- Washington Navy Yard Museum

Chicago
BSC held a non-uniform day for the victims of Hurricane Katrina at the beginning of the year during which $7,777 was collected and given to the Red Cross. They also held a winter charity drive for school supplies and holiday treats for ‘SOS Children’s Villages’ during which pupils decorated 200 boxes for distribution.

Boston
In March 2006, Year 9 pupils raised nearly $5,000 to bring a young man from Uruguay to Massachusetts General Hospital for a life changing operation. When the pupils heard about Guillermo, a young man from Uruguay who was unable to walk, they set out to raise enough money to bring Guillermo and his wife to Boston for the operation. After a complicated but successful operation performed by the parent of one of our pupils, Guillermo and his wife returned to their two young sons in Uruguay with the remaining funds in order to get resettled.

Houston
BSH supported 10 needy families in Houston at the end of the Autumn term, which has become an annual event. They provide gifts, clothing and food vouchers for these families through fund-raising by all the children including sponsored events and a special non-uniform day. BSH also raised over $4000 for the Red Cross—this money went towards helping hurricane evacuees.

Charlotte
Further enhancement of the BASC building included development of an area of unused and under-developed land on the school site. As part of a community tree planting programme, guest environmental educationalists came to speak with our students about planting. All pupils then designed an area to be used for study as well as relaxation. The youngest students drew plans and the older ones worked the plans to scale and made models. These efforts were followed by a visit from a landscape gardener who integrated all the plans into a cohesive whole. The outdoor classroom was built by a contractor and the pupils helped to plant the areas set aside for plants and grasses.

Washington
BSW staged two big performances this year. The Junior Shakespeare group put on a spirited Twelfth Night with elaborate costumes and enthusiastic performances by all. The upper school staged a full length musical, Guys and Dolls. Pupils performed two sold-out shows at the Round House Theatre in Silver Spring, MD.
During the past year BSA educated over 1300 pupils in five schools—in Boston, Chicago, Washington, Houston and Charlotte. We provide high quality international education in a structured, positive and caring environment, which meets the individual needs of pupils. Each school community draws strength from its British identity and its American home. We welcome all nationalities, engender respect for all cultures and a sense of discipline is naturally achieved. We support the delivery of those learning goals by basing our classroom practice on the National Curriculum of England, The International Primary Curriculum and the Diploma Programme of the International Baccalaureate Organisation. Utilising these curricular resources, we aim to equip every pupil with the essential skills and understanding for lifelong learning.
Houston and Chicago
Each year, BSH Year 8 and 9 pupils participate in a week-long Educational Residential Visit to a city that adds to their knowledge and broadens their experiences. This year sixty-eight students travelled to Washington DC. BSC pupils from Year 4 and up made a similar 4-day visit to Washington. The visits focused on American history: taking tours that broadened their understanding of their host country, its politics and government, while offering the opportunity to further strengthen the students’ social ties in a different environment. Lessons and tours were coordinated during the trip and afterwards. The groups visited various museums, toured the White House and saw money being printed at the Bureau of Printing and Engraving. BSH pupils also got to know better their classmates at BSW.

Washington
In November 2005, BSW welcomed The Pearl of Africa Children’s Choir, from Uganda to the school. The Choir consisted of twenty orphans and needy children from various villages throughout Uganda. The Choir performed in traditional dress for pupils and staff in five languages, accompanied by music played on authentic handmade instruments from Uganda. The purpose of the choir’s tour was to raise funds to support 6,000 orphaned and needy children of Uganda. One of the hopes that the choir had in visiting the school was to set up e-mail exchanges with our pupils. Many friendships were forged as the children from the choir met with our pupils after the performance.

Charlotte
BASC began offering Mandarin lessons to students at the beginning of the academic year. Pupils met twice weekly at lunchtime, exploring the culture of China and the intricacies of both the traditional and the simplified language. The programme was such a success that Mandarin now has been added to the curriculum for pupils in Key Stages 2 and 3.

Boston
Twelve secondary BSB pupils spent a week in Spain in April, 2006. They had an outstanding trip that included cultural visits to the Prado Museum, the Reina Sofia Museum, El Palacio Real and Segovia as well as a day visiting their Spanish pen pals in the International School of Madrid. The week long visit was BSB’s fifth international trip since 2003 with over 100 students having previously journeyed with the school to England, France, Italy, Canada and Japan.
Our eighth year of operation saw remarkable growth across the schools. From facilities to pupils to staff, our learning community continues to grow.

**Washington**
BSW continued the growth of its IB program, graduating 12 pupils from Year 13 in June 2006. All pupils were offered places at Universities in North America or the UK, including American University, Johns Hopkins University, Johnson and Wales University, New York University, Princeton University, University of Maryland, University of Pittsburgh, McGill University, Canterbury Christ Church University, Cardiff University, University of Edinburgh, University of Oxford and University of St Andrews.

**Boston**
BSB officially opened its new building in a ceremony held in September, 2005 which was attended by the British Consul-General to Boston and a host of international guests. The new facility, overlooking woods and playing fields, is positioned to offer natural light throughout all classrooms and boasts a configuration of spaces conducive to learning. Housed on the 40 acre Showa Boston campus located on the border between Jamaica Plain and Brookline, the school now boasts a $10 million purpose built facility for its 260 students and 40 faculty. The building was fitted out with a multi-purpose hall, networked classrooms, science, art and design labs, music room and two libraries.

**Houston**
Since opening in 2000, BSH has been our fastest growing school and in 2006, it grew to just under 500 pupils. In September 2005, part of that growth was due admission of Hurricane Katrina evacuees to the school, all of whom were welcomed with open arms. September 2005 also saw the enrolment of our first IB class and the continued development of our technology programme, including the installation of 15 new interactive whiteboards.

**Chicago**
In a ceremony held at Kendall College in May, 2006 leaders from BSA and BSC presented the initial plans for the new 78,000 square foot building to be located at Eastman Street and Halsted Avenue. A crowd of nearly 200 parents, teachers, community colleagues, developers and architects were on hand for the presentation. The opening of the Lincoln Park location is scheduled for January 2008.

**Charlotte**
Due to increased demand for places in the Lower School, BASC was able to open a second Foundation Class mid-year. Parents were delighted with the quality of learning and both classes have subsequently grown in size.

**America**
In January, 2006 BSA announced the formation of a new senior level position to promote the growth of the company. Graham Gamble, who had been Deputy Headteacher of BSW for five years and Acting Headteacher of BASC for the previous term, was appointed Director of Business Development and Company Projects. Graham’s work includes investigation of new city opportunities, development of learning opportunities for pupils and development of new materials throughout the company. He continues to teach the IB Film Studies course for BSW.
Education costs money, but then so does ignorance. —Claus Moser

2006 Financial Highlights

BSA continues to invest in our schools, our staff and our children. In the past year, we have seen the start of new construction of another new school building as well as the further development of our curriculum through the expansion of the IB and IPC in our schools. And unlike most schools, our revenue structure continues to rely solely on tuition fees to operate and grow each school. What this means is that we do not require additional fundraising to meet our obligations. Even with our continued investment in our schools, we have managed to post a small profit and with that are continuing our history of re-investing in our schools by further developing our existing schools as well as continuing to look at new school opportunities. Our innovative and exciting method of learning and distinct financial structure continue to provide an environment where children learn more.

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<th>Balance Sheet</th>
<th>2006</th>
<th>2005</th>
<th>2004</th>
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<td>Property and Equipment, net</td>
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<td>Liabilities</td>
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<td>Mortgage Notes</td>
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<td>Members Equity</td>
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<table>
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<th>Other Data</th>
<th>2006</th>
<th>2005</th>
<th>2004</th>
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<tr>
<td>Number of Schools</td>
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<td>Student Enrolment</td>
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<td>Furniture</td>
<td>189,503</td>
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British Schools of America is a for-profit limited liability company whose accounting policies conform with generally accepted accounting policies in the United States of America. These financial summaries are condensed versions of financial statements which have been audited by McGladrey & Pullen, LLP, certified public accountants in Washington, DC.

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<th>2005 Revenues</th>
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<td>Tuition Fees</td>
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<td>Development Levy Fees</td>
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<td>Interest Income</td>
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<td></td>
</tr>
<tr>
<td>Registration Fees</td>
<td>0.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School Fees</td>
<td>0.4%</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2005 Expenses</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>50.22%</td>
<td></td>
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<tr>
<td>Property Expenses</td>
<td>28.48%</td>
<td></td>
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<tr>
<td>Professional Fees</td>
<td>8.49%</td>
<td></td>
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</tr>
<tr>
<td>School Supplies and Equipment</td>
<td>6.22%</td>
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</tr>
<tr>
<td>Training and Recruitment</td>
<td>3.34%</td>
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<tr>
<td>Advertising</td>
<td>2.08%</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td>1.01%</td>
<td>0.14%</td>
</tr>
<tr>
<td>Taxes and Licenses</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Loss on Disposals</td>
<td></td>
<td></td>
<td>0.14%</td>
</tr>
<tr>
<td>Bank Fees</td>
<td></td>
<td></td>
<td>0.02%</td>
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</tbody>
</table>
Although this is a review of the past year, we can’t end without giving you a taste of what lies ahead. Both Washington and Chicago will move to new facilities in January 2008. We look forward to sharing more details with you next year, but here is a preview.

**What’s Ahead**

*The best way to predict the future is to invent it.* —Alan Kay

**BSC’s new Lincoln Park Building, right.**

**BSW’s new Georgetown Building, below.**
The wisest mind has something yet to learn. —George Santayana