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# ACCEPTED!

The school's re-enrollment rate and admissions decision timeline have yielded a larger student body in recent years. Community members consider the academic and social impacts of the growing High School community.

## Number of students in HS over the past five years

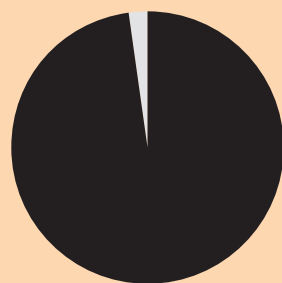
2019-20	2020-21	2021-22	2022-23	2023-24
500	493	542	530	552

Source: Office of Admissions

## Number of students per grade in the 2023-24 academic school year

Grade 9	Grade 10	Grade 11	Grade 12
145	132	135	140

Source: Office of Admissions



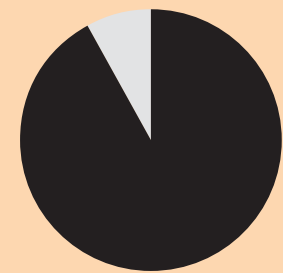
Approximately **98%** of classrooms are in use each period.

Source: Math Teacher Neil Basu

## Students' average length of stay at ASL

10 years ago (2013-14)	Current (2023-24)
4 years	6-7 years

Source: Office of Admissions



## Current re-enrollment rate

**92%**

"An all-time high," said Dean of Admissions Rebekah Westphal.



Eden Leavey  
Deputy Editor-In-Chief: Print  
The Standard

Over the last three school years, the number of students in the High School has increased by almost 12%, according to the Office of Admissions.

Lucy Ilyas ('26), who joined the school in K1, has witnessed the expansion of the community. She said it seems like facilities have become overcrowded as the student body continues to grow.

"I can't get to my classes anymore," Ilyas said. "It's too crowded. I stand in the hallway getting pushed around because there are too many people in this school."

Meanwhile, Eduardo Pilnik ('24), who has been enrolled at the school since Grade 3, said crowding has existed ever since he joined the High School.

"It's always flooded but it doesn't feel very different from how I remember in previous years," Pilnik said. "It's always been quite full and it's still very full and quite crowded."

### Admissions

Dean of Admissions Rebekah Westphal said re-enrollment rates can impact the size of the community due to timing conflicts between admitting applicants and calculating next year's re-enrollment.

"The decisions are sent out for new admits before we actually understand the full re-enrollment numbers," Westphal said. "When re-enrollment is really high, and we have made some admissions decisions already, that can, of course, certainly add to the squeeze."

Westphal said re-enrollment has been hovering around 92%, an "all-time high" for the school.

"Ten or 15 years ago, ASL was a more transient community," Westphal said. "People used to stay for three or four years, and now that tenure has increased to six or seven years."

According to the Office of Admissions, the all-school capacity is 1,425 students, and there are currently 552 in the High School. This indicates that more than one-third of students are enrolled in the upper division.

### Academics

Math Teacher Neil Basu, who works with Assistant Principal Natalie Maisey to construct the annual course schedule, said although the higher enrollment rate can make organizing classes tougher, he is confident that the school has "managed to maintain the same level of success at preserving students' scheduling requests."

In addition, Basu said the High School ran more sections – the number of classes taught per course – for popular courses to accommodate the greater number of students this year.

As such, Pilnik said he has observed a greater proportion of students taking courses such as AP Economics and AP Computer Science Principles.

Basu said despite many students' speculations that class sizes have increased, classes remain capped at 18 students, which is the same number as in previous years. Rather, Basu said more class-

es are now "occurring outside of the traditional subject area classroom."

Moreover, Basu said classroom usage has shifted from approximately 90% last year to 98% this year. He said the High School is "using almost every classroom almost every period."

Nevertheless, Ilyas said because her teachers have more classes and thus more students, they have become less accessible. Ilyas said she struggles to find one-on-one time to meet with her teachers and receive feedback, even during less busy times of the day.

"I come in at Conference A now because they're just a little less people, but I still have to wait to talk to a teacher even if I have made an appointment," Ilyas said. "It's almost infuriating."

Westphal said the Office of Admissions is conscious of the High School reaching its capacity.

"We know that the High School is tight and using all of the available spaces," Westphal said. "In fact, my office is used as an advisory space."

### Student life

Pilnik said he feels frustrated by the cramped nature of the High School.

"I wish people wouldn't just sit and loiter in the... hallways all the time," Pilnik said. "That gets on my nerves."

Furthermore, Ilyas said the "school traffic" extends beyond the hallways, posing challenges to students who are trying to access the toilets, cafeteria and School Center.

"I can't go to the bathroom anymore at Conference Time B because it's a line of like 15 people, so if I go in there I'm going to miss the start of my class," Ilyas said. "I have to go during my classes."

Pilnik said all-school spaces such as the School Center and the Commons are no longer fully functional for the size of the community.

"We cannot fit the entire High School in the School Center," Pilnik said. "That's a bit silly. How are you going to do important assemblies or performances when you can't even put the entire High School in one place?"

Yet, Ilyas said the larger High School community exhibits "up-sides" for student-led organizations and extracurricular programs. "There are so many clubs and a lot of them are running because enough people are going to them," Ilyas said. "It diversifies people's interests."

Echoing Ilyas, Pilnik said he has noticed more students participate in school programs, namely athletics.

Ultimately, Ilyas, who is the strategy lead of the robotics team, said she is eager to see more students become involved so that tighter student networks can develop across the High School.

"The robotics team has a lot more people this year, which is good because we were able to split into two teams," Ilyas said. "We've just gotten more students, and it's always good to grow the community."

Clara Martinez contributed to reporting

*"I can't get to my classes anymore. It's too crowded. I stand in the hallway getting pushed around because there are too many people in this school."*

– Lucy Ilyas ('26)

## Course scheduling at a glance.

### February/March

Math Teacher Neil Basu and Assistant Principal Natalie Maisey begin their initial planning of the upcoming academic year's classes and teachers.

### April

Students' Course Selection sheets are due. Basu and Maisey finalize how many sections of each course there will be and who will teach each one. Ideally, the Office of Admissions has determined their accepted applications at this point.

### May/June

Basu and Maisey begin organizing students' schedules. The start time of this step is somewhat dependent on the Office of Admissions' certainty of re-enrollment and new applicant numbers.

### June

Basu and Maisey design the skeleton of the schedule using the Veracross Scheduler Module. Classes with only one or two sections create the backbone of the schedule as they offer less scheduling flexibility for students.

### July/August

Basu and Maisey manually check each student's schedule multiple times over the summer, cross-referencing it with their Course Selection sheet.

Source: Math Teacher Neil Basu