

A lifelong impact
by learning,
loving and leading
**Our annual
report 2024-25**



Rooted and reaching out

A note from the LifePlus CEO

Healthy growth always begins with strong roots. For LifePlus, those roots are found in our shared mission: to see lives transformed through education that shapes both the mind and the heart.

Over the past year, those roots have continued to grow deeper. We've invested in academic programs, strengthened leadership development for our educators and shared expertise across our network of schools. We've also continued to reach outward—fostering partnerships in support of refugee educational services in Cairo, Egypt—to help extend that same impact of learning and transformation to more students globally.

For families, this matters because your child's school is part of a living, connected system. A teacher in Ras Al Khaimah, UAE, can collaborate with colleagues in China. Leadership teams can share strategies, resources and innovations. Students gain access to opportunities that extend beyond their own campus—such as advanced courses and global learning pathways that prepare them for universities and futures around the world.

We know the world your children will enter as adults is complex and changing. Our system-wide strength gives us the ability to adapt, support one another, and provide the kind of stable, excellent education that equips students for whatever lies ahead.

As we look to the future, we do so with confidence—not in our size, but in our shared purpose. Thank you for being part of this growing story.



Martin Klopper
Chief Executive Officer

LifePlus...

From our Head of School

Review of last year

Throughout the 2024–25 school year, our students and staff celebrated collaboration and teamwork through our Pandas United theme. Whether through academics, athletics, fine arts or service, our students demonstrated they can make a difference together.

At Chengdu, we strive to prepare students to be people who learn with purpose, curiosity and discernment; love with connection, courage and compassion; and lead with humility, persistence and service. We saw tremendous growth in each of these areas throughout the year.

As learners, our students demonstrated growth and achievement in and out of the classrooms. Our teachers focused on student mastery and equipping students to apply their knowledge in real-life situations. We celebrated as students were accepted into prestigious universities and won academic awards. We also celebrated the small victories as students met their individual growth goals.

Our students demonstrated love as they built friendships with their classmates and supported each other as they also pursued their individual goals. We had 146 students participate in CISA competitions along with the numerous LifePlus events for athletics, robotics and fine arts. Whether collaborating as part of a team or cheering for their classmates, students pushed each other to achieve and encouraged each other along the way.

Our students developed as leaders through many student organizations. Students took on leadership roles in school clubs and organizations, including the National English Honor Society, Student Council, Model United Nations and more. Future leaders will need to be able to use new technology to solve complex problems. This year, we added a STEAM wing

with the latest equipment to help our students grow in Science, Technology, Engineering, Arts and Math. Students had opportunities to engage with STEAM subjects and resources in all grade levels and incorporated these principles across subject areas.

We also continued to build our parent partnerships this year. Students grow the most when there is true partnership between the school and families. We share a common goal and want to work together to accomplish it. This year, we added new parent clubs and activities so parents can stay connected to the community.

The 2024–25 school year was exciting, with many accomplishments and activities. We are proud of our students for their many success stories. Most importantly, we are grateful for the opportunity to witness students grow in character that will make a lifelong impact.

Grace Hale
Head of School



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Growing up in Chengdu

A brief history

1997

Small beginnings

The very first international school in Chengdu, we started in 1997 with just 18 students and four full-time teachers. Within three years we'd grown to 72 students and had expanded our secondary program to include Grades 7–10.

2002

Moving with the times

Our growth continued, and we moved to the Jinguan Xincheng School. This was our first opportunity to offer Pre K–12 programs. Three years later, we were on the move again, relocating to the Zhonghai International Community campus.



2007

Recognized for excellence

We became the first international school in western China to receive accreditation by the US-based Western Association of Schools and Colleges. We were also the first school to be certified to teach foreign students by the Ministry of Education, and shortly after were accredited by China's National Center for School Curriculum and Textbook Development.

2013

Rooted in the city

We outgrew our facilities yet again, and relocated to Tonggui Road in Jinjiang district for five years. In 2018 we moved closer to the bustling heart of the city of Chengdu, settling into our current campus located on Shuonianhe Nanlu.

Part of the LifePlus family

Accreditation

Life Plus...



Through LifePlus, our school is accredited by Cognia, a world-renowned educational body that recognizes the incredibly high standards of our work and continues to evaluate our performance. LifePlus also benefits us in three important areas.

First, LifePlus helps us to innovate: sharing research, knowledge and ideas. Second, LifePlus is a truly international and robust setup that lets us focus on what we do best: growing servant leaders of outstanding character, competence and calling. Third, LifePlus makes Chengdu International School more than a local school, connecting us to a worldwide network of talent, knowledge and support. To learn more, visit lifepusworldwide.com

Chengdu International School is accredited by Cognia, the largest education improvement organization in the world—demonstrating our commitment to learners, teachers, leaders and communities. Being Cognia-accredited, the incredibly high standards of our work are recognized globally, and our performance continually evaluated—raising us higher, taking our students further.



- 1 **Tianjin International School**
tiseagles.com
- 3 **International School of Qingdao**
isqchina.com
- 5 **Chengdu International School**
cdischina.com
- 2 **Yantai Huasheng International School**
yhischina.com
- 4 **Wuhan Yangtze International School**
wyischina.com
- 6 **The WellSpring Private School**
tws-rak.org

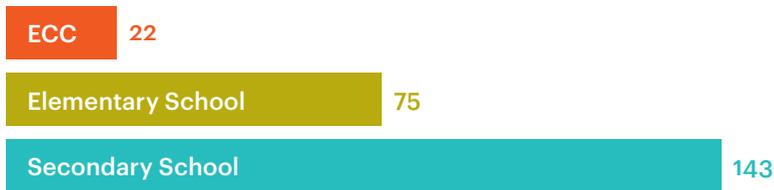
Who we are

Demographics

Student population

240

Total enrollment



Student nationalities

18

Home countries include Australia, Argentina, Brazil, Canada, China (Hong Kong and Taiwan), Italy, Japan, Malaysia, Philippines, Russia, Singapore, South Africa, South Korea, St. Kitts and Nevis, Switzerland, Turkey, UK and USA

Teachers

87

Passport countries include Canada, China, France, Philippines, South Korea, Switzerland and USA

Average years of teaching experience

11 years

Post baccalaureate studies

51% 49% of our teachers and staff have a Bachelor's Degree.
 39% of our teachers and staff have a Master's Degree.
 3% of our teachers and staff have a Doctorate.
 9% of our teachers and staff are currently working on a post baccalaureate degree.

Teacher: Student ratio

1:3

Average class size

13.5

What we do and why

Our values

At Chengdu International School, we desire for our students to grow in more than knowledge. That's why we spend time and great care investing in character education for all our students. The LifePlus Qualities for Life help guide everything we do. From administrators to kindergarteners, we strive to be...



People who learn

We are *purposeful, curious and discerning.*



People who love

We are *connected, courageous and compassionate.*



People who lead

We are *humble and persistent in service.*

LifePlus 9 Qualities for Life



Purpose

I treat myself and every person with intrinsic value and purpose.

- *I strategically use the gifts and talents that I have to accomplish bigger purposes.*
- *I look for deeper meaning and explanations and I am not content with appearances or easy answers.*



Curiosity

I investigate and explore by asking questions and critically thinking about the answers.

- *I am eager for authentic knowledge, wisdom and understanding.*
- *I refuse to let others do my thinking for me or cheat myself out of learning opportunities.*



Discernment

I can see and understand people, things or situations clearly.

- *I use knowledge to make wise choices and judgments, speak the truth and live with integrity.*



Connection

I value people and so I invest in communication, language learning and understanding the cultures in which I live.

- *I collaborate effectively and respectfully with people from any culture.*
- *I build and maintain healthy relationships with others in my life.*



Compassion

I show empathy for others and look for ways to make a difference.

- *I listen carefully and think deeply to determine the best response or action.*
- *I will communicate my beliefs with clarity and respect.*



Courage

I take risks and boldly do what is best.

- *I am willing to ask questions and make mistakes.*
- *I persist in thinking, inquiring and discussing even in the presence of threat or fear.*



Humility

I have an accurate picture of my abilities, thinking neither too highly nor too lowly of myself.

- *I acknowledge my limitations and my need for help, as well as accept criticism and demonstrate a teachable spirit.*
- *I demonstrate good sportsmanship.*



Service

I make available my gifts, talents, time, energy and enthusiasm to serve the needs of those around me.

- *I show love towards the world around me by being a responsible caretaker of our resources.*



Persistence

I strive for excellence and practice diligence to get things right; I don't give up.

- *I respectfully communicate until I am understood and question until I understand.*
- *I approach challenges with tenacity, creativity and thinking.*



A year of purpose, curiosity and discernment

We learn

Early Childhood Center (ECC) highlights

Renewed vision

This year our Early Childhood Center underwent exciting changes. The ECC wing was redesigned to provide a fun and welcoming environment that fits well with our school's vision of play-based learning and discovery. Our outdoor spaces and indoor playroom were transformed to ensure every day there were opportunities for students to use their imagination, playing in environments created with purpose for their age and developmental levels.



Learning beyond our gates

Our students enjoyed several field trips throughout the year, including visits to the fire station, the museum of Natural History and a memorable trip to the Botanical Gardens, where they explored nature firsthand and learned about plants and ecosystems.



STEAM focus

Every day students in our early childhood center experience new ways to develop their curiosity about our world. This year our staff worked hard to incorporate more cross-curricular STEAM activities into everyday lessons. ECC students continued to participate in our annual STEAM Week which helped them connect music and their technology skills to create beautiful 3D Sand artwork they displayed on their iPads. Students loved using their English skills to describe how the music made them feel and how they chose the elements of art they designed.

Celebrating together

The school year was filled with joyful events, including Field Day, the Winter and Spring Concerts, our Annual Easter Egg Hunt, Home Visits and Student-led Conferences.





STEAM focus

Our new STEAM Wing was one of the special highlights of the year. Students from grades 1-5 were given the opportunity to participate in robotics clubs after school. The STEAM Wing had space for students to learn more about coding, digital citizenship, the design process and engineering. Teachers also took the next steps to incorporate more STEAM Think lessons throughout the year which helped students connect themes across the curriculum. The hallways were continually updated with fun project-based learning activities which showcased students' progress toward this strategic goal.

Elementary highlights

Mastery-based learning

This year in elementary our students continued to benefit from our move to Mastery-Based Learning. Students continued to learn at their own pace through differentiated instructional grouping in subjects like reading, math, writing, Chinese and English. Students set academic goals throughout the year and their progress was both monitored and celebrated as they courageously presented their portfolios with their parents during our annual Student-led Conferences.



Outdoor learning

At Chengdu we understand and value the importance of maintaining balance in our lives. This year we redesigned our schedule to allow more free play for students in the morning before the school day began. Students enjoyed running, stretching and connecting with one another before the first bell rang. Teachers also continued to make "The love of Nature" a priority in scheduling their field trips. Students were able to visit farms, hike mountains, play at local parks and learn more about our world through outdoor experiences.

Secondary highlights

Secondary students and teachers spent the year focusing on our school-wide theme of “Pandas United.” A play on sports, the theme helped teachers and students focus on being a good team player and working together. We highlighted what it meant for every student to contribute to the team, whether it was in the classroom, through athletics, in clubs or other extracurricular activities. This year also increased our involvement in many activities such as CISA tournaments here in Chengdu or LifePlus events across China—like the MUN conferences in Tianjin and Qingdao, the Fine Arts Festival in Tianjin or the robotics tournaments in Wuhan.



Middle School

Middle school students participated in extracurricular clubs such as the Middle School Girls Club which focuses on service and connection, the Set-Design Club which built the set for the spring play, the Chess Club, the Game Club and more. Our Middle School VEX Robotics Club participated in the LifePlus robotics tournament for the second time this year, earning a spot at the national level VEX competition in Guangzhou. The Middle School Student Council also grew in their development and implementation of student-centered events for middle schoolers on campus throughout the year. In addition to the annual Middle School Movie Night, the MS Student Council also created a Christmas party and End of Year party for all middle school students. One of the highlights of the year for the Middle School Student Council was the return of their STUCO store which sold snacks and treats at lunch.

High School

The High School Student Council, comprised of both elected officers and grade-level representatives, was active all year with well-loved events such as International Day, HS Lock-in and the Spring Dance. Students in high school also participated in numerous clubs such as National English Honor Society, AHAVA Service Club, Cup of Water Service Club, Nudge Marketing Club and Set-Design Club. Not only did students participate in these clubs, as student-led clubs, students also had the opportunity to grow in their leadership skills by organizing events and communicating team goals.

Our University Counseling program continued to support students with their college and career goals. This year, our university counselors and secondary principal were able to visit top universities in Seoul to learn more about each school's specific application process. Additionally, numerous colleges and universities from around the world sent representatives to Chengdu campus to meet with students and share about their programs.



A year of connection, courage and compassion

We love

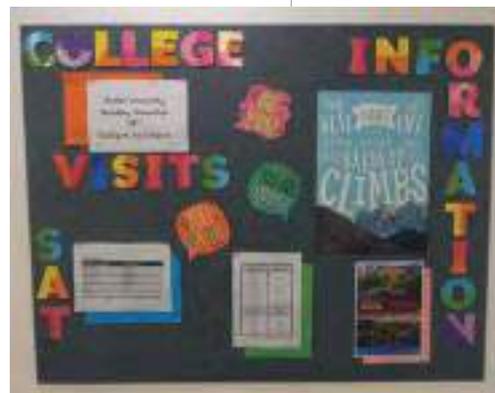
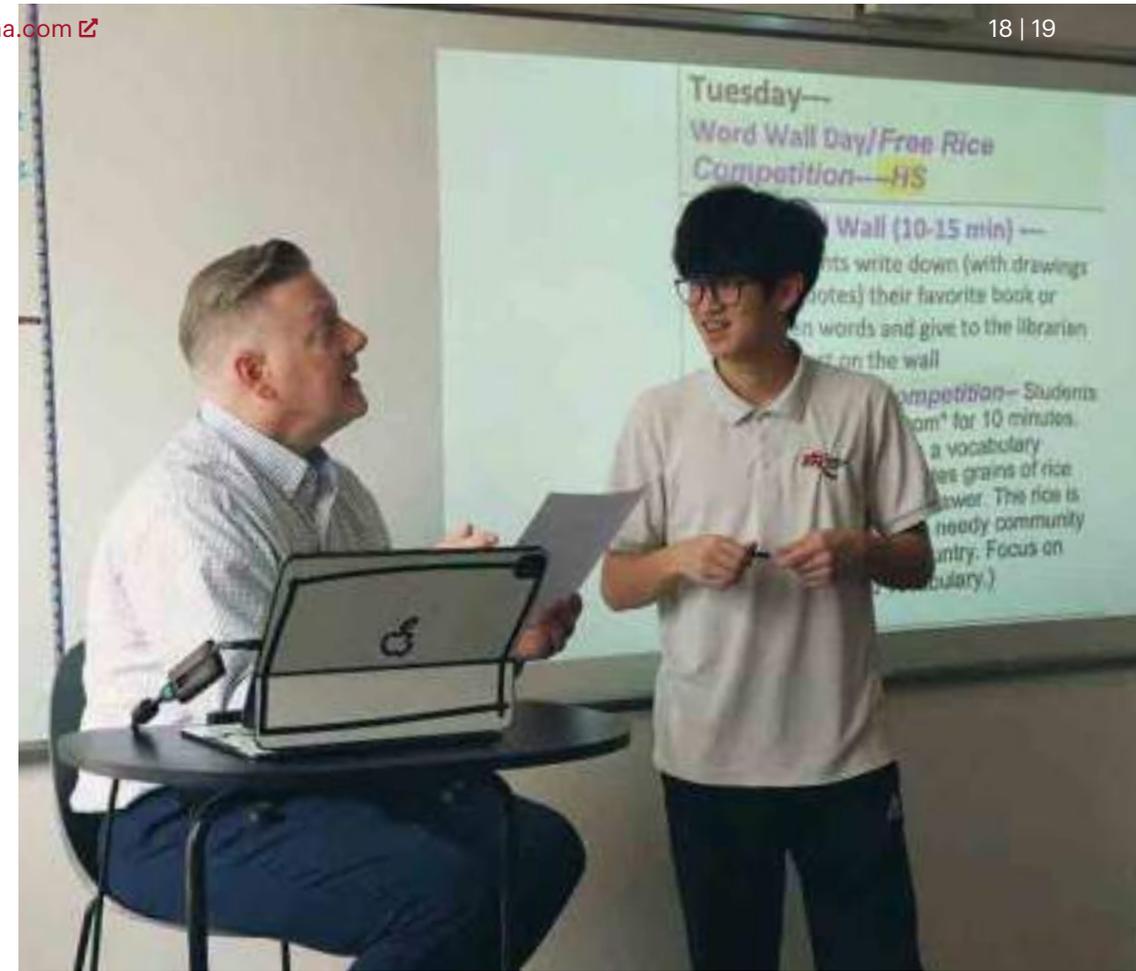
Character education and social emotional learning

ECC and elementary character education

This year one of our big goals was to dive deeper into Social Emotional Learning. ECC and Elementary Parents were invited to several parent seminars. These seminars provided keynote speakers who presented the importance of making connections with their children, helping students to focus, balancing academics with the importance of play and offering general parenting skills. In the classroom students continued to grow and thrive in their understanding of what it means to be a good friend, how to solve conflicts and the importance of showing compassion for everyone in our diverse community. In our weekly assemblies teachers and guest speakers encouraged students to live lives of excellence serving others, being curious and finding their purpose.

Middle school and high school character education

Our advisory program focused on how students could demonstrate service in our community. Many groups designed and implemented service projects throughout the year. Additionally, each advisory group prepared an assembly for their peers teaching and demonstrating one of the LifePlus 9 Qualities for Life. Students also showcased their learning through the continuation of Student-led Conferences this year.





Student services

At Chengdu Student Services, love is at the core of our mission to foster a nurturing and supportive educational environment. We embrace holistic, individualized education by offering tailored, data-based support for all students. Our dedicated learning support, English language support and counseling departments work collaboratively to ensure every child receives the attention they deserve. In the 2024-25 school year, we are committed to maintaining high-quality services and expanding our outreach to the community. We were excited to offer five parent training sessions this spring, empowering families and strengthening our school community. This initiative reflects our belief that love manifests in support, understanding and collaboration, creating a thriving environment for all.

Wellbeing counseling services team

Wellbeing Counseling Services continued to develop during the 2024-25 school year as part of our multi-tiered system of support. The counseling team worked with our transition small groups to support students in seasons of change.

Our counselors provide support in various settings, including small group sessions, teacher consultations, classroom push-in support and individual student sessions. We continue to add to the referral system to allow students, teachers and parents to seek assistance and support from our counseling team.



A year of humility, persistence and service

We lead

PSG

Chengdu believes parental involvement is crucial to student education. We take pride in our thriving PSG group, which involves all our current parents. This dynamic group is a cornerstone for nurturing a robust parent community, fostering enhanced collaboration between

families and the school in education matters. Our PSG group spearheads enriching parent clubs, including English, fitness, art, Chinese and flower arrangement clubs, where parents find a deep sense of belonging. Moreover, parents contribute to volunteer projects in events such as International Day and the Teacher's Appreciation Lunch. Through the PSG community, parents find a deep sense of belonging and amplify their voices within our school community, contributing to a more cohesive and supportive educational environment.



A year of arts, athletics and activities

Extra-curricular



STEAM education

Our STEAM program delivers dynamic, project-based electives for middle and high school students, fostering problem-solving, design thinking and the 4Cs (critical thinking, communication, collaboration and creativity). Students in Grades 1-12 develop advanced engineering and programming skills through our VEX Robotics program, highlighted by three middle and high school teams earning awards at this year's National VEX Robotics Championship in Guangzhou for their technical mastery and innovative problem-solving. Younger learners in ECC and Elementary grades engage in exploratory STEAM clubs, sparking curiosity and building foundational skills through hands-on discovery.

Dedicated to closing gender gaps in STEMM, our Girls in STEMM initiative connects MS and HS girls with pioneering innovations and leadership pathways. This year, participants visited global industry leaders like Keywords Studio, Proton and Airbus, gaining firsthand insights into STEMM

careers and collaborating with professionals on real-world challenges.

The annual STEAM Week transforms our campus into a hub of innovation, uniting the school community through interactive workshops, cross-disciplinary projects and team-based competitions that mirror real-world collaborative dynamics.

By blending experiential learning, mentorship and equity-driven initiatives, we empower students to master technical expertise, creative thinking and leadership agility—equipping them to excel in tomorrow's evolving global landscape.



Athletics

Athletics offered a range of sports, including our three team sports seasons (basketball, soccer, volleyball) and invitational events like badminton, table tennis, cross country and track and field. Chengdu consistently produced the highest participation numbers in the local Chengdu league (CISA), and many teams and individuals enjoyed success and growth through training, competition and sportsmanship.



MUN

Model United Nations has had a remarkable impact on our students at Chengdu, fostering essential skills and global awareness. Throughout the school year, over 40 students participated in three significant conferences: the 2nd Annual Local Conference, CHENGMUN II, TIANMUN XII and MUNISQ. These events provided invaluable opportunities for students to engage in rigorous debates and collaborate on international issues, enhancing their public speaking, critical thinking and negotiation skills in the process.



Our students excelled at these conferences, winning a total of 14 awards and showcasing their dedication and hard work. Notably, 11 of our students were appointed as chair members, demonstrating their leadership abilities and commitment to the MUN program. The skills they've developed—critical thinking, public speaking and teamwork—will serve them well in their future academic and professional endeavors.



Theatre

As in previous years our Theatre program had two big productions this year. In the Fall, our middle schoolers performed *Order Up!*, a hilarious comedy set in a fast-food restaurant. This show was a series of short skits, making it ideal for our students doing drama for the first time. Each year we have seen our middle school program grow exponentially as we build more and more excitement about our shows. Our high school put on the play, *Miss Nelson is Missing!* based on the beloved kids' book. Our students were involved with every aspect of the show, from set, costumes and props, to sound, lighting and even our interactive lobby display. The students' hard work has resulted in the Chengdu High School theatre production becoming a hugely popular event, not only at Chengdu, but also in the greater Chengdu community.

How we measure up

Standardized test results

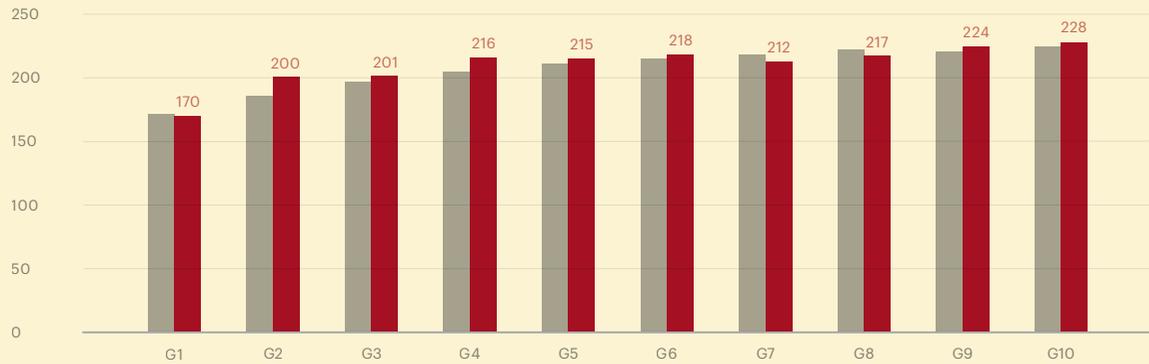
MAP® (Measures of Academic Progress)

Aligning with the LifePlus-adopted AERO standards, MAP® Growth™ assessments serve more than 13 million students in the USA and abroad. The subject specific assessments measure both student achievement and growth in math, reading and language usage.

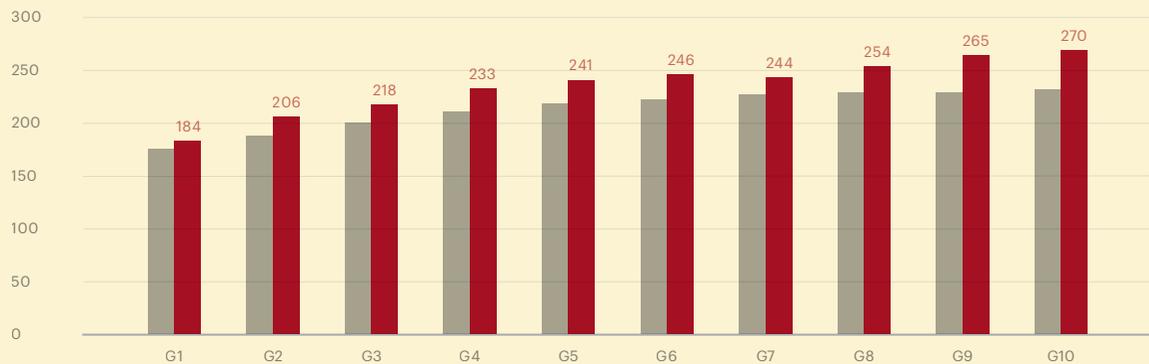
At Chengdu International School, MAP® Growth™ assessments in reading and math are taken by Grades 1-10 students, and students in Grades 2-10 are also tested in language usage.

● Chengdu International School average ● USA average

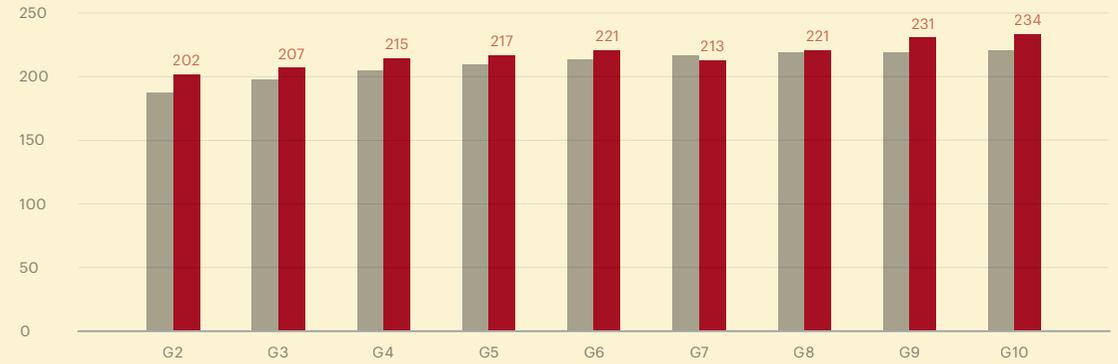
MAP Growth® average reading scores



MAP Growth® average math scores



MAP Growth® average language usage scores



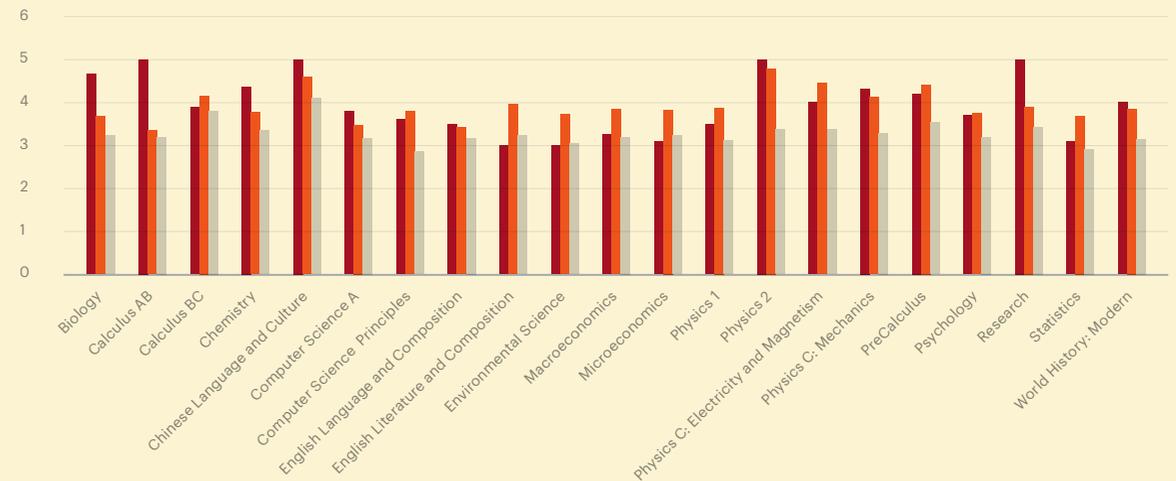
AP® (Advanced Placement)

College Board's AP® program provides high school students with university-level curricula and exams. Universities worldwide consider AP scores in student acceptance, and many universities offer course credits to students with test scores of 3 or higher.

This profile highlights Chengdu International School's average score on each 2025 subject-area AP exam, comparing it to the LifePlus schools' 5-year average and the 2025 global average.

● Chengdu International School 2025 ● LifePlus 5-year ● 2025 Global

2025 AP® exam results



Next steps on the learning journey

University acceptances

Students at Chengdu International School and other schools in the LifePlus family, have been accepted at colleges and universities this academic year including:

Australia

Griffith University
James Cook University (JCU)
Royal Melbourne Institute of Technology (RMIT)

Canada

University of British Columbia
University of Northern British Columbia
University of Toronto
University of Toronto Mississauga

China

Hong Kong Polytechnic University
Hong Kong University of Science and Technology
The Chinese University of Hong Kong
The Education University of Hong Kong
The University of Hong Kong
Shenzhen University

Malaysia

Universiti Putra Malaysia
Universiti Sains Malaysia

South Korea

Choongang University
Hanyang University
Korea University
Kyonggi University
Korea Advanced Institute of Science and Technology (KAIST)
Seoul National University
Sungkyunkwan University
Sungsil University
Yonsei University

Singapore

LaSalle College of the Arts
Nanyang Technological University
Nanyang Academy of Fine Arts (NAFA)
Singapore University of Social Sciences

UK

University of Oxford

USA

Air Force Academy
Arizona State University
ArtCenter College of Design
Boston College
Brigham Young University
Cairn University

Case Western Reserve University
Central Washington University
California College of the Arts (CCA)
Drake University
Emory University
Faith Baptist University
Fordham University
Iowa State University
Loyola University

Michigan State University
Northeastern University
Occidental College
Ohio State University
Parsons School of Design, New York
Pennsylvania State University (University Park)
Pepperdine University
Pratt Institute (Communications Design)
Purdue University
Purdue University Fort Wayne
Rivier University

Rutgers University
Savannah College of Art and Design (SCAD)
Seattle University
State University of New York, Stony Brook (Stony Brook University)

Syracuse University
Texas A&M University
University at Buffalo (SUNY Buffalo)

University of California, (Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara and Santa Cruz)
University of Colorado Boulder
University of Connecticut
University of Houston
University of Illinois Urbana-Champaign
University of Michigan
University of Michigan-Dearborn
University of Michigan-Flint
University of Miami
University of Nevada, Las Vegas
University of Northern Iowa
University of Portland
University of Texas at Austin
University of Texas at Dallas
University of Washington Bothell
Virginia Tech

Investing in the common good

Financial summary, 2024-25

66%



for academics and personnel

All costs associated with learning resources, textbooks, field trips and technology for learning, and all staff expenses and professional development.

22%



for operations

Utilities, lease and maintenance.

10%



for administration

Costs including all other school technology, equipment and support expenditures.

4%



for LifePlus district services

Special needs support, English Learning Support, curriculum development and student well-being programs.



How we intend to grow

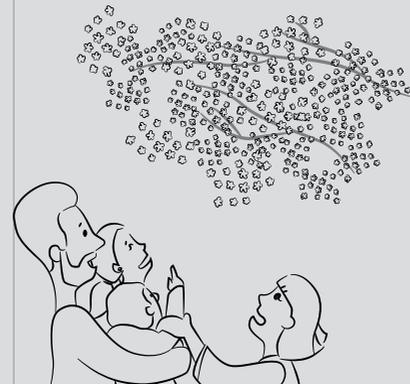
Our goals for 2025-26

Consistent growth and continuous improvement are keys to a successful school. Therefore, many of our goals are continuations of our previous goals.

In the 2025-26 school year, one of our goals is to integrate mastery-based learning at all levels, including mastery-based grading for elementary students. This approach will allow us to personalize learning experiences and meet students' individual needs. Through mastery-based grading in elementary, we will increase the effectiveness of our communication with parents and help students take ownership of their learning goals.

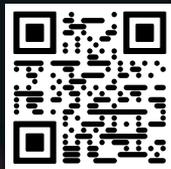
We also want to continue empowering parents to take an active role in their students' education. Next year, we want to enhance community engagement by creating stronger family partnerships. Through collaborative events, opportunities, training and tools, we hope to build a strong support system that prepares parents and students to collaborate to reach their goals.

We also want to continue supporting and monitoring our students' success so they can achieve their dreams. We will monitor this through university acceptances, student achievement and growth. We also want to help students define and articulate their goals through a continued focus on student-led conferences and individualized goal setting. We know no two students are the same and they all have different goals in life. As a school, we measure success by the way we prepare students to achieve their individual goals at Chengdu and beyond.



"Being here for more than ten years has given me plenty of good memories. It's hard for me to choose a favorite... I'm happy Chengdu has provided me with so many opportunities."
Current student





Learn more at
cdischina.com

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 cdispandas
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Chengdu International School
60 Shuonianhe Nanlu, Jinjiang District
Chengdu, Sichuan Province
China 610065

Phone +86 (28) 6517-5228
Email admissions@cdischina.com