

INTERNATIONAL ACADEMY OF COLUMBUS
(IAC)

2014-2015

Annual Report



**Future Home for International Academy of Columbus (February 2016).
At 2439 Fuji Dr. A few minutes away from the current location**

Full Indoor Gym ** Auditorium **Science LabComputer Lab **Library
Art Room**ESL Room ** Math Intervention **Reading Intervention
Special Education**Arabic Intervention**Cafeteria
Outdoor Playground with Basketball, Volleyball, Soccer, Tennis, 4 Square**

GENERAL SCHOOL INFORMATION

Curriculum and Programs. This year was IAC's 12th year in operation. Our comprehensive curriculum is aligned with the Ohio Academic Standards. Because of the high number of Limited English Proficiency (LEP) students, we offer a strong English as a Second Language (ESL) program and Math and Reading intervention sessions. We also have a number of bilingual instructional assistants who assist LEP students by translating in the classroom, if needed, and by tutoring students individually or in small groups outside of the classroom. A unique aspect of our curriculum is an Arabic language program for all grades and we have plans to add French and Spanish enrichment classes in the future.

Instruction and Attendance Rate. This academic year consisted of 168 instructional days, 924 instructional hours. Our average classroom size is about 24. Many of our students get additional personal attention by working with instructional assistants. This year, our attendance rate was 96% which exceeds the state standard of 93% .

Students. IAC's student population is largely at-risk academically (two to three years behind). This year we had an average enrollment of 205 students, of whom 72% (74.6% last year) were black/African-American and 25% (23.2% last year) were white. 9.5% are students with Disabilities almost 95% of our students came from economically disadvantaged families and 60% were classified as LEP students (many LEP students were excluded from Accountability Calculations) according to the Ohio Test of English Language Acquisition (OTELA) test results.

Staff. To serve our students' unique needs, we have highly-qualified classroom teachers, specialized Arabic language teachers, certified ESL teachers, special education teachers, intervention specialists, and bilingual instructional assistants. All core academic subjects were taught by properly certified/licensed teachers who are highly qualified.

STUDENTS PERFORMANCE AND SCHOOL RATING

All needed data are not available when this report is written and will be added as they become available.

ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT TESTS

The Ohio Test of English Language Acquisition (OTELA) is the assessment used for testing English language proficiency in Ohio. The OTELA is a simplified and reliable English Language Assessment which is used to help identify LEP (Limited English Proficient) students who may need ESL (English as a Second Language) classes.

There are scores for listening, speaking, reading, and writing. The Composite score shows the student's overall English proficiency level: Level 5, Full English Proficiency (FEP), is the ideal level for academic achievement. Levels 4 through 1 are classified as Limited English Proficiency (LEP). Students in Levels 1 and 2 need extra help in English or ESL classes.

This year we tested 123 (173 last year) students. For grade band 6-8, 18.2 % (8.8% last year) of the tested students scored in level 5, 31.8% (50% last year) in level 4, 22.7% (29.4 % last year) in level 3, 13.6 (11.8% last year) in level 2 and 13.6% (0% last year) in level 1. This year, for grade band 3-5, 8.3% (1.5% last year) of the tested students scored in level 5, 33.3% (30.8% last year) in level 4, 31.3% (38.54% last year) in level 3, 27.1% (20% last year) in level 2 and 0% (9.2% last year) in level 1. This year, for grade band 1-2, 40% (11.5% last year) of the tested students scored in level 5, 25.7% (32.7% last year) in level 4, 28.6% (36.5% last year) in level 3 and 2.9% (15.4% last year) in level 2 and 2.9 % (3.8% last year) in level 1. This year, for grade band Kg, 25% (0% last year) of the tested students scored in level 5, 5 % (22.7% last year) in level 4, 35% (21.7% last year) in level 3, 20% (45.5% last year) in level 2 and 15% (9.1% last year) in level 1.

This shows an improvement from last year and the year before. In fact 53 % (60% last year and 68.5% the year before) of all tested students scored in Levels 1-3 and are considered LEP students.

K-3 LITERACY IMPROVEMENT

K-3 Literacy Improvement is a new state measure. It measures how well schools and districts move students in grades Kg to 3 from being not on track in early reading skills to being on track. IAC dropped the number of students not on track from 30 to 16. As a result IAC earned a grade C. This is a great result when you know that more than 80% of the Big 8 schools and all Charter school combined together scored D or F.

2015 K-3 Literacy Data for International Acad Of Columbus


IRN: 143172

Not On-Track at Point A		to	Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2013 - 2014	5		1st Grade Reading Diagnostic, School Year 2014 - 2015	4
1st Grade Reading Diagnostic, School Year 2013 - 2014	4		2nd Grade Reading Diagnostic, School Year 2014 - 2015	4
2nd Grade Reading Diagnostic, School Year 2013 - 2014	15		3rd Grade Reading Diagnostic, School Year 2014 - 2015	9
3rd Grade Reading Diagnostic, School Year 2014 - 2015	6		3rd Grade Reading OAA, School Year 2014 - 2015	3
Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan				4
Totals	30			16
				Analyze...

GRADE

C

K-3 Literacy



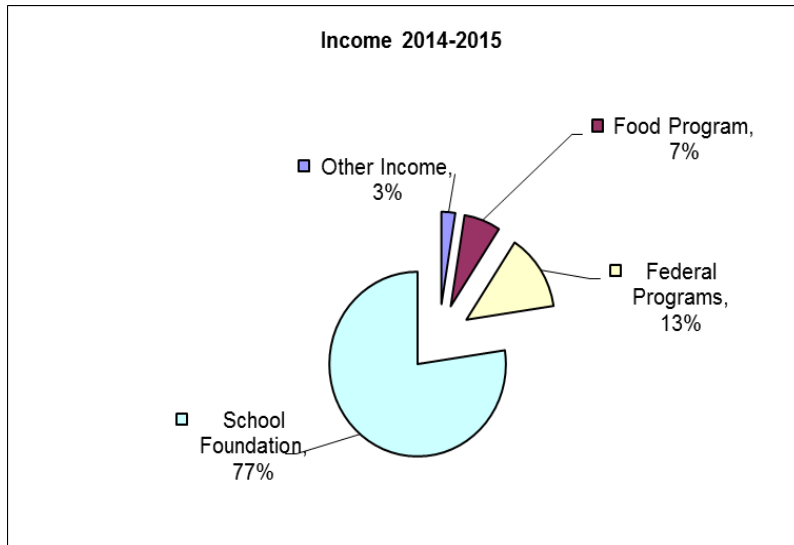
53.3%

16 out of 30

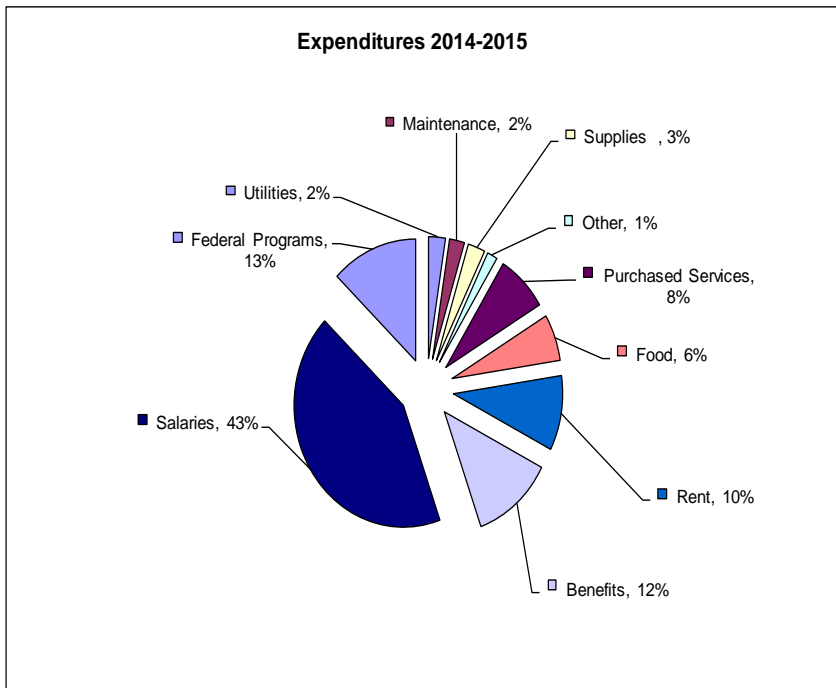
- A = 82.6 - 100.0%
- B = 64.9 - 82.5%
- C = 47.2 - 64.8%
- D = 29.5 - 47.1%
- F = 0.0 - 29.4%

FINANCIAL OVERVIEW

This fiscal year FY15 ended with a surplus of \$ 127,147 which is added to the school reserve.



Other Income	56863
Food Program	151221
Federal Programs	302666
School Foundation	1748752
Total Income	\$2,259,502



Utilities	53231
Maintenance	47417
Supplies	54243
Other	32285
Purchased Services	162604
Food	132214
Rent	211974
Benefits	256518
Salaries	908995
Federal Programs	272875
Total Expense	\$2,132,355

SPONSOR'S CERTIFICATION

Per requirements in Ohio Revised Code 3314.03 (D)(2), as the Sponsor of International Academy of Columbus, Buckeye Community Hope Foundation monitored and evaluated the academic, fiscal, organizational, and operational performance of International Academy of Columbus for the 2014-2015 school year, and found the school to be substantially compliant and determined the school to be educating its students in a manner consistent with the school's mission.

PARENT/TEACHER SATISFACTION

Year after year, more than 90% of our students return to IAC. Almost all of our teachers came back.

During parent conferences many parents show up and participate in the education of their children. PTO is an active organization within the school

Our Average Daily Student Enrollment was 205, and most of our new students came as referrals from existing or old parents.

We have small classroom sizes (24 on average), a physically and psychologically safe environment, and dedicated teachers and support staff who work tirelessly to provide our students with the education they need to be successful in the future.

We strive to forge a strong home-school connection with our students' families. We know and have very good relationships with our parents. Parents have helped us improve the behavior of our students which led to improving academic achievement and overall school environment. The plans for the next academic school year is to perform home visits to the families of our children

QUALITY EDUCATION

FOR EVERY STUDENT



International Academy of Columbus

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www.iac-school.com

OUR SCHOOL'S MISSION

The mission of the International Academy of Columbus (IAC) is to provide high quality, globally conscious, and competency based education for grades Kindergarten to 8, in partnership with parents and the community. IAC will meet the needs of the increasingly diverse student population of Central Ohio, including students who are challenged by Limited English Proficiency and students who come from educationally interrupted and economically disadvantaged backgrounds. IAC will strive to provide a physically and psychologically safe environment for all students that encourages self-discovery and development.

School Board of Education

Dr. Hazem Gheith (President)
Ms. Marcell Anthony
Dr. Souzan El-Kest
Mr. Abukar Sanei
Mr. Abukar Osman



I want to personally thank my teachers, support staff and families who worked hard every day to provide our students with the attention and quality education they deserve. As a result of their efforts, our students continue to make significant progress year after year.

OUR SCHOOL'S CHALLENGES

Our students continue to be Challenged by a variety of academic, economic, and cultural issues.

No one can deny the huge impact that poverty can have on student achievement. But when poverty is combined with an English language deficiency, the negative impact on student achievement becomes tremendous.

OUR SCHOOL'S FUTURE

As our families continue to combat poverty, the school continues to combat the language deficiency. The school will provide all the resources available to assure high quality education in a safe environment to all students in addition to English as a Second Language (ESL) classes to all of our Limited English Proficient (LEP) students.

I strongly believe that all of our students, when given the attention and the tools they need, will succeed in academics and in life.

OUR SCHOOL'S SPONSOR

Finally, I would like to thank Ms. Peggy Young, Dr. Carol Young, Mr. James Devers and Ms. Karen Rose from Buckeye Community Hope Foundation, the school Sponsor, for their continued assistance.

Dr. Mouhamed N. Tarazi
School Director.