



SABIS[®]

INTERNATIONAL CHARTER SCHOOL

2008-2009 ANNUAL REPORT

SABIS® International Charter School
160 Joan Street
Springfield, Massachusetts 01129
(413) 783-2600
(413) 783-2555 Fax
sicsma@sabis.net
www.sics-sabis.net

SABIS® International Charter School is a college preparatory school that received its first five year charter in fall 1995 and has completed fourteen years of continuous operations. The school is located in the Sixteen Acres section of Springfield and has a current enrollment of 1,563 students in grades kindergarten through grade 12. The school has an enrollment cap of 1,574. At the time of acceptance, students that attend SABIS® International Charter School are drawn from the City of Springfield.



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LETTER FROM THE BOARD OF TRUSTEES

This year the Board of Trustees (BOT) had 9 full board meetings and 15 subcommittee meetings. We have had numerous meetings for the purpose of purchasing the school property and adding an addition to the school. The addition was completed and our new wing opened up in November 2008. As negotiations to purchase the school and its' properties continued throughout the school year, the Board of Trustees is now the new owner of SABIS® International Charter School. The Board members contributed countless hours to facilitate this over 33 million dollar transaction.

In September we welcomed 4 new Board members to our team who collectively bring expertise in the fields of financing, health and environmental issues. Unfortunately, 3 longstanding Board members left during the year.

Karen Reuter, Assistant Director/Academics was named Deputy Director in March.

The BOT has approved the following this year: the Student/Parent Handbook, the Annual Budget, a Surveillance Policy, an Auditor to conduct the Annual Audit and the renewal of our Management Contract with SABIS® Educational Systems. The BOT also approved a full school independent and comprehensive inventory of its personal property. We have approved a new Accountability Plan that will be submitted to the Department Elementary & Secondary Education (DESE) with our Charter School Renewal Application.

In April the school had a Federal Programs Site Visit conducted by DESE. The purpose of the site visit was to examine the school's implementation of curricular accommodations, determine if and how the special education and English language learner educational programs met the needs of the students and the way program effectiveness is measured at the school.

We are very proud of our school for being recognized this year by US News and World Report as one of America's Best High Schools. We were awarded a silver medal based on three criteria:

- Standardized test performance
- Proficiency rates of all students, including the least advantaged
- Challenging college-ready curriculum

The rating was the outcome of a thorough analysis conducted by School Evaluation Services run by Standard & Poors, which encompassed more than 21,000 public high schools in 48 states. This rating has ranked our school in the nation's top 10% of high schools. And once again, this year all graduating seniors have been accepted into at least one college/university of their choice.

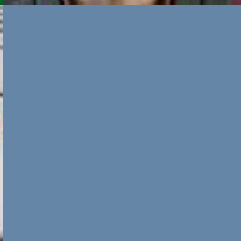
At SABIS® International Charter School we embrace our alumni as they reenter our doors, not just as visitors, but active members of the school community. Many serve as substitute teachers, coaches and mentors to our student body. The Board is very proud of the fact that 3 of our alumni are permanent members of our teaching staff.

In closing I would like to thank SABIS® Educational Systems for providing a top quality education to our students.

I would also like to thank the BOT members for their vision and commitment, the students for their hard work and cooperation, the staff and administration for their dedication and determination and the parents for their trust in us.

Lastly, I would like to thank the school's Director, Maretta Thomsen, who will be retiring in August 2009, for her guidance, support and open door policy for all of us. You have forever left your mark on SABIS® International Charter School; you will be remembered by all.

Respectfully,
N. Anthony Thomas
Chairman



SCHOOL PERFORMANCE *Faithfulness to Charter*

PERFORMANCE OBJECTIVE ONE:

Upon graduation, 100% of SABIS® International Charter School students will be qualified to attend institutions of higher learning, will have been accepted to at least one such institution and will be prepared to succeed once there.

ENGLISH LANGUAGE ARTS

| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|-------------------|------|------|------|------|------|------|------|------|
| Advanced | 7% | 23% | 23% | 21% | 18% | 4% | 15% | 14% |
| Proficient | 42% | 46% | 58% | 48% | 62% | 71% | 70% | 69% |
| Needs Improvement | 40% | 25% | 17% | 24% | 20% | 24% | 15% | 17% |
| Failing | 10% | 6% | 2% | 7% | 0% | 1% | 0% | 0% |

MATH

| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|-------------------|------|------|------|------|------|------|------|------|
| Advanced | 13% | 23% | 17% | 18% | 30% | 33% | 34% | 43% |
| Proficient | 19% | 23% | 47% | 39% | 39% | 32% | 38% | 41% |
| Needs Improvement | 37% | 27% | 27% | 30% | 28% | 32% | 28% | 16% |
| Failing | 30% | 27% | 9% | 13% | 3% | 2% | 0% | 0% |

ASSESSMENT MEASURE #1

100% of SABIS® International Charter School students qualified to receive their diploma by passing all required sections of the MCAS exam by the 12th grade. Additionally, 80% of SABIS® International Charter School students who have been enrolled in the school for at least two years will pass all required sections of the MCAS exam by the 10th grade (that is, on the first try).

2008/2009 RESULTS

Once again the school has met this measure as 100% of our students from the class of 2009 qualified to receive their diploma by passing all the required sections of the MCAS exam.

In spring 2008, seventy tenth-grade students (class of 2011) took the English Language Arts (ELA) and mathematics MCAS. This measure has also been met in that one hundred percent (100%) of the students that were enrolled for at least two years passed both the English and mathematics portion of the MCAS. The following chart indicates MCAS results for 10th grade students

ASSESSMENT MEASURE #2

The yearly mean combined score for each graduating class of SABIS® International Charter School students on the SAT 1 will be 1,500 or more. At least 90% of SABIS® International Charter School seniors will take the test by their senior year.

2008/2009 RESULTS

The mean combined score of the SAT 1 (Critical Reading, Math and Writing) for the class of 2009 is 1,347. Eighty-two percent (82%) of the seniors took the SAT exam. Since the school did not meet either part of this measure, it continues its' effort to increase the number of students taking the SAT by offering SAT prep courses during the school year. Students are also encouraged to take advantage of free SAT preparation classes offered by community organizations such as MassMutual as well as a variety of online courses.

ASSESSMENT MEASURE #3

100% of SABIS® International Charter School students will apply to and be accepted to college for admission at graduation.

2008/2009 RESULTS

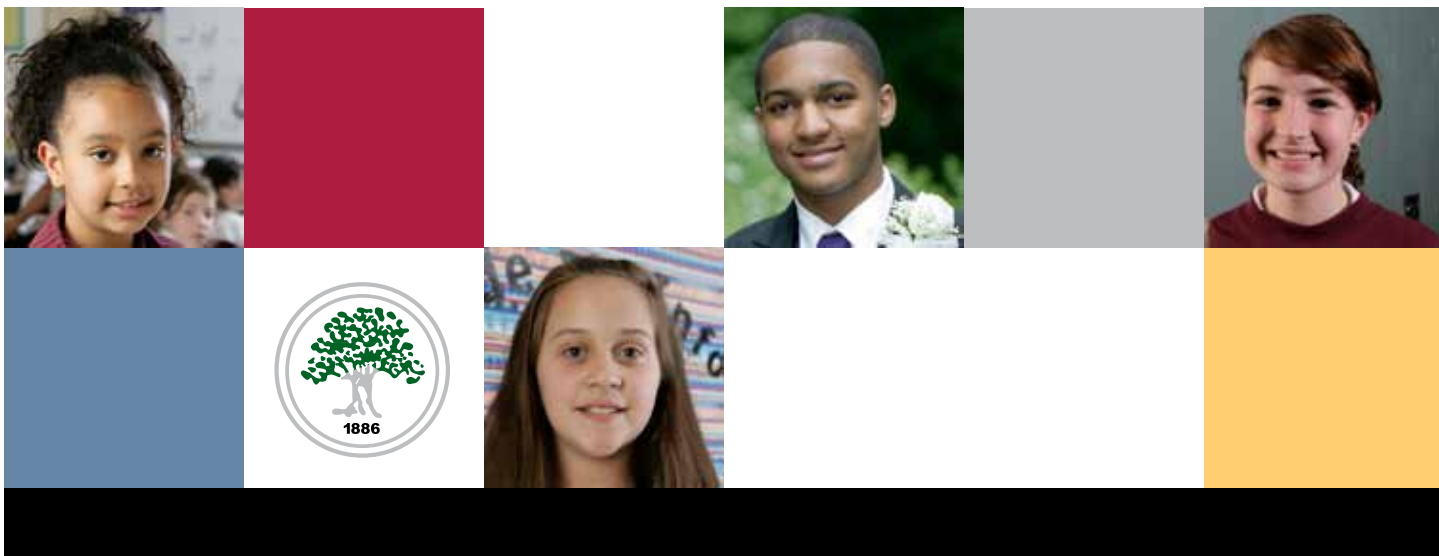
The school has met this measure in that one hundred percent of the 2009 graduates were accepted to institutions of higher learning. This year, SABIS® International Charter School students have been accepted by the following Colleges and Universities:

American International College
Assumption College
BayPath College
Becker College
Bentley College
Boston University
Bowling Green State University
Bryant University
Castleton State College
Cazenovia College
Cleveland State University
D'Youville College
Daemen College
Daniel Webster College
Drexel University
Elms College
Emmanuel College
Fisher College
Fitchburg State College
Framingham State College
George Washington University
Georgetown University
Holyoke Community College
Johnson & Wales University
LaRoche College
Lasell College
Long Island University
Manhattanville College
Marquette University
Massachusetts College of Liberal Arts
Mercer University
Merrimack College
Mitchell College
Mt. Ida College
Mt. Holyoke College
Newbury College
Nichols College
Norwich University
Pace University
Prescott College
Providence College
Quinnipiac University
Quinsigamond Community College

Rhode Island College
Roger Williams University
Sacred Heart University
Sage College
Salem State College
Seton Hall University
Simmons College
Smith College
Southern Vermont College
Springfield College
Springfield Technical Community College
St. Anselm College
St. Johns University
St. Joseph College
Stonehill College
Syracuse University
Temple University
The Citadel
Trident Technical College
Tufts University
University of Massachusetts – Amherst
University of Massachusetts – Boston
University of Bridgeport
University of Chicago
University of Hartford
University of New Hampshire
University of New Haven
University of Tampa
University of Wyoming
Utah State University
Utah Valley University
Webster University
Wentworth Institute of Technology
Western New England College
Westfield State College
Wheelock College
Williams College
Worcester State College

Students of the class of 2009 have received a substantial number of scholarships this year. Some of the notable academic awards received include:

- Thirty-two (32) John and Abigail Adams Scholarships (full tuition at a Massachusetts State College for four years)
- Wheelock College - \$13,000 Academic Grant
- Tufts University - \$50,000 Academic Grant
- American International College - \$10,000
- Anna Maria College - \$34,000 Academic Grant
- Smith College – full tuition
- Lasell College - \$15,000 Academic Grant
- St. John's University - \$10,000 Academic Grant
- Bentley College - \$40,000 Academic Grant
- Fairfield University - \$40,200 Academic Grant
- University of Massachusetts - \$22,000 Academic Grant



ASSESSMENT MEASURE #4

Fewer than 2% of SABIS® International Charter School students who have enrolled by their ninth grade year will drop out of school before they graduate (exclusive of those students who move out of the school district or transfer to another school).

2008/2009 RESULTS

The school has met this measure for the academic year 2008/2009. The dropout rate was less than 1%. Three students have left SABIS® International Charter School without requesting that their records be forwarded to another school.

ASSESSMENT MEASURE #5

Ninety percent (90%) of SABIS® International Charter School graduates surveyed will respond that they believe they were “prepared” or “very prepared”* to succeed academically in college by virtue of attending the school.

* Students will be asked to respond on a scale of “very prepared,” “prepared,” “neither prepared nor unprepared,” and “unprepared.”

At least two-thirds of the graduates will respond.

2008/2009 RESULTS

Of the graduates surveyed, 92% believed that they were “prepared” or “very prepared” to succeed academically in college due to their attendance at SABIS® International Charter School. This measure has been met.

PERFORMANCE OBJECTIVE TWO:

The SABIS® International Charter School administration will execute a consistent and fair discipline policy that is communicated clearly to students, staff and parents.

ASSESSMENT MEASURE #1

80% of SABIS® International Charter School parents will annually review the school’s discipline code. Parents will be asked to sign a form during the year attesting to their understanding and acceptance of these policies.

2008/2009 RESULTS

At the start of each school year, every student is provided with a Parent/ Student Handbook to read with their parents. SABIS® International Charter School asks that all students and parents acknowledge receipt of the handbook and return the acknowledgement to school where the Student Management Coordinators (SMC’s) keep the forms on file. This measure has been met in that 1,563 (96%) of the parents and students signed and returned the acknowledgement form indicating that they understood and accepted the discipline policy.

ASSESSMENT MEASURE #2

A panel of seven qualified outside observers will conduct an analysis each year of the behavioral climate at the school. The panel will “strongly agree” or “agree” that in 80% of cases, students uphold the school’s behavioral standards. Student behavior will be observed for a minimum of two hours.

2008/2009 RESULTS

We are proud to report that this measure has been met in that all observers either “strongly agreed” or “agreed” that SABIS® International Charter School students consistently upheld the school’s discipline code and with the statement, the SABIS® International Charter School’s discipline policy supports the school’s objectives and is fairly and effectively implemented.

PERFORMANCE OBJECTIVE THREE:

Staff members of SABIS® International Charter School will actively develop and strengthen students’ moral, ethical and civic values through the SABIS® Student Life Organization.™

ASSESSMENT MEASURE #1

By the end of 5th grade, 80% of our students will demonstrate a shared written vocabulary of values as evidenced by their ability to define “respect, civility and morality” and give a written example of a time a student exemplified these ideals in the school.

2008/2009 RESULTS

The Student Life Coordinator along with the 5th grade classroom teachers taught a unit about respect, morality and civility. Students were asked to provide written definitions and examples of these values for review by the coordinator. Ninety five percent (95%) of the fifth graders were able to demonstrate a shared written vocabulary of values, evidenced by their ability to define “respect, civility and morality” and give a written

example of a time a student exemplified these ideals in the school. This measure has been met.

ASSESSMENT MEASURE #2

By the end of the 9th grade, 80% of all students will achieve a score of proficient or better on an original essay describing the responsibilities of citizens or the challenges of an important ethical dilemma. Faculty members in the social science department of a local college will independently assess essays.

2008/2009 RESULTS

The 9th grade faculty members in the history department spend classroom time each year discussing the definition of ethics, how ethics apply to current events, and how arguments made regarding ethical decisions need to be grounded in logic. The teachers then provide the students with significant packets of information containing extensive background information and relevant quotations regarding the topic, and challenge them to take a stand on a controversial topic.

Students were assigned an essay on the Indian Removal Act and asked to argue for or against the removal. Students were asked to defend their arguments using a blend of fact and opinion about President Jackson’s forceful removal of the ‘Five Civilized Tribes’ of the American Southeast to less desirable lands further west. Students were required to use an ethical lens to determine whether or not the national government has the right to force people from their traditional homes in the national interest.

Dr. Mary Jane Augusti reports that 82% of the 9th grade students were proficient at persuading a reader to understand their position of this important ethical dilemma. This measure has been met.

ASSESSMENT MEASURE #3

In an annual survey, 80% of parents will “agree” or “strongly agree”* with the statement, “The staff at SABIS® International Charter School actively and effectively reinforces moral, ethical and civic values.”

* Responses will be scored on a scale of “strongly agree,” “agree,” “disagree,” “strongly disagree,” and “not sure.” Parents of at least two-thirds of enrolled students will respond to the survey.

2008/2009 RESULTS

The 2008 Annual Parent Survey was sent to all SABIS® International Charter School parents. Of the surveys returned, ninety-four percent (94%) of parents either “agreed” or “strongly

agreed” that staff at SABIS® International Charter School actively and effectively reinforce moral, ethical and civic values”. This measure has been met.

COMMON SCHOOL PERFORMANCE CRITERIA

IMPLEMENTATION OF MISSION, VISION AND EDUCATIONAL PHILOSOPHY

SABIS® International Charter School is a college-preparatory school whose mission has remained unchanged since opening in 1995. The mission is as follows:

The SABIS® International Charter School 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. The school 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. The School believes those students with a SABIS® International Charter School education, especially in a multicultural setting, will be able to provide leadership throughout the world.

SABIS® International Charter School has remained faithful to its mission of preparing its young men and women for acceptance to college and instilling in them the desire for life-long learning and good citizenship. The mission and vision are achieved through the full implementation of the SABIS® International Charter School educational program.

“I was impressed at the depth of content and knowledge the staff had of the individual students at a school this size.”

Don Moorhouse

DIRECTOR,
THE HOCKEY PROJECT, INC.

It is the SABIS® International Charter School philosophy that all students can learn. Students can achieve high academic standards provided they want to learn and provided the school does not allow them to develop gaps in their knowledge. SABIS® International Charter School offers a systematic way of ensuring all prerequisite knowledge is mastered before a student moves on. The school's philosophy is that a core curriculum, coupled with a teaching methodology that emphasizes students' mastery of essential concepts, leads to success.

ENGLISH LANGUAGE LEARNERS

All new students entering SABIS® International Charter School complete a Home Language Survey (HLS) developed by the school. If a parent indicates on the HLS that another language other than English is spoken in the home, the child is assessed for their English proficiency using the Language Assessment Scales Reading and Writing (LAS R and W). If the student is found to be Limited English Proficient then the student will be designated an English Language Learner (ELL). ELLs are held to the same high standards and expectations as all students.

While the number of English Language Learners represents a very small percentage of the school's student population, the school has seen an increase from 4 students in the 2005-06 school year to 20 in the 2008-09 year.

SPECIAL EDUCATION

SABIS® International Charter School provides special education services to students in accordance with state and federal special education laws and regulations. Based on the October, 2008 SIMS data submission, the school's Special Education Department serviced 192 students, or 12.2% of the student population. The Special Education Coordinator oversees the Special Education Department and supervises 13 special education teachers and 14 teaching assistants.

Currently, there are 96 students who are receiving services on Section 504 Accommodation Plans, or 6.1% of the school's population. The school's high level of academic assessment and accountability enables the Special Education Department to monitor student progress and to determine the student's future return to the least restrictive environment.



ACADEMIC PERFORMANCE

PERFORMANCE OBJECTIVE ONE:

All students at the SABIS® International Charter School will achieve mastery of all reading and writing skills necessary for proficiency in the language arts.

ASSESSMENT MEASURE #1

At least 60% of SABIS® International Charter School Students, who have been enrolled in the school for at least two full academic years, will achieve a score of proficient or advanced on the Language Arts section of the MCAS exam.

2008/2009 RESULTS

Of the students who have been enrolled in SABIS® International Charter School for at least two full academic years, the school did not meet this measure in that 43% achieved a score of proficient or advanced on the English Language Arts section of the MCAS exam. Although we did not meet the measure on a school wide basis, once again the 10th grade far exceeded the measure, as 80% of the 10th grade students achieved a score of proficient or advanced.

See attachment 1: 2008 MCAS Results on page 23.

ASSESSMENT MEASURE #2

The Composite Performance Index rating of SABIS® International Charter School students on the English Language Arts portion of the MCAS will place them in the top 20% of a ranking of all public schools in the City of Springfield. Further, students at SABIS® International Charter School will achieve a Composite Performance Index rating on the ELA battery of the MCAS that exceeds the Composite Performance Index rating of the Springfield City School District.

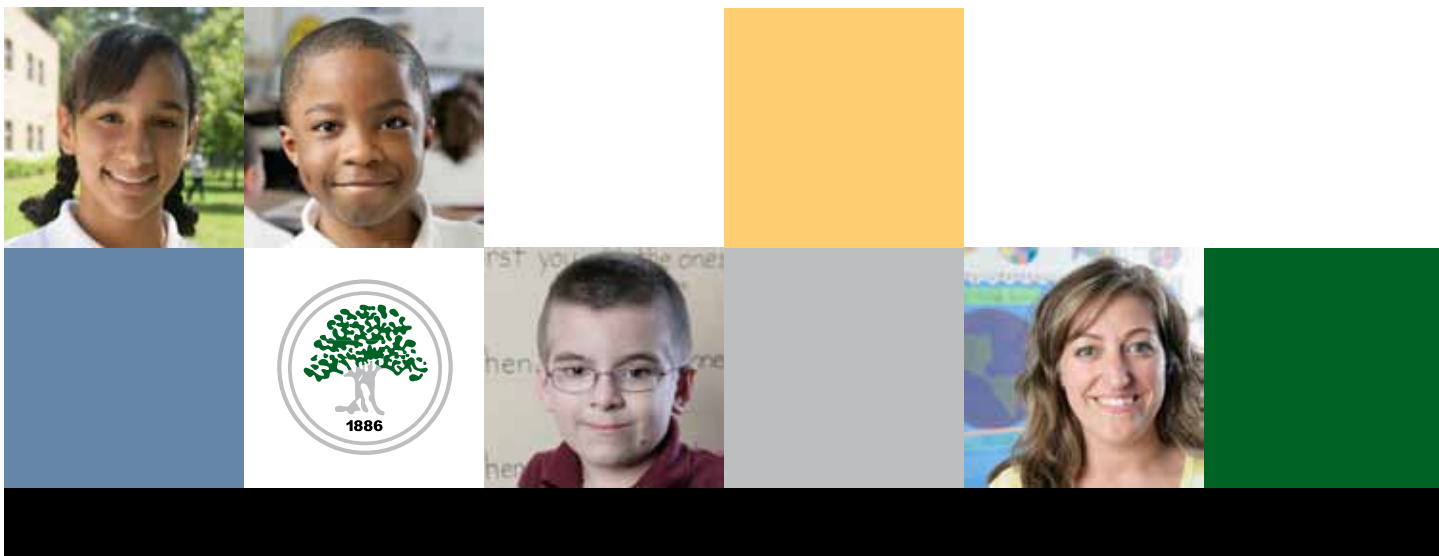
2008/2009 RESULTS

SABIS® International Charter School ranked 5th out of the 44 schools in the Springfield District that received a Composite Performance Index (CPI) rating. Additionally, SABIS® International Charter School placed among the top 9% of all public schools in the Springfield City School District. Additionally, the English Language Arts CPI for SABIS® International Charter School was 83.8%, exceeding the Springfield City School District CPI rating by 15.5 percentage points. Both parts of this measure were met.

See attachment 1: 2008 MCAS Results on page 23.

ASSESSMENT MEASURE #3

90% of 9th grade students at the SABIS® International Charter School will achieve a score of proficient or better on an independent assessment of their writing skills performed by faculty members in the English department of a local high school or college. To score proficient on the assessment, students will write an organized, mechanically correct five-paragraph essay that uses textual evidence to discuss the meaning of a short story selected from a list of classic American stories. Essays



will be evaluated according to the mastery of skills they demonstrate according to a rubric that is similar to the rubric used to score MCAS.

2008/2009 RESULTS

Charlie Cangemi, English Department Head of Ludlow High School, reviewed the essays and determined that 91% of the 9th grade students were “proficient” at writing an organized, mechanically correct essay. This measure has been met.

PERFORMANCE OBJECTIVE TWO:

All students at the SABIS® International Charter School will achieve mastery of computation and problem solving skills necessary for proficiency in mathematics.

ASSESSMENT MEASURE #1

At least 50% of SABIS® International Charter School students who have been enrolled in the school for at least two full academic years will achieve a score of proficient or advanced on the mathematics section of the MCAS exam.

2008/2009 RESULTS

Of the students who have been enrolled in SABIS® International Charter School for at least two full academic years, 37% achieved a score of proficient or advanced on the mathematics section of the MCAS exam. Although we did not meet the measure on a school wide basis, once again the 10th grade far exceeded the measure, as 81% of the 10th grade students achieved a score of proficient or advanced.

See attachment 1: 2008 MCAS Results on page 23.

ASSESSMENT MEASURE #2

The Composite Performance Index rating of SABIS® International Charter School students on the mathematics portion of the MCAS will place them in the top 20% of a ranking of all public schools in the City of Springfield. Further, students at SABIS® International Charter School will achieve a Composite Performance Index rating on the mathematics battery of the MCAS that exceeds the Composite Performance Index rating of the Springfield City School District.

2008/2009 RESULTS

The school did not meet the first part of this measure but did meet the second part. Out of the 44 schools in the Springfield School District that received a Composite Performance Index (CPI) rating, SABIS® ranked 12th in the mathematics portion of the MCAS, placing them in the top 27th percentile. The math CPI for SABIS® was 73.1%, 17.1 percentage points higher than the CPI rating for the Springfield School District.

See attachment 1: 2008 MCAS Results on page 23.

COMMON SCHOOL PERFORMANCE CRITERIA

CURRICULUM

All SABIS® International Charter School curriculum is fully aligned to the Massachusetts Curriculum frameworks. The curriculum through all grades and subjects remains stable but is continually refined every year in response to student performance on MCAS and other summative assessments. In the 2008 – 2009 school year major modifications were made to curriculum pacing for Special Education students to ensure that all essential concepts are mastered. Other than these refinements, no major curriculum changes have been made at SABIS® International Charter School.

The curriculum addresses the skills and concepts that all students must know and be able to perform to meet state standards. The curriculum supports opportunities for students to master skills and concepts. The SABIS® Curriculum used at SABIS® International Charter School is designed to provide knowledge and skill in a range of subjects in addition to the core subjects of English Language Arts, mathematics, and Spanish. Other subjects include science, social studies, art, music, health, physical education, and computers.

The SABIS® Curriculum is a spiral curriculum design such that previous concepts are revisited in a more advanced form in later units or grades. Students exhibit mastery of essential concepts at each level of advancement along the spiral curriculum. Methodical, planned transfer of learning across disciplines plus the systematic, vertical, and horizontal articulation of the curriculum is documented through regular, consistent student performance on multiple criterion-based, standardized assessments. Horizontal and vertical articulation of curriculum is accomplished through the systematic delineation of state and national requirements.

Teachers' plan and delivery of lessons is directed by SABIS® Curriculum guidelines. SABIS® International Charter School uses SABIS® Pacing Charts for each academic subject to make teaching more efficient. Pacing charts detail what should be taught, week-by-week throughout the academic year, identifying the rate of instruction and the introduction of material. Teachers are required to use the SABIS® Instructional Process. Delineation of essential and non-essential concepts aligned with pacing charts "front-loaded" at the start of the term makes teaching more efficient and allows gaps in individual student learning to be dealt with immediately so that the continuum of instruction can progress successfully.

INSTRUCTION

In order to achieve world-class standards, the SABIS® Curriculum that is implemented at SABIS® International Charter School uses SABIS® Educational Systems, Inc. teaching and evaluation methods. Instructional time is extremely valuable. Using the SABIS® Point™ System of Teaching enables our teachers to efficiently maximize the amount of concepts and material covered in a class. The SABIS® Academic Cycle specifies that particular activities are to be carried out in the SABIS® pedagogy for teaching, learning, and assessment during each of the four cycles of activity. Specific roles and responsibilities are specified for each cycle for the various staff members including the Director, Academic Quality Controllers, Heads of Departments, Teachers, Student Life Organization™ Prefects, IT staff, Office Personnel, and Student Management Personnel. The SABIS® Academic Cycle, procedures, and activities emphasize teacher efficacy (teaching efficiency and effectiveness) and learner competency and confidence (learning efficiency and success).

Continuous evaluation of student learning is an integral part of the SABIS® educational model and is fully used by SABIS® International Charter School. Assessment of student learning is done in many ways using various measurement tools, both internal and external. Those concepts and skills that students should master are carefully selected. Teachers teach these concepts according to a set time plan and sequence, as delineated by the SABIS® Pacing Charts. Frequent testing is used to monitor the attainment of objectives. The school uses the SABIS® School Monitoring System™ software specifically created to monitor attainment of objectives. Continuous feedback from frequent testing is used by teachers and administrators to detect learning gaps as soon as they form, and fill those gaps before new concepts are taught. Having clear objectives, preventing the forming of gaps, coupled with filling pre-existing gaps, all help accelerate the learning process.

In summary, each teacher is provided with a pacing chart for the subject area taught. The pacing chart serves as a syllabus, detailing what should be taught, week-by-week, throughout each of the three terms of the school year. The pacing charts ensure that instructors teach the essential skills and knowledge required for advancement. Through carefully created planning and point-by-point teaching following the pacing chart, students master the material and progress at the designated pace. Each separate point is taught to the class through presentation, explanation, examples and questions. Teachers lead the students in accomplishment of the first point before moving on to the next. The teacher re-teaches the point, if necessary, until all students demonstrate understanding through an exercise, and the point is checked off; the class then moves on to the next point.

Students who have difficulty achieving academic success may be assigned to Intensive classes, resource rooms, and/or tutoring sessions to help them understand the skills and concepts that are being addressed in the pacing charts. Students who are Limited English Proficient or those in special education also benefit from the Intensive classes (pursuant to a student's IEP). Teachers in the Intensive classes also use the Point and Prefect



system, while focusing primarily on helping students understand only the 'essential' points of a unit of study. Once students have mastered the essential points in the intensive classes, they have the opportunity to rejoin their regular classes. The main objective of the Intensive class program is to get students caught up and returned to their classrooms as quickly as possible.

PROGRAM EVALUATION

In order to meet and exceed the academic goals and objectives developed for SABIS® International Charter School, a number of evaluative activities have been developed to ensure successful implementation of its pedagogy and assessment practices to attain outstanding student performance results as quickly as possible. The SABIS® system believes that all students can learn and excel through the integration of instructional and assessment programs designed to identify gaps in learning and address these gaps before they can derail a student's academic progress.

The first level of monitoring and evaluation activity is conducted at the classroom level using the internal SABIS® Periodic Tests and SABIS® Academic Monitoring System™ Tests weekly to determine the progress of individual students on key educational concepts for each of the academic subjects. These weekly assessments help determine to what extent students within a class and a section were able to master the instructional points for the week or other specified amount of time. Teachers use those results to pinpoint gaps among the students and take steps to address and close those gaps before they may derail the students' ability to progress academically. The internal SABIS® International Charter School assessments provide detailed reports identifying both students that are high achieving and those students that may be at risk of academic failure. The test results are used to tailor additional instruction for students in need of additional help but also for students that excel who could benefit from advanced coursework.

The Academic Quality Controller (AQC) or head of department (HOD) conduct the second level of monitoring and evaluation by reviewing the testing data results, identifying students needing academic intervention, and identifying sections or classes where re-teaching needs to occur. The AQCs and HODs

collaborate with the individual teachers to create appropriate lesson plans, coordinate intervention strategies with the Student Life Organization™ Coordinator, and consult with the Director, or special education staff, if necessary. AQCs, working with their instructional faculty, will determine if additional instruction through before-school or after-school programs and/or tutoring are necessary. Evaluation at this level also helps gauge the progress of the educational staff and permits timely interventions.

A third level of monitoring and evaluation activity is led by the Director. Since the Director retains overall responsibility for the academic success of the students, the Director works closely with the faculty, other administrative staff, as well as support staff members, to ensure that all students are proceeding at the proper pace. Frequent meetings between the Director and senior staff members, commonly referred to as the SABIS® Pillars™, ensure that the day-to-day operations run smoothly and that any and all issues are identified and addressed in a timely manner. Performance data (at the student, class and school-wide levels) is used to evaluate progress and to make necessary adjustments to the program.

SCHOOL CULTURE

The SABIS® Student Life Organization™ is a student-led society that empowers students to contribute to the management of the school, to make a positive difference, and to play an active role in their education, as well as the education of others.

While providing opportunities for social and moral growth, the SLO™ helps students develop academic, managerial,

organizational, and leadership skills.

Student Life also gives students the chance to get involved in a variety of academic and non-academic activities such as tutoring of other students, planning sports and social events, organizing community service projects, being involved in the school newspaper, and much more.

The “School’s Basic Beliefs” are a large part of the success of the SABIS® International Charter School discipline policy. SABIS® International Charter School believes that if each student adheres to these beliefs, he or she will be successful regardless of the endeavor. It is the school’s hope that these beliefs will be carried by the students after they leave SABIS® International Charter School and enter college.

These beliefs, which emphasize personal responsibility, are posted in every classroom.

BASIC BELIEFS

1. Always try
2. Do your best
3. Cooperate and actively help others
4. Treat others with respect
5. Manage yourself
6. Respect the property and rights of others

DIVERSE LEARNERS

SABIS® International Charter School values diversity among its students and staff. Since opening in 1995, SABIS® International Charter School has reflected the City of Springfield’s cultural and ethnic make-up. As an open-enrollment and non-selective charter school, students are admitted by a lottery that is publicly held each year. While SABIS® International Charter School strives to maintain diversity among its students; the actual make-up is essentially determined by random lottery.

The school holds the following beliefs which guide how decisions are to be made and how actions are to be taken throughout the school:

All students can achieve their full potential of educational excellence:

- An acceptable curriculum is based on achieving mastery of essential concepts, clear performance goals, and objectives aligned with state standards
- Efficient use of classroom time and effective classroom management enhance learning
- An assessment system that provides academic and non-academic information addresses students’ individual differences and needs, and assures accountability for performance by the school
- A desirable school climate reflects the degree to which discipline, ethical practices, and behavior are founded upon both responsibility and respect for both self and others by each individual

As a college-preparatory school, the academic program at SABIS® International Charter School is rigorous. Expectations are high and much is required of all our students. To ensure that all students have meaningful access to the various programs, and can be challenged to achieve their fullest potential, a range of programs at SABIS® International Charter School has been initiated to target continual improvement in student performance. (Note that special accommodations are made for all students who have individualized education plans or are English Language Learners)

Remedial programs are offered during the Student Life Organization™ (SLO) activity period that occurs every day, during “specials” time which includes art, music, and physical education, or after school. Re-teach sessions use the SABIS® AMS and SABIS® Periodic assessments to identify students who have not mastered a concept or skill. Students may attend re-teach sessions in which teachers provide additional instruction during the SLO activity period, before or after school. The student is then reassessed to verify mastery.

Peer tutoring sessions are also offered during the SLO activity period in which student prefects provide additional support to students who have been referred by teachers, students, or themselves. Students who are identified as being noticeably behind in ELA or math are placed into an Intensive class led by a designated teacher typically consisting of a relatively small number of students.

SABIS® International Charter School offers an Intensive program for students in grades 2 – 8. In grades 2 -5 the Intensive program includes instruction in both English and math. In response to student need, the Intensive program in grades 6 – 8 is focused on instruction in mathematics. On average, 16 students in each grade attended intensive classes in ELA and 30 students in math.

SUPERVISION AND EVALUATION OF TEACHERS

Teachers working at SABIS® International Charter School are not simply left to succeed or fail on their own. All teachers, whether they are good or outstanding, require positive supervision, frequent evaluation, and perhaps most importantly, peer feedback. For this reason, teachers work as a team. Throughout the year, trained administrators, department heads and peers visit classrooms, providing formal and informal evaluations and recommend areas in need of improvement.

Teachers at SABIS® International Charter School form grade-level teams. They are expected to play active roles in peer evaluation, including identifying specific training or professional development needs. These teams collaborate to address any challenges or lack of progress by individual students, a cohort of students, or even an entire classroom. SABIS® International Charter School corporate level evaluators also spend planned time in schools identifying needs and devising ways to improve individual staff performance. Lastly, teacher mentoring occurs throughout the entire school year, where experienced teachers mentor those who are less experienced.

SABIS® International Charter School has adopted written policies, in compliance with federal and state law, concerning recruitment, discipline, and performance evaluation. Informal observations, formal observations, and summative performance evaluations are utilized to clarify job responsibilities and improve performance continuously. SABIS® International Charter School has created an effective culture of continuous learning for the adults operating within the school that is directly tied to student learning and other school goals. Mirroring the higher expectations held for their students, all staff are also expected to continue to learn and increase their expertise. Professional development opportunities are provided to teachers, administrators, and other personnel on an ongoing basis. Training sessions cover the SABIS® International Charter School curriculum, pacing charts, teaching methods, the assessment program, classroom management, reporting student performance,

student behavior management and discipline, and general policies and procedures typical of a SABIS® International Charter School. Use of student assessment data to evaluate and improve instructional practices is a critical component of the SABIS® International Charter School program.

PROFESSIONAL DEVELOPMENT

Each year SICS offers two weeks of professional development; one week designed to meet the needs of new teachers and the following week designed for returning teachers and staff. During the school year, after school and Saturday workshops are offered. Staff is always encouraged to present to their colleagues after attending outside workshops. The school offers tuition reimbursement, testing reimbursement, dinner meetings with the School Director and a mentoring program. All teachers are provided with information on outside workshops and are encouraged to attend. Brochures and pamphlets are organized and kept in teacher lounges, along with requisition forms to fill out and for approval from supervisors.

Three major focus areas drive the professional development on an annual basis. The first focus is on effective teaching in the SABIS® International Charter School model focusing on those methodologies unique to our program as well as instructional quality issues, differentiated learning, and universal design. Our mentoring program serves as an integral part of this initiative. Student performance on internal assessments has become an important benchmark to measure the success of the training. This is particularly true when comparing the student performance in the same subject between a new and veteran teacher.

Our second major initiative is in response to student performance on MCAS in math and English. In particular we have focused on student written responses as measured by open response scores. Trainings have included QAR reading comprehension strategies and multiple trainings on building student writing skills. In the last two years we have seen an increase in overall open response scores and in particular improved performance in the 2008 MCAS math cycle were due to more consistent open response scores.

Another major initiative focuses on classroom management. Trainers have been invited to do whole staff training in August based on the feedback of multiple teachers who were sent to do off site training. While this is a typical need for new teachers all have benefitted from this initiative, reducing the number of out of class referrals for students.

"It's all about results...whether in the classroom, on the athletic fields or in the college application process...our students finish atop the rest."

Tom Campagna

COLLEGE COUNSELOR AND
ATHLETIC DIRECTOR



ORGANIZATIONAL VIABILITY

PERFORMANCE OBJECTIVE ONE:

SABIS® International Charter School's staff, students, and the Board of Trustees members will disseminate the School's best practices, philosophy, and mission statement.

management system, the common goal for student success, student behavior and the positive attitude of the teaching staff. This measure has been met.

GETTING THE WORD OUT

The staff and student body continually disseminate SABIS® International Charter School's best practices.

- The fifth annual Employment Fair was held at the school in April. Thirty prospective applicants attended and listened to a presentation by both administrators and teachers. Applicants also toured the school.
- The schools' Special Education director participated in a seven day Special Education Leadership Academy. The focus of this conference was Systems Change for Improved Results for Students with Disabilities. By the end of the conference, participants shared an action plan and intervention strategies for a real situation at their school.
- Key staff members from Kiley Middle School (Springfield Public Schools) visited our school to learn about our best practices in a variety of areas including Student Life, academic philosophy and discipline.
- Six students and the principal from the Springfield Renaissance School made classroom visits and observed our teaching methodology, college preparatory programming and our Student Life Organization. A panel of six SABIS® International Charter School teachers participated in a discussion with the visitors.
- The 8th annual SABIS® Showcase was held at the school in April this year. In excess of 100 visitors came to the school to tour the facility and to attend a presentation entitled, "SABIS®, What Makes Us Successful."
- In December, two Kindergarten information meetings were held at the school to inform the public about registering kindergarten students. The meetings were advertised in the newspaper, libraries and area small businesses. The actual registration, held in January, followed similar notification procedures. Over 250 people attended one or more of the events.
- Members of the schools' National Honor Society and

ASSESSMENT MEASURE #1

During each academic year at least 25 educators, legislators, and other interested members of the public will visit the school or attend a school-sponsored forum. At least 80% will identify a school policy, program, or technique that they would like to see replicated in other schools on a visitor survey or in feedback via email.

2008/2009 RESULTS

During the 2008/2009 school year a number of educators, legislators, parents and interested members of the public have visited the school. Visits have ranged from formal school tours to document safety procedures to informal tours arranged for visitors to observe the SABIS® International Charter School teaching methodology. Of those visitors that filled out a visitor survey, 81% identified a policy, program, or technique that they would like to see replicated in other schools. Visitors commented on the Student Life Organization™, data



Student Life Organization entered their third annual SABIS® Relay for Life Team to raise awareness and funds in support of the American Cancer Society (ACS). The team raised in excess of \$3,000.00.

- The SABIS® International Charter School website is maintained by both students and staff. School philosophy, student accomplishments, and athletic highlights are updated on a regular basis. During the 2008 – 2009 school year, the website had in excess of 59,000 hits.
- Two SABIS® International Charter School teachers received the 2009 Pioneer Valley Excellence in Teaching Award. Sponsors of the award are Mass Mutual, the Davis Foundation and the Harold Grinspoon Foundation.

PERFORMANCE OBJECTIVE TWO:

The SABIS® International Charter School's Board of Trustees will demonstrate effective oversight of the School's programs, policies, and leadership.

down each assessment measure into its parts; some measures have several criteria that were used to evaluate progress toward reaching the performance objective. Of these 29 goals, 24 (or 83%) were reached this year. This measure was not met.

ASSESSMENT MEASURE #2

The Board of Trustees will provide an effective forum for public input into the governance of the school by holding at least 10 Board or standing sub-committee meetings per year (all of which will conform to the standards of the Open Meeting Law) and by making available the minutes of all such meetings upon request. Additionally, the Board will allot a set amount of time before every full meeting when citizens can sign up to address Board members. Executive sessions will be called as needed.

2008/2009 RESULTS

This year the Board of Trustees held a total of 24 meetings. All minutes of meetings are available upon request. This measure was met.

ASSESSMENT MEASURE #1

The Board of Trustees sets all policies for the school. Under its governance, the school will successfully achieve its performance goals on 90% of the objectives described in the Accountability Plan (exclusive of this goal) each year.

2008/2009 RESULTS

There have been no changes in the 2008/2009 Accountability Plan during the 2008/2009 school year.

This year we have identified 29 specific goals within our Accountability Plan. We reached this number by breaking

ASSESSMENT MEASURE #3

The SABIS® Board of Trustees will ensure the responsible and effective use of public funds by submitting annually to the Massachusetts Department of Education:

- A balance sheet showing adequate cash reserves to ensure continuing operations;
- An actual budget vs. expenditures for the previous academic year and a proposed budget for the forthcoming academic year;
- An assessment of the School's financial practices by a qualified, independent auditor, which shows 100% compliance with Massachusetts General Laws, Generally Accepted Accounting Principles (GAAP), and Governmental Accounting Standards Board (GASB) audit standards.

2008/2009 RESULTS

This measure has been met in that all of the above has been submitted. Please see Attachment 3: Financial Report.

ASSESSMENT MEASURE #4

The school will demonstrate its responsiveness to the needs and priorities of the parents of Springfield by maintaining a waiting list equal to 30% of the student body and by ensuring that 85% of matriculated students re-enroll in the school each year.

2008/2009 RESULTS

The waiting list is presently at 2,768. The current student population at SABIS® International Charter School is 1,572. This means that the waiting list is equal to more than 176% of the student body.

As of this writing, only 51 students will not return next year, which means that approximately 97% of matriculated students are currently re-enrolled for next year. Both parts of this measure have been met.

PERFORMANCE OBJECTIVE THREE:

The SABIS® International Charter School administration will ensure the safety of the school campus for all students and staff.

ASSESSMENT MEASURE #1

The Springfield Police, Fire, and Emergency Management Departments will annually review and approve of the school's safety procedures, including the fire drill procedure and the Crisis Management Plan.

2008/2009 RESULTS

During the 2008/2009 school year, members of the Springfield Police and Fire Departments continued to review the school's safety procedures and Crisis Management Plan. It was reported that the plans are "functional, up to date, and very well organized." This measure has been met.

ASSESSMENT MEASURE #2

In a survey, 90% of all 12th grade students will "agree" or "strongly agree" with the statement, "I feel safe from abuse, harassment and violence while attending SABIS®".

2008/2009 RESULTS

Ninety-one percent of the 12th grade students that responded to the survey agreed or strongly agreed that they felt safe from abuse, harassment and violence while attending SABIS® International Charter School. This measure has been met.

ASSESSMENT MEASURE #3

In an annual survey, 95% of all parents will "agree" or "strongly agree" with the statement, "My children are safe at SABIS® International Charter School."

2008/2009 RESULTS

Ninety-five percent of the parents that responded to the survey reported that SABIS® International Charter School is a safe environment. This measure has been met.

ASSESSMENT MEASURE #4

In an annual survey, 95% of all teachers will "agree" or "strongly agree" with the statement, "The SABIS® International Charter School is a safe environment that allows me to teach effectively."

2008/2009 RESULTS

Ninety-eight percent of the teachers who completed the survey

reported that the SABIS® International Charter School is a safe environment that allows them to teach effectively. This measure has been met.

COMMON SCHOOL PERFORMANCE CRITERIA

POLICY DECISIONS

The Board of Trustees continues to fulfill its statutory responsibilities to achieve the terms of the charter, safeguard public funds and to effectively and efficiently oversee SABIS® International Charter School management team's performance. The Board has accomplished this not by micromanagement over the school's administrative team, but by establishing a sound committee system to receive, review and follow-up on information received through various reporting mechanisms. This current system has proven to be effective and efficient for handling the Board's oversight responsibilities, while channeling policies and issues that emerge through a process.

The Board focuses on long-term planning and oversight, while the administrative team is responsible for day-to-day operations and reporting results. By staying within clearly defined and established parameters, the Board and the administration have been able to effectively and cooperatively carry out their respective duties and responsibilities. The Board understands that its main responsibility is to ensure that the school remains in full compliance with all laws and regulations governing public schools. This means ensuring that the school is accountable financially and academically to the Massachusetts Board of Elementary and Secondary Education. It also means making practical facility-related decisions for an expanding student enrollment, analyzing financial reports, setting and overseeing the school's uniform and discipline code, and evaluating the school's Director.

While the Board has had some minor turnover in its membership, this turnover has been almost entirely planned and anticipated. This change in Board make-up has actually been healthy for the organization's development, especially as the Board evolved from providing oversight during the early start-up phase to providing leadership and vision as the school entered a more stable and mature phase.

The stability in Board membership, cohesiveness among the members, and solid and visionary leadership by the various Board chairs, has been an important factor in contributing to the school's steady expansion, intense focus on academic performance, and accountability for results.

Board members are knowledgeable of the school's academic goals, as well as the status and challenge toward meeting these goals. Communication between the administration and the Board has always been open, allowing for a free flow of information, thus strengthening the relationship between the

Board and school management. Status reports on the school's programs and progress toward goals are presented at every Board meeting. Answers to questions are quickly provided.

The Board holds its meetings at the school throughout the school year. These meetings are held in full compliance with the State's Open Meeting Law. The Board has worked hard to write and/or make clarifications concerning key policies.

DECISION MAKING AND COMMUNICATION

Having just completed its fourteenth year of operations, SABIS® International Charter School has established a streamlined system of communications and decision-making that makes sense and enables the flow of information to follow a process that is clearly understood by all members of the school community.

The Director, along with members of the school administrative team, report to the Board of Trustees through the committees or the full board. The Director is the school leader. All staff report directly to the Director, not the board. The Director also reports directly to SABIS® Educational System Inc. President as well as other corporate office managers. Regular staff meetings occur throughout the school year enabling staff to openly discuss matters that require attention.

Annual SABIS® International Charter School conferences are organized nationally for the key school administrators, such as School Directors (also attend an annual International Charter School conference), Business Managers, Academic Quality Controllers, Student Life Coordinators, and IT specialists. Video-conferencing is also widely used, facilitating the sharing of ideas between colleagues at various SABIS® managed schools.

The school communicates with parents a number of different ways, including the web, weekly folders, newsletters, and through activities at the school. Parents are encouraged to attend Board meetings and to join the school's Parent Connection organization.

ROLES AND RESPONSIBILITIES

As a member of the SABIS® Schools Network, SABIS® International Charter School has implemented an organizational system and leadership structure that is designed to ensure high standards and efficiency for every individual in the school. (See attachment 2: Organizational Chart) SABIS® International Charter School believes that creating a supportive

environment for its staff is vital for school performance. Members of the school community at all levels interact in respectful and cooperative ways focusing on the shared common purpose of educating students.

Board of Trustees: SABIS® International Charter School is governed by its Board of Trustees, which is responsible for setting all school policy; approving the annual school budget; commissioning the annual fiscal audit; approving the school annual report and all related financial statements; approving all student expulsions; handling complaints; monitoring progress toward meeting academic and non-academic goals; ensuring the faithfulness to the mission and philosophy; and overseeing the management and operation of the school.

SABIS® Educational Systems: The Board, pursuant to its management agreement with SABIS®, delegates all day-to-day instructional and operational responsibilities to SABIS® International Charter School.

School Director: The School Director is responsible for setting the daily schedule, making personnel decisions, supervising staff, implementing the SABIS® educational program, curriculum and assessment system, and disciplining students.

Teachers: Teachers are responsible for implementing the SABIS® educational program and for performing their primary job of instructing their students. They report to the Academic Quality Controller, attend regular meetings with the AQC, report class progress in terms of the pacing chart, student achievement, and provide weekly updates to the AQC regarding the academic concepts that were taught.

AMENDMENTS TO THE CHARTER

There were no amendments to the Charter during the 2008-2009 school year.

COMPLAINTS

There were no official written complaints received by the Board of Trustees.

OVERSIGHT

SABIS® International Charter School has benefitted from stable leadership and membership on the Board since it was founded in 1995. Over the past five school years, from 2004-05 to 2008-09), SABIS® International Charter School's Board has

averaged ten members (except for 2004-05 when it had 11 and in 2007-08 when it had 9 members). Six current members have served all five years, and on average, two members have resigned and two new members have joined the board. This consistency and stability in board membership has greatly benefitted SABIS® International Charter School's continued commitment and capacity toward achieving the shared vision and mission.

The Board of Trustees performs its oversight of the school's management through its various committees (such as Education, Management and Director Review, Discipline, Finance/Audit, and others). These committees meet regularly and receive and review reports provided by school administrators or outside consultants. Minutes of all committee meetings are written and shared with the full Board and staff.

As part of its oversight role, the Board reviews and approves the school's accountability plan which contains a wide range of academic and non-academic performance goals. This accountability plan is then submitted to the Department of Elementary and Secondary Education (DESE) for approval. Annually, the school's administrators prepare an annual report detailing the school's performance toward meeting each goal outlined in the accountability plan. The School Director submits a regular report to the Board prior to all Board meetings detailing progress toward meeting the school's goals.

BOARD PLANNING

The most important goals of the Board are contained in the Accountability Plan. However, the board has established two other strategic goals that are not contained in the accountability plan: 1) the expansion of the facility and 2) the purchase of the facility from Springfield Property Management LLC. The first goal was accomplished by establishing a Construction Committee that met regularly with the architect, general contractor, school administrators and SABIS® representatives. The new classroom wing was completed in November 2008. The second goal was accomplished with the purchase of the 160 Joan Street facility on June 30, 2009.

"I was completely impressed with the strength of your student culture and the grace and style embedded in your leadership."

Stephen Mahoney, Ed.D.

PRINCIPAL,
THE SPRINGFIELD
RENAISSANCE SCHOOL

FAMILY SATISFACTION

The results of student, staff and family surveys were included in the results of the measures within the text of the report.

FINANCIAL OVERSIGHT

SABIS® International Charter School is pleased to report that auditors found no reportable findings related to the school's management of funds, expenditures, or compliance with applicable laws governing the use of funds by charter schools.

Relative to the school's compliance with requirements applicable to the internal controls in accordance with OMB Circular A-133, the auditors stated the following in each fiscal year audited financial statements: "In our opinion, the SABIS® International Charter School complied, in all material respects, with the [federal] requirements referred to above that are applicable to its major federal program for the year ended."

The auditors discovered "no instances of noncompliance that are required to be reported under the Government Auditing Standards." In addition, the auditors noted that there are "no matters involving the internal controls over financial reporting and its operation that we consider to be material weaknesses." The auditors stated: "We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses."

In all three fiscal years, the auditors stated that "SABIS® International Charter School was determined to be a low-risk auditee." In addition, auditors made no findings for all three fiscal years related to the Financial Statements Audit and the Major Federal Award Programs Audit.

All three fiscal year audits contain not a single finding of noncompliance or deficiencies relative to SABIS® International Charter School's management of its finances.

FISCAL OVERSIGHT

The Board of Trustees takes seriously its fiduciary responsibility to provide fiscal oversight of the school's operations. As the governing body, the Board receives and reviews regular financial reports from the school's administrative team. The Board also adopts policies, as necessary to improve on the system of internal controls already established at the school. Through the Board's Finance/Audit Committee meets periodically (in most cases monthly) with the school's business manager to review a variety of financial reports, profit and loss detail and statements, year to date budgeted versus actual variance, review of detailed balance sheet, assets and liabilities, transaction itemization report, contracts with vendors, major capital outlays, and much more. The reports are carefully reviewed by the committee before being submitted to the full board.

INTERNAL CONTROLS

SABIS® International Charter School is a professionally managed charter school that adheres to all state and federal reporting requirements. The school has implemented the Massachusetts Department of Education's recommended Fiscal Policies and Procedures Guide as well as SABIS® Educational System's policies and procedures management of business operations. Over the years, a comprehensive set of procedures for handling and safeguarding public funds has been developed by SABIS® International Charter School.

Sound policies have been established to deal with internal banking procedures, account transfers, and bank reconciliation process. Both school and SABIS® International Charter School corporate staff carefully monitor restricted and unrestricted grant awards, grant expenses, and monthly draws. To further ensure compliance with sound and effective financial management policies and procedures, the school's business manager prepares a detailed monthly financial report that is provided to SABIS® International Charter School corporate office for review and approval, and then provided to the School Director and to the Board of Trustees. This monthly budget analysis shows budgeted versus actual comparisons in the same format as the budget, thus allowing for quick and efficient review.

Prior to June of each year, SABIS® Educational Systems prepares and presents to the Trustees a detailed recommended operating budget for the next school year. The proposed budget shows each discreet area of expenditure as a separate line item, including funds allocated for use by the Trustees as well as fees paid to SABIS® Educational System, Inc. The Trustees and SABIS® International Charter School together review the proposed budget. The Trustees then provide SABIS® Educational Systems, Inc. with its position on each line item.

All revenue funds received in connection with the school are deposited initially in a Trustees account. SABIS® Educational Systems, Inc. is paid fees on a quarterly basis per the operating budget. Also on a quarterly basis, funds allocated in the budget for the operation of the school are deposited in the school operating account. Expenditures from the school operating account are incurred only in accordance with the approved budget (as it may be modified by agreement of the Trustees from time to time).



SCHOOL DATA CHARTS

INSTRUCTIONAL TIME

| | |
|---|---|
| Total number of instructional days for the 2008-09 school year | 180 |
| First and last day of the 2008-09 school year | 9/2 - 6/25 |
| Length of school day (please note if schedule varies throughout the week or the year) | K - 5 8:30 - 3:45 6 - 12 7:00 - 2:25 |

STUDENT ENROLLMENT INFORMATION

| | |
|---|------|
| Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates) | 51 |
| Total number of students enrolled as of October 1, 2008 | 1574 |
| Total number of students who enrolled during the 2008-09 school year, after October 1, 2008 | 24 |
| Total number of students who left during the 2008-09 school year, after October 1, 2008 | 36 |
| Total number of students enrolled as of the June 2009 SIMS submission | 1563 |
| Number of students who graduated at the end of the 2008-09 school year | 79 |

SUMMARY OF STUDENT DEPARTURES

| | |
|--|-----------|
| Students who completed the school year but did not return to SABIS® | 51 |
| Springfield Public Schools | 15 |
| Moved out of Springfield | 23 |
| Private School | 4 |
| School Choice | 7 |
| Charter School | 1 |
| Dropped Out | 1 |

| | |
|---|-----------|
| Students who left SABIS® after October 1, 2008 | 36 |
| Springfield Public Schools | 15 |
| Moved out of Springfield | 14 |
| Private School | 2 |
| School Choice | 1 |
| Charter School | 2 |
| Dropped Out | 2 |

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION

(for students enrolled as of the June 2009 SIMS submission)

| Race/Ethnicity | # of students | % of entire student body |
|-----------------------------------|---------------|--------------------------|
| African-American | 490 | 31% |
| Asian | 28 | 2% |
| Hispanic | 437 | 28% |
| Native American | 0 | 0 |
| White | 538 | 35% |
| Native Hawaiian, Pacific Islander | 0 | 0 |
| Multi-Race, Non-Hispanic | 70 | 4% |
| Special Education | 192 | 12% |
| Limited English Proficient | 20 | 1% |
| Low Income | 645 | 41% |

ADMINISTRATIVE ROSTER FOR THE 2008-99 SCHOOL YEAR

| Title | Brief Job Description | Start date | End date (if no longer employed at the school) |
|--|--|------------|--|
| Director | School Leader | 1/2/96 | n/a |
| Deputy Director | Director In-Training | 8/16/05 | n/a |
| Asst. Director/ Administration | Supervises Non Academics | 10/1/96 | n/a |
| Student Life Coordinator | Supervises Student Life Component | 8/26/99 | n/a |
| Academic Quality Controller | Academic Leader – Kindergarten through Grade 4 | 8/26/99 | n/a |
| Academic Quality Controller | Academic Leader – Grades 5 - 8 | 8/25/03 | n/a |
| Academic Quality Controller | Academic Leader – Grades 9 - 12 | 8/16/07 | n/a |
| Special Education Academic Coordinator | Oversees Special Education Department Grades K -12 | 8/21/95 | n/a |
| Student Management Coordinator | Disciplinarian Grades K -5 | 1/23/06 | n/a |
| Student Management Coordinator | Disciplinarian Grades 6 -8 | 8/22/99 | n/a |
| Student Management Coordinator | Disciplinarian Grades 9 -12 | 3/22/04 | n/a |
| No Child Left Behind Coordinator | MCAS/External Reporting Coordinator | 5/24/00 | n/a |
| IT Coordinator | Technology Supervisor | 12/18/95 | n/a |
| Guidance Counselor | Supervises College Placement | 4/13/99 | n/a |
| Head Supervisor | School Discipline/Building Operations | 12/11/98 | n/a |
| Business Manager | Financial Supervisor | 4/21/06 | n/a |

SUMMARY OF TEACHER/STAFF DEPARTURES

| | |
|--|-----------|
| Departures during the 2008-2009 school year | 10 |
| New Job | 2 |
| Working Part-time | 1 |
| Family Needs | 3 |
| Dismissed | 2 |
| Illness | 1 |
| New Career | 1 |
| Departures at the end of the school year | 5 |
| New Job | 2 |
| Position Eliminated | 1 |
| Family Needs | 1 |
| Replaced with FTE | 1 |

TEACHERS AND STAFF ATTRITION FOR THE 2008-2009 SCHOOL YEAR

| | |
|-------------|---|
| | Number as of the last day of the 2008 - 2009 school year |
| Teachers | 95 |
| Other Staff | 65 |
| | Departures during the 2008 - 2009 school year |
| Teachers | 6 |
| Other Staff | 4 |
| | Departures at the end of the school year |
| Teachers | 5 |
| Other Staff | 0 |



BOARD MEMBERS FOR THE 2008-2009 SCHOOL YEAR

| Name | Position on Board | Committee Affiliation(s) | Area of expertise, and/or additional role at school (parent, staff member, etc.) | Number of terms served; election date, expiration date and length of each term |
|-------------------------|-------------------|--|--|--|
| Nancy Anderson | Member | Discipline Education Nomination/ Membership | Parent, Clinical Pediatric Dietitian | Terms served: 1 Election date: 11/08 Expiration date: 11/11 Length of term: 3 yrs |
| Joyce Williams-Barbieri | Member | Bylaws /Policy Construction Education Nominating/ Membership | Parent, Business Manager | Terms served: 4 Election date: 3/95 Expiration date: 11/09 Length of term: 3 yrs |
| David V. Bloniarz | Member | Education Technology | USDA Forest Service UMass Amherst | Terms served: 1 Election date: 9/08 Expiration date: 11/11 Length of term: 3 yrs |
| Sal Calvanese | Treasurer | Finance/Audit | Parent, Finance/Business | Terms served: 1 Election date: 11/08 Expiration date: 11/11 Length of term: 3 yrs |
| Lynn A. Lessard | Vice Chair | Bylaws/Policy Director/Mgmt. Review Education | Parent, Dental Hygienist | Terms served: 4 Election date: 4/97 Expiration date: 11/09 Length of term: 3 yrs |
| Ellen McDonald | Member | Education Finance/Audit Management Agreement | Parent, Real Estate Analyst | Terms served: 1 Election date: 9/08 Expiration date: 11/11 Length of term: 3 yrs |
| Elmer McMahon | Member | Discipline Technology | Retired Deputy Police Chief | Terms served: 1 Election date: 1/07 Expiration date: 11/10 Length of term: 3 yrs |
| Keith A. Millet | Secretary | Construction Discipline Finance/Audit Management Agreement Nominating/ Membership Technology | IBM global | Terms served: 4 Election date: 2/99 Expiration date: 11/11 Length of term: 3 yrs |
| N. Anthony Thomas | Chair | Construction Director/Mgmt. Review Finance/Audit Mgmt. Agreement Nominating/ Membership | Parent, Finance/Business | Terms served: 3 Election date: 11/01 Expiration date: 11/10 Length of term: 3 yrs |

ATTACHMENT 1 - 2008 MCAS RESULTS

ENGLISH

| | Warning/ Failure | | Needs Improvement | | Proficient | | Advanced | | |
|-------|---------------------|----|----------------------|----|------------|----|----------|----|----------------|
| Grade | # | % | # | % | # | % | # | % | Total Students |
| 3 | 7 | 6 | 36 | 30 | 63 | 53 | 14 | 12 | 120 |
| 4 | 14 | 11 | 75 | 60 | 31 | 25 | 4 | 3 | 124 |
| 5 | 5 | 4 | 43 | 34 | 71 | 56 | 7 | 6 | 126 |
| 6 | 9 | 7 | 42 | 33 | 62 | 49 | 14 | 11 | 127 |
| 7 | 4 | 3 | 68 | 53 | 55 | 43 | 1 | 1 | 128 |
| 8 | 5 | 3 | 29 | 19 | 119 | 75 | 6 | 4 | 159 |
| 10 | 0 | 0 | 12 | 17 | 48 | 69 | 10 | 14 | 70 |

MATH

| | Warning/ Failure | | Needs Improvement | | Proficient | | Advanced | | |
|-------|---------------------|----|----------------------|----|------------|----|----------|----|----------------|
| Grade | # | % | # | % | # | % | # | % | Total Students |
| 3 | 12 | 10 | 31 | 26 | 43 | 36 | 34 | 28 | 120 |
| 4 | 17 | 14 | 66 | 54 | 34 | 27 | 7 | 6 | 124 |
| 5 | 14 | 11 | 37 | 29 | 53 | 42 | 22 | 17 | 126 |
| 6 | 27 | 22 | 49 | 39 | 24 | 19 | 24 | 19 | 127 |
| 7 | 38 | 30 | 53 | 41 | 32 | 25 | 5 | 4 | 128 |
| 8 | 33 | 21 | 71 | 45 | 42 | 26 | 13 | 8 | 159 |
| 10 | 0 | 0 | 11 | 16 | 29 | 41 | 30 | 43 | 70 |

SCIENCE AND TECHNOLOGY/ENGINEERING

| | Warning/ Failure | | Needs Improvement | | Proficient | | Advanced | | |
|-------|---------------------|----|----------------------|----|------------|----|----------|----|----------------|
| Grade | # | % | # | % | # | % | # | % | Total Students |
| 5 | 8 | 6 | 61 | 48 | 41 | 33 | 16 | 13 | 126 |
| 8 | 38 | 24 | 80 | 50 | 40 | 25 | 1 | 1 | 159 |

HIGH SCHOOL SCIENCE - BIOLOGY

| Warning/ Failure | | Needs Improvement | | Proficient | | Advanced | | |
|---------------------|---|----------------------|----|------------|----|----------|----|----------------|
| # | % | # | % | # | % | # | % | Total Students |
| 10 | 6 | 62 | 40 | 66 | 43 | 17 | 11 | 155 |

HIGH SCHOOL SCIENCE - PHYSICS

| Warning/ Failure | | Needs Improvement | | Proficient | | Advanced | | |
|---------------------|----|----------------------|----|------------|---|----------|---|----------------|
| # | % | # | % | # | % | # | % | Total Students |
| 1 | 30 | 2 | 60 | 0 | 0 | 0 | 0 | 3 |



ATTACHMENT 2 - SABIS® International Charter School

BOARD OF TRUSTEES

DIRECTOR
Maretta Thomsen

DEPUTY DIRECTOR
Karen Reuter

ACADEMICS

AQC*
Special
Education
**Jill
Yvon**

AQC*
Primary
School
**Kim
Hollenbeck**

AQC*
Lower
School
**Louise
Pulyado**

AQC*
Upper
School
**Michael
Calvanese**

Upper
School
Guidance
**Tom
Campagna**

Academic
Department
Heads

Teachers

COUNSELING

Licensed
Social
Workers

STUDENT LIFE

Student Life
Coordinator
**Jeff
Londrville**

DISCIPLINE

Head
Supervisor
**William
Foley**

Upper
School
Discipline
**Tim
Hurley**

Lower
School
Discipline
**Frank
Hurrie**

Primary
School
Discipline
**Derek
Conway**

Security

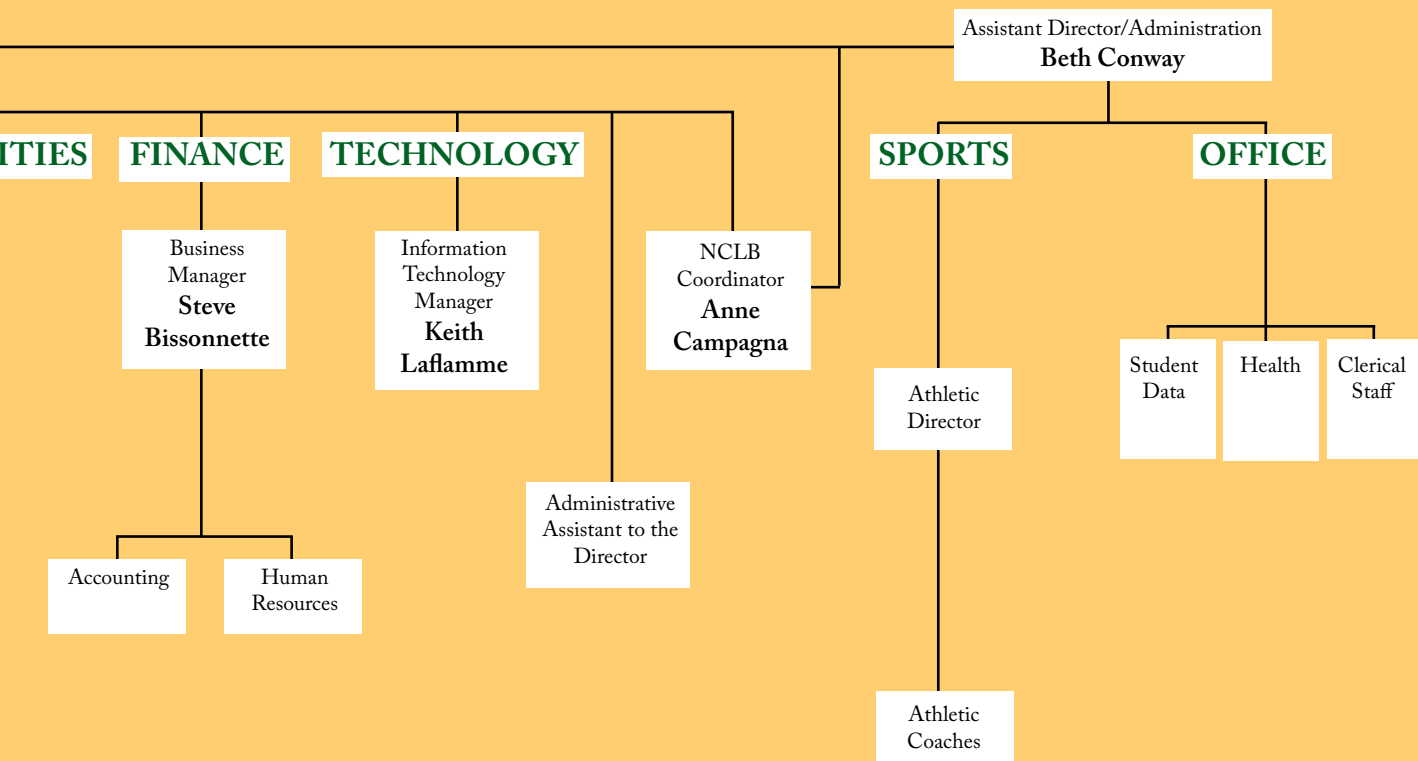
Plant
Manager

Building
Maintenance

*Academic Quality Controller



ORGANIZATIONAL CHART



ATTACHMENT 3 - FINANCIAL STATEMENTS

STATEMENT OF REVENUES AND EXPENSES

For the year ended June 30, 2009

OPERATING REVENUES

| | |
|------------------|---------------|
| Student Tuition | \$ 15,561,963 |
| Federal Grants | 939,471 |
| In-Kind Income | 1,806,456 |
| Educational Fees | 115,716 |
| Interest Income | 1,050 |
| Other Income | 59,247 |

TOTAL OPERATING REVENUES \$ 18,483,903

OPERATING EXPENSES

| | |
|--|-----------|
| Advertising | \$ 13,278 |
| After School Program | 2,712 |
| Bank Fees | 4,835 |
| Board of Trustees Expense | 15,705 |
| Classroom and Other Supplies | 1,080,047 |
| Depreciation | 195,952 |
| Extra Curricular Activities | 221,361 |
| Grant Programs | 939,471 |
| Insurance | 53,674 |
| License Fee | 933,718 |
| Management Fee | 933,718 |
| Occupancy Costs | 2,598,516 |
| Office Supplies, Postage and Expense | 121,020 |
| Payroll Service Charge | 30,632 |
| Professional Services | 26,762 |
| Repairs, Maintenance and Supplies | 573,840 |
| Salaries and Benefits | 7,551,754 |
| Staff Development | 25,243 |
| Student Testing | 4,155 |
| Telephone | 19,730 |
| Travel | 1,128 |
| Computer Expense | 48,194 |
| In-Kind Expense – Student Transportation | 932,730 |
| In-Kind Expense – Food Services | 873,726 |

TOTAL OPERATING EXPENSES \$ 17,201,901

OPERATING INCOME \$ 1,282,002

STATEMENT OF NET ASSETS

For the year ended June 30, 2009

ASSETS

Current Assets

| | |
|---------------------------|--------------|
| Cash and Cash Equivalents | \$ 2,512,538 |
| Due from Related Parties | 72,490 |
| Other Receivables | 21,488 |

Total Current Assets \$ 2,606,516

Capital Assets (Net)

| | |
|-------------------------|------------|
| Furniture and Equipment | \$ 814,528 |
| Buildings | 29,146,412 |

Total Capital Assets \$ 29,960,940

Long-Term Assets

| | |
|-----------------------------|--------------|
| Land | \$ 1,000,000 |
| Bond Acquisition Cost (Net) | 1,301,533 |
| Debt Service Reserve Fund | 2,909,930 |

Total Long-Term Assets \$ 5,211,463

TOTAL ASSETS \$ 37,778,919

LIABILITIES AND NET ASSETS

Current Liabilities

| | |
|----------------------|---------|
| Account Payable | 63,460 |
| Accrued Expenses | 84,295 |
| Accrued Compensation | 701,369 |
| Deferred Income | 28,932 |

Total Current Liabilities \$ 878,056

Long-Term Liabilities

| | |
|--------------------|---------------|
| Bonds Payable | \$ 33,755,000 |
| Bond Premium (Net) | 582,151 |

Total Long-Term Liabilities \$ 34,337,151

TOTAL LIABILITIES \$ 35,215,207

NET ASSETS

| | |
|-------------------------------|--------------|
| Net Assets, Beginning of Year | \$ 1,281,710 |
| Change in Net Assets | 1,282,002 |

Total Net Assets \$ 2,563,712

TOTAL LIABILITIES AND NET ASSETS \$ 37,778,919

FISCAL YEAR 2009-2010

CAPITAL BUDGET

CAPITAL OUTLAY

| | |
|---------------------------------|-------------------|
| Furniture and Equipment | \$ 59,887 |
| Computer Equipment and Software | 82,429 |
| Building Improvements | 81,300 |
| Repair and Replacement Fund | 120,000 |
| TOTAL CAPITAL OUTLAY | \$ 343,616 |

OPERATING BUDGET

OPERATING REVENUES

| | |
|---------------------------------|----------------------|
| Student Tuition | \$ 15,897,706 |
| Federal Grants | 1,057,362 |
| In-Kind Income | 1,806,456 |
| Educational Fees | 111,500 |
| Interest Income | 95,916 |
| Other Income | 65,864 |
| TOTAL OPERATING REVENUES | \$ 19,034,804 |

OPERATING EXPENSES

| | |
|--|----------------------|
| Advertising | \$ 20,000 |
| After School Programs | 3,000 |
| Bank Fees | 19,125 |
| Board of Trustees Expense | 30,000 |
| Classroom and Other Supplies | 1,176,793 |
| Depreciation | 970,855 |
| Extra Curricular Activities | 222,958 |
| Grant Programs | 1,057,362 |
| Insurance | 60,157 |
| License Fee | 973,735 |
| Management Fee | 973,735 |
| Occupancy Costs | 2,363,727 |
| Office Supplies, Postage and Expense | 125,177 |
| Payroll Service Charge | 30,460 |
| Professional Services | 31,825 |
| Repairs, Maintenance and Supplies | 456,510 |
| Salaries and Benefits | 8,074,390 |
| Staff Development | 36,100 |
| Student Testing | 8,900 |
| Telephone | 17,500 |
| Travel | 1,600 |
| Computer expense | 89,584 |
| In-Kind Expense – Student Transportation | 932,730 |
| In-Kind Expense – Food Services | 873,726 |
| TOTAL OPERATING EXPENSES | \$ 18,549,949 |

| | |
|-------------------------|-------------------|
| OPERATING INCOME | \$ 484,855 |
|-------------------------|-------------------|





SABIS® International Charter School
160 Joan Street
Springfield, Massachusetts 01129
(413) 783-2600
(413) 783-2555 Fax
sicsma@sabis.net
www.sics-sabis.net

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