




A LifePlus® International School

A photograph of several students in a classroom, viewed from the side. They are wearing dark blazers and are looking towards the right side of the frame. The lighting is warm and focused on the students, with a blue curtain visible in the background.

Learn, love, lead...
Building the
future together
**Our annual
report 2023-24**

Our annual report 2023-24

From our Head of School

Review of last year

At Tianjin International School, we are committed to inspiring learners to make a life-changing difference for the common good.

Here at Tianjin International School we are committed to providing a high-quality education within a welcoming environment. With a long commitment to excellence, we work diligently to ensure that all students receive educational opportunities that prepare them for the future. However, we recognize that academic excellence is only part of the education that students must receive in their formative years. Therefore, we integrate the LifePlus Qualities for Life to ensure that students are developing holistically in preparation for the future. If you are already part of our school community, I hope the following three things will be evident to you in the environment and your children's education. If you are new to our school, I trust your observations will lead to these conclusions everywhere you look.

One top-tier goal of our school is to provide an educational environment where learning can take place. From the Outdoor Classroom of our Early Childhood Center (ECC) to our Robotics classroom, student learning environments are specifically designed to meet the needs of student growth and development. What is evident but less obviously observable is the educational planning of curriculum and resources that are mapped out and carefully considered in cycles to ensure all content areas are always up to date. Furthermore, the learning at our school is not just for the students; staff are also engaged in their professional growth through job-embedded daily opportunities and formal continuing education.

One of our key goals is to foster a welcoming environment where everyone feels a sense of connection and care. We are continually evolving our service mindset to ensure that whether you're visiting our website, calling our offices, or stepping onto our campus, you're met with a warm and friendly environment. For our students, we strive to create an environment where personal connections are valued and nurtured. Our newly established school-wide House structure is designed to facilitate these connections, and we're excited about its ongoing development next year.

An outcome for those involved in Tianjin International School is being equipped to lead. Developmentally appropriate opportunities have been designed to grow all learners' leadership potential. Embedding servant leadership qualities into the culture of our school has ensured that we are all growing in our competency to humbly lead others both now and in the future.

Ryan Witt
Head of School

The background of the page is a large, artistic illustration. On the right side, there is a close-up of a child's face, looking towards the left. The child has large, expressive eyes and a slight smile. On the left side, there is a fishbowl containing several bright orange goldfish. The overall style is soft and painterly, with a dark, muted background.

"We actually talk everyday from the small things about our own dogs to really big philosophy questions... she's really seen my growth, which is great, and I'm really happy that I have such a great adult with me while I grow... I just want to say thank you to her."

SoHee C., Class of 2024 speaking about Secondary Art Teacher, Miss Kim

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Growing up in Tianjin

A brief history



1986

Small beginnings

Our school starts life as MTI Education Program, located at Tianjin Binguan complex, and comprises a Head Principal, six full-time teachers, several part-time teachers and 30 students.

1996

Going up in the world

Now based on the top floor of the Xing Guo Middle School, we celebrate our ten-year anniversary and change our name to Tianjin International School.

2012

Moving with the times

With an Early Childhood Center established, another campus move happens—this time to our current location in Hexi District. The extra space allows us to expand our student population and teaching, to include innovative subjects such as Robotics.

2021

Growing with our students

We celebrate our 35-year anniversary and our school's accreditation moves to Cognia, the largest education improvement organization in the world.



Part of the LifePlus family

Accreditation



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 Tianjin International School more than a local school, connecting us to a worldwide network of talent, knowledge and support. To learn more, visit lifeplusworldwide.com [🔗](#)

Tianjin 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 [🔗](#)
- 2 Yantai Huasheng International School yhischina.com [🔗](#)
- 3 International School of Qingdao isqchina.com [🔗](#)
- 4 Wuhan Yangtze International School wyischina.com [🔗](#)
- 5 Chengdu International School cdischina.com [🔗](#)
- 6 The WellSpring Private School tws-rak.org [🔗](#)

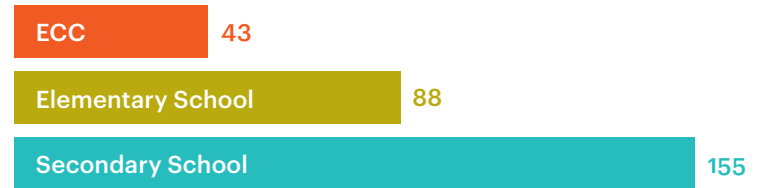
Who we are

Demographics

Student population

286

Total enrollment



Student nationalities

18

Passport countries include Australia, Azerbaijan, Canada, China (Hong Kong, Taiwan), Ethiopia, France, Germany, Netherlands, New Zealand, South Korea, USA and more

Teacher: Student ratio

1:6

Average class size

14

ECC × 11
Elementary School × 18
Middle School × 16
High School × 10

Educational staff

49

Average years of experience

8.25 years

Staff nationalities

11

Staff with Master's Degrees

35%

What we do and why

Our values

At Tianjin, 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.*

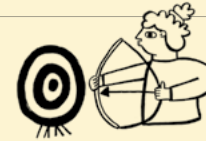


People who lead

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.*

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.*

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.*

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.*

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.*

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.*

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.*

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.*

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

Led by a strong teaching team, our youngest students thrived in the ECC, growing and showing they can be independent individuals. In addition, it was evident to our ECC team the big steps students have taken in their social and emotional growth by showing great care and compassion to those around them. We continued our emphasis on play-based education with well-planned lessons that continually developed all aspects of our students during this important stage of their young lives. As we look back over the school year, we celebrate the many wonderful connections experienced by teachers, students and parents.



Elementary School (Grades 1–6) highlights

This school year our elementary students showed immense courage with their willingness to try new things and take on risks inside and outside the classroom. Every Grade level created fun, warm and embracing communities that encouraged each student's social and emotional development. This healthy learning



environment, together with our teachers' creative and innovative instructional methods, gave students the desire to learn, value the knowledge being taught and the enthusiasm to participate in classroom and school-wide events.



Secondary School (Grades 7–12) highlights

Secondary students held a high level of academic and behavioral interactions this year. They continued performing well in their AP classes, clubs and service projects. During visits to local and sister schools, they represented TIS's drive for good character by exhibiting positive sportsmanship and encouraging each other and those from different schools. Relationships across each grade strengthened with the implementation of our House initiative. Through friendly competition, House gave students a unified goal. It drew students to work together and depend on one another to maintain school rules and act diligently to earn points. During this year, we've also seen a greater fostering of relationships between teachers and students. Through service trips, staff versus student athletic events and tutoring, there is a greater purpose in investing in one another.



A year of connection, courage and compassion

We love

Parent Teacher Organization (PTO)

It was another engaging year full of connections for our Parent Teacher Organization. Led by a committed Steering Committee, our parents were able to connect over a variety of clubs, engage with teachers at our second annual Parents and Teachers Night Out, and gather as families at the outdoor movie night. We are thankful to our PTO for their ongoing support and encouragement towards the school and the community.



A year of humility, persistence and service

We lead

Service trip

Students and staff members banded together to support organizations in Chiang Rai, Thailand, offering hands of service and education. During their time, the group traveled to different centers. Part of their trip was dedicated to providing support through cleaning and painting. At one of the centers, they also painted a mural. The group additionally served national children by teaching English and arts classes

and giving soccer lessons. One of the most moving moments of the trip was the generosity of students who gifted national children a pair of shoes. The trip deeply impacted and stretched those who attended, encouraging them to act in humility and service and to be courageous to leave the familiar behind.

“Our teachers... have this understanding that each and every student has their struggles and their strengths. They will go out of their way, even outside their responsibilities to support them, and this is something that I appreciate.”
Moshey C., parent

A year of arts, athletics and activities

Extra-curricular



Athletics

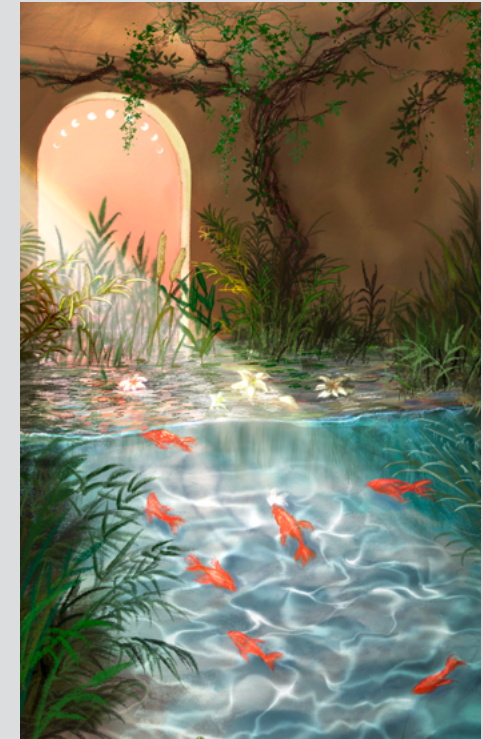
We witnessed character growth amongst our student-athletes this year, as they displayed courage in taking risks throughout each athletic season, and humility as they accepted constructive criticism to learn from their coaches and peers. Our athletics department has continued to excel in its quality of communication between coaches, students and parents,

and it has steadily gained greater understanding in successfully managing teams and hosting competitions. The department featured its strengths during the hosting of the Middle School Soccer Tournament for Beijing- and Tianjin-based schools, the LifePlus High School and Middle School Basketball Tournaments, and additional competitions for both elementary and secondary student-athletes.

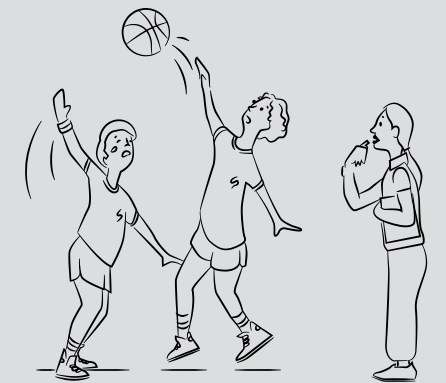
Fine arts

Throughout the school year, the fine arts department welcomed exciting opportunities. In the Fall, our art students were given the chance to share some of their favorite pieces at the first annual Tianjin International Schools Artwork Group Exhibition. This was a wonderful opportunity for

students to gain experience and share their work amidst other schools and the outer community. Our choir department celebrated the acceptance of two students to the highly esteemed choir, Association for Music in International Schools (AMIS), which, in the Spring, performed in Seoul, South Korea. Our fine arts department further hosted the annual LifePlus Fine Arts Festival, opening the school to talented band, choir, art and drama students from our sister schools in China. During this year, students showed great humility through their willingness to receive feedback so they could grow in skill and knowledge.



Painted by SoHee C., Class of 2024, Tianjin International School



Drama

The drama department featured *A Christmas Carol* as its Fall show, which welcomed large crowds who were eager to see the classic story come to life. Through the production of this show and the department's Spring play, *The Rules of Comedy*, which challenged students with lines from the Shakespeare tragedy *Hamlet*, students' proficiency in both modern and old English grew significantly. On the set of each production, 40% of cast members made their debut with the Tinajin International School drama department. Members of the productions each gained confidence as they worked in community, developed their skills, and grew in their persistence and courage as they diligently memorized lines and performed before audiences.

Robotics

Our Robotics program showed great progress under the welcoming of our new Robotics teacher. Our Grades 6–8 students began learning coding skills through virtual games and scratch coding, which is a beginner-friendly platform. With the platform,

students were guided through the creation of animations and games. Outside of the classroom, students took part in VEX Robotics tournaments. This introduced challenges and encouraged students to work together in the building of robots and their performances during competitions. This not only fostered a sense of



teamwork but built their communication skills as well. We saw proof of their growth and collaboration at the VEX Robotics Tournament in Wuhan, as students received the Create Award. Our school also held the LifePlus VEX Robotics Tournament, which hosted 30 teams from schools around the country.

Model United Nations (MUN)

This year's MUN program, including the TIANMUN conference and other conferences, went very well. We hosted over 300 students and staff from LifePlus schools, neighboring ISCOT schools, students from Shanghai and an online program. All were

very excited to attend the conference. TIANMUN was largely student-run, allowing high school students under teacher guidance to arrange the conference schedule and facilities as well as the overall program. Beyond TIANMUN, TIS MUN attended conferences in Shanghai and Yantai, and our middle school students attended DIMUN in Beijing.

The students leading MUN were well-prepared and disciplined in their role and responsibilities. From training participants new to the program to managing conference matters, communicating with visiting directors, and helping address conflict between students, they did an excellent job. The students clearly showed persistence in their consistent efforts toward continuing a high-quality MUN experience, diligence in meeting deadlines, accepting responsibilities and discernment in working with a diverse group of students from different backgrounds, schools and communities.



How we measure up

Standardized test results

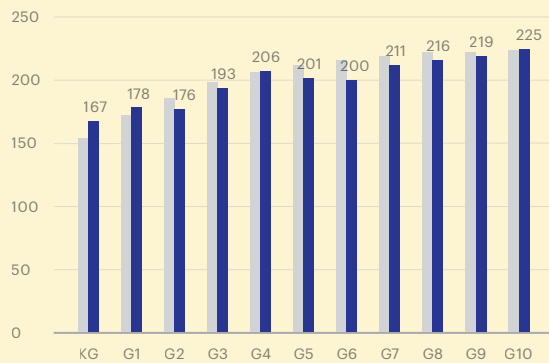
MAP® (Measures of Academic Progress)

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.

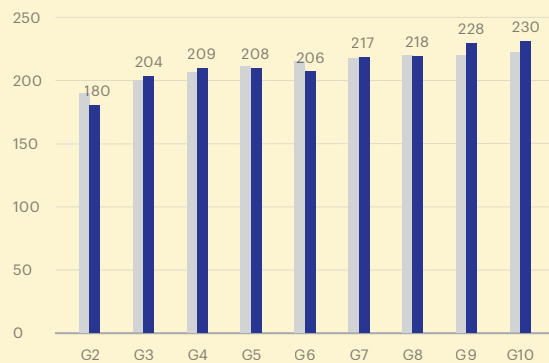
At Tianjin International School, MAP® Growth™ assessments in reading and math are taken by Kindergarten through Grade 10 students, and students in Grades 2–10 are also tested in language usage.

● Tianjin International School mean ● USA mean

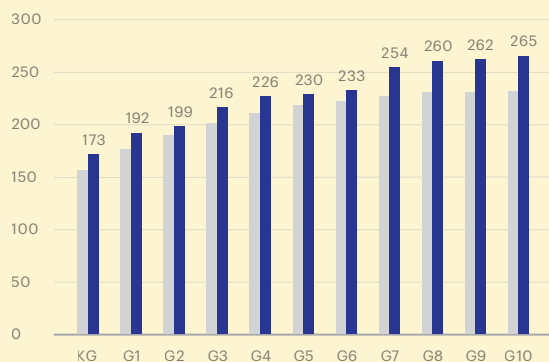
MAP Growth® average reading scores



MAP Growth® average language usage scores



MAP Growth® average math 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 Tianjin International School’s average score on each 2024 subject-area AP exam, comparing it to the LifePlus schools’ 5-year average and the 2023 global average.

● Tianjin International School ● LifePlus 5-year ● 2023 Global

2024 AP® exam results



SAT® (Scholastic Aptitude Test)

The SAT is a College Board standardized test widely used for college admissions that measures a student’s writing, critical reading and mathematics skills. Students may take the test as often as they like throughout their high school careers and submit their highest scores to universities.

Tianjin International School reports the highest average scores of 11th and 12th graders compared to the average scores of all LifePlus schools in China and the global average.

2024 SAT® average

	Total	Math	Reading and writing
TIS	1,286	684	602
LifePlus China	1,351	709	642
Global	1,050	520	530

Next steps on the learning journey

University acceptances

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

Australia

Royal Melbourne Institute of Technology
University of Melbourne
University of New South Wales (UNSW Sydney)
University of Sydney

Canada

McMaster University
University of Alberta
University of British Columbia
University of Calgary
University of Toronto
Western University

China

Chinese University of Hong Kong
HKUST (Hong Kong University of Science and Technology)

Czech Republic

Czech Technical University

France

Rennes School of Business

South Korea

Ewha Womans University

Korea Advanced Institute of Science and Technology (KAIST)
Korea University
Seoul National University
Sungkyunkwan University
Yonsei University

Singapore

National University of Singapore (NUS) - Computer Science
Nanyang Academy of Fine Arts (NAFA)
Nanyang Technological University (NTU)

UAE

American University RAK
American University Sharjah
RAK Medical
UAE University
University of Sharjah

UK

Goldsmith University London
Kingston University
Loughborough University
University of Glasgow
University of Manchester

USA

American University
Art Center College of Design (California)
Asbury University
Belmont University
Biola University
Boston University
Cairn University
California College of the Arts
Carnegie Mellon University
Cedarville University
Eastern University
Georgia Institute of Technology (GA Tech)
Grand Canyon University
Iowa State University
Kansas City Art Institute
Los Angeles College of Music
Messiah University
Michigan State University
Mississippi College
Montana State University
Mt. San Antonio College
New York University (NYU)
North Texas University
Northeastern University
Parsons School of Design
Pennsylvania State University

Pratt Institute
Rhode Island School of Design
Ringling College of Art and Design
Rutgers University
Savannah College of Art and Design
School of the Art Institute of Chicago
School of Visual Arts (New York)
Temple University
The Ohio State University
UC Berkeley
University of California, (Davis, Irvine, Los Angeles, Riverside, San Diego and Santa Barbara)
University of Illinois at Urbana-Champaign
University of Maryland
University of Pittsburgh
University of Southern California
University of Texas at Austin
University of Texas at Dallas
University of Washington
Vanderbilt University
Virginia Tech
Washington University

Investing in the common good

Financial summary, 2023–24

48%



for academics and personnel

All costs associated with learning resources, textbooks, field trips and technology for learning as well as hiring, retaining and professionally developing our staff.

14%



for administration

Administrative costs include our school's technology, equipment and other managerial and support expenditures.

34%



for operations

Day-to-day operational expenses, such as utilities, lease and maintenance.

3%



for LifePlus district services

Costs associated with LifePlus district services, such as special needs support, English learning support programs, curriculum development and student well-being programs.

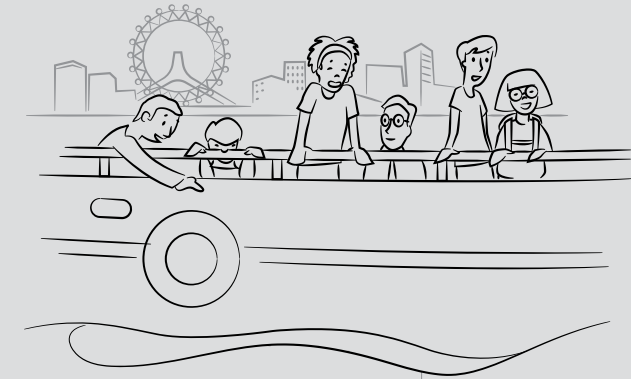
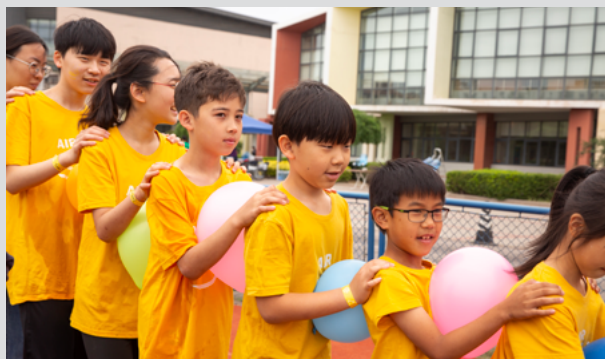


How we intend to grow

Our goals for 2024–25

House initiative

Air, Earth, Fire, Water. This year, we launched the school-wide House initiative with great success. Students, staff and parents have enthusiastically participated in House events, creating a greater sense of belonging and a close-knit community. The first school-wide SCIPMYLO saw amazing unity among all students as they did their best to take home the SCIPMYLO Cup for their House. We look forward to next year as we build on this initiative, especially in the area of student leadership.



Professional development

Our principals successfully completed multiple professional evaluations on all our teaching staff through classroom observations, walkthroughs and using Cognia-accredited observation tools over the course of the school year. These evaluations provide a clear snapshot of what is happening in our classrooms, clear communication channels between administrators and teachers, and effective learning for our students. Next school year, we will build on this year's processes, positioning our administrators to go deeper with the results of their findings and implementation of any necessary improvements.



Learn more at
tiseagles.com

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tianjininternationalschool
tiseaglesrock



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Tianjin International School
4-1 Sishui Dao, Hexi District
Tianjin
China 300222

Phone +86 (22) 8371-0900 x311
Email admissions@tiseagles.com