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## Highlights of the Issue

### SICS's Academic Success Receives Recognition

The SABIS® *International Charter School (SICS)* in Springfield, MA, recently joined the ranks of the top US high schools selected by Newsweek magazine. A school with a non-selective admissions policy, *SICS* was one of 1300 high schools honored by the magazine and one of only 32 schools in Massachusetts to make the prestigious list.

Schools making the annual *Newsweek* list were ranked based on the following formula: the number of Advanced Placement, International Baccalaureate, and/or Cambridge tests taken by all students at a school in 2007 divided by the number of graduating seniors. Accordingly, all public schools that achieved a ratio of at least 1.000, meaning they had as many tests in 2007 as they had graduates, were put on the list.

*SICS*'s ranking comes to crown years of achievements, most notably the remarkable university admissions rate of *SICS* graduates over the years. Since 2001, every one of the 276 *SICS* graduates has earned acceptance into at least one college or university of their choice, many of

which are ranked among America's top 100 as reported by the US News and World Report. That feat was repeated again this year when 100% of *SICS* seniors were accepted to college.

In addition to gaining university admission, *SICS* students' major achievement lies in the number of scholarships earned. In fact, this year set a record in this respect since *SICS* students have received more scholarships than any time before; 32 students were awarded more than \$1 million in merit based scholarships during AY 08-09. This achievement coincides with the graduation of the school's first kindergarten class to start their education at *SICS* and reflects the strength of the SABIS® Educational System in

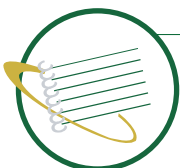


preparing students for success in the future.

By joining the top US high schools, *SICS* has reaffirmed its status as the number one model of a charter school that helps students achieve academic excellence in a global context.

For more information on *SICS*, please visit [www.sics-sabis.net](http://www.sics-sabis.net).

Now available online



For more information on employment or alumni news within the SABIS® School Network, access our websites: <http://www.sabis.net>, <http://www.sabiscareers.com>, <http://www.iscalumni.com>



On June 23, 2008, *the SABIS® International School*, Adma inaugurated the Charles Saad Performance Hall with a concert by the National Symphony Orchestra conducted by Dr. Walid Gholmieh. The concert was attended by ministers, members of parliament and other leading personalities from different walks of life, parents, friends and members of staff.



SABIS® Chairperson, Mrs. Leila Saad and guests attending the inauguration

The Hall was named “the Charles Saad Performance Hall” to honor the memory of a man who loved Lebanon and worked in education and for education in different capacities all his life. He firmly believed that a solid and thorough education is the cornerstone of any serious attempt to solve the socio-economic problems of a country and equip its youth to participate in world progress. He believed that Lebanon can and should become an educational and cultural center in the region. He worked diligently all his life fired by his beliefs and convinced that they can be realized.

The performance hall is a state-of-the-art facility that enhances the cultural dimension of the academic program of *SIS-Adma*. Its configuration and equipment meet all the requirements of a modern theater. Its high-tech audiovisual system, lighting and acoustic treatment were designed to meet the highest standards.

The Charles Saad Performance Hall will be used to open cultural horizons to the students and community at large. It will unlock the door to hidden artistic and musical talent and will encourage students to pursue these talents at school and beyond.



Lebanese National Symphony Orchestra at Charles Saad Performance Hall Inauguration

For more information about *SIS-Adma*, visit [www.sisadma-sabis.net](http://www.sisadma-sabis.net).

## SABIS® Emphasizes Quality Assurance at IFC Education Conference



“Expanding access to high-quality education to people from all income groups” is one of many goals that the International Finance Corporation (IFC) actively pursues in the education sector. A member of the World Bank Group, the IFC is the world’s largest multilateral investor in the private health and education sectors in emerging markets. The IFC’s role in private education and other issues were discussed during its annual international conference entitled “Investing in the Future: Innovation in Private Education” held from May 14 to 16, 2008, in Washington D.C.



SABIS® President Mr. Carl Bistany

As a global organization committed to providing high-quality education, SABIS® took part in the conference and was represented by its President, Mr. Carl Bistany. Joining international panelists from various backgrounds, Mr. Bistany addressed the topic of quality assurance in education to more than 100 participants from 30 countries. “Since the mid-1950s, SABIS® has treated education as an efficiently driven industry, imposing upon it the same rules which govern successful industries and businesses – efficiency, accountability, optimization of resources, and, most importantly for today’s panel discussion - quality assurance,” stated Mr. Bistany. “Just like in any other industry, quality assurance is essential in education....Through a replicable system of education which manages the role of the teacher, imbeds accountability, maximizes efficiency, and uses data to drive decision-making, we can be sure that sustainable quality will be the result,” he continued.

The conference reinforced the growing belief, particularly in the past five years, that private education can have a significant impact on the success of emerging countries. This is in fact prompting entrepreneurs to substantially invest in the sector and governments to promote private sector participation to increase educational capacity and quality. In this respect, the fundamental role that the IFC and the World Bank can play is to work more effectively with clients, governments, and major educational organizations, such as SABIS®, in order to design and tailor new flourishing approaches to private investment.

## Nine Public-Private Partnership Schools Join the SABIS® School Network



The expansion of the SABIS® school network is in full swing as more and more schools join the network. Nine schools, spread between Al-Maqam in Al Ain, in the Eastern region of Abu Dhabi in the United Arab Emirates and Ghayathi & Selaa in the Western Region, are expected to come under the management of SABIS® in the coming academic year. This brings the total number of Public-Private Partnership schools managed by SABIS® in the UAE to 24.

SABIS® first embarked on the Public-Private Partnership (PPP) Project in 2006 in cooperation with the Abu Dhabi Emirate. The aim was to revitalize education in public schools by exposing them to the skills and resources provided by the private sector. Since then, the PPP Project has been making remarkable headway. In the first year, 2006-07, SABIS® was awarded the management of six schools. The endorsement by the Abu Dhabi Education Council (ADEC) of SABIS®'s performance in the first year paved the way for an additional nine schools.



Students from a PPP school in Abu Dhabi

The addition of nine schools in the 2008-09 academic year shows the success of the SABIS® Educational System, which has been developed and refined over a 120+ period. Students joining the new PPP schools will have access to a high-quality education that caters to their academic, physical, social, and moral development and prepares them with an education for a changing world.

## Testimonials

“ I value the Spanish curriculum at IAS. It is the best requirement that a kid can have. The Spanish gives them a big head start on life and future education and jobs.

I am very pleased with the school and would highly recommend the program to families with children in other schools and districts. The curriculum will help my son excel to the top one day. ”

**IAS Parent**

## SABIS® World Language Program: Promoting Cognitive Development and Multiculturalism



“SABIS® will help my children get ahead and be prepared to participate in an international and diverse world.”

In this quote, a former SABIS® graduate and current mother of SABIS® students reveals a fundamental truth about the global opportunities that a SABIS® education can provide to students. With over 45,000 students in 15 countries on four continents, SABIS® is well-gearred to deliver an international educational experience on every level. Indeed, over the past 120 years, SABIS® graduates have been reaping the benefits of this educational experience, embodied in the dynamic, evolving curriculum, the system of frequent assessment, the engaging SABIS Student Life Organization®, and multicultural student body and faculty.

One of the pillars of this curriculum is the world language program that equips SABIS® graduates with the knowledge and skills to attain higher education and succeed in their chosen career paths. Professionally, the world language program allows SABIS® students to easily adapt to and smoothly integrate in the global environment of any university around the world. Personally, they are able to widen their horizons, open up to new cultures, and truly become global citizens.



## Worldwide Research

Extensive research has been carried out to reveal the benefits of bilingual and multilingual education. According to Ellen Wu and Leslie Ito in *Benefits of Bilingual Education: A Case Study of Two Korean-English Bilingual Education Programs in Los Angeles*, the benefits of bilingual education are manifold. Wu and Ito point out that bilingual education programs serve as successful models with positive outcomes involving cognitive development, self-esteem, and cultural and ethnic pride and respect. Elizabeth Peal and Wallace Lambert at McGill University in Montreal, Canada, also found in their landmark study that bilingual children outperformed their monolingual peers due to their enhanced mental flexibility and strong concept formation skills. Another study by the National Latino Children's Institute on the *Benefits of Bilingual Education* addressed the long-term benefits of bilingual education. It shed light on the economic advantages of bilingual fluency and literacy and stressed that many jobs pay higher salaries to their bilingual employees. As such, the ability to speak and write in several languages in an increasingly global society is becoming necessary to effectively compete in the job market.

SABIS® emphasizes the profound benefits of learning a world language as revealed by years of global research. Children who speak two languages are more flexible at problem-solving and are better able to distinguish form from meaning. It promotes analytical skills and logical reasoning and improves memory. This is why SABIS® implements a World Language program, which is devised to provide SABIS® students with the skills necessary to succeed academically as many colleges and universities require world language classes for admission. In the long run, the SABIS® World Language program will be vital for global communication as boundaries continue to be crossed.

## SABIS® and Language Teaching

World language teaching has been firmly rooted in the SABIS® Educational System since it was first implemented. Each school applying the SABIS® Educational System uses a comprehensive and rigorous curriculum focusing primarily on the core subjects of English, mathematics, and world languages. Currently, 10 languages are taught in the SABIS® School Network, namely English, French, Arabic, Urdu, German, Korean, Chinese, Italian, Spanish, and Kurdish.

The primary goal of the SABIS® World Language program is to help students attain proficiency in the language of study. In the SABIS® system, world language classes are taught exclusively in the target language by faculty members who are native speakers of the language or who have achieved native fluency. The English language is used in SABIS® World Language classes on a limited basis only - to highlight a point or to draw a meaningful comparison between the first and second language. Even at beginner levels, students are expected to try their best to express themselves in the target language.



A second goal of the SABIS® World Language program is to help students gain an understanding of the history and culture of its people. As such, students can learn to appreciate different cultures, nationalities, and races and easily communicate with people in other countries. Students in some SABIS® schools also enjoy travel opportunities to broaden their knowledge of the language and culture. For instance, students at *the International School of Minnesota (ISM)* travel to France or Spain/Mexico each year on an exchange program. In return, their families host guests from those countries. Moreover, to highlight the internationalism of world languages, SABIS® schools hold a Culture Day on campus each year. The event brings countries to the forefront in order to gain a better understanding of their cultures, including history, language, sports, and the performing arts.

With the backing of a multilingual educational system, SABIS® students have gained access to top universities around the world. In fact, many SABIS® graduates have distinguished themselves in the fields of science, medicine, business, literature, and languages, among others. But most importantly, by acquiring superior communication skills in various languages, SABIS® students have been able to overcome cultural and racial barriers and be citizens of the global community.

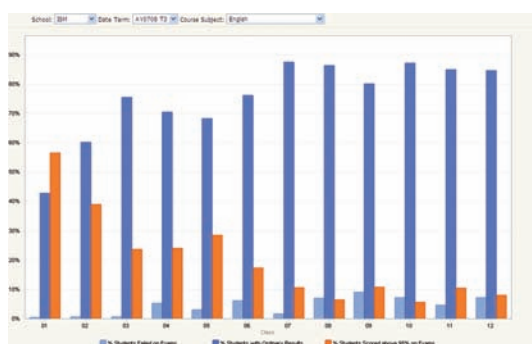


Monitoring student progress is at the heart of the SABIS® Educational System in order to prevent the development of knowledge gaps during the learning process. This is achieved through a range of software systems, most notably the SABIS® School Management System (SSMS). Through the SSMS, administrators can manage all school operations and monitor and assist students' learning, retention, and discipline progress while streamlining the decision-making process.

Date Term	AY17/18 T2	Course Subject	English	Course Level	E
E - 242 RR English E					
E - 28 English					
E - 28 ELL					
E - 28 English					

Regional Level: AMS Analysis by level and subject

To provide a higher level of analysis of the data available through the SABIS® SMS, SABIS® school directors as well as regional directors will have access to a powerful tool to store and analyze school and academic information. This new tool is the SABIS® School Analysis System (SSAS), previously known as SABIS® BI, the latest technology to view, compare, and analyze data.



School Level: Percentage of Failed and High scores per class

The scope of analysis of student performance provided by the SSAS is extensive, making the tracking of student learning and student performance possible at any time. On a school level, SSAS helps analyze various data within the school operation such as student performance, exams and questions, attendance, discipline, teachers' performance, demographics, enrolments, and so on. On a regional level, SSAS provides for the comparison of students' performance across schools within a region. As such, any trends or issues with students' results can be promptly detected for action and follow-up. In order to ensure the highest level of efficiency in use, the SSAS presents information in the form of advanced charts and performance maps for easy viewing.

SABIS® School Analysis System comes as part of a host of cutting-edge technological tools that can ensure quality at the school and administrative levels. With this data at hand, regional directors and school staff will be able to make faster and more informed decisions and ensure an efficient and high-quality educational experience.

### 7<sup>th</sup> Annual SABIS® Regional Sports Tournament Lands in Cairo



The 7<sup>th</sup> Annual SABIS® Regional Sports Tournament headed to *ISC-Cairo* and *ISC-City of 6 October* this year. Held over two days, April 3 and 4, this annual event brought together students from 22 SABIS® schools as well as a number of local and international schools.



Participants competed for medals in athletics, swimming, soccer and basketball in an action-packed and exciting atmosphere. On the stands, students rooted on their friends to the sound of drums and some even painted their faces with the national flags. At the close of the tournament, medals were distributed to the winning teams who hailed from Bahrain, Lebanon, Egypt and the UAE.



Regional Tournament Winners

In the SABIS® Educational System, students are constantly encouraged to partake in a wide range of student-initiated and organized sports to stay physically fit while forming friendships with their peers. The 7<sup>th</sup> Annual SABIS® Regional Sports Tournament was another successful event demonstrating students' sporting skills and openness to other cultures.



As a global school management organization with schools in 15 countries on four continents, SABIS® has always focused efforts on sourcing and recruiting qualified teacher and administrator candidates for its worldwide school network. The professional development and retention of its employees within the growing company have traditionally been among SABIS®'s main priorities. As such, SABIS® constantly offers its staff the opportunity to expand their horizons through career transferability within the network. With schools located across the globe, SABIS® is well-positioned to encourage staff to explore the world and take advantage of the rich cultural diversity. Many transfers, covering teaching and administrative positions, have taken place throughout the years and have generated positive, life-changing experiences for employees and SABIS® alike.

### Experiencing Life Around the Globe

"This experience has changed my life. I have endless stories to tell of this - my amazing adventure! I am a better teacher and better human being because of it. I highly recommend it!"

This is how Mr. Robert Sweet relays his transfer experience in the SABIS® School Network. Sweet started his teaching career in 2003 at the *Milestone SABIS® Academy*, a public charter school in New Orleans. He was then intrigued by the possibility to transfer to another school and was driven by a personal sense of adventure and professional desire to expand his skills. "I always seek opportunities to enhance my skills, and I thought experiencing the SABIS® system in a foreign country would do just that."



Mr. Robert Sweet

According to Sweet, the transfer process from initial inquiry to the first day on the job at *the International School of Choueifat, Cairo* in Egypt was flawless and user-friendly. "It was a flawless five-month process. Since that time, every whim and fancy of mine has been seen to with prompt ease. I cannot say enough about the very efficient way my transfer was handled!" he recounts.

Sweet, who has taught English and social studies to grades 4-8, acknowledges the numerous benefits of this experience personally and professionally. "Personally I have learned that my ability to assimilate far surpasses my wildest dreams. Professionally, I have learned invaluable information about the SABIS® system and its implementation. I am the best I have ever been at teaching because of this experience."



Mrs. Danielle Miller-Kassem

Mrs. Danielle Miller-Kassem's story of adventure with SABIS® is equally intriguing. Miller-Kassem has worked for SABIS® member schools since 1994. She has assumed various teaching and administrative roles from Grade 1 through Grade 7 subject teaching to Academic Quality Controller and curriculum development. Miller-Kassem started with SABIS® as a teacher in Lahore, Pakistan. Following her tenure there, she transferred from Pakistan to Germany and then went on to work at SABIS® schools in the U.S. in Massachusetts and Minnesota and has enjoyed the experience throughout. "Teaching in another country was always a goal of mine. By being able to teach students from all over the world, I have been able to learn even more about other countries and their customs."

Miller-Kassem recounts that the SABIS® School Network supported her in each of her transfers. "All of my past directors have been very open and receptive to my transfer requests. Each of my transfers to new schools and/or positions was very smooth. I felt support by the SABIS® community."

The professional and personal benefits of the transfer experience were wide-ranging for Miller-Kassem. "I travelled the world and at the same time pursued my professional goal of educating and challenging children with the best education possible."

Advancement, increased challenge, and expanded expertise are some of the rewards that teachers and staff can reap through SABIS® and the opportunity for global transfers within the company. With a network of 61 schools, the world of SABIS® offers a global experience within easy reach.





When it first opened its doors on September 15, 1992, *the International School of Choueifat - Lahore* welcomed 134 students from Kindergarten 1 to Grade 10, plus Grade 12. That number nearly doubled two weeks later, reaching 250 students, and by March 1993 the enrollment stood at an impressive 400. That number continued to spiral; 600 students in September 1993 and over 1000 students by June 1996. The enrollment remained close to 1000 students during the next ten years until September 2005 when it started to rise steadily, totaling 1459 in May 2008.



ISC-Lahore campus

Designed by one of Pakistan's internationally acclaimed architects, Nayyar Ali Dada, the *ISC-Lahore* campus is equipped with a library, two computer labs, three science labs, one science room for primary students, and an exam hall. Other facilities include a large multipurpose air-conditioned sports hall, an air-conditioned indoor badminton/volleyball court, a heated, semi-Olympic-sized swimming pool, grassed football fields, outdoor courts, playground equipment, outdoor covered play areas, and tree-shaded garden areas with benches for students to sit, relax, and eat outdoors.

**Academics**



ISC-Lahore graduates 2008

*ISC-Lahore* is an independent, co-educational day school, which implements the SABIS® Educational System. In June 1995, the first three graduates were awarded the SABIS® High School Diploma. Since then, 331 students have earned their High School Diplomas from *ISC-Lahore* and have gone on to distinguish themselves at universities around the world.

**Achievements**

*ISC-Lahore* is proud of its academic achievements over the years. In 1999, Edexcel UK, a leading provider of internationally recognized examinations, instituted High Achiever Certificates for students who recorded top scores in various O Level and A Level examinations. Since the inception of the High Achiever Certificates, *ISC-Lahore* students have won fifty-three Highest Achiever certificates from 1999-2007. These top achievers were further ranked according to their performance on Edexcel exams; four *ISC-Lahore* students achieved "Top in the World," twelve were among the "Top in Pakistan," and the rest were ranked in "Top in the Lahore Region."

**SLO™**

Some of the academic activities that the SLO™ at *ISC-Lahore* has been actively involved in are the management of a student-organized summer school for three weeks every year and a pool of shadow teachers in Grades 2 -12 to assist their fellow classmates and challenge the boundaries of their own knowledge. In addition, the SLO™ department has been organizing a number of artistic and sports activities.

**Milestone**

This year, *ISC-Lahore* is celebrating its 15<sup>th</sup> anniversary as a provider of high-quality education to local and international students. For the occasion, a photography exhibition was organized by the SLO™ including a wide display of photographs and mementos that covered SLO™ activities, class photos, field trips, sports events, and trophies won over the years.

During these 15 years, the community that makes up this school- the students, the teachers, the administration and the parents- has worked hard to make it the fine institution it is today.



ISC-Lahore 15<sup>th</sup> anniversary

For more information, visit *ISC-Lahore* at [www.isclahore-sabis.net](http://www.isclahore-sabis.net).



Graduate Lauren Boldon receiving the award from Mr. Claes Nobel

Lauren Boldon has aimed for the top and found the summit. This senior at *the International School of Minnesota (ISM)* has amassed achievements in every endeavor she embarked upon - academic, sports, arts, music, and community service, to name a few.

Academically, Boldon's excellent records allowed her to earn a host of awards and scholarships. Out of 11,000 applications worldwide, Boldon was one of ten scholars chosen to receive the Nobel Scholar Award, the highest honor from the National Society of High School Scholars (NSHSS). She was also one of 250 selected out of over 80,000 applications to receive the Coca-Cola Scholar Award and a \$2,500 renewable scholarship. Boldon was presented the Gold Congressional Award in June, the highest honor the US Congress awards young Americans who set and achieve goals in four program areas, namely volunteer public service, personal development, physical fitness, and expedition/exploration. To top it all, she was recently notified that she has been awarded the Best Buy National Scholar Award, which conveys a \$10,000 scholarship.

Boldon's involvement in community service is also worthy of praise. For the past six years, she has been dedicating her time and effort to take part in volunteering activities. In fact in May 2002, Boldon created "Family to Family", a mentoring program to help Hispanic families achieve a better future. Boldon is also the Minnesota Program Director for MASIE, an anti-human trafficking, non-profit organization.

At the non-academic level, Boldon was recruited to play college basketball by four colleges including Brown University. She is also a Master 3<sup>rd</sup> degree black belt, a published poet, and a music composer. Starting from August 2004, Boldon held several positions within the SABIS® SLO™ at *ISM*. This year, she was president of the National Honor Society, captain of Math League, and captain of the varsity girls' basketball team.

Boldon is adamant about continuing to strive for excellence professionally and personally. She is planning to attend Rensselaer Polytechnic Institute in New York, where she has received a full-tuition merit scholarship through a master's degree. While there, she hopes take over the New York branch of MASIE in order to continue her passion for working to end slavery, as well as diligently serving the community.

After a long battle with lung cancer, Mr. Raja Saba passed away on May 25, 2008. Raja, who has been part of the SABIS® family for 41 years, ran the school in Ruwais in the UAE until his last day and will be missed by many. Our heartfelt condolences go to his family and friends. May he rest in peace.

SABIS® is an educational organization that manages K-12 coeducational schools worldwide. Today, the network comprises fifty schools spanning across four continents. Since the first school was founded in 1886, thousands of graduates have joined top cities in North America, Europe, Australia & the Middle East.

## MEMBERS AND ASSOCIATE MEMBERS OF THE SABIS® SCHOOL NETWORK

The International School of Choueifat - **Choueifat, Lebanon** | The International School of Choueifat - **Sharjah, UAE** | The International School of Choueifat - **Abu Dhabi, UAE** | The International School of Choueifat - **Al Ain, UAE** | The International School of Minnesota - **Minneapolis, USA** | The International School of Choueifat - **Ras Al khaimah, UAE** | The International School of Choueifat - **Lahore, Pakistan** | The International School of Choueifat - **Dubai, UAE** | The International School of Choueifat - **Umm Al Quwain, UAE** | The SABIS® International Charter School - **Springfield, Massachusetts, USA** | ISF Internationale Schule Frankfurt - **Rhein-Main, Germany** | The International School of Choueifat - **Cairo, Egypt** | The International School of Choueifat - **Koura, Lebanon** | The International School of Choueifat - **Amman, Jordan** | International Academy of Flint - **Michigan, USA** | King Abdul Aziz International School - **Riyadh, Saudi Arabia (Associate Member)** | The International School of Choueifat - **Doha, Qatar** | The International School of Choueifat - **Damascus, Syria** | The SABIS® International School - **South Phoenix, Arizona, USA** | The International School of Choueifat - **Muscat, Oman** | Ruwais Private School - **Ruwais, Abu Dhabi, UAE** | Milestone SABIS® Academy of New Orleans - **New Orleans, Louisiana, USA** | Internationale Schule am Rhein - **Neuss, Germany** | The International School of Choueifat - **Dreamland - City of 6 October Branch, Egypt** | Mt. Auburn International Academy - **Ohio, USA** | The Holyoke Community Charter School - **Holyoke, Massachusetts, USA** | The International School of Choueifat - **Homs, Syria** | SABIS® International School - **Adma, Lebanon** | Military High School - **Al Ain, UAE** | The International School of Choueifat - **Manama, Kingdom of Bahrain** | The International School of Choueifat - **Abu Dhabi Khalifa City "A", UAE** | The International School of Choueifat - **Erbil, Kurdistan, Iraq** | SABIS® International School - **Bath, England** | 6 Schools - Al Ghayathi, **Western Region, Abu Dhabi, UAE** | 5 Schools - Al Maqam, Al Ain Region, **Abu Dhabi, UAE** | 4 Schools - Al Khazna, Al Ain Region, **Abu Dhabi, UAE** | International Academy of Saginaw - **Michigan, USA**

**Disclaimer:** As SABIS® is a global organization operating in several countries, English usage in the SABIS® newsletter may vary depending on the style used (U.S./ U.K.) in the region represented.