The College Counseling Offices at Shanghai American School empower each student by providing comprehensive and individualized university counseling to support varied and flexible pathways. We partner with school counselors, faculty and parents to create a visible framework for success and healthy transition into life after SAS.

Our program is built on the premise that a process of informed decision making grounded in personal values, self-reflection, and autonomous expression is an essential capstone of the senior year. Therefore, SAS limits each student to colleges/universities to which they may apply.

AP/IB classes and the IB diploma are open to all students.

SAS advises students to take a maximum of 3 HL or 3 AP courses in grades 11 and 12, though you may see some students with more, as they sought permission to add additional rigor to their course load.

SAS reports disciplinary action in the case of suspensions or separations from school.

Nearly all students who attend SAS hold foreign passports, and they come from a wide variety of previous school environments. To accommodate and prepare a broad range of students, we offer core college preparatory curriculum through both the Advanced Placement and International Baccalaureate programs. Students can choose to pursue the IB Diploma, the AP Capstone Diploma, or a combination of AP and IB courses.

All external exams that SAS students might use as credentials for their university applications were canceled for all students in Shanghai, China, in Spring 2022. Shanghai American School went to distance learning from March 12, 2022, through June 2022, as the city of Shanghai was locked down, and all external exams, including AP exams, were canceled. Make-up testing was not made possible given the scale and uncertainty of the situation in China, therefore students in the Class of 2024 (in grade 10 at the time) do not have AP exam scores for any AP courses taken during the 2021-2022 school year unless they could find a seat in an exam center outside Mainland China. SAS does not allow students to sit AP exams for any subject in which the student has not taken the attendant SAS AP course, with the exception of the AP Chinese exam. We do not encourage self-study of AP content for courses outside our curriculum.

Thank you for your understanding and flexibility in recognition of this unprecedented experience for our communities. Please contact the College Counseling offices at either SAS campus with any questions or concerns.
Testing + Grades

2023 Exam Results

389 Students

1121 Exams

93% Scores at 3 or above

SAS Puxi average AP Exam score
China average AP Exam score: 3.69
World average AP Exam score: 3.42

3.55 - 3.91
Letter-based 4.0 grading scale is outlined on our transcript. We do not weight grades or rank students. Reported GPA only reflects courses taken at SAS; previous school or semester away transcripts will be provided.

SAT
Mid-50% Ranges for Class of 2024

660-760 GPA

720-790 Math

1400-1540 Composite

ACT
Mid-50% Ranges for Class of 2024

33.5-35 Composite

Only three students from the Class of 2024 have been able to sit the ACT at time of writing.

Class of 2023
Awarded the IB Diploma

28 of 148 Students in the Class of 2024 are Full IB Diploma Candidates

93% of Class of 2024 are Full IB Diploma Candidates

36.0 Class of 2023 SAS Puxi Average IB Diploma score

Students

Exams

Reading + Writing

MID-50% RANGES FOR CLASS OF 2024

660-760 GPA

720-790 Math

1400-1540 Composite

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COLLEGE COUNSELING TEAM

JILL LAUCK
Director of College Counseling
jill.lauck@saschina.org

SAID GHORAYEB
College Counselor
said.ghorayeb@saschina.org

TOM COLT
College Counselor
tom.colt@saschina.org

JULIA SHEW
College Counselor
julia.shew@saschina.org

CHEMELI KIPKORIR
College Counselor
chemeli.kipkorir@saschina.org

ADMINISTRATION + COORDINATORS

STEPHEN CASKIE
High School Principal
stephen.caskie@saschina.org

IDA LI
College Office Assistant
ida.li@saschina.org

MICHAEL MCAVOY
AP Coordinator
michael.mcavoy@saschina.org

GINES BERNAL
IB Coordinator
gines.bernal@saschina.org
## Most advanced courses in each discipline

### MOST ADVANCED COURSES: ENGLISH
- IB English A: Literature SL/HL Y1-Y2
- IB English A: Language & Literature SL/HL Y1-Y2
- AP English Language & Composition
- AP English Literature & Composition

### MOST ADVANCED COURSES: SOCIAL STUDIES
- IB Business & Management SL/HL Y1-Y2
- IB Economics SL/ HL Y1-Y2
- IB Environmental Systems & Societies SL Y1-Y2
- IB Global Politics SL/HL Y1-Y2
- IB History SL/HL Y1-Y2
- IB Philosophy SL Y1-Y2
- IB Psychology SL/HL Y1-Y2
- AP Comparative Government & Politics
- AP European History
- AP US History
- AP Psychology
- AP Economics
- AP Seminar

### MOST ADVANCED COURSES: GLOBAL LANGUAGES
- IB Mandarin ab initio SL Y1-Y2
- IB Chinese A: Language & Literature SL/HL Y1-Y2
- IB Chinese A: Literature SL/HL Y1-Y2
- IB Mandarin B: SL/HL Y1-Y2
- IB Self Taught Languages A1 SL Y1-Y2
- IB French B SL/HL Y1-Y2
- IB French ab initio SL Y1-Y2
- IB Spanish B HL/SL Y1-Y2
- IB Spanish ab initio SL Y1-Y2

### MOST ADVANCED COURSES: MATH
- IB Mathematics Analysis and Approaches SL/HL Y1-Y2
- IB Math App & Interpretation SL/HL Y1-Y2
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Multivariable Calculus & Series

### MOST ADVANCED COURSES: SCIENCE
- IB Biology SL/HL Y1-Y2
- IB Chemistry SL/HL Y1-Y2
- IB Environmental Systems & Society SL Y1-Y2
- IB Physics SL/HL Y1-Y2
- IB Sports, Exercise & Health Science SL/HL Y1-Y2
- AP Biology
- AP Chemistry
- AP Physics 1
- AP Physics C

### MOST ADVANCED COURSES: VISUAL + PERFORMING ARTS
- IB Visual Art SL/HL Y1-Y2
- IB Film SL/HL Y1-Y2
- IB Theatre Arts SL/HL Y1-Y2
- IB Music SL/HL Y1-Y2

### MOST ADVANCED ELECTIVES
- IB Computer Science SL/HL Y1-Y2
- AP Capstone Research
- AP Computer Science Principles
- AP Computer Science A

### THE STRUCTURE OF THE NEW ACTIVITIES SYSTEM:
In Fall 2022, SAS Puxi restructured its student activities and leadership positions to ensure integrity and meaningful involvement. We did so:

- To ensure that all student led activities and ideas are done with structure, purpose, and clarity.
- To ensure that clubs have adequate room to develop and grow.
- To help students to find others with similar interests and passions.
- To help students focus on promoting themselves in college applications in ways that are positively perceived by Admissions Officers – focusing on impact and time spent, rather than on roles and titles.

**Citizen Action Council:** This is a group of officers who support the running of service clubs at SAS. Service clubs will be grouped into themes: A Sustainable Future, Wellbeing and Education for All, An Equitable and Just World. Clubs will be responsible for measurable impact toward the UN Global Goals, and clubs with similar purposes or partners will be combined to build more robust, aligned work. Themes will be overseen by student Directors of Impact, helping professionally develop the clubs and measure collective impact. (These 6 Directors of Impact will form the Citizen Action Council.)

**Student Led Professionally Mentored Clubs** are key to the new student life model. The officers of these clubs will have regular meetings with their advisor, and need active adult support to ensure that they can really fulfill their mission. Beyond just actively participating in an interest, there is some essential growth, engagement, and/ or changemaking built into the purpose of these clubs. They are open to combining with other clubs that have some aspect of overlapping purpose, as requested, to make best use of our advisors’ and capacity for mentorship.

A **Professional Mentor** will regularly meet with club officers to support them in leadership development, planning and executing effective meetings, and working toward goals and a strategic plan. (Officers of clubs with a professional mentor will thus have double the number of contact times - meetings with advisor + club meetings.) Professional Mentors are the official adult contacts for outside partnerships and offer training and guidance to the whole club, as needed. These advisors are intended for groups that really can’t accomplish their mission in a fully student-led setting.

**Student Group Union:** The Student Group Union (SGU) is a newly-established leadership team responsible for the wellbeing of interest groups in SAS. The purpose of the SGU is to assist interest groups with various tasks, including but not limited to fund application, cataloging, and promotion (further detailed below by position). This group will meet with their advisor weekly on Mondays, and work closely with the Puxi Executive Council throughout the school year. We are seeking highly motivated student leaders who can lead the diverse interest groups here at SAS.

**Interest Groups:** Interest Groups are flexible and get to run things in a fully student-led model. There are no official audits or attendance requirements, and the groups meet whenever it works for them. Interest groups can have 1-2 student facilitators in charge of organizing, and they have the SGU available to support them.

**INNOVATION INSTITUTE**
The Innovation Institute is a two-year transdisciplinary project-based learning program for grades 9-10 wherein students grapple with a series of complex, real world questions. Through each discipline’s unique content and skills, as well as through meaningful points of integration between history, English, science, and art, students develop the 21st Century skills needed to design and iterate creative solutions to the challenges facing modern society.

**ONLINE ELECTIVE COURSES**
Students in grades 11 and 12 may request to take an online course through the Virtual High School Global Online Consortium, Global Online Academy, or IBO-authorized IB Pamoja courses for SAS credit. Courses are marked with an asterisk on the student’s transcript and are included in our GPA calculation.

**STUDENT INVOLVEMENT AFFECTED BY COVID-19**
Due to local COVID-19 restrictions and lockdowns from 2020 through 2022, the number of performances, events, and athletic competitions were inconsistent and restricted substantially, but our students demonstrated resilience and participated in activities locally, as well as in many international competitions and events hosted online.

Additionally, SAS Puxi students modeled adaptability by supporting each other and the local community with many new initiatives, learning opportunities, and student activities.
University Matriculation 2021-2023

AFRICA/MIDDLE EAST
Stellenbosch University

ASIA/PACIFIC
Duke Kunshan University
East China Normal University
Ewha Women’s University
Korea Advanced Institute of Science and Technology
Korea University
Nanyang Technological University
National University of Singapore
NYU Shanghai
O.P. Jindal Global University
Seoul National University
Sophia University
Temple University Japan
The Chinese University of Hong Kong
The Hong Kong University of Science and Technology
The University of Hong Kong
The University of Sydney
The University of Tokyo
Waseda University
Yale-NUS
Yonsei University

CANADA
McGill University
Queen’s University
The University of British Columbia
University of Toronto
University of Waterloo
University of Windsor

EUROPE
ArtEZ/University of the Arts
Ecole Polytechnique Federale de Lausanne
European Business School
EDHEC Business School
Erasmus University Rotterdam
IE University
Leiden University
Leiden University College The Hague
University College Groningen
University College Utrecht
University of Amsterdam
University of Maastricht
University of Navarra
University of Tampere
University of Twente
Webster University, NL
WHU - Otto Beisheim School of Management

U.S.A.
Art Center College of Design
Barnard College
Berkeley College of Music
Boston College
Boston University
Bowdoin College
Brandeis University
Brigham Young University-Hawaii
Brown University
Bryn Mawr College
California Institute of Technology
California Institute of the Arts
California Polytechnic State University
- San Luis Obispo
Carleton College
Carnegie Mellon University
Case Western Reserve University
Chapman University
Colorado College
Columbia College Chicago
Columbia University in the City of New York
Dartmouth College
Emory University
Emory University-Oxford College
Fordham University
George Washington University
Georgetown University
Georgia Institute of Technology
Indiana University-Bloomington
Johns Hopkins University
Lewis & Clark College
Loyola Marymount University
Maryland Institute College of Art
Michigan State University
New York University
Northeastern University
Northwestern University
Ohio State University
Oregon State University
Parsons School of Design
Pennsylvania State University
Pepperdine University
Pratt Institute
Princeton University
Purdue University
Rhode Island School of Design
Rice University
Rochester Institute of Technology
Santa Clara University
School of Visual Arts
Scripps College
Skidmore College
St. John’s College
St. John’s University-New York
Stanford University
Stevens Institute of Technology
Suffolk University
The New School
The University of Tennessee-Knoxville
The University of Texas at Austin
Tufts University
United States Naval Academy
University of California-Berkeley
University of California-Davis
University of California-Irvine
University of California-Los Angeles
University of California-San Diego
University of California-Santa Barbara
University of California-Santa Cruz
University of Chicago
University of Colorado Boulder
University of Illinois Urbana-Champaign
University of Indianapolis
University of Michigan-Ann Arbor
University of North Carolina at Chapel Hill
University of Puget Sound
University of San Francisco
University of Southern California
University of Virginia-Main Campus
University of Washington
University of Wisconsin-Madison
Vanderbilt University
Virginia Commonwealth University
Washington University in St Louis
Webster University
Wellesley College
Williams College
Worcester Polytechnic Institute
Yale University

U.K./EUROPE
Keel University
King’s College London, University of London
Loughborough University
The University of Edinburgh
UCL (University College London)
The University of Edinburgh
University for the Creative Arts
University of Bath
University of Bristol
University of Cambridge
University of Exeter
University of Manchester
University of Oxford
University of St Andrews
University of the Arts London
University of Warwick
University of West London

POSGRADUATE DESTINATIONS 2021-2023

CANADA
33
U.S.A.
271
U.K./EUROPE
39
ASIA/PACIFIC
35
AFRICA/MIDDLE EAST
1
HONG KONG SAR CHINA
5

72%
10%
9%
7%
5%
1%

Shanghai American School
Puxi Campus
258 Jinfeng Road, Huacao Town
Minhang District
Shanghai, China
201107
+86 (21) 6221-1445
www.saschina.org

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