

INTERNATIONAL ACADEMY OF COLUMBUS (IAC)

2015-2016
Annual Report

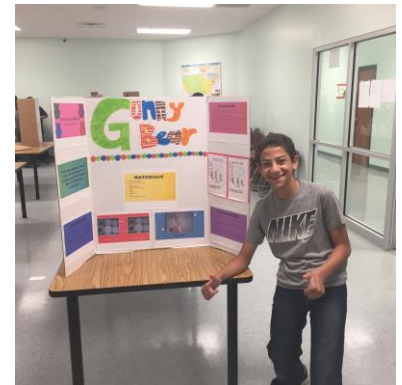


GENERAL SCHOOL INFORMATION

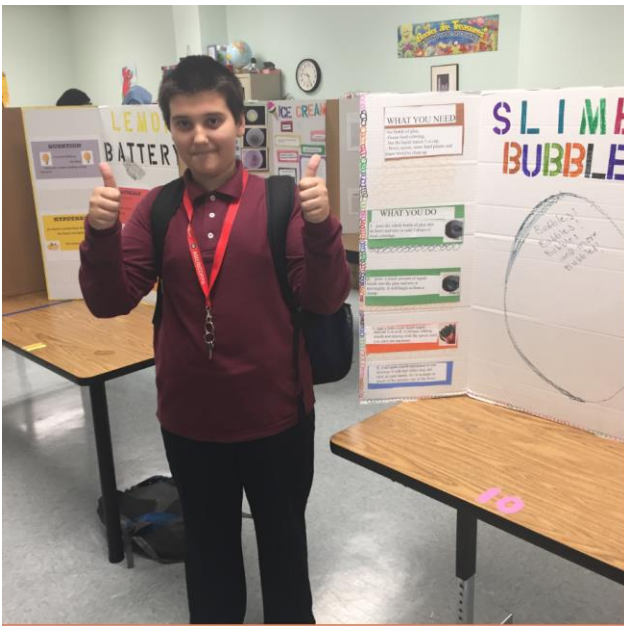
On February 2016, we moved to our new location. The two story building has almost 3 times more space than the previous location. It features: Full Indoor Gym, Auditorium, Science Lab, Computer Lab, Library, Art Room, ESL Room, Math Intervention, Reading Intervention, Special Education, Arabic Intervention, Cafeteria, Outdoor Playground with Basketball, Volleyball, Soccer, 4 Square.



Curriculum and Programs. This year was IAC's 13th 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 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%.



	Enrollment #	Pct
All Students	224	
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	168	75.1%
Hispanic	NC	
Multiracial	NC	
White, Non-Hispanic	51	22.6%
Students with Disabilities	25	11.3%
Economic Disadvantage	224	99.9%
Limited English Proficiency	141	62.9%
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group

Students. IAC's student population is largely at-risk academically (two to three years behind). This year we had an average enrollment of 224 students (205 last year), of whom 75% (72% last year) were black/African-American and 23% (25% last year) were white. 11% (9.5% last year) are students with disabilities. Almost 100% of our students came from economically disadvantaged families and 63 % (60% last year) were classified as LEP students.

Staff. To serve our students' unique needs, we have highly-qualified classroom teachers, specialized Arabic language teachers, certified ESL teachers, certified 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

This year ODE (Ohio Department of Education) started yet another batch of completely new tests. The Columbus Dispatch in its edition of September 16, 2016 wrote: “Bad report cards tied to constant changes: The report cards Ohio sent out on Thursday to its public school districts and buildings are of the variety that you’d hide in a deep, dark pocket of your backpack, in the hope that Mom and Dad wouldn’t ask about it. The D’s and F’s that appear on the grade cards of even the suburban districts - ‘the honor students’ of public systems – reaffirm what Ohio Department of Education officials had been warning: ... Don’t make direct comparison between these scores and past scores until the system has stabilized after few years”

The Dispatch published the following table in the same article:

Graded

Here are the grades central Ohio schools received on the new state report cards. Many districts were accustomed to receiving higher grades on previous versions of the grade card.

District	Achievement	Graduation	Progress	Gap closing	K-3 literacy	Prepared for success
Bexley	B	(A)	D	D	NR	(A)
Canal Winchester	C	(A)	(F)	(F)	D	C
Columbus	(F)	(F)	(F)	(F)	(F)	D
Dublin	B	(A)	D	(F)	C	B
Gahanna-Jefferson	C	(A)	B	(F)	D	C
Grandview Heights	B	(A)	C	D	(A)	C
Groveport Madison	D	C	(A)	(F)	(F)	D
Hamilton	C	(A)	C	(F)	(F)	D
Hilliard	C	(A)	D	(F)	D	C
New Albany-Plain	B	(A)	B	(F)	NR	B
Reynoldsburg	D	(A)	D	(F)	C	C
South-Western	D	C	(F)	(F)	(F)	D
Upper Arlington	B	(A)	B	C	NR	(A)
Westerville	C	B	D	(F)	(F)	C
Whitehall	(F)	D	B	(F)	(F)	(F)
Worthington	C	(A)	(A)	(F)	D	C
Olentangy	B	(A)	(F)	C	NR	B
Pickerington	C	(A)	D	(F)	D	C
Licking Heights	D	B	(F)	(F)	(F)	D

The Performance Index Score reflects the **achievement** of every tested student. The score is a weighted average of all tested subjects in grades 3 to 8. The most weight is given to the advanced students, with the weights decreasing for each performance level. This creates a scale of 0 to 120 points with 100 being the goal. The Performance Index Score, over time, shows trends in school achievement. This year our performance index rating is a “D” at 52.9% and 63.4 points.

In contrast, school value-added rating represents the **progress** the school has made with its students since last year. The school data rate is an “F”. Annual Measurable Objectives (AMO’s) compare the performance of all students to state goals in Reading and Math, and emphasize any **gaps** between groups. The school data rate is an “F”.

The **K-3 literacy Improvement** component looks at how successful the school is at getting struggling readers on track to proficiency in the third grade and beyond. The school data rate is “NA” (not enough data).

The State of Ohio requires all schools to administer **State Achievement** in English Language Arts, Mathematics, Science and Social Studies. These tests measure the basic skills of all Ohio students. Our school’s academic achievement can then be compared to all other public schools in Ohio. The tests measure students against a standardized proficiency level for their grade.

Please see the charts below for each grade, test and percent proficient for International Academy of Columbus and a comparison with Columbus City District.

English Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	32	47%
Grade 4	28	61%
Grade 5	21	33%
Grade 6	20	0%
Grade 7	23	26%
Grade 8	19	26%
English Language Arts I	N/A	N/A

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	32	63%
Grade 4	29	48%
Grade 5	21	19%
Grade 6	21	14%
Grade 7	23	13%
Grade 8	19	32%
Algebra I	N/A	N/A
Integrated Math I	N/A	N/A

Science

Grade	Number of Students Tested	Percent Proficient
Grade 5	21	14%
Grade 8	18	17%

Social Studies

Grade	Number of Students Tested	Percent Proficient
Grade 4	29	62%
Grade 6	21	10%

	Language Arts		Mathematics		Social Studies		Science	
	IAC	CSD	IAC	CSD	IAC	CSD	IAC	CSD
Grade 3	47%	31%	63%	40%				
Grade 4	61%	35%	48%	38%	62%	48%		
Grade 5	33%	38%	19%	32%			14%	33%
Grade 6	0%	26%	14%	29%	10%	48%		
Grade 7	26%	27%	13%	25%				
Grade8	26%	28%	32%	33%			17%	37%

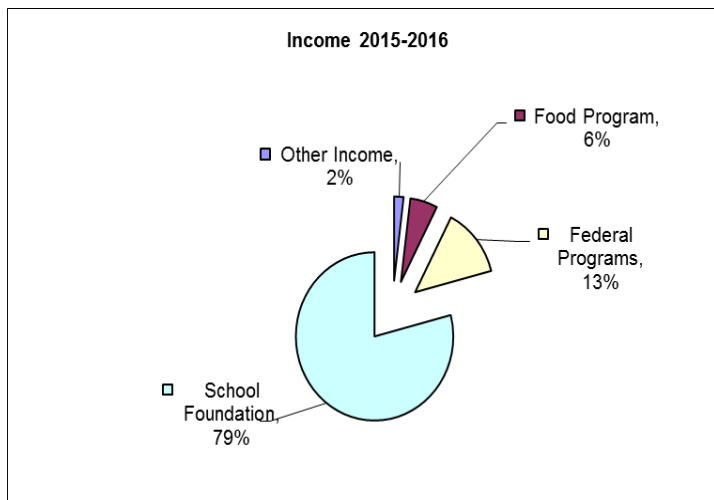
OHIO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

The Ohio English Language Proficiency Assessment (OLEPA) is the assessment used for testing English language proficiency in Ohio. The OLEPA 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. Due to the Standard-Setting process required for the first year of testing, the Ohio English Language Proficiency Assessment (OELPA) spring 2016 test results will not be available before the beginning of the 2016-2017 school year. The OELPA Standard Setting will occur July 19-22. At this time, there is not a definite date for the release of the spring 2016 test results.

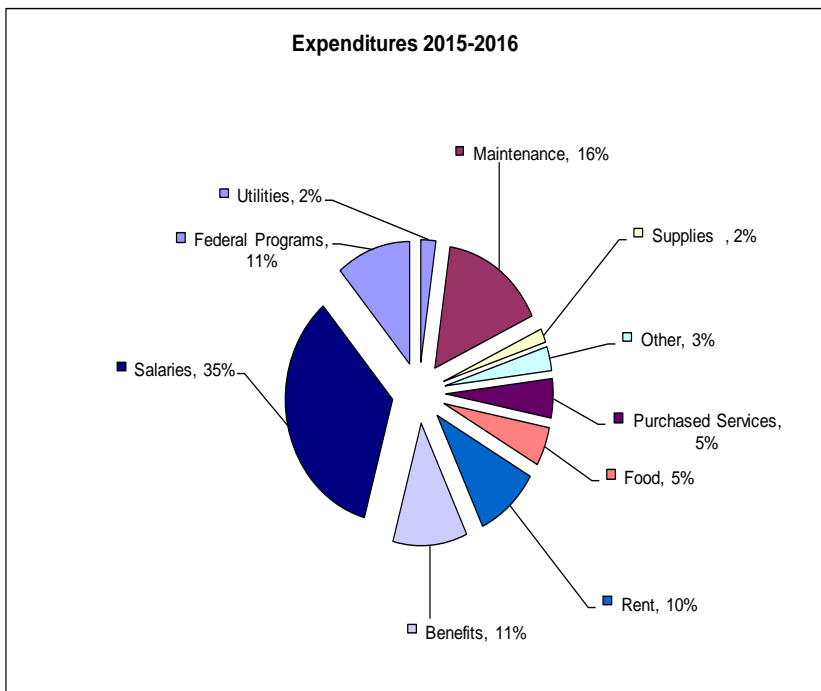


FINANCIAL OVERVIEW

This fiscal year FY16 ended with a deficit of \$364,076. The school spent close to \$390,000 from it reserve in remodeling and bringing the new school building to code. Looking at only operation, the school realized a surplus of around \$30,000. With the anticipated increase of enrollment the school reserve will be rebuild within a couple of years. [At the time of writing this report (October 30, 2016) the number of students has increased by 90 students compared with last year.]



Other Income	45958
Food Program	134292
Federal Programs	320003
School Foundation	1890596
Total Income	\$2,390,849



Utilities	62213
Maintenance	433276
Supplies	50333
Other	87893
Purchased Services	142226
Food	141482
Rent	268186
Benefits	308737
Salaries	952043
Federal Programs	308536
Total Expense	\$2,754,925

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 2015-2016 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.

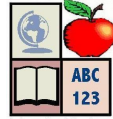
During parent conferences many parents show up and participate in the education of their children.

Our Average Daily Student Enrollment was 224, and most of our new students came as referrals from existing 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 include performing home visits to the families of our children.





QUALITY EDUCATION FOR EVERY STUDENT

International Academy of Columbus

2439 Fuji Dr.
Columbus, Ohio 43229
Tel. 614-794-0653
Fax. 614-794-0697
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

I would like to thank Ms. Peggy Young, Dr. Carol Young, and Ms. Karen Rose and all the staff from Buckeye Community Hope Foundation, for their continued assistance.

Dr. Mouhamed N. Tarazi
School Director.