



SABIS® Educational
SYSTEMS INC.

2013

**Closing the
Achievement
Gap**

The SABIS Experience



About SABIS®

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For more information about
SABIS®, visit www.sabis.net

SABIS® Educational Systems, INC. is an education management organization that has been successfully managing schools in the U.S. since 1985. The organization owns the exclusive rights in North America, South America, and Europe to the **SABIS® Educational System**, a comprehensive, dynamic method that provides students with a strong academic foundation, fosters academic achievement, and effectively prepares them for success in school, college, and beyond.

In 1985, the first school managed by SABIS® Educational Systems, INC. was established in Minnesota and set out to provide high-quality education to students in the U.S. Sparked by the success achieved by its students and driven to make a difference in the lives of more students, the organization branched out into the public sector in 1995 and started its first public charter school in Springfield, Massachusetts.

Through its contribution to the ongoing development and refinement of its educational system, a system that dates back 127 years, SABIS® Educational Systems, INC. has continued to expand its management of schools in the U.S. Currently in the 2012-13 academic year, there are just under 10,000 students being educated in 15 SABIS® member schools in the U.S. These include 9 SABIS®-managed public charter schools, 5 schools under license, and 1 private school implementing the dynamic SABIS® Educational System.

The importance of a high-quality education and the commitment to helping all students achieve their full potential are characteristics shared among all the schools that are members of the global SABIS® School Network. This network of schools currently educates thousands of students enrolled in schools located in 15 countries on four continents.

Letter from Carl Bistany,

SABIS President

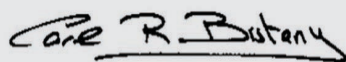
Broadly viewed as the civil rights issue of our time, the achievement gap in education is an issue that has drawn increasing attention over the past years in the United States and, indeed, around the world. Despite a variety of attempts in the U.S. to solve the problem including federal legislation, an equitable education for all students enrolled in public schools remains elusive today.

SABIS is no stranger to facing the challenges associated with achievement gaps. A determination to bridge the gap between boys and girls led to the establishment of our first member school in 1886. The success we humbly enjoyed then mirrors the success **at scale** that we enjoy in the charter schools we manage today. And it's no wonder because we approach the issue in much the same way with a reliance on data through a system that establishes a clear baseline for every student and provides ongoing access to the tools needed to assess solid growth.

In addition to our use of data to gauge instruction and close the achievement gap, SABIS member schools further narrow the gap by creating and drawing upon a culture of achievement. This culture of achievement is an inclusive one with every student contributing to raising standards. Through active engagement in the school culture, students in SABIS member schools ensure that no one disappears into the gap.

The effectiveness of the SABIS Educational System in closing the achievement gap is represented in this report, which highlights data from two of our U.S. charter schools—the SABIS International Charter School in Springfield, Massachusetts, and the International Academy of Flint in Flint, Michigan. In each of these schools, students outperform their state in closing the achievement gap between White and minority students.

I invite you to read this report and learn more about how SABIS continues to close the achievement gap and make a difference in the lives of our students.



Carl Bistany, SABIS President





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SABIS
CORE PURPOSE
To provide an exceptional education at a reasonable cost and help all students achieve their full potential.
CORE VALUES
Practicing honesty and integrity
Seeking out problems at all times and at all times
Continually learning and never becoming complacent
Emphasizing quality before profit
Making a difference
Supporting and receiving efficiency, health, and commitment

Hernandez

Zandon

ATHLETICS



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Read these two pages as a summary of the overall report

For busy people without a lot of time to read through this entire report and digest all the data and analysis, here is a concise, two-page glance at the highlights contained in this report.

This report analyzes 2011-2012 academic year data from the Massachusetts Comprehensive Assessment System (MCAS) as well as the most recent (Fall 2012) Michigan Educational Assessment Program (MEAP) to showcase the continued success of two SABIS® charter schools in Massachusetts and Michigan.

This report compares the data and assesses whether SABIS® International Charter School (SICS) and the International Academy of Flint (IAF) are closing the racial/ethnic and economic achievement gaps in their respective states.



Massachusetts

SABIS® International Charter School in Springfield, Massachusetts, enrolls 70% minority students, compared to 33% in the state.

On average, the Black-White achievement gap at SICS is 17%. The same Black-White gap in Massachusetts is nearly twice as high at 30%.

Michigan

The International Academy of Flint in Michigan enrolls 91% minority students, compared to 30% in the state.

Due to the continued economic downturn in the state of Michigan, IAF has experienced a significant drop in the number of White and non-low income students. As a result, we are unable to meaningfully compare the achievement gap between White and racial/ethnic minorities and non-low income and low income students. Accordingly, this report examines the performance of IAF's minority and low income students as compared to their state counterparts.

Overall Results and Findings:

The following table shows whether the two SABIS® schools featured in this report have closed the achievement gap or have achieved a narrower Black-White gap than each school’s respective state.

Due to the demographics of the International Academy of Flint, the chart below compares IAF’s Black students to Flint School District’s White students.

A “Yes-Closed” designation means the SABIS® charter school’s Black students have surpassed their White peers or are within 5% points of matching them, thus the Black-White gap is considered closed.

A “Yes-Narrowed” result means the SABIS® charter school has a lower gap differential between Black and White students than the gap between the same groups in the state.

A “No” means the SABIS® charter school has a larger Black-White gap than the state.

The Results: Between the two SABIS® charter schools, a total of 35 exams were administered during the Spring (MCAS) and Fall (MEAP) of 2012. SABIS® schools “Closed” the Black-White gap in 17 (48.5%) of those grades/subjects tested. SABIS® schools “Narrowed” the gap in 17 (48.5%) grades/ subjects. In only one (3%) of the tests did SABIS® schools not close or narrow the gap.

MCAS Grade/Subject Tested	SABIS® International Charter School	MEAP Grade/Subject Tested	International Academy of Flint
Grade 3 ELA	Yes – Narrowed	Grade 3 ELA	Yes – Closed
Grade 3 Math	Yes – Narrowed	Grade 3 Math	Yes – Narrowed
Grade 4 ELA	Yes – Narrowed	Grade 4 ELA	Yes – Closed
Grade 4 Math	No	Grade 4 Writing	Yes – Closed
Grade 5 ELA	Yes – Narrowed	Grade 4 Math	Yes – Closed
Grade 5 Math	Yes – Closed	Grade 5 ELA	Yes – Closed
Grade 5 Science	Yes – Narrowed	Grade 5 Math	Yes – Narrowed
Grade 6 ELA	Yes – Narrowed	Grade 5 Science	Yes – Narrowed
Grade 6 Math	Yes – Narrowed	Grade 6 ELA	Yes – Closed
Grade 7 ELA	Yes – Narrowed	Grade 6 Math	Yes – Closed
Grade 7 Math	Yes – Closed	Grade 6 Social Studies	Yes – Closed
Grade 8 ELA	Yes – Narrowed	Grade 7 ELA	Yes – Closed
Grade 8 Math	Yes – Narrowed	Grade 7 Writing	Yes – Closed
Grade 8 Science	Yes – Narrowed	Grade 7 Math	Yes – Closed
Grade 10 ELA	Yes – Closed	Grade 8 ELA	Yes – Closed
Grade 10 Math	Yes – Narrowed	Grade 8 Math	Yes – Closed
Grade 10 Science	Yes – Narrowed	Grade 8 Science	Yes – Closed
		Grade 9 Social Studies	Yes – Narrowed

97%

Closed or narrowed the achievement gap on 97% of tests!

In this table, the scores of IAF’s Black students are compared to the district’s White students due to the lack of IAF White student test scores.

About the SABIS® Member Schools Featured in this Report



SABIS® International Charter School (SICS) began operating in 1995 in Springfield, Massachusetts. The school currently serves 1,574 students who are enrolled in kindergarten through Grade 12. An additional 2,800+ students are part of the school's dynamic waiting list, which is updated regularly to ensure that it remains current.

The International Academy of Flint (IAF) opened its doors in 1999. The school, which is located in Flint, Michigan, has an enrollment of 1,121 students in kindergarten through Grade 12.

Each of these schools has earned public praise and recognition of its efforts to provide a high-quality education. SICS and IAF are recognized among the top high schools in the U.S. on a perennial basis as part of *U.S. News and World Report's* "Best High Schools" issue.

Demographically, these two SABIS® member schools serve a majority of minority students. SICS serves a population comprised of 70% minority students, while IAF serves a minority population of 91%. Both schools admit students through a random public lottery.

SICS and IAF are located in cities that face serious challenges. On a recent ranking¹ of places to live in the U.S., Springfield, Massachusetts, was rated 9 out of 10 (with 10 as the highest) for violent crime. Flint, Michigan, rated 10 out of 10. The U.S. average for the violent crime ranking is 4.

1. www.bestplaces.net/docs/about.aspx

Key Features of SABIS®

CORE SUBJECTS:

Math and English are core subjects in all SABIS® member schools. A strong foundation in these "gateway subjects" acts as a springboard, helping students expand their learning in broader subjects such as the sciences or social sciences. SABIS® students are assessed in math and English on a weekly basis.

USE OF DIAGNOSTIC TESTING:

Diagnostic testing is used to identify the knowledge base for each student in a SABIS® member school. Diagnostic test results are used to determine accurate student placement. Student progress is measured regularly against the baseline data drawn from the diagnostic tests.

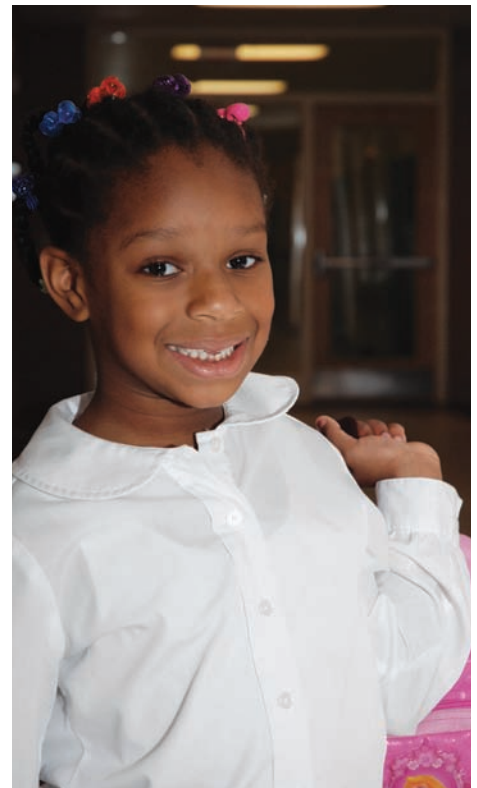
Closing the Achievement Gap: Success at Scale

Achievement gaps linked to race and socio-economic status have been the subject of studies for over 40 years. While achievement gaps and their elimination receive much more attention today, efforts to identify a replicable, scalable approach for the masses have fallen short. That is until you consider the approach used in U.S. charter schools implementing the SABIS® Educational System.

All schools that are members of the global SABIS® School Network share common goals – to help all students achieve their full potential and prepare them for success in college and beyond. In working to achieve these goals, SABIS® member schools follow the SABIS® Educational System, which provides students with a strong academic foundation, fosters academic achievement, and effectively prepares them for future success. In doing so, the system also significantly reduces – and in many cases eliminates – the achievement gap.

The effectiveness of the SABIS® Educational System in closing the achievement gap is achieved through a combination of elements that are central to the system. These include precise diagnostic testing, ongoing assessment, and targeted, timely follow-up.

Upon enrolling in a SABIS® member school, all students undergo detailed diagnostic testing to establish baseline data, identify learning gaps, and determine appropriate grade placement. With a clearly defined starting point for every student, teachers in SABIS® member schools use detailed pacing charts to teach material from set curriculum that has been aligned with state standards. To measure student understanding and retention of material,



schools administer weekly, centrally-generated assessments in the core subjects of English and mathematics, quickly identifying any gaps in a student's knowledge base as they develop. Gaps are efficiently addressed on an individual basis each week so that students have a solid foundation of knowledge to rely and build upon.

The structure that the SABIS® Educational System provides to teachers, the ready access to real-time performance data, and the ability to identify and take action to fill learning gaps on an individual basis help ensure that SABIS® member schools – regardless of enrollment demographics – can effectively address achievement gaps.

TEACHER RESOURCES AND TOOLS:

Teachers in SABIS® member schools are guided in their instruction by a series of resources and tools that are designed to help them concentrate on effective lesson delivery. Resources provided to teachers include a set curriculum, pacing charts in every subject, targeted textbooks, and comprehensive assessment reports.

REGULAR ASSESSMENT:

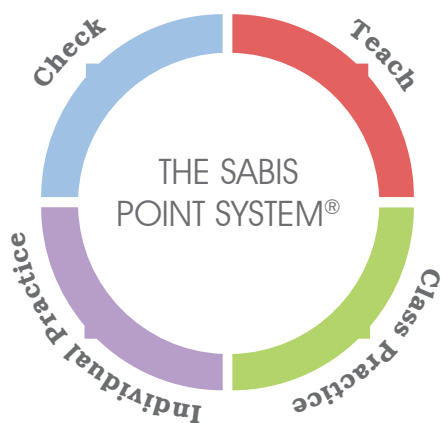
Continuous evaluation of student learning is an integral part of the instructional process in the SABIS® system. Regular assessment is conducted in order to evaluate student learning and permit timely, positive intervention. Testing students in this way has a number of very important advantages:

- 1 Students learn to perform well under the pressure of time and other constraints.
- 2 Students develop the ability to focus and to sustain concentration for increasingly long periods of time.
- 3 The feedback from testing allows close monitoring and immediate, targeted follow-up.

Using the SABIS Point System® to Close the Achievement Gap

Learning in SABIS® member schools is a cyclical process that actively engages students and ensures optimal student learning in the classroom. Setting the foundation for the implementation of the proprietary SABIS Point System®, teachers in SABIS® member schools receive detailed pacing charts and lesson plans which identify specific, measurable learning objectives, called “points,” for every lesson in all subjects. At the start of each lesson, teachers list the points as a road map for all students to see and follow throughout the lesson.

Teachers initiate the SABIS Point System® in each lesson by presenting one point at a time. This instruction involves practice of the concept with the teacher’s guidance. Following the class practice, students are asked to demonstrate their understanding of the concept through the completion of an individual, written exercise. Next, moving from teacher-led instruction, the class engages as a *community of learners*, checking each other’s work in small, manageable groups. One student in each group is purposely selected to coordinate the group based on academic prowess in the subject. This student oversees his/her own micro-community of learners, managing questions and offering further explanations (or looking to other group members to do so), when needed. The group leader also works in close coordination with the teacher, asking for support, keeping students on task, and indicating once everyone in the group has shown mastery. Once the entire class has demonstrated mastery of the point, teacher-led instruction resumes and the learning cycle continues.



The prerequisites for effective implementation of the SABIS Point System® of instruction are:

Proper Class Formation; students must have the common, prerequisite knowledge for the class which they are about to take.

Well thought-out classroom seating plans, with all students facing forward; students are placed in groups based on academic, behavioral, and interpersonal skills so that each group in the class is similar in its overall composition.

Selection of group facilitators; students who demonstrate the capacity to master the subject matter and those who demonstrate an ability to lead are selected as group facilitators.

Training students to be effective leaders and collaborators; expectations for all students in the group are communicated so that roles are clear.

Key Features of SABIS®

CULTURE OF ACHIEVEMENT:

SABIS® member schools are characterized by a culture of achievement that is created through contributions from everyone in the school. A clear, well-defined set of behavior expectations, a school uniform policy, and a Code of Conduct signed by parents and students help support and maintain this culture.

Empowering Students through the SABIS Student Life Organization®

The SABIS Student Life Organization® at each member school plays an important role in closing the achievement gap. The SLO® is a student-led society that empowers students to contribute to the management of their school and to make a positive difference around them. As students become more engaged in their day-to-day experience at school, they become more vested in shaping their experience. They set higher expectations for themselves; they act as role models for others, spreading a spirit of achievement throughout the school; and they work with their peers to effectively raise standards.

One student from a SABIS® member school in the U.S. explained the role of SLO® in academics like this: *"We are like Marines. We are committed to leaving no one behind. If we have a classmate who is struggling – with behavior or academics – we all rally to help because the stronger we are as individuals, the stronger we can all be as a group."*



INNOVATIVE USE OF TECHNOLOGY:

Technology is central to the SABIS® Educational System and is used strategically in schools to optimize learning, improve academic results, enhance teacher efficiency, and reinforce communication. In order to ensure that the SABIS® system remains on the cutting-edge, a SABIS® team engages in continuous research and development of real-time solutions to enhance the educational experience for both students and teachers.

The comprehensive SABIS® School Management System is one such solution. It is comprised of a series of programs that allow prompt and reliable assessment of student knowledge as well as effective, targeted follow-up. One such program, the SABIS Academic Monitoring System® (SABIS® AMS), is used to assess student knowledge of every concept taught on a weekly basis. The SABIS® AMS pinpoints "gaps" in student knowledge as they form and provides teachers with immediate feedback.

Working as a team, teachers and students then focus their efforts on filling the gaps. The SABIS® AMS allows the progress of every student to be continuously monitored, problem areas to be identified, and the most appropriate solutions to be implemented.

SABIS® International Charter School

160 Joan Street,
Springfield,
MA 01129

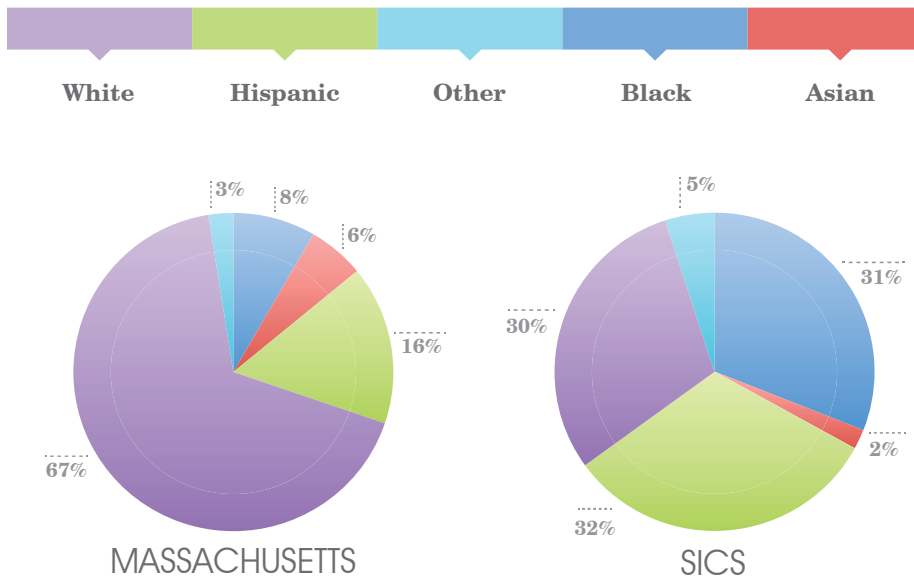
Founded: 1995

(413)783-2600

Enrollment: 1,574

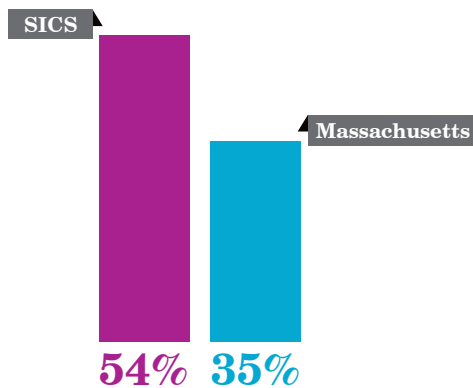
www.sics-sabis.net

Grades Served: K-12



Mission Statement:

The SABIS International Charter School (SICS) is a college-preparatory school that provides top-quality education on a non-selective basis to children of different races, religions, nationalities, and backgrounds. It teaches these children to perform to the best of their ability, to achieve academic excellence in a global context, and prepares graduates to attend colleges and universities. SICS develops and strengthens students ethical, moral, and civic values thus molding men and women with the knowledge, skills, and social judgment they will need to face the challenges of the times. SICS believes those students with a SABIS education, especially in a multicultural setting, will be able to provide leadership throughout the world.



PCT LOW INCOME: 2011-12

Awards/Recognition:

- 80 John and Abigail Adams Scholarships
- American International College's Model Congress Outstanding Delegation Award & Honorable Mention Award
- Bronze Medal from *U.S. News and World Report* for Best High School Ranking
- Washington Post Challenge Index - commitment to preparing average students for college

Demographics:

SICS can be defined as a *majority-minority* school, with minorities making up 70% of the student body. This is significantly higher than the state of Massachusetts which averages 67% White students. SICS also educates 19% more low income students than the state. This data is for the 2011-2012 academic year.

The International Academy of Flint

2820 South Saginaw Street,
Flint,
MI 48503

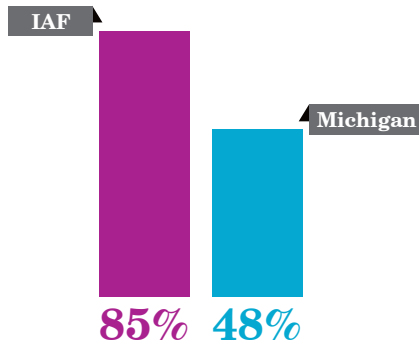
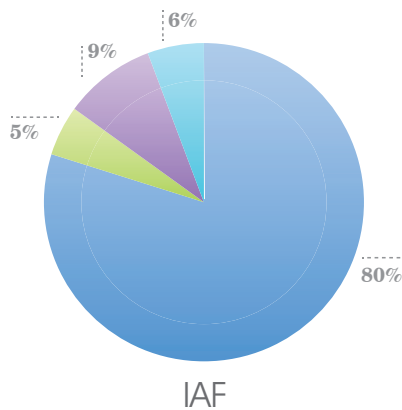
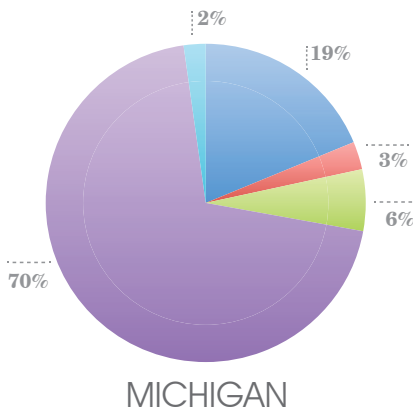
Founded: 1999

(810)600-5000

Enrollment: 1,121

www.iaf-sabis.net

Grades Served: K-12



PCT LOW INCOME: 2011-12

Mission Statement:

The International Academy of Flint's mission is to prepare students for success in college, inspire a lifelong love of learning, and foster responsible citizenship.

Awards/Recognition:

- Academic State Champion
- Bronze Medal from *U.S. News and World Report* for Best High School Ranking
- Michigan Department of Education's rankings: Best performing charter school in Genesee County; only charter school to beat the average for Genesee County's 133 Public Schools; and only charter school to score above the state average.
- Recognized as 1 of 123 schools in the state of Michigan to receive a Beating the Odds Award from the Michigan Association of Public School Academies
- Ranked 4th among Michigan's city/urban high schools and 8th overall by Michigan think-tank *The Mackinac Center for Public Policy*

Demographics:

IAF can be described as a *majority-minority* school, with minorities making up 91% of the school's population. The opposite is true for the state of Michigan, where White students make up a substantial majority, 70%. This data is for the 2011-2012 school year.

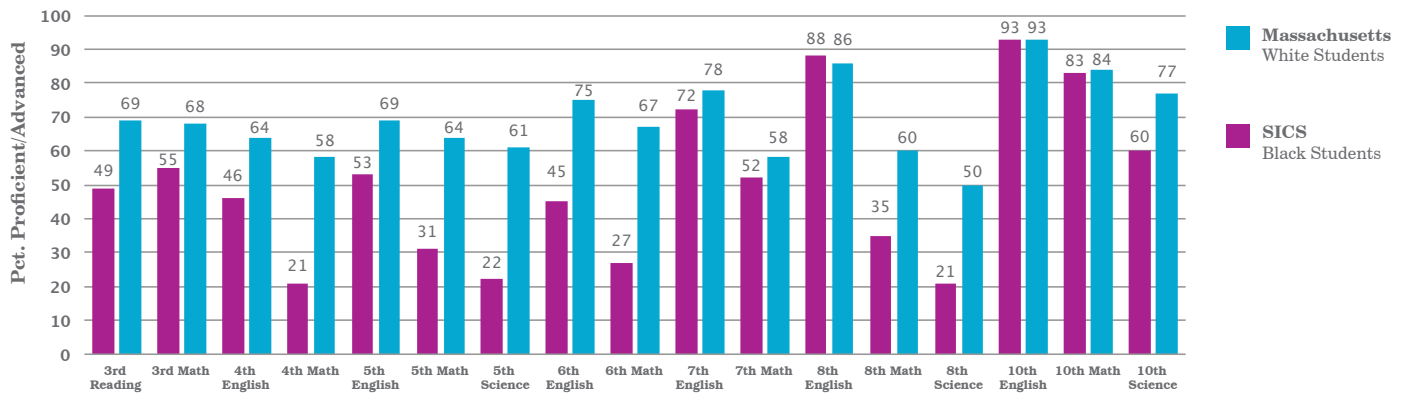
In addition, IAF serves over three times as many economically disadvantaged students as the state. At IAF, low income students make up 85% of the school's population, compared to the Michigan state average of 48%.

Performance Data by Race and/or Socio-Economic Status

(Spring 2012, Fall 2012)

The following graph depicts Black students' performance at SICS compared to their White peers at the state level as measured by the 2012 MCAS exam. By the 10th grade, it is especially significant that SICS's Black students are performing at the same level in English and Math as White students statewide.

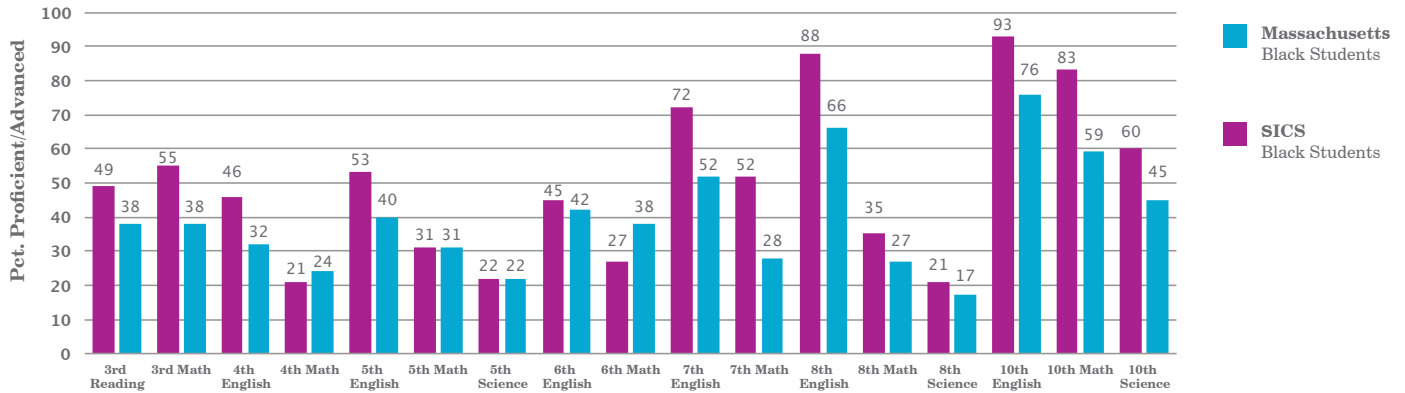
2012 MCAS Percent Proficient Black Students at SICS Compared to the State's White Students



Black Students at SABIS® Schools Compared to State's Black Students

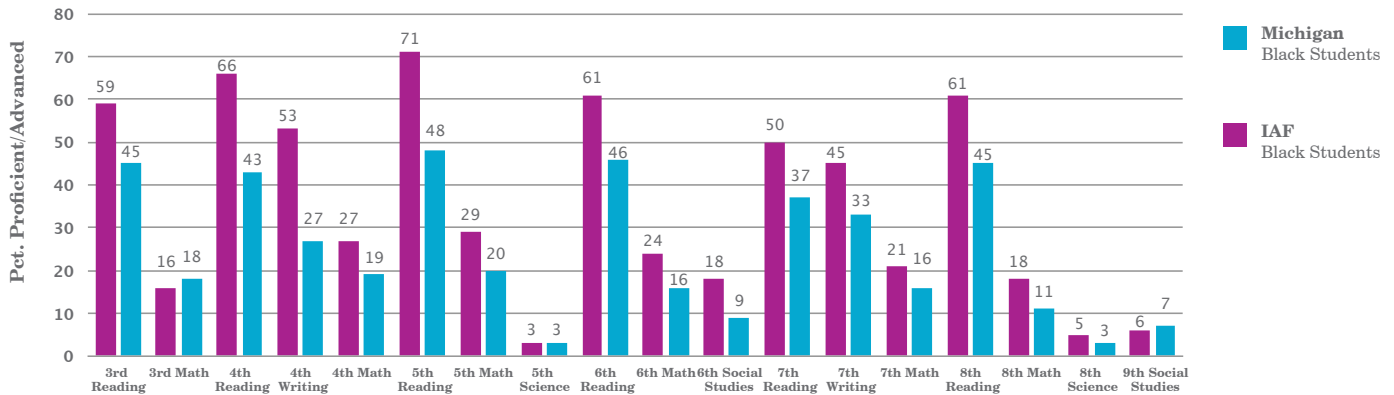
On the 2012 MCAS exam, Black students at SICS outperformed their Black peers statewide on average by 11 percentage points. In addition to this achievement, Black students at SICS outperformed their statewide peers on 13 out of the 17 exams administered and tied on 2 of the 17 exams.

2012 MCAS Percent Proficient Black Students at SICS Compared to the State's Black Students



On the 2012 MEAP exam, Black students at IAF outperformed their Black peers statewide on average by 10 percentage points. As the graph below depicts, Reading scores for Black students at IAF are significantly higher at every grade level as compared to their statewide Black peers. Black students at IAF outperformed their statewide peers on 15 out of the 18 exams administered on the 2012 MEAP exam and came within 2 percentage points of surpassing their peers on the remaining 3 exams. This graph demonstrates that Black students — one of the most at-risk groups of students in America — have a better chance to close the achievement gap at a SABIS® school than a public state district school.

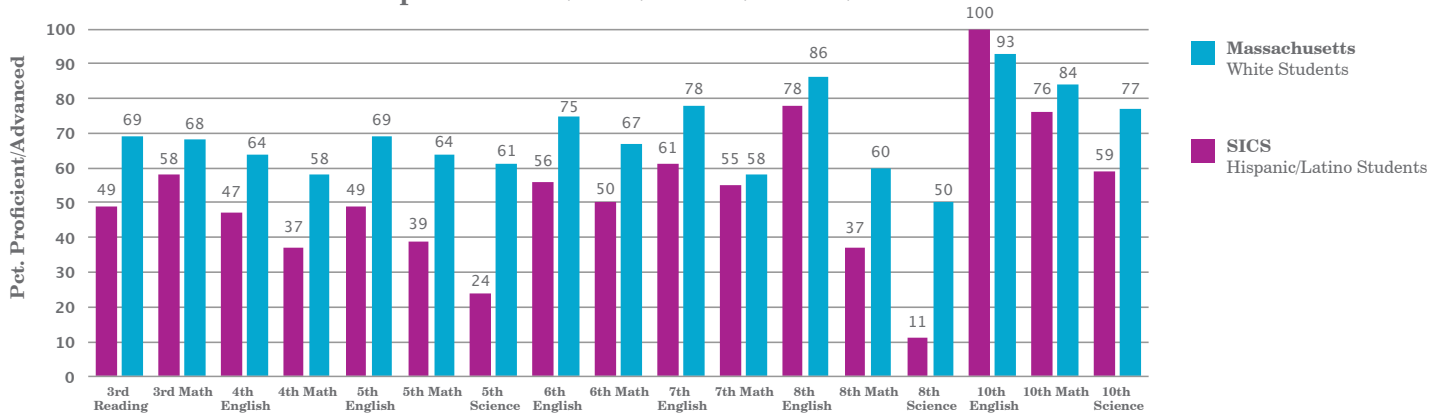
2012 MEAP Percent Proficient Black Students at IAF Compared to the State's Black Students



Hispanic/Latino Students at SABIS® Compared to the State's White Students

The following graph shows that SICS's Hispanic/Latino students outperform their state White peers in English Language Arts by the 10th grade. Not only did these SABIS® students outperform their state peers, they also achieved 100% proficiency in ELA on the 2012 MCAS exam. This is an amazing achievement considering English is not their first language.

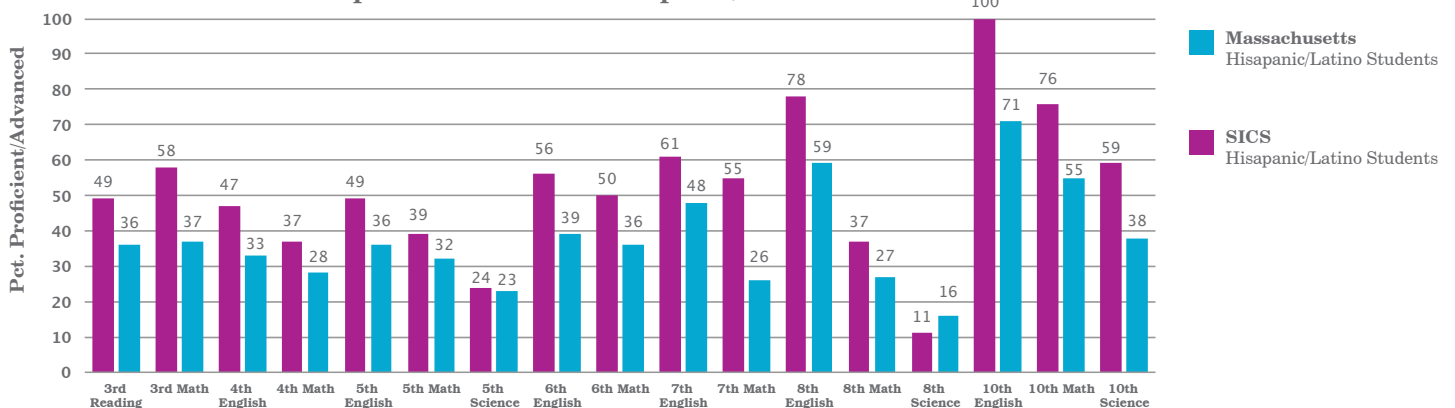
2012 MCAS Percent Proficient Hispanic/Latino Students at SICS Compared to the State's White Students



Hispanic/Latino Students at SABIS® Compared to the State's Hispanic/Latino Students

Hispanic/Latino students at SICS outperformed their peers statewide on 16 out of the 17 grades/subjects tested as measured by the 2012 MCAS. On average, these SABIS® students are achieving proficiency levels 15 percentage points higher than their peers at public district schools. What is particularly astounding is that Hispanic/Latino students at SICS are achieving 100% proficiency scores by the 10th grade.

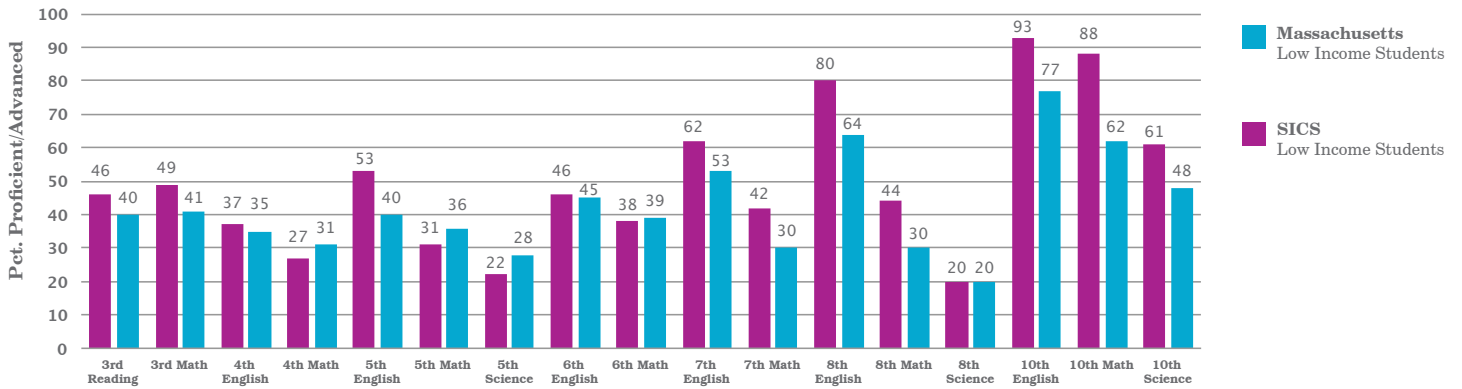
2012 MCAS Percent Proficient Hispanic/Latino Students at SICS Compared to the State's Hispanic/Latino Students



Low Income Students at SABIS® Compared to State's Low Income Students

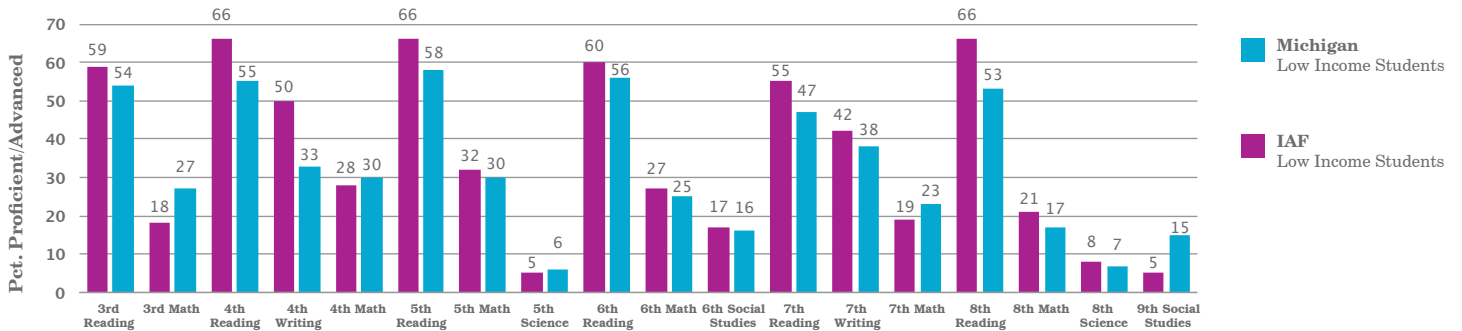
As the following graph depicts, low income students at SICS are outpacing their statewide peers through much of the middle school and high school grade levels. This is a school that graduates 100% of its seniors and 100% of those seniors are accepted into college year after year. On average, low income students at this SABIS® member school outperformed their peers statewide by 7 percentage points.

2012 MCAS Percent Proficient Low Income Students at SICS Compared to the State's Low Income Students



The following graph shows that economically-disadvantaged students at IAF are outperforming their economically-disadvantaged peers statewide in ELA and Math on 13 out of 18 exams.

2012 MEAP Percent Proficient Low Income Students at IAF Compared to the State's Low Income Students

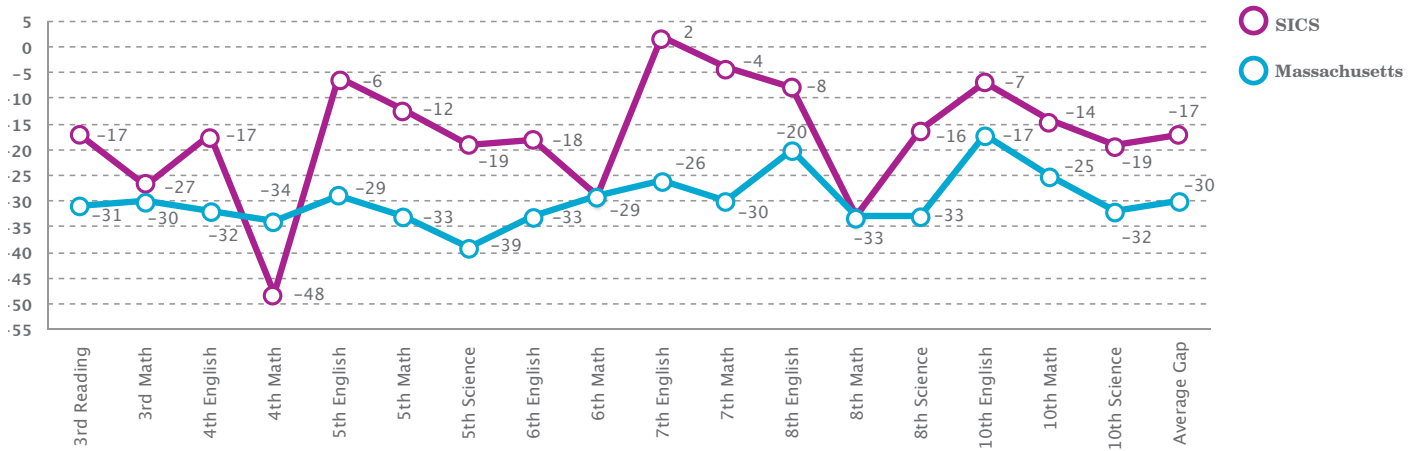




Black-White Gaps: SABIS Schools Compared to State Schools in Grades 3-10 for All Subjects

The following line graph illustrates the achievement gap that exists between Black students and their White peers. The gap is calculated by taking the proficiency percentage scored on the MCAS exam by Black students and subtracting the proficiency percentage achieved by the White students. For example, in 5th grade English, the Black students at SICS scored 6 percentage points lower than their White peers whereas Black students at the state level scored 29 percentage points lower than their White peers. A great example in contrast is the achievement gap in 7th grade English; Black students at SICS scored 2 percentage points higher than that of their White peers whereas the Black students at the state level scored 26 percentage points lower than that of their White peers.

Black - White Achievement Gaps: 2012 MCAS



Overall, the achievement gap between Black students and their White peers at SICS is significantly narrower than the statewide gap as measured by the 2012 MCAS exam.

The gap in performance between Black students and White students is almost twice as wide statewide for Massachusetts as it is for SICS. Black students attending SICS have an average gap of 17 percentage points compared to the state's average gap of 30 percentage points.



Hispanic/Latino - White Gaps: SABIS Schools Compared to State Schools in Grades 3-10 for All Subjects

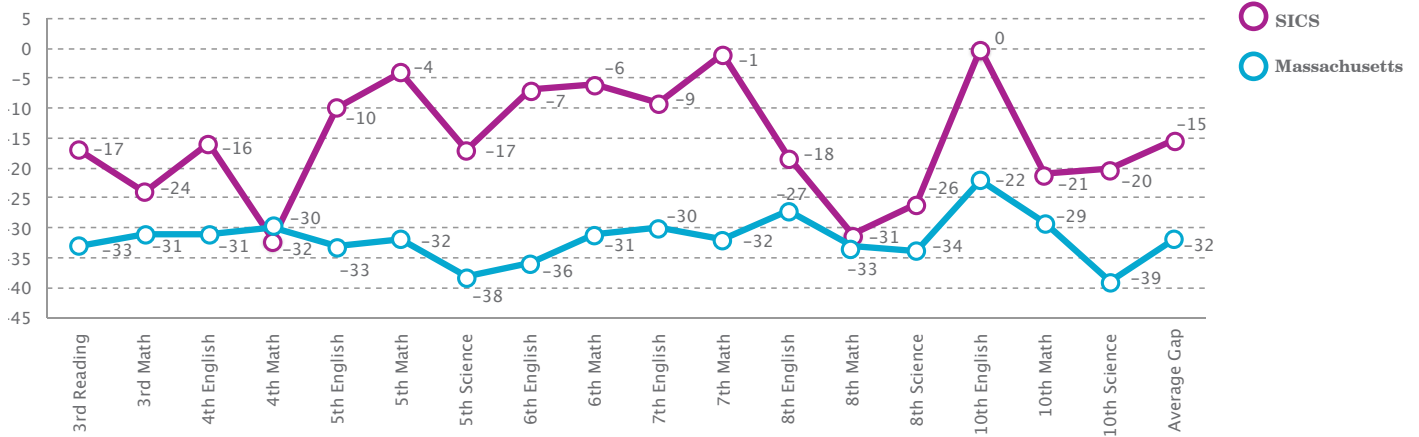
SICS has significantly narrowed the performance disparity between Hispanic/Latino students and their White peers. This SABIS member school has a narrower gap between Hispanic/Latino students and their White peers in all but one grade/subject tested as measured by the 2012 MCAS exam.

The gap in performance between Hispanic/Latino students and White students is more than twice as wide statewide for Massachusetts as it is for SICS.

The average gap between the state's Hispanic/Latino students and the state's White students is 32%.

The average gap between the SICS's Hispanic/Latino students and their White peers is 15%.

Hispanic/Latino - White Achievement Gaps: 2012 MCAS

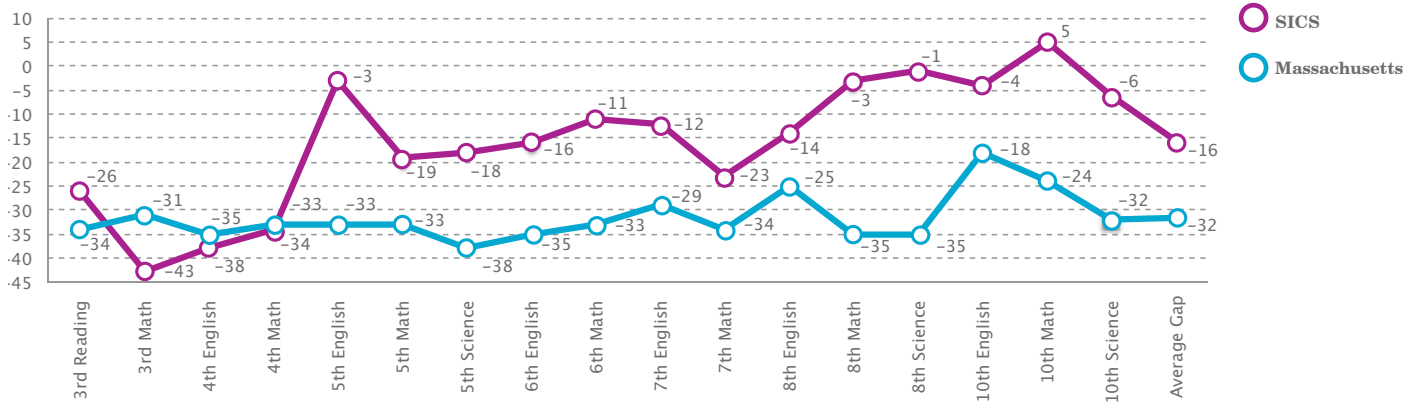


Low Income - Non-Low Income Gaps: SABIS Schools Compared to State Schools in Grades 3-11 for All Subjects

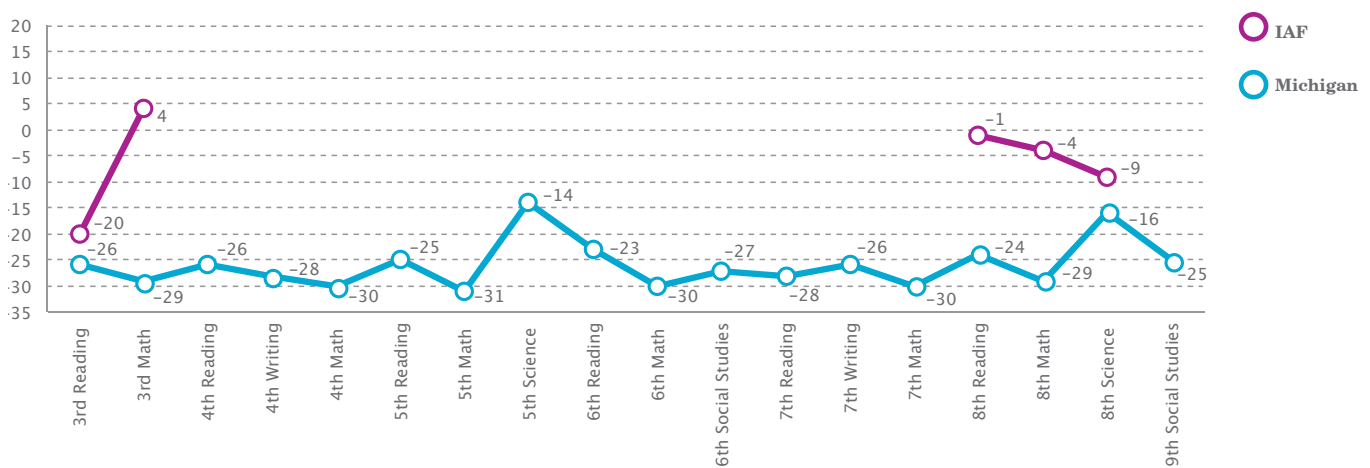
The following line graph illustrates the achievement gap that exists between low income students and their non-low income peers at SICS and Massachusetts.

Low income students attending SICS have an average gap of 16 percentage points by the 10th grade compared to the state's average gap of 32 percentage points.

Proficiency Gaps of Low Income Students Compared to Non-Low Income Students: 2012 MCAS

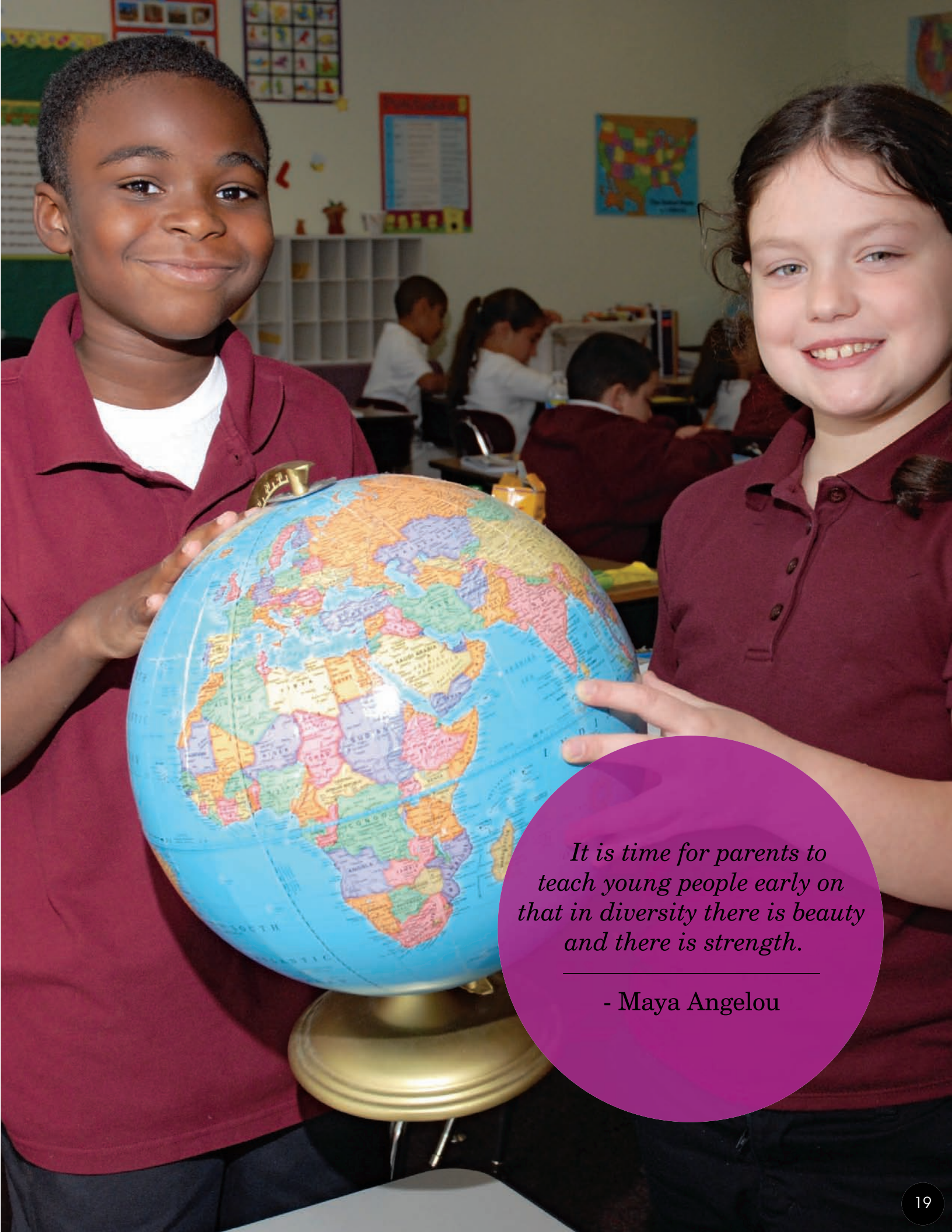


Proficiency Gaps of Low Income Students Compared to Non-Low Income Students: 2012 MEAP



This graph, while not depicting a complete trend line for the International Academy of Flint, is not to be overlooked. Similar to the graphs on the previous pages, this graph is illustrating the achievement gap between low income students and their non-low income peers at IAF and at the state level. IAF a school demographically made up of a low income student body has too few of non-low income students (< 10 at each grade/subject level) to track proficiency scores on the 2012 MEAP exam for this demographic. Given this, only 3rd grade Reading and Mathematics and 8th grade Reading, Mathematics, and Science have classes with at least 10 or more non-low income students.

Looking at the data that is available, IAF has significantly closed the achievement gap for all subjects tested for low income students compared to their non-low income peers. Low income students at IAF, on average, trailed only 3 percentage points behind their non-low income counterparts. Meanwhile, statewide scores indicate that low income students, on average, trailed 26 percentage points behind their non-low income counterparts.

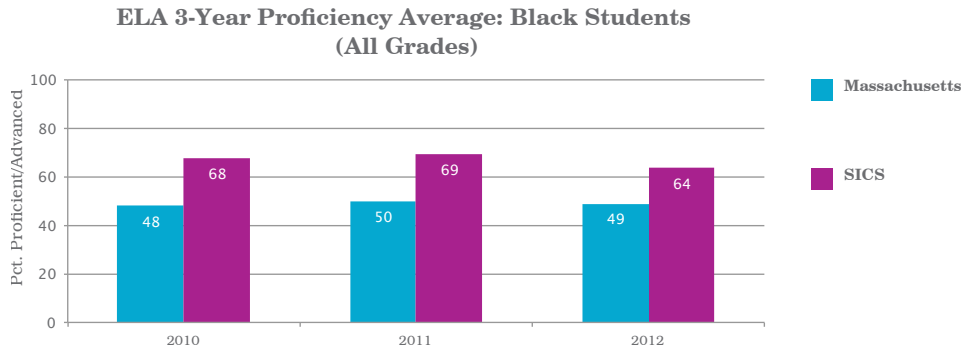


It is time for parents to teach young people early on that in diversity there is beauty and there is strength.

- Maya Angelou

Three-Year Trend Analysis for SABIS® International Charter School:

ELA MCAS – SICS Black Students Compared to State’s Black Students

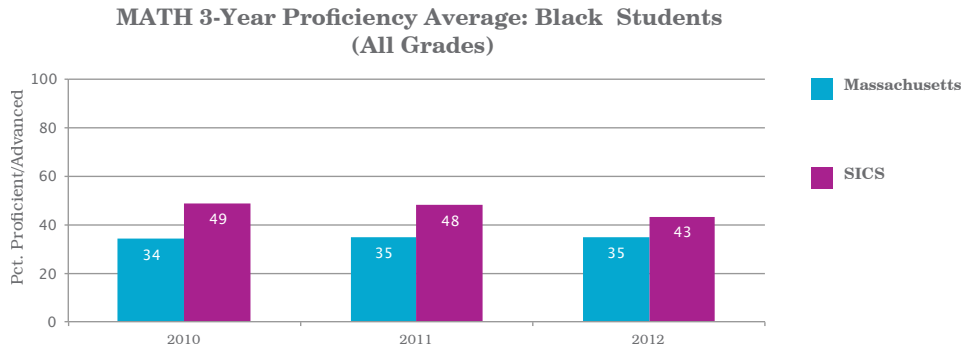


Over the past three years, Black students at SICS have outperformed their statewide counterparts by an average of 18 points on the ELA portion of the annual MCAS exams.*

** In comparison to state scores, which are comprised of thousands of students’ results and thus mathematically do not fluctuate much from year to year, it is more challenging for individual schools, which represent a small sampling of students’ scores, to consistently achieve high levels of proficiency. In the final two sections of this report, we highlight the consistently high-performance of our schools.*

Three-Year Trend Analysis for SABIS® International Charter School:

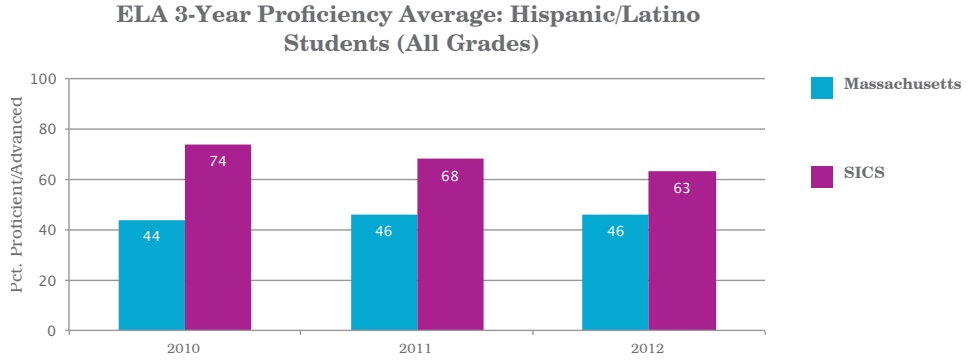
Math MCAS – SICS Black Students Compared to State’s Black Students



Over the past three years, Black students at SICS have outperformed their statewide counterparts by an average of 12 points on the Math portion of the annual MCAS exams.

Three-Year Trend Analysis for SABIS® International Charter School:

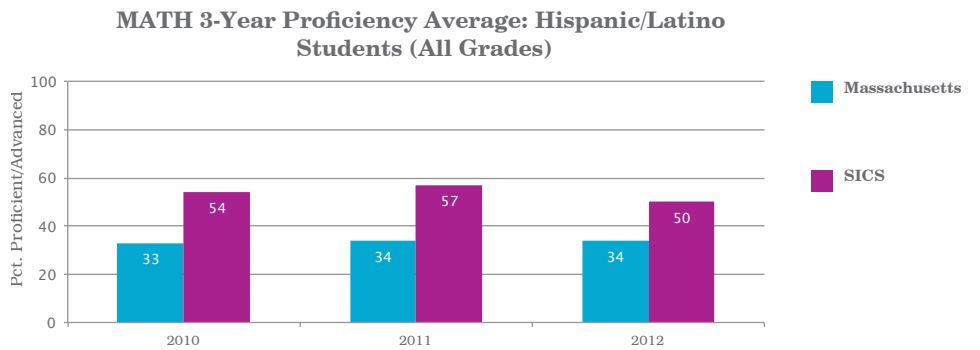
ELA MCAS – SICS Hispanic/Latino Students Compared to State’s Hispanic/Latino Students



Over the past three years, Hispanic/Latino Students at SICS have outperformed their statewide counterparts by an average of 23 points on the ELA portion of the annual MCAS exams.

Three-Year Trend Analysis for SABIS® International Charter School:

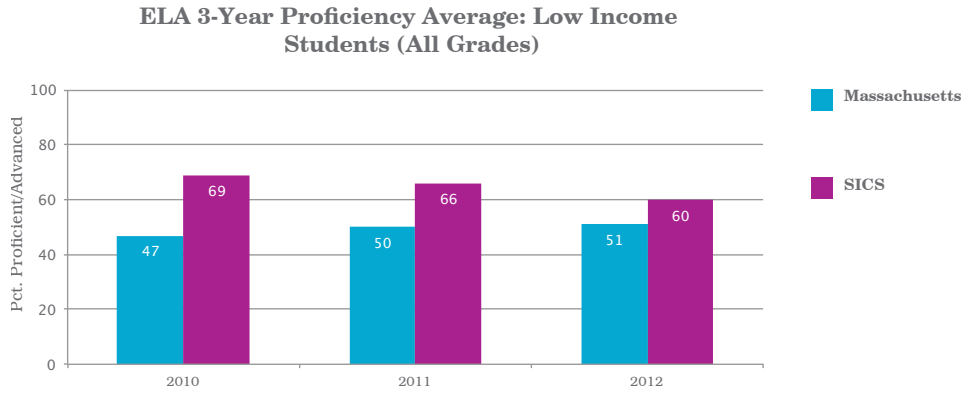
Math MCAS – SICS Hispanic/Latino Students Compared to State’s Hispanic/Latino Students



Over the past three years, Hispanic/Latino Students at SICS have outperformed their statewide counterparts by an average of 20 points on the Math portion of the annual MCAS exams.

Three-Year Trend Analysis for SABIS® International Charter School:

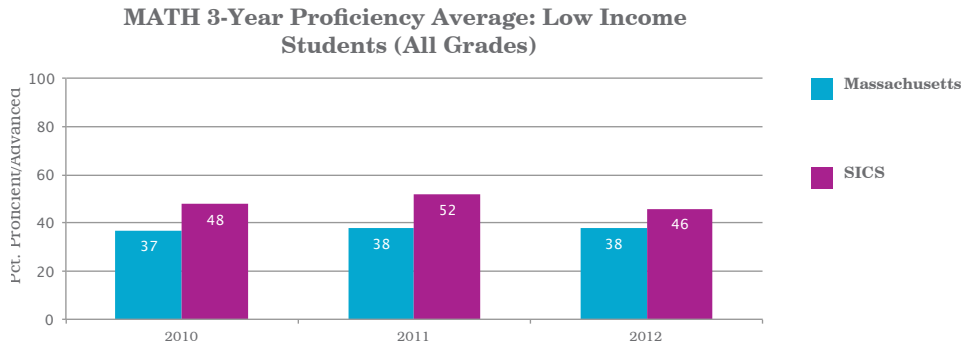
ELA MCAS – SICS Low Income Students Compared to State’s Low Income Students



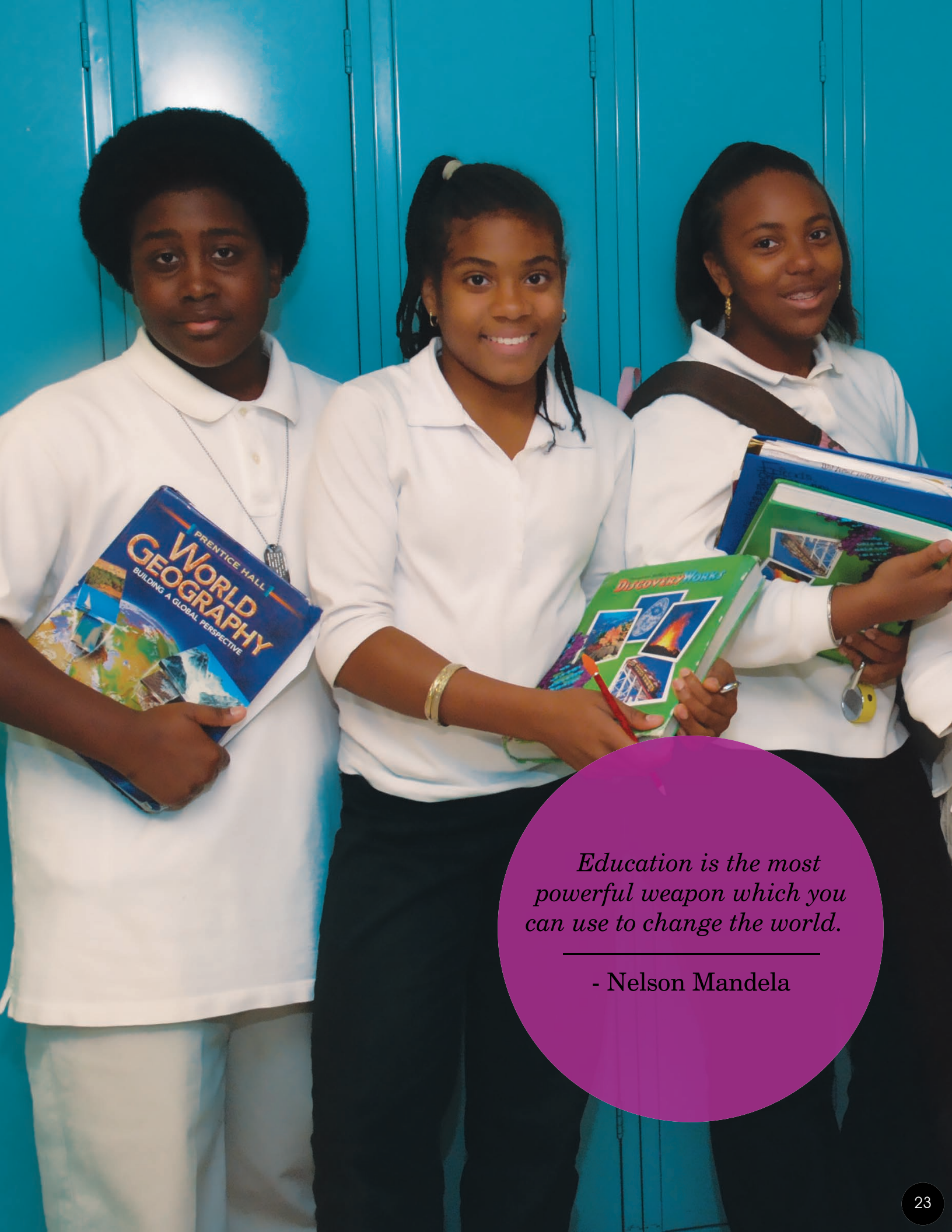
Over the past three years, low income students at SICS have outperformed their statewide counterparts by an average of 16 points on the ELA portion of the annual MCAS exams.

Three-Year Trend Analysis for SABIS® International Charter School:

Math MCAS – SICS Low Income Students Compared to State’s Low Income Students



Over the past three years, low income students at SICS have outperformed their statewide counterparts by an average of 11 points on the ELA portion of the annual MCAS exams.

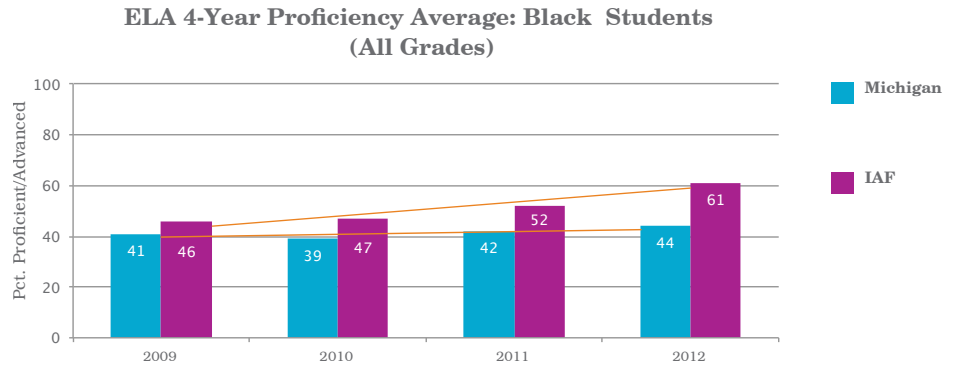


Education is the most powerful weapon which you can use to change the world.

- Nelson Mandela

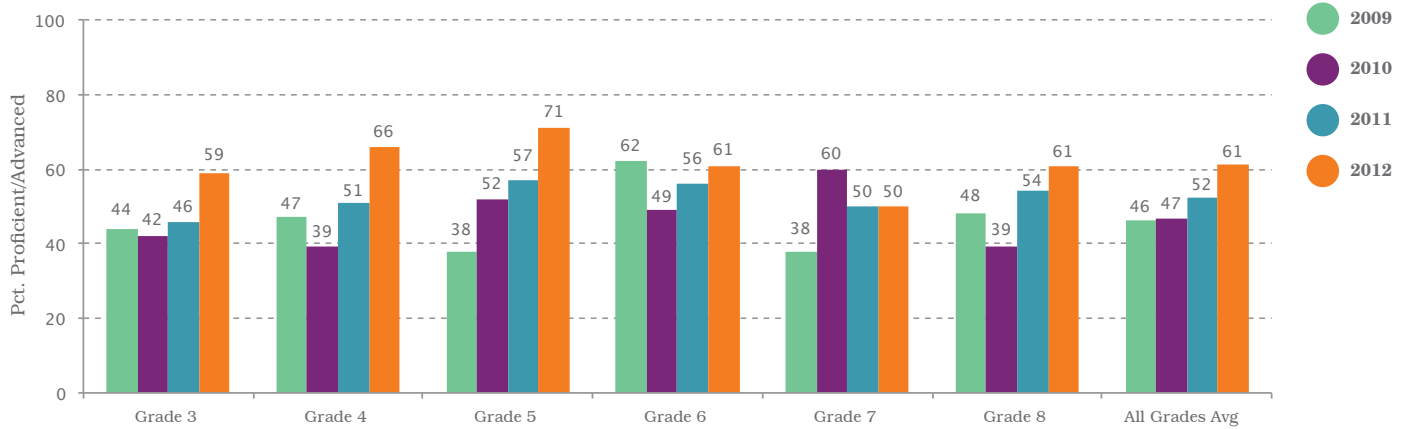
Four-Year Trend Analysis for the International Academy of Flint:

ELA MEAP – IAF Black Students Compared to State’s Black Students



Over the past four years, Black students at IAF have significantly improved their scores on the ELA portion of the annual MEAP exams. During this time period they outperformed their statewide counterparts by an average of 10 points.

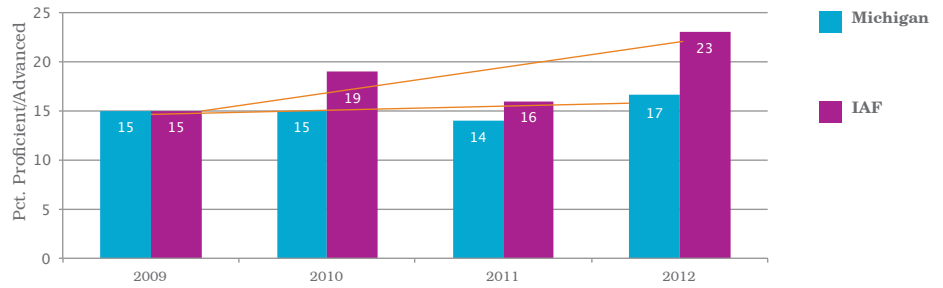
ELA MEAP - IAF's Black Students



Four-Year Trend Analysis for the International Academy of Flint:

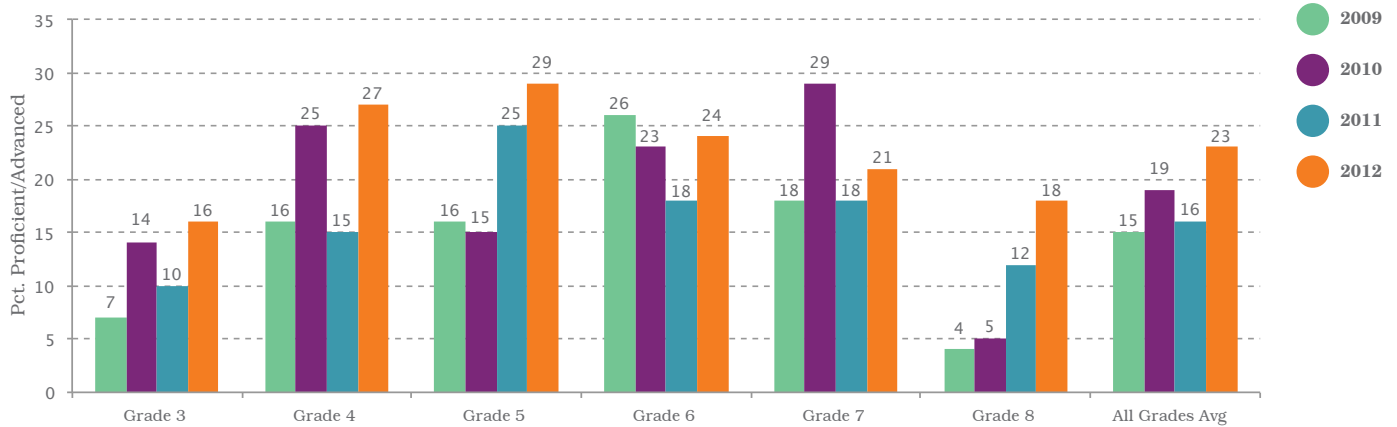
Math MEAP – IAF Black Students Compared to State’s Black Students

MATH 4-Year Proficiency Average: Black Students (All Grades)



Over the past four years, Black students at IAF have significantly improved their scores on the Math portion of the annual MEAP exams. During this time period they outperformed their statewide counterparts by an average of 4 points.

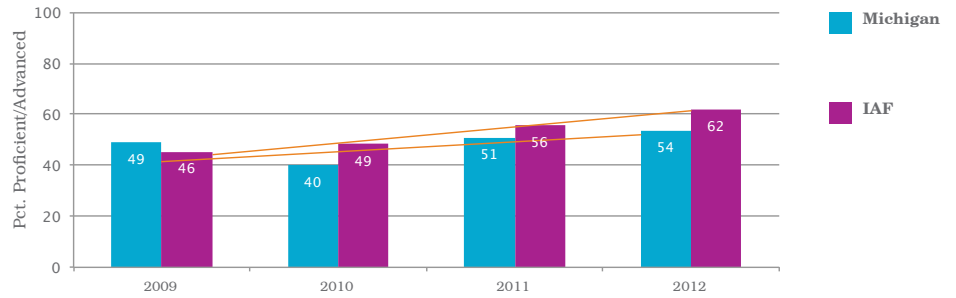
MATH MEAP - IAF's Black Students



Four-Year Trend Analysis for the International Academy of Flint:

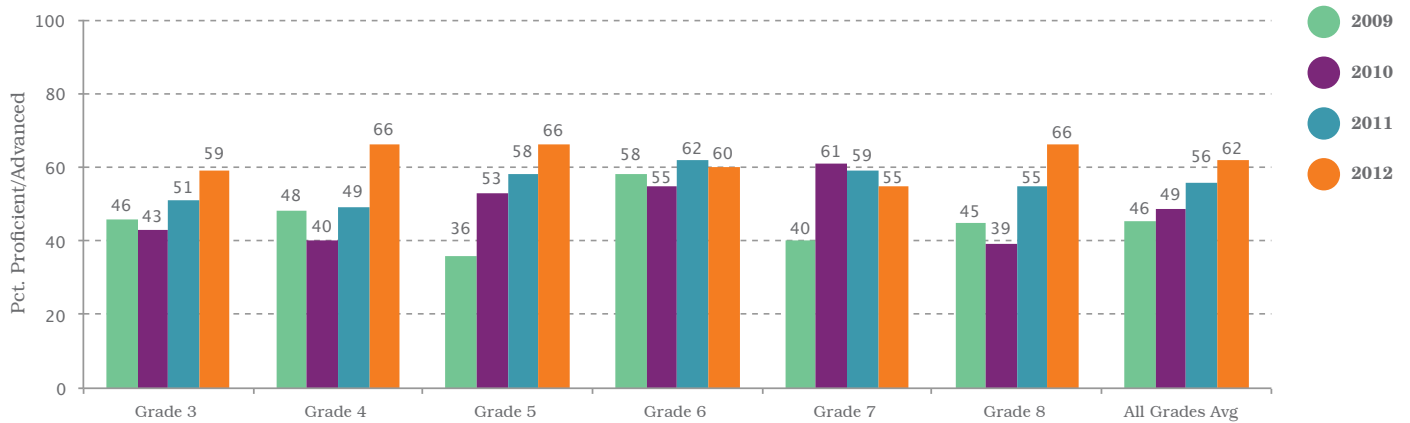
ELA MEAP – IAF Low Income Students Compared to State’s Low Income Students

ELA 4-Year Proficiency Average: Low Income Students (All Grades)



Over the past four years, low income students at IAF outperformed their statewide counterparts by an average of 4 points on the ELA portion of the annual MEAP exams.

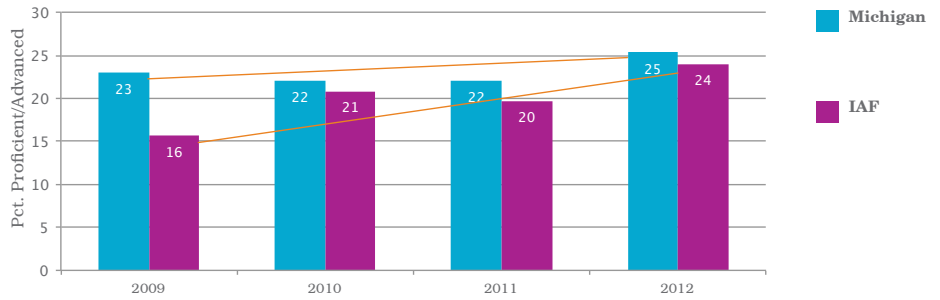
ELA MEAP - IAF's Low Income Students



Four-Year Trend Analysis for the International Academy of Flint:

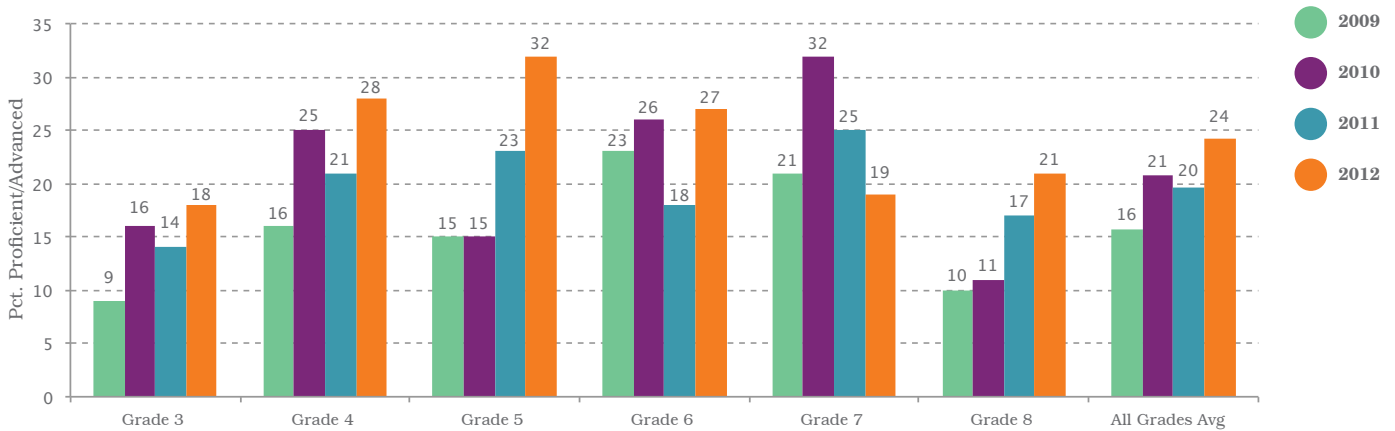
Math MEAP – IAF Low Income Students Compared to State’s Black Students

MATH 4-Year Proficiency Average: Low Income Students (All Grades)



Although low income students at IAF have lagged behind their statewide counterparts on the Math portion of the annual MEAP exams, they have shown significant improvement over the past four years and are on track to surpass Michigan low income students.

MATH MEAP - IAF's Low Income Students





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