

Academic Report 2020-2025

AMI International School

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Institutional Purpose and Scope of Evaluation

This academic report serves as a formal self-evaluation of the AMI International School (AMIIS) for the 2020–2025 period, designed to demonstrate our commitment to data-driven instruction and continuous institutional improvement. This document provides a transparent analysis of student learning outcomes in the context of our unique dual-immersion model. By benchmarking student achievement against both longitudinal literacy scales and rigorous external standards, AMIIS aims to validate its pedagogical efficacy while identifying specific growth areas for the end of the 2025-2026 academic year and the upcoming 2026-2027 academic year.

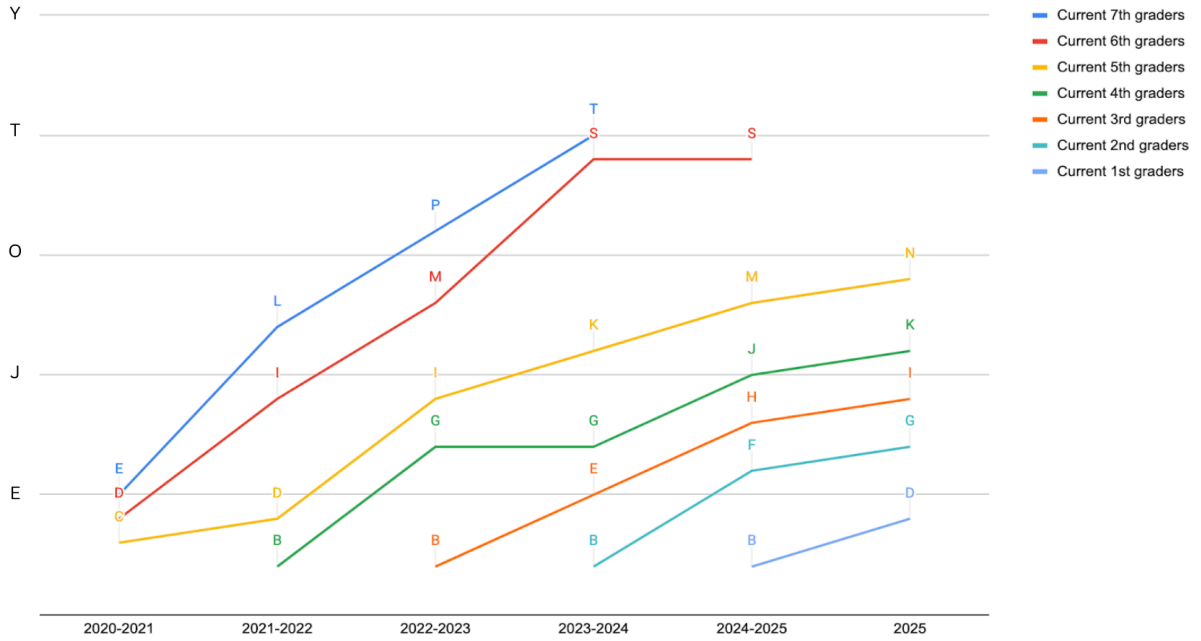
Longitudinal Analysis of Biliteracy Development

The foundational metric for evaluating literacy at AMIIS is the Fountas & Pinnell system, which tracks reading ability in both English and Spanish twice annually. This longitudinal data reveals a consistent upward trajectory across all elementary cohorts. To interpret the associated data visualizations, it is important to note that the Fountas & Pinnell system uses a lettered scale from A to Z to categorize reading levels; for the purposes of this report, these are mapped to a numerical y-axis where each integer equates to a letter (Level A = 1, Level B = 2, and so forth). As this metric is specifically designed for elementary assessment, the data lines for the current 6th and 7th-grade cohorts have been truncated to reflect their transition into secondary education.

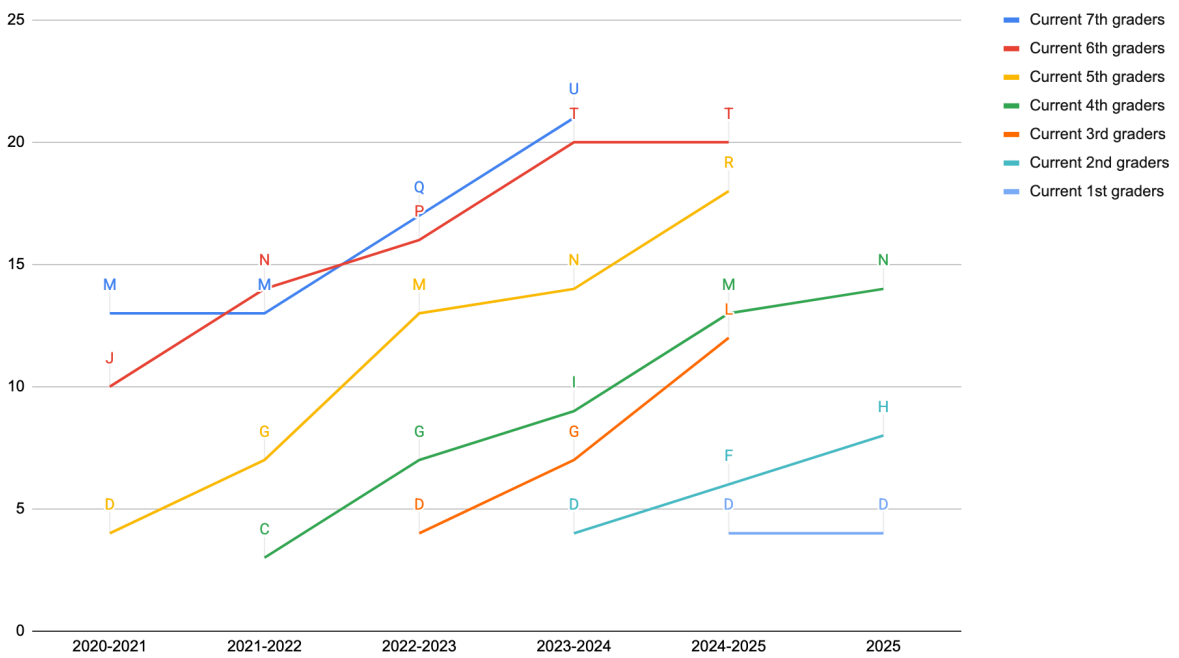
In the English literacy sector, the current 7th-grade cohort progressed from a median level E in 2020 to a level T by 2024, while the 5th-grade cohort moved from level C to level K over the same five-year period. Spanish literacy levels reflect similar growth, with the current 7th-grade class achieving a median level U and the 6th-grade class reaching level T. While some lines in the Spanish data are truncated due to the current assessment schedule, the broader trend confirms that students are successfully acquiring biliteracy skills. To enhance the validity of these comparisons, the school is currently standardizing assessment windows to ensure that literacy tests are administered within the same timeframe across all grade levels in future cycles.



Median English Reading Levels 2020-2025



Median Spanish Reading Levels 2020-2025





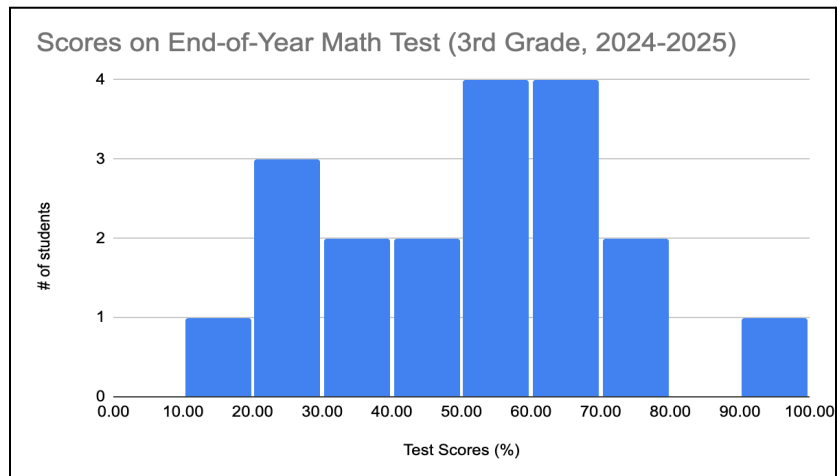
Standardized Performance and External Benchmarking

To measure academic mastery in core subjects, AMIIS implemented a new cycle of cumulative End-of-Year assessments for the 2024-2025 school year. These assessments were adapted from established external benchmarks to ensure international rigor; math and science exams for upper grades were sourced from the 2023 New York State Testing Program, while English Language Arts (ELA) assessments for grades 3 through 5 utilized the English Language Proficiency Assessments for California (ELPAC).

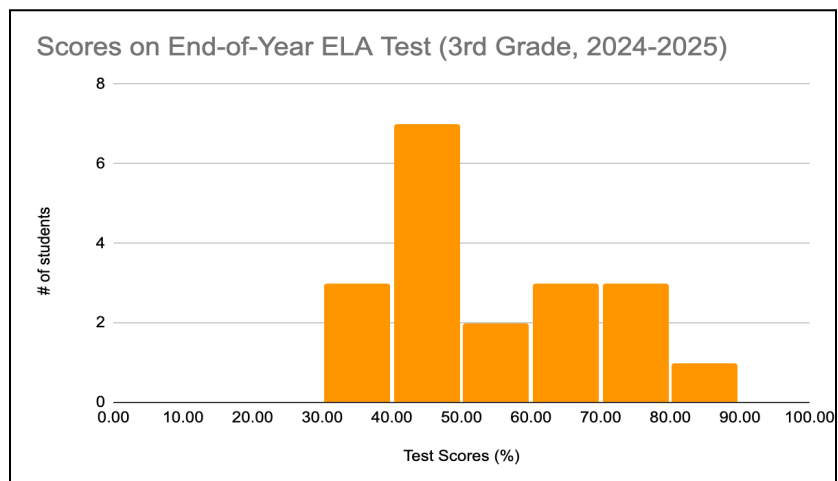
Given that this period marked our inaugural transition into Middle School operations, the institution utilized the validated 5th-grade Science framework as a baseline for both the 5th and 6th-grade cohorts. This strategic decision was made to establish a reliable data foundation while the specialized 6th-grade curriculum and corresponding assessments were under development.

3rd Grade (19 Students)

Median Math Score: 54.55%
Average Math Score: 50.36%



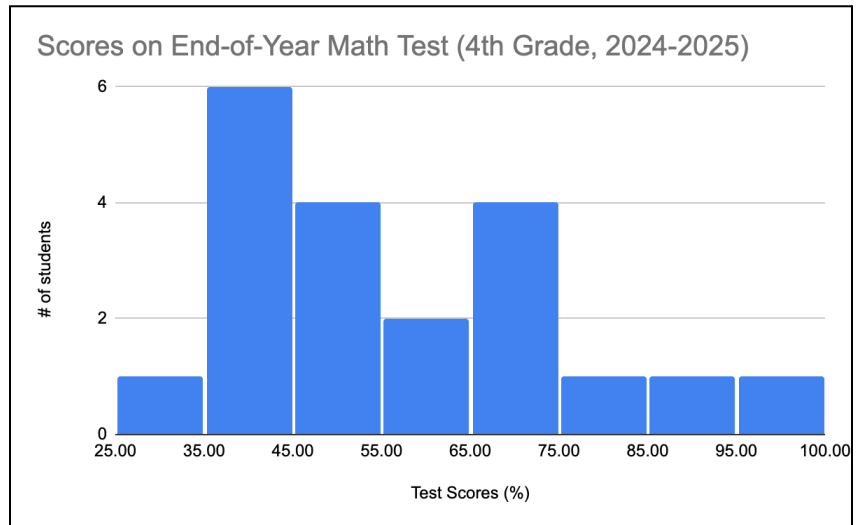
Median ELA Score: 48.08%
Average ELA Score: 54.66%



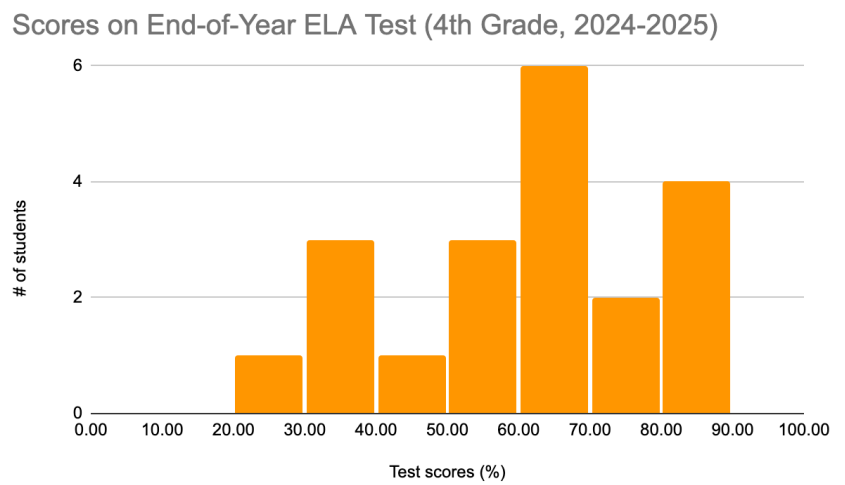


4th Grade (20 Students)

Median Math Score: 51.96%
Average Math Score: 56.37%



Median ELA Score: 61.63%
Average ELA Score: 58.56%

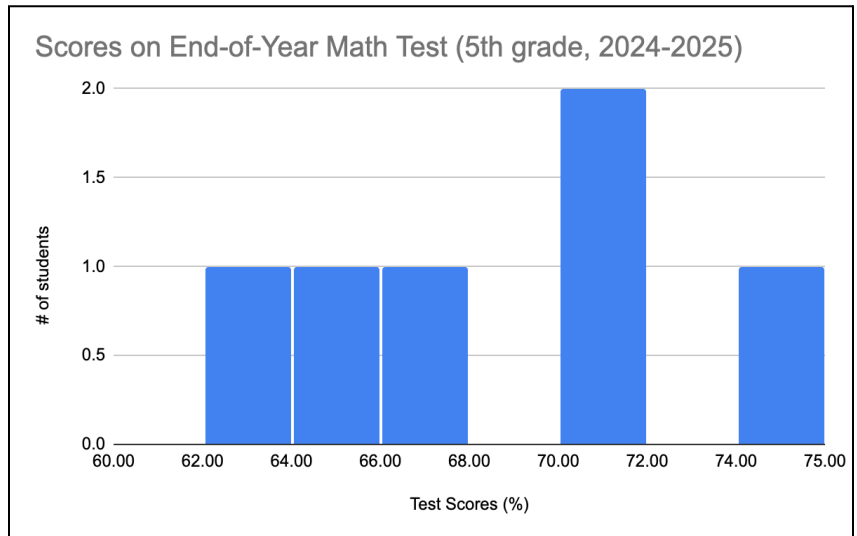




5th Grade (6 Students)

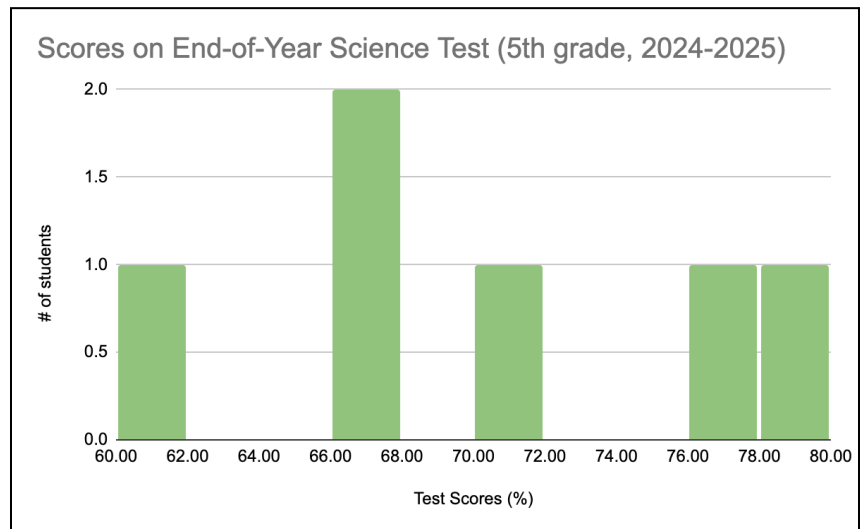
Median Math Score: 68.63%

Average Math Score: 68.30%



Median Science Score: 69.12%

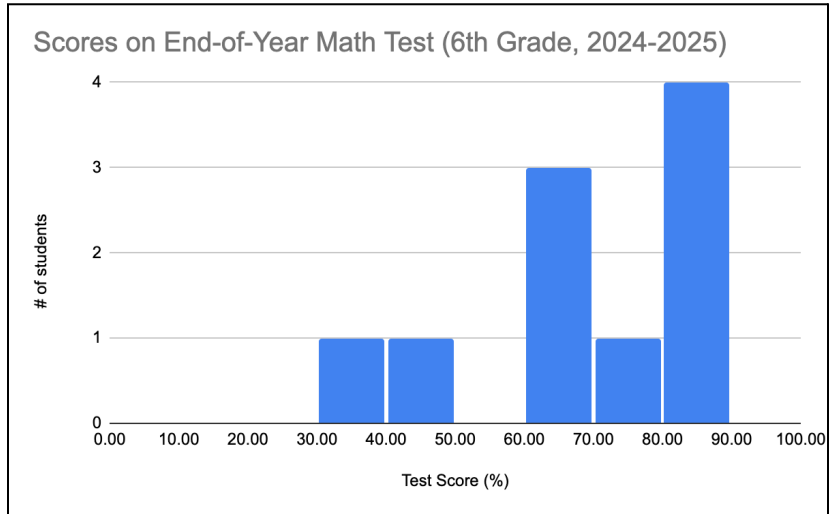
Average Science Score: 70.59%



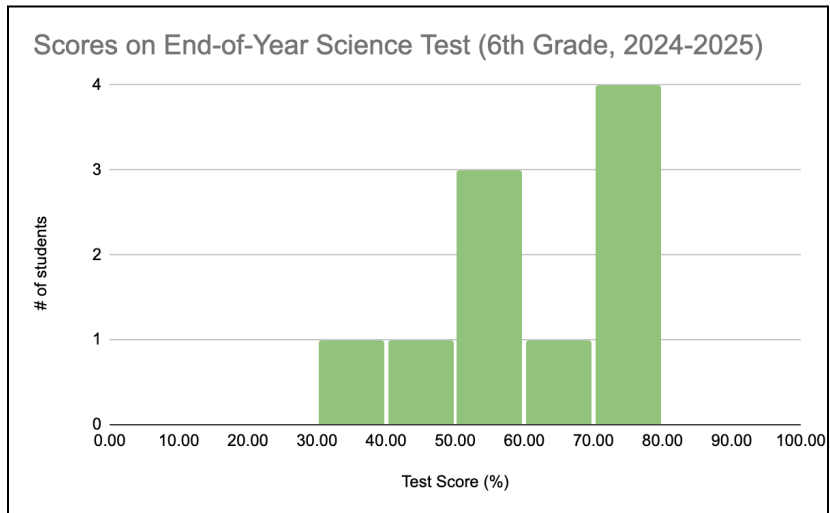


6th Grade (10 Students)

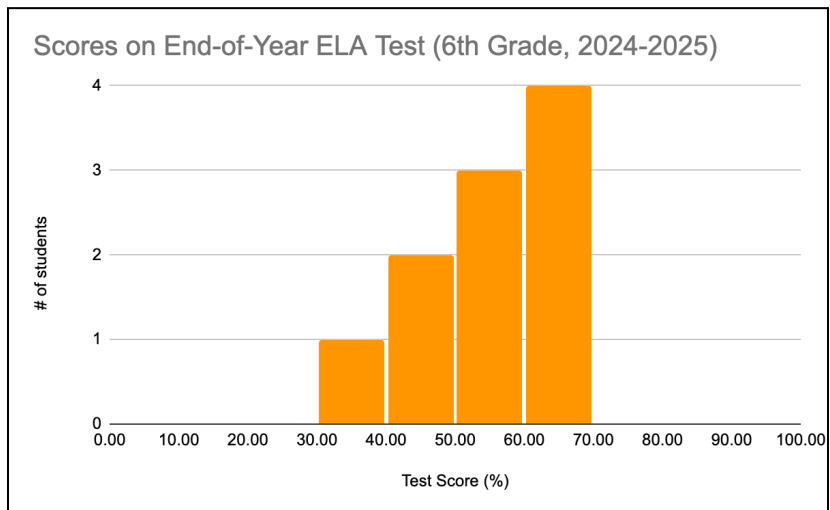
Median Math Score: 70.75%
Average Math Score: 67.74%



Median Science Score: 60.29%
Average Science Score: 60.00%



Median ELA Score: 58.16%
Average ELA Score: 55.10%





Analysis of Instructional Methodology and Targeted Support

A vital element of this self-evaluation involves addressing the performance variations identified in English Language Arts (ELA) within the 3rd and 4th-grade cohorts. While ELA proficiency currently trails behind Mathematics and Science benchmarks, this trend is contextualized by the cognitive complexities inherent in the AMIIS dual-immersion curriculum. Our methodology is designed around a strategic linguistic transition: beginning in 2nd grade, instruction is balanced at a 50% Spanish and 50% English ratio. As students progress toward Middle School, the English component incrementally increases until it reaches 90% instruction in English and 10% in Spanish.

During these formative years, students often navigate a documented "immersion dip"—a temporary plateau in English literacy that occurs while cognitive resources are heavily invested in second-language acquisition. To accurately capture our students' true academic potential and capabilities during this phase, AMIIS is expanding its evaluative framework to include formal Spanish Language Arts (SLA) assessments for 2nd to 5th grade. By measuring students against specific SLA standards, we move beyond basic literacy to a nuanced understanding of their bilingual proficiency. This dual-assessment approach ensures that the "immersion dip" in English is viewed alongside measurable gains in Spanish, providing stakeholders with a holistic and data-driven picture of bilingual success.

This trajectory is a strategic characteristic of our bilingual methodology rather than a systemic instructional deficit. To ensure every student maintains a path toward mastery, AMIIS has implemented dedicated English Intervention courses. These specialized sessions provide targeted, small-group support for students identified as performing below grade-level expectations, facilitating an accelerated transition into the "catch-up" phase of bilingualism. This learner-focused approach ensures that support is tailored to individual needs, keeping the student at the center of our academic mission.

For the 2025-2026 academic year and beyond, AMIIS is committed to a cycle of continuous improvement that prioritizes the learner's long-term success. We are formalizing a standardized annual testing calendar to ensure data consistency and will be aligning our instructional practices with the rigorous standards of Benchmark. By strengthening our curriculum through these evidence-based frameworks and investing in professional development for our teaching staff, we aim to fortify the "catch-up" phase of our immersion model. These enhancements will allow us to bridge the literacy gap more efficiently, ensuring our students achieve high-level biliteracy and academic excellence without compromising the integrity of our dual-language mission.