



2022 | 2023

EAC ANNUAL REPORT

The background of the entire page is a photograph of two young girls in a classroom. The girl on the left is wearing a headband with colorful sequined bunny ears and is holding a large drawing of a sun with rays. The girl on the right is smiling and also holding a large drawing of a sun with rays. The entire image has a green tint. The text is overlaid on the image.

Vision

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

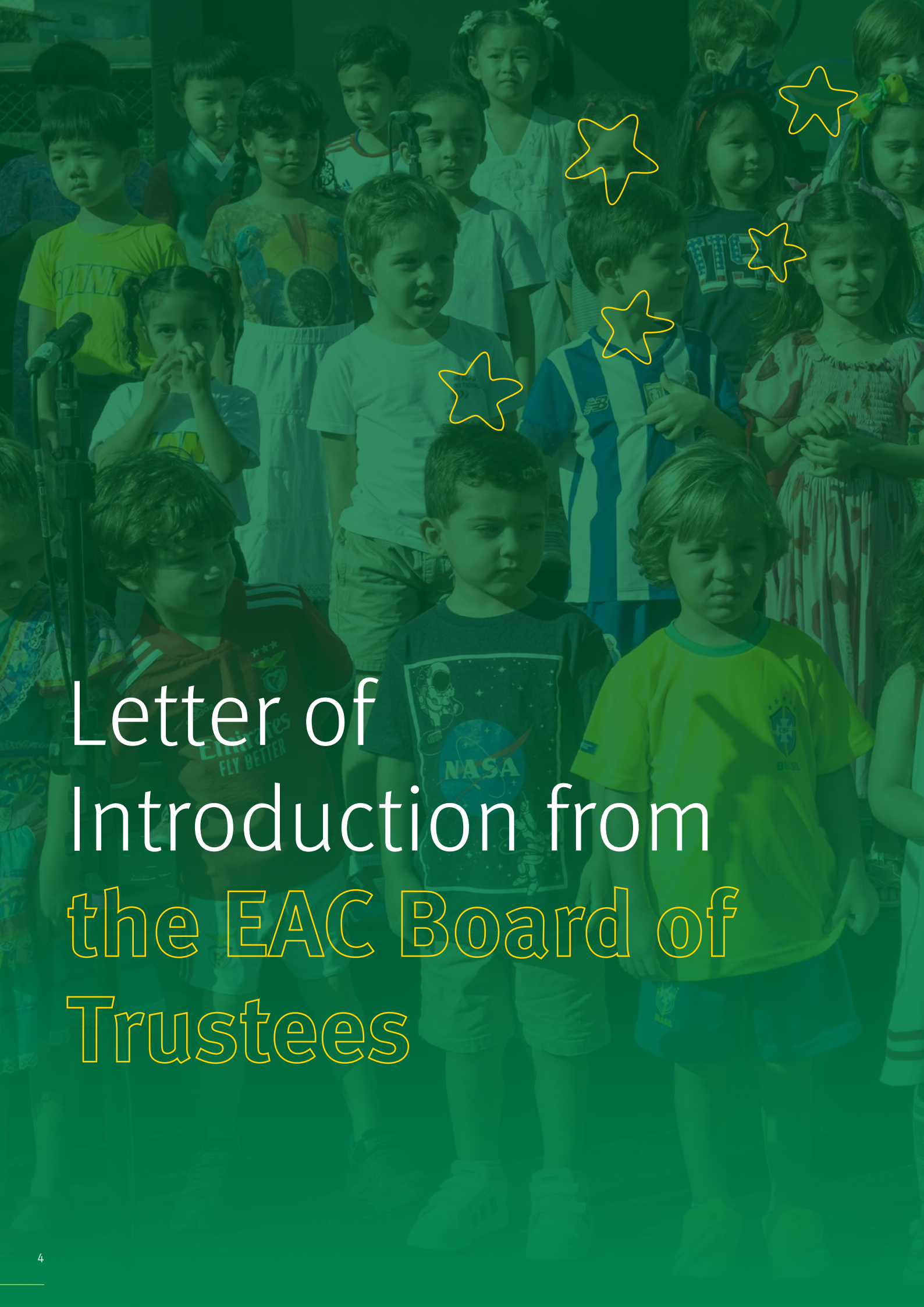
Mission

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



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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 2022-23 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. And, by the end of 2023, 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, to be launched in 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 launched its newly revised Principles of Learning during the 2022-23 school year and highlighted these Principles at the Annual General Meeting in March 2023.

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 second year of the plan, the school carried out 100% of its planned projects, including:

- Installation of a robust solar panel system, generating sufficient electricity to meet EAC's demand, demonstrating our commitment to environmental sustainability.
- Creation of a dedicated outdoor learning space for Grade 5 students.
- Renovation of bathrooms in the middle school wing, including the creation of two additional bathrooms.
- Renovation and retrofit of the interior of the restaurant and the entire kitchen, optimizing the existing facilities provide lunch service to over 1000 students and staff daily.

Preparations for the third year of the FMP were developed over the course of the 2022-23 school year, as the school made plans to:

- 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.

The Board continued to support and monitor closely the school's municipal application and legalization processes, to secure the eventual permit for Arts Center, laying the foundation for its future build. Over the course of the 2022-23 school year, plans for the new Arts Center were finalized and the construction bid process got underway, coordinated by a Project Management team selected by the Board - Plan Services. In June of 2023, EAC received approval for the demolition of the Old Gym, and plans are laid for the construction of the Arts Center to occur during the 2023-24 school year.

In addition to the above, in June 2023, the Board approved the purchase of the corner property on Rua Salesópolis, which is a key strategic element for an eventual access entrance to the school, in conjunction with the new Arts Center.

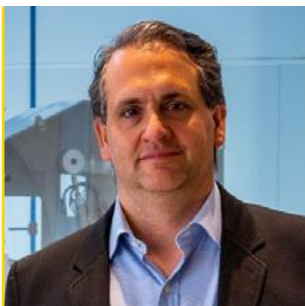


The Board remains steadfast in its commitment to not only the infrastructural, financial, and operational excellence of EAC but also to the core mission of enhancing educational excellence and the learning environment. As we move forward, a significant focus will be placed on initiatives that directly impact the quality of education and enrich the overall student experience, with special focus on IB and SAT results, always striving to get our students at the best possible universities in the globe. This approach aligns with our strategic vision to foster a nurturing, innovative, and inclusive educational setting for every member of the EAC community, but with a stronger educational result.

Furthermore, by the end of 2023, the Board will initiate the process of engaging with an external company to conduct a comprehensive search for a new Head of School. This critical step is aimed at ensuring that EAC continues to be led by an individual with a profound understanding of our mission, vision, and the dynamic needs of our school community. The new Head of School is expected to commence their role in mid-2025, marking the beginning of a new chapter in EAC's journey towards educational excellence.

Lastly, I wish to share that there were two updates in associated company membership of the EAC Board of Trustees this year. The first change was the departure of the Westrock company. We are very grateful for their numerous contributions, after many years of dedicated service to EAC. The Board was pleased to welcome the return of Sylvamo (formerly International Paper), an associated company who was on leave for the past two years.

Sincerely yours,



Paulo Gandolfi (3M)

Board President (on behalf of the Board of Trustees)



EAC Board of Trustees (August 2022)

Paulo Gandolfi - 3M (President)
Filip Marek - Caterpillar (Vice-President)
Eduardo Gualberto - Goodyear
Guilherme Albuquerque- Westrock
International Paper - on Leave
Yonghyun Lee - Hyundai
Hector Guerrero - Procter & Gamble

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



A man with short grey hair, wearing a white t-shirt with 'INTERNATIONAL DAY FESTIVAL' printed on it, is speaking into a black microphone. He is standing on a stage with a green background. The text 'Letter of Introduction from the Head of School' is overlaid on the image. The words 'from the Head of School' are in a yellow outline font, while the other words are in white. There are five yellow outline stars scattered in the bottom right corner of the page.

Letter of Introduction from the Head of School



Dear EAC Community,

On behalf of the EAC faculty, staff and administration, it is my pleasure to present the Annual Report for the 2022-23 school year.

This past year, we continued to live our Mission, Vision and Core Values each day and through our actions towards one another. We were also very pleased to bring back our signature events - our Halloween and International Day Festivals, amongst numerous other community celebrations.

Our commitment to being an inclusive, multicultural community was reflected through our traditions, like Welcome Back EAC, Thanksgiving, Talent Show, Semana da Cultura Brasileira, Career Fair, Staff Appreciation, Festa Junina, Sports Festivals, amongst so many more. We were pleased to host once again EAC's signature events - such as International Day and Halloween. These community-wide efforts shine as a result of the dedication of countless students, parents and staff.

We introduced several new ways to celebrate our community and show our Giant Pride. Monthly Spirit Days, our new Lunar New Year celebration and initiatives from our Parent Ambassadors have added to a very engaging EAC calendar.

We expanded our Arts Season through numerous impressive dramatic and musical performances this year. We have broadened our impact through art as our Giant performers reached beyond the walls of EAC to perform in spaces such as the Concha Acústica in Parque Taquaral and the Estação Cultura.

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.



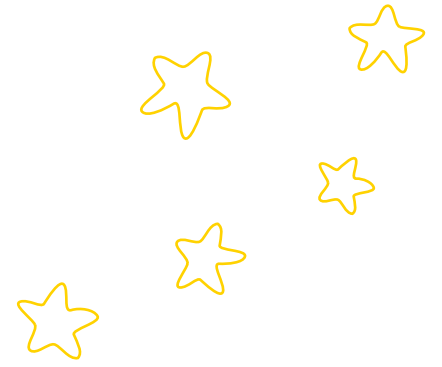
Dr. Michael Arcidiacono
Head of School



Signature Events



Showcasing The Arts



Strategic Goals

On behalf of the Board of Trustees, EAC is pleased to present the Strategic Goals 2027. Through a process of reflection and consultation with the community, informed by the school's recent re-accreditation with CIS and NEASC, a set of goals has been crafted to bring the Mission, Vision and Core Values to life.

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.

2022

2023

2024



**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.

2025

2026

2027

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.



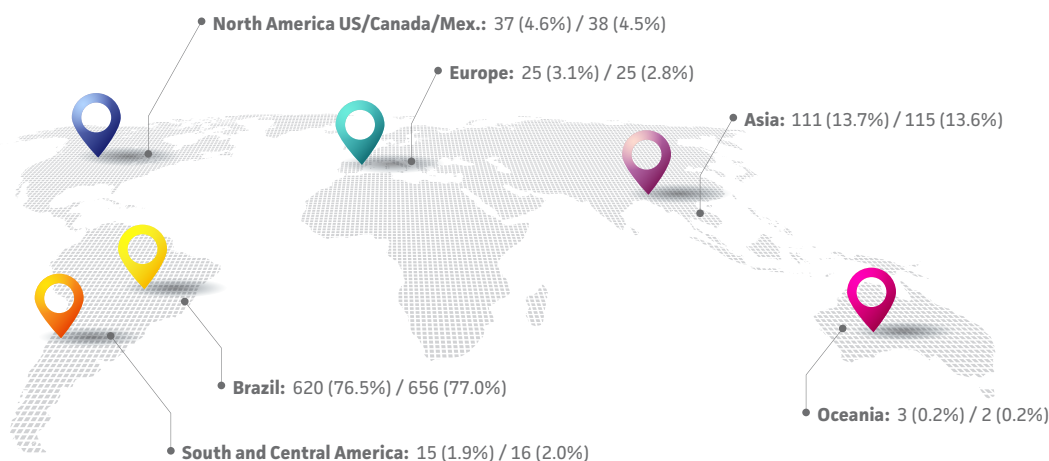
EAC Community:
Celebrating Our
Diversity



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 on September 2022 and April 2023

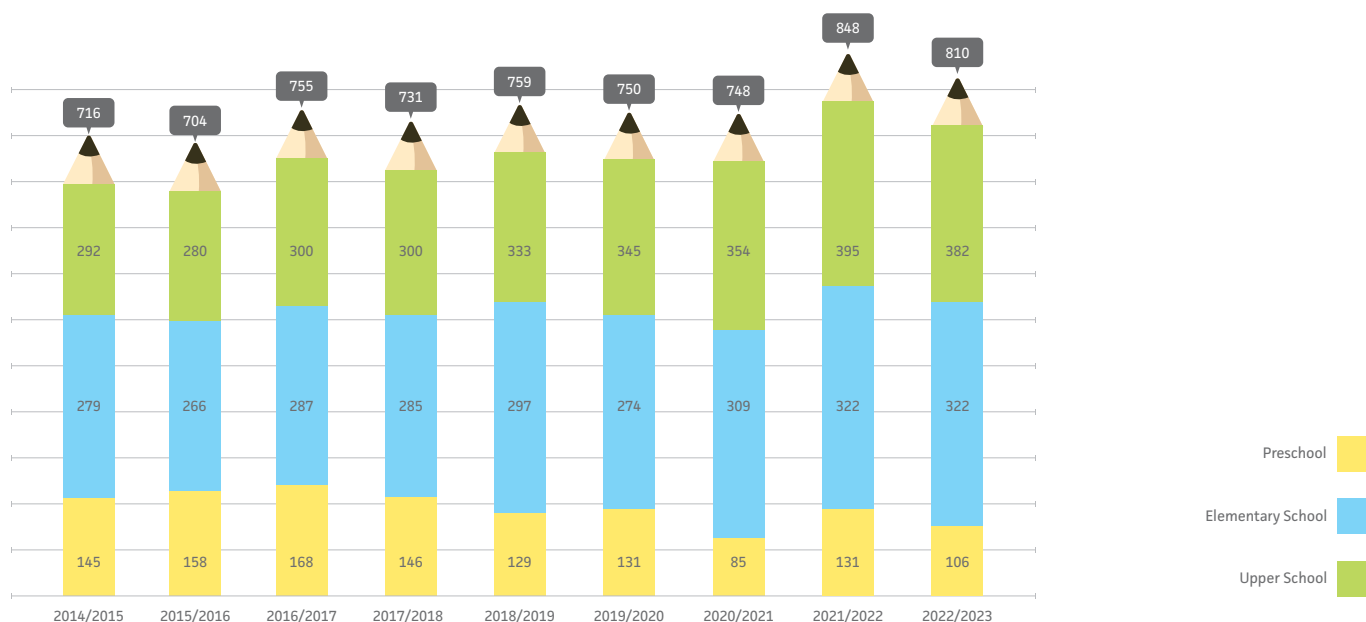


Total 2022:
810

Total 2023:
855

EAC Student Enrollment 2014-2023*

* Information extracted from every beginning every the school year





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 2022-23 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 2023 continued to matriculate in top universities around the world.

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

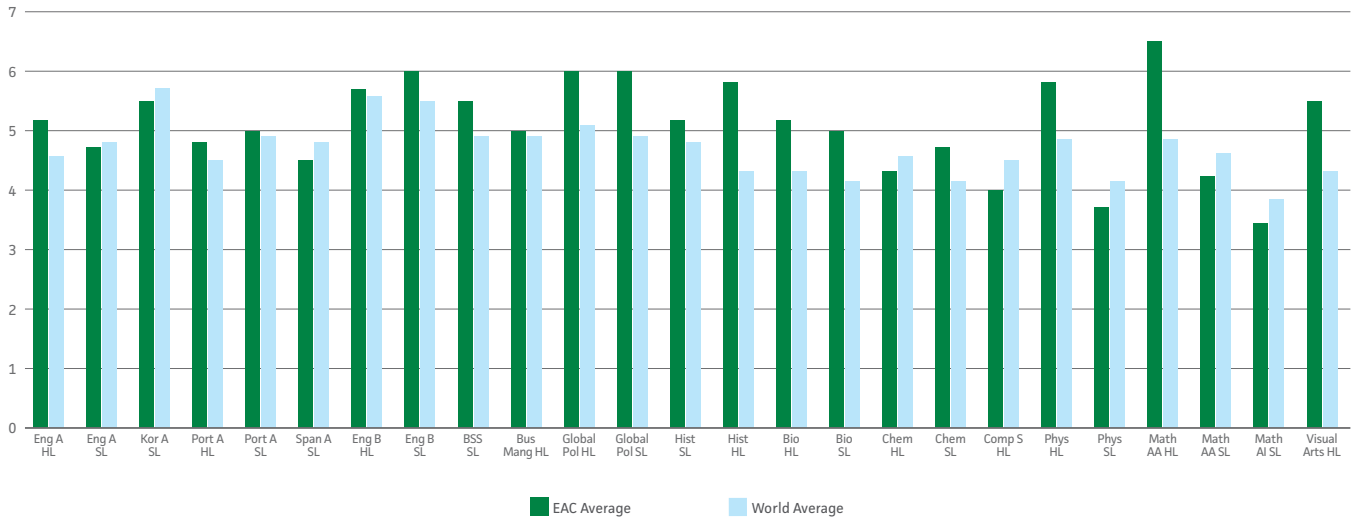
International Baccalaureate Diploma Results

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.

Indicator	May 2015	May 2016	May 2017	May 2018	May 2019	May 2020	May 2021	May 2022	May 2023
Total Registered Students	31	14	38	20	24	41	33	52	39
Diploma Candidates	27 (87%)	11 (78.5%)	38 (100%)	18 (90%)	23 (95.8%)	40 (97.5%)	30 (90.9%)	46 (88.5%)	33 (84.6%)
Course Candidates	4 (13%)	3 (21%)	0 (0%)	2 (10%)	1 (4.2%)	1 (2.5%)	3 (9%)	6 (11.5%)	6 (15.4%)
Diplomas Awarded	23 (82%)	8 (72%)	29 (78%)	17 (94%)	21 (91.3%)	39 (97.5%)	27 (90%)	42 (91.3%)	30 (90.9%)
Bilingual Diplomas Awarded	20 (71%)	7 (63%)	23 (62%)	15 (83%)	19 (90.5%)	34 (87%)	25 (83.3%)	41 (89.1%)	30 (90.9%)
Highest Diploma Score Awarded	37	41	42	39 (2 studs)	41 (4 studs)	41 (3 studs)	45	45	42
Average Diploma Score	31	34	32	34	35	34	35	36	33
Average Subject Score	4.92	5.35	5.07	5.29	5.5	5.37	5.47	5.67	5.13
Students achieving 40 or above points	0 (0%)	1 (9%)	2 (5%)	0 (0%)	6 (26%)	5 (12.5%)	7 (23.3%)	12 (26%)	4 (12.1%)
Students achieving 35 or above points	4 (15%)	4 (36%)	9 (23.5%)	6 (33.5%)	12 (46%)	15 (37.5%)	12 (40%)	27 (58.7%)	8 (14.2%)
Students achieving 30 or above points	14 (52%)	6 (54.5%)	18 (47.5%)	15 (83.5%)	18 (69%)	27 (67.5%)	22 (73.3%)	39 (84.8%)	21 (61.8%)

EAC vs World Average by Subject, May 2023



Measure of Academic Progress (MAP) Results

EAC administers the MAP Assessment 3 times per year (September, February, and May) to students in Grades 1-5 and 1 time a 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 2021-2022 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 to 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.

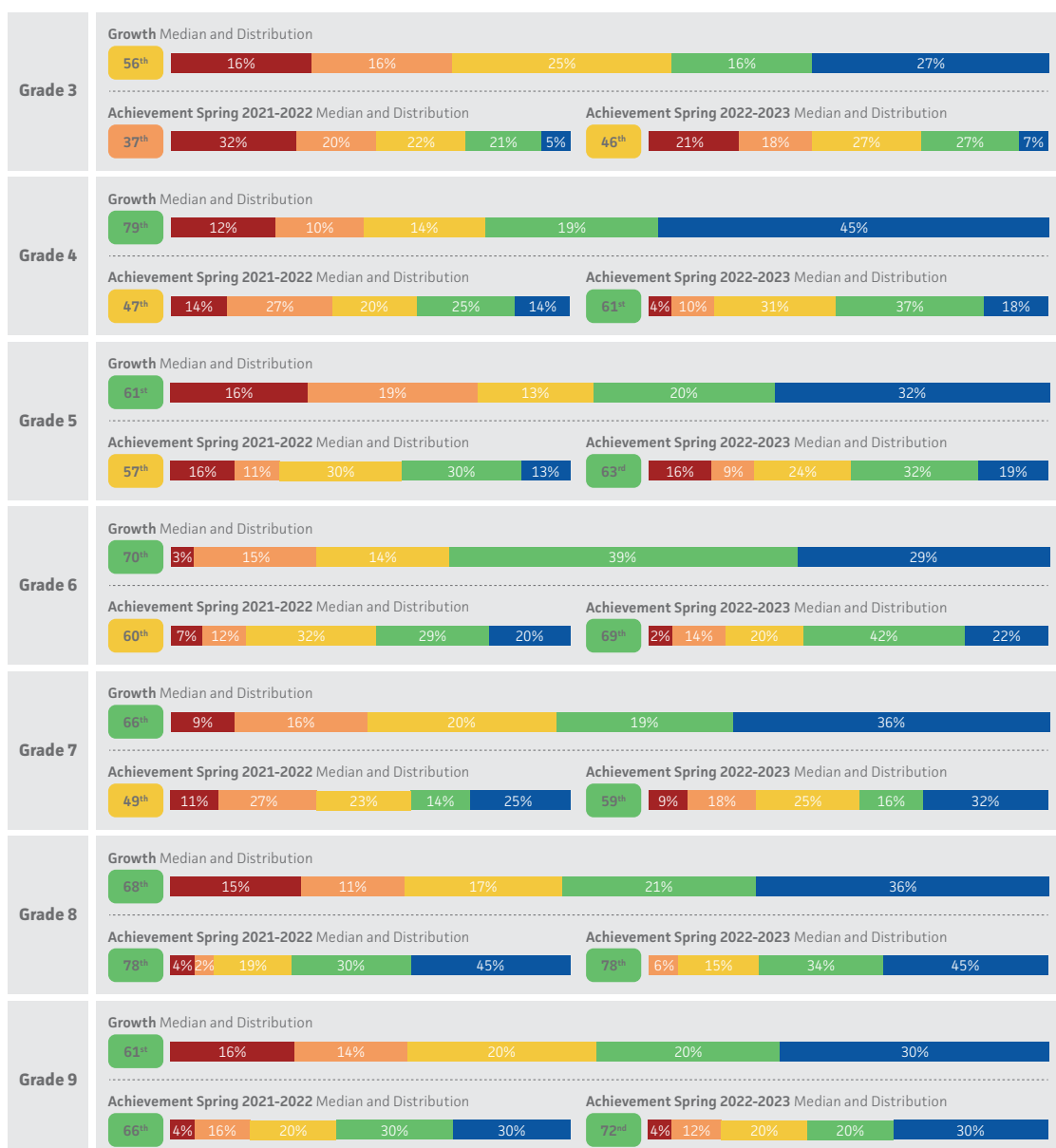
MAP tests are based on a continuum of skills in Mathematics and Reading from low skill levels to high skill levels. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in

relation to local or state standards and national norms. MAP reports allow teachers to better target instruction based on students' strengths and needs.

2022-2023

Below you will find a comparison between the performance of EAC students and US norms, using the end results from the 2022-23 school year. We tested students from 1st to 9th grades. In Science, we only test 8th-graders and the content covers the entire middle school curriculum.

Language Usage



Reading

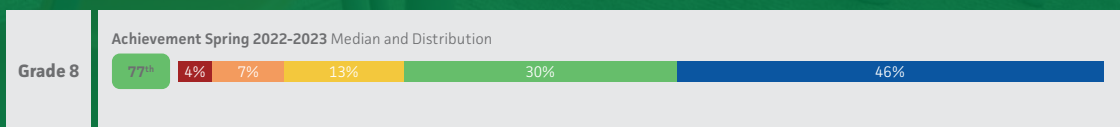


#eacgi

Mathematics



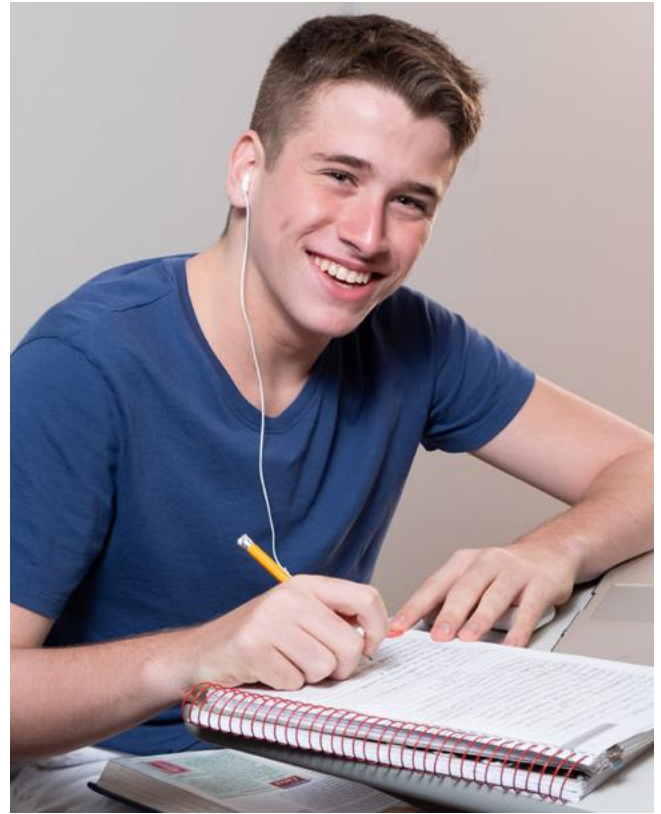
Science



PORTUGUESE PROFICIENCY TEST 2022/2023

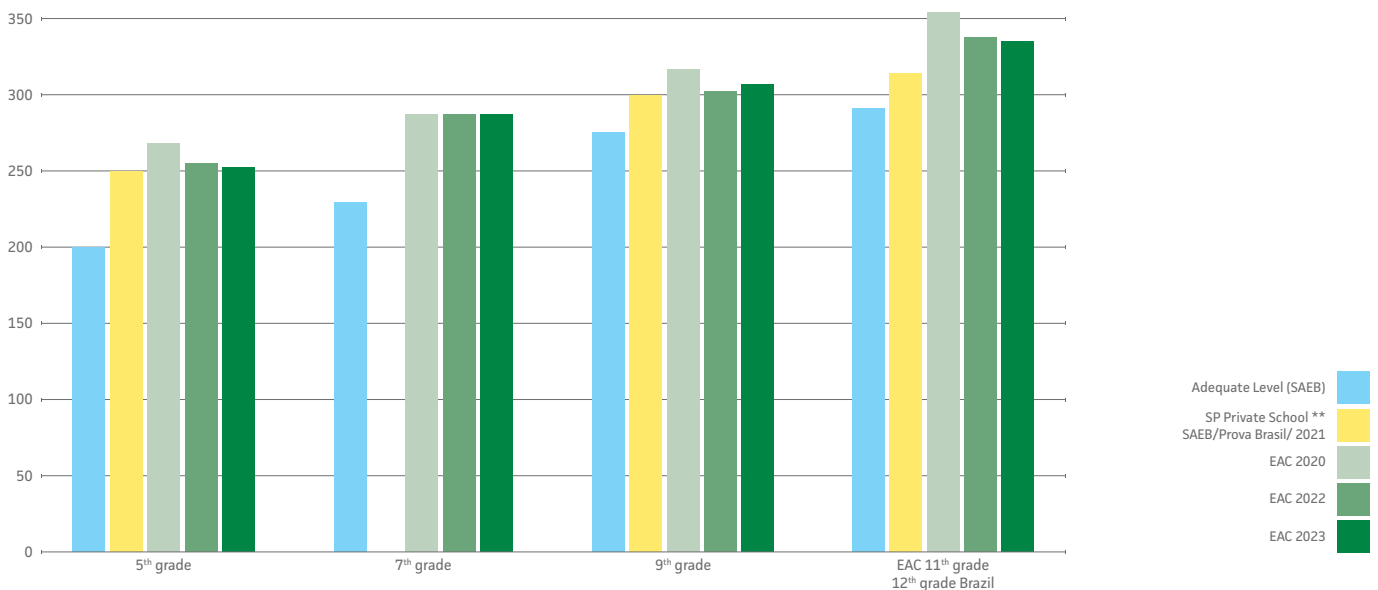
BY CESGRANRIO FOUNDATION

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 Cesgranrio with items adjusted by TRI (Teoria da Resposta ao Item) within the parameters set by SAEB (Sistema de Avaliação do Ensino Básico), through “Prova Brasil.” 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. Due to the nature of the pandemic, students were not tested in March/2021.



1. Reading Results

Table 1 – Reading Averages (0 - 500 points) - EAC 2020/2022/2023 and SAEB/Prova Brasil 2021

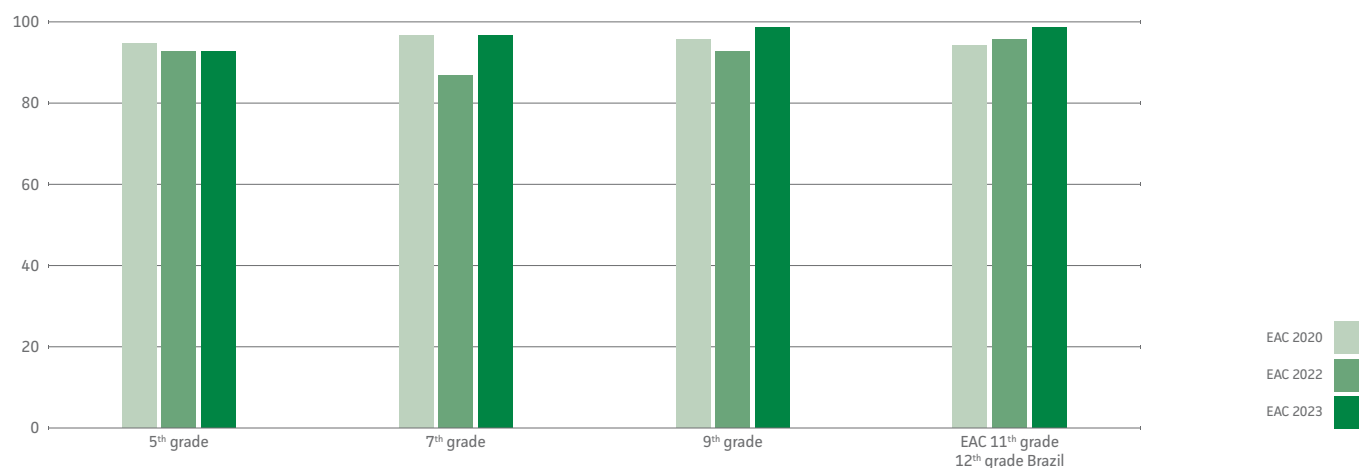


Notes: * There is no “SAEB/Prova Brasil” in 7th grade. **The “SAEB/Prova Brasil” takes place every 2 years.



2. Writing Results

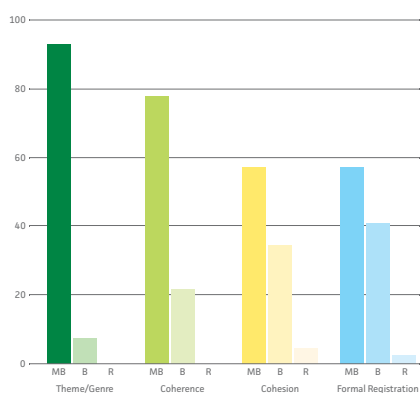
Table 2 – Writing Averages in percentage (0 - 100%) - EAC 2020, 2022 and 2023



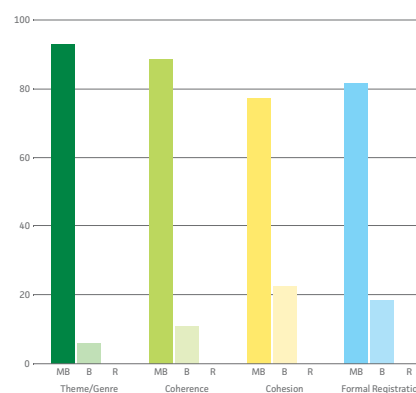
Notes: * There is no “SAEB/Prova Brasil” in 7th grade. **The “SAEB/Prova Brasil” takes place every 2 years.

Table 3 – 2023 Results: Percentage of students at levels of writing competence - by grade

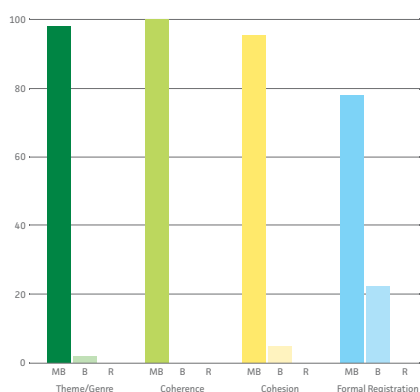
5th Grade
Avg: 92.4



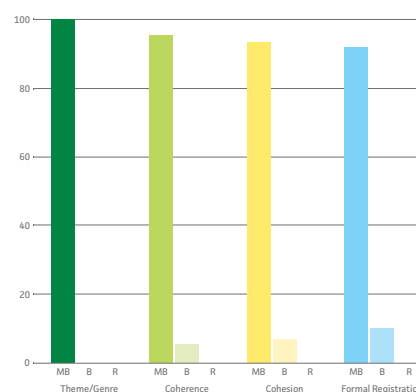
7th Grade
Avg: 96.3



9th Grade
Avg: 98.1



11th Grade
Avg: 98.6



MB = Very Good **B** = Good **R** = Acceptable (Regular) **I** = Insufficient (there is no student)
The expectation is that students reach MB or B levels.

SAT Results

2022-2023





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.

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 average SAT score in 2023 was 1028 (source: College Board)



After School Activities & Athletics





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.





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

There are several impressive statistics to share with you about the 2022-2023 school-year:

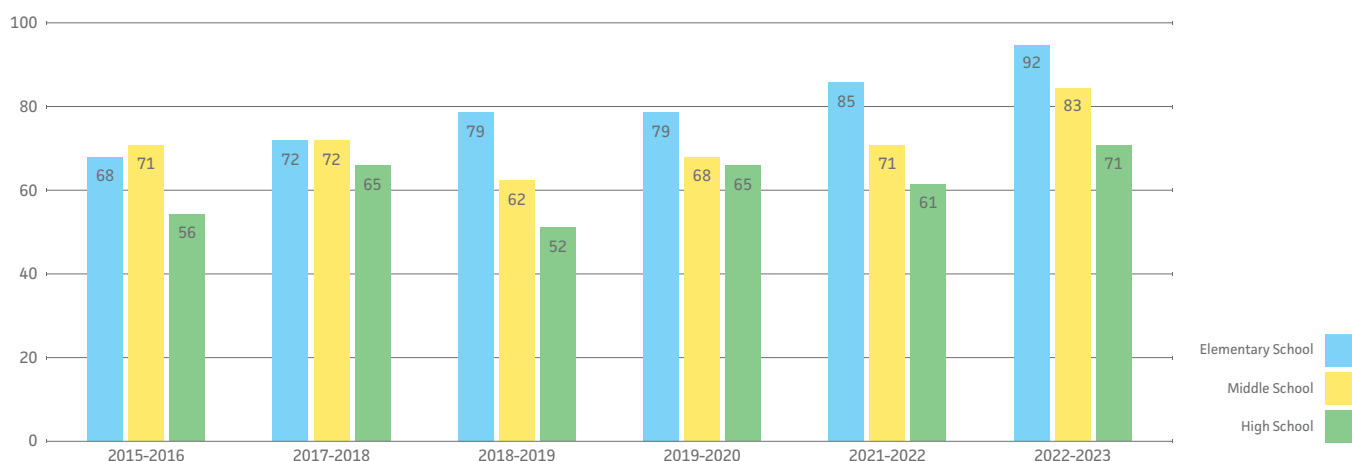
- More than 40 offerings in our After School Program;
- 92% participation of our ES students;
- 81% participation of our MS students;
- 70% participation of our HS students;
- Average of 300 students participating in the After School Program daily;
- ES Festivals having around 250 students participating;
- Giants Performances Evenings with 200 performers in each event;
- Varsity Girls Soccer – 1st place in the SPHSL and 2nd place in the Big 8 Tournament and at the AASB Final Four;
- Varsity Boys Soccer – 2nd place in the Big 8 Tournament;
- Varsity Boys Basketball – 3rd place in the Big 8 Tournament;
- JV Boys Basketball – 3rd place in the SPHSL;
- JV Girls Soccer – 2nd place in the SPHSL;
- JV Boys Soccer – 1st place in the Little 8 Tournament and 2nd place in the JV SPHSL;
- JV Girls Basketball – 2nd place in the Little 8 and 3rd place in the JV SPHSL;
- JV Cheerleading – 4th place in the Little 8 Tournament;
- Varsity Boys Futsal – 3rd place in the SPHSL;
- Varsity Boys Volleyball – 1st place in the SPHSL;
- JV Boys Futsal – 1st place in the Little 8.
- JV Boys Volleyball – 1st place in the Little 8 and 1st place in the SPHSL;
- Varsity Girls Futsal – 2nd place in the SPHSL;
- Varsity Girls Volleyball – 3rd place in the SPHSL;



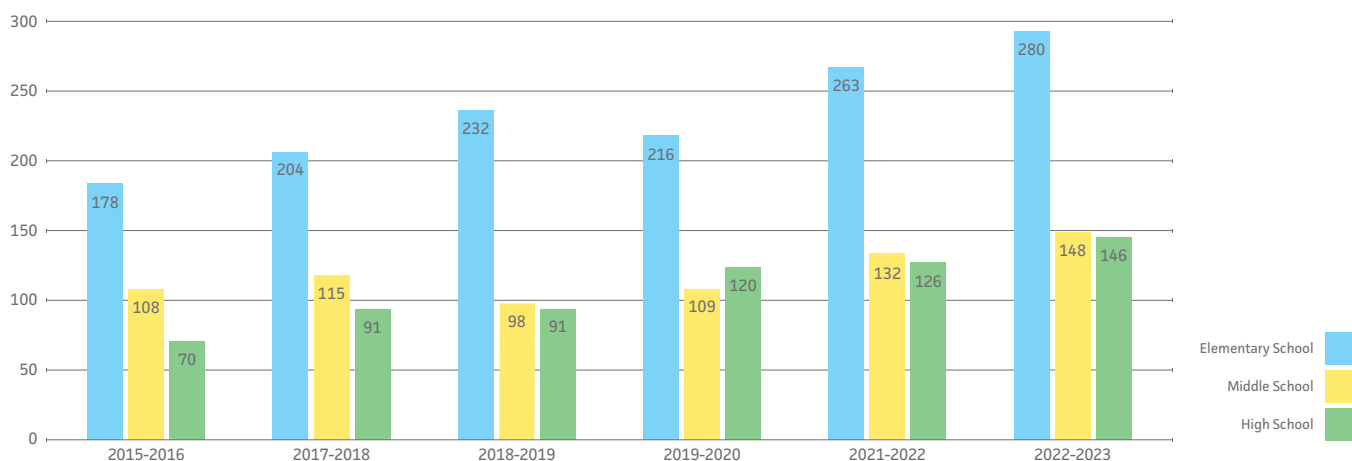
Below you can see the participation rate in our program in two ways - by percentage and by absolute numbers of participating students. The graphs below are divided into 3 sections: Elementary (green bar), Middle School (yellow bar) and High School (blue bar); on the third graph it is possible to observe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



After School Participation %



After School Participation - Absolute Numbers



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.



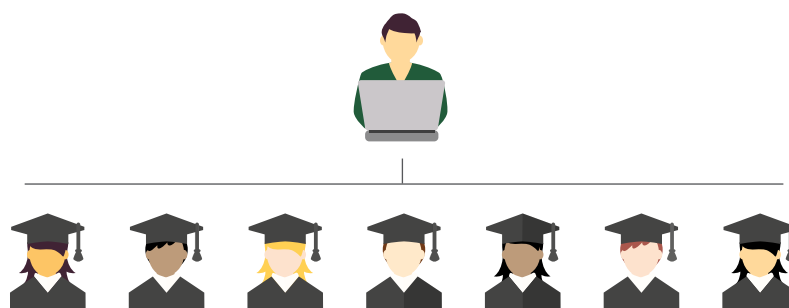
EAC Faculty Profile





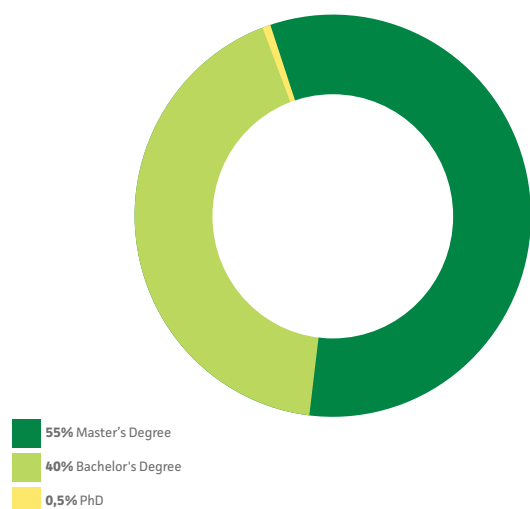
We know from research and experience that the quality of teaching is directly linked to student achievement. We are proud of our talented multinational faculty who bring passion, professionalism, and a strong commitment to ensure that each and every student is appropriately challenged and supported. 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.

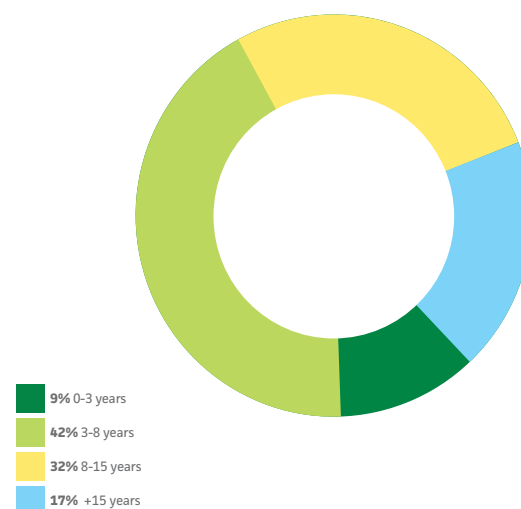


7:1 Student to faculty ratio

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 2022-23 school year are as follows:





State University of New York: Buffalo State

Twelve members of the EAC faculty/staff continue 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.

International Baccalaureate Organization (IBO)

EAC 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.

Eight Upper School teachers attended IB training on the Approaches to Learning (AtL) skills, strengthening their understanding and practice in embedding these skills into units of work.

All EAC Elementary School teachers attended training on Making the PYP Happen and Evidencing Learning.

Virtual consultant: Mathematics Teaching and Learning in the Elementary School

Grade level teams from the Elementary School took part in year-long mathematics training with consultant Carol Wallace from the Math Learning Center (Portland, Oregon) to deepen their understanding and strengthen their teaching practice in the area of mathematics.

First Aid Training - “Lei Lucas”

In July 2022, EAC nurses were trained to become first aid trainers and in January 2023, all faculty were trained 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): Evaluator Training

Three EAC staff were trained by CIS to be able to serve as evaluators 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 Training

One of EAC’s counselors undertook training overseas with the Council of International Schools to complete the Child Protection Foundation workshop.

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.

Campus Development





The Facilities Master Plan provides an adaptable “road map” to guide the growth and improvement of our learning spaces over a span of 5 years. It calls not only for creating new learning spaces, but also to renovate and renew existing ones. All capital projects listed in the Facilities Master Plan follow a feasible project sequence and are accompanied by thorough educational needs assessments.



Middle School and Elementary Outdoor Learning Areas - New outdoor learning areas for our Upper Elementary and Middle School students.

Sports Office / New Gym / Booster Club - Second floor to our New Gym that now holds our Physical Education and Athletics departments, and a dedicated space for EAC merchandise.

Upper School bathrooms - Renovated bathrooms in the Upper School, increasing the numbers and focusing on accessible use.

Flooring - Upgraded floor lining of our Preschool & Elementary Book Room, New Gym, and Preschool Restaurant.

Solar Panels - Clean, sustainable energy investment with the installation of solar panels in three locations: on the rooftop of the modular classrooms, Middle School building and New Gym.

Kitchen Renovation - Kitchen area renovation with an equipment upgrade, storage maximization and better traffic flow.

Security Cameras - Upgraded security system by adding an additional 80 security cameras, furthering our commitment to Child Protection.

Elementary Windows & Blinds - Installation and enlargement of all Elementary School windows, for increased air circulation.



Finances



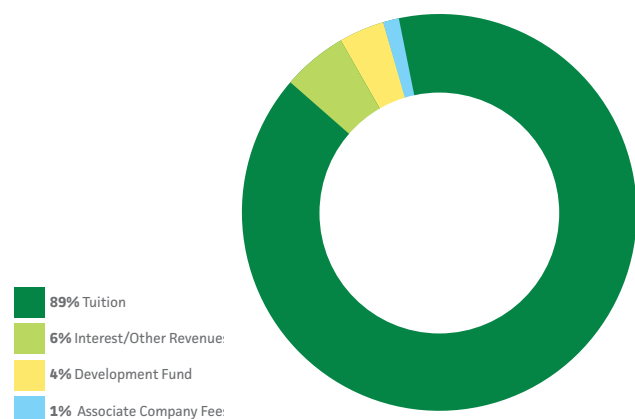


The EAC Administrative Team and Board of Trustees engages in sound fiscal planning and management to ensure financial sustainability and the continued development of an excellent educational program and supporting infrastructure. This process reflects the following commitments:

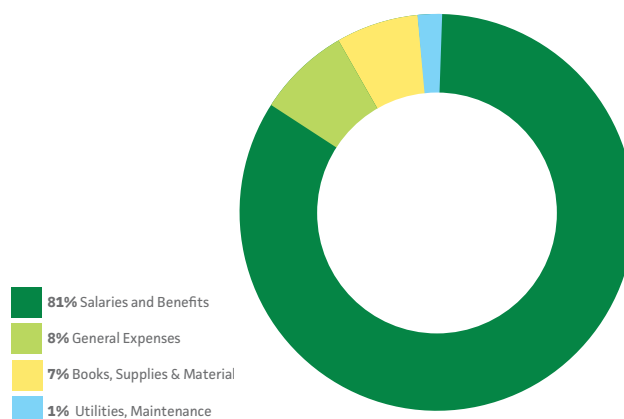
- EAC’s Mission and Vision, Core Values and Strategic Goals
- Recruiting and retaining a highly qualified professional staff
- Maintaining personalized education through a low student-teacher ratio
- Continuous improvement of curriculum, instruction and assessment practices
- World-class facilities,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

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

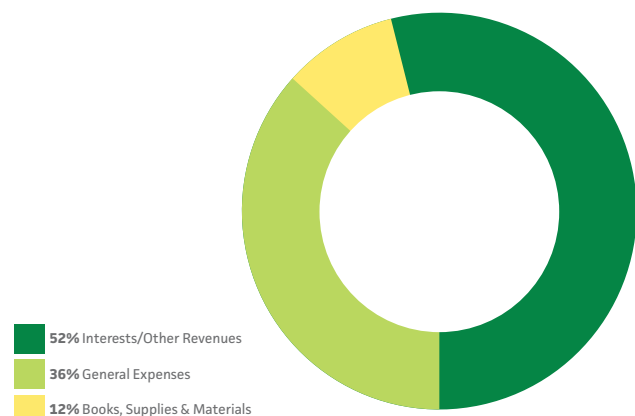
EAC Total Incomes 2022-2023



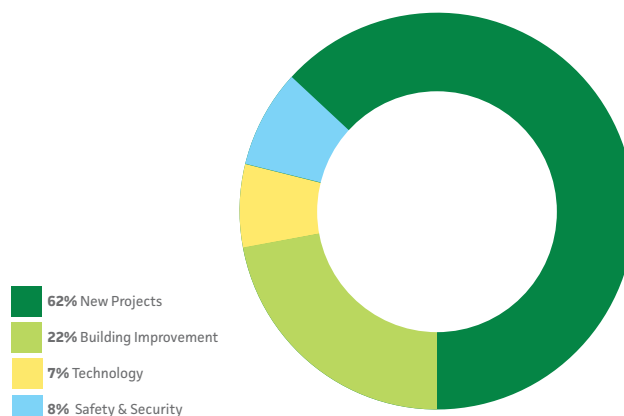
EAC Operational Expenditures 2022-2023



EAC Capital Fund 2022-2023



EAC CAPEX 2022-2023





University Acceptances





University Acceptances

(Class of 2023 Accepted, Attending)

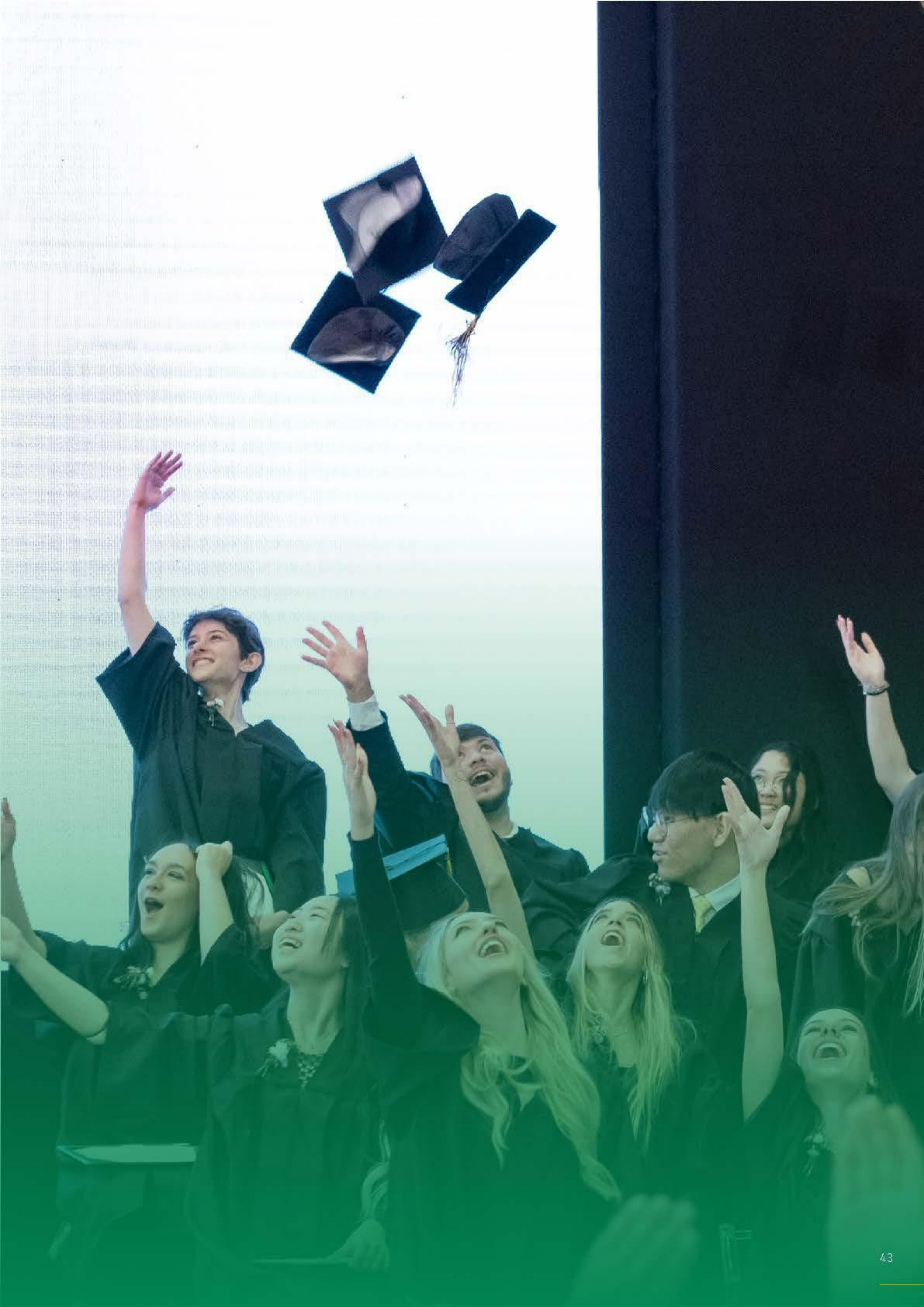
Colleges that students have chosen to attend are in bold
Colleges with asterisk have accepted of two or more students

College Name	Country
University of Queensland	Australia
ESPM	Brazil
PUC Campinas	Brazil
FGV	Brazil
Mount Allison University	Canada
The University of British Columbia*	Canada
University of Alberta	Canada
University of Calgary	Canada
University of Toronto*	Canada
The University of Hong Kong	Hong Kong
Autonomous U. of Aguascalientes	Mexico
Universidad Panamericana	Mexico
Royal Academy of Art	Netherlands
University of Groningen	Netherlands
University of Twente	Netherlands
Utrecht University	Netherlands
Maastricht University	Netherlands
Universidad Europea	Spain
Universidad Francisco de Vitoria	Spain
IE University*	Spain
London Metropolitan University	United Kingdom
Middlesex University	United Kingdom
University For the Creative Arts	United Kingdom
University of West London	United Kingdom
Liverpool John Moores University	United Kingdom
London Metropolitan University	United Kingdom
Manchester Metropolitan University	United Kingdom
University of Westminster, London	United Kingdom
Imperial College London	United Kingdom
UCL (University College London)	United Kingdom

American University	United States
Bentley University	United States
Berklee College of Music	United States
Boston College	United States
California State University-Long Beach	United States
California State University-Northridge	United States
Case Western Reserve University	United States
Depaul University	United States
Florida Atlantic University	United States
Florida Gulf Coast University	United States
Florida Institute of Technology	United States
Fordham University*	United States
George Washington University	United States
Georgetown University	United States
Georgia Southern University	United States
Lynn University	United States
Michigan State University	United States
Michigan Technological University	United States
Northeastern University*	United States
Purdue University-Main Campus	United States
Rollins College	United States
Rose-Hulman Institute of Technology	United States
San Diego State University	United States
Savannah College of Art and Design*	United States
School of the Art Institute of Chicago*	United States
Southern Methodist University	United States
Temple University	United States
The University of Tampa	United States
University of California-Santa Cruz	United States
University of Maryland-College Park	United States
University of Massachusetts-Boston	United States
University of Michigan-Ann Arbor	United States
University of North C. At Chapel Hill	United States
University of North Florida	United States
University of San Diego	United States
University of San Francisco	United States
University of South Florida	United States
Valdosta State University	United States
Wentworth Institute of Technology	United States
Worcester Polytechnic Institute	United States

Appendix: Class of 2023 College/Scholarships

College Name	Scholarship Name	USD in 4 years
The University of Tampa	International Student Scholarship (annual)	\$24,000.00
Lynn University	Merit Scholarship (annual)	\$99,000.00
American University	Presidential Scholarship (annual)	\$110,000.00
University of San Francisco	Getty Fellowship (annual)	\$110,000.00
California State University-Chico	Undergraduate Deans Award (annual)	\$165,000.00
University of San Diego	USD Presidential Scholar (Annual)	\$99,000.00
University of Toronto	N/A (annual)	\$48,000.00
The University of British Columbia	N/A (annual)	\$48,000.00
Rollins College	Centennial Scholarship (annual)	\$121,000.00
Bentley University	Admission Scholarship (annual)	\$121,000.00
Hult International Business School	Future Leader Scholarship (annual)	\$27,500.00
Rollins College	Achievement Scholarship (annual)	\$55,000.00
University of San Francisco	Hilltop Scholarship Award (annual)	\$55,000.00
Worcester Polytechnic Institute	Presidential Scholarship (annual)	\$137,500.00
Worcester Polytechnic Institute	Theory and Practice (Annual)	\$11,000.00
Augustana University	Global Leaders Scholarship (Annual)	\$137,500.00
South Dakota School of M. and Technology	Silver Scholar (Annual)	\$22,000.00
University of Southern Mississippi	Full Tuition Merit Academic Scholarship(Annual)	\$61,600.00
University of Southern Mississippi	First Year Freshman Housing Scholarship (One Time)	\$38,500.00
Rose-Hulman Institute of Technology	Rose-Hulman Merit Scholar	\$126,500.00
Southern Methodist University	Distinguished Scholar (Annual)	\$137,500.00
Michigan Technological University	International Ambassador Scholarship (Annual)	\$78,650.00
School of the Art Institute of Chicago	Merit Award (Annual)	\$49,500.00
Rollins College	Rollins Int'l Student Grant (Annual)	\$82,500.00
Savannah College of Art and Design	Student Incentive Scholarship (Annual)	\$27,500.00
Savannah College of Art and Design	Achievement Scholarship (Annual)	\$11,000.00
Savannah College of Art and Design	Academic Scholarship (Annual)	\$11,000.00
DePaul University	Global DePaul Scholarship (Annual)	\$132,000.00



Core Values

CARING

I show care and compassion for others and myself.

**AS GI
WE A**

PRINCIPLED

I am honest and do what is right.

Together, we grow

**ANTS,
ARE:**

BALANCED

I strive to be balanced in my life and encourage others to do the same.



OPEN-MINDED

I appreciate the differences in people and perspectives.

Grow as Giants!

Academic Leadership Team

(2022/2023)



Michael Arcidiacono
Head of School



Ester Gonzalez
Brazilian Program Director



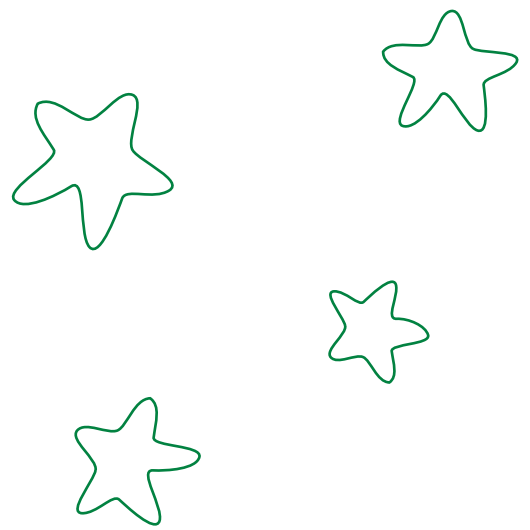
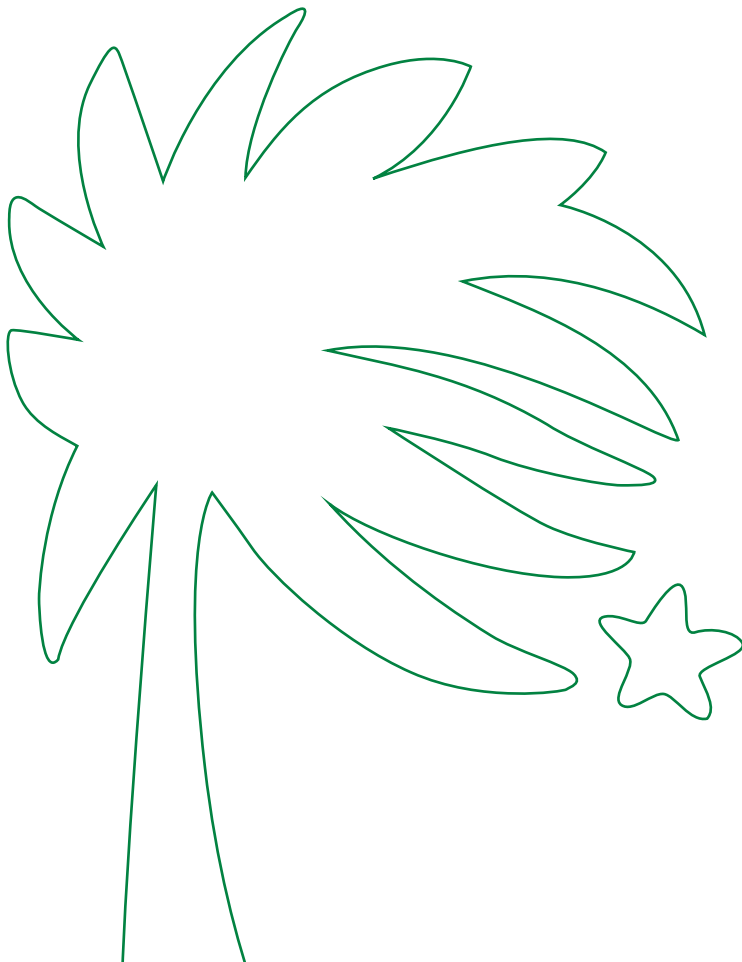
Patricia Menezes
Toddler & Preschool
Principal



Shannon McMahon
Elementary Principal



Maurício Gozzi
Upper School Principal





EAC 
Escola
Americana
de Campinas



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