

INTERNATIONAL ACADEMY OF COLUMBUS (IAC)

2016-2017

Annual Report



GENERAL SCHOOL INFORMATION

This 2017 school year was the first full year in our new 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. Our students' population increased by 33% (from 224 in 2016 to 298 in 2017). We value education, 64.5 % of our funds are spent on classroom instruction. We rank, in terms of classroom expenditure, 34 out of 165 schools of similar size. (A rank of 1 indicates the highest percent spent on classroom instruction.) All our middle school students received tablets.

Curriculum and Programs. This year was IAC's 14th 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 172 instructional days, 989 instructional hours. Our average classroom size is about 26. Many of our students get additional personal attention by working with instructional assistants. This year, our attendance rate was 95.4% which exceeds the state standard of 93%.



**Average
Daily
Enrollment:**

298

**Number of
Limited English
Proficiency
Students
Excluded from
Accountability
Calculations:**

24

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	222	74.6%
Hispanic	NC	
Multiracial	NC	
White, Non-Hispanic	66	22.2%
Students with Disabilities	25	8.2%
Economically Disadvantaged	298	100.0%
Limited English Proficiency	126	42.2%
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 298 students (224 last year), of whom 75% (same as last year) were black/African-American and 22% (23% last year) were white. 8% (11 % last year) are students with disabilities. Almost 100% of our students came from economically disadvantaged families and 42 % (63% 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) administered for the second year the new batch of completely new tests that started in 2016. The Columbus Dispatch in its edition of September 15, 2017 wrote: “Grades bad for local schools”

The Dispatch published the following table in the same article:

Change from last year: ▲ Up ▼ Down – Same NR means 'Not Rated'

School district	County	Achievement	Graduation rate	Progress	Gap closing	K-3 literacy	Prepared for success
Bexley City	Franklin	B –	A –	B ▲	C ▲	B n/a	A –
Canal Winchester Local	Franklin	C –	A –	F –	C ▲	C ▲	D ▼
Columbus City	Franklin	F –	F –	F –	F –	D ▲	F ▼
Dublin City	Franklin	C ▼	A –	D –	D ▲	C –	B –
Gahanna-Jefferson City	Franklin	C –	A –	A ▲	D ▲	C ▲	D ▼
Grandview Heights Schools	Franklin	B –	A –	D ▼	C ▲	C ▼	B ▲
Groveport Madison Local	Franklin	D –	D ▼	B ▼	F –	C ▲	F ▼
Hamilton Local	Franklin	C –	A –	D ▼	F –	B ▲	F ▼
Hilliard City	Franklin	D ▼	A –	D –	F –	C ▲	C –
New Albany-Plain Local	Franklin	B –	A –	A ▲	B ▲	NR	B –
Reynoldsburg City	Franklin	D –	A –	D –	F –	C –	D ▼
South-Western City	Franklin	D –	C –	F –	F –	B ▲	D –
Upper Arlington City	Franklin	B –	A –	C ▼	C –	NR	A –
Westerville City	Franklin	D ▼	B –	D –	F –	C ▲	C –
Whitehall City	Franklin	D ▲	D –	B –	F –	C ▲	F –
Worthington City	Franklin	C –	A –	A –	C ▲	C ▲	C –

As you can see most school districts kept their prior year rating or went down.

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 56.6% up from 52.9% the year before.

In contrast, school value-added rating represents the **progress** the school has made with its students since last year. The school data rate is a “D” up from “F” the year before. 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 remained 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 “D” [the year before it was “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. The school Data rate is "D" up from "F" the year before.

Please see the table below which provides a comparison between International Academy of Columbus and Columbus City Schools District.

	Achievement	Progress	Closing Gaps	K-3 Literacy
IAC	D	D	F	D
CSD	F	F	F	D

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. Here is the 2017 test results:

OLEPA

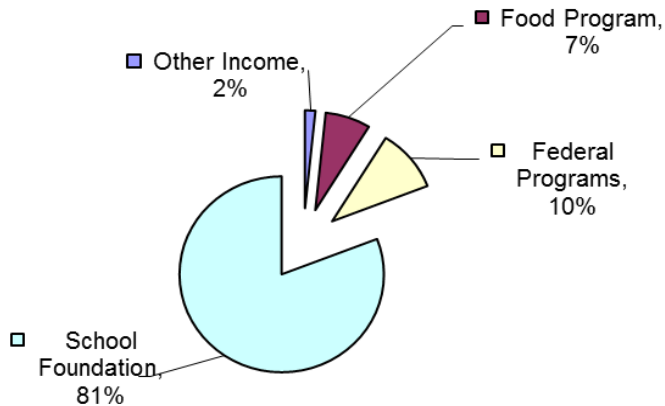
Grade	Number of Students Tested	Percent Determined Proficient
Kindergarten	26	4%
Grade 1	17	18%
Grade 2	16	25%
Grade 3	12	25%
Grade 4	22	23%
Grade 5	8	25%
Grade 6	13	8%
Grade 7	14	0%
Grade 8	11	0%



FINANCIAL OVERVIEW

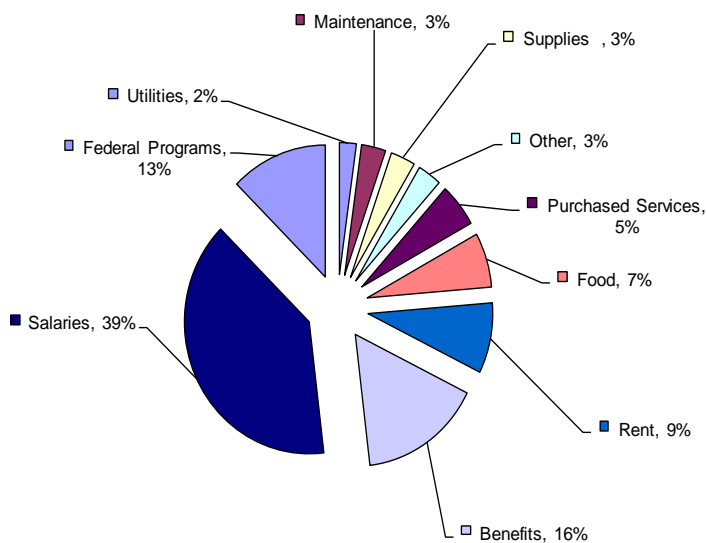
This fiscal year FY17 ended with a surplus of \$303,752 which offsets last year deficit of \$364,076. This is primary due to a 33% increase of the number of students.

Income 2016-2017



Other Income	49974
Food Program	219623
Federal Programs	316850
School Foundation	2480170
Total Income	\$3,066,617

Expenditures 2016-2017



Utilities	60311
Maintenance	86997
Supplies	88349
Other	86035
Purchased Services	147617
Food	185212
Rent	238613
Benefits	436534
Salaries	1085895
Federal Programs	347302
Total Expense	\$2,762,865

SPONSOR'S CERTIFICATION

Ohio Revised Code (ORC) 3314.03(D)(2) specifies that the sponsor of the school must "monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis."

Buckeye Community Hope Foundation (BCHF) bases its evaluation of school performance on each of the State required indicators and performance measures listed in the charter contract. BCHF monitors the performance of the community school thru attendance at board meetings, bi-monthly visits to the school, monthly reviews of financial reports and quarterly reviews of academic progress reports along with a number of other reports relative to the schools performance. Buckeye Community Hope Foundation served as the sponsor for (NAME of Your School) during the 2016-2017 school year, and found the school substantially compliant with the rules and regulations governing community schools.

All community school sponsors are required to submit a written report of the evaluation results of the school's academic, financial, and organization performance as well as the school's legal compliance to the Ohio Department of Education and make the report available to parents of students enrolled in the community school. As such, an Annual Report regarding the performance of this school and other schools under the sponsorship of Buckeye Community Hope Foundation will be posted on our website www.buckeyehope.org<<http://www.buckeyehope.org>>, no later than November 30, 2017.

PARENT/TEACHER SATISFACTION



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

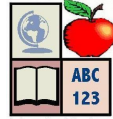
During parent conferences many parents show up and participate in the education of their children.

Our Average Daily Student Enrollement was 298, and most of our new students came as referrals from existing parents.

We have small classroom sizes (26 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

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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 Osman
Abdoul Shmohamed



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, Ms. Mindy Farry and Ms. Karen Rose and all the staff from Buckeye Community Hope Foundation for their continued assistance. Special thanks for your generous gift of so many children books

Dr. Mouhamed N. Tarazi
School Director.