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MESSAGE FROM THE CHAIRMAN

Dear CAC Supporter,

On behalf of the Board of Trustees of Cairo American College, I am pleased to share with you the school’s Annual Report for the 2016-2017 academic year.

Every year has its challenges and opportunities, but this year seems to have had more than its share of each. From the Board’s perspective, our year has been defined by the intensity of our interaction with the Egyptian government, the impact of devaluation of Egypt’s national currency, and our continual focus on the school’s future.

We are pleased to have successfully resolved last fall’s controversy with the Ministry of Education and to secure the critical role Egyptian students and their families play in the life of the school. The Board is actively engaged with relevant government ministries to lay the groundwork for the school’s continued independence and academic integrity.

The devaluation has been a traumatic experience for many in our community. The Board genuinely appreciates the financial sacrifices many families make to provide their children with a CAC education. We have tried to mitigate the negative impact of the devaluation, where possible, while remaining true to our mission of preserving the school’s financial stability and continuing to invest in excellent programs and facilities.

The Board took initial steps to explore the possibility of establishing a presence in New Cairo, the fastest growing suburb of Cairo. An early childhood center in this area would reinforce CAC’s brand in an increasingly competitive local academic market and serve as a feeder school for our main campus in Maadi, to which we remain fully committed. Finally, as Phase III of the CAC Master Plan, the high school renovation, continued moving ahead, the Board made a decision on Phase IV, recommending construction of a new athletic facility and other upgrades to our sports infrastructure.

The Board knows that every member of the CAC community is passionate about the school and the excellence of the education it provides. This year, we made a concerted effort to enhance our communication with the community through more frequent and conveniently scheduled information sessions and active participation in the Head of School’s monthly coffees. We welcome comments and scrutiny from the community and derive great value from both.

The Board thanks you for your active engagement with the school throughout the 2016-2017 academic year.

Sean Murphy
Chairman of the Board of Trustees,
Cairo American College

BOARD MEMBERS

CAC’s Board of Trustees consists of 6-12 elected and appointed representatives, all of whom are committed to supporting the school and its community. Our Founding Organizations are represented by one Trustee per organization; many of our Trustees are also parents of current CAC students or alumni.

Sean Murphy
Board Chair, US Embassy Representative

Jacqui Goodall
Board Secretary, Elected Representative

Chris Dermody
Treasurer, Elected Representative

Joe Versfelt
Apache Representative

Andrew Vaughn
NAMRU-3 Representative

Maha ElShinawy
AUC Representative

Ghada Hammouda
Appointed Representative

Jennifer Hopkin
British Petroleum Representative

Dalia Radwan
Elected Representative

May Oweis
Elected Representative

Chairman of the Board of Trustees,
Cairo American College
Dear CAC Supporter,

On behalf our community, I am pleased to present Cairo American College’s 2016-17 Annual Report. We have had an incredible year of learning and growth, and for the first time since 2011, our enrollment has increased. This report showcases the many ways that our students, teachers, and community members have been working hard and pursuing our Mission to learn, explore, and have fun.

At CAC teachers, students, parents and alumni continue working together to shape and strengthen our unique multicultural community.

CAC’s new music teacher, Ian McCuaig, reenergized students’ enthusiasm for band and choir, directing several dynamic and fun concerts. The CAC Theatre hosted four separate plays, including the elementary school’s colorful version of Alice in Wonderland. Middle and High School students performed the musical Xanadu in the spring, under the guidance of our new drama teacher Sterling Johnson.

Implementation of Phase III of the CAC Master Plan continued this year; elementary and middle school students made room for their older peers while the high school building undergoes a complete renovation. Though noisy and dusty, the construction signals CAC’s ongoing commitment to providing facilities to support the best education available in Cairo and Egypt. Construction will finish in fall 2017, with classes starting in the new facility in January 2018.

This year, we have also begun planning for future developments on campus. CAC’s Board of Trustees invited architects from the Perkins Eastman firm to advise and assist in the concept design of our future athletics facilities. In the spring, the Office of Alumni and Community Engagement launched its first major fundraising initiative to replace the CAC Theatre’s well-worn seats. We look forward to offering audiences who come to support our students a more comfortable viewing experience.

While we have enjoyed many successes this year, we have also experienced challenges. The unpegging of the Egyptian Pound in November and the subsequent devaluation and spike in inflation deeply impacted the economic security of many of our community members. The school’s administration continues to monitor the situation and its impact on CAC families and employees. Additionally, violent terrorist attacks in Egypt impacted the nation and, sadly, several families in our community. International news coverage of the attacks reignited concerns about security in Egypt.

Despite challenges great and small, our teachers continue to provide a safe and stimulating classroom environment where students are challenged to take intellectual risks and grow as learners. Teachers, students, parents, and alumni continue working together to shape and strengthen our unique multicultural community.

Thank you for taking the time to celebrate the 2016-2017 year with us. CAC is made great by the contributions of every community member, including you.

Warmest Regards,

Wayne Rutherford
Head of School
This year, for the first time since the 2011 revolution, enrollment has taken an upward turn, increasing by about 4%.

**Facilities**

- **A 520-seat theater houses the drama and dance classes, supplemented by music and art classes in separate buildings.**
- **Two athletic facilities encompass gymnasia, a weight room, classrooms, and office and conference spaces.**
- **Two state-of-the-art library/media centers serve the campus, one for the grades K-5 and one for middle and high school, as do multiple computer labs located throughout the School.**

**CAC continues with major campus renovation.**

**New middle school was completed in the summer of 2012.**

**New elementary school was completed in the summer of 2010.**

**Renovation of the HS building began during the summer of 2016.**

**Enrollment as of May**

- **87.92% STUDENTS WHO RE-ENROL (RETENTION)**
- **89.5% ADMITTED STUDENTS WHO ENROL**

**Total Number of Students:**

- **Number of New Students:**
  - 2011-2012: 811
  - 2012-2013: 843
  - 2013-2014: 939
  - 2014-2015: 843
  - 2015-2016: 811
  - 2016-2017: 846

**Total Number of Faculty:**

- **129 TOTAL NUMBER OF FACULTY**

**Student-Teacher Ratio:**

- **6.5 STUDENT-TEACHER RATIO**

**Total Number of Students as of May:**

- **458 Elementary School**
- **441 Middle School**
- **421 High School**
- **Total: 846**

**Enrollment as of May:**

- **53% BOYS**
- **47% GIRLS**

**Demographics / 53 Nationalities in Total**
Enrollment grows to 290 students, but as American families depart from Egypt during the Suez War, the school closes for five months. When it reopens in April 1957, few students return. As a result, there is no CAC graduating class of 1957.

1956-57

An industrial arts building, an additional elementary school building, and a new Gymnasium are completed. School facilities can now accommodate 1,400 students.

The school moves to its new, larger facility in Digla.

1967-68

In the aftermath of the June 1967 War, the population of the school changes abruptly, dropping from 446 students to 36. Enrollment begins to recover over the next year and a half. In spite of cut-backs in operations, school leadership continues to develop structures and facilities in anticipation of major expansions in the future.

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1967-68

The school takes on its current name of Cairo American College and relocates to what had been the palace grounds built by Prince Mohamed Ali Ibrahim in the 1940s for members of his family at 40 Road 78, Maadi.

1967-68

The school moves to its new, larger facility in Digla.

1970

The 1973 War signals the thawing of Egypt-US relations and the return of American families to Egypt in much larger numbers. Over the following decade, total enrollment increases from 343 to 1,293 students and faculty quadruples from 32 to 137 members. As a consequence, the coming decade sees a number of new construction projects.

1994

Total enrollment is at full capacity with 1,400 students, of whom 59% are Americans, 13% Egyptians, and 28% other nationalities. The number of nationalities represented increases to 59. The size of the senior class stands at 112 students and the faculty climbs to 168.

1995

Preliminary work begins on major renovations to the theatre, a new arts classroom building, upgrading the playing fields, and networking the campus.

2005

The CAC Master Plan is drawn up, providing for qualitative improvement of the existing campus, including new elementary and middle schools, a black box theatre and track, renovation of the high school and performing arts buildings, and expansion of a gymnasium. The plan is approved by the Board of Trustees in November 2006.

The previous decade witnessed major growth in spending to upgrade information technology, enhance special education services, adopt the International Baccalaureate Diploma Program, implement a new K-12 curriculum coordination process, and convert from half-day kindergarten. Now work begins on upgrading the entire campus to ensure that school facilities are aligned with the world-class programs the school provides.

2006

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2006

In the aftermath of the 2011 Revolution, evacuations caused the student population to drop from 1,400 to 300. The school was temporarily shut down for one week.

2007

Design firms are hired to work on development of the Master Plan and design of the elementary school.

2008

A firm is hired and construction of the new elementary school construction begins.

2010

The new elementary school hosting five grade levels is completed on time and launched in fall 2010. CAC holds a steady population of 1,430 students.

2011

Execution of Phase 3 of the Master Plan finally begins. In the fall, the high school building is stripped down in preparation for a full renovation.

2012

New Head of School Wayne Rutherford begins his tenure during a period of political instability that leads to a second revolution in 2013. Despite the turmoil, CAC remains true to its mission and the new middle school building is inaugurated.

2016

The CAC Master Plan is drawn up, providing for qualitative improvement of the existing campus, including new elementary and middle schools, a black box theatre and track, renovation of the high school and performing arts buildings, and expansion of a gymnasium. The plan is approved by the Board of Trustees in November 2006.

2016

In the aftermath of the 2011 Revolution, evacuations caused the student population to drop from 1,400 to 300. The school was temporarily shut down for one week.
OUR MISSION AND CORE VALUES

WHY
CAC inspires all students to learn, explore, and have fun. We build character and motivate our students to positively contribute to their communities.

HOW
CAC ensures that each student achieves her or his personal potential in a safe environment. We collaborate through a partnership of motivated students, exemplary and caring staff, and involved families within a dynamic American educational model, enriched by our multicultural and diverse student body and the school’s unique location in Egypt.

WHAT
CAC is an international independent day school dedicated to preparing pre-kindergarten through 12th grade students to succeed in schools and universities of their choice.

Courage
Dare to speak, act, play, and change.

Compassion
Make a difference through acts of kindness, forgiveness, and empathy.

Responsibility
Be reliable and accountable for our decisions and actions.

Integrity
Be honest with strong moral principles and character, both publicly and privately.

Respect
Honor ourselves, others, and the community.

Creativity
Be inspired to imagine and explore.

Perseverance
Work toward a goal and overcome setbacks.
1: Learning
CAC positively contributes to the community through a rigorous and authentic educational program.
• Goal 1.1: Students consistently embody CAC Core Values inside and outside of the classroom.
• Goal 1.2: CAC students identify problems and needs, and develop, test, and implement solutions.
• Goal 1.3: All students are being challenged to grow in a variety of ways.
• Goal 1.4: All students engage in meaningful community service.
• Goal 1.5: CAC’s curriculum is fully documented.
• Goal 1.6: CAC values all positive forms of learning and achievement.

2: Teachers and Educators
CAC attracts and develops passionate and exemplary educators.
• Goal 2.1: CAC has a top-tier professional development program.
• Goal 2.2: CAC enhances teacher wellbeing and enjoyment of life in Egypt.

3: Community
CAC cultivates diversity and interconnectedness in our community.
• Goal 3.1: CAC promotes discovery and appreciation of the rich culture and history of Cairo and Egypt.
• Goal 3.2: CAC creates a complementary culture between home and school that reinforces the CAC Mission.
• Goal 3.3: CAC enhances relationships in our community across cultural boundaries.

4: Facilities and Resources
CAC offers inspiring facilities that support learning, wellness, and community: our resources are used efficiently and allocated to support our mission.
• Goal 4.1: Phase III of CAC’s Master Plan is completed by 2017.
• Goal 4.2: CAC regularly reviews and updates its master plan to ensure that school facilities support and inspire 21st-century learning.
• Goal 4.3: CAC has a long-term maintenance plan that ensures annual review and improvement of the physical plant.
• Goal 4.4: CAC’s Office of Alumni and Community Engagement meets agreed-upon fundraising, communications, and alumni and community engagement targets.
• Goal 4.5: CAC’s resources are allocated efficiently and in a manner aligned with both the CAC Mission and our financial and population realities.

Accreditation Accomplishments
Cairo American College is dual accredited by the Council of International School and Middle States Association of Schools and Colleges. CAC received its most recent accreditation in May 2015. Receiving accreditation validates the quality of our school program, but the process also provides recommendations for continued improvement. The visiting accreditation team provided 90 recommendations for CAC. By June 2017, CAC will have completed 34% of the recommendations. We are working toward an additional 36% and preparing for 21%. A total of 9% of the recommendations were rejected as not being applicable to CAC.

In April 2017, Cairo American College submitted its First Report on Progress and Planning (FRPP) as required by CIS and MSA. In May 2017, MSA affirmed that CAC is on track with the improvement process. CIS has not responded as of this report’s publication.

Status of Visiting Team Recommendations

- In Progress: 35.6%
- Completed: 34.4%
- Planned For: 21.1%
- Rejected: 8.9%
A Year of Growth

In August 2016 we welcomed 339 students, and we currently have a healthy enrollment of 363. Our elementary school community is growing in enrollment and diversity, a refreshing change after several years of challenges in Egypt. This year has seen another addition to our student body, as our high school language classes have joined us while their building is being renovated. Despite some initial hesitations, we have appreciated the care and support that the high school students have shown our younger students and will miss them when they leave.

At CAC Elementary School, our Core Values guide our reflection and support our daily work with students and one another as we strive to do our personal best as class friends, learners, teachers, and colleagues. Our Core Values are not just words on posters; they are part of our culture, and our students, faculty, staff, parents, and trustees live by these values each day. In a parent interview for their preK child, one current family reflected that the Core Values have supported their parenting. Their children make connections between these values and experiences outside of school.

A major focus this year has been our work toward our strategic goal 1.3: “All students are being challenged to grow in a variety of ways.” Elementary teachers have collaboratively researched, observed, planned and implemented strategies to better meet students’ needs and challenge them to grow. Some of the questions we asked were: How can we better utilize time when meeting the needs of our diverse learners? How can we deepen our understanding of differentiation? How can we support highly able students most effectively?

This year, pre-kindergarten teachers observed students to understand how they can use deeper questioning to facilitate deeper and differentiated learning. Kindergarten and grade 1 teachers researched how best to meet the needs of highly able mathematicians; grades 2 and 3 focused on having a growth mindset as readers and writers. Teachers in grades 4 and 5 researched vocabulary development and how changing the academic language strategies they use increased students’ understanding and application of vocabulary across content areas. We are on an exciting journey as a school, as we continue to improve learning for all of our students, with a deep focus on highly able students. Next year, a highly able specialist will join our team and guide us in this important work.

Our elementary parents have also come together to form a close-knit community. Their activities are aligned with the school’s Mission to learn, explore, and have fun. Last year, we initiated a program in which our parents come together to appreciate and get to know one another in an informal setting. We have held Korean, Chinese, Syrian, and Japanese cooking sessions, a tea ceremony, and a flower arranging workshop. The sessions are facilitated by parents and supported by our wonderful ES PTO liaison, Alya El Wakil. Attending parents have appreciated and learned about each other’s cultures, and had a lot of fun in the process! We plan on continuing these rich cultural opportunities for our parents next year and hopefully for many years to come.

2016-2017 has been a year of growth for enrollment and learning for faculty, staff, students, and parents. I am proud of all that we have accomplished as a community this year and am excited to see how we will continue to grow and learn in 2017-18!

Julie Jackson-Jin
Elementary School Principal
ELEMENTARY SCHOOL ACTIVITIES

The ES After School Activities Program offered three trimesters of fun activities tailored to students’ interests.

In Session One, 17 Activities Were Offered:
- Basketball, Chess, Girl Scouts (Daisies, Brownies, and Juniors), Swimming, Game Programming, Legos, Photoshop, Playball, Playground Play, Running Club, Reading Club, Recycled Fashion, Skateboarding, Spanish, and Strings.
- We had an in-house friendly basketball tournament, and running club students participated in the Degla Dash Race.
- A total of 285 out of 333 K-5 students joined the first session.

In Session Two, 20 Activities Were Offered:
- Arabic Book Club, Cardio Fitness Center, Chess, Girl Scouts (Daisies, Brownies, and Juniors), Dancing, Drama Production, Game Programming, Netball, Photoshop, Playground Play, Reading Club, Recycled Fashion, Soccer, Spanish, Sports & Fun Games, Strings, Tortoise Club, and Touch Rugby.
- Students performed in “Alice in Wonderland” and participated in two friendly soccer tournaments (one in house and another at Hayat School).
- 273 out of 330 K-5 students joined this session.

Session Three, 17 Activities Were Offered:
- Choir ended with a concert, and Swimming hosted an awards celebration.
- 265 out of 336 K-5 students joined this session.
A Celebration of Learning

In the 2016-2017 school year, students and teachers in the CAC Middle School worked together to explore new concepts and tackle intellectual challenges. We celebrated the graduation of our eighth grade students, who have worked diligently to prepare for the transition to high school. While we will miss their unique energy and contributions to our small community, we are excited to welcome a new group of fifth grade students into our ranks in just a few short months.

CAC Middle School is a place where students feel cared for and experience the safe and encouraging environment needed to take intellectual risks and grow. Our teachers are passionate about their work and trained to advocate for students’ social and emotional wellbeing. We weave lessons on self-awareness and social literacy into the classroom to foster students’ intellectual and emotional maturity.

This year, our faculty have continued to implement several innovative teaching methods that have improved learning and increased student engagement in the classroom. Our Challenge by Choice math program encourages students to teach one another and take ownership of their learning. The impact of Challenge by Choice and our new mandatory reading programs are reflected in students’ most recent Measures of Academic Progress test scores, which exceed those of other international schools of our size.

At CAC Middle School, our teachers also facilitate interdisciplinary learning by searching for connections across disciplines and coordinating lessons. For the past three years, our French, language arts, and social studies classes have worked together to facilitate a unit in which students study World War II from multiple perspectives and portray key figures from the period in a two-day presentation to the community.

Outside of the classroom our students learn to collaborate, build confidence, and explore new interests by participating in co-curricular activities. Every year, CAC Middle School offers 12 different after school activities inspired by students’ interests. This year, one of our most popular activities was a cooking class, and we look forward to offering a coding course in 2017-2018.

Many of our students also engage in activities that allow them to connect and compete with peers at international schools around the world. This year, our Junior Model UN participants travelled to Rome, and our Mathcounts team won second place in Nepal. Our athletes have competed in Abu Dhabi, Greece, and the ISSTs in London. Middle school drama students performed with the International Schools Theatre Association (ISTA) in Toulouse, France, and next year we are hoping to host an ISTA gathering in Cairo.

I am immensely proud of our accomplishments this year. While I know that we are all excited for a summer of relaxation and adventure, I am equally excited to see how we will continue growing as a community in 2017-2018.

Courtney Bailey
Middle School Principal
MIDDLE SCHOOL ACTIVITIES

ISTA Drama
The International Schools Theatre Association Theatre Festival trips are truly an amazing experience for CAC students wanting to grow as performers and in their overall confidence. Students work with theatre practitioners from around the world and peers from other international schools to create a powerful piece of theatre based on a theme that resonates with them. Students always come back from these trips enriched and full of new creative ideas and inspiration. If you want to grow as a young dramatist, ISTA trips are the right opportunity for you!

The Middle School Advisory Program
The Middle School Advisory Program is uniquely designed to meet the social and emotional needs of all middle school students. We believe student success relies on a blend of healthy relationships, social skills, and engagement with learning. The program addresses CAC Core Values and intervenes in academics struggles while building a strong and healthy community in and out of the classroom. Advisory blends engaging activities, games, and discussions based on themes such as respect, integrity, creativity, appreciation, and courage. Students practice seven key social-emotional skills every day: cooperation, communication, assertion, responsibility, empathy, engagement, and self-control.

Middle School Sports
Middle school sports are a great opportunity for our students to build and foster relationships with their peers, teachers, and coaches. The school’s Core Values are demonstrated during training and competition. CAC is a member school of the Cairo International Schools Sports Association in which we compete in volleyball, swimming, cross country, track and field, basketball, and football. Our sports programs pride themselves on inclusion and accept participants with varying levels of skills.

Wellness
CAC Middle School continues to do all we can to ensure the physical, social, and emotional wellbeing of our students. In Physical Education, students develop their strength, endurance, and flexibility, all while addressing health topics aimed at improving their social and emotional health. Students have the opportunity to start their days in the comfortable environment of their Advisory classroom, discussing topics such as social media, friendships, and time management. Every Wednesday during the school year, students engage in wellness activities such as meditation, walking, tai chi, and even coloring - a group favorite. These opportunities work in conjunction with our classes and our after school activities program aims to support student wellness. We hope to continue to build and improve upon our wellness program in the middle school.

Highlights
Boy’s Volleyball CISSA Champions
Girl’s Volleyball 3rd Place
Boy’s Basketball CISSA Champions
Girl’s Basketball 4th Place

Track & Field, ISST Paris
**Middle School Maker Days**

This year, CAC Middle School organized three Maker Days to expand on and complement the strong design technology culture in the school. Maker education is based on the principle that students develop thinking and problem-solving skills by developing creative ideas, collaborating with other students, and engaging in hands-on making experiences. On each CAC Maker Day, students are offered a wide variety of Makerspaces equipped with different materials and tools for them to bring their ideas into reality. Middle school students participated with great enthusiasm and produced a wide range of creative, interesting, and useful products. At the end of every Maker Day, it is inspiring to see all the work collected together with some impressive pieces coming from all Makerspaces, including leather wallets, chairs, tables, robotic devices, beautiful fashion garments, delicious food, cardboard puppets, storage units, laser cut clocks, 3D printed fidget spinners, and date palm furniture. Opportunities such as these remind us of our middle school students’ creative talent and clever thinking.

**Prime Trips**

The Prime Trips are an integral part of the middle school program. This off-campus activities-based program offers students the opportunity to extend the curriculum beyond the classroom walls in exciting ways. Placed in a new environment, they are able to develop new friendships, try new experiences, and build self-confidence. This year, we were pleased to return one of our trips to Egypt for the first time in several years; 6th graders travelled to Luxor for an exciting four days that complemented their ancient civilizations unit in social studies. The 7th grade students returned to Jordan, a trip that has been extremely successful in the past; 8th grade students had the fantastic opportunity to visit Greece for a mix of cultural and outdoor activities.

**Community Service**

Throughout the year, middle school students engage in a variety of community service projects. In the 6th grade service project, students joined the greater Maadi community to provide Christmas boxes for the 500 children at African Hope Learning Center.

Each 6th grade Advisory classroom contributes to four bake sales to raise money to purchase items for the boxes: rice, socks, school supplies, candy, and a small gift. Students then buy the items and distribute the packed boxes at the Center’s annual Christmas party. Middle school house events are also a way that we gather goods to be donated in a spirit of competition that broadens our focus away from us. Spirit Week this year produced two small truck loads of toothpaste, tooth brushes, and a variety of food items to help African Hope supply the 500+ meals a day to its students.

**Mathcounts**

Every year, students have the chance of participating in Mathcounts, an international mathematics competition for middle school students. The training and preparation for the competition is an excellent experience for students with a passion for mathematics. CAC students have consistently brought back individual and collective accolades.

**Junior Model United Nations**

The Junior MUN program at CAC is a unique experience that affords students the opportunity to learn about the work of the United Nations by simulating it. Through a series of guided learning experiences, mock debates, and research, students gain an enhanced understanding of the United Nations and its functions and role on the international stage. The culminating experience is a conference in which our students have the opportunity to meet students from international schools around the world. At the conference, students participate in simulations designed to emulate the work of ambassadors to the UN. Junior MUN is a highly enriching experience through which students learn valuable interpersonal skills that will prepare them to become the leaders of tomorrow.
A Year in Review

At CAC High School, the school’s Mission, Core Values, and strategic priorities come alive in our academic, athletic, arts, and activity offerings. The high school administration, faculty, and staff consistently utilize educational research, participate in professional development, and visit high-performing independent schools around the world to ensure that our overall program is current, engaging, holistic, and flexible enough to meet students’ needs in a rapidly evolving world.

This year, our faculty and administration have continued an ongoing effort to align our academic program to the International Baccalaureate Diploma Program. In pursuit of this goal, we introduced 9th and 10th grade students to the language, assessment styles, and activities of the IB Diploma Program. Aligning our curriculum with the Diploma Program allows CAC High School to offer a balanced and rigorous international curriculum that prepares our diverse group of graduates to apply to colleges and universities around the world.

We believe that students learn best when they develop close relationships with faculty inside and outside the classroom. Our sense of community is strong, and every day, students, faculty, and administrators engage in friendly conversations and collaborative activities around campus. Students receive individual focused support from teachers both in class and during breaks and scheduled flex periods.

Classes at CAC high school center around discussion-based, student-led activities, with many classrooms using purpose-built Harkness tables. Through daily discussion-based activities, our students learn to listen carefully, speak thoughtfully, think critically, and dissent confidently and respectfully. Our graduates enter universities around the world as confident leaders in the classroom. Technology is thoughtfully incorporated into our programs in ways that support learning, and teachers help students to develop a smart approach to using technology as a research tool.

Beyond the classroom, students have many opportunities to pursue their individual passions through our arts, athletics, and activity offerings. Musicals, plays, scrimmages, tournaments, and other activities are continually occurring on our busy campus. Students regularly travel abroad to perform and compete with other international schools throughout the Middle East and Europe. This year, our sports teams continued to bring home medals from ISSTs, our debaters were awarded trophies at New European Speech, Debate, and Acting Association (NESDA) competitions, and our MUN participants thrived at THIUMUN.

The high school faculty and staff are already planning for exciting changes in the 2017-2018 academic year. Not only will we continue to focus on enhancing and building our academic, athletic, and activities programs; we will also focus on the strategic and smooth return to the new high school building. Though it will be difficult to say goodbye to our elementary and middle school friends who have so graciously hosted us over the past year, we are equally excited to dive into our new learning home.

Jared Harris
High School Principal
Implementation of CAC 2020
Strategic Priority 1.3

Substantial resources this year were directed at ensuring all CAC students were challenged to grow in a variety of ways. K-12 vertical teams spent most of the year discussing and then presenting across school divisions how our teaching and learning practices fully enrich the learning environments of all our students through differentiation: prioritizing equally the needs of our students receiving learning support and those performing in the highly able range of abilities.

College Placement Priority

The high school counseling team supported seniors as they pursued ambitious college placement goals this year, building on the successes of previous years. Our counselors participated in university outreach activities around the globe, accepting invitations to tour universities in the Middle East, Canada, the USA, Europe, and the UK and presenting at international conferences. These events increased CAC’s visibility and facilitated networking opportunities between our counselors and college admissions representatives. The number of colleges and universities that came to CAC continued to increase (60 universities from 8 countries), and we were recently visited by four of the eight Ivy League Universities in the US. Based on the relationships our counseling team cultivates, college and university admissions staff understand that CAC holds its students to the highest academic and ethical standards.

Beyond college placement, counselors offered a comprehensive guidance and counseling program, supporting students in 9th through 12th grade socially, emotionally, and academically. During Freshman Seminar sessions, counselors assisted 9th graders in their transition to high school. In 10th grade, counselors explored career options with students and helped them select appropriate and challenging courses for the remainder of high school. CAC administered the Pre-ACT and PSAT for our sophomores and juniors as well as a weekend test prep course twice during the year. For 11th and 12th graders, counselors ensured that all students successfully researched and applied to universities of their choosing. Students continue to be accepted to their top choices internationally, with more than 80% being admitted to their top three.

Harkness Teaching Method

The CAC High School continues to be one of only a few international schools in the world committed to engaging students with discussion-based, student-led learning activities at purpose-built Harkness Tables. Once again this April, three faculty members from Phillips Exeter Academy provided a week of professional development to our faculty concerning the most effective implementation of discussion-based learning activities appropriate for our students and academic program. In 10th grade, counselors explored career options with students and helped them select appropriate and challenging courses for the remainder of high school. CAC administered the Pre-ACT and PSAT for our sophomores and juniors as well as a weekend test prep course twice during the year. For 11th and 12th graders, counselors ensured that all students successfully researched and applied to universities of their choosing. Students continue to be accepted to their top choices internationally, with more than 80% being admitted to their top three.

International Baccalaureate Program

The IB Diploma Program is a voluntary challenge that CAC students have the opportunity to take during their final two years of high school. Universities frequently report that participation in the IB Diploma is a strong measure of the academic quality of a high school because it indicates how prepared students feel at the end of grade 10 and how successfully our teachers have prepared former IB graduates.
2016-2017 marked the third year of the process of aligning the curriculum to the International Baccalaureate Diploma Program. CAC’s renewed commitment to IB began during the 2014-2015 school year when the class of 2017 were selecting their IB Diploma Courses as grade 10 students. Since that time, CAC has seen a rapid increase in student involvement in IB. While only 24 students attempted IB Diplomas in the class of 2016, we expect 53 attempts from the class of 2019, an increase from 35% to 62% of the total graduating class. A total of 40 exams were taken by non-IB Diploma students in 2016, and 134 were taken in 2017, an increase of 235%. The average number of exams taken by non-IB Diploma students was 2.1 in 2016 and 3.8 in 2017, an increase of 81%.

Our rapid growth in IB participation is being supported by improvements in assessment design, with the increasing prevalence of command terms in semester exams, tests, and quizzes. Additionally, teachers benefited from Extended Essay training in August 2015, and 74% of IB teachers have been trained in the past two years. Finally, the fall 2016 semester saw CAC teachers applying to be IB examiners in mathematics and foreign languages, adding to faculty expertise.

CAC allows any student to take IB classes and participate in the full IB Diploma Program if they feel they can perform at the level necessary to succeed. The program can be very rigorous, CAC’s IB pass rate continues to be above 90%.

**Service Learning**

Through the implementation and growth of the IB Community, Activity Service (CAS) Program, our students continue to plan and participate in service-learning activities in and outside of Cairo. As a new add-on activity to further support service learning in the high school, students and advisors attended the Global Issues Service Summit (GISS) Conference in Dar Es Salaam this year. Students delegates presented a workshop showing how the school and students are embodying social justice through service in their community. Student delegates from several schools discussed important issues and participated in a hands-on service learning day in the local community. GISS delegates strategize solutions to global issues and learn about positive change happening in Africa.

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**Activities and Athletics**

Students continue to participate in the high school athletic and activities programs at a high rate. CAC is unique in the Near East South Asia region and the only high school in Cairo that participates in the European athletic and activity conferences. Most recently, our Dance and Speech and Debate teams travelled to Barcelona, our Honor Choir to Abu Dhabi, and our athletic teams to London, Brussels, and Frankfurt. This year, our swim team won the overall silver medal at the European ISST swim championships, and our girls basketball team won the bronze medal at the European championships in Frankfurt.

In addition, this year the high school increased the academic flexibility required for our talented students to pursue passions beyond our school offerings at the international level. For example, current senior Noor Abukishk was fully supported by our learning program while she participated in the FIFA World Cup U-17 championships in Jordan during the month of October.
MAP TEST SCORES

RIT scores improved from fall to spring for all grade levels.

All grade levels had a minimum average growth of 4 RIT points.

Growth tends to be larger in the lower grades and smaller in the upper grades.

RIT scores improved from fall to spring for all grade levels.

Language Use tended to show the least growth from fall to spring compared to Math and Reading.

RIT scores improved from fall to spring for all grade levels.

Average growth was at least 10 points in grades 3-5.
The Performing Arts Department at CAC continues to shine as a bright asset to our school and our community. Our theatre and music programs run from pre-kindergarten to grade 12. CAC offers an array of classes in which students are encouraged to learn and extend their talents both on and off the stage. There are also opportunities for students to pursue music or drama outside of the classroom by auditioning for our annual musicals and plays.

Our elementary drama program has been running for two years. Students come to drama class for one hour a week to explore, imagine, and create. The annual elementary school production includes 140 actors from kindergarten through 5th grade. Dolly Shalaby, the ES drama teacher is the stage and musical director of this production and is supported by six other ES teachers. Under the direction of Oliver Orion, the middle school stagecraft class builds sets and prepares props and lighting for this production. The drama class also supports the annual Winter Assembly, preparing a performance with seasonal music and a short play. The ES drama students share their class with parents and teachers during Open Drama Class. This invitation is for parents to experience a class, from warm-ups, to devising, to performance.

Our elementary music program offers our students an introduction to vocal and instrumental music. Students explore music from around the world and learn the meaning behind it. Music is a universal language, and our program highlights understanding cultures from around the world through music. In our annual Music After School Program, students learn more challenging music that is performed during the annual Music Class Performance. Students play instruments and sing in English and other languages. Dance, reader’s theatre, and short skits are also incorporated in the performances. Younger students in kindergarten and 1st grade invite their families to a Music Informance in which they experience a class.

The Middle School Drama program offers Trimester classes ranging from Beginning Acting and Improvisation to Advanced Acting and Stagecraft. At the end of each trimester the middle school drama classes host a performance evening open to the community. Middle school students do not need to be a part of the drama program to audition for the annual Middle and High School Musical in early spring or for the play at the end of May. Drama students may also audition to be a part of a traveling theatre group that participates in the annual ISTA trip. This year, our students traveled to Toulouse, France.

The CAC Middle School offers Beginning and Symphonic Band classes and one Choir class; High School offers Concert Band and Concert Choir classes. These classes put on two performances every year, the Winter Concert in December and the Spring Concert in May. There are also opportunities for students to audition to be a part of MS and HS Honor Choir and Band. These students compete with others from our region, and join in a competition.

This year, a few band students joined Mr. McCuaig as part of the live band for the school’s production of Xanadu. The Spring Concert ran for 4 ½ hours in two venues: the CAC Theatre and the middle school atrium. The concert included a barbecue and dancing, and it was thoroughly enjoyed by all.

The High School Theatre program is extensive and filled with opportunities for students to extend their theatrical training. As part of our annual Peace Day Assembly, the intermediate and advanced actors, along with the 11th grade IB Theatre students performed the class protest cantastoria “Fire” by Bread and Puppet Theater Co. (arranged with permission from director Peter Schumann). This year, the first-ever “Three Phase” evening of
collaborative theatre featuring two original 12th IB Theatre works and a longer episodic, multilingual work about the Syrian refugee crisis made in collaboration with the Intermediate and Advanced Acting classes, IB Theatre, and the Me/We Syria initiative and directed by Oliver Orion. In December, the HS theatre students participated in the ISTA Eden Project HS Festival. Students worked in groups of actors, dancers, filmmakers, and musicians to create a moving performance installation in the spectacular environments of the Eden Project’s Mediterranean and rainforest biomes.

The annual Middle and High School Musical was performed in March. It was a flashback to the early 80s, Xanadu. In May, IB Theatre presented The Actor’s Nightmare by Christopher Durang and Intermediate and Advanced Acting presented a sequence of Shakespearean sonnets.

Over the school year, members of the theatre team worked to clean the theatre and create more working space backstage, additional storage space in the basement, a more condensed and useful drama library of plays and theory texts, and an inventory of documents for scenic flats, props, lights, sound equipment, and makeup. These improvements, which will continue through the summer and next year, will help to maximize our efficiency and capacity for putting on high-quality performances in this amazing space.

The Performing Arts Department continues to search for opportunities for students to both perform in our larger community and learn about the rich arts culture in Cairo. Our 11th and 12th grade students saw performances at The American University in Cairo (AUC) and received a backstage tour from the head of the theatre department. A Battle of the Bands group invited CAC to join other international schools, which we hope to do next year. Dolly Shalaby has been in communication with Gillian Campana, a visiting professor at AUC, to host a collaborative workshop early next year. We are excited by new opportunities in performing arts at CAC.
Cairo American College Injaz Team Wins First Place in 2017 National Company Competition

Injaz is an entrepreneurial club that organizes students to compete in an end-of-year contest of businesses formed by several international schools in Cairo. The winning school of the competition moves on to face other winners all over the Middle East. The competition centers on students forming a viable business, from inception to staffing, product design, material sourcing, management, financing, investor relations, and marketing. During the May 2017 competition, the CAC Injaz team won first place with Zip & Flip, a reversible beach bag that unzips into a beach towel. The team designed, produced, and sold their product and to date, they have made more than EGP 40,000 in profits with more than two hundred units sold at spring fairs and music festivals in Maadi and Zamalek and online through the company’s automated ordering system.

High School Clubs and Activities:
- HS Student Council
- Student Government
- Arabic Debating Club
- Arabic Writing Club
- CAC Model United Nations
- Global Issues Services Club
- HS Green Team
- Human Rights Club
- Injaz Club
- Math Competition
- National Art Honor Society
- National Honors Society
- NESDA Speech & Debate
- Papyrus
- Poetry Club
CAC Athletics operates a diverse program of athletic teams centered around participation in ISST tournaments. The International Schools Sports Tournament is an organization of European international schools in which CAC has been an active participant since the mid-1980’s. At the end of each of three ten-week sports seasons during the year, CAC teams travel to or host ISST tournaments featuring six to twelve schools. CAC boys and girls teams have won ISST championships in soccer, volleyball, basketball, swimming, softball, tennis, baseball, golf, cross country, and track and field. CAC teams also compete in wrestling, water polo, and dance at invitational or regional events. In season 1 this year, CAC sent five teams to ISST tournaments, with the cross country team placing second at the tournament in Bonn, Germany. The season 1 club water polo team competed with local Cairo competition.

In season 2, CAC sent three teams to ISST tournaments, with the swim team placing second at the meet in London. The wrestling team also competed at ACS Abu Dhabi in season 2. In season 3, CAC will send four teams to ISSTs, while the dance team attended a competition in Barcelona, Spain. This makes a yearly total of twelve ISST teams, water polo and golf club teams, as well as wrestling and dance as non-ISST sports. This wide variety of sports allows students to experience success on many levels.

During the fall, CAC honors a former employee by hosting the Mike Ross Degla Dash in Wadi Protectorate in Cairo. Mike was a PE teacher and coach at CAC who passed away on October 23, 1995 after a short battle with cancer. Funds from this charity race are donated to the National Cancer Institute.

Successes in the athletic program include the boys volleyball and swimming ISST silver medal teams and the girls basketball ISST bronze medal team. The wrestling team deserves special note, as our team placed third place out of six teams, with only seven wrestlers, three of them gold medalists, along with a silver and a bronze.

CAC benefits from a majority of experienced coaches for 10 of 12 ISST teams as well as a successful veteran wrestling coach. The dance team this year was led by an instructor with 20 years of experience and training in London. The golf club was led by an experienced coach, Middle School Principal Courtney Bailey. CAC’s successful new swim coach, Matt Lautenbach led the water polo club with the help of experienced local coaches. This was Matt Lautenbach’s first year replacing the legendary Coach Sayed, and the swim team achieved a very close 2nd place at the ISST swim meet in London.

On May 5, 2017, CAC hosted a one-day Screaming Eagles Invitational Track Meet at the Maadi Olympic Center. With over 100 competitors from six Cairo international schools, multiple student athletes challenged themselves to obtain personal best times, distances, and heights. Next year’s meet will be hosted as a two-day event at the Maadi Olympic Center in April 2018. We expect to see visiting international schools return to Cairo for this event from countries in the region.

As has happened multiple times in the long history of CAC athletics, CAC had a student athlete this year who represented her sport and country at the highest level. Noor Abukishk played in the FIFA World Cup U-17 championships, representing Jordan during the month of October at the event hosted in Jordan. Noor went on to play in the ISST championships in London with the CAC girls soccer team. She was selected for the ISST All Tournament Team, and was nominated for the Cathy Faoro Award.
**Season 1 Trips:**
- Varsity Boys Soccer, ISST Boys’ Soccer, ACS Hillingdon International School, 4th place
- Varsity Girls Soccer, ISST Girls’ Soccer, American School in London, 8th place
- Varsity Boys Volleyball, ISST Boys’ Volleyball-American International School in Vienna, 2nd place
- Varsity Girls Volleyball, ISST Girls’ Volleyball, International School of Brussels, 6th place
- Cross Country, ISST Cross Country, Bonn International School, 2nd place

**Season 2 Trips**
- Varsity Boys Basketball, ISST Girls’ Basketball, International School of Brussels, 3rd place
- Varsity Girls Basketball, ISST Boys’ Basketball, Frankfurt International School, 12th place
- Junior/Varsity Swimming, ISST Swimming, ACS Cobham International School, 2nd place
- Wrestling, Wrestling Invitational EMAC American Community School in Abu Dhabi, 3rd place

**Season 3 Trips**
- ISST Track & Field, ISST Track and Field, American School of Paris
- Varsity Girls and Boys Tennis, ISST Tennis, American Community School in Athens
- Varsity Boys Baseball, ISST Baseball, American International School in Vienna
- Varsity Girls Softball, ISST Softball, American School of the Hague
- Varsity Dance, Urban Display, Barcelona

**Facilities Update**
At the start of the 2015-2016 school year, new Daktronics scoreboards were purchased and installed in the CAC main gymnasium, thanks in part to generous funding from the CAC PTO and CAC Booster Club. The main gym will have further improvements before the start of the 2017-2018 school year. A new scheme of lines will replace the current main gym floor lines to match with new main court drop-down single pole baskets and new side baskets on both sides of the gym to create two short cross-gym basketball courts. A new divider curtain will allow for mid-gym separation into the two new cross gym basketball courts. There will be new volleyball standards, lines and nets for the main court and two side courts. Finally, new gym bleachers to hold 450 spectators will be installed to completely re-fit the main gym equipment. This update of the main gym equipment is again partially funded by the very generous CAC PTO and CAC Booster Club.

### High School Athletics Participants

<table>
<thead>
<tr>
<th>Season</th>
<th>2015-2016</th>
<th>2016-2017</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>163</td>
<td>127</td>
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<td></td>
<td>52%</td>
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<td>Winter</td>
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<td>90</td>
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<td>37%</td>
<td>30%</td>
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</tbody>
</table>
The Hassan Webb Aquatics Center remains a busy place at CAC. This year, the aquatics program went through a major transition after saying goodbye to Coach Sayed with his retirement at the end of the 2015-16 school year. At the beginning of the year, CAC welcomed Matt Lautenbach as the new Aquatics Director. Mr. Lautenbach comes to CAC from the US after having also worked in Beijing, China. In his career, he has been named Michigan Coach of the Year, trained a Silver Medal Paralympic swimmer, and helped coach and develop numerous swimmers who went on to compete in college. His experience helped make for a smooth transition and has continued the tradition of excellence in swimming at CAC.

The pool is full from early morning through the late evening with PE classes swimming lessons, swimming and water polo team training sessions, after school swimming and diving lessons, lifeguard trainings, and of course fun and fitness during open swim times. Throughout all of these activities the pool has maintained an excellent safety record ensured by our American Red Cross trained lifeguards.

The CAC swim teams had another strong year in and out of the pool. This year, CAC swimmers on both our age group and JV and varsity teams set new CAC school records and won medals in every competition they attended. The CAC ISST swim team had another strong finish at their championships, with the JV Boys finishing first, which helped contribute to an overall 2nd place team finish. Our CAC Age Group Invitationals welcomed swimmers from around Cairo and, for the first time in decades, members of the age group team traveled across Cairo to compete away from CAC, finishing with numerous medals and very strong team results against the other International Schools in Cairo.

This year we have continued to evaluate and grow the programs offered in aquatics. We have implemented new, streamlined formats for our meets, increased digital communication, encouraged a continued focus on the Core Values, and provided more competitive opportunities while simultaneously ensuring that students of all levels have a place to participate in our aquatics programming. Joining us this year to support this mission is Arena Swimwear, a proud sponsor of CAC Aquatics. 

### Health and Safety

In the CAC pool, the lifeguarding staff continue the vigilant operation of pool rules and lifeguarding procedures. CAC Aquatics hosts lifeguard training courses where both CAC students and local pool staff receive American Red Cross Lifeguard Training Certifications to serve as lifeguards at the CAC pool. The health and safety committee was able to negotiate to have CAC nurse coverage for all CAC practice and game sessions. This is an important procedural commitment for student safety. The nurse service at all practices and games has been budgeted since the end of the 2015-2016 school year. With the CAC nursing staff at practice sessions and games, professional care is provided for minor injuries as well as more severe fractures and sprains of both CAC and visiting student athletes.
The Service Learning office seeks to empower children through giving. As a part of the CAC mission we aim to motivate students to positively contribute to their communities. Students experience an increased sense of self-efficiency by volunteering in community service projects. Volunteering offers an opportunity for skills building and develops a sense of responsibility and pride. Service projects bring learning opportunities beyond the classroom and expose students to a variety of experiences that help them grow into individuals who are able to make a change in their own community.

This academic year 2016-2017, CAC hired a Service Learning Coordinator to align all school projects and create a common vision. At CAC, more than 15 service activities were held during this school year. Around 65 students directly provided service for others and countless others made contributions.

This year’s main project was initiated by a high school student in the Global Issues Service Club. The project aimed to provide support for the Stabl Antar Dream Project, a local vocational school. Located on a small mountain in old Cairo, residents of Stable Antar live in absolute poverty with severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. The members of the club planned a visit to assess community needs and investigate possibilities for potential cooperation between the two groups. The first visit was a success as CAC students learned how to make kites and fly them with the children of Stable Antar who were proud to teach others something new. This activity helped in building a strong reciprocal relationship between the two groups which helped CAC students to achieve their mission and conduct the needs assessment they needed to start a new partnership. The GISC team came back from the visit with many ideas to support Stabl Antar.

Stable Antar Saturday Visits
As per the assessed needs, it was ascertained that the children of Stabl Antar spend around four hours at school and four hours at vocational workshops to earn a living. The CAC team decided that providing the children with entertainment and games is a priority. More than 10 visits were organize during the course of this year to provide the children with entertainment and educational games.

Valentines Candle Sale
While Stabl Antar is a vocational school that produce handmade goods, they are unable to create a market to sell their products and support their organization. GISC joined forces with the Elementary Leadership Team and sold candles made at Stable Antar for Valentines week. All proceeds were donated to support Stabl Antar.

Elementary School Leadership Team Food Drive
The Stabl Antar Dream project provides students with daily meals. The elementary school Leadership team organized a food drive for the project and the GISC team helped with deliveries.

The Kiln Fundraising
This is school unity project coordinated between the three divisions to raise the funds. The Elementary Leadership team raised $473 from a Walkathon and $54 from a movie night activity. The Middle school Student Council raised $110 and GISC raised $142 from various activities.

Elementary School Pass the Parcel Toy Drive
Pass the Parcel is a “child-to-child” service initiative that seeks to empower children through giving. Founded by a group of CAC elementary students, the vision of pass the parcel is to pass on pre-owned belongings from one child to another that is less fortunate. To make a greater impact, students decided to dedicate the first Toy Drive initiative to the Children of Stabl Antar.
The Head of School and Division Heads

Wayne Rutherford
Head of School

Mr. Rutherford has been CAC’s Head of School for five years. After growing up in Oregon and attending university in California, he has spent his entire 27-year career as an overseas educator. He holds two degrees from Stanford University. Mr. Rutherford has worked exclusively in US Embassy-assisted schools, starting as a high school English teacher in Manila (ISM, 6 years) and moving from teaching into administration in Sapporo, Japan (HIS 10 years). He first moved to Africa with his family in 2007 to Dakar (ISD 5 years), and he came to CAC in 2012. Notable accomplishments include weathering Egypt’s second revolution in 2013 and guiding the school during some challenging years. Mr. Rutherford has overseen approximately US$17 million in school construction in three countries, has hired over 200 outstanding teachers for international schools, and has served on international school association boards in three countries. He was recently selected to serve on the Near East South Asia Association of Schools’ Board.

Mr. Rutherford and his wife, who is from Japan, have two “third culture kids” attending CAC this year, in 10th and 11th grades. His hobbies include travel, reading, and various sports; his passion is fly fishing for trout in Oregon rivers and elsewhere.

Jared Harris
High School Principal

Dr. Jared Harris has over twenty years of experience working with students in coaching, counseling, college counseling, and education. He has worked/interned/consulted for Western Washington University Counseling Center, Western Washington University Graduate Counseling Clinic, Lynden High School, The Coalition for Child Advocacy, The Martin Center School, Catholic Community Services, The American School of Asuncion, Paraguay, George Mason University Graduate Program in Counseling Fast-Train, Harvard Graduate School of Education Wide-World Project, The International School Nido de Aguilas in Santiago, Chile, and at Cairo American College. Dr. Harris has given professional presentations at the University of British Columbia, the University of Toronto, Texas Christian University, Peking University, the Lincoln School in Argentina, and in Monte Carlo. In addition to being published in international school newspapers.

Dr. Harris holds a BA in Psychology and a M.Ed. in School Counseling from Western Washington University, being mentored by several of the top Cross-Cultural Psychologists in the world. In addition, he holds a Doctorate in Educational Leadership from Seattle University. His Doctoral Dissertation investigated the Political Leadership practices of United States Ambassadors serving in developing nations. His current areas of research interest are cognitive science, learning theory, and instructional practices.

Dr. Harris is the recipient of several awards over the years including the 2006 Yale University Outstanding College Counseling award, the 2004 Council of International Schools travel presentation grant at the University of Toronto OACAC conference, and was granted a 1999 research license from the United States Department of Treasury to investigate high school instructional practices in Havana, Cuba. He has planned, organized and hosted school visits with the Presidents of Princeton, Rice, and Babson Universities. Finally, he has engaged Phillips Exeter Academy in global educational collaborations, being a cover story in the 2015 Fall Issue of the Phillips Exeter Academy Bulletin.

Dr. Harris is originally from Seattle, Washington, a husband, and father of three children.
Julie Jackson-Jin
Elementary School Principal

Julie Jackson-Jin is an experienced educator who is currently in her fifth year as Elementary Principal at Cairo American College.

She commenced her career in Australia as a secondary school Physical education teacher at a private PreK – 12 girls school. Her greatest achievement in her early teaching days was supporting young athletes to achieve their personal best in PE classes and at their given sport. Managing a team at the national level remains a highlight to this day.

To gain greater insight she moved into teaching elementary students after being approached by her Principal for the position. She taught second, third, first, fifth and sixth graders in Australia before moving to Japan to teach third and fifth grade. She taught at an International school in Japan for four years. She returned to Australia to have a family and support her husband’s dream to open restaurants. As a family with two young daughters they returned to Japan and Julie accepted a third grade teaching position. However, this was short lived as her Headmaster asked her to step into the Interim Principal role following a school staffing emergency. She was encouraged by her faculty, Headmaster and community to apply for the position the following year and after a worldwide search was the successful candidate. She is proudly entering her fifteenth year as an Elementary Principal.

Julie has a Diploma of teaching, Bachelor of Education from Australian Catholic University, Melbourne. She completed her certificate of International school leadership from the Principal’s Training Center, holds a Distinguished Principal certificate and a Masters of Education in International Administration, from Endicott College, Massachusetts.

Courtney Bailey
Middle School Principal

Courtney Bailey has over 25 years of experience working with students in education, coaching and mentoring. He has worked in Toronto, at W.G. Davis Middle School and Thistletown Collegiate Institute. Presented to the Salvation Army of Greater Toronto on the topic of Government housing. Worked at the American School of Kinshasa, DROC. Consulted with the US Marines in Abu Dhabi and Dubai. Athletic Director at the International Community School of Abidjan, Cote d’ivoire. Middle School teacher at the International School of Tanganyika. Athletic Director at the international School of Phnom Penh, Cambodia. Head of Physical education Department at the Western Academy of Beijing. Mr. Bailey has given presentation to African American Diaspora in Cairo, Egypt. He has also given presentation at the Junior Model United Nation, in Istanbul, Turkey.

Mr. Bailey is a graduate of the Principal Training Center. He has a Masters degree from the College of New Jersey. He obtained his Bachelor of Education and undergraduate degree from Brandon University.

He is a member of the United States Golf Teachers Federation, a Wellness Consultant and a certified personal trainer.

He is a member of the NESA Middle School Principal Association. A member of the Experienced Principal Summit. He was voted the student body president, at teacher’s college. He was inducted into the Brandon University Basketball Hall of Fame. He was also inducted in the Manitoba Basketball Association, Basketball Hall of Fame. He was captain of the back-to-back CIAU Basketball Champions, Brandon University. He was selected All – Canadian Basketball nominee, Basketball MVP Brandon University. He was selected best guard (Boston Celtic, Basketball Camp). Won Player of the Year for Katameya Dunes Golf and Country Club.

Courtney Bailey is currently the Middle School Principal and prior he was the assistant principal for three years. He is working on his superintendent license and his Doctorate in Educational Leadership, through Bethel University.
FACULTY BACKGROUND

Age 2016-2017
- 40-49 years old: 40%
- 50-59 years old: 29%
- 30-39 years old: 24%
- 60+ years old: 5%
- 20-29 years old: 2%

Citizenship 2016-2017
- U.S.: 46%
- Host country: 20%
- UK & Europe: 14%
- Canada/Australia/New Zealand: 14%
- Other: 4%

Educational Degree 2016-2017
- MA: 65%
- BA: 31%
- PhD: 4%

129 FACULTY MEMBERS

PROFESSIONAL DEVELOPMENT ACCOMPLISHMENTS

Professional Learning Highlights
CAC is all about learning. Learning for students and for teachers and staff. This year, faculty and staff were involved in over ISO professional learning events. Often, professional learning involves specific workshops targeting strategy, skills, or content. Others involve professional conferences. Large numbers of CAC faculty and staff attend regional conferences of ECIS and NESA each year. In addition, this year faculty and staff participated in High Able Conferences and trainings.

Percent of Professional Development Activities by Division 2016-2017
- Elementary: 35.2%
- High: 23.5%
- Middle: 21%
- Admin: 13%
- Other: 7.4%

Percent of Professional Development Activities by Department 2016-2017
- Grade 3: 5.8%
- Physical Education: 6.8%
- Performing Arts: 4.9%
- Visual Arts: 3.9%
- Social Studies: 2.9%
- Math: 6.8%
- Kindergarten: 1.9%
- Science: 8.7%
- Support Staff: 6.8%
- Human Relations: 3.9%
- Finance: 3.9%
- Grade 5: 3.9%
- Grade 1: 5.8%
- World Language: 13.6%
- ELA: 4.9%
- Grade 2: 3.9%
- Technology: 4.9%
- Library: 5.8%
COMMUNITY

Parent-Teacher Organization (PTO)
The mission of the PTO is to improve and advocate for communication within the CAC community. We also provide activities and services that strengthen and support the CAC community and the school’s Mission and Core Values.

We would like to extend our gratitude to the parents, families, and community members who have supported us generously and wholeheartedly. They have helped us to raise money for important causes and bring together many different people from our community in shared experiences that add value to all of our lives.

We would like to share the many accomplishments of the CAC PTO in the 2016-2017 school year with our generous school community. During the year, our committee chairs, members, and volunteers have dedicated their time and energy to host fundraising events and activities including our calendar sale, the PTO Book Fair, the International Festival, bi-weekly elementary and middle school pizza sales, and the PTO Gala.

While fundraisers are key to our operations and allow us to make valuable contributions to the school, they are not the extent of what we do. We also show appreciation for the hard work of CAC’s 150 teachers with a monthly surprise treat, such as cupcakes, breakfast vouchers, smoothies, and soup, as well as an annual Teacher Appreciation Lunch. We also donate US$1,000 towards the cost of the Faculty Winter Party.

CAC has a general support staff of 140 members that includes school custodians, bus monitors and drivers, and security personnel. During the El Adha Feast we provide each of these staff members and the 36 policemen around the school with holiday food boxes. During the holy month of Ramadan, each general support staff member is given one Ramadan food box, and we host a Yearly Appreciation Lunch.

However, most of our support is directed towards our students. We have a budget of US$4,000 for each school division to host activities. We have used these funds for house shirts for MS and ES students, the renovation of MS outdoor furniture, HS Harkness tables, the HS picnic, the ES Kids Day treat, end-of-year free pizza, ES end-of-year giveaways, and renovation of the blue ES playground.

Other enriching and educational activities included inviting Marilyn Gardner, a speaker who specializes in third culture and cross-cultural kids, to talk to MS and ES students and their parents.

We support the HS students with US$1,500 to help organize and run the Halloween Carnival for the ES students. This year we had over 500 students and parents on campus. The high school made a profit of EGP 50,000, which they used to fund their prom. We also present each graduating senior with a graduation gift.

The PTO financed two viewings of the documentary Screenagers, which discusses social media usage and was very beneficial to both students and parents. Other events and activities geared toward parents included a screening of the movie, Most Likely to Succeed, about education in the 21st century. We have a monthly PTO Parents Trip to important cultural and historic sites in Egypt, and we hosted a family trip to Fagnoon.

Additionally, we host two welcome coffees and fe-lucca trips for all of our new and returning families, in September and February.

This year, also organized several cultural events for parents that emphasized and showcased the diversity
of our community. A different activity was held each month including Syrian cooking, flower arrangement, Chinese cooking, a Japanese Tea ceremony, and a monthly yoga session.

Our major donation this year was US$10,000 for the renovation of the gym and another US$10,000 for the renovation of the CAC Theatre. Additionally, 10% of our profit went to a school-affiliated local charity.

Last but not least, as we continue to strive for excellence in our school, homes, and workplaces, we are the mould that will shape our young people and all those in contact with us. Let them see our willingness to serve, love, encourage, and be responsible.

Carmen Awn
CAC PTO President
The Booster Club

The CAC Booster Club is a volunteer parent organization that aims to promote school spirit. Through fundraising and other activities, the Booster Club provides support for Athletics and Activities. They sell CAC spirit wear and merchandise at the Spirit Store and provide snacks and meals by operating the Spirit Café during school and community events.

From August 2016 to date, Booster Club has:

- Donated $5,000 as Equipment Fund to the Activities and Athletic Office;
- Assisted 22 CAC student athletes through their Financial Assistance Program, with a need based cash grant equal to half of the cost of the athletic/activities trip, not to exceed $500, for a total of $7,226.23 in annual grants;
- Donated EGP 14,949 for the purchase of 151 Ramadan food boxes for the entire CAC General Services employees (151 people);
- Donated to the Gold Medal Squared Volleyball Camp in the amount of $1,000;
- Provided lunch for the Girls Get Strong Conference in the amount of $750;
- Sponsored prizes for, donated gifts to or assisted various school organizations such as the National Honor Society, Global Issues Network, and the CAC PTO Gala;
- Operated the Spirit Café for school and community events such as the Pack the Gym nights, Swim time trials and meets, Sports invitational events, PTO Halloween Carnival, PTO Bookfair, Youth Soccer League, Maadi Basketball Association and the Maadi Little League Baseball.
The Office of Alumni and Community Engagement primarily works to strengthen the CAC connections with alumni, parents, students, faculty, and friends, by helping them stay informed, involved, and invested in their CAC passions, and fostering lifelong relationships. Our team also creates and supports alumni and campus/community events including in-person and digital engagement opportunities. We create fundraising strategies, in partnership with CAC and The Cairo American College Foundation to help increase donor participation and philanthropic support of CAC.

CAC continues to be pivotal in ensuring the saying “the world has become a small village” comes to life by facilitating opportunities for international companies to send their best employees to Egypt knowing their families will receive a world-class education. Participation in this unparalleled community life distinguishes CAC on the global education stage. CAC’s ability to be an excellent source of education and community for international and local families alike has fostered great amounts of foreign investment into Egypt over the last seven decades.

When students and families depart CAC, they take their knowledge and love of Egypt to the world. CAC plays a pivotal role in educating students while also spreading the goodwill of Egypt across the globe. Current AUC president, former US Ambassador to Egypt, and CAC alumni parent Francis J. Ricciardone stated in his video address for CAC’s 70th Anniversary, “Cairo American College brings the world to Egypt and Egypt to the world”. We cannot underestimate this important role CAC plays on the international stage.

As I reflect on my role these past three years, in the creation and running of the Alumni and Community Engagement office, I’m struck not only by the extraordinary heritage and history of CAC, but also the remarkable potential and future of this beloved institution. Every time alumni meet, there is an immediate commonality found in the shared experience of CAC. And as I look at today’s students and families, I continue to be in awe of the on-going legacy being created. A legacy of global ideals including responsibility, compassion, integrity, innovation, and respect for diversity.

I wish to express my sincere thanks to the many alumni, including alumni parents and former faculty who have given back to CAC through time, talent and personal resources. As alumni, let’s not stop here, but let us continue to push and support Cairo American College to reach for further greatness.

Thank you for the privilege to serve you.

Warm Regards,

Byron Skaggs
Head of Alumni and Community Engagement

“20 something years later and Cairo still lives in my heart!!!...”
Marc White

“I am planning to send my kids to CAC as well. I want them to grow up without prejudice and be able to embrace the difference.”
Mi Jang

“It shaped who I am as a person in so many ways. I got to be friends with people from all over the world.”
Naomi Troyer Morrison

“Best years of my life K-12, always will have love for the cairo fam and my memories in Maadi.”
Terick Doughman
MESSAGE FROM CAC
FOUNDATION PRESIDENT

Dear CAC Supporter,

Many of you may not know that Cairo American College has an affiliated U.S.-based non-profit (501-C-3) charitable foundation that supports the school’s educational and community mission. Established in 2003, the CAC Foundation is the primary channel for soliciting funds – large and small— from corporations, government agencies, charitable foundations, and individuals. Over the years, the foundation has channeled over $1,100,000 from generous donors to CAC.

The CAC Foundation is governed by a Board of Directors, with representation from the community, alumni and the Cairo American College Board of Trustees. In late 2015, the Board of Directors was reconstituted to add more members with the goal of spurring further development initiatives that will promote the school’s long term financial sustainability. As a board, we work closely with the CAC Board of Trustees and the school’s Office of Alumni and Community Engagement to advise, assist, and in some instances, lead priority funding initiatives.

As we close out the 2017 school year, I’m pleased to say that we have put in place refined and clarified policies and procedures for gift giving, and prioritized additional solicitation targets that are aligned with the school’s vision and mission. Our board member from Apache has placed the CAC Foundation as a matching donation recipient for Apache employees. We hope to expand this program to other organizations with similar corporate responsibility arrangements.

Going forward, the board intends to intensify its efforts reach out to the school’s community around the world to help promote the school’s value and contributions to educational excellence in Egypt that ultimately promotes local, regional and global community and prosperity.

I would like to thank the board members around the world who dedicated their time, expertise, advice, and donations to the foundation. I’d also like to encourage the community and our alumni to learn how you can contribute to the school through giving and board participation.

Thank you,

Sherif S. Gamal
President
(Class of 1981)

Cairo American College Foundation
http://cac-community.org/foundation
Each year, CAC conducts Community Satisfaction Surveys. These surveys involve multiple questions around key strands. Various stakeholders are surveyed. The administration and faculty analyze and review the responses in detail and determine areas of need for the following year.

The Questions can be grouped into Different Strands:
- Mission (meeting and living the CAC mission and Core Values)
- Relationships (interaction between students, teachers, and parents)
- Curriculum (planned units of study and programs for students)
- Learning (what has been learned - only parents and students)
- Instruction (how learning takes place - only students and faculty)
- Communication - Assessment and Reporting (means of knowing what is learned and ways of communicating with parents)
- Leadership and Board - Administrative (efficacy of the Head of School, Board, and overall Administration - only parents and faculty)
- Co-curricular and Balance /Time (activities out of class and after school; teacher meeting time)
- Teacher Well Being (tending to teachers professional learning and overall satisfaction in Cairo)

The graph below shows the average Percent Agree for each strand by Parents, Students, and Faculty. Some categories show broad agreement. In some areas, responses reveal differing levels of agreement. Both provide insights for Administration into areas for celebration and to question.
High School Renovation

In 1978—39 years ago—CAC completed construction on one of the main facilities on the Digla campus, the MS/HS building. Over the years, the building has been added to and subdivided for maximum use, gradually settling in to be the High School building for all CAC students. In 2006, the CAC Board of Trustees decided that CAC would remain in Maadi (as opposed to moving to New Cairo, along with AUC) and set out a Campus Master Plan that would see new ES and MS buildings, and aimed to renovate the HS building—all within about six years. Eleven years and two revolutions later, the High School is finally getting its long overdue renovation.

This is more than a mere face-lift. The building has been stripped to the bones—literally—and those 39 year old bones have been reinforced with steel and concrete. Massive steel structures will create a new top floor (replacing the Eagle’s Nest which some might remember), and we hope that solar panels will eventually make the building nearly energy self-sufficient.

Why renovate instead of build a new building? Due to safety codes written since the first campus construction, new buildings in schools need to be ‘set back’ from the perimeter wall. This set back was used for the new ES and MS buildings, but it was felt by the planners that moving the HS building into campus 10m would too greatly compromise our space. It would make it impossible to put a 400m track on the campus.

Renovation continues through the year and we aim to move back into the facility during winter break 2017-18. It has been a dusty, noisy year, and relocating the HS classes into the MS and ES buildings has not been without its challenges. However, the upside of our downsizing is that there was room in the ES and MS buildings to house all displaced HS classes for the year.

Kudos to the Board for their vision in moving this project forward, and for their financial management which enabled CAC to do this and all previous building without the need for borrowing money.

Next up for CAC: a new Phase IV design for the athletics facilities, which are also badly in need of some upgrades. Look for more information on this in next year’s Annual Report.
MANAGEMENT DISCUSSION AND ANALYSIS

Cairo American College started the 2016-17 year with a clean audit. After completing our annual audit, we were pleased again this year to have a clean audit report. The audit is reviewed by the Board. The Management Letter receives a response from the Head of School.

The school year 2016-17, however, was full of surprises and challenges for a school delivering an international education in Egypt. With extensive help from the US Embassy, we are close—as of this writing—to achieving something not achieved in CAC’s 71-year history: establishing CAC’s legal existence via a Treaty between the US and Egyptian government.

In November, the ‘float’ of the Egyptian Pound led to a rapid loss in EGP value, rapid inflation, and threw both family and institutional finances into disarray. CAC’s Board of Trustees and Administration have spent untold hours this year reviewing CAC’s financial situation. While the tuition paid to CAC lost value with the depreciation, our USD income strengthened in terms of local costs. The outcome on the year was favorable for the school. Our Egyptian parents find their CAC tuition nearly doubled in terms of EGP payments, and the Board worked very hard to keep the tuition increase to a minimum for 2017-18. It will average 1.65% for all students.

The government of Egypt also created a Value Added Tax this year that increased prices and complicated budgeting.

On a positive note, for reasons we cannot identify, CAC enrolled 37 more students than expected in 2016-17, significantly helping the budget. We do not know if this will prove to be a one-time event or if it is the beginning of an improving trend for international schools in Egypt.

Overall, CAC will make it through 2016-17 in a fairly strong position. We await August to see how the shifting financial landscape might affect our enrollment and to learn if our uptick in applications in 2016-17 continues into the new year.

We would like to thank our volunteer Board members, especially those who serve on the Finance Committee, for their work in helping guide CAC through some turbulent times.

Funding: Sources & Uses

<table>
<thead>
<tr>
<th>Fund Type</th>
<th>Source of Revenue</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Budget</td>
<td>Tuition Fees</td>
<td>To provide the annual operating need of the school</td>
</tr>
<tr>
<td>Capital Fund</td>
<td>Registration Fees, Annual Capital Fee</td>
<td>To fund major projects (e.g. High School renovation)</td>
</tr>
<tr>
<td>Plant Fund</td>
<td>Plant Fee</td>
<td>To fund maintenance (e.g. repainting building, maintaining fields, ...)</td>
</tr>
<tr>
<td>Enrollment Contingency</td>
<td>Operational Surpluses</td>
<td>To supplement the operating budget in the event of a reduced enrollment.</td>
</tr>
<tr>
<td>Emergency Reserve</td>
<td>Operational Surpluses</td>
<td>To fund an emergency evacuation.</td>
</tr>
</tbody>
</table>

Finance Committee Roles

- Oversees the school’s financial planning and reporting, control and audit functions
- Monitors all financial activity for Board approval
- Oversees the Development & Alumni Relations (DAR) Office
FINANCES REPORT

School Revenue 2016-2017

| Tuition | $30,000,000 |
| Fees    | $11,700     |
| Annual Capital Fee | $270 |
| Plant Fee | $630 |

School Expenses 2016-2017

| Tuition | 94% |
| Fees    | 3%  |
| Other   | 3%  |
| Salaries & Benefits | 81% |
| Supplies & Equipment | 4% |
| Utilities & Rental | 3% |
| Repair & Maintenance | 3% |
| Instructional Expenses | 2% |
| Conference & Training | 1% |

2004 - 2017 Budget

2004-2017 Tuition Increase over the Last 10 Years

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>6%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>8%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>10.6%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>5.5%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>7.6%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>4.6%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>4%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>7.5%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>3.95%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>1.65%</td>
</tr>
</tbody>
</table>
### 2017 - 2018 CALENDAR

**August 2017 (11 student days)**
- 02: New Faculty Arrive
- 09: All Faculty Return
- 15: New Students/Parents Orientation
- 16: First Day of School for Students
- 31: Eid El Adha Holiday (subject to change)

**September 2017 (17 student days)**
- 31 - 4: Eid El Adha Holiday (subject to change)
- 21: Islamic New Year (Subject to change)

**October 2017 (23 student days)**
- 6: Armed Forces Holiday
- 19-22: NESA Fall Leadership Conference

**November 2017 (20 student days)**
- 9-11: ISST Fall Championship
- 9: ES/MS Trimester 1 ends
- 23: U.S. Thanksgiving Holiday
- 30: Prophet’s Birthday Holiday (subject to change)

**December 2017 (15 student days, 86 instructional days)**
- 22: Winter Break Begins

**January 2018 (13 student days)**
- 7: Coptic Christmass Holiday
- 13: Winter Break Ends

**February 2018 (20 student days)**
- 14: School Resumes

**March 2018 (21 student days)**
- 8: CAC holiday
- 8-10: ISST Winter Championship
- 30-1: Spring Educators Conference

**April 2018 (14 student days)**
- 1: Western Easter Holiday
- 8: Eastern Easter
- 9: Sham El Nesim Holiday
- 1-9: Spring Break
- 10: Resumes
- 25: Sinai Liberation Day Holiday

**May 2018 (22 student days)**
- 1: Labor Day Holiday
- 16: 1st Day of Ramadan (subject to change)
- 24-26: ISST Spring Championship

**June 2018 (3 student days, 93 instructional days)**
- 1: Graduation
- 5: Last Day of School for Students
- 6-7: Faculty Closure Days
- 15-18: Eid El Fitr (subject to change)