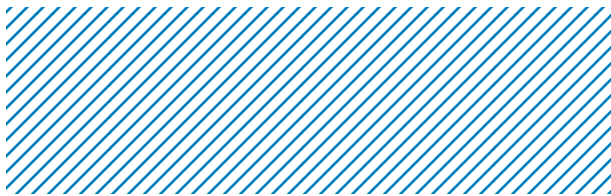




SABIS[®]
Educational Systems INC.



U.S. SCHOOLS ANNUAL REPORT 2014-2015

LEAVING NO STONE





SABIS®

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 system 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 a 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. Today, the SABIS® Educational System is being used to educate over 8,000 students enrolled in public charter schools in six states.

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® Network. This network of schools currently educates 70,000 students in schools located in 16 countries on four continents.



CORE PURPOSE

To provide an outstanding education at a reasonable cost and help all students achieve their full potential.



CORE VALUES

- Practicing honesty and integrity
- Upholding our principles at all costs and at all times
- Continually improving and never becoming complacent
- Emphasizing quality at all times
- Making a difference
- Recognizing and rewarding efficiency, loyalty, and commitment



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LETTER FROM THE SABIS® PRESIDENT

The state of public education in the U.S. today remains a hot-button issue, continuing to capture headlines and widespread attention from politicians, pundits, and parents. Yet, despite the attention and the talk of education reform that it brings, grave concerns about U.S. public education persist. Students enrolled in U.S. public schools continue to perform well below average on international benchmarking exams; functional illiteracy is an issue for as many as one in four high school seniors; and in spite of spending three times more on education than in 1970, reading, math, and science scores in the U.S. have remained stagnant.

There is one bright spot in U.S. public education – public charter schools, which originated in the early 1990s as an alternative to traditional public schools. Close to three million of the country’s students are currently enrolled in public charter schools in 43 states and the District of Columbia. And the latest results coming out of charter schools are favorable across the board.

Benefitting from an educational philosophy that focuses on helping all students realize their full potential, the SABIS® Network’s U.S. public

charter schools provide students with a challenging educational program and the support needed to help them rise to the challenge. The proven SABIS® Educational System and all that it entails – curriculum, teacher pacing charts and materials, targeted textbooks, assessments, and the SABIS® Student Life Organization – is supported by a wide array of cutting-edge IT tools that allow for the careful monitoring of student learning and progress. Together, the system and tools ensure that, in the process of effectively preparing students to pursue success, **no stone is left unturned.**

I invite you to read this annual report to find out more about SABIS®’s U.S. public charter schools and how SABIS® **leaves no stone unturned** in helping prepare students for the future.

Carl Bistany
SABIS® President



LETTER FROM THE V.P. OF U.S. OPERATIONS

Dear Stakeholder:

As the SABIS® Network of schools celebrates the 129th anniversary of its first member school, it reaffirms the promise of its founders and its current leadership to **leave no stone unturned** in the pursuit of delivering an outstanding education to its students.

The 2014-15 school year was a major year of transition for SABIS® Network charter schools across the United States. Without exception, every member school experienced a brand new “state test” for the first time, and in several cases, a brand new computer-administered format. While some states were cognizant of the fact that such major changes should be accompanied by a transition period, other states were not.

SABIS® is well equipped to swiftly respond to changes in the educational landscape and will continue to provide effective and advanced solutions in order to keep its students at the forefront of educational achievement. We continue to take tremendous pride in our students’ outstanding, 100% college-acceptance track record and in our schools’ graduation rates, which significantly

and consistently outperform host states’ graduation figures.

The 2014-15 school year gave us several milestones worth noting, some which I would like to highlight: Our first network charter school in Springfield, Massachusetts, celebrated the completion of its 20th year and was granted its fourth charter renewal. *U.S. News and World Report* ranked the school once again amongst America’s “Best High Schools.” The Holyoke Community Charter School celebrated the completion of its 10th year and was granted its second charter renewal. In Flint, Michigan, the SABIS® Network school – International Academy of Flint – was recognized by the Mackinac Center in the top 10 “Best Charter Schools in Michigan” and named “Academic State Champ” by *Bridge Magazine* for the third consecutive year.

The lessons and successes of the 2014-15 school year are essential ingredients for our work moving forward. We will **leave no stone unturned** as we work relentlessly to close the achievement gap for our students across the United States and continue to provide them with a 100% college acceptance rate so that

they can continue building on the life-prep foundations acquired at SABIS®.

To the teams of people working at SABIS® and in all SABIS® Network schools, I thank you for your commitment to our students, for your determination to change the world through education, and for **leaving no stone unturned**.

George Saad

George F. Saad
V.P. of U.S. Operations

Backed by a 129-year track record of excellence, schools that are part of the SABIS® Network in the U.S. are committed to helping their students realize their full potential and achieve success. The success of SABIS® Network schools and their students is driven by a commitment to consider every option, pursue every avenue, and turn over every stone. This commitment to doing whatever it takes has led to a successful 2014-15 academic year for the SABIS® Network public charter schools in the U.S.

In the 2014-15 academic year, two charter schools in the SABIS® U.S. Network celebrated major operational milestones. The SABIS® International Charter School (SICS) and the Holyoke Community Charter School (HCCS), both located in Massachusetts, celebrated their 20-year and 10-year anniversaries, respectively.

Schools within the SABIS® Network also celebrated many academic successes. SICS in Springfield was named among America's "Best High Schools" for the sixth year in a row by *U.S. News and World Report*. The school also graduated its fifteenth class of seniors.

The 108 seniors – all of whom were accepted to college – earned a total of \$9.6 million in scholarships. HCCS in Holyoke also had a lot to celebrate. HCCS students received recognition for their excellent performance on the 2015 National Spanish Examination, the largest Spanish exam of its kind in the U.S. Forty-four (44) HCCS students received honorable mention for scoring in the top percentiles on the exam. Additionally, two HCCS students received the Middle School Scholar Leaders award from The Commonwealth of Massachusetts Middle School Educators and The New England League of Middle Schools.

Notable academic performance and recognition were not limited in the 2014-15 academic year to the network's charter schools in Massachusetts. The International Academy of Flint (IAF) in Flint, Michigan, was ranked eighth on the "Best Charter Schools in Michigan" list issued by the Mackinac Center for Public Policy and was named "Academic State Champs" for the third year in a row by *Bridge Magazine*. The year at IAF ended on a high note with the Class of 2015 earning over \$1 million dollars

in college scholarships. And in Trenton, New Jersey, the International Academy of Trenton Charter School (IAT) joined the SABIS® U.S. Network. IAT opened its doors in September 2014 with a full enrollment of 354 students plus several hundred more on a waiting list.

In addition to celebrating operational and academic successes, SABIS® Network public charter schools earned recognition for their participation in a wide variety of extracurricular activities. The International Academy of Flint Robotics Team received the "Rookie All-Star Award," coming in first place at the Kettering University District Championship. A 7th grade student at the International Preparatory Academy (IPA) in Detroit, Michigan, won the national "I Can Make History" contest. Linwood Public Charter School in Shreveport, Louisiana, hosted the first Annual LPCS Warrior Basketball Tournament, with their girls' team coming in first place. International Academy of Trenton Charter School 3rd graders re-created the historical "Trenton Makes, The World Takes" bridge from recycled computer and keyboard pieces, which they entered in the 9th Annual *Artworks All Night* exhibit.

Encouraged by the many achievements celebrated in the 2014-15 academic year, SABIS® Network public charter schools are committed to continuing to help students realize their full potential and achieve success.



Driven by the determination to bring the SABIS® Educational System to more students across the country, the SABIS® U.S. Business Development Department worked throughout the 2014-15 academic year to support the network's expansion. The department identified expansion opportunities, oversaw the charter application process, and organized new school start-up operations including student recruitment activities.

In 2014-15, the SABIS® Business Development Department worked actively to locate facilities to house new charter schools. In advance of the opening of the International Academy of Trenton Charter School (IAT), they helped to find a facility which could accommodate an initial enrollment of 354 students. Once IAT had opened in a temporary location, they worked to secure a permanent facility that could accommodate the growth planned for the school. They also played an instrumental role in locating a facility for the International Academy of Atlantic City Charter School (IAAC), which opened in the 2015-16 academic year.

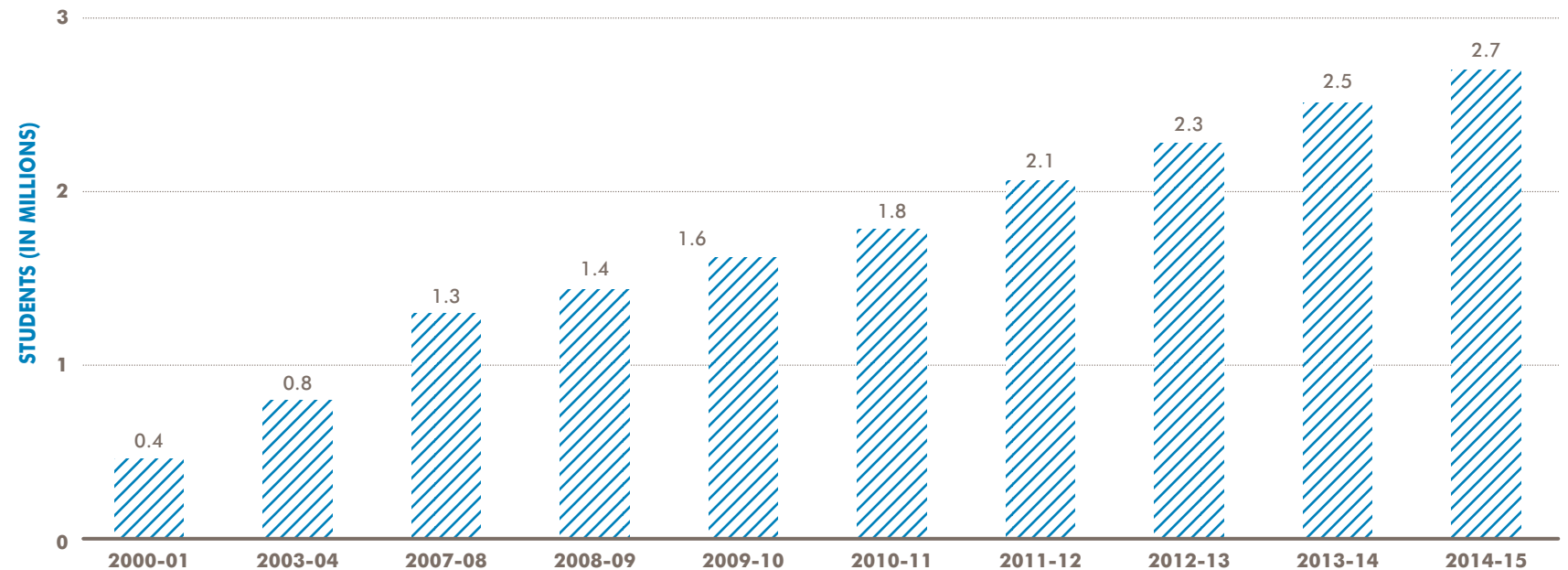
In addition to providing ongoing start-up support for new schools and following up on new charter applications,

the SABIS® Business Development Department is **leaving no stone unturned** as it explores additional opportunities for growth in Georgia, Illinois, Louisiana, Massachusetts, and New Jersey.

SABIS® is committed to the charter school movement and the high-quality education that charter schools make available to all families, especially those in underserved communities in the U.S. Charter schools currently number over 6,000 across the

country and educate 2.7 million students, 80% of whom are minorities. This figure represents consistent growth and reflects continued demand for high-quality education options.

ENROLLMENT IN CHARTER SCHOOLS, 2000-01 THROUGH 2014-15



Source: Data for 2000-01 through 2013-14 are from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public Elementary/Secondary School Universe Survey. Data for 2014-15 are collected from each state's departments of education.

BelovED Community Charter School (BelovED), located in Jersey City, New Jersey, is a public charter school that has implemented the SABIS® Educational System through a licensing agreement since it opened in 2012. In its first year of operation, the school was enrolled to full capacity – 360 students in Kindergarten through Grade 2 – and demand for places has continued, with the school being fully enrolled in each of its three years in operation. The school has added an additional grade level in each year of operation and will continue doing so until it reaches a full K-12 offering. In the 2014-15 academic year, BelovED welcomed 600 students in Kindergarten through Grade 4 and had a waiting list of 459 additional students.

At the end of the 2014-15 academic year, BelovED 4th graders were ready to take the New Jersey Assessment of Skills and Knowledge (NJ-ASK) exam. The state of New Jersey tests students in English and math in grades 3 through 8. In science, students are tested twice, once in Grade 4 and again in Grade 8. This was the first time BelovED students were officially tested by the state in science (as this would be the first time the school had a Grade 4 class) and the results for the NJ-

ASK in science were outstanding. Ninety-seven percent (97%) of BelovED students achieved proficient/advanced scores in science. Further analysis of the results also shows that 57% of BelovED students scored “advanced” on the science test, compared to only 39% of students in N.J. charter schools and 47% of students state-wide.

The outstanding performance of BelovED’s students on official state exams has contributed to the solid reputation the school has achieved over its three years of operation. Below are just a few things that BelovED parents have said:

“I have been to see most schools in Jersey City and this is definitely one of the best. The SABIS® Educational System is well-organized and continues to produce great results. After one year in the school, I’m very impressed and my son loves it!”

“My son has been in BelovED Community Charter School since it first opened. Enrolling him here was the best decision my husband and I have ever made for him. He has excelled to the point that he is on the honor roll and has truly matured. The value of having a solid academic foundation and integrity and

character is amazing. This school is a true blessing for my son, and my daughter will also be coming here in two years.”

“This school is awesome! My daughter is in Grade 1 now. She started in Kindergarten. They keep the children so academically involved and make sure the kids learn and understand. The teachers are great and the staff is wonderful. Most importantly, my daughter loves it and is excited about how much more she knows than her peers going to other schools.”

Continuously enrolled to full capacity, a burgeoning waiting list, outstanding performance on state exams, and positive feedback from parents and the community alike are all indicators of a school that is helping its students reach their full potential. Powered by SABIS®, BelovED will continue to implement the SABIS® Educational System, which includes a comprehensive set of tools and methodologies, to ensure that **no stone is left unturned** in the pursuit of academic achievement for all students.



Drawing on a tradition of excellence that is rooted in the 19th century, SABIS[®] Educational Systems, INC. is committed to helping the network's U.S. public charter schools achieve success. Backed by active and dedicated teams, schools can channel all their resources and focus their energies on turning over every stone to help their students reach their full potential and become the leaders of tomorrow.

Working in several different departments at SABIS[®] Educational Systems, INC., teams of individuals provide support, services, and solutions to all schools within the U.S. network. This past year, the SABIS[®] Educational Systems, INC. Human Resources Department updated SABISalent, a talent and performance management software that helps place individuals working in SABIS[®] Network schools on a path of professional development. The Legal and Finance departments provided U.S. network schools with specialty expertise to ensure optimal performance in line with local and state legislation. The IT Department continued to introduce cutting-edge technologies targeting efficiency in learning and general operation. The Marketing &

Communications Department supported schools in adapting marketing materials to reflect the new SABIS[®] brand image and introducing new social media strategies, both intended to help support schools' enrollment efforts. The Operations Department and the Business Development Department worked to ensure that expansion and growth plans were designed and implemented seamlessly across the country. The Academic Operations Department developed and introduced new titles within the SABIS[®] Book series to ensure that all students are well-prepared for official external exams. Finally, the SABIS[®] Professional Development Institute (SPDI) provided ongoing, targeted training sessions to build and improve teacher and staff skills and know-how.

In addition to benefitting from the efforts of all departments within the organization, SABIS[®] Network public charter schools also benefited throughout the 2014-15 academic year from various other network resources such as participation in annual meetings and conferences. In July 2015, directors from all SABIS[®] Network schools around the world attended the global SABIS[®] Directors' Meeting, where they

had the opportunity to reflect on the year just completed and learn about new developments for the one ahead. Directors from the U.S. also attended a mid-year Directors' Meeting in Minnesota. Academic Quality Controllers (AQC's) attended the AQC Conference, where they received training and updates on new methods to improve student evaluation and performance. Students in the network were also among those receiving training and support. Selected students from the U.S. network travelled to Athens, Greece, and participated in the annual SABIS[®] Student Life Training Camp, where they acquired a variety of new skills and built new relationships.

SABIS[®] Network schools in the U.S. are supported by a global organization with a 129-year history in education. Backed by excellence, SABIS[®] Network schools can focus on educating all students through a system that helps **leave no stone unturned.**

Data plays an important role in the education process in SABIS® Network schools in the U.S. and around the world. Through close monitoring of the learning process, millions of data points are generated and available to school administrators on a daily basis. Helping administrators understand the data and **turn over every stone** in the process of helping students achieve their full potential are cutting-edge IT tools like the SABIS® 360.

Every day, tests in a variety of subjects take place in any given SABIS® Network school. Frequent testing is a cornerstone of the SABIS® Educational System as a means to make sure that students are understanding the concepts taught in class. As a result of frequent testing, a large amount of data – including individual student performance and overall class performance – is generated and available to drive instruction.

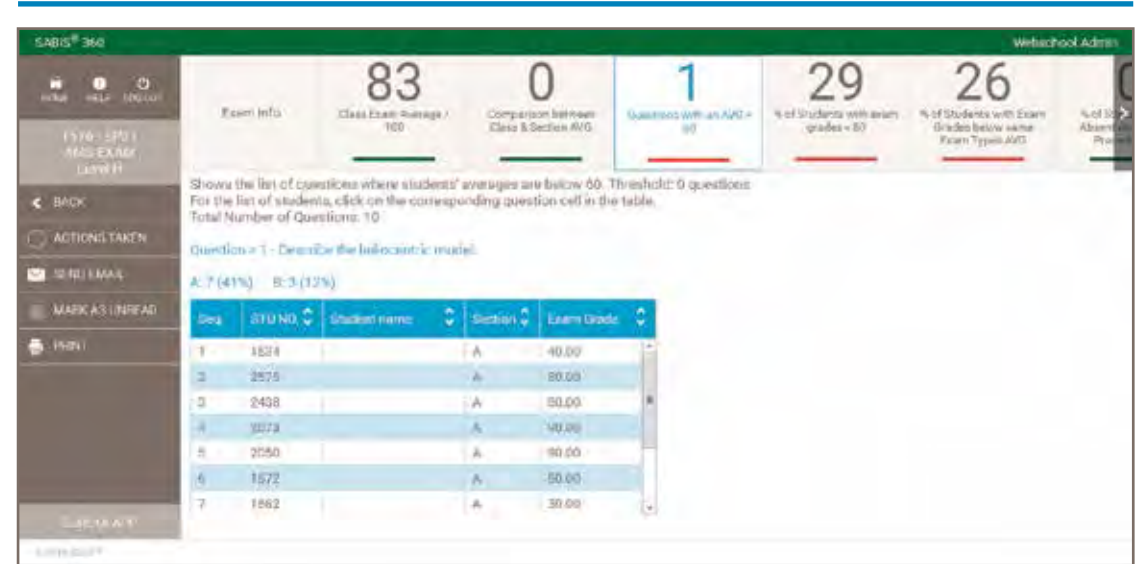
In order to help expedite and facilitate the exam data-analysis process, SABIS® introduced SABIS® 360, an IT tool that was specifically designed to help Academic Quality Controllers (AQC's) efficiently track student performance and analyze results. SABIS® 360 provides

AQC's with a tailored dashboard that gives them a clear picture of student performance. With one look at the dashboard, AQC's can quickly identify areas of concern. They can drill down from the dashboard level and look at individual students or cohorts and make decisions about how best to support the learning process through SLO® study groups, in-class re-teaching, or meetings with parents, just to name a few.

In addition to helping students across the network achieve their full potential, SABIS® 360 also helps the SABIS® Educational System as a whole perform optimally. Through the SABIS® 360, teams of individuals working in SABIS® Educational Systems, INC. have the chance to view school and student performance across the network. School performance is evaluated at a regional level and steps are taken to provide additional support or material as needed.

SABIS® 360 is one of many IT tools that is made available to SABIS® Network public charter schools to support and enhance their students' performance. Through data that is tailored for every user, SABIS® 360 effectively contributes to boosting student success.

SABIS® 360 DASHBOARD





THE SABIS STUDENT LIFE ORGANIZATION®: THE YEAR OF VISIBILITY

As one of the pillars of the SABIS® Educational System, the SABIS Student Life Organization® (SLO®) plays an important role in building a positive educational environment in every SABIS® Network school. SLO® actively engages students in school life and encourages them to share their SLO® experiences with others.

To help drive and focus student activities in SABIS® Network schools around the world, a unifying SLO® theme is set for each year. With the aim of raising awareness of SLO® and its valuable position at the heart of every SABIS® Network school, the theme for the 2014-15 academic year was *The Year of Visibility*, and SLO® teams in schools across the U.S. **left no stone unturned** in looking for ways to make their efforts visible.

Initial steps taken by SLO® students in U.S. public charter schools to achieve

visibility involved encouraging others to get involved in the organization. Promotional and advertising campaigns in schools highlighted events and activities that were taking place. Students also made sure that members of staff were aware of and excited about the many activities that were scheduled. In addition, an SLO® website was launched to share news and act as a platform for dialogue among schools.

Outside their schools, SLO® prefects worked to make their communities aware of their many activities. Through community projects, sporting activities and events, and online promotion of activities, the SLO®'s visibility was significantly increased.

Through SLO®, students in SABIS® Network schools have the opportunity to participate in positive, constructive, character-building activities that help

them become well-rounded individuals and engaged citizens who **leave no stone unturned** on their own path to make a difference.

In the summer of 2015, the SABIS® Student Life Training Camp was held in Athens, Greece. The camp brought together over 100 participants from SABIS® Network schools, including students from U.S. charter schools with high schools.

With over 14 different countries and 25 different nationalities represented, the worldwide camp was a truly international event. It is one of the many ways students in SABIS® Network schools develop an open mind to living and working in a multinational and multiracial environment.



A TOP QUALITY EDUCATION FOR ALL: CLOSING THE ACHIEVEMENT GAP

Broadly viewed as the civil rights issue of our time, the achievement gaps linked to race and socio-economic status in education have been the subject of studies for over four decades. In contrast to the vast majority of schools across the country struggling to bridge the gap, SABIS® Network public charter schools are proving their ability to close the achievement gap and deliver a top-quality education for all.

State exam results from two SABIS® Network public charter schools, one in Massachusetts and the other in Michigan, reflect the SABIS® Educational System's effectiveness in closing the achievement gap.

The majority of students at both the SABIS® International Charter School (SICS) in Springfield, Massachusetts, and the International Academy of Flint (IAF) in Flint, Michigan, are economically disadvantaged and minorities, either black or Hispanic. Moreover, students in these two schools face significant challenges including living in communities with high crime rates. Despite these and other challenges, students at SICS and IAF are not only graduating high school – many of

whom are the first in their families to do so – they are also being accepted into colleges and universities across the country. The classes of 2015 at SICS and IAF earned \$9.6 million and over \$1 million, respectively, in academic scholarships.

The graphs on the next page illustrate the academic performance of black students at SICS and IAF as compared to white, non-Hispanic students in Massachusetts and Michigan, respectively. The achievement gap is calculated by taking the proficiency percentage of black students on the Massachusetts Comprehensive Assessment System (MCAS) and the Michigan Educational Assessment Program (MEAP) and subtracting the proficiency percentage achieved by their white, non-Hispanic peers.

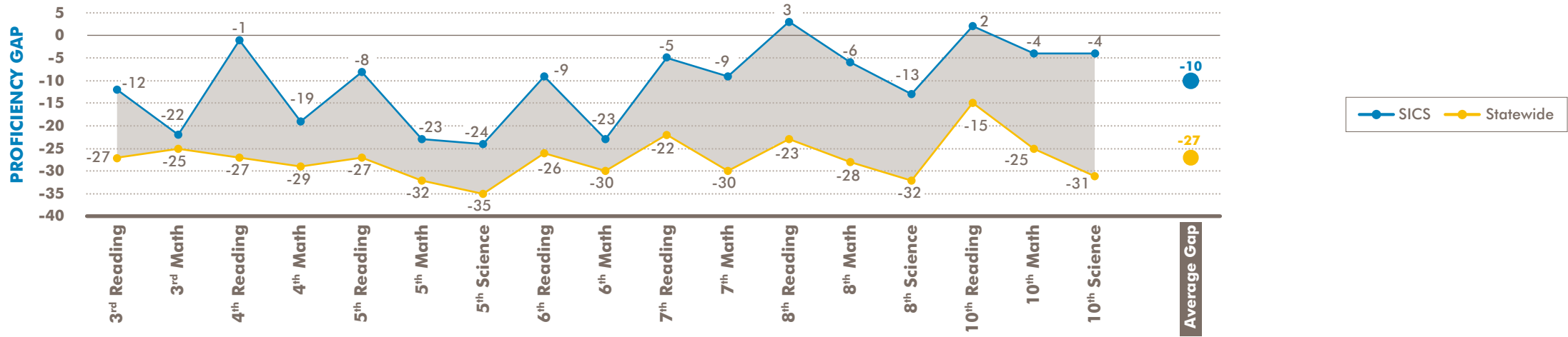
Statewide in Massachusetts, the average gap in performance between black students and their white, non-Hispanic peers is nearly three times as wide as it is at SICS. By the 10th grade, black students at SICS are beating their white peers by 2 percentage points in reading and come within 4 points of tying their peers in math and science. In contrast, the state's

gaps on the 10th grade high stakes exam depict a downward trend with gaps reaching 15, 25, and 31 percentage points in reading, math, and science, respectively.

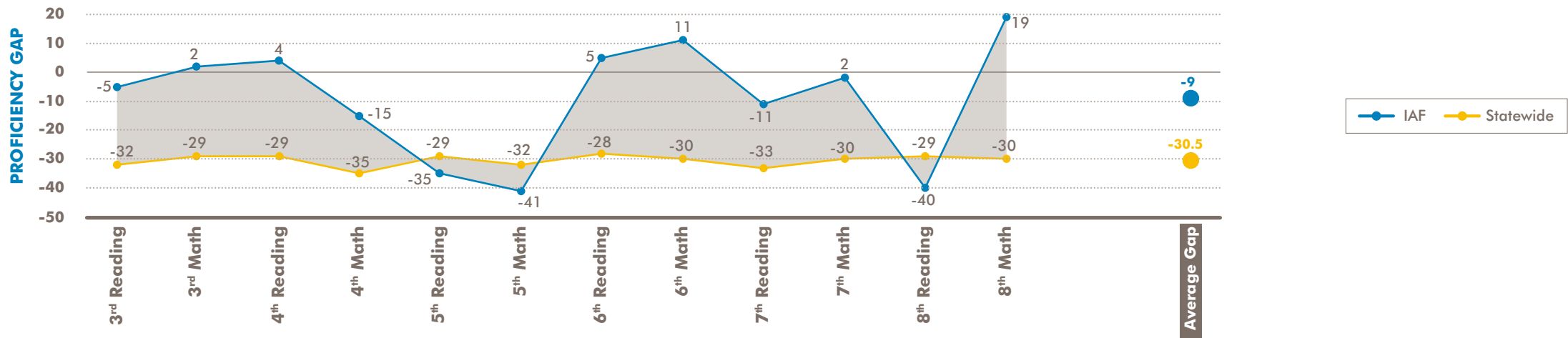
At IAF, the results are even more impressive. Students attending IAF are beating the state averages by astonishing margins in math during their middle school years. In the 8th grade, black students at IAF are outperforming their white peers by 19 percentage points, effectively closing the racial achievement gap in math. In contrast, the state maintains about a 30-point achievement gap across all years and subjects.

Regardless of challenges faced by students enrolled in SABIS® Network public charter schools across the U.S., the SABIS® Educational System effectively closes the achievement gap and puts students on the path to success. Through a well-structured curriculum, proven teaching methods, efficient textbooks, frequent assessment, cutting-edge IT tools, an empowering SABIS Student Life Organization®, and a positive school environment, the SABIS® Educational System **leaves no stone unturned** in delivering a top-quality education for all.

PROFICIENCY GAP BETWEEN AFRICAN-AMERICAN AND WHITE, NON-HISPANIC STUDENTS AT SICS V. STATEWIDE



PROFICIENCY GAP BETWEEN AFRICAN-AMERICAN AND WHITE, NON-HISPANIC STUDENTS AT SICS V. STATEWIDE



ACCESS ELL RESULTS

With English as the language of instruction in schools across the U.S. and with the population of English Language Learners (ELL) enrolled in public schools in the U.S. estimated to be approximately 9.2% and growing, several states around the country have adopted legislation requiring students who are non-native

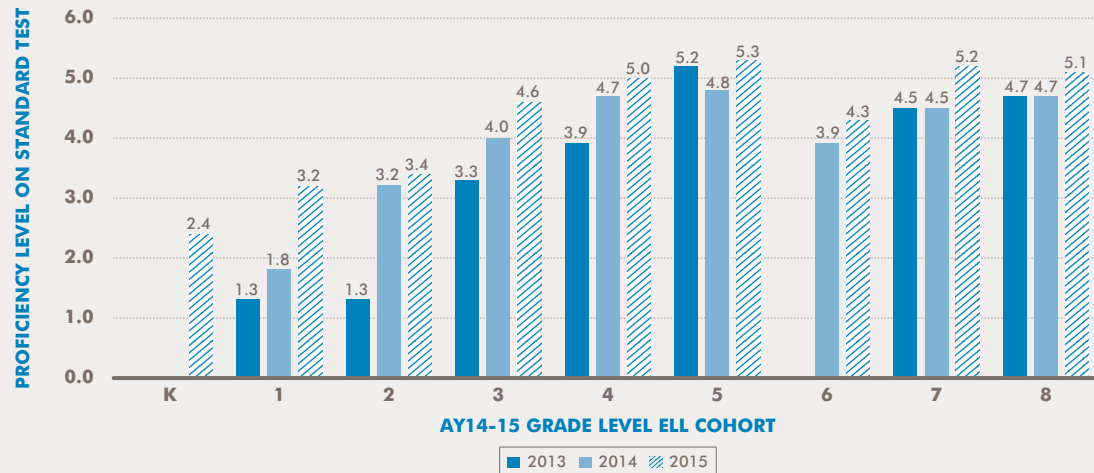
speakers of English to take annual English proficiency tests. In order to help meet the needs of ELL students, 32 states have adopted the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS ELL) program. As part of the ACCESS ELL program, an annual test was

administered to 1.3 million students in the 2014-15 academic year.

ELL students from Kindergarten through Grade 12 take ACCESS ELL tests in the mid-winter annually. Their test results are processed and shared with the schools in the late spring. Scored on a six-point scale

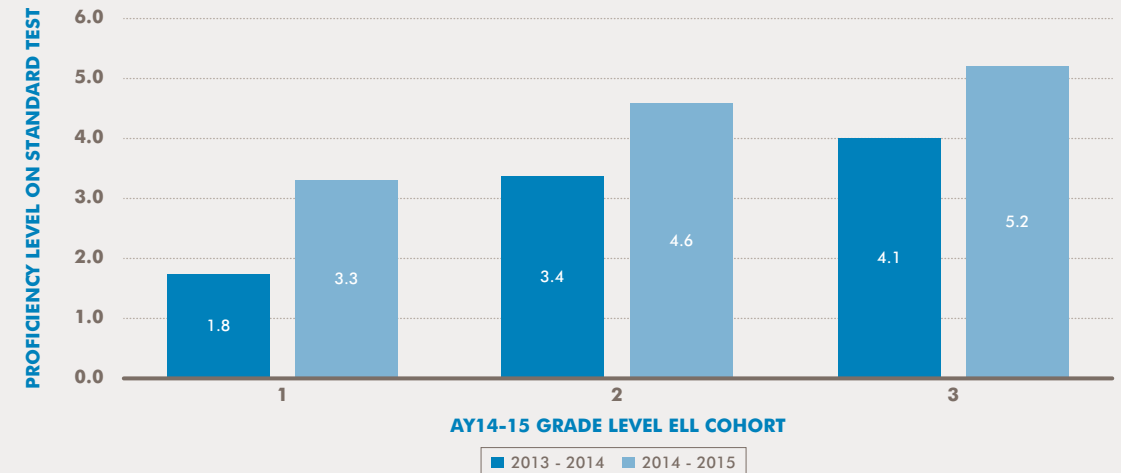
ranging from “entering” to “reaching” proficiency, the test assesses students’ English skills in writing, listening, and speaking as well as the general progress they are making in learning English. Although there is some variation from state to state, those students whose ACCESS ELL results show that they have achieved levels

HCCS ACCESS PROFICIENCY LEVELS



At HCCS, on average, all students participating in the ELL program in 2013-14 and 2014-15 improved in their proficiency levels on the standard test. In grades 3, 5, 7, and 8, the average proficiency level was 5 or better, meaning that, on average, those students performed so well they were ready to transition into a regular English program.

LCCS ACCESS PROFICIENCY LEVELS



At LCCS, in just one year, ELL students improved their proficiency levels on average by 1.2 points. More impressively, 3rd grade ELL students’ average proficiency level was 5.2, which means that on average those students were ready to transition out of the program after only two years.

5 or 6 are considered eligible to transition out of ELL classes. Students who have exited ELL programs are monitored over a two-year period to ensure that they are coping well with regular English classes.

The ACCESS ELL program is implemented in three states in which SABIS® Network

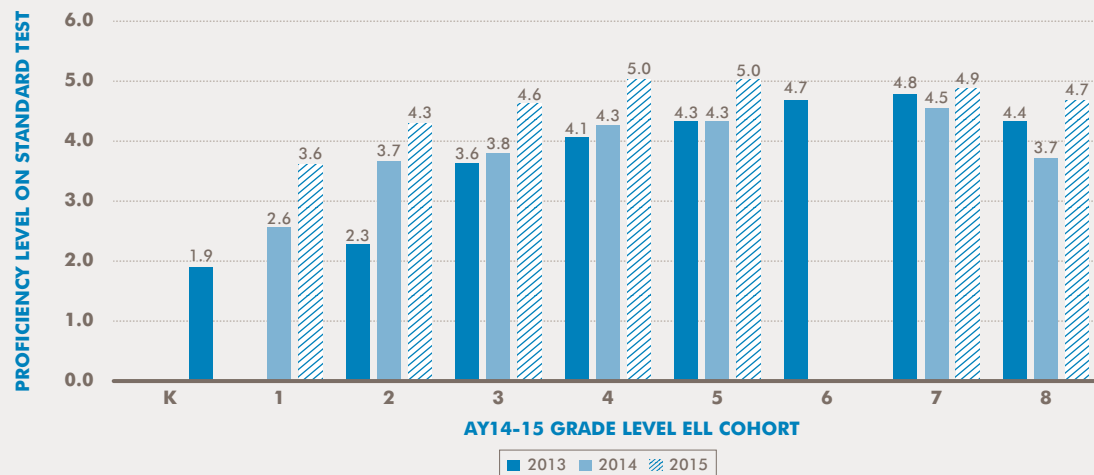
public charter schools operate – Massachusetts, Michigan, and New Jersey. Among the most established of the network schools, and those with a large enough sample of ELL students for comparison, are those located in Massachusetts, where the average percent of ELL students enrolled in SABIS® Network schools is 9.2%.

SABIS® Network schools in Massachusetts demonstrated success in **leaving no stone unturned** in making sure their students are academically prepared for ACCESS ELL exams. The majority of ELL students at Holyoke Community Charter School (HCCS), Lowell Collegiate Charter School (LCCS), and SABIS® International

Charter School (SICS), all three of which implement the SABIS® Educational System, achieved levels 5-6 and were deemed ready to exit the ACCESS ELL program.

The graphs below show results achieved in just one year.

SICS ACCESS PROFICIENCY LEVELS



At SICS, on average, all students participating in the ELL program in the 2013-14 and 2014-15 academic years improved in their proficiency levels on the ACCESS ELL test. Further, average growth from 2012-13 to 2013-14 was 0.13, and average growth from 2013-14 to 2014-15 was 0.74.

By helping students complete ELL programs and join regular English classes, SABIS® Network charter schools demonstrated their success in helping non-native English speakers integrate quickly and efficiently with their peers. Equipped with English language proficiency, students have one of the essential tools needed to pursue success.

Scale: 1 = Entering, 2 = Emerging, 3 = Developing, 4 = Expanding, 5 = Bridging, 6 = Reaching
 Note: Missing bars indicate there were no students in the cohort during that academic year. All ELL students at all levels showed improvement in proficiency levels in AY1415. In general, a student may exit the ELL program once he/she obtains a proficiency level of five or better; although, there are some conditions based on sub-subject proficiency levels in reading and writing.

In addition to receiving a top-quality education, students in SABIS® Network schools learn to become upstanding members of their communities. From a very early age, students learn the importance of being active members of society and understand that they have an important role to play in making their communities and the world around them a better place.

In the 2014-15 academic year, students in SABIS® Network public charter schools took part in community service projects that allowed them to give back to their communities.

Holyoke Community Charter School (HCCS): Students at HCCS participated in the *Teens for Jeans* campaign and won the “Certificate of Excellence” award for collecting over 800 pairs of jeans for homeless teens across the U.S. The school also took part in other fundraising initiatives including *Pennies for Patients* to benefit the Leukemia and Lymphoma Society, the March of Dimes, and the Breast Cancer Society.

Lowell Collegiate Charter School (LCCS): Students at LCCS launched an initiative to collect toys for the Thom Anne

Sullivan Early Intervention Center, a center committed to providing early intervention services to infants and toddlers with developmental delays or disabilities. LCCS students also hosted a drive to collect hats, scarves, and mittens for the *Wish Project* in Lowell, which provides these items to 35,000 needy persons in the Merrimack Valley of Massachusetts each year.

International Academy of Saginaw (IAS): Students at IAS, in partnership with the Food Bank of Eastern Michigan, organized the first annual food distribution initiative for the Saginaw community. The students collected and distributed 10,000 pounds of food to 172 families in the local communities.

Linwood Public Charter School (LPCS): Students at LPCS were ranked third in the *Pastries for Pennies* project to raise funds for the Leukemia and Lymphoma Society. They also raised money for the American Cancer Society’s *Relay for Life®* and the Susan G. Komen *Race for the Cure®*, both events aimed at supporting individuals with breast cancer. Students participated in the *Toys for Tots* project to collect and distribute toys to underprivileged children for Christmas,

and the *Geaux Bags* outreach project to help children in foster care have a basic bag of appropriately-sized necessities for the first night in their new home.

International Academy of Trenton (IAT): During the winter season, IAT students assisted their teachers in organizing food and coat drives for underprivileged individuals in their local communities. The students also held two drives to help families that had lost their homes to fires.

SABIS® International School (SIS): SIS students dedicated their time and effort at several local community service initiatives including *South Mountain Village Clean and Beautiful* and *Hike for the Homeless*. Students also collected food and funds for St. Mary’s Food Bank and the UMOM women’s shelter.

Public charter schools within the SABIS® Network ensure that they **leave no stone unturned** in their efforts to educate and graduate well-rounded and compassionate individuals. Together, students in the SABIS® Network learn that they have a responsibility to give back to their communities and can make a difference in the lives of those less fortunate than themselves.



2015 COLLEGE AND UNIVERSITY ACCEPTANCES

- Adrian College
- Alabama State University
- Albion College
- Alpena Community College
- American International College
- Anna Maria College
- Assumption College
- Baker College
- Bay Path University
- Bay State College
- Becker College
- Berklee College of Music
- Bethune-Cookman University
- Boston University
- Bridgewater State University
- Bryant University
- Carnegie Mellon University
- Centenary College
- Central Connecticut State University
- Central Michigan University
- Central State University
- Champlain College
- Cincinnati State Technical and Community College
- Clark Atlanta University
- Clark University
- Clarkson University
- College of Saint Rose
- Colorado School of Mines
- Curry College
- Daemen College
- Delta College
- DePaul University
- Drexel University
- Eastern Michigan University
- Elms College
- Emerson College
- Emmanuel College
- Fairfield University
- Fashion Institute of Technology
- Ferris State University
- Fisher College
- Fisk University
- Fitchburg State University
- Framingham State University
- Franklin Pierce University
- George Mason University
- George Washington University
- Georgia State University
- Grace College and Seminary
- Grand Valley State University
- High Point University
- Hofstra University
- Holyoke Community College
- Hope College
- Howard University
- Iona College
- Ithaca College
- Johnson & Wales University
- Johnson C. Smith University
- Johnson State College
- Keene State College
- Kettering University
- Lane College
- Lansing Community College
- Lasell College
- Lesley University
- Lincoln Technical Institute
- Lincoln University
- Livingstone College
- Louisiana State University
- Manhattan College
- Marymount Manhattan College
- Massachusetts College of Liberal Arts
- Massachusetts College of Pharmacy and Health Sciences
- Mercyhurst University
- Michigan State University
- Mott Community College
- Mount Ida College
- Mount St. Joseph University
- New England College
- Newbury College
- Nichols College
- North Carolina A&T State University
- North Carolina State University
- Northeastern University
- Norwich University
- Oakland University
- Oakwood University
- Oberlin College
- Ohio University
- Oklahoma State University
- Pace University
- Paul Smith's College
- Pennsylvania State University
- Philander Smith College
- Pine Manor College
- Plymouth State University
- Providence College
- Purdue University
- Quinnipiac University
- Regis College
- Rensselaer Polytechnic Institute
- Rhode Island College
- Rivier University
- Robert Morris University
- Rochester College

- Roger Williams University
- Saint Anselm College
- Saint Lawrence University
- Saint Leo University
- Saint Michael's College
- Salem State University
- Salve Regina University
- Seton Hall University
- Shawnee State University
- Shenandoah University
- Siena Heights University
- Smith College
- Southern Connecticut State University
- Southern New Hampshire University
- Spelman College
- Springfield College
- Springfield Technical Community College
- State University of New York
- Stonehill College
- Suffolk University
- Syracuse University
- Tiffin University
- Trinity College
- Truckee Meadows Community College
- Tuskegee University
- Unity College
- University of Alabama
- University of Cincinnati
- University of Colorado-Boulder
- University of Connecticut
- University of Delaware
- University of Detroit Mercy
- University of Hartford
- University of Kansas
- University of Kentucky
- University of Maine
- University of Maryland
- University of Massachusetts
- University of Massachusetts Amherst
- University of Massachusetts Boston
- University of Massachusetts Dartmouth
- University of Massachusetts Lowell
- University of Michigan
- University of Michigan-Dearborn
- University of Michigan-Flint
- University of New Hampshire
- University of New Haven
- University of New Orleans
- University of Pittsburgh
- University of Rhode Island
- University of Toledo
- University of Vermont
- University of Virginia
- Ursinus College
- Utica College
- Virginia Commonwealth University
- Washington College
- Washtenaw Community College
- Wells College
- Wentworth Institute of Technology
- Western Michigan University
- Western New England University
- Westfield State University
- Wheaton College
- Wiley College
- Wilmington College
- Worcester Polytechnic Institute
- Worcester State University
- Wright State University
- Xavier University
- Xavier University of Louisiana

U.S. SABIS®

NETWORK



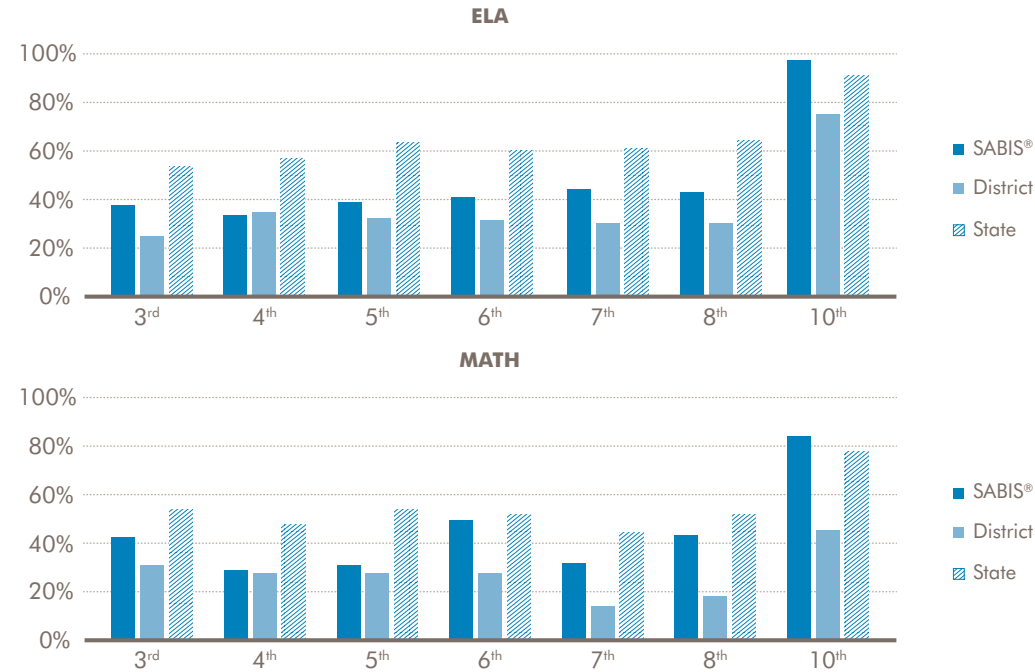
SCHOOLS

MASSACHUSETTS

SABIS® International Charter School (SICS)
 160 Joan Street, Springfield, MA 01129 | 413.783.2600 | sics.sabis.net



Percent of SICS Students Scoring Proficient & Above



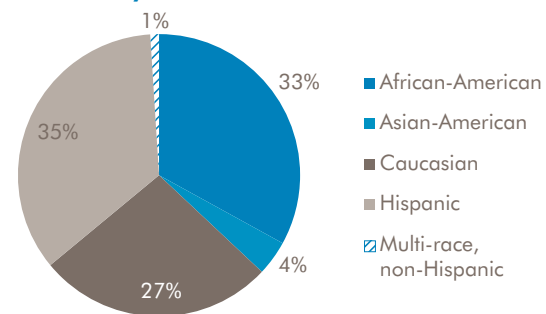
Profile

Year Founded: 1995
 Enrollment: 1,574
 Grades Served: K-12

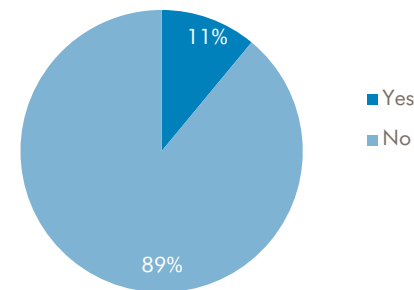
Parent Testimonial:

"I love the school. I can tell the difference in my daughter since she got to SABIS®. She is learning ahead of all her other peers in different schools in the area."

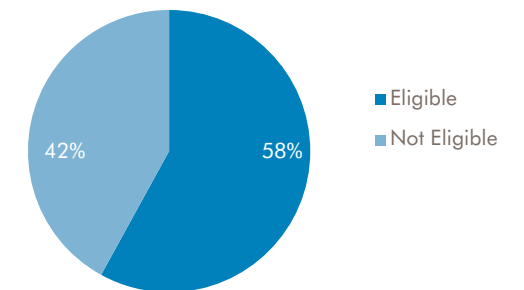
Ethnicity of Students: SICS



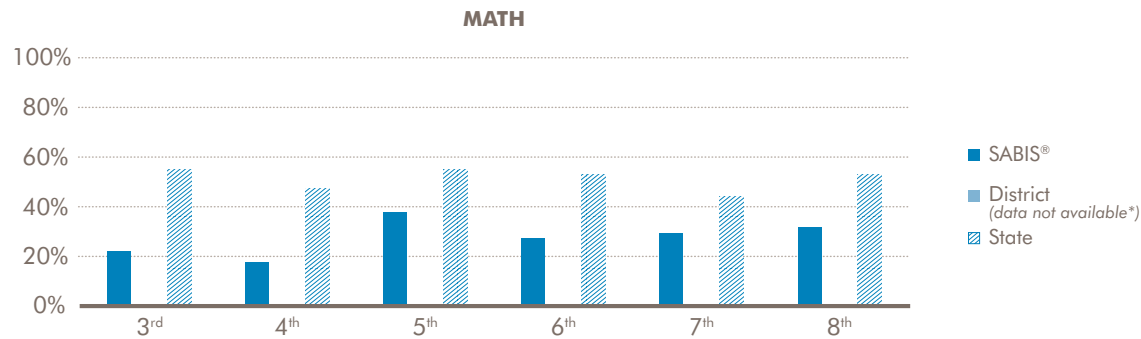
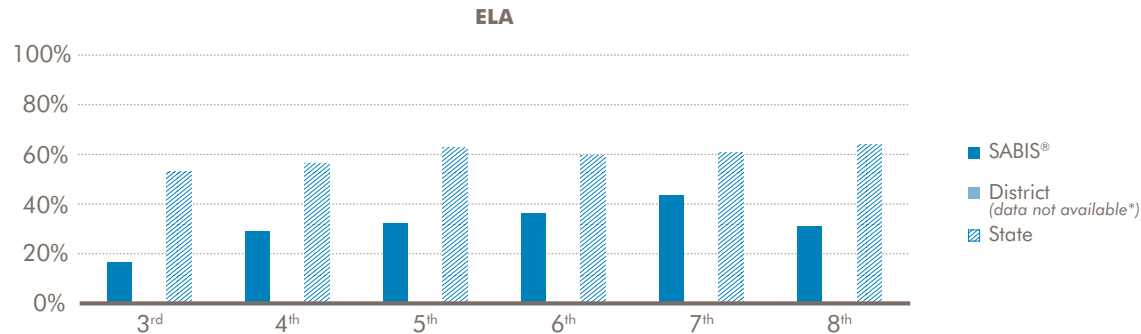
Special Needs: SICS



Free/Reduced Lunch: SICS



Percent of HCCS Students Scoring Proficient & Above



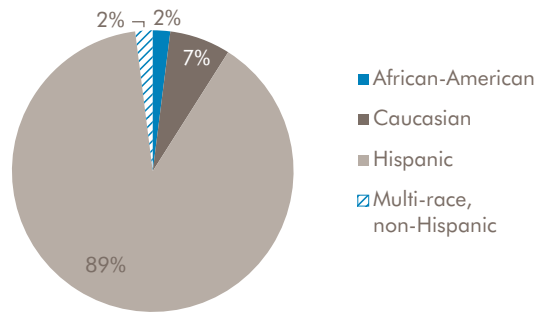
Profile
 Year Founded: 2005
 Enrollment: 702
 Grades Served: K-8

Parent Testimonial:

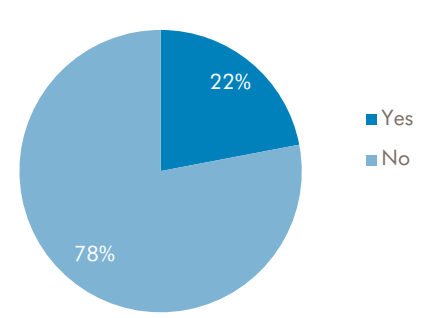
"What I most value about HCCS is the education system and teachers' involvement with students. Also, we like the testing system, which prepares students to get higher grades."

***Note:**
 Holyoke District took MCAS.
 HCCS and State data reflect PARCC exam results.

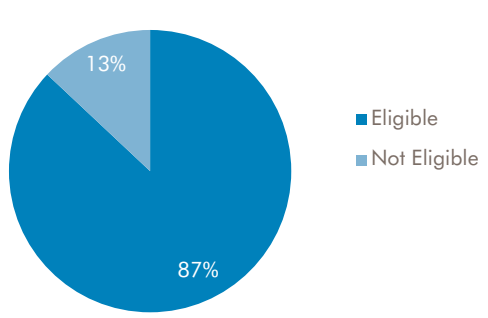
Ethnicity of Students: HCCS



Special Needs: HCCS



Free/Reduced Lunch: HCCS

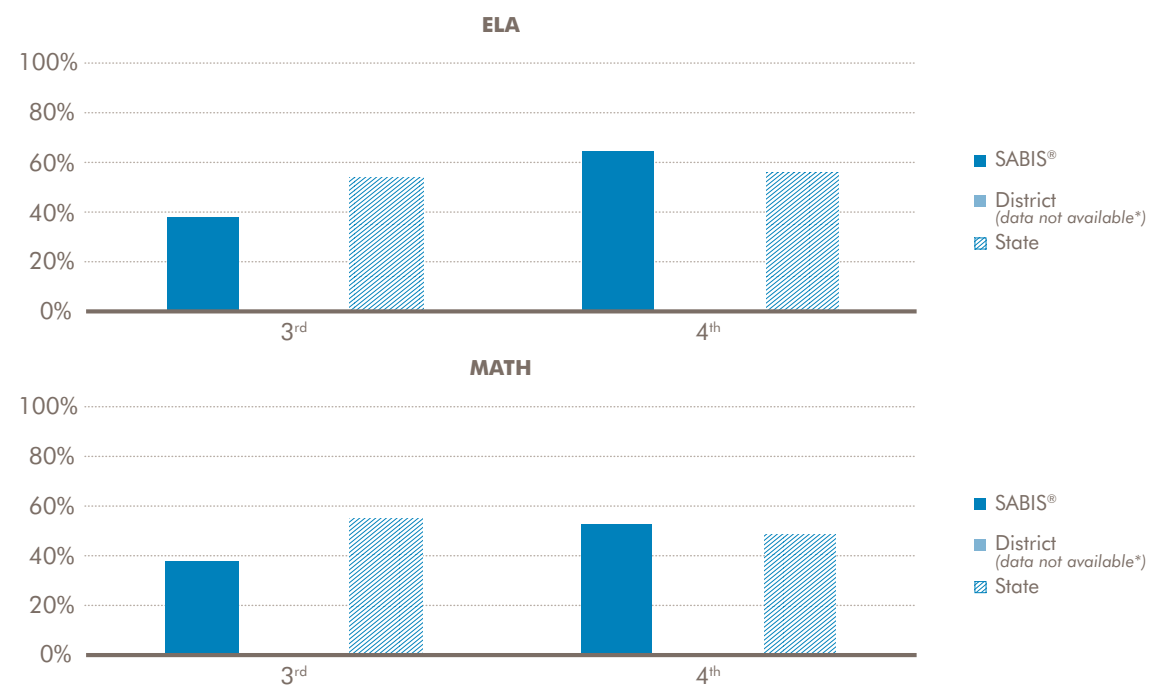


MASSACHUSETTS



Lowell Collegiate Charter School (LCCS)
 25 Fr. John Sarantos Way, Lowell, MA 01854 | 978.458.1399 | lccs.sabis.net

Percent of LCCS Students Scoring Proficient & Above



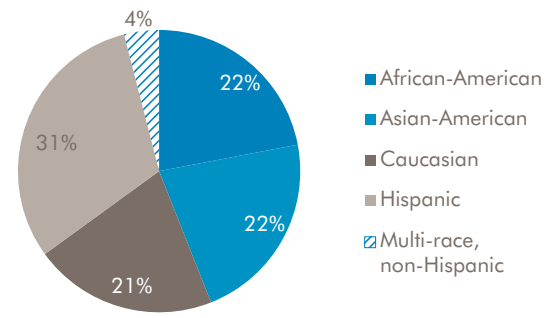
Profile
 Year Founded: 2013
 Enrollment: 350
 Grades Served: K-4

Parent Testimonial:

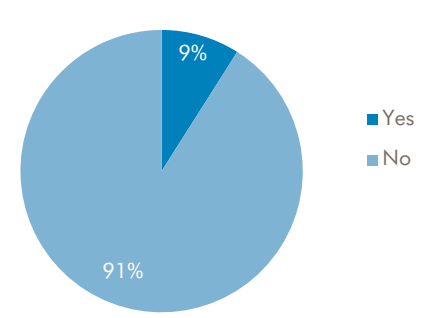
"We value the rigorous academics to prepare our two children for the future. The school structure and discipline at the school are also important to promote the best learning environment."

***Note:**
 Lowell District took MCAS.
 LCCS and State data reflect PARCC exam results.

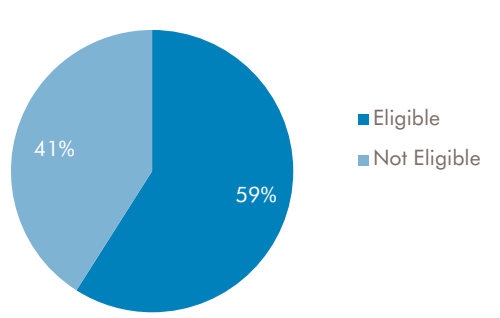
Ethnicity of Students: LCCS



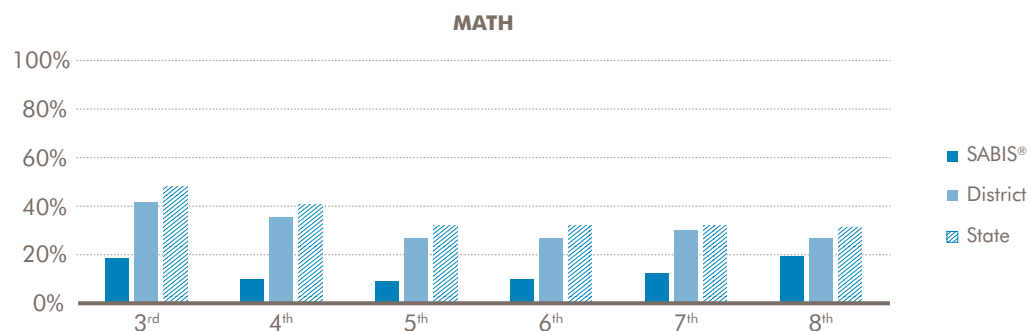
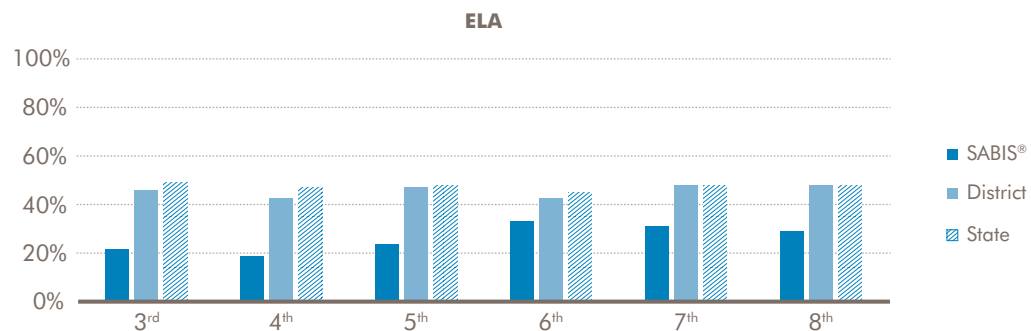
Special Needs: LCCS



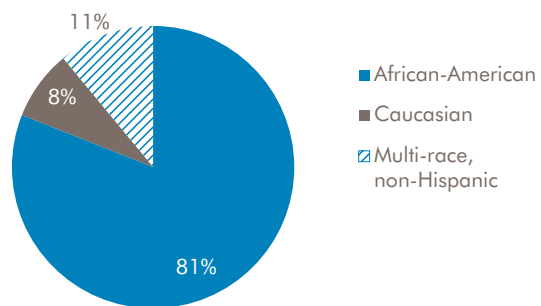
Free/Reduced Lunch: LCCS



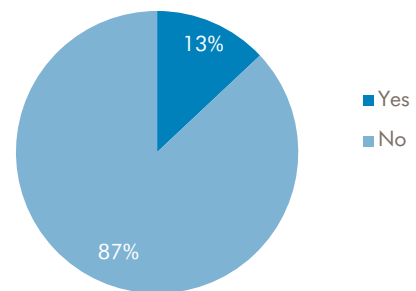
Percent of IAF Students Scoring Proficient & Above



Ethnicity of Students: IAF



Special Needs: IAF



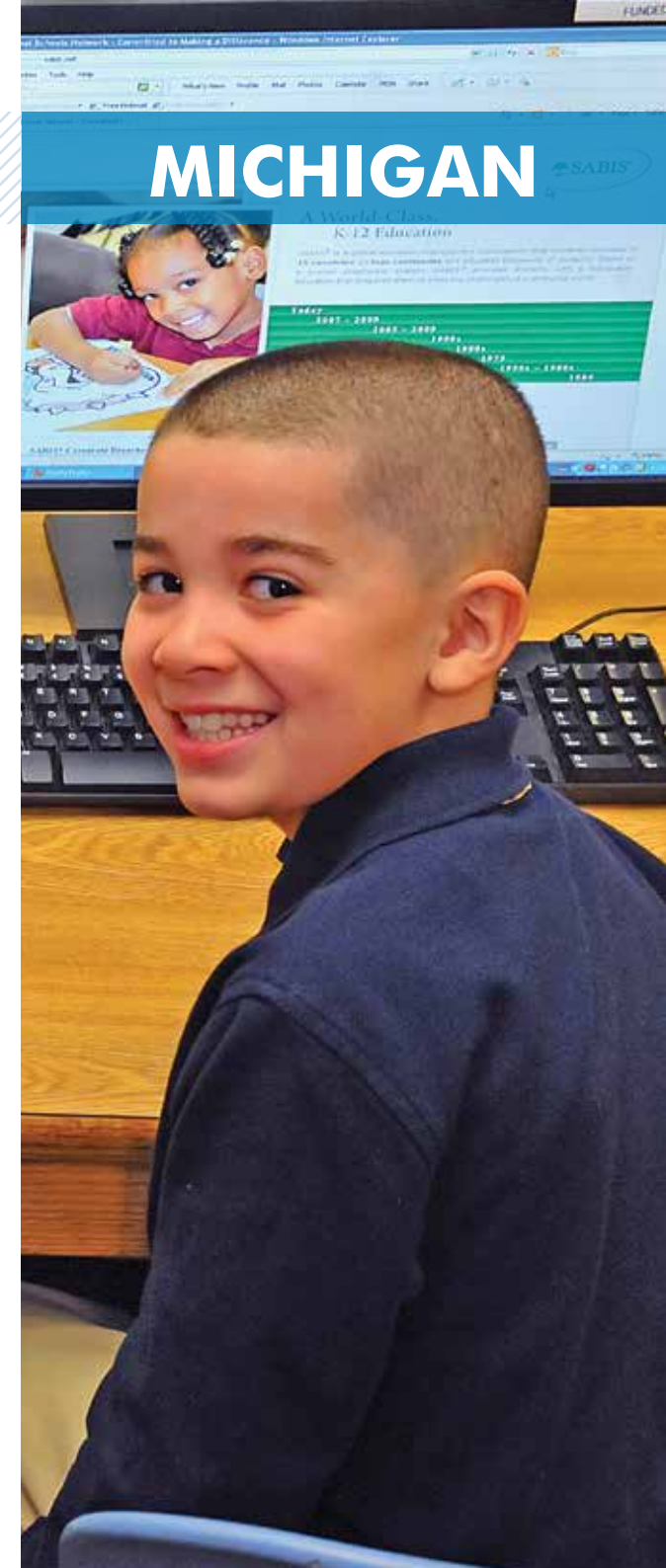
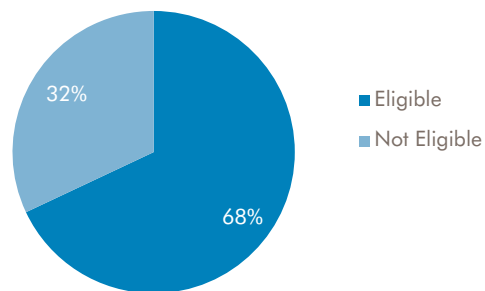
Profile

Year Founded: 1999
 Enrollment: 1125
 Grades Served: K-12

Parent Testimonial:

"I really love this school. I wouldn't take my daughter to any other school. The teachers help a lot; they keep me updated on everything and expect the best out of all their students, and I like that."

Free/Reduced Lunch: IAF

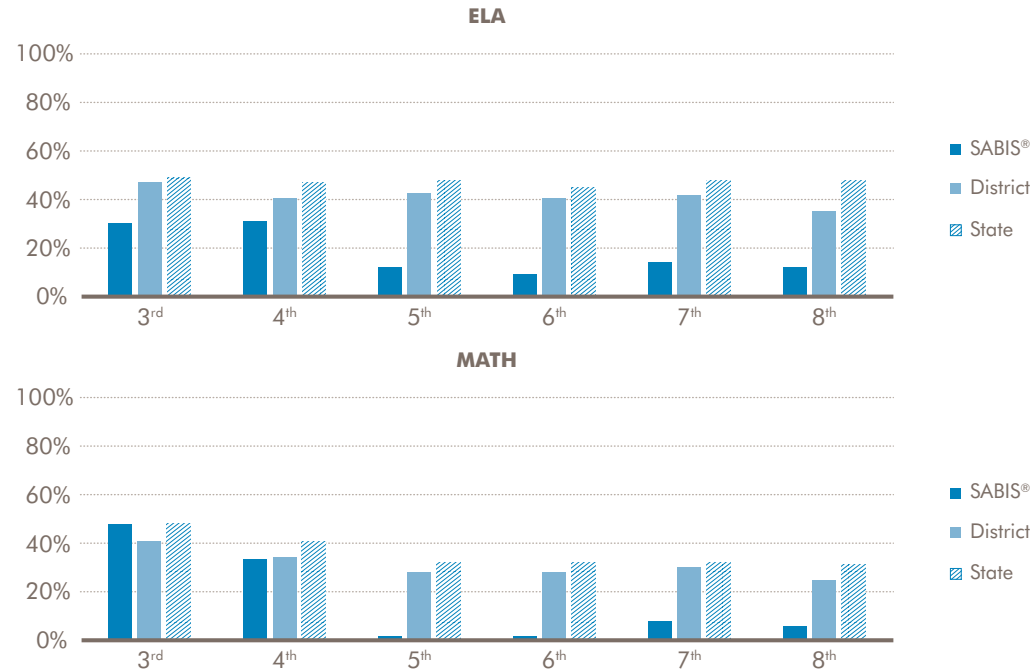


MICHIGAN

International Academy of Saginaw (IAS)

1944 Iowa Avenue, Saginaw, MI 48601 | 989.921.1000 | ias.sabis.net

Percent of IAS Students Scoring Proficient & Above



Profile

Year Founded: 2007

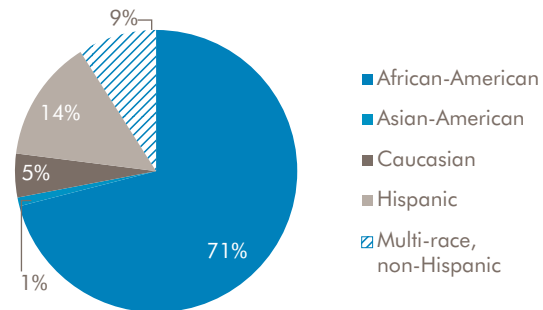
Enrollment: 260

Grades Served: K-8

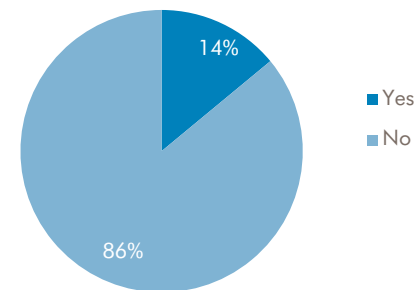
Parent Testimonial:

"I value the standards this school expects the children to reach. It's important to set high goals for children. This way they are not surprised when they reach high school and even college level."

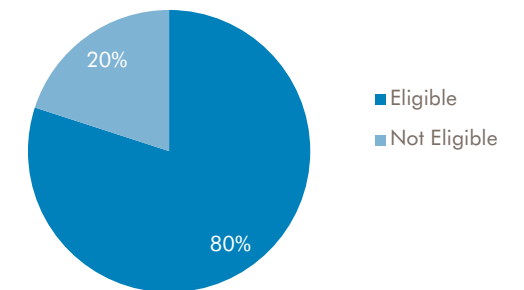
Ethnicity of Students: IAS



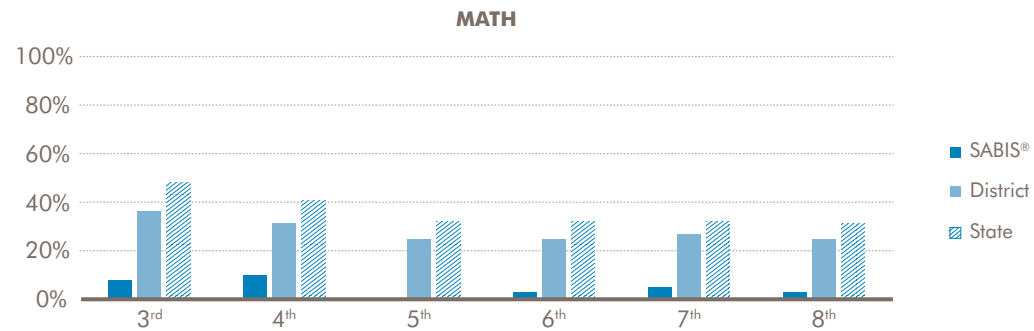
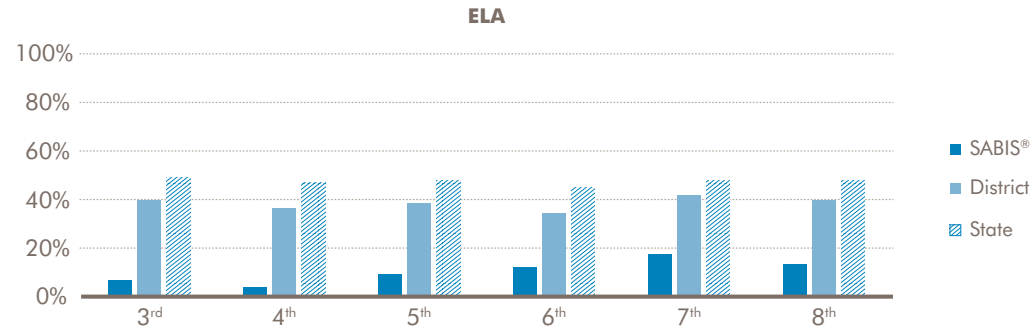
Special Needs: IAS



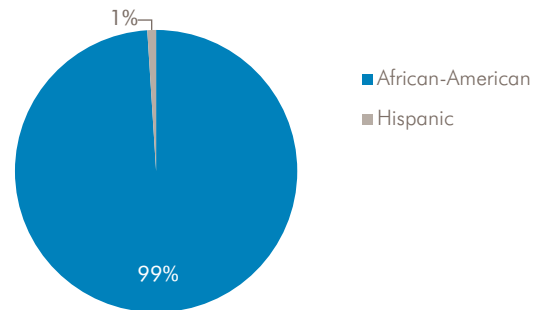
Free/Reduced Lunch: IAS



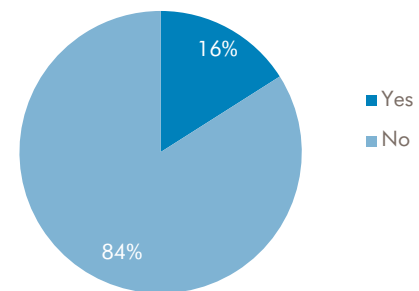
Percent of IPA Students Scoring Proficient & Above



Ethnicity of Students: IPA



Special Needs: IPA



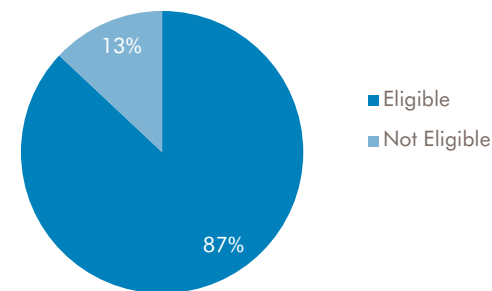
Profile

Year Founded: 2012, as a Takeover School
 Enrollment: 400
 Grades Served: K-8

Parent Testimonial:

"I like that this is a college-preparatory school and that they actually care about my child's education and help me to help her succeed."

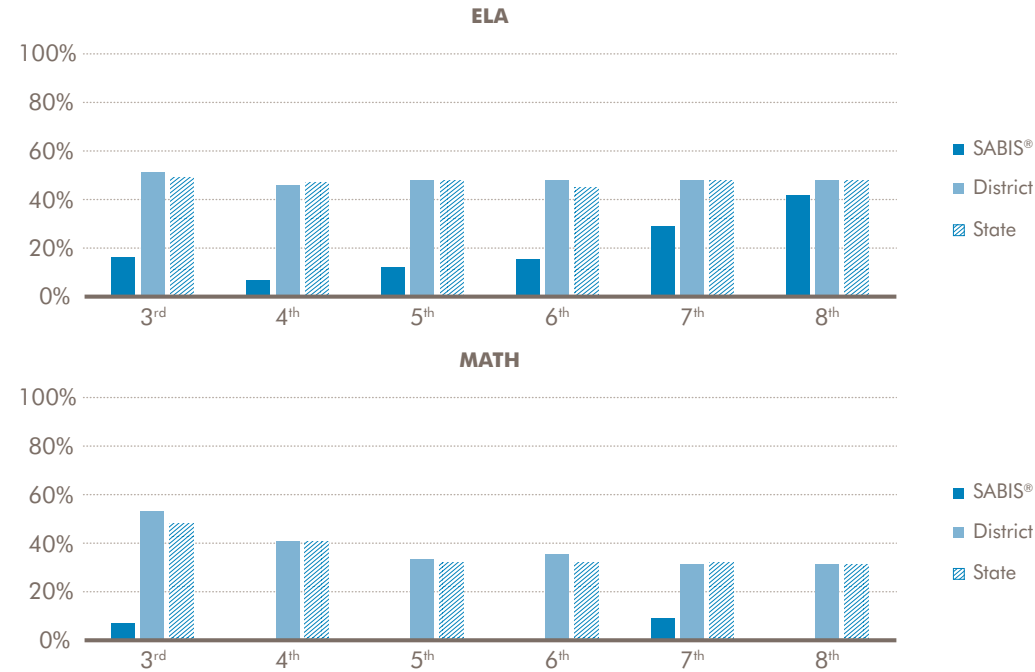
Free/Reduced Lunch: IPA



MICHIGAN

Mid-Michigan Leadership Academy (MMLA)
 730 West Maple Street, Lansing, MI 48906 | 517.485.5379 | mmla.sabis.net

Percent of MMLA Students Scoring Proficient & Above



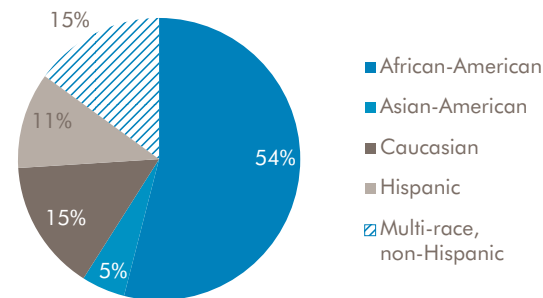
Profile

Year Founded: 2013, as a Takeover School
 Enrollment: 250
 Grades Served: K-8

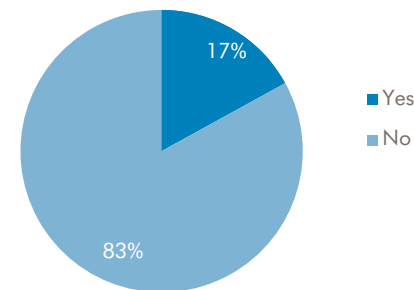
Parent Testimonial:

"MMLA is the best fit for my daughter because they push her academically and she wants to succeed and excel to be the best student she can be! MMLA has standards and expectations that other schools in the area don't have."

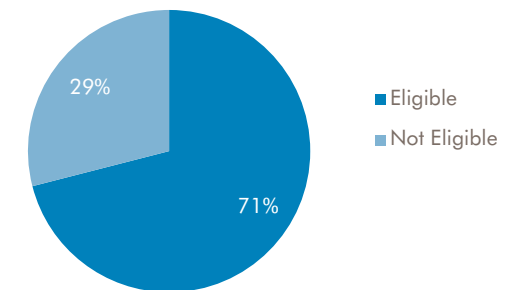
Ethnicity of Students: MMLA



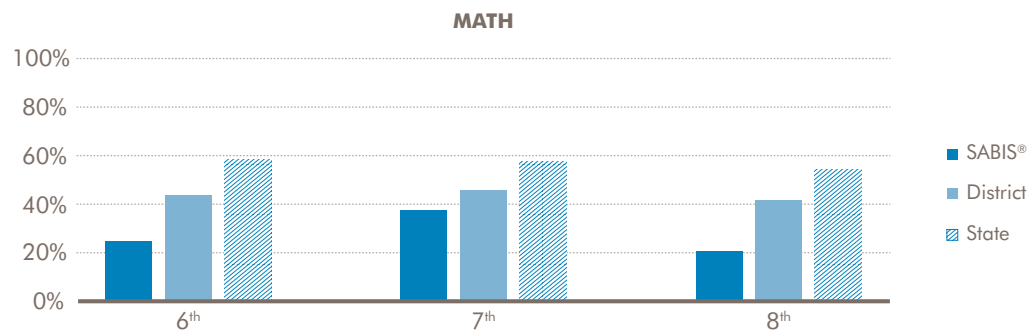
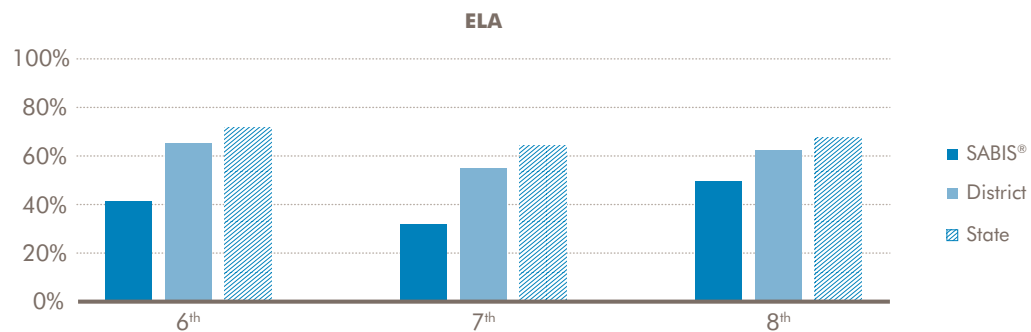
Special Needs: MMLA



Free/Reduced Lunch: MMLA



Percent of LPCS Students Scoring Proficient & Above



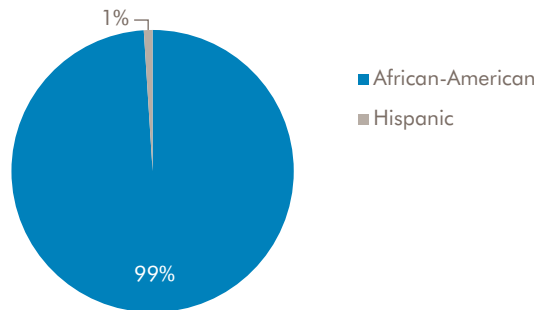
Profile

Year Founded: 2009, as a Takeover School
 Enrollment: 500
 Grades Served: K-1, 6-8

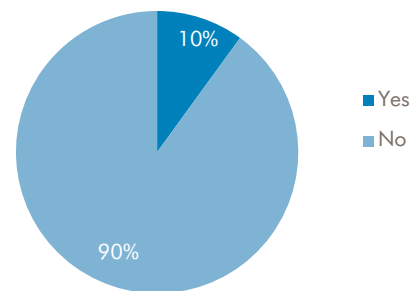
Parent Testimonial:

“What I value most are the education standards. I love the fact that the school is safe and students can be themselves. The school is very clean and organized, and the staff is friendly.”

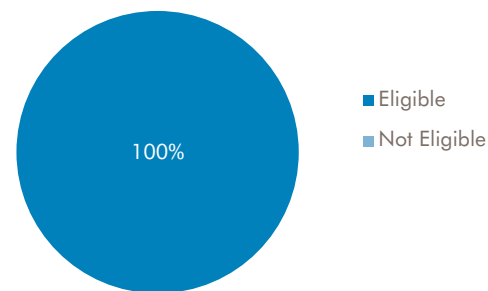
Ethnicity of Students: LPCS



Special Needs: LPCS



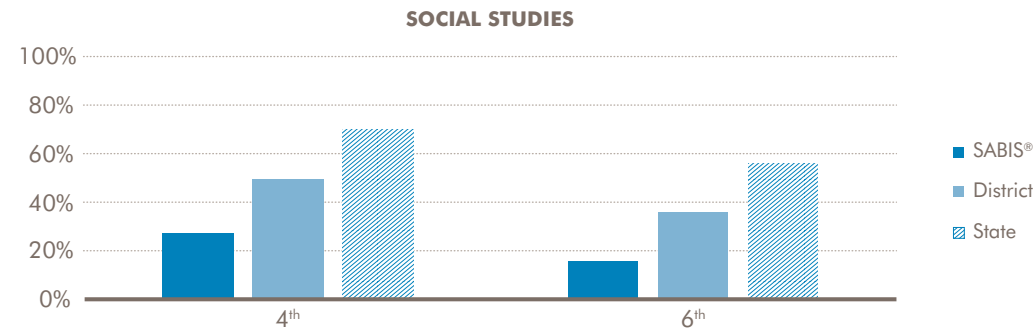
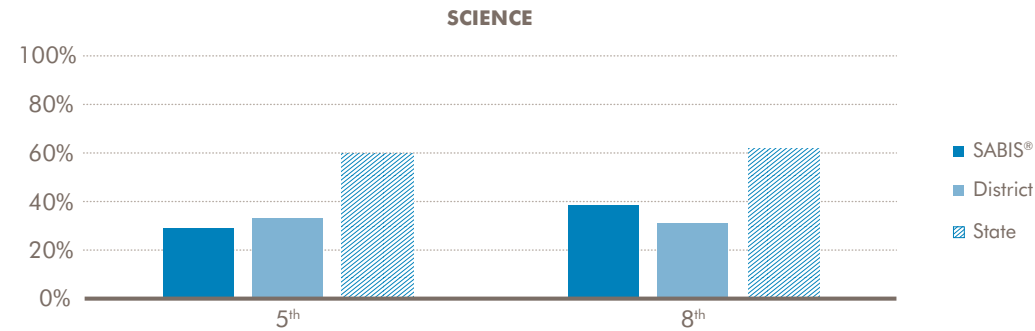
Free/Reduced Lunch: LPCS



OHIO

Mount Auburn International Academy (MAIA)
 244 Southern Avenue, Cincinnati, OH 45219 | 513.241.5500 | maia.sabis.net

Percent of MAIA Students Scoring Proficient & Above



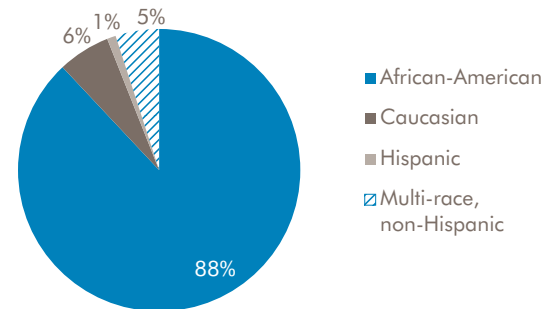
Profile

Year Founded: 2008
 Enrollment: 571
 Grades Served: K-12

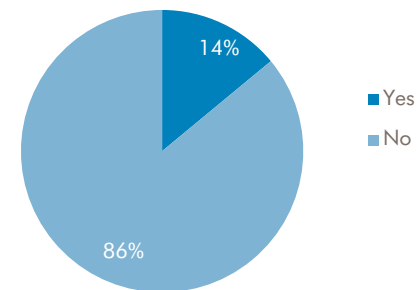
Parent Testimonial:

"What I value most about the school is the college-prep mission, the discipline, the safety, the curriculum and the standards, and the staff and teachers' attitudes."

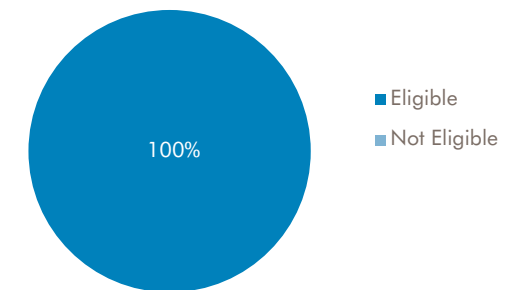
Ethnicity of Students: MAIA



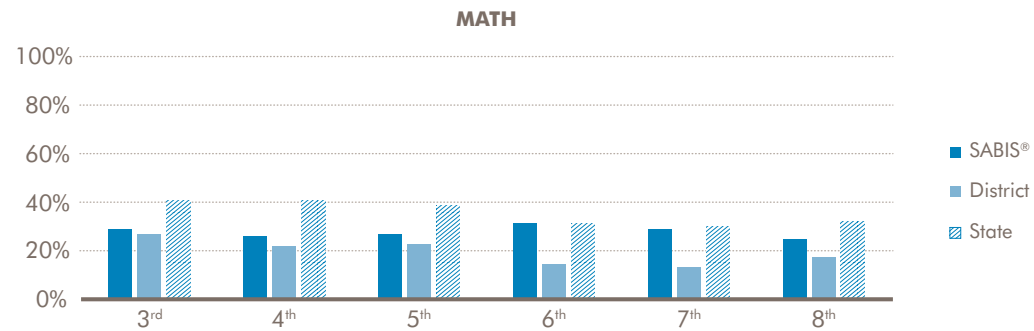
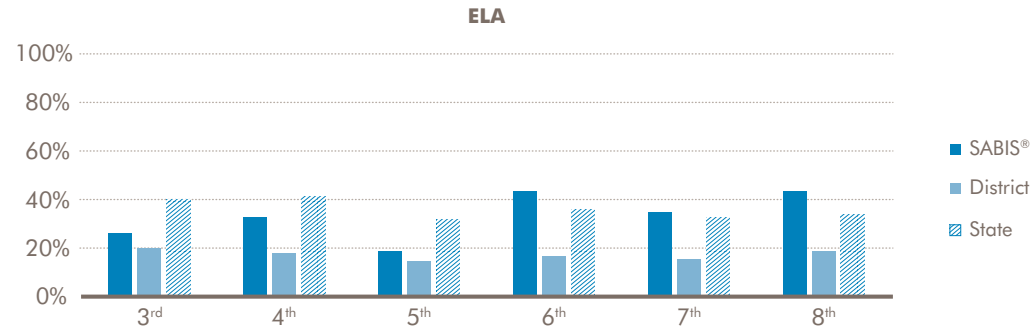
Special Needs: MAIA



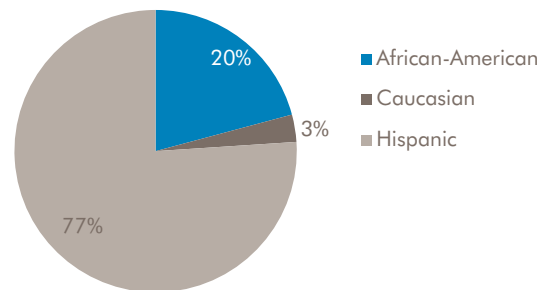
Free/Reduced Lunch: MAIA



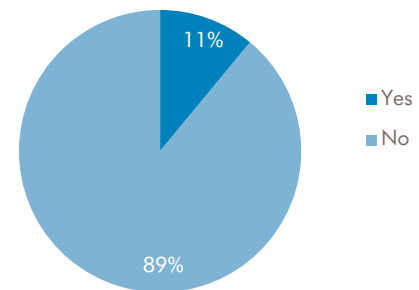
Percent of SIS Students Scoring Proficient & Above



Ethnicity of Students: SIS



Special Needs: SIS



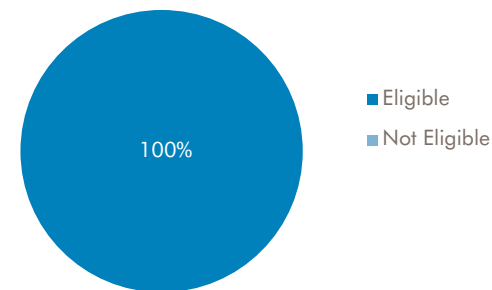
Profile

Year Founded: 2001
 Enrollment: 725
 Grades Served: K-8

Parent Testimonial:

"I like the SABIS® system. I have two children who graduated from SIS, and now that my little children are starting, I don't have any doubts, and I didn't even look for other schools! Only SABIS® is good for me and my children. It is the best!"

Free/Reduced Lunch: SIS

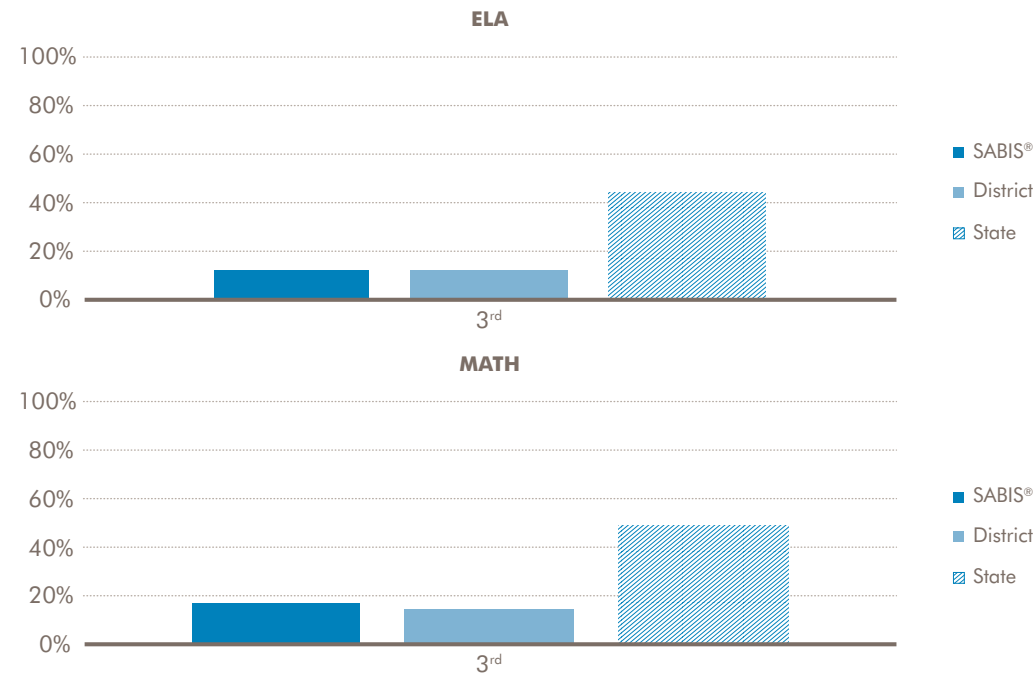


NEW JERSEY

International Academy of Trenton Charter School (IAT)
 720 Bellevue Avenue Trenton, NJ 08618 | 609.759.2004 | iat.sabis.net



Percent of IAT Students Scoring Proficient & Above



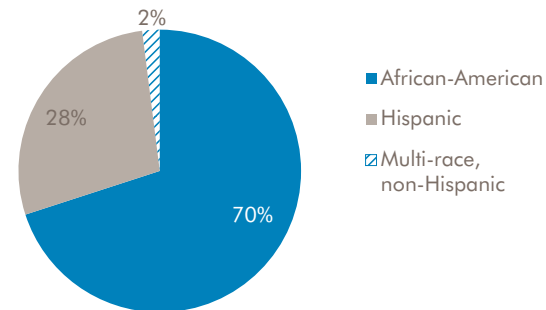
Profile

Year Founded: 2014
 Enrollment: 354
 Grades Served: K-3

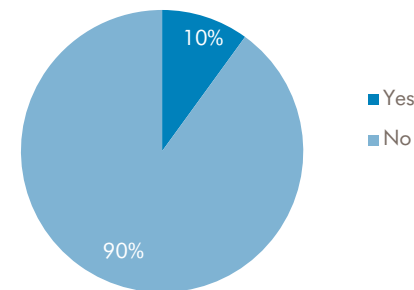
Parent Testimonial:

"I value the school's emphasis on core curriculum and studies beyond typical reading, writing, and math. My child enjoys social studies and character building days. She comes home and emulates her teacher. She is excited doing homework and confident in her lessons."

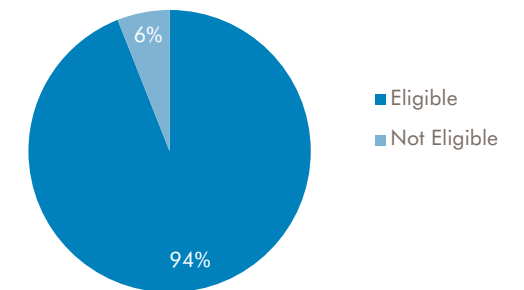
Ethnicity of Students: IAT



Special Needs: IAT



Free/Reduced Lunch: IAT



2014-2015

DATA

SUMMARY:

U.S. SABIS®

NETWORK SCHOOLS

U.S. SABIS® NETWORK SCHOOLS

School	Founded	Authorizer	Grades Served
SABIS® International Charter School (SICS) - MA	1995	MA DOE	K-12
Holyoke Community Charter School (HCCS) - MA	2005	MA DOE	K-8
Lowell Collegiate Charter School (LCCS) - MA	2013	MA DOE	K-4
International Academy of Flint (IAF) - MI	2007	CMU	K-12
International Academy of Saginaw (IAS) - MI	1999	Bay Mills	K-8
International Preparatory Academy at the MacDowell Campus (IPA) - MI	2012	DPS	K-8
Mid-Michigan Leadership Academy (MMLA) - MI	2013	CMU	K-8
Linwood Public Charter School (LPCS) - LA	2009	BESE	K-1, 6-8
Mount Auburn International Academy (MAIA) - OH	2008	OCCS	K-12
SABIS® International School (SIS) - AZ	2001	AZ DOE	K-8
International Academy of Trenton Charter School (IAT) - NJ	2014	NJ DOE	K-3

The school has high expectations for my child's learning.

	SICS	HCCS	LCCS	IAF	IAS	IPA	MMLA	LPCS	MAIA	SIS	IAT
Strongly Agree/Agree	94%	97%	96%	99%	96%	81%	100%	97%	83%	95%	100%

The school motivates my child to learn.

	SICS	HCCS	LCCS	IAF	IAS	IPA	MMLA	LPCS	MAIA	SIS	IAT
Strongly Agree/Agree	89%	97%	91%	91%	96%	82%	90%	94%	83%	91%	98%

School	African-American	Asian-American	Caucasian	Hispanic	Native Hawaiian	Multi- Race, Non-Hispanic	Special Needs	Free/Red.Lunch
SICS	33%	4%	27%	35%	0%	1%	13%	58%
HCCS	2%	0%	7%	89%	0%	2%	22%	87%
LCCS	22%	22%	21%	31%	0%	4%	9%	59%
IAF	81%	0%	8%	0%	0%	11%	13%	68%
IAS	71%	1%	5%	14%	0%	9%	14%	80%
IPA	99%	0%	0%	1%	0%	0%	16%	87%
MMLA	54%	5%	15%	11%	0%	15%	17%	71%
LPCS	99%	0%	0%	1%	0%	0%	10%	100%
MAIA	88%	0%	6%	1%	0%	5%	14%	100%
SIS	20%	2%	3%	73%	0%	2%	11%	100%
IAT	70%	0%	0%	28%	1%	1%	10%	94%

High School Graduation and Higher Education Rates (2014-15 Data)		
	% of Seniors Who Graduated	% of Seniors Seeking Higher Education
SICS	100%	100%
IAF	100%	96%
MAIA	100%	100%

Total scholarships awarded to graduates of SICS, IAF, and MAIA, 2014-2015: \$10.6 million

% PROFICIENT (BASIC) OR ABOVE ON STATE EXAMS BY GRADE & SUBJECT

School/Grade	ELA			Math		
SICS	SABIS®	District	State	SABIS®	District	State
Gr. 3	38%	25%	54%	43%	31%	55%
Gr. 4	34%	35%	57%	29%	28%	48%
Gr. 5	39%	33%	63%	32%	28%	55%
Gr. 6	41%	31%	60%	51%	28%	53%
Gr. 7	44%	30%	61%	33%	14%	45%
Gr. 8	43%	30%	64%	44%	19%	53%
Gr. 10	97%	75%	91%	86%	46%	79%
HCCS	SABIS®	District	State	SABIS®	District	State
Gr. 3	17%		54%	22%		55%
Gr. 4	29%		57%	18%		48%
Gr. 5	33%		63%	38%		55%
Gr. 6	37%		60%	28%		53%
Gr. 7	44%		61%	30%		45%
Gr. 8	32%		64%	32%		53%
LCCS	SABIS®	District	State	SABIS®	District	State
Gr. 3	38%		54%	38%		55%
Gr. 4	65%		57%	53%		48%
IAF	SABIS®	District	State	SABIS®	District	State
Gr. 3	22%	46%	50%	19%	42%	49%
Gr. 4	19%	43%	47%	10%	36%	41%
Gr. 5	24%	47%	49%	9%	27%	33%
Gr. 6	34%	43%	45%	10%	27%	33%
Gr. 7	32%	49%	49%	12%	30%	33%
Gr. 8	29%	48%	48%	20%	27%	32%
IAS	SABIS®	District	State	SABIS®	District	State
Gr. 3	30%	47%	50%	48%	41%	49%
Gr. 4	31%	41%	47%	34%	35%	41%
Gr. 5	12%	43%	49%	2%	28%	33%
Gr. 6	9%	41%	45%	2%	28%	33%
Gr. 7	15%	42%	49%	8%	30%	33%
Gr. 8	12%	36%	48%	6%	25%	32%

IPA	SABIS®	District	State	SABIS®	District	State
Gr. 3	7%	40%	50%	8%	37%	49%
Gr. 4	4%	37%	47%	10%	31%	41%
Gr. 5	9%	39%	49%	0%	25%	33%
Gr. 6	12%	35%	45%	3%	25%	33%
Gr. 7	18%	42%	49%	5%	27%	33%
Gr. 8	13%	40%	48%	3%	25%	32%
MMLA	SABIS®	District	State	SABIS®	District	State
Gr. 3	17%	52%	50%	7%	54%	49%
Gr. 4	7%	46%	47%	0%	41%	41%
Gr. 5	12%	49%	49%	0%	34%	33%
Gr. 6	16%	48%	45%	0%	36%	33%
Gr. 7	29%	49%	49%	9%	32%	33%
Gr. 8	42%	48%	48%	0%	32%	32%
LPCS	SABIS®	District	State	SABIS®	District	State
Gr. 6	43%	67%	74%	25%	44%	59%
Gr. 7	33%	57%	66%	38%	46%	58%
Gr. 8	51%	64%	70%	21%	42%	55%
SIS	SABIS®	District	State	SABIS®	District	State
Gr. 3	26%	20%	40%	29%	27%	41%
Gr. 4	33%	18%	41%	26%	22%	41%
Gr. 5	19%	15%	32%	27%	23%	39%
Gr. 6	43%	17%	36%	31%	15%	32%
Gr. 7	35%	16%	33%	29%	13%	30%
Gr. 8	43%	19%	34%	25%	18%	33%
IAT	SABIS®	District	State	SABIS®	District	State
Gr. 3	13%	13%	44%	16%	13%	45%
School/Grade	Science			Social Studies		
MAIA	SABIS®	District	State	SABIS®	District	State
Gr. 4				28%	50%	71%
Gr. 5	29%	34%	60%			
Gr. 6				16%	36%	57%
Gr. 8	39%	31%	62%			



School Network



AMERICAS

PRIVATE SCHOOL

The International School of Minnesota
Eden Prairie, Minnesota, U.S.A.

CHARTER SCHOOLS

SABIS® International School
Phoenix, Arizona, U.S.A.

Linwood Public Charter School
Shreveport, Louisiana, U.S.A.

Holyoke Community Charter School
Holyoke, Massachusetts, U.S.A.

Lowell Collegiate Charter School
Lowell, Massachusetts, U.S.A.

SABIS® International Charter School
Springfield, Massachusetts, U.S.A.

International Preparatory Academy
Detroit, Michigan, U.S.A.

International Academy of Flint
Flint, Michigan, U.S.A.

Mid-Michigan Leadership Academy
Lansing, Michigan, U.S.A.

International Academy of Saginaw
Saginaw, Michigan, U.S.A.

International Academy
of Atlantic City Charter School
Pleasantville, New Jersey, U.S.A.

International Academy
of Trenton Charter School
Trenton, New Jersey, U.S.A.

Mt. Auburn International Academy
Cincinnati, Ohio, U.S.A.

LICENSED SCHOOLS

BelovED Community Charter School
Jersey City, New Jersey, U.S.A.

Empowerment Academy
Jersey City, New Jersey, U.S.A.

EUROPE

PRIVATE SCHOOLS

SABIS International School UK
Bath, England

ISF Internationale Schule Frankfurt-Rhein-Main
Frankfurt, Germany

LICENSED SCHOOLS

International School on the Rhine
Neuss, Germany

Cambridge School of Bucharest
Bucharest, Romania

AFRICA

PRIVATE SCHOOLS

The International School of Choueifat
Cairo, Egypt

The International School of Choueifat
City of 6 October, Egypt

ASIA

PRIVATE SCHOOLS

SABIS® Sun International School
Baku, Azerbaijan

The International School of Choueifat
Lahore, Pakistan

MIDDLE EAST

PRIVATE SCHOOLS

The International School of Choueifat
Manama, Bahrain

The International School of Choueifat
Amman, Jordan

The International School of Choueifat
Dream City, Erbil, Kurdistan, Iraq

The International School of Choueifat
Erbil, Kurdistan, Iraq

The International School of Choueifat
Suleimaniah, Kurdistan, Iraq

SABIS® International School
Adma, Lebanon

The International School of Choueifat
Choueifat, Lebanon

SABIS® School El-Metn
El-Mtein, Lebanon

The International School of Choueifat
Koura, Lebanon

The International School of Choueifat
Muscat, Oman

The International School of Choueifat
Doha, Qatar

Jeddah Private International School
Jeddah, Saudi Arabia

Abdulaziz International School
Al Wadi, Riyadh, Saudi Arabia

Abdulaziz International School
Sulaimaniah, Riyadh, Saudi Arabia

The International School of Choueifat
Damascus, Syria

The International School of Choueifat
Abu Dhabi, U.A.E.

The International School of Choueifat
Abu Dhabi Khalifa City, U.A.E.

SABIS® International School
Yas Island, Abu Dhabi, U.A.E.

The International School of Choueifat
Al Ain, U.A.E.

The International School of Choueifat
Dubai, U.A.E.

The International School of Choueifat
Dubai Investments Park, Dubai, U.A.E.

The International School of Choueifat
Ras Al Khaimah, U.A.E.

The International School of Choueifat
Sharjah, U.A.E.

The International School of Choueifat
Umm Al Quwain, U.A.E.

PUBLIC/PRIVATE PARTNERSHIP SCHOOLS

7 Schools
(Duhok, Erbil, Kalar, Soran,
Suleimaniah, Zakho)
Kurdistan, Iraq

Military High School
Al Ain, Abu Dhabi, U.A.E.

Ruwais Private School
Ruwais, Abu Dhabi, U.A.E.

Military High School
**Madinat Zayed, Western Region,
Abu Dhabi, U.A.E.**

Military High School
Al Zaid, Mliha, Sharjah, U.A.E.

UNIVERSITY

SABIS® University
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