

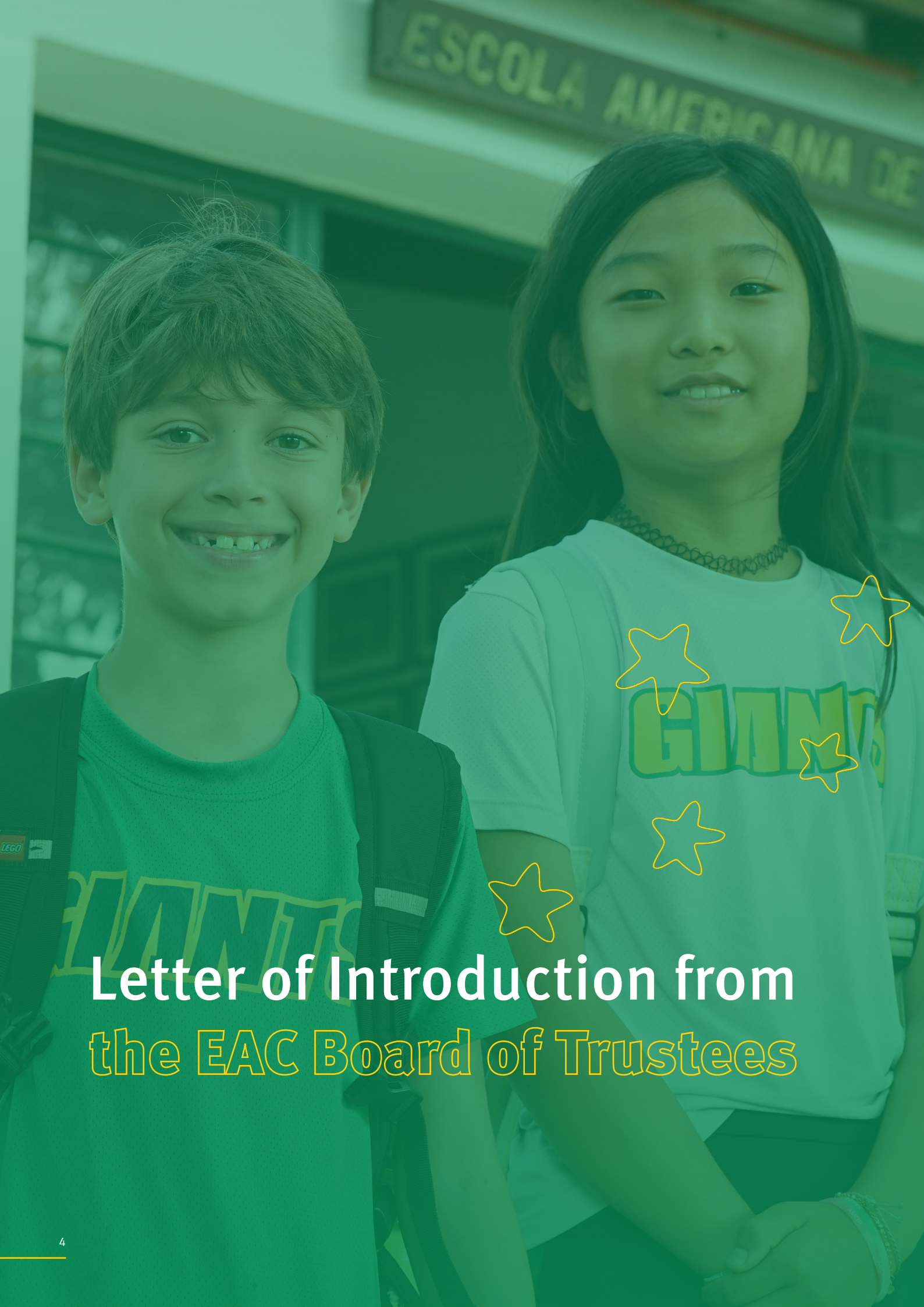
2023 | 2024

EAC ANNUAL REPORT



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Letter of Introduction from the EAC Board of Trustees



The EAC Board of Trustees serves as stewards of the school and is deeply committed to providing effective school governance. Working closely with the school administration, the Board monitors the school's financial health and guides its strategic direction and continuous improvement. During the 2023-24 school year, the Board continued to strengthen its communication with the broader community, reporting main goals and achievement, together with the leadership of the school, on an annual basis at the Annual General Meeting (AGM).

The Board of Trustees organizes itself into four sub-committees, in support of its overall work. The Finance Committee (overseeing financial reporting and capital expenditure) and the Governance Committee (overseeing policy review, deployment of a comprehensive compliance program, and general matters of governance) are both standing committees. The Arts Center Committee is an ad hoc committee whose focus is in support of our plans to build an Art Center. The Development Committee was created to support all the efforts to work with our community and the society of Campinas to identify additional financial resources, via fund raising activities, that will support our facilities master plan and other needs of the school, and was launched in August 2024.

This year, the Board of Trustees worked closely with the Head of School to achieve many of its strategic targets. In articulation of the Mission, Vision and Core Values, and in fulfillment of its Strategic Goals 2027, EAC revised and published its updated definition of Global Citizenship to the community. EAC also reaffirmed its commitment to the welfare and safety of students by updating and re-publishing its Safeguarding/Child Protection policy. EAC also developed robust standards of conduct for all stakeholder groups, as part of a comprehensive compliance program which was launched in August 2024.



In preparation for EAC's future, the Board of Trustees oversaw the second year of the new Facilities Master Plan, focused on the following strategic areas:

- **Outdoor Learning Areas**
- **Campus Beautification**
- **Sustainability**
- **Sports Facilities**
- **Arts Facilities**
- **Technology**
- **Health, Safety and Maintenance**

In fulfillment of the third year of the plan, the school carried out 100% of its planned projects, including:

- Create an outdoor learning space for Grade 2 (a continuation of the multi-year Outdoor Learning Areas theme).
- Renovate existing bathrooms near the Grade 3 and 4 classrooms, including creating additional bathrooms for staff use (the second year of a multi-year process of renovating EAC's bathrooms).



- Enclose and air-condition the school restaurant, improving the space for students and staff, in preparation for the eventual Arts Center construction.
- Install a comprehensive facial ID and car ID system to ensure proper identification of all EAC stakeholders and visitors who visit the campus, strengthening our commitment to Child Protection.



EAC Board of Trustees (August 2023)

Paulo Gandolfi - 3M (President)
Eduardo Gualberto - Goodyear (Vice-President)
Maria Biberdorf - Caterpillar
Monica Melo - Sylvamo
Yookwang Kim - Hyundai
Julian Munoz - Procter & Gamble

EAC Board of Trustees (August 2024)

Paulo Gandolfi - 3M (President)
Eduardo Gualberto - Goodyear (Vice-President)
Bruno Oliveira - Caterpillar
Mariana Prado - Sylvamo
Fernando Vaz - Hyundai
Andres Miranda - Procter & Gamble

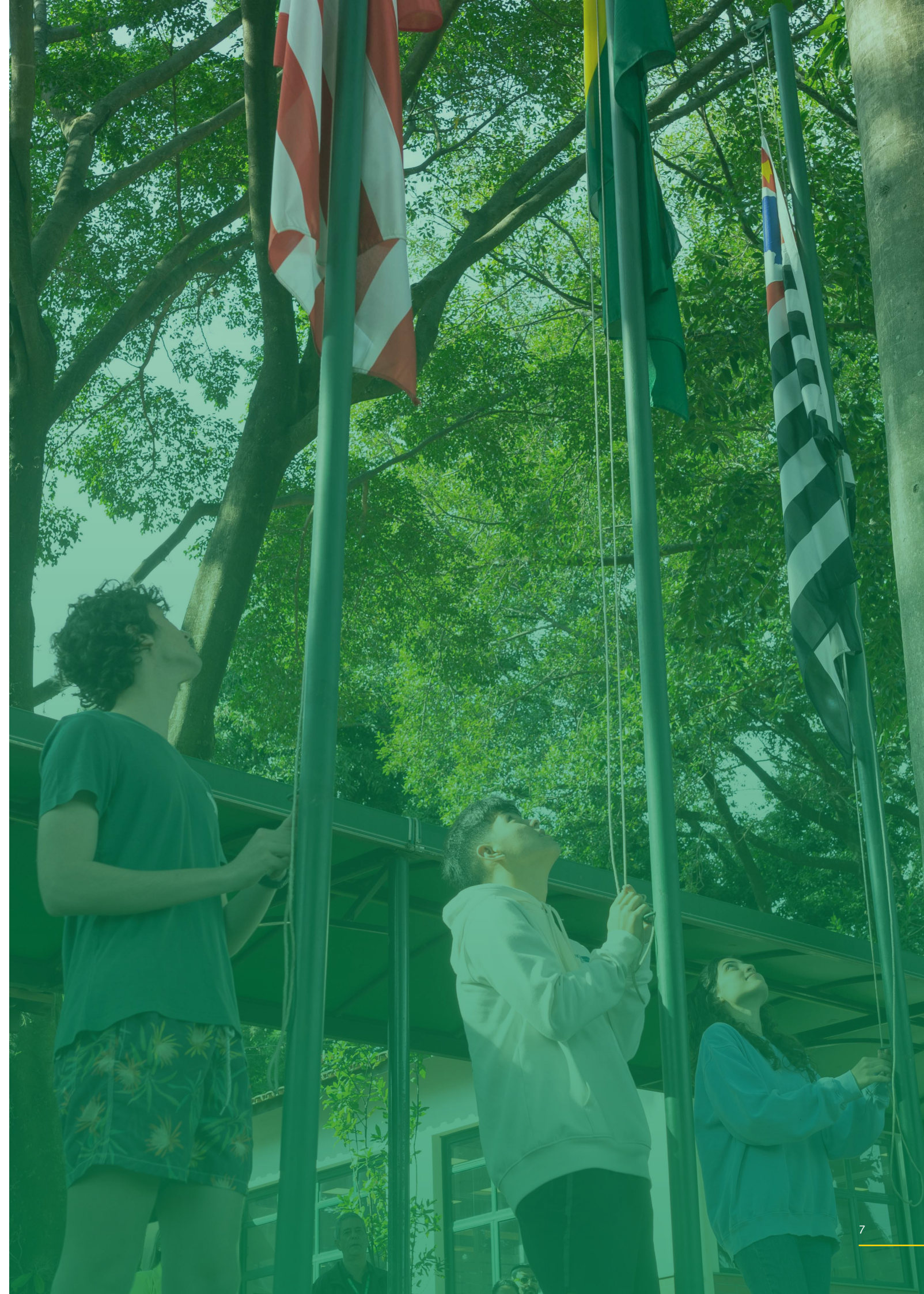
In the 2023-24 school year, the Board also led a comprehensive world-wide search for a new Head of School. Amidst a deep talent pool of well-qualified candidates, the Board was pleased to announce Dr April Yetsko as the new Head of School, taking over in July 2025. The board members, Dr Yetsko and Dr Arcidiacono will work in strong partnership over the course of the 2024-25 school year, to ensure a smooth handover and continuation of EAC's journey towards educational excellence.

Sincerely yours,



Paulo Gandolfi (3M)

Board President (on behalf of the Board of Trustees)





Letter of Introduction from the Head of School

On behalf of the EAC faculty, staff and administration, it's my pleasure to present the Annual Report for the 2023-24 school year. This past year, we continued to live our Mission, Vision and Core Values each day and through our actions towards one another. As we look back on the year, I invite you to peruse the contents of our Annual Report and reflect with me as we celebrate the many achievements of the past school year.

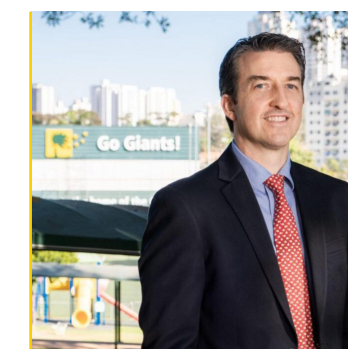
In fulfillment of our responsibility to form "global citizens who make a difference", this year EAC faculty worked closely with Dr. Eeqbal Hassim, a globally recognized researcher from the University of Melbourne, to revise and update our definition of global citizenship and reflect on our responsibility to develop intercultural understanding in our students. The resulting definition, with its contexts for learning and complex capabilities, provide a framework for EAC's future development in the areas of curriculum and teaching and learning. With this foundational work in place, EAC will continue to build an approach to international education that is unparalleled!

EAC reaffirmed its commitment to child protection through a variety of actions, strengthening a culture of safeguarding both within our school and beyond. Our Child Protection/Safeguarding Policy was republished to the community and helped inform two significant workshops held at EAC during the 2023-24 school year. The first workshop was in partnership with the International Centre for Missing & Exploited Children (ICMEC), where advanced Child Protection training was offered over the course of two days for over 50 educators from EAC as well as fellow AASB schools. The second workshop was given by Educação Protegida, in collaboration with Conselho Tutelar (from the Campinas Municipality) and was a Portuguese-led session for local, state or private schools in the Campinas region. This workshop,

underpinning EAC's commitment to foster a culture of safeguarding beyond the walls of our school, allowed for schools who are beginning their journey in child protection to understand their pathway forward, as well the services available in the city.

This past year, EAC has continued to strengthen relationships within our school community. New parent volunteer groups formed, adding significant value to the calendar of events at EAC as well as the service opportunities available for our students. Starting with the faculty/staff, EAC revised its Code of Conduct and has developed comprehensive expectations around ethical behavior for all adult stakeholder groups who come onto campus - visitors, parents, volunteers, members of the Board of Trustees and third-party workers as well. These codes of conduct have been readied for official launch in August 2024.

These initiatives, as well as several others, and the capital investments highlighted in the letter from the Board of Trustees, underscore EAC's commitment to the delivery of its mission, every day. I hope you enjoy reading more in-depth amongst these and many other highlights of the 2023-24 school year. Go Giants!



Dr. Michael Arcidiacono
Head of School



The Year in Review



Major School Events

EAC major school events serve to build and strengthen our community and our collective efforts towards delivering on our mission, in service to our students. Our commitment to being an inclusive, multicultural community was reflected through our traditions like Welcome Back EAC & Alumni Day, Thanksgiving, Share your Passion, Semana da Cultura Brasileira, Career Fair, Staff Appreciation, Festa Junina, Sports Festivals, Giants Performance Evening and Sports Night, amongst so many more.

We were pleased to host once again EAC’s signature events - Halloween Festival and International Day Festival. These community-wide efforts shine as a result of the dedication of countless students, parents and staff. Giant Spirit Day, Lunar New Year, Preschool Cultural Connections, and numerous Parent Ambassador initiatives also added to a very engaging school calendar.





Showcasing the Arts

Students develop their creative skills and pursue their interests throughout their time at EAC, taking part in a wide range of artistic endeavors - in the areas of Visual Arts, Music, Theatre Arts, and Film. We celebrate the Arts and the skills of our students throughout the year at performances, cultural events, and evening showcases.

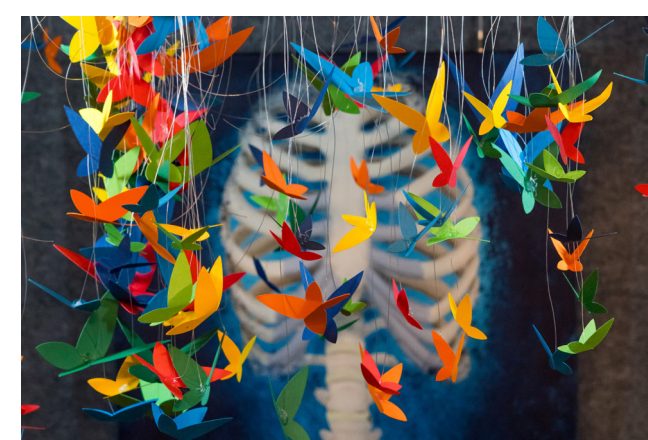
There are numerous reasons why EAC chooses to showcase the Arts. In addition to improving academic performance and emotional well-being, it strengthens the economy, sparks creativity and innovation, and builds bridges between social and economic values & cultures.

The EAC campus has been outfitted and prepared for the much-anticipated Arts Center construction. After a rigorous bid process, renowned architect Professor Siegbert Zanettini, Zanettini Arquitetura, and Costa Feitosa construction company have been selected to build EAC's Art Center.

The Arts Center will be delivered in phases, and in summary, EAC will benefit with:

- A Whole School performance foyer
- 9 new specialized classrooms
- An expanded Restaurant with even more ample seating
- A building connecting the Arts Center to the Restaurant
- A safe, sectioned-off campus access point
- A state-of-the-art Theatre with over 500 seat capacity
- A new building for our Main Office departments
- A new external access for events

The city of Campinas will benefit with a new educational and cultural hub, expanding its reach in the areas of culture and beyond.



Vision

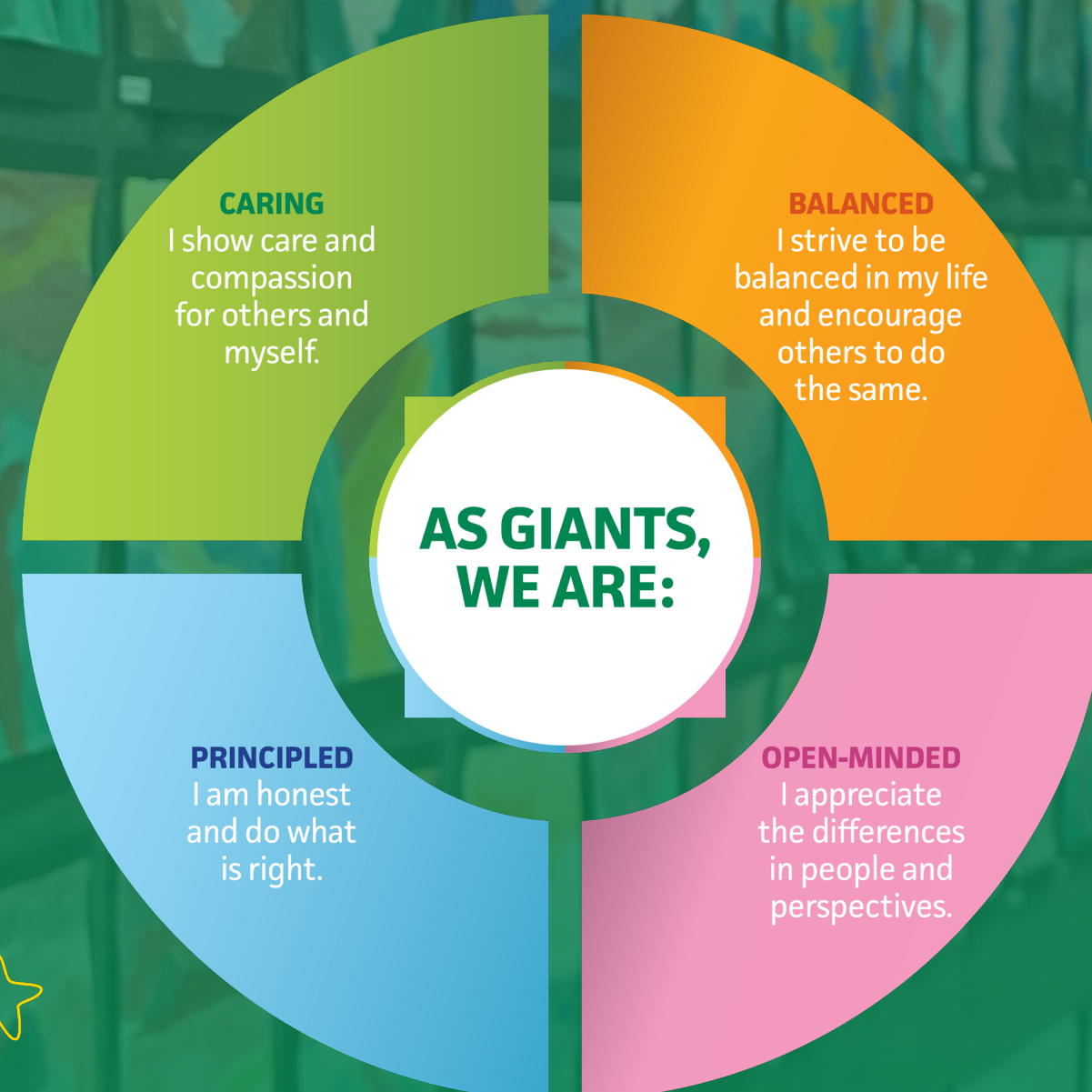
As Giants, we will:
Live by our Core Values.
Cultivate our curiosity as learners.
Make a difference as global citizens.

Mission

EAC is an inclusive, multicultural community. We provide the highest quality international education within an environment of extraordinary care.

Together, we grow as
GIANTS

Core Values



Strategic Goals

Each year, EAC develops a year long implementation plan of targets to make progress towards the four goals. Updates are shared on its progress during the Annual General Meeting. The community, as well as prospective families or staff, is invited to reflect on EAC's guiding statements and join in working together to meet these goals. Together, We Grow as Giants!



**PILLAR 1:
Governance and
Sustainability**

Strengthen governance and finance in order to pursue sustainability and expand EAC's impact in the wider community.



**PILLAR 2:
Human Resources**

Attract, support and retain the best Faculty/Staff so that EAC is a great place to work and learn.



**PILLAR 3:
EAC Core Business**

To provide the highest quality international education within an environment of extraordinary care.



**PILLAR 4:
EAC Community**

For all EAC stakeholders to work as a team to realise an inclusive, multicultural community.



Strategic Direction

Pillar 1: Governance and Sustainability

STRATEGIC GOAL: Strengthen governance in the pursuit of financial and environmental sustainability, expanding EAC's impact in the wider community



The school will;

- Audit, align and communicate policies to support effective governance (Board) and operational practices (HoS and team), ensuring transparency and consistency for all EAC stakeholders.
- Ensure school operations and the Facilities Master Plan align with best practices in environmental sustainability.
- Expand the school's social responsibility towards others beyond EAC.
- Develop and implement short and long term financial planning, inclusive of risk management strategies, to underpin EAC's strategic direction

Pillar 2: Human Resources

STRATEGIC GOAL: Attract, support and retain the best Faculty/Staff so that EAC is a great place to work and learn.



The school will;

- Develop understanding of and build an inclusive multicultural community amongst EAC Faculty/Staff.
- Examine and articulate hiring practices at EAC to build an inclusive, multicultural Faculty/Staff.
- Ensure that Professional Development is planned and inclusive of all staff, impactful and effective.
- Foster EAC Faculty/Staff efficacy to build a culture that supports collective and personal learning and wellbeing.

Pillar 3: EAC's Core Business

STRATEGIC GOAL: To provide the highest quality international education within an environment of extraordinary care.



The school will;

- Collaboratively develop a shared understanding for high quality learning at EAC, within and beyond the classroom, in support of student learning and wellbeing.
- Implement and continually refine high quality teaching and organizational systems that support high quality learning at EAC.
- Identify measurement strategies to ensure we are fulfilling our mission and vision.
- Collaboratively develop a shared understanding of what makes an environment of extraordinary care at EAC, and how it supports student learning and well-being.

Pillar 4: EAC Community

STRATEGIC GOAL: For all EAC stakeholders to work as a team to realise an inclusive, multicultural community.



For stakeholders (parents, staff, students, Board, alumni);

- To understand our respective role and responsibility in developing global citizens and supporting student learning and well-being at EAC.
- To develop understanding of what it means to be an inclusive and multicultural community at EAC.
- To identify and implement strategies to build connections between home and school as well as within our school.
- Develop and implement a communications strategy to help the EAC community and others understand the type of education we provide and what makes us unique.



EAC Community

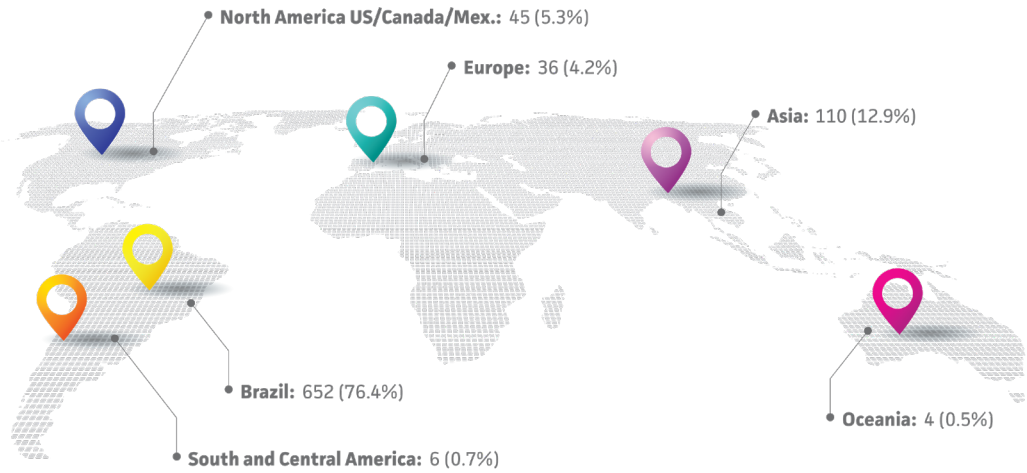
Celebrating Our Diversity



One of the most striking features of EAC is the extraordinary sense of community and the warm welcome offered to students and their families from dozens of countries around the globe. Our students reap the benefits of living and learning in a diverse community characterized by American Heritage; Brazilian Home; Global Family.

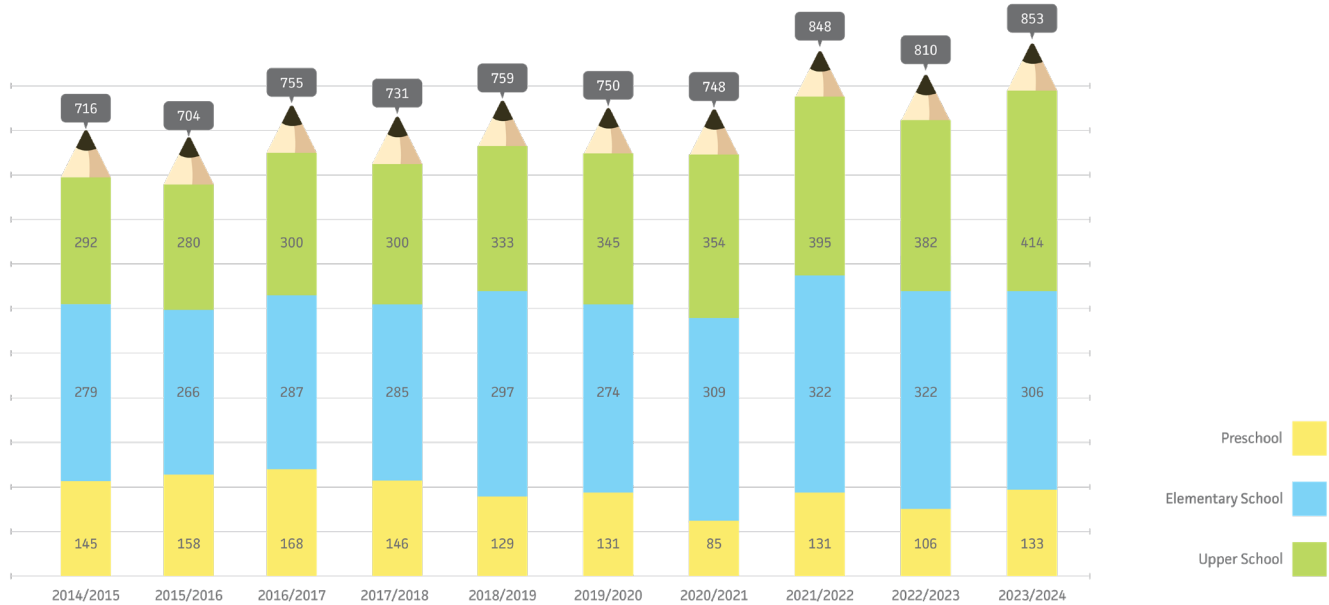


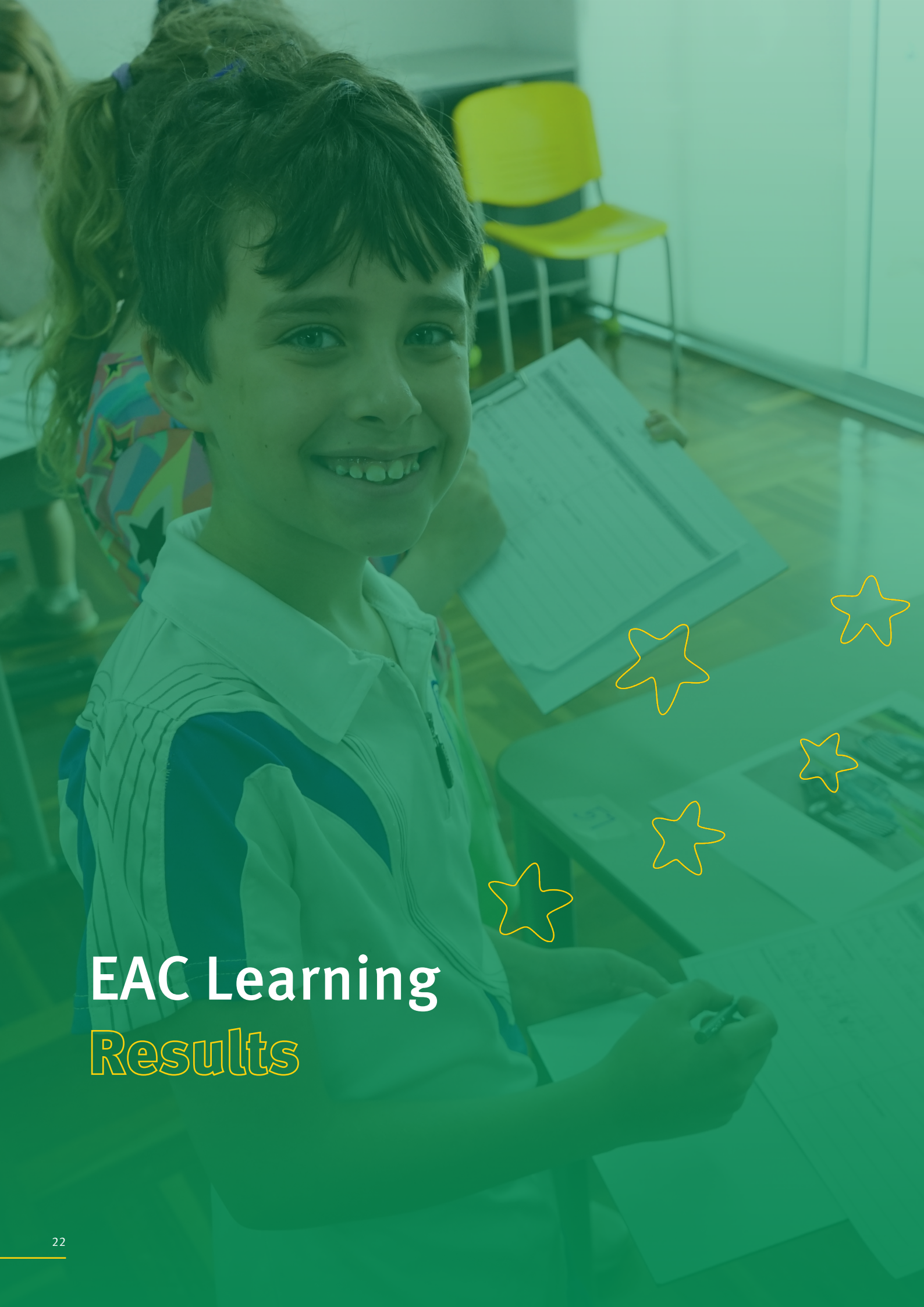
Breakdown of Students' Nationalities, extracted on January 2024



Total 2023 - 2024:
853

Student Enrollment 2014-2024





EAC Learning Results



Each year, EAC students take part in a wide range of external, standardized assessments that help document student growth as well as allow for student achievement to be measured in comparison to local, national and international standards.

During the 2023-24 school year, students at EAC were able to take part in several standardized assessments, in the areas of:

- **IB Diploma (Grade 12)**
- **Measures of Academic Progress (Grades 1-9)**
- **SAT (Grades 11-12)**

As well, students from the Class of 2024 continued to matriculate in top universities around the world.

For Brazilian students, EAC used a Portuguese language assessment from VUNESP Foundation, to measure proficiency in Grades 5, 7, 9 and 11.

International Baccalaureate Diploma Results

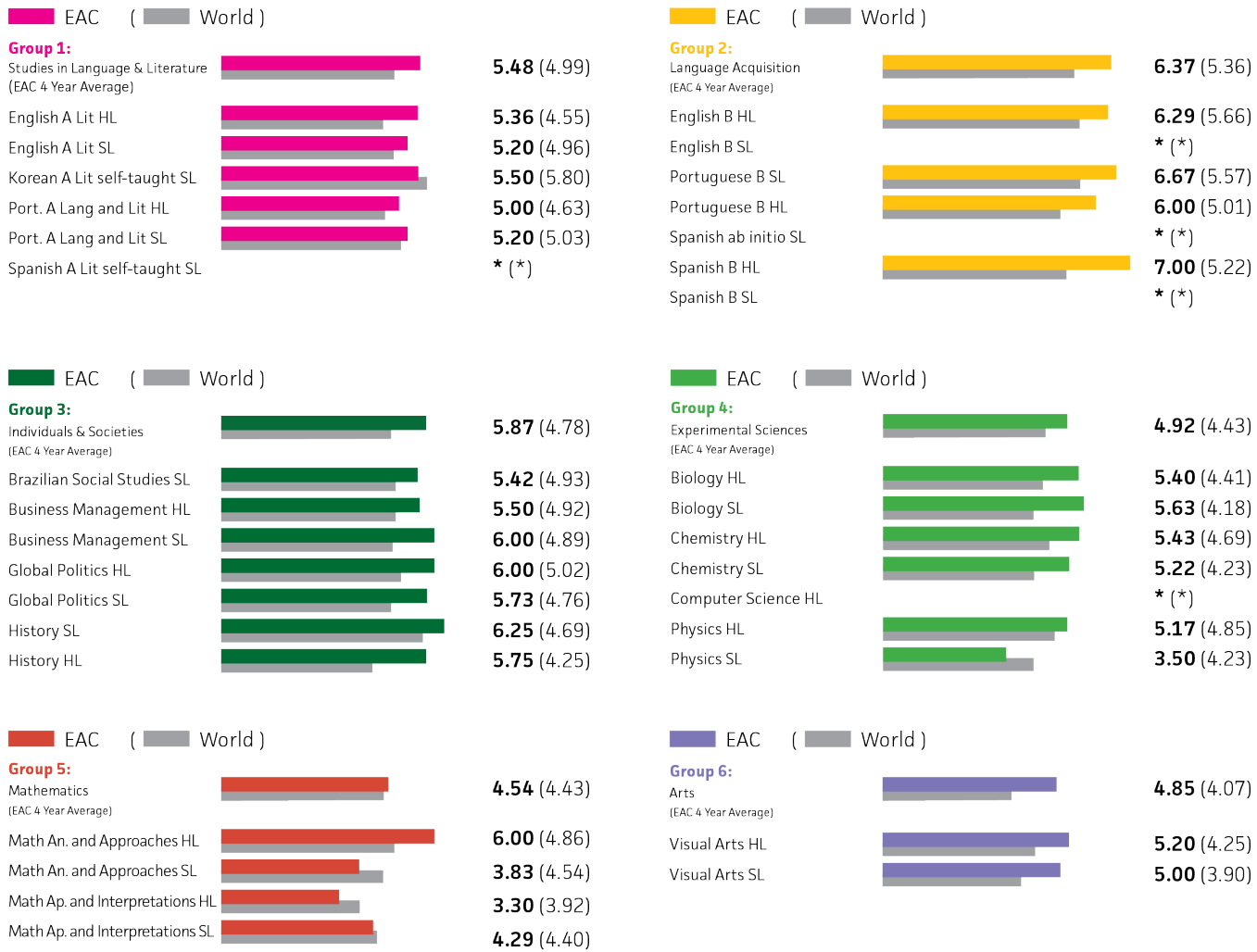
EAC offers the International Baccalaureate (IB) Diploma Program, a very rigorous two-year university preparatory program of studies, culminating in external examination and moderation. We offer an inclusive “IB for All” program and encourage all our students to pursue the diploma. The diploma is awarded to students who gain at least 24 points, subject to minimum levels of achievement across the whole program and satisfactory engagement in the core of the Diploma; Creativity, Action and Service (CAS), Theory of Knowledge (ToK) and the Extended Essay (EE). The highest total that a Diploma Program student can reach is 45 points. The IB Diploma is a qualification recognized and respected by the world’s leading universities.

We are especially proud of our results and know that they could not have been achieved without the dedication of the teachers who guided the students through the Diploma.

Examination Session	May 2020	May 2021	May 2022	May 2023	May 2024
Total Registered Students	41	33	52	39	43
Diploma Candidates	40 (97.5%)	30 (90,9%)	46 (88,5%)	33 (84,6%)	41 (95,3%)
Course Candidates	1 (2.5%)	3 (9%)	6 (11.5%)	6 (15.4%)	2 (4,7%)
Diplomas Awarded	39 (97.5%)	27 (90%)	42 (91,3%)	30 (90,9%)	40 (97,5%)
Bilingual Diplomas Awarded	34 (87%)	25 (83,3%)	41 (89.1%)	30 (90,9%)	34 (82,9%)
Highest Diploma Score Awarded	41	45	45	42	44
Average Diploma Score	34	35	36	33	34
Average Subject Score	5.37	5.47	5.67	5.13	5.31
Students achieving 40 or above points	5 (12.5%)	7 (23.3%)	12 (26%)	4 (12.1%)	5 (12.2%)
Students achieving 35 or above points	15 (37.5%)	12 (40%)	27 (58.7%)	8 (14.2%)	12 (29.3%)
Students achieving 30 or above points	27 (67.5%)	22 (73.3%)	39 (84.8%)	21 (61.8%)	33 (80.5%)



EAC vs World Average by Subject, May 2024



Measure of Academic Progress (MAP) Results

EAC administers the MAP Assessment two times per year (September and May) to students in Grades 1-5 and one time per year in May to students in Grades 6-9. This assessment was developed by the Northwest Evaluation Association and is used extensively in the United States as well as by many international schools. Over one million students took the MAP test outside of the United States during the 2023-2024 school year.

The MAP Assessments are computer adaptive achievement tests in Mathematics, Reading, and Language Usage. The computer software adjusts the difficulty of the questions so that each student takes a unique test. The difficulty of each question is based on how well the student has answered previous questions.

The MAP test measures the following strands that are aligned with US educational standards and are addressed in EAC’s Math and English language arts curricula.

Mathematics	Reading	Language Usage
Computation	Literature	Planning / Organization / Research
Number Sense	Information	Text Understanding Grammar / Usage
Algebraic Methods	Foundational Skills / Vocabulary	Punctuation & Spelling
Data Analysis & Probability		
Geometric Concepts		
Measurement		
Problem Solving		

MAP is a norm-referenced measure of student growth over time. MAP assessments, joined with other data points, provide detailed, actionable data about where each child is on his or her unique learning path. MAP assessments track student performance and progress throughout a year and across school years, and by being linked to software tools which can assist teachers and administrators in planning instruction.

high skill levels. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. MAP reports allow teachers to better target instruction based on students’ strengths and needs.

2023-2024

Below you will find the percentile achievement and growth of EAC students, in comparison to US norms (public and private schools in the US).



Language Usage



Reading

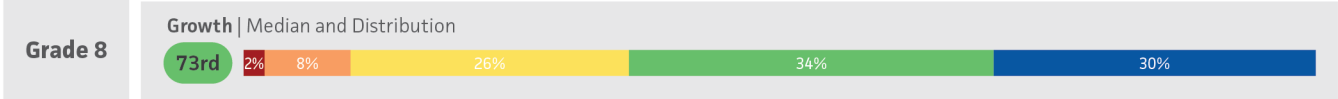




Mathematics



Science



PORTUGUESE PROFICIENCY TEST

BY VUNESP FOUNDATION

Portuguese Proficiency Test, by Vunesp Foundation

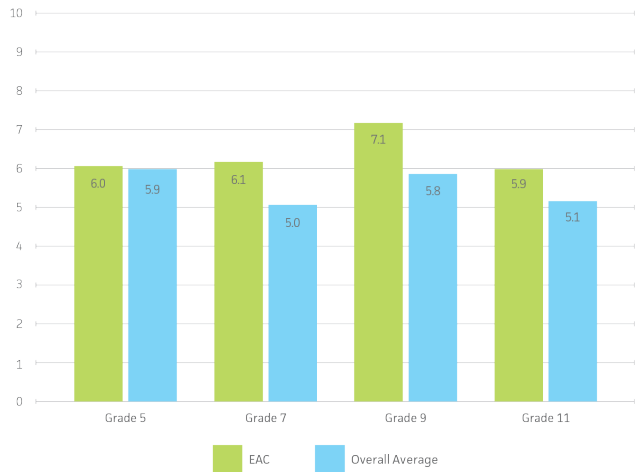
In March of each school year, EAC administers a diagnostic evaluation for 5th, 7th, 9th and 11th grades (Brazilian students). This external evaluation was prepared by Fundação Vunesp

with items adjusted by TRI (Teoria da Resposta ao Item) within the parameters set by BNCC (Base Nacional Comum Curricular) that defines our Portuguese Curriculum. The main objective is to evaluate student competencies and abilities in the Portuguese Language - Reading and Writing. This diagnostic evaluation has become an important instrument to improve teaching and consequently, the performance results of the students.

Comparison: Performance of EAC X AASB Schools

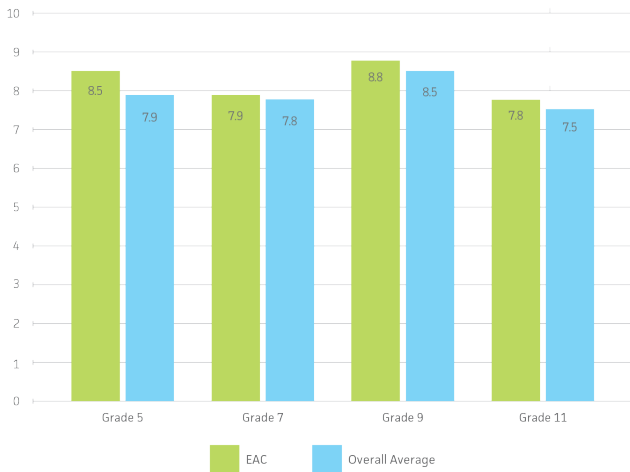
1. Reading Results: 0-10 points

Overall average does not include the EAC result.



2. Writing Results: 0-10 points

Overall average does not include the EAC result.





SAT Results



The SAT (Scholastic Aptitude Test) is a traditional college/university admission test used as a part of the application process for colleges in the US. Universities in Korea, and a select few in Brazil and Europe, may also use it as part of their application process to supplement academic information. It is a multiple-choice, computer-based test created and administered by the College Board. Math and Evidence-Based Reading and Writing are scored on a range up to 1600.

We have seen a shift in the general need for any standardized testing since many universities have been “test blind”, “test optional” or “test flexible” since 2020. In most cases students may still submit scores or to use alternate test scores, such as the IB, to fulfill a testing requirement. We have seen the reflection of this change in policy over the last few years:



- 70% of the Class of 2021 took the SAT and only 17% submitted their scores to universities.
- 67% of the Class of 2022 took the SAT and only 14% submitted their scores to universities.
- 71 % of the Class of 2023 took the SAT and only 21% submitted their scores to universities.
- 60 % of the Class of 2024 took the SAT and only 32% submitted their scores to universities.

Because of this shift, the counselors at EAC have been working closely with students and families to decide when and if SAT/ACT testing should be part of each individual students’ college planning.

EAC historical results: 2020 - 2024

Class of	2020	2021	2022	2023*	2024
Number of students	32	25	35	23	32
Lowest grade	910	1030	670	990	920
Highest grade	1530	1560	1560	1480	1570
Average	1260	1250	1250	1200	1300

*The global average SAT score in 2023 was 1024 (source: College Board)



The EAC Athletics Department is committed to providing a comprehensive and competitive sports program for our students, while also promoting sportsmanship, teamwork, and leadership skills.

Our Athletics Department offers a wide range of sports for both boys and girls, including basketball, soccer, volleyball, futsal and cheerleading. We have a talented coaching staff who work tirelessly to provide quality training and instruction to our student-athletes, helping them to improve their skills and achieve their full potential.

In addition to our regular season games, we also participate in various tournaments and festivals throughout the year, which allow our students to test their skills against other schools in the area.

Our department also places a strong emphasis on academic success, and we are proud to report that many of our student-athletes are high achievers in the classroom as well as on the courts and fields. We believe that participation in sports can help our students develop discipline, time-management skills, and a strong work ethic, all of which are essential for success in any endeavor.

Also, the EAC's Athletic Program promotes and supplements the curricular program at school. Our program is inclusive and a valuable experience available to all our students. We believe that EAC offers a unique opportunity to develop committed global citizens for the future, aligned with the school's mission, vision and core values.

In particular, our program :

- is consistent with the overall mission statement of the school;
- promotes healthy, balanced, and productive citizenship;
- promotes skills, understandings, and attitudes necessary for life-long learning;
- supports the competitive urge to excel;
- encourages athletes to be the best they can be;
- fosters a high sense of honor, duty, and ethical character that is necessary for team play;
- promotes a cooperative spirit;
- encourages a sense of responsibility when representing the community.

After School Activities & Athletics





EAC competes interscholastically as a member of the Association of American Schools in Brazil (AASB) and the São Paulo High School League (SPHSL). EAC participates in the following annual leagues and tournaments:



JV SPHSL	JV Boys Basketball and Soccer, JV Girls Basketball and Soccer
JV SPHSL	JV Boys Futsal and Volleyball and JV Girls Volleyball and Futsal
Little 10 Tournament	JV Boys Basketball and Soccer, JV Girls Basketball and Soccer
Little 10 Tournament	JV Boys Volleyball and Futsal, JV Girls Volleyball and Futsal
SPHSL	Varsity Boys Basketball and Soccer, Varsity Girls Basketball and Soccer
SPHSL	Varsity Boys Futsal and Volleyball and Girls Volleyball and Futsal
Big 8 Tournament	Varsity Boys Basketball and Soccer, Varsity Girls Basketball and Soccer
Big 8 Tournament	Varsity Boys Futsal and Girls Volleyball

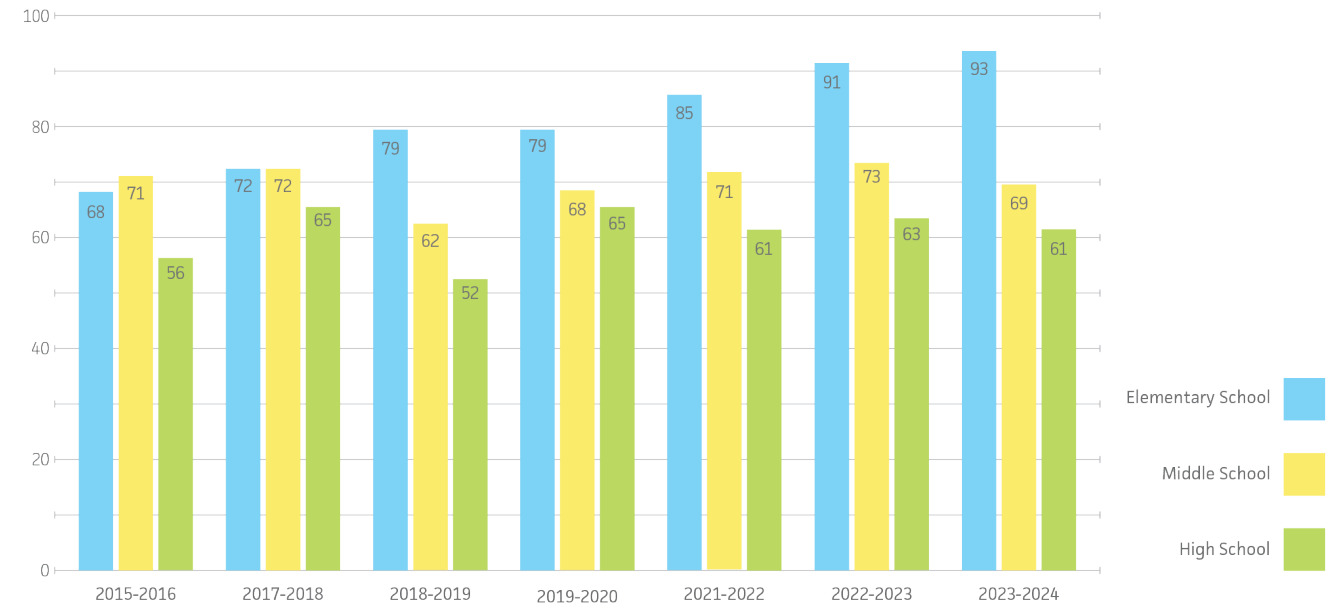
There are several impressive statistics to share with you about the 2023-2024 school-year:

• 94% participation of our ES students
• 69% participation of our MS students
• 61% participation of our HS students
• Average of 300 students doing After School daily
• ES Sports Festivals having around 250 students participating
• Giants Performance Evening with 150 performers
• JV Boys Basketball – 2nd place in the JV SPHSL
• JV Girls Basketball – 3rd place in the Little 10 Tournament and 3rd place in the SPHSL
• JV Boys Soccer – 2nd place in the JV SPHSL
• JV Girls Soccer – 3rd place in the JV SPHSL
• JV Cheerleading – 3rd place in the Little 10 Tournament
• Varsity Girls Soccer – 1st place in the SPHSL and 3rd place in the Big 8
• Varsity Boys Soccer – 2nd place in the SPHSL
• Varsity Girls Basketball – 4th place in the Big 8 Tournament
• Varsity Cheerleading – 3rd place in the Big 8 and 2nd place in the Final Four at EARJ
• Varsity Girls Futsal – 3rd place in the SPHSL
• Varsity Girls Volleyball – 3rd place in the SPHSL
• Varsity Boys Volleyball – 1st place in the Big 8, 2nd in the SPHSL, and 1st in the AASB Final Four
• JV Boys Futsal – 1st place in both the Little 10 and the SPHSL



Below you can see the participation rate in our program by percentage of participating students. The graphs below are divided into 3 sections: Elementary (green bar), Middle School (yellow bar) and High School (blue bar); on the third graph it is possible to observe the number of offerings in the After School Program over the past 6 school years.

After School Participation %



Note: Due to the pandemic, in the 2020-2021 school year we do not have the numbers in the participation rate graphs since EAC was not able to run the After School Activities normally.



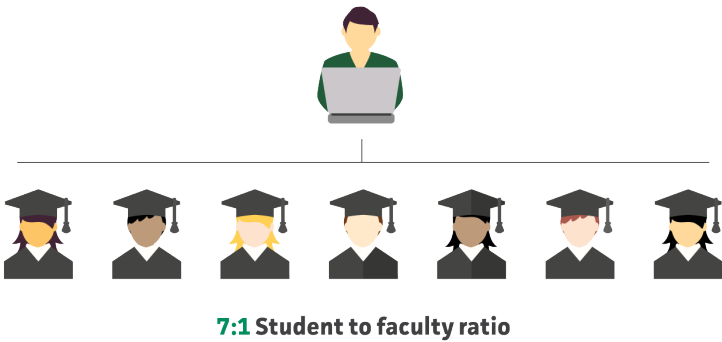
EAC Faculty Profile



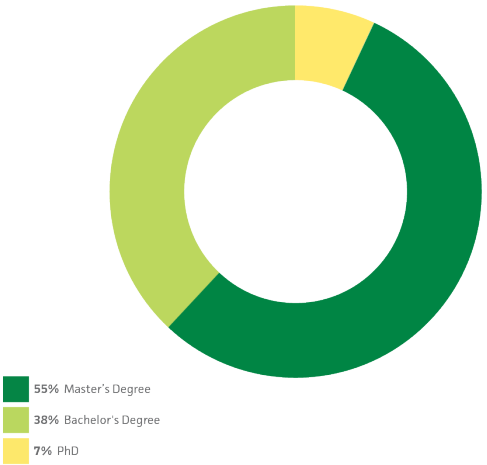
We know from research and experience that the quality of teaching is directly linked to student achievement. We are proud of our talented multinational faculty who bring passion, professionalism, and a strong commitment to ensure that each and every student is appropriately challenged and supported. Representing different nationalities (Brazilian, North American, South Korean, Canadian, Australian, Argentinian, Uruguayan, Peruvian, Iraqi, British and Chinese), the EAC faculty brings rich, diverse experiences and perspectives to their students on a daily basis. As well, we have nine faculty staff who are Alumni of EAC.



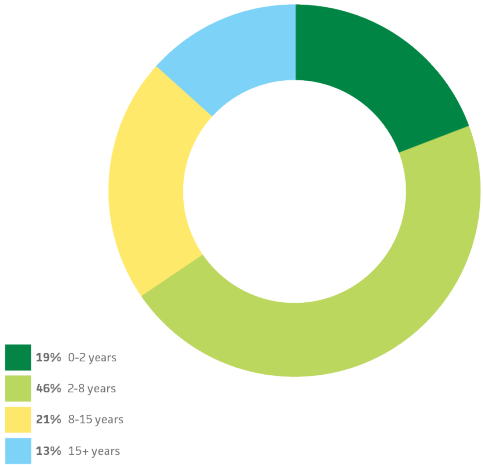
Teachers know their students at EAC.



EAC Faculty - Degrees Earned



EAC - Years of Teaching Experience



Professional Learning at EAC

Faculty/staff are the most important resources at EAC. Consequently, EAC is deeply committed to providing faculty and teaching assistants with professional development opportunities to support student learning, continuous improvement of professional performance, and collaboration. Improvements in these areas will enhance student learning and experience, which is the ultimate goal. Several mutually beneficial partnerships support professional learning at EAC. The opportunities in which EAC faculty participated during the 2023-24 school year are as follows:

State University of New York: Buffalo State

Twelve members of the EAC faculty/staff completed their work to earn an onsite Masters Degree in Multidisciplinary Studies with a focus on 21st century learning from the State University of New York Buffalo State. They graduated in June of 2024. Six members of EAC faculty/staff are currently in the middle of their masters program.

International Baccalaureate Organization (IBO)

Ten Upper School IB Diploma teachers attended specific training in the new guides for subjects that underwent curriculum reviews, or received training for teaching a new IB Diploma subject.

The IB Diploma Coordinator undertook DP Coordinator training as well as training in the five year programme review, in preparation to lead EAC in the DP re-authorization process.

New EAC Elementary School faculty attended training on Making the PYP Happen and eight faculty undertook training in Investigating Inquiry.

Consultant Partnership: Global Citizenship & Intercultural Learning (Dr Eeqbal Hassim)

All EAC faculty undertook training in the areas of global citizenship and intercultural learning with Dr Eeqbal Hassim. Dr Eeqbal worked with staff in virtual workshops and then provided a year-long consultancy for EAC leadership on developing learning progressions for the complex capabilities of a Global Citizen.

Consultant Partnership: Concept-Based Learning (Julie Stern)

The Elementary School took part in a year-long consultancy with expert Julie Stern, to deepen their understanding of concept-based teaching and learning, with a particular focus on strengthening their teaching practice in the area of mathematics.

First Aid Training - "Lei Lucas"

In January 2024, all administrative and support staff, as well as new faculty, were training in first aid. In completion of the first two year cycle, all adults (including third-party workers) who come into contact with students now have current training in first aid, fulfilling (and exceeding) the requirements of "Lei Lucas."

Lexis Education: Teaching English in Multilingual Classrooms

Beginning in January 2023, teams of teachers in the Elementary and Upper School participated in the equivalent of a 10-week course (three hours per week), learning how to embed English language instruction in classrooms of varying disciplines.

Council of International Schools (CIS): Peer Evaluators

Four EAC staff undertook volunteer roles of CIS, to serve on evaluation teams for other schools in their accreditation (or reaccreditation) process.

Association of American Schools in Brazil (AASB)

Six EAC Brazilian Program teachers attended The Jornada at The American School of Rio de Janeiro. Jornada is designed for educators who teach the Brazilian curriculum in American schools in Brazil. Four EAC Brazilian Program teachers were invited to present workshops at this conference.

Child Protection/Safeguarding

EAC hosted level 2 Child Protection training from ICMEC, and seventeen of EAC's administrators, counselors and school leaders achieved this certification. EAC also hosted a training in Portuguese for local private, public and state schools, in partnership with Conselho Tutelar, to provide Child Protection training by Educacao Protegida.

Wednesday Professional Learning

Within each school, faculty engage in professional learning on Wednesdays. The learning is often facilitated by teacher leaders, principals and assistant principals, and counselors/psychologists, and is related to school and grade level goals and priorities.

Teaching Assistant Training

The Elementary Assistant Principal developed a shared understanding of essential agreements, approaches, philosophies and procedures with all the teaching assistants, over the course of ten monthly sessions.

Collectively, these professional learning experiences equip educators to meet the diverse learning needs of our students while supporting our commitment to continuous improvement.



Finances

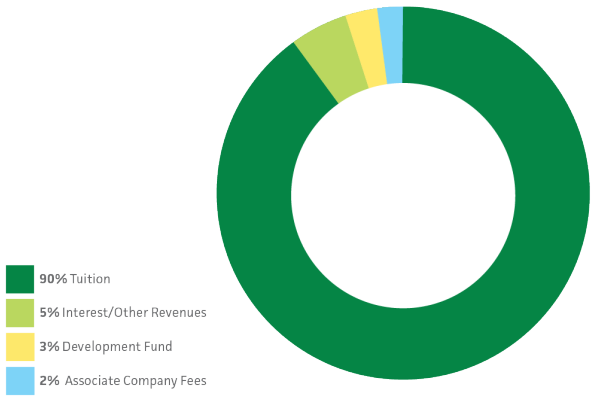


The EAC Administrative Team and Board of Trustees engages in sound fiscal planning and management to ensure financial sustainability and the continued development of an excellent educational program and supporting infrastructure. This process reflects the following commitments:

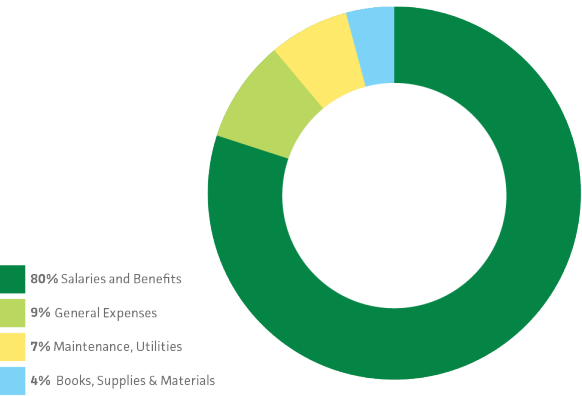
- EAC’s Mission and Vision, Core Values and Strategic Goals
- Recruiting and retaining a highly qualified professional staff
- Maintaining personalized education through a low student-teacher ratio
- Continuous improvement of curriculum, instruction and assessment practices
- World-class facilities, technology infrastructure, and educational resources
- EAC’s financial accounts are audited by an independent third-party firm.

Below please find how financial resources are allocated to support student learning at EAC.

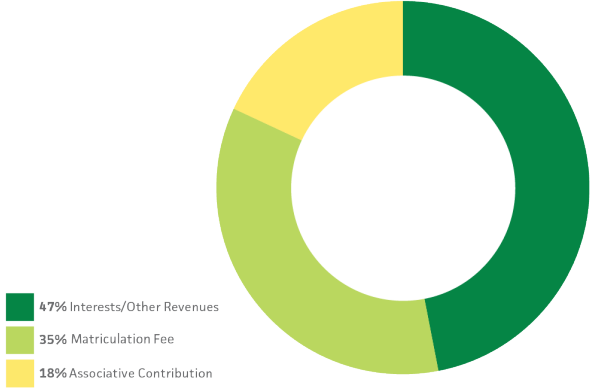
EAC Total Incomes 2023-2024



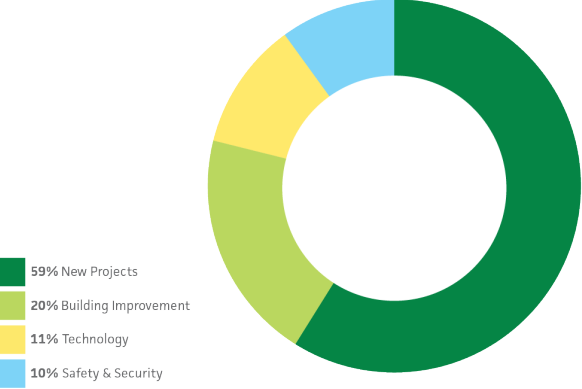
EAC Operational Expenditures 2023-2024



EAC Capital Fund 2023-2024



EAC CAPEX 2023-2024





University Acceptances



University Acceptances (Class of 2024 Accepted, Attending)

Colleges that students have chosen to attend are in bold. Numbers in parentheses reflect how many students were admitted to that university.

College Name	Country
Katholieke Universiteit Leuven	Belgium
ESPM	Brazil
INSPER	Brazil
FACAMP	Brazil
FGV - Fundação Getulio Vargas	Brazil
Universidade Presbiteriana Mackenzie	Brazil
McGill University	Canada
McMaster University (2)	Canada
Queen's University	Canada
The University of British Columbia (3)	Canada
The University of British Columbia - Okanagan (2)	Canada
Toronto Metropolitan University	Canada
University of Toronto (4)	Canada
York University	Canada
University of Calgary	Canada
ESCP Business School - Paris	France
ESSEC Business School (2)	France
Constructor University	Germany
The Hong Kong University of Science and Technology	Hong Kong
The University of Hong Kong (HKU)	Hong Kong
LUISS Guido Carli	Italy
Politecnico di Milano	Italy
Università Bocconi (5)	Italy
Amsterdam University of Applied Sciences	Netherlands
Maastricht University (2)	Netherlands
NHL Stenden University of Applied Sciences	Netherlands
Tilburg University (3)	Netherlands
University of Amsterdam	Netherlands
University of Groningen	Netherlands
Utrecht University	Netherlands
Vrije Universiteit Amsterdam	Netherlands
Wageningen University	Netherlands

National University of Singapore	Singapore
Hangkuk University of Foreign Studies	South Korea
Hongik University	South Korea
Kongyang University	South Korea
Korea University	South Korea
Postech	South Korea
UNIST	South Korea
Yonsei University	South Korea
ESADE Business School (4)	Spain
IE University - Madrid Campus (2)	Spain
IE University - Segovia Campus (2)	Spain
Birmingham City University	UK
City, University of London (3)	UK
Durham University	UK
Istituto Marangoni London	UK
Leeds University	UK
London Metropolitan University	UK
Manchester Metropolitan University	UK
Newcastle University	UK
Northumbria University, Newcastle	UK
Nottingham Trent University (2)	UK
Royal Holloway, University of London	UK
Sheffield Hallam University	UK
University of Birmingham	UK
University of Bristol	UK
University of Greenwich	UK
University of Leeds (2)	UK
University of Liverpool	UK
University of Manchester	UK
University of Southampton	UK
University of the Arts London	UK
University of Warwick (2)	UK
University of York (2)	UK
Bentley University	USA
California College of the Arts	USA
California State University-Chico	USA
California State University-Sacramento	USA
Colorado State University-Fort Collins	USA
Dartmouth College	USA
DePaul University (2)	USA
Drexel University	USA
Eckerd College	USA



Elon University	USA
Florida International University	USA
Indiana University-Bloomington	USA
Lewis & Clark College	USA
Loyola Marymount University	USA
Loyola University Chicago (2)	USA
Lynn University (3)	USA
Miami University-Oxford	USA
Michigan State University (3)	USA
North Carolina State University at Raleigh	USA
Northeastern University	USA
Ohio State University (2)	USA
Pennsylvania State University (2)	USA
Pratt Institute	USA
Purdue University	USA
Reed College	USA
Rollins College (2)	USA
San Francisco State University	USA

Santa Rosa Junior College	USA
Savannah College of Art and Design	USA
School of the Art Institute of Chicago	USA
School of Visual Arts	USA
The University of Tampa (2)	USA
The University of Texas at Austin	USA
The University of the Arts	USA
Trinity University	USA
University of California-Davis (2)	USA
University of California-Santa Cruz	USA
University of Central Florida	USA
University of Cincinnati-Main Campus	USA
University of Colorado Boulder	USA
University of Miami	USA
University of Oregon	USA
University of South Carolina-Columbia	USA
University of South Florida (4)	USA
University of Vermont	USA

Appendix: Class of 2024 College/Scholarships

College Name	Scholarship Name	USD over 3-4 years
California College of the Arts	Creative Achievement Award	\$84,000
Dartmouth College	Dartmouth General Scholarship (per Year, Renewed Annually)	\$242,988
Drexel University	Grant	\$144,000
Essec Business School	Excellence Scholarship	\$81,000
Lewis & Clark College	Oregon Maple Scholarship (annual)	\$100,000
Lynn University	Merit Scholarship For First Year	\$80,000
Miami University-Oxford	RedHawk Excellence Scholarship (Annual)	\$40,000
Michigan State University	Presidential Study Abroad Scholarship	\$20,000
Michigan State University	Presidential Study Abroad Scholarship	\$20,000
Michigan State University	Provost's Scholarship (annual)	\$48,000
Michigan State University	Presidential Study Abroad Scholarship (once)	\$12,000
Savannah College of Art and Design	Achievement Scholarship	\$16,000
School of the Art Institute of Chicago	Premiere Scholarship	\$48,000
The Hong Kong University of Science and Technology	Admissions Scholarship	\$120,000
The University of the Arts	Sam McKeel Promising Artist Scholarship	\$100,000
University of Cincinnati-Main Campus	Lindner College of Business International Outreach Scholarship (Annual)	\$60,000
University of Miami	Presidential Scholarship	\$100,000
University of Oregon	Minds Move Mountains Scholarship (annual)	\$30,000
University of South Florida	University of South Florida (annual)	\$16,000
University of Toronto	Lester B. Pearson Scholarship	\$216,000
University of Vermont	Top Presidential Scholarship	\$100,000





Academic Leadership Team



Michael Arcidiacono
Head of School



Ester Gonzalez
Brazilian Program Director



Patricia Menezes
Toddler & Preschool Principal



Sabrina
Elementary Principal



Mauricio Gozzi
Upper School Principal





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