ACHIEVING SUCCESS IN THE NATION’S HIGHEST PERFORMING STATE:
The SABIS® Experience in Massachusetts

4-YR HIGH SCHOOL GRADUATION RATES FOR ALL STUDENTS

- SABIS® International Charter School
- Springfield District
- Massachusetts

2011: 91%
2012: 94%
2013: 93%
2014: 98%
2015: 96%

October 2016
SABIS® is a global education network that has an active presence in 20 countries on five continents. Schools in the SABIS® Network educate over 70,000 students and implement a proven, proprietary system. SABIS® Network schools provide students with a top-quality education that prepares them to meet the challenges of a changing world.

The SABIS® Network has roots that date back to 1886, when the first school was established to educate girls in a suburb of Beirut, Lebanon. In the years that followed the opening of the first school, the network expanded both in size and geographically. The first SABIS® Network school in the U.S. opened in 1985, when The International School of Minnesota (ISM) was founded in Eden Prairie, Minnesota. Ten years after opening ISM in the private sector, the first of SABIS®'s U.S. public charter schools was established in Springfield, Massachusetts. The SABIS® International Charter School set the bar for achievement in SABIS® U.S. charter schools to come.

Today the network consists of 11 successful public charter schools serving over 8,400 students in Massachusetts and five other states including Arizona, Louisiana, Michigan, Ohio, and New Jersey.

This report sets out to evaluate the scope of success achieved by public charter schools managed by SABIS® by presenting state exam performance, graduation, and dropout data gathered from two schools run by the organization in Massachusetts.

A review of several well-respected sources of education rankings proves that succeeding in Massachusetts means reaching a very high bar in educational excellence. In “Quality Counts 2016,” a report issued by EdWeek that ranks U.S. states on a wide variety of measures related to K-12 education, Massachusetts placed #1 in the nation in terms of educational outcomes. In 2015, “Free Enterprise,” a U.S. Department of Commerce website, also ranked Massachusetts #1 using metrics such as ACT and SAT participation rates and Advanced Placement STEM pass rates. Even on international assessments, such as the 2011 Trends in International Mathematics and Science Study (TIMSS), Massachusetts’ 8th grade students rank #2 in the world in science competency, second only to Singapore.

TIMSS is administered every four years. The 2015 results have not yet been released.
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This report presents Massachusetts Comprehensive Assessment System (MCAS) exam results from the SABIS® International Charter School and the Holyoke Community Charter School and shows that students in these schools are performing at levels equal to or above their peers in the host district and state. The report also takes a closer look at the performance of subgroups of students at the two schools and compares their performance to that of students in the host district and the state.

Overall Results and Findings:

- Over the course of their academic careers, students at SABIS® International Charter School and Holyoke Community Charter School – including economically-disadvantaged students, students with disabilities, African-American, and Hispanic students – attained higher proficiency rates on the MCAS exam than their Massachusetts peers in both math and English Language Arts.

- SABIS® International Charter School’s graduation rate for all students, including economically-disadvantaged students, students with disabilities, African-American, and Hispanic students, when compared to their peers has been higher than the state and dramatically higher than the Springfield district since 2011. Additionally, SABIS® International Charter School’s high school dropout rate has been lower than the state average for the past five years.

- SABIS® International Charter School has eliminated the achievement gap for its African-American and Hispanic students. The graduation rates for these two groups of students have been at or above the state’s graduation rate for white students for the past five years.
SABIS® International Charter School

The SABIS® International Charter School (SICS) in Springfield, Massachusetts, opened its doors in 1995. The management of the K-12 school, which had been the second-lowest performing school in the district, was awarded to SABIS® Educational Systems, INC., a for-profit education management organization. In the 21 years since then, performance of the school has turned around. SICS has consistently ranked at the top of the district and has been listed among the best U.S. high schools by U.S. News and World Report, earning a silver medal for the last seven consecutive years. College acceptance has been achieved by 100% of over 1,200 graduates from the school, and students in the SICS Class of 2016 were awarded an average of $118,000 in college scholarships. Given such a reputation for excellence, it is no wonder that the school currently boasts a waiting list of 2,700 students.

SICS currently educates 1,573 students, 37% of whom are Hispanic, 29% African-American, 25% white, 4% Asian-American, and 5% multi-racial. Thirty-two (32) percent of the SICS students are from economically-disadvantaged families, 13% are students with disabilities, and 3% are English Language Learners.

Location: Springfield, Massachusetts  
Founded: 1995  
2015-16 Enrollment: 1573  
Grade Levels: K-12  
# of students on waitlist: 2775  
# of Graduates Since 1995: 1,225  
Average College Scholarship Award in 2016: $118,000 per Graduate  
Students with Disabilities: 13%  
English Language Learners: 3%  
Economically-Disadvantaged: 32%
Holyoke Community Charter School

The Holyoke Community Charter School (HCCS) in Holyoke, Massachusetts, began operating in September 2005. The K-8 public charter school was fully-enrolled from its very first day, initially drawing on the reputation of SICS, but soon establishing an excellent reputation of its own. Today, HCCS students are distinguished by their academic prowess, consistently outperforming the surrounding district on state exams, and known for being role models in the Holyoke community.

HCCS currently educates 702 students, 90% of whom are Hispanic, 6% white, 2% African-American, and 2% multi-racial. Sixty-two (62) percent of HCCS students are from economically-disadvantaged families, 16% are students with disabilities, and 12% of the students are English Language Learners.

Location: Holyoke, Massachusetts  
Founded: 2005  
Grade Levels: K-8  
# of students on waitlist: 584  
2015-16 Enrollment: 702  
Students with Disabilities: 16%  
English Language Learners: 12%  
Economically-Disadvantaged: 62%  

HCCS 2015-16 Enrollment by Race/Ethnicity

- Hispanic: 6%
- African-American: 2%
- White: 2%
- Other: 90%
All students at SABIS® International Charter School (SICS) and Holyoke Community Charter School (HCCS) follow the SABIS® Educational System™, an integrated, comprehensive, kindergarten through twelfth grade academic program that includes a demanding curriculum; an intense, disciplined, and interactive approach to the delivery of intellectual material; and rigorous behavior and homework expectations. With a balance of academics, self-development, and life preparation, the SABIS® Educational System™ prepares students at SICS and HCCS to achieve success in college and beyond.

Like all schools within the global SABIS® Network, both SICS and HCCS measure their success by the success of their students. The pages that follow depict the success of these two schools in Massachusetts by showing SICS and HCCS student performance on the Massachusetts Comprehensive Assessment System (MCAS) exam. The data presented includes:

1. A longitudinal analysis that shows how two cohorts of students, one at SICS and the other at HCCS, performed on MCAS exam from Grade 3 through Grade 10.

2. A five-year analysis showing graduation rates at SICS for all students as well as traditionally-underserved subgroups of students.

All data used in this analysis comes directly from the Massachusetts Department of Elementary & Secondary Education website: www.doe.mass.edu.

The data presented begins with 3rd graders in 2008 and progresses through 4th graders in 2009, 5th graders in 2010, etc. up through 2015 10th graders. The composition of this group of students changed somewhat over time, with attrition rates fluctuating between 0 and 12.5%. Data was compiled from the website of the Massachusetts Department of Education: www.doe.mass.edu.
Before digging into the data on the performance of specific subgroups of students at SICS, it is important to establish the performance of all students in the cohort under study.

Figures 1 and 2 below show the MCAS exam performance of the cohort of SICS students from the time they were 3rd graders (2008) until they were 10th graders (2015). By Grade 10, SICS students attain higher proficiency rates than the state in both ELA and math.

**Figure 1. English Language Arts** Longitudinal data comparing the percentage of proficient and advanced students at SICS with district and state averages in ELA on the MCAS exam

By Grade 10, SICS students attain higher proficiency rates than the state in ELA.

**Figure 2. Math** Longitudinal data comparing the percentage of SICS students who achieve proficient and advanced with district and state averages in math on the MCAS exam

By Grade 10, SICS students attain higher proficiency rates than the state in math.
Figures 3 and 4 show 4-year high school graduation and dropout rates for all students at SICS compared to Massachusetts and the Springfield public school district. **SICS students graduate at significantly higher rates than their peers statewide. Additionally, SICS dropout rates are consistently lower than the district and state.**

**Figure 3. Graduation Rates**

![Graduation Rates Chart]

**4-YR HIGH SCHOOL GRADUATION RATES FOR ALL STUDENTS**

Graduation rates for SICS students from 2011 through 2015 consistently remain above 90%, while Massachusetts’ averages are in the 80s and Springfield district averages do not surpass 70%.

**Figure 4. Dropout rates**

![Dropout Rates Chart]

**DROPOUT RATES**

Dropout rates for SICS high school students are consistently below 1%.

Now, let’s take a closer look at the subgroups that are traditionally underserved by the public school system: economically-disadvantaged, disabled, African-American, and Hispanic students. The data is unequivocal: **SICS students in these subgroups are more successful than their peers statewide in terms of proficiency rates on MCAS exams and high school graduation rates.**
Economically-Disadvantaged Students Succeed at SICS

Figures 5 and 6 below show how the economically-disadvantaged student subgroup at SICS performed on the MCAS exam from the time they were 3rd graders (2008) until they were 10th graders (2015). SICS economically-disadvantaged students attain higher proficiency rates than their peers in the state over the course of their academic careers in both ELA and math.

**Figure 5. English Language Arts** Longitudinal data comparing the percentage of proficient and advanced students in the economically-disadvantaged subgroup at SICS with state averages for the same subgroup in ELA on the MCAS exam.

SICS students in the economically-disadvantaged subgroup outscore their peers in the district and state at every grade level. By 10th grade, 100% of economically-disadvantaged students at SICS score proficient or advanced on the MCAS ELA exam, while only 84% of their peers are proficient at the state level.

**Figure 6. Math** Longitudinal data comparing the percentage of proficient and advanced students in the economically-disadvantaged subgroup at SICS with state averages for the same subgroup in math on the MCAS exam.

SICS economically-disadvantaged students in the cohort outperform their peers in the district and state at nearly every grade level. By 10th grade, 80% of economically-disadvantaged students at SICS score proficient or advanced on the MCAS math exam, while only 63% are proficient at the state level.
“SABIS® makes good on the promise of public education, which is to effectively educate every child...As a parent, policy maker, and taxpayer, I’m excited that the SABIS® Educational System™ is an option for parents who desperately crave academic success for their children.”

Henry M. Thomas III, President and CEO, Urban League of Springfield
Figure 7 shows graduation rates for economically-disadvantaged students at SICS compared to the same subgroup in the state and the Springfield public school district. Economically-disadvantaged students at SICS graduate at significantly higher rates in comparison to their peers statewide.

Figure 7. Graduation Rates  Percentage of economically-disadvantaged students at SICS who graduated from high school in four years compared to the same subgroup in the state and district from 2011 to 2015

From 2011 to 2015, graduation rates for economically-disadvantaged students at SICS are 15-20 percentage points higher than the state and as much as 40 percentage points higher than the Springfield district.

Students with Disabilities Succeed at SICS

Figures 8 and 9 below show how students with disabilities in the cohort under study at SICS performed on the MCAS exam from the time they were 3rd graders (2008) until they were 10th graders (2015). SICS students with disabilities attain higher proficiency rates by the 10th grade than their peers in the state in both ELA and math.

Figure 8. English Language Arts  Longitudinal data comparing the percentage of proficient and advanced students with disabilities at SICS to state averages in ELA on the MCAS exam

By the time they reach Grade 10, 85% of SICS students with disabilities score proficient on the MCAS ELA exam, surpassing their Massachusetts peers by 18%.
**Figure 9. Math** Longitudinal data comparing the percentage of proficient and advanced students with disabilities at SICS with the state’s subgroup averages in math on the MCAS exam.

![Graph showing percentage of proficient/advanced students with disabilities from Grade 3 to Grade 10](image)

From Grade 5 onward, SICS students with disabilities outperform their peers at the state and district levels. By Grade 10, 51% of SICS students with disabilities score proficient on the MCAS ELA exam, surpassing their Massachusetts peers by 11%.

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**Figure 10 shows graduation rates for students with disabilities at SICS in comparison to their peers in the state and the Springfield public school district. SICS students with disabilities graduate at significantly higher rates than their peers statewide.**

**Figure 10. Graduation Rates** Percentage of students with disabilities at SICS who graduate from high school in four years compared to the same subgroup in the state and district from 2011 to 2015.

![Graph showing 4-year graduation rates for students with disabilities](image)

From 2011, graduation rates for SICS students with disabilities are higher than Massachusetts, never dropping below 70%. During the same five-year period, the graduation rates for students with disabilities in the Springfield school district remain stagnant in the 30-37% range.
Eliminating the Achievement Gap for Students of Color

A look at 4-year graduation rates for African-American and Hispanic students (Figs. 11 & 12) shows that by the 12th grade SICS students graduate at the same rate or higher than white students in the state, a reflection of success in closing the achievement gap.

Figure 11. Percentage of SICS African-American students who graduate in four years compared to the state average for African-American and white students.

The 4-year African-American graduation rate for SICS ranges from 89% to 100% from 2011 to 2015, well above the rates for African-American students at both the district and state levels. In 2014 and 2015, 100% of African-American students at SICS graduated and were accepted to college, surpassing the graduation rate for white students in Massachusetts by 10-11 percentage points.
SICS Hispanic students’ 4-year graduation rate is even higher than the rate for African-American students at SICS. SICS Hispanic students’ 4-year graduation rate outpaces district and state rates for Hispanic students across the board. Further, since 2012, the 4-year graduation rate for Hispanic students at SICS exceeds the graduation rate for white students in Massachusetts.
Since its founding in 2005, the Holyoke Community Charter School (HCCS) has made enormous progress in raising the performance of students in its two largest student subgroups: economically-disadvantaged (62%) and Hispanic (90%).

**Economically-Disadvantaged Students at Holyoke Community Charter School**

**Figure 13. English Language Arts** Longitudinal data comparing the percentage of proficient and advanced students in the economically-disadvantaged subgroup at Holyoke Community Charter School to their peers in Massachusetts in ELA on the MCAS exam.

<table>
<thead>
<tr>
<th>Grade</th>
<th>HCCS 2008</th>
<th>HCCS 2014</th>
<th>State 2009</th>
<th>State 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 3</td>
<td>13%</td>
<td>80%</td>
<td>27%</td>
<td>60%</td>
</tr>
<tr>
<td>Gr 4</td>
<td>9%</td>
<td>48%</td>
<td>18%</td>
<td>41%</td>
</tr>
</tbody>
</table>

*2014 is the last year for which comparative MCAS data was available. In 2015, HCCS students took the PARCC while the Holyoke district administered the MCAS.*

This group of economically-disadvantaged students at HCCS went from 15% proficiency in 2008 to 80% proficiency in 2014 in ELA. In 2014, they outperformed the state by nearly 20%.

**Figure 14. Math** Longitudinal data comparing the percentage of proficient and advanced students in the economically-disadvantaged subgroup at HCCS to their peers in Massachusetts in math on the MCAS exam.

<table>
<thead>
<tr>
<th>Grade</th>
<th>HCCS 2008</th>
<th>HCCS 2014</th>
<th>State 2009</th>
<th>State 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 3</td>
<td>27%</td>
<td>60%</td>
<td>27%</td>
<td>54%</td>
</tr>
<tr>
<td>Gr 4</td>
<td>18%</td>
<td>41%</td>
<td>18%</td>
<td>41%</td>
</tr>
</tbody>
</table>

This group of economically-disadvantaged students at HCCS went from 27% proficiency in 2008 to 60% proficiency in 2014 in math. In 2014, they outperformed the state by nearly 30%.
Hispanic Students at HCCS

Figure 15. English Language Arts  Longitudinal data comparing the percentage of proficient and advanced Hispanic students at HCCS to their peers in Massachusetts in ELA on the MCAS exam.

Starting in Grade 5, HCCS Hispanic students start outperforming their peers in the state. By the time they reach Grade 8, Hispanic students at HCCS far surpass their peers statewide in ELA.

Figure 16. Math  Longitudinal data comparing the percentage of proficient and advanced Hispanic students at HCCS to their peers in Massachusetts in math on the MCAS exam.

Similar to the performance in ELA, from Grade 5 HCCS Hispanic students outscore their peers in the state in math. By the time they reach Grade 8, Hispanic students at HCCS perform more than 35% higher than their peers statewide.
CONCLUSION

This report presents the scope of success achieved by two public charter schools that are managed by SABIS®. State exam data as well as graduation and drop-out rates show that the SABIS® International Charter School and Holyoke Community Charter School are achieving sustained success. Additionally, these two schools are effectively closing the achievement gaps linked to race and socio-economic status.

All schools that are members of the global SABIS® 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® Network public charter schools follow the SABIS® Educational System™, which provides students with a strong academic foundation, fosters academic achievement, and effectively prepares them for future success.

If you would like to learn more about the proven, proprietary SABIS® Educational System™, visit sabis.net.

To inquire about how you can bring a SABIS® Network charter school to your community, please contact the SABIS® U.S. Business Development Office:

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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

*Education for a changing world*
School Network

AMERICAS

PRIVATE SCHOOL
The International School at 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.
Collegiate Charter School of Lowell Lowell, Massachusetts, U.S.A.
SABIS® International Charter School Springfield, Massachusetts, 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 SCHOOL
Empowerment Academy Jersey City, New Jersey, U.S.A.

AFRICA

PRIVATE SCHOOLS
The International School of 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 Suleimaniyah, Kurdistan, Iraq
SABIS® International School Adma, Lebanon
The International School of Choueifat Mount Lebanon, Lebanon
Leila C. Saad SABIS® School El-Mtein 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 Schools Al-Wadi, Riyadh, Saudi Arabia
Abdulaziz International Schools Al-Sulaimaniah, Riyadh, Saudi Arabia

PUBLIC/PRIVATE PARTNERSHIP SCHOOLS

EUROPE

PRIVATE SCHOOLS
Ashwicke Hall School Bath, U.K.
ISF International School Frankfurt Rhein-Main Frankfurt, Germany

LICENSED SCHOOLS
International School on the Rhine Neuss, Germany
Cambridge School of Bucharest Bucharest, Romania

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 Ajman, 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.

7 Schools (Duhok, Erbil, Kalar, Seran, Suleimaniyah, 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, Abu Dhabi, U.A.E.
Military High School Al Dhaid, Sharjah, U.A.E.

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