



BERLIN
METROPOLITAN
SCHOOL



Quarterly News

September 2022

Dear BMS Families,

I hope that you have experienced a good start to this academic year and that your children have felt supported and welcomed in the first weeks of the school year. For nearly 200 new students, the past few weeks have been a personal challenge as they navigate the transition to a completely new school. We of course take great care in supporting our new students, as they become acquainted with our community, our school programs and systems, and of course the task of making new connections and friendships in their peer group.

We appreciate that also for our returning students the beginning of a new academic year is both an exciting adventure and a challenge because many students entered a new school division and transitioned from ELC into Grade 1 or from our Primary School into Grade 7, which marks the beginning of their Secondary School education. We also welcomed in total nearly 60 students to our Grade 11 this year, marking the formal start of their IB Diploma years which is an important step in the life of a teenager.

Overall, we can state from our institutional point of view that the start to this academic year was a strong one. The first weeks ran smoothly and calmly, and it seems that all our students found their place at BMS. In addition, our new members of staff have settled in very well and we are very fortunate that our new colleagues represent a great addition to our faculty.

CIS and NEASC Accreditation Visit

In addition to this positive start, we are now entering our re-evaluation cycle of our CIS and NEASC (New England Association of Schools and Colleges) accreditation cycle, which has to be renewed every 5 years. The re-evaluation is organized in two steps: the preparatory visit and the self-evaluation process. From September 26th - September 29th, we will start this entire process with the preparatory visit. We will welcome two representatives from each of the accreditation bodies who will conduct various interviews with the different stakeholder groups, including parents, students, leadership team, teachers, coordinators, advisory board members, and all specialist groups including support staff, medical staff, counseling team, and student support over the course of their 3-day visit. They also will observe the teaching and learning in our classrooms from K-12, the break organization, the dismissal procedures, as well as the overall lunch organization. In summary, they want to gain a holistic picture of our school to see if we are ready and prepared to enter the 2nd step of the re-evaluation process which leads through an 18-month self-evaluation phase leading to a final evaluation visit in Spring 2024.

In preparation of this visit, we had to finalize a first step of a self-evaluation in the following domains:

- Domain A: Purpose and Direction
- Domain B: Governance, ownership and leadership
- Domain C: Curriculum
- Domain D: Teaching and assessing for learning
- Domain E: Well-being
- Domain F: Staffing
- Domain G: Premises, facilities, technology systems and auxiliary services
- Domain H: Community and home partnerships

We uploaded our self-evaluation, rated ourselves according to the different standards of each of those domains, and collected evidence to confirm our evaluation statements. This 100-page document forms the foundation for this upcoming visit.

I would like to use this opportunity to thank all parents, our entire team, and students who are supporting us through this process and who dedicate their time and passion to represent BMS in this very important process. We will of course ensure that we share the feedback from the visitors with our school community and will keep you informed about the next steps.



Academic Achievements

As in the past, I also would like to use this first newsletter to share with you some data regarding the academic success of our students. When we examine our assessment data, we focus on the results in the IGCSE in Grade 10 as well as the results in the IB Diploma in Grade 12. An important benchmark for our institution is the university placement rate because in the final stage of overall evaluation, this is what matters the most. Our key question is: have we enabled every single student to enter their preferred next step on their individual pathway? Our aim is to ensure that all students are prepared to achieve the necessary academic outcome alongside a high-quality personal statement which allows them to fulfill the entrance requirements, and which leads into an offer from their preferred university. I am happy and proud that the placement rate at BMS is consistently over 98% in the past years and also this year we were able to ensure that 100% of our students have received an offer for their first or second university choice. The following universities represent all offers and final university placement choices from the Class of 2022:

UNIVERSITY ACCEPTANCES & OFFERS 2022

UNITED KINGDOM

Arts University Bournemouth
Birmingham City University
Brunel University,
Buckinghamshire New University
City, University of London
Falmouth University
Goldsmiths, University of London
Heriot-Watt University
Imperial College London
King's College London
Kingston University
London South Bank University
North Warwickshire and South Leicestershire College
Queen Mary University of London
University College Birmingham
University College London (UCL)
University of Aberdeen
University of the Arts London
University of Birmingham
University of Brighton
University of Bristol
University of East London
University of Edinburgh
University of Glasgow
University of Greenwich
University of Manchester
University of Newcastle
University of Nottingham
University of Sheffield
University of Southampton
University of St Andrews
University of Strathclyde
University of Sussex
University of Warwick
University of the West of England, Bristol
University of Westminster

CANADA

University of Alberta
University of British Columbia
University of Toronto
University of Waterloo

UNITED STATES

Boston University
Marist College
Parsons School of Design

Temple University
The New School
University of Colorado Boulder
University of Georgia
University of Texas at Austin
Yale University

NETHERLANDS

Artez
Breda University of Applied Sciences
BUas Breda
Erasmus University Rotterdam
Hanze University of Applied Sciences
HU University of Applied Sciences
Maastricht University
Royal Academy of Art
The Hague University of Applied Sciences
Tilburg University
TU Eindhoven
University College Groningen
University of Amsterdam
Utrecht University
Vrije Universiteit Amsterdam

GERMANY

Business & Law School Berlin
ESCP Business School
Jacobs University Bremen
Karlsruhe Institut für Technologie
Macromedia University
SAE Institute Berlin
SRH Berlin University of Applied Sciences
University of Applied Sciences Europe
WHU: Otto Beisheim School of management

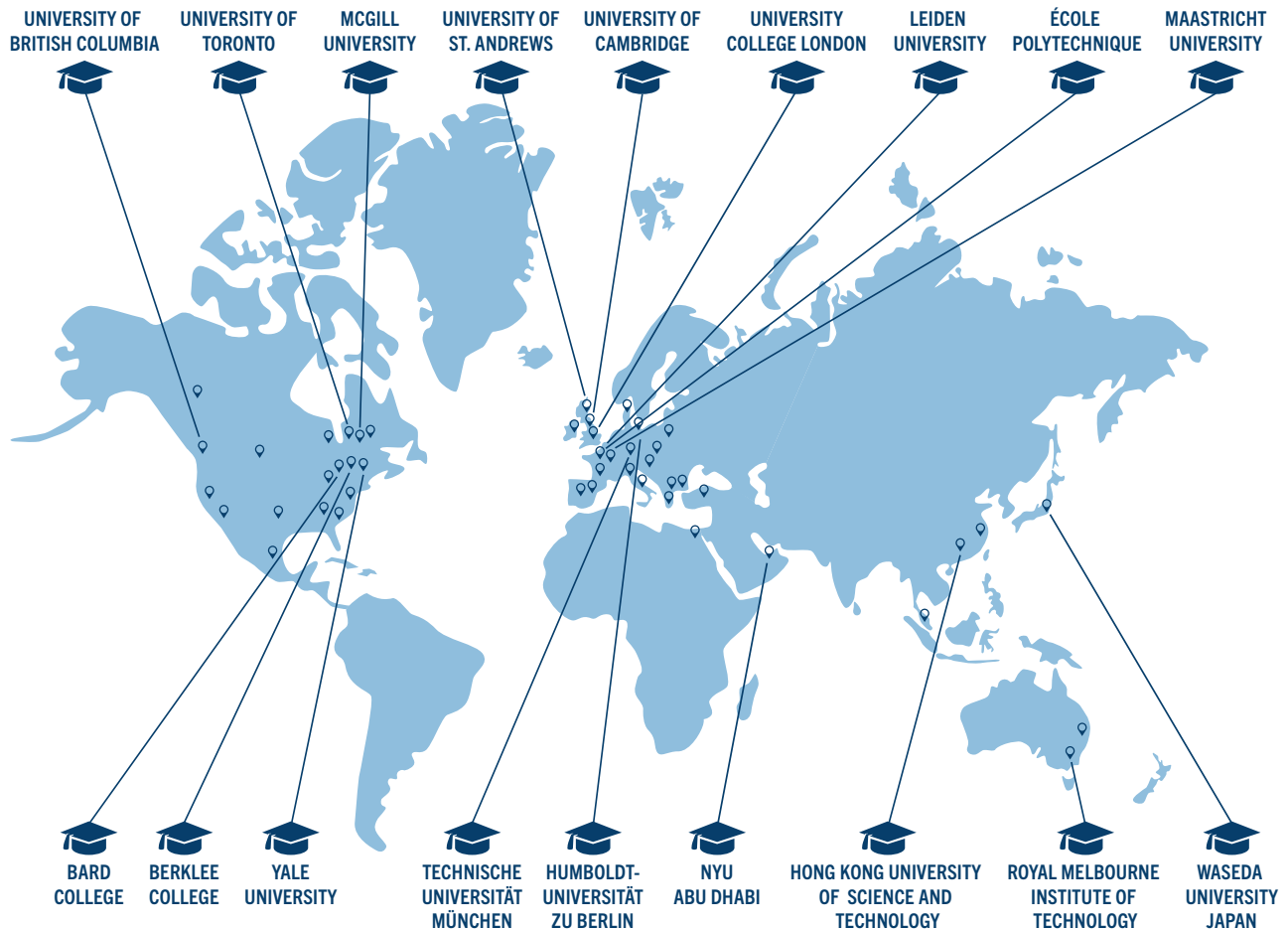
GLOBALD AND EUROPEAN

Webster University Vienna, Austria
Brussels School of Governance, Belgium
Katholieke Universiteit Leuven, Belgium
École Polytechnique, France
Paris College of Art, France
Sciences Po, France
Bocconi University, Italy
Polimoda, Italy
Riga Graduate School of Law, Latvia
Toulouse Business School, Spain
IE University, Spain
La Salle Campus Barcelona, Spain
Anglo-American University, Czech Republic
University of Queensland, Australia

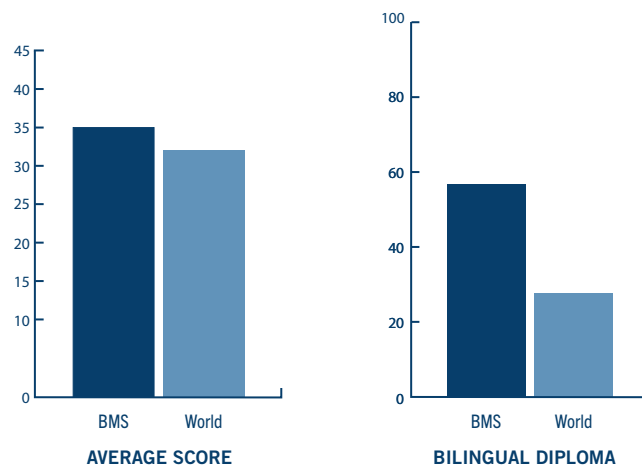
I think it also speaks for our wide range of subject choices in the IB Diploma that our students choose diverse majors for their studies, from politics to management, to math and physics, art and film, as well as science and law.



It also fills us with pride that our BMS Alumni attend prestigious universities around the world now, including Cambridge University, New York University, and Yale University, just to name a few examples of top university destinations.

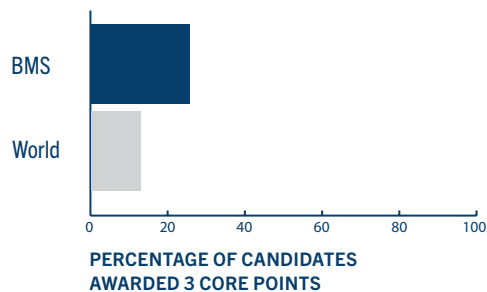


Based on these examples of the successful academic and university pursuits of our students, I am happy to share with you that the BMS DP average score is once again above the world average. Moreover, as a school with a strong German program and with a bilingual approach to education, we are able to offer our students the ability to gain a bilingual diploma at the end of Grade 12, which is seen as a big plus in the university application process and remains exceptional again this year as compared to the world average:

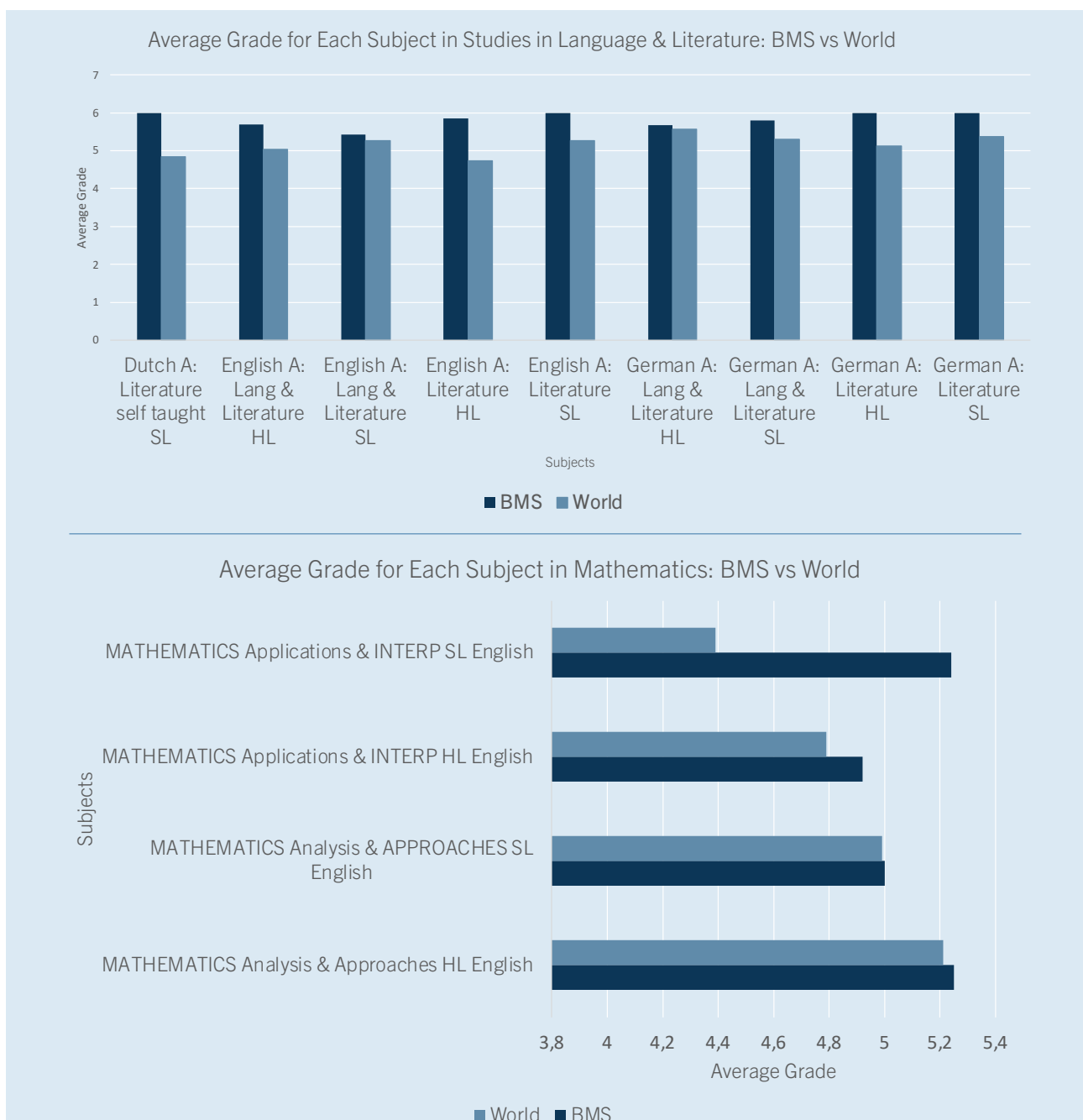


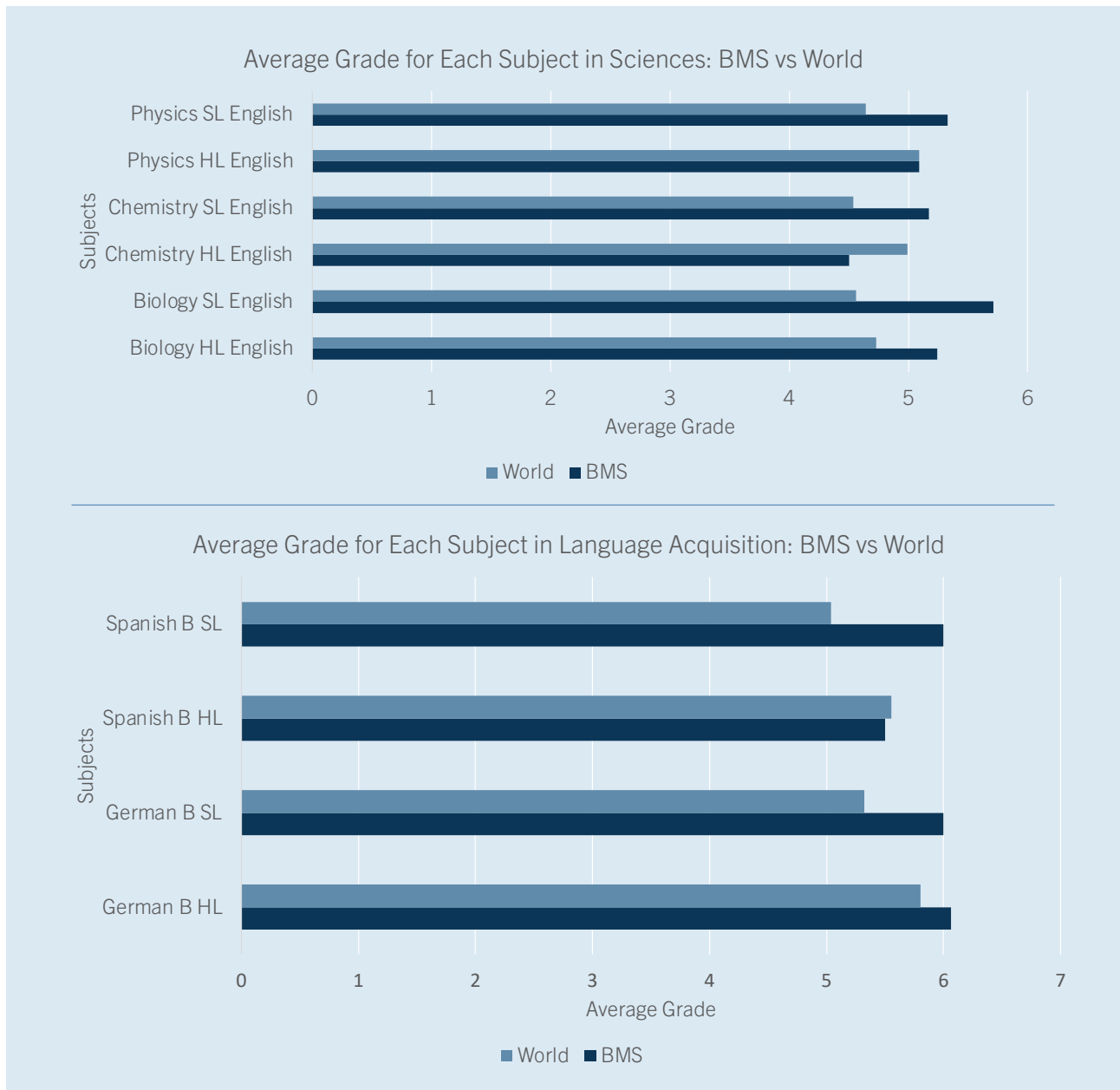
Compared to the world average, our students have been able to exceed the pass rate which was at BMS 98% compared to the world average of 86%. I would like to use this opportunity to extend my sincere congratulations to all of our students for their achievements, and explicitly highlight the achievements of those 12 students who were able to achieve 40 points and above. I would especially like to highlight Maya who achieved the best result in this cohort and who impressed us with her dedication, passion and above all also with her engagement within our community. She truly was and remains a role model to our faculty and to her peer group. We are so happy and proud of her achievements and wish her all the best as she begins her studies at Yale University.

As you may know, alongside the DP subjects all students also have to pass a so-called core program in the IB Diploma. This core program includes social learning in the form of Creativity, Activity, Service (CAS), writing an extended essay (EE) and learning about the Theory of Knowledge (TOK). Those 3 elements build the core of the program and are truly rewarding elements of shaping the personality, the intellect, and the research and writing skills of students. Therefore, it was our strategic goal to improve in the delivery and achievement within this core program because it can have such an important impact on student development. I am very happy that our efforts are now visible in these achievements, also above the world average.



Moreover, the subject-specific evaluation is very interesting because it allows us to also evaluate our program and the effectiveness of our teaching. Please have a look at the evaluation and comparison for the area of Mathematics, Language and Literature, Language Acquisition, Humanities, and Sciences.





The further improvement of our overall academic achievement is continuously at the center of our attention. Therefore, all academic data from Preschool to Grade 12 is evaluated with our teaching teams and with the respective coordinators. We use this academic data to identify trends and patterns with the aim to improve our support services, our extension offers, and our teaching standards across the school.

Priorities 2022/23

The priorities for 2022/23 have been presented at the beginning of the year to our entire team so that we all can align our efforts and capacity to achieve the necessary improvements in those overarching areas. This academic year we will focus on the following 3 aspects:

BEHAVIOR

Behavior is based on common understandings, mutual agreements, as well as commitment and ownership in the daily operations. We believe that good behavior is the prerequisite for a productive and positive learning environment, and we recognized that the many irregularities, including the instability and insecurity over the past two years, has had an impact on the behavior of our students. As a team, we agreed that we must take a common effort to establish again strong relationships within our student body and between students and teachers which is the starting point for a respectful collaboration. Therefore, we invested at the beginning of this academic year time into community building and in the articulation of expectations, processes, and procedures towards our students, within our team, and also including our parent community who are indeed an important stakeholder in this discussion.

CURRICULUM

We will continue our focus on our curriculum articulation and mapping to ensure that all curriculum pieces are effectively combined and that all community members are clear about our program in all its different aspects. We will place particular focus on our language program this year and will concentrate on the adaptation of our report card in the Primary School.

TRANSITION

We are all aware that the transition preparation is essential for students, and that a successful transition between the different divisions impacts their learning success as well as their well-being in a positive way. As a K-12 school, we must ensure that this transition is for all our students a positive and challenging experience.



As a whole, we can say that our plan is clear and concise for this academic year and that we have set manageable aims for our teams. Together with a positive and prepared start to the academic year, these two components will impact the learning and development of our students in a positive way.

I am also happy that we were able to re-initiate our BMS Advisory Board with the election of parent representatives last year. It is with great pleasure that I welcome Sanaz von Elsner, Limor Berman, and Mark Lazar as parent representatives in our Advisory Board. We have already had our first meeting and as soon as the new school captain is elected, we will also be joined by one student representative and one staff representative on our board. Together, we will evaluate the progress we have made according to the 7 areas of school improvement we have set for us as overarching strategic targets for our institutional development. We will ensure that we keep you informed about the work of the BMS Advisory Board on a regular basis.

I would like to take this opportunity to thank you all for your trust in BMS and your support. I am looking forward to our collaboration throughout the year and hope that we will have many opportunities where we can come together to celebrate student achievement.

With warm regards,

A handwritten signature in black ink, appearing to read 'Silke Friedrich'.

Silke Friedrich
Executive Director