

# 2016 Massachusetts School Report Card Overview


## SABIS INTERNATIONAL CHARTER SCHOOL (04410505)

Sabis International Charter (District) Charter District (04410000)  
 Karen Reuter, Principal  
 Grades Served: K,01,02,03,04,05,06,07,08,09,10,11,12

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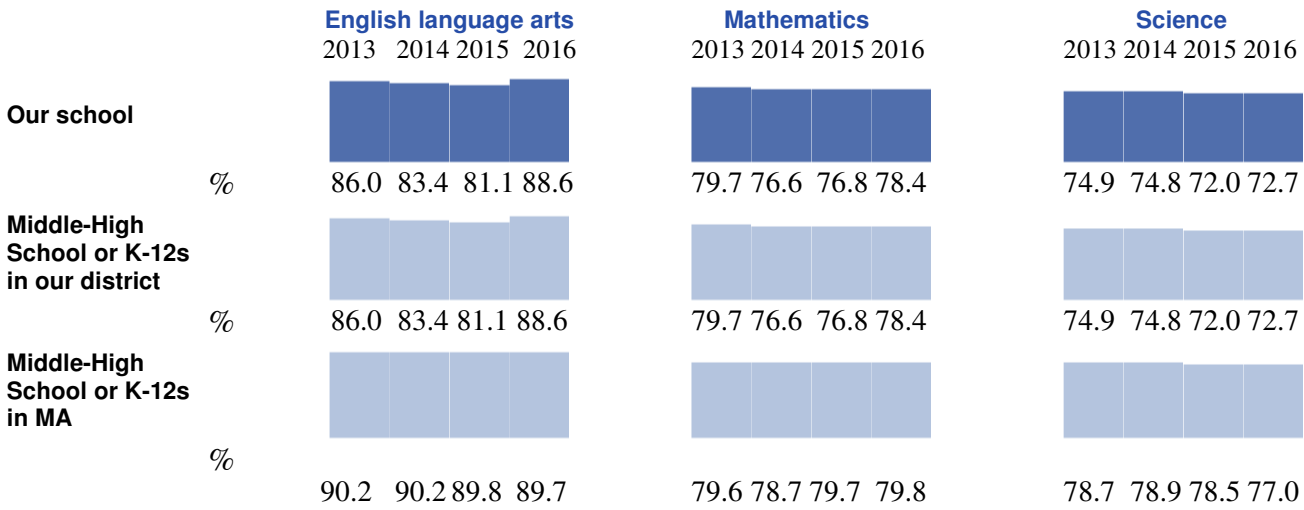
Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our school's performance. For the full report card containing additional data contact the school's principal or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

### How is our school doing overall?

<p><b>Accountability and assistance levels</b></p> <table border="1"> <tr> <td><b>Our school</b></td> <td><b>Level 2</b></td> <td>Not meeting gap narrowing goals</td> </tr> <tr> <td><b>Our district</b></td> <td><b>Level 2</b></td> <td>Not meeting gap narrowing goals</td> </tr> </table> <p>Most <b>schools</b> are assigned a level from 1-5, with those meeting their proficiency gap-narrowing goals in Level 1 and the lowest performing in Levels 4 and 5. A <b>district</b> is typically assigned a level based on the level of its lowest performing school. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: <a href="http://www.mass.gov/ese/accountability">http://www.mass.gov/ese/accountability</a>.</p>	<b>Our school</b>	<b>Level 2</b>	Not meeting gap narrowing goals	<b>Our district</b>	<b>Level 2</b>	Not meeting gap narrowing goals	<p><b>School percentile</b></p> <p>School percentiles (1-99) indicate how a school is performing overall compared to other schools that serve the same or similar grades. Our school's percentile is below.</p>  <p>Lowest performing <span style="float: right;">Highest performing</span></p>				
<b>Our school</b>	<b>Level 2</b>	Not meeting gap narrowing goals									
<b>Our district</b>	<b>Level 2</b>	Not meeting gap narrowing goals									
	<p><b>Overall progress in narrowing gaps</b></p> <p>Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.</p> <table border="1"> <tr> <td><b>All students</b></td> <td>Did Not Meet Target</td> </tr> <tr> <td><b>High needs students</b></td> <td>Did Not Meet Target</td> </tr> <tr> <td><b>Economically disadvantaged</b></td> <td>-</td> </tr> <tr> <td><b>Students with disabilities</b></td> <td>Did Not Meet Target</td> </tr> <tr> <td><b>English language learners &amp; former ELLs</b></td> <td>Did Not Meet Target</td> </tr> </table>	<b>All students</b>	Did Not Meet Target	<b>High needs students</b>	Did Not Meet Target	<b>Economically disadvantaged</b>	-	<b>Students with disabilities</b>	Did Not Meet Target	<b>English language learners &amp; former ELLs</b>	Did Not Meet Target
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<p><b>District determination of need for special education technical assistance or intervention</b></p> <p style="text-align: center;"><b>Meets Requirements-At Risk (MRAR)</b></p> <p>Districts, including single school districts, are assigned a determination of need for special education technical assistance or intervention. These determinations, which are typically based on the district's accountability and assistance level, range from Meets Requirements (Level 1 districts) to Needs Substantial Intervention (Level 5 districts). The determination level, which incorporates compliance measures also, helps to identify whether the Department will require districts to take additional actions to support improved outcomes for all children, especially students with disabilities.</p>											

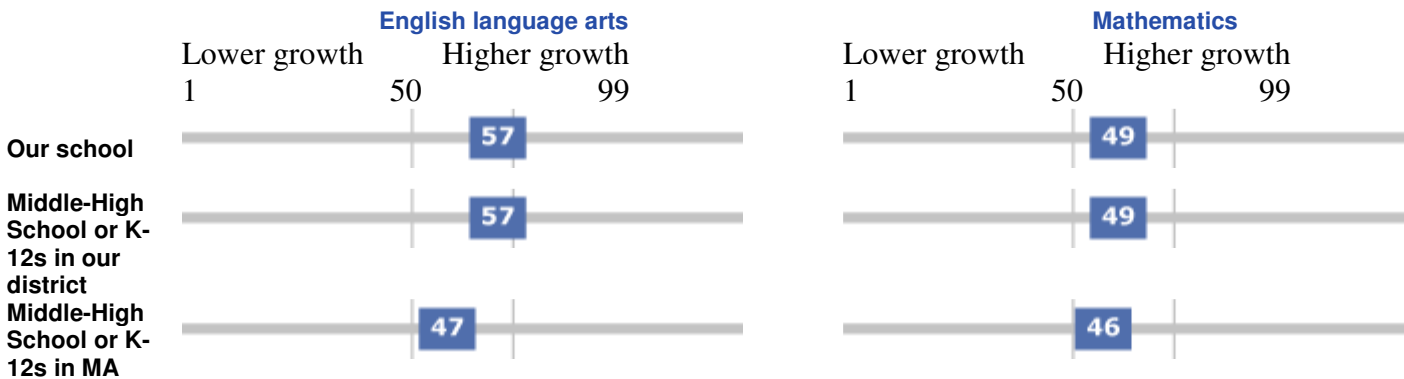
## How does our school's achievement over time compare to the district and the state?

The transitional Composite Performance Index (CPI) is a number from 1-100 that represents the extent to which all students are progressing toward proficiency in a given subject. When all students demonstrate proficiency on MCAS and/or PARCC tests, the CPI will be 100. Our school's transitional CPIs for 2013-2016 are below.



## How does our school's growth compare to the district and the state?

Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2016 are below. (Note: Growth values are truncated.)



## How does our school's enrollment compare to the district and the state?

Total enrollment	Our school		Our district		Our state	
	1,573		1,573		953,429	
By high needs population	#	%	#	%	#	%
Economically disadvantaged students	503	32.0	503	32.0	17,241	28.5
Students with disabilities	200	12.7	200	12.7	9,665	16.0
English language learners	50	3.2	50	3.2	3,378	5.6

## How do our school's teachers and classrooms compare to the district and the state?

General information	Our school	Middle-High School or K-12s in our district	Middle-High School or K-12s in MA
Teachers (#)	<b>64.2</b>	64.2	4,860.7
Core academic classes taught by highly qualified teachers (%)	<b>98.1</b>	98.1	93.1
Average class size (#)	<b>25.6</b>	25.6	16.5
Student : teacher ratio	<b>24.5 to 1</b>	24.5 to 1	12.5 to 1

## How is our school doing on other important measures?

Attendance	Our school	Middle-High School or K-12s in our district	Middle-High School or K-12s in MA
2016 Attendance rate (%)	<b>95.3</b>	95.3	94.1
2016 Average days absent per student (#)	<b>8.2</b>	8.2	10.2
2016 Chronic absenteeism rate (%)	<b>11.3</b>	11.3	15.9
Discipline	Our school	Middle-High School or K-12s in our district	Middle-High School or K-12s in MA
2016 In-school suspension rate (%)	<b>5.1</b>	5.1	2.4
2016 Out-of-school suspension rate (%)	<b>7.1</b>	7.1	5.7
High school completion	Our school	Our district	Our state
2014 5-year graduation rate (%)	<b>99.0</b>	99.0	88.5
2015 4-year graduation rate (%)	<b>95.5</b>	95.5	87.3
2015 annual dropout rate (%)	<b>0.4</b>	0.4	1.9
2014 graduates attending institutions of higher education* (%)	<b>86.7</b>	86.7	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	<b>40.7</b>	40.7	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	<b>48.7</b>	48.7	66.5
2016 SAT average score - Reading	<b>478</b>	478	509
2016 SAT average score - Writing	<b>453</b>	453	497
2016 SAT average score - Math	<b>486</b>	486	522
2015 MassCore** - Completing a rigorous course of study (%)	<b>100.0</b>	100.0	72.3

\*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma

\*\*MassCore: 4 years of English & math, 3 years of history & lab-based science, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

To view our school's full report card, visit <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page. Published by the Massachusetts Department of Elementary and Secondary Education

