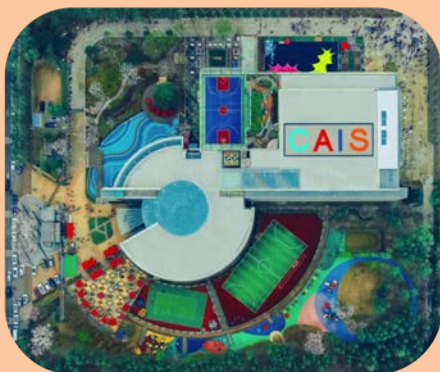




Changchun American  
International School  
长春美国外籍人员子女学校



# CAIS Annual Report 2023/2024





## Annual Report for the 2023/2024 Academic Year

Changchun American International School is proud of our collective achievements and the hard work of our students, parents, staff, and teachers. The following is a summary of achievements, initiatives, and progress for the 2023-2024 academic year, and an overview of the strategic plans for the 2024-2025 academic year.

CAIS is engaged in a continuous cycle of improvement, and our work extends well beyond the information in this document. However, we hope that this summary helps provide clarity and a deeper understanding of our practices for all our stakeholders.

### CAIS Purpose

**Mission:** With passion, we: Challenge. Connect. Create.

**Vision:** Changchun American International School inspires its community to become responsible global citizens who will meet the challenges of the future by creating opportunities through a holistic education.

### The Council of International Schools (CIS) and The Western Association of Schools and Colleges (WASC) Accreditation and International Baccalaureate Program Evaluation



CAIS is accredited by the Council of International Schools (CIS) and the Western Association of Schools and Colleges (WASC). These prestigious accreditations prove that we meet rigorous international standards in education, providing our students with a high-quality, globally recognized learning experience.

Additionally, our school is authorized to offer three International Baccalaureate (IB) programs, the PYP, MYP, and DP, which are renowned for their challenging curricula and focus on developing critical thinking, creativity, and international mindedness. This authorization means that our educational approach is aligned with the best practices in teaching and learning, preparing our students to be lifelong learners and active participants in a global society. Our three IB programs were externally evaluated by the IB in April 2024, and we have been authorized for an additional five years.

These credentials reflect our commitment to excellence and our dedication to providing the best possible education for all learners at CAIS.

### ACAMIS, EARCOS, and DISA Memberships



As a result of securing CIS and WASC accreditation, CAIS became eligible to apply for memberships in regional organizations. We are proud to be recognized as an active member of the Association of China and Mongolia International Schools (ACAMIS) since August 2023 and the East Asia Regional Council of Schools (EARCOS) since November 2023. CAIS is also a founding member of the Dongbei International Schools Association (DISA) since April 2024.

Through these regional affiliations, CAIS can offer more opportunities for our students and staff for competitions, conferences, and professional development. Our student athletes have participated in swimming, volleyball, basketball, badminton, and football tournaments. Our student artists have been acknowledged as winners in art and film competitions. Moreover, our staff members have presented at several conferences about our outstanding practices in China and abroad.



## Technology Initiatives – Campus and Program Improvements

Students, parents, and staff had the exciting opportunity to learn together about new technologies in the age of AI during a visit from XR Wave in November 2023. Our new technology center is under construction and will be operational in the 2024-2025 academic year to offer a comprehensive program for AR/VR and immersive classroom environments. In addition, a fully articulated robotics program is planned along with an extension of our digital and physical design programs. AI integration into all areas of the academic and extra-curricular programs are underway.



## CIS Community Survey Results

In April 2024, we received important feedback from our stakeholders using the Council of International Schools Community Survey. The overview of the results of the survey are presented below:

Students: 264 students and 10 alumni completed the survey and the details are reported as follows:

| CIS Standard                     | A1. I understand my school's mission, vision, and values. | A3. C3. At school, I am learning how to behave/interact with people of different backgrounds and cultures. | C3. D6. I am confident in using information technology (IT) to improve my learning. | D5. I am improving in the language that most of my teachers use in lessons. | E2. I understand how I am expected to behave in school. | G2. I know what to do if there is an emergency at my school. |
|----------------------------------|---|--|---|---|---|--|
| Percentage of Respondents Agreed | 83.3%   | 85.4%  | 86.8%   | 91.1%   | 89%   | 90.4%  |

### Comments from Students and Alumni:

"I really like this school, it has a warm learning environment, the teachers' lessons are very interesting, and the overall environment is very good."

"I love this school very much and the teachers are also very kind. I can also learn lots of things, make lots of friends, and the classmates and teachers help me each day. I love CAIS and my school!"

From our alumni: "I wish I fully appreciated everything the school, staff, and teachers did for us during my time at CAIS. I miss it every day and believe everything I learned and experienced has set me up for success and a happy life."





Parents: 74 parents completed the survey and the details are reported as follows:

|                                  |   |   |   |   |   |  |
|----------------------------------|---|---|---|---|---|--|
| CIS Standard                     | A1. The mission, vision, and values of my child's school guide the school in its decision-making. | B3. As appropriate, the school's plans are effectively communicated to parents. | C3. D6. The school effectively uses information technology (IT) to enhance my child's learning. | C1. E3. My child is supported socially and emotionally. | D1. C1. My child finds their lessons interesting. | E2. G2. I have confidence in the school's ability to keep my child safe in school. |
| Percentage of Respondents agreed | 91.6%   | 90.8%   | 94.2%   | 92.3%   | 92.3%   | 97.9%  |

Faculty: 108 faculty members and 30 support staff completed the survey and the details are reported as follows:

|                                  |  |  |  |  |   |  |
|----------------------------------|--|--|--|--|---|--|
| CIS Standard                     | A1. The school's guiding statements (mission, vision, values, & strategic intent) are appropriate for this school.                     | B1. The school's governing body/board and leadership act legally and ethically.  | B4. The actions of the school's leadership are aligned with the school's guiding statements. | C4. C5. Systematic review of the school's curriculum ensures appropriate continuity and progression. | C6. A3. Students have sufficient opportunities to develop global citizenship through co- or extra- curricular programs. | D3; C3. A diverse range of cultural contexts are used to enrich students' learning.        |
| Percentage of Respondents agreed | 96.3%  | 97.5%  | 96.3%  | 98.7%  | 97.5%   | 100%   |
| CIS Standard                     | D6. C1. The use of media and information technology is integrated into teaching and assessment in order to enhance students' learning. | E3. G2. I understand and am able to carry out my responsibilities regarding the school's policies and practices related to health, safety, and security. | F5. I understand the school's code of conduct for staff.                                     | G2. The school provides a secure environment for all members of the school community.                | H1. Communications between school and home enhance the students' education.   | H2; E1. Partnerships external to the school are effective at enhancing students' learning. |
| Percentage of Respondents agreed | 98.7%  | 100%   | 100%   | 97.3%  | 97.3%   | 100%   |

### Comments from Faculty Members and Support Staff:

From our support staff: "Through CIS, WASC accreditation, the school continuously improves the campus environment, academic level, and teaching team. At the same time, it has established good community relations, working together to provide students with a safe, high-quality academic environment, focusing on the balanced development of students' physical and mental safety, and cultivating lifelong learning global citizens."

"The IB curriculum matches with the CIS education philosophy. The school is doing its best in implementing the IB education philosophy which we believe is necessary and will be beneficial to students' future."

"I am proud of the evolution of the school over my time here. It has become a professional, student-centered school. I am excited for the athletics program. The Arts program is massively expanding and the ECA program is diverse. The leadership team is pushing forth an incredibly ambitious agenda, schedule, and variety of events. Staff are busy supporting students. Great future!"



## CAIS Strategic Objectives

As we strive to improve our learning community, we use the four CIS drivers, Purpose and Direction, Learning and Teaching, Global Citizenship, and Well-Being, to guide and focus our decision making. To this end, we have developed four strategic objectives for the period of 2021-2026.

CAIS has two student performance objectives:

- By 2026, CAIS students will demonstrate an increased level of literacy.
- By 2026, CAIS students will be more competent in mathematics.

| Initiated/Completed in 2023-2024  | Planned for 2024-2025   |
|---|---|
| <p>Adjustment of the Primary schedule to better address student needs (ELL and SEL) while continuing to ensure literacy, Mathematics, and Language A instruction daily.</p>   | <p>Increased Support for SEN Students:<br/>           -Incorporation of Integrated Co-Teaching (ICT) Models: Implementing co-teaching strategies where ELL and SEL specialists work alongside classroom teachers to provide targeted support within the general education setting.<br/>           -Expansion of Literacy and Numeracy Intervention Programs: Introducing additional intervention periods within the primary schedule to support students who need extra help in literacy and numeracy.<br/>           -Enhanced Professional Development for Teachers: Providing ongoing training for teachers on best practices for integrating ELL and SEL strategies into daily instruction.<br/>           -Integration of Social-Emotional Learning Activities: Embedding SEL activities into the daily schedule to promote students' emotional well-being and social skills.<br/>           -Secondary Regular Monitoring and Feedback Loops: Establishing systematic processes for monitoring student progress and adjusting schedules as needed to ensure that all students' academic and social-emotional needs are met.</p> |
| <p>Individual MAP data integration into IXL both for English and Mathematics to develop personalized learning plans. Data chats weekly which are reported out during Parent Teacher Conferences and through Toddle/ManageBac.</p> | <p>-Using MAP data to create personalized learning plans and track student progress through platforms like IXL.<br/>           -Working specifically on having a systematic structure in place for principal to teacher and teacher to student data chats.</p>  |
| <p>Continued alignment and standardization of formative and summative assessment practices. More intentional preparation of our students for internal and external examinations.</p>  | <p>Adopting new tools and methods such as AI tutoring to align with IB standards and enhance student preparedness for internal and external exams.</p>  |
| <p>Updates for curricula that reflect changes in IB subject guides and national curricular requirements. Full evaluation of the three IB programs culminating in the successful April 2024 IB visit.</p>                          | <p>Enhanced Literacy and Mathematics Enrichment Programs: Introducing targeted support programs to address diverse learning needs in literacy and mathematics.</p>  |





### IB DIPLOMA DATA (2019-2024)

For the class of 2024, 16 out of 19 students pursued the IB Diploma, with 7 students also earning the IB bilingual diploma. May 2024 results will be available in July 2024. The 2024 data below is based on predicted grades.

| IB DIPLOMA       | 2019 | 2020 | 2021 | 2022 | 2023  | 2024        |
|------------------|------|------|------|------|-------|-------------|
| CAIS AVG. SCORE  | 29.9 | 29   | 34.3 | 29.9 | 33.0  | <b>32.3</b> |
| WORLD AVG. SCORE | 28.5 | 31.3 | 32.9 | 32   | 30.24 | <b>N/A</b>  |
| CAIS HIGHEST     | 43   | 35   | 38   | 41   | 44    | <b>39</b>   |

### CAIS AMERICAN HIGH SCHOOL DIPLOMA ACCREDITED BY WASC

All students of the class of 2024 graduated with a CAIS American High School Diploma that is accredited by WASC and is accepted by universities around the world. 3 students took IB courses but did not pursue the IB Diploma. Shinzan Biro Murray has been accepted by the International Business School in Budapest, Hungary. Max Ma has been accepted by Vatel Hotel and Tourism Business School in Switzerland. Kevin Xing has been accepted by Pace University in New York, USA.

### PSAT AND SAT DATA (2022-2024)

**PSAT:** All MYP5 students participated in PSAT testing. The average score for our students was 952. The highest score was 1430 achieved by Jonas Deppe.

**SAT:** 20 students took the SAT examinations across 5 examination dates (7 students sat the exam twice). The average score for our students was 1165. **DP2 James Wang achieved a near perfect score of 1530 with a perfect Math score of 800 in October 2023.**

### CAMBRIDGE FIRST CERTIFICATE IN ENGLISH DATA (2020-2024)

MYP4 and MYP5 students take the FCE tests to prove that they have the English language skills to communicate confidently in an English-speaking environment. The minimum score students need to continue in the full IB program is 150.

| FCE RESULTS     | 2020 | 2021 | 2022 | 2023 | 2024       |
|-----------------|------|------|------|------|------------|
| CAIS AVG. SCORE | 158  | 153  | 154  | 157  | <b>159</b> |

### ATHLETICS, PERFORMING AND VISUAL ARTS, HOUSES

Since August 2023, our students had the chance to participate in basketball, volleyball, swimming, badminton, and football as athletics teams through ACAMIS and DISA. Our students travelled to International School Beijing, QSI Shenyang, and Dalian American International School for various tournaments. We ran grade-level sleepovers, class retreats, and many house events. We held the Christmas Market and celebrated International Day. Students performed in concerts and curated visual arts exhibitions. Students traveled to Changbaishan to complete the Duke of Edinburgh International Awards hike, and we hosted various sporting and entertainment events. We are looking forward to a more structured athletics coaching program as our school has become an ACAMIS league participant in the Green Division. This means that our student athletes will travel to other schools in China and Hong Kong to compete with their peers in varsity tournaments.

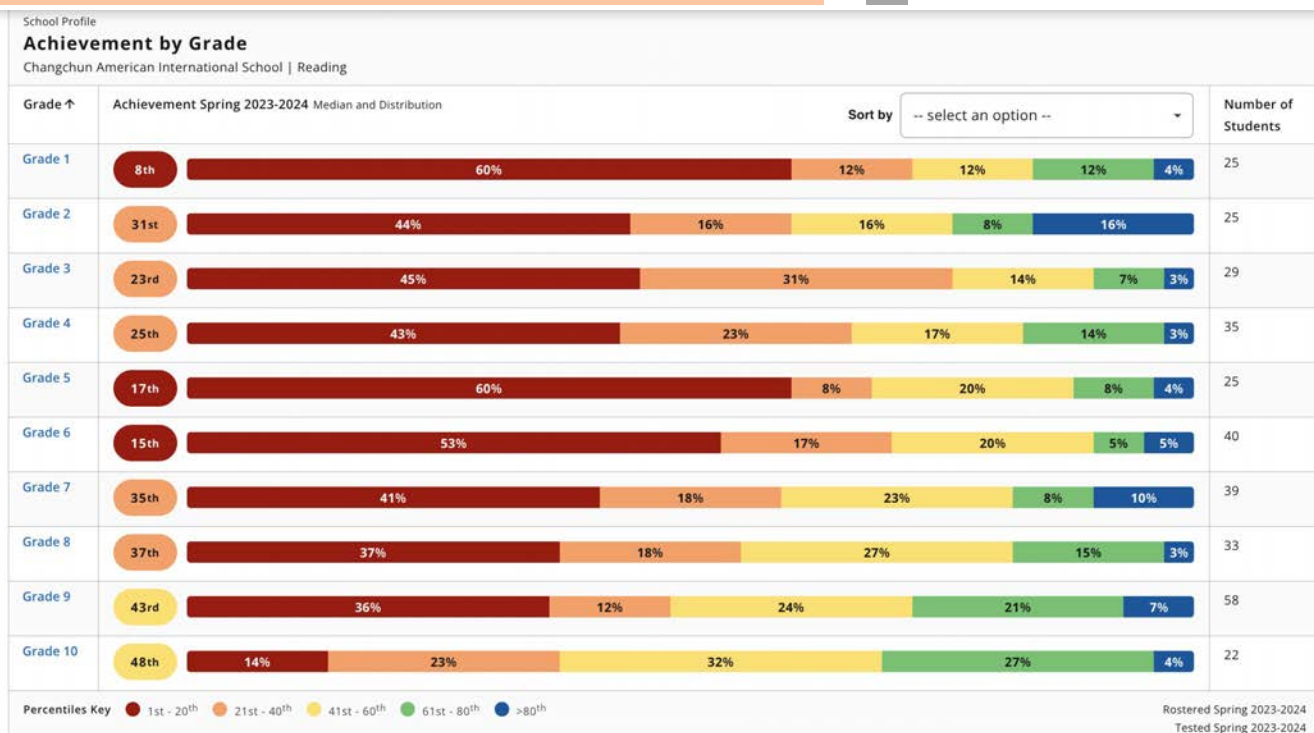




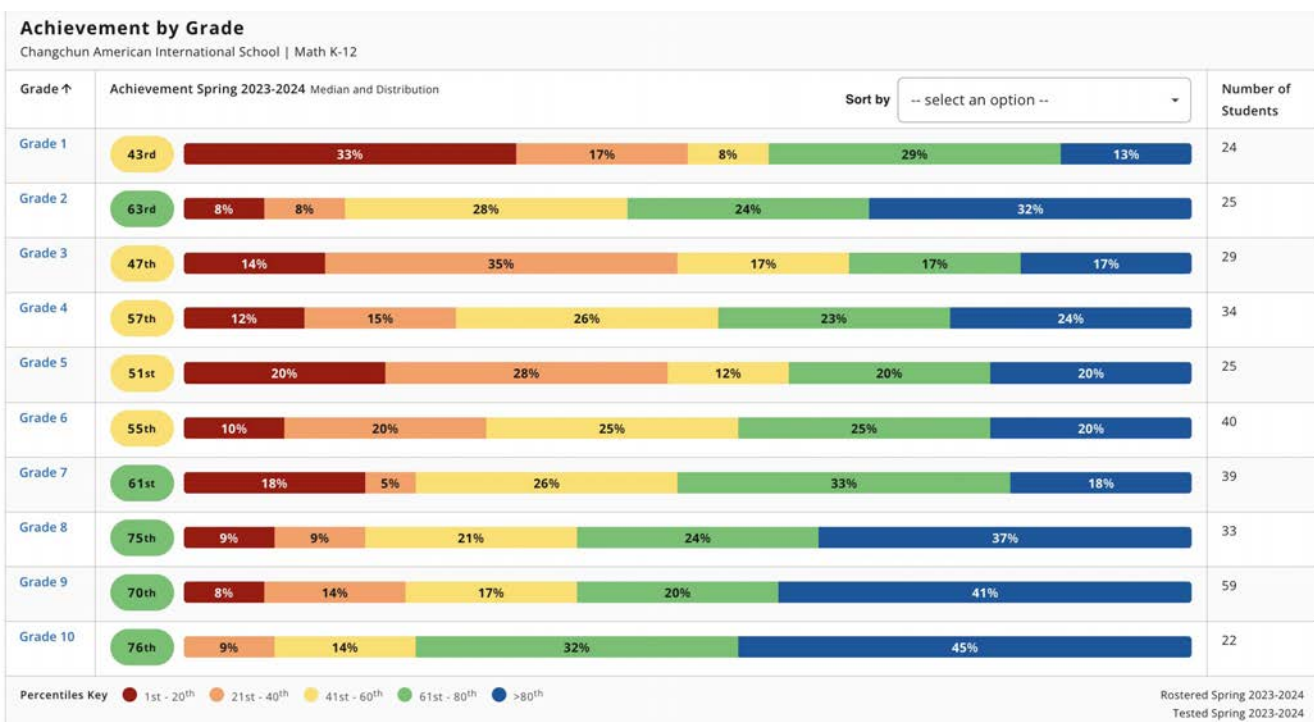
## MAP TEST RESULTS (SPRING 2024)

Students in PYP1 through MYP5 take the MAP Assessments twice or three times a year. MAP measures what a student is ready to learn, which cannot be determined by grade level alone. If a PYP5 student and a MYP2 student have the same score in a subject, then they are ready to learn the same information. MAP scores can be compared internationally. The current scores serve as a comparison to the baseline data that we collected last academic year. We are proud to report that our students at a school and grade level have made improvements since last year. Individual student reports are shared with families along with the report cards at the end of the academic year. IXL works closely with MAP to offer individualized learning plans for students to improve English and mathematics skills. We use this data as we plan our academic programs and support systems for our students.

## ENGLISH ACHIEVEMENT PERCENTILES BY GRADE (SPRING 2024)



## MATHEMATICS ACHIEVEMENT PERCENTILES BY GRADE (SPRING 2024)





Furthermore, CAIS has adopted two organizational capacity objectives:

- By 2026, CAIS will demonstrate a more collaborative and transparent process for developing, implementing, communicating and monitoring organizational and long-range strategic plans.

| Initiated/Completed in 2023-2024  | Planned for 2024-2025   |
|---|---|
| Policy manuals shared to the entire staff in conjunction with the ECIS safe-guarding training.  | Strategic planning guided by International School Services (ISS) for the next phase of our development.   |
| All standing committees report to the Senior Management Team regarding progress and future aspirations.   | Standing committees actively participate in the decision-making process for strategic planning as we work with ISS.   |
| Rediker actively utilized to make informed decisions about student progress and success.  | Full integration of Rediker into the decision-making process by enhancing its use for monitoring student progress and success across various variables such as academic performance, attendance, behavior, and social-emotional well-being. |
| -Successful adoption of a PYP1 through DP2 Bring Your Own Device (BYOD) program which includes a specific digital citizenship component.<br>-Strategic integration of STEM throughout academic programming. | Strengthening the BYOD program by focusing on digital citizenship and safe technology use.  |

- By 2026, CAIS student services will enhance and increase opportunities and supports to create an inclusive and equitable learning environment for all students.

| Initiated/Completed in 2023-2024  | Planned for 2024-2025  |
|---|--|
| Structured, calendared, and organized school and parent six-week review meetings to monitor SEN student progress.   | Second Step program utilized for MYP4 to DP2.  |
| -In-person career and university fairs in partnership with the US Consulate and other representative bodies.<br>-MYP4-DP2 career and university guidance program initiated with high school retreats per grade level. | Offering more in-person events and partnerships with universities to provide better guidance for students. |
| -Teachers and students are trained and familiarized with current CAIS policies.<br>-Students explicitly aware of staff that can support them in case of crises.<br>-CPOMS introduction and integration.               | Providing regular training sessions on new IB curriculum updates and international educational standards.  |







## Student Achievements

54% of CAIS graduates in 2024 have successfully received offers from QS World University Ranking Top 20 Universities.

70% of CAIS graduates in 2024 have successfully received offers from QS World University Ranking Top 30 Universities.

|                                |   |   |
|--------------------------------|---|---|
| United Kingdom<br>英国           | Imperial College London 帝国理工学院                                | QS World University #6, 2024 QS世界大学排名第6位          |
|                                | University College London 伦敦大学学院                              | QS World University #9, 2024 QS世界大学排名第9位          |
|                                | University of Edinburgh 爱丁堡大学                                 | QS World University #22, 2024 QS世界大学排名第22位        |
|                                | University of Manchester 曼彻斯特大学                               | QS World University #32, 2024 QS世界大学排名第32位        |
|                                | University of Bristol 布里斯托尔大学                                 | QS World University #55, 2024 QS世界大学排名第55位        |
|                                | University of Warwick 华威大学                                    | QS World University #67, 2024 QS世界大学排名第67位        |
|                                | University of Leeds 利兹大学                                      | QS World University #75, 2024 QS世界大学排名第75位        |
|                                | University of Birmingham 伯明翰大学                                | QS World University #84, 2024 QS世界大学排名第84位        |
| Australia<br>澳大利亚              | University of Nottingham 诺丁汉大学                                | QS World University #100, 2024 QS世界大学排名第100位      |
|                                | The University of Melbourne 墨尔本大学                             | QS World University #14, 2024 QS世界大学排名第14位        |
|                                | The University of Sydney 悉尼大学                                 | QS World University #19, 2024 QS世界大学排名第19位        |
|                                | University of New South Wales 新南威尔士大学                         | QS World University #19, 2024 QS世界大学排名第19位        |
| Canada<br>加拿大                  | Monash University 莫纳什大学                                       | QS World University #42, 2024 QS世界大学排名第42位        |
|                                | The University of Western Australia 西澳大学                      | QS World University #72, 2024 QS世界大学排名第72位        |
|                                | University of Toronto 多伦多大学                                   | QS World University #21, 2024 QS世界大学排名第21位        |
|                                | University of British Columbia 英属哥伦比亚大学                       | QS World University #34, 2024 QS世界大学排名第34位        |
|                                | Alberta University 阿尔伯塔大学                                     | QS World University #111, 2024 QS世界大学排名第111位      |
|                                | Waterloo University 滑铁卢大学                                     | QS World University #112, 2024 QS世界大学排名第112位      |
| United States of America<br>美国 | Western University 西安大略大学                                     | QS World University #114, 2024 QS世界大学排名第114位      |
|                                | York University 约克大学  | QS World University #167, 2024 QS世界大学排名第167位      |
|                                | University of Ottawa 渥太华大学                                    | QS World University #203, 2024 QS世界大学排名第203位      |
|                                | The University of North Carolina at Chapel Hill 北卡罗来纳大学 教堂山分校 | US News University #22, 2024 US News 美国大学排名第22位   |
|                                | University of California, Davis 加州大学 戴维斯分校                    | US News University #28, 2024 US News 美国大学排名第28位   |
|                                | University of California Irvine 加州大学 尔湾分校                     | US News University #33, 2024 US News 美国大学排名第33位   |
|                                | Georgia Institute of Technology 佐治亚理工学院                       | US News University #33, 2024 US News 美国大学排名第33位   |
|                                | New York University 纽约大学                                      | US News University #35, 2024 US News 美国大学排名第35位   |
|                                | University of Illinois Urbana-Champaign 伊利诺伊大学厄巴纳 香槟分校        | US News University #35, 2024 US News 美国大学排名第35位   |
|                                | Rutgers University 罗格斯大学                                      | US News University #40, 2024 US News 美国大学排名第40位   |
|                                | University of Minnesota Twin Cities 明尼苏达州 双城校区                | US News University #53, 2024 US News 美国大学排名第53位   |
|                                | Stony Brook University 石溪大学                                   | US News University #58, 2024 US News 美国大学排名第58位   |
|                                | Pennsylvania State University, University Park 宾夕法尼亚州立大学 帕克分校 | US News University #60, 2024 US News 美国大学排名第60位   |
|                                | University of California, Riverside 加州大学 河滨分校                 | US News University #76, 2024 US News 美国大学排名第76位   |
|                                | University of California Santa Cruz 加州大学 圣克鲁兹分校               | US News University #82, 2024 US News 美国大学排名第82位   |
|                                | Fordham University 福坦莫大学                                      | US News University #89, 2024 US News 美国大学排名第89位   |
|                                | Gonzaga University 贡萨加大学                                      | US News University #93, 2024 US News 美国大学排名第93位   |
|                                | Arizona State University 亚利桑那州立大学                             | US News University #105, 2024 US News 美国大学排名第105位 |
|                                | University of Arizona 亚利桑那大学                                  | US News University #115, 2024 US News 美国大学排名第115位 |
|                                | University of San Francisco 旧金山大学                             | US News University #115, 2024 US News 美国大学排名第115位 |
| Pace University 佩斯大学           | US News University #249, 2024 US News 美国大学排名第249位             |   |
| Hong Kong, China<br>中国 (香港)    | Binghamton University 宾汉顿大学                                   |   |
|                                | State University of New York at Buffalo 纽约州立大学 布法罗分校          |   |
|                                | California State University Northridge 加州州立大学 北岭分校            |   |
| New Zealand<br>新西兰             | California State University, Los Angeles 加州州立大学 洛杉矶分校         |   |
|                                | Denison University 丹尼森大学                                      |   |
| Hong Kong, China<br>中国 (香港)    | The University of Hong Kong 香港大学                              | QS World University #26, 2024 QS世界大学排名第26位        |
|                                | Hong Kong University of Science and Technology 香港科技大学         | QS World University #60, 2024 QS世界大学排名第60位        |
|                                | The Hong Kong Polytechnic University 香港理工大学                   | QS World University #65, 2024 QS世界大学排名第65位        |
| Hungary<br>匈牙利                 | University of Auckland 奥克兰大学                                  | QS World University #68, 2024 QS世界大学排名第68位        |
| France<br>法国                   | International Business School Budapest 布达佩斯国际商学院              |   |
| Switzerland<br>瑞士              | EDHEC Business School EDHEC商学院                                |   |
|                                | ESCP Business School ESCP商学院                                  |   |
|                                | Vatel Hotel and Tourism Business School 瓦岱勒酒店与旅游商业学院          |   |

(As of June 1st, 2024 截至2024年6月1日)





## 2023 AUSTRALIAN MATHS COMPETITION (AMC)

### 2023 澳大利亚数学竞赛 AMC



**Hao, Qing He 郝卿贺 (Alex)**  
PYP4  
Middle Primary  
Distinction  
A等级难度 二等奖



**Wen, Hao Lun 温浩伦(Lucas)**  
PYP5  
Middle Primary  
Distinction  
A等级难度 二等奖



**Kim, Seola**  
MYP1  
Upper Primary  
Credit  
B等级难度 三等奖



**Kim, Geonwoo(Jaden)**  
MYP3  
Junior  
Credit  
C等级难度 三等奖



**Wu, Albert Di**  
PYP5  
Junior  
Credit  
C等级难度 三等奖



**Kim, Yuna**  
MYP4  
Junior  
Credit  
C等级难度 三等奖



**Cao, Ding Shan 曹丁山(Kino)**  
MYP5  
Intermediate  
Credit  
D等级难度 三等奖



**Zhao, Zi Le 赵子乐(Lily)**  
DP1  
Intermediate  
Credit  
D等级难度 三等奖



**Deppe, Elias Heinrich**  
DP2  
Senior  
Credit  
E等级难度 三等奖



**Yuan, Jason**  
PYP3  
Middle Primary  
Proficiency  
A等级难度 数学技能奖



**Liu, Zi Jin 刘子衿(Charlie)**  
PYP4  
Middle Primary  
Proficiency  
A等级难度 数学技能奖



**Liang, Duo 梁朵(Doe)**  
PYP3  
Middle Primary  
Proficiency  
A等级难度 数学技能奖



**Zhang, Qian Yu 张倩瑜(Nina)**  
PYP5  
Middle Primary  
Proficiency  
A等级难度 数学技能奖



**Cid Bonilla, Carlo**  
MYP4  
Junior  
Proficiency  
C等级难度 数学技能奖



**Cui, Jia Ming 崔家铭**  
MYP5  
Intermediate  
Proficiency  
D等级难度 数学技能奖



**Gu, Yu Can 谷雨灿(Michelle)**  
DP1  
Intermediate  
Proficiency  
D等级难度 数学技能奖



**Echeagaray Garcia, Sofia**  
DP1  
Intermediate  
Proficiency  
D等级难度 数学技能奖



**Li, Hao Xuan 李浩萱(Sylvia)**  
DP1  
Intermediate  
Proficiency  
D等级难度 数学技能奖

## 2024 MATH KANGAROO (MK)

### 2024 袋鼠数学竞赛 MK



**Hao, Qing He 郝卿贺 (Alex)**  
PYP4  
Level B  
Gold Award  
B等级 金奖



**Wen, Hao Lun 温浩伦 (Lucas)**  
PYP5  
Level C  
Gold Award  
C等级 金奖



**Chen, Xinuo 陈曦诺**  
MYP2  
Level D  
Silver Award  
C等级 银奖



**Hoffmann, Sophie Anna**  
PYP2  
Level A  
Bronze Award  
A等级 铜奖



**Liang, Duo 梁朵 (Doe)**  
PYP3  
Level B  
Bronze Award  
B等级 铜奖



**Liu, Zi Jin 刘子衿 (Charlie)**  
PYP4  
Level B  
Bronze Award  
B等级 铜奖



**Kim, Seola**  
MYP1  
Level C  
Bronze Award  
C等级 铜奖



**Kim, Geonwoo (Jaden)**  
MYP3  
Level D  
Bronze Award  
D等级 铜奖



**Kim, Yuna**  
MYP4  
Level E  
Bronze Award  
E等级 铜奖



**Hayes, Paul Fehr**  
MYP5  
Level E  
Proficiency Award  
E等级 数学技能奖

Alex and Lucas, who earned a Gold Award, have also received the prestigious opportunity to attend the 2024 Math Kangaroo Competition Asia Camp in Hainan, China.

获得金奖的Alex和Lucas同学同时也获得参加位于海南的2024袋鼠数学竞赛亚洲夏令营的珍贵名额。





## 2024 PHYSICS BOWL 2024 物理碗竞赛



**Cui, Jia Ming** 崔家铭  
MYP5  
01  
Silver Award  
01等级 银奖

Jiaming has also received the prestigious opportunity to attend the 2024 Physics Bowl Camp in Suzhou, China.

Jiaming同学同时也获得参加位于苏州的2024物理碗竞赛亚洲夏令营的珍贵名额。

## 2024 AMERICAN MATHEMATICS COMPETITION (AMC) 2024 美国数学竞赛 (AMC)



**Zhu, Wen Zhong** 朱文仲  
(Evan)  
MYP3  
Honor Roll  
全球优秀奖



**Wu, Albert Di**  
PYP5  
Achievement Roll  
小学组荣誉奖



**Wen, Hao Lun** 温浩伦  
(Lucas)  
PYP5  
Achievement Roll  
小学组荣誉奖

## THE 8TH "HAPPY CUP" NATIONAL PRIMARY AND SECONDARY SCHOOL STUDENTS FREE CREATION ACTIVITY

第八届“开心杯”全国中小学生自由命题有奖征文活动



**Hao, Qing He** 郝卿贺  
(Alex)  
PYP4  
3rd place  
四年级组 三等奖

## 2024 ACAMIS CHINESE NEW YEAR CARDS CHALLENGE 2024 中蒙国际新春贺卡比赛



**Fuentes Luna, Gloria**  
Arizbeth  
MYP3  
Cover Award  
中学组 封面奖



**Hewitt, Noah**  
MYP1  
Outstanding Award  
中学组 优秀奖



**Gruenberg, Nicole**  
Oliverovna  
MYP1  
Outstanding Award  
中学组 优秀奖



**Hewitt, Logan James**  
MYP3  
Outstanding Award  
中学组 优秀奖



**Zu, Yi Tong** 祖艺潼  
(Emily)  
MYP3  
Outstanding Award  
中学组 优秀奖



**Kim, Yuna**  
MYP4  
Outstanding Award  
中学组 优秀奖



**Zhou, Xin Yi** 周欣仪  
(Aimee)  
MYP5  
Outstanding Award  
中学组 优秀奖



**Zhang, Xin Ze** 张鑫泽  
(Jordan)  
MYP5  
Outstanding Award  
中学组 优秀奖



## ACAMIS VIRTUAL FILM FESTIVAL 2024 2024中蒙国际学生电影节-微电影比赛



Tian, Zi Chen  
(Zison)  
MYP1  
First Place, Secondary  
School Category  
中学组 第一名

## 2023 AMERICAN SAILING ASSOCIATION AF110 CLASS CERTIFICATION 2023美国帆船协会AF110级帆船认证



Sun, Chu Han 孙楚涵  
(Kevin)  
PYP5



Zhu, Wen Zhong 朱文仲  
(Evan)  
MYP3



Liu, Yan Xu 刘彦序  
(Leroy)  
MYP3



Zhang, Apollo 张骁龙  
(Alex)  
MYP3



Gao, Ming Ze 高铭泽  
(Aaron)  
MYP4

## 2023 NATIONAL SKI GRADING CERTIFICATE 2023全国滑雪等级者证书



Sui, Si Ni 隋思思  
(Claire)  
PYP1  
Level 1  
一级 等级证书



Ding, Yue Tang 丁悦桐  
(Dona)  
PYP1  
Level 1  
一级 等级证书



Lu, Jessica  
PYP1  
Level 1  
一级 等级证书



Hao, Zi An 郝梓安  
PYP2  
Level 2  
二级 等级证书



Sun, Chu Han 孙楚涵  
(Kevin)  
PYP5  
Level 2  
二级 等级证书



Li, Yan Tao 李艳楠  
(Judy)  
PYP5  
Level 3  
三级 等级证书



Zhao, Anthony  
MYP2  
Level 4  
四级 等级证书



Zhang, Apollo 张骁龙  
(Alex)  
MYP 3  
Level 7  
七级 等级证书

## TAK THEATER LIECHTENSTEIN - INTERNATIONAL GERMAN WRITING CONTEST

### 列支敦士登TAK剧院 - 国际德语写作大赛



Hoffmann, Sebastian  
Karl  
PYP5

Sebastian, PYP5 managed to be one of the students selected to have his story printed in a book.

5年级学生Sebastain同学编写的故事被收录于该剧院出版的书目中发行。

## CODEMENTUM INTERNATIONAL CODING COMPETITION CODEMENTUM国际编程比赛

It gives us great pride to announce that our PYP4 class secured an impressive **fifth place** on an international scale.

我们非常自豪地宣布, CAIS PYP4班级在本次国际比赛中取得了令人瞩目的**第五名**。

## Marionette: A Day at the Fairground



It is with absolute pleasure and pride that we present our first original whole school musical production of *Marionette: A Day at the Fairground* which was filmed over three days on our amazing campus. 67 students from CAIS and DISC participated as musicians and actors in the filming of 16 scenes. Students spent more than 40 hours at a professional studio to record all the singing and instrumental tracks for 5 original student compositions and 4 cover songs prior to filming. 23 staff members and 8 audio-visual crew members from the Changchun School of Art Film Department along with 5 make-up artists worked together with our students from Grade 1 (PYP1) to Grade 12 (DP2) to bring the original script written by our staff and students to life. This means that the production is truly one of a kind written and performed by our very own community. The Parent-Teacher Association of Changchun American International School generously sponsored this project. We are so impressed by our students' talent and perseverance during this process, and we are excited to share with you the final product.



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