

INTERNATIONAL ACADEMY OF COLUMBUS (IAC)

2017-2018
Annual Report



GENERAL SCHOOL INFORMATION

This 2018 school year was the second 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, and Outdoor Playground with Basketball, Volleyball, Soccer, and 4 Square. Our students' population was about 300. We value education, 65.6 % of our funds are spent on classroom instruction. We rank, in terms of classroom expenditure, 35 out of 166 schools of similar size. (A rank of 1 indicates the highest percent spent on classroom instruction.) All our middle school students received Chromebook.

Curriculum and Programs. This year was IAC's 15th 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 170 instructional days, 977.5 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 % which exceeds the state standard of 93%.



	Enrollment #	Pct
All Students	302	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	235	77.8
Hispanic	NC	NC
Multiracial	NC	NC
White, Non-Hispanic	64	21.2
Students with Disabilities	27	9
Economic Disadvantage	302	100
English Learner	114	37.9
Migrant	NC	NC

Students. IAC's student population is largely at-risk academically (two to three years behind). This year we had an average enrollment of 302 students, of whom 787% were black/African-American and 21% were white. 9% were students with disabilities. 100% of our students came from economically disadvantaged families and 38% (42% 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 third year the new batch of completely new tests that started in 2016. The Columbus Dispatch in its edition of September 14, 2018 wrote: “Report gives city’s schools ‘F’ ”

The Dispatch published the following table in the same article:

<div style="display: flex; justify-content: space-around; align-items: center;"> Up Same Down </div>					
District	Overall grade	Achievement	Achievement change	Progress	Progress change
Bexley	A	B		B	
Canal Winchester	D	D		F	
Columbus	F	F		F	
Dublin	B	B		C	
Gahanna-Jefferson	B	C		A	
Grandview Heights	B	B		C	
Groveport Madison	C	D		A	
Hamilton	C	C		D	
Hilliard	C	D		D	
Licking Heights	D	D		F	
New Albany-Plain	A	B		A	
Olentangy	B	B		D	
Pickerington	B	C		C	
Reynoldsburg	D	D		F	
South-Western	D	D		D	
Upper Arlington	B	B		B	
Westerville	C	D		D	
Whitehall	D	F		B	
Worthington	B	C		A	

The overall grade is new this year and has no comparison with last year. As you can see most school districts kept their prior year rating on “Achievement” 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” (same as 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” (same as 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 jumped up to “B” up from “F” the year before.

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” same as the year before.

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” same as the year before.

All our 3rd grade students were promoted 4th grade. All in all the school achieved an average of 12% increase in proficiency in 2018 compared to 2017.

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

	Overall Grade	Achievement	Progress	Closing Gaps	K-3 Literacy
IAC	D	D	D	B	D
CSD	F	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 2018 test results:

OLEPA

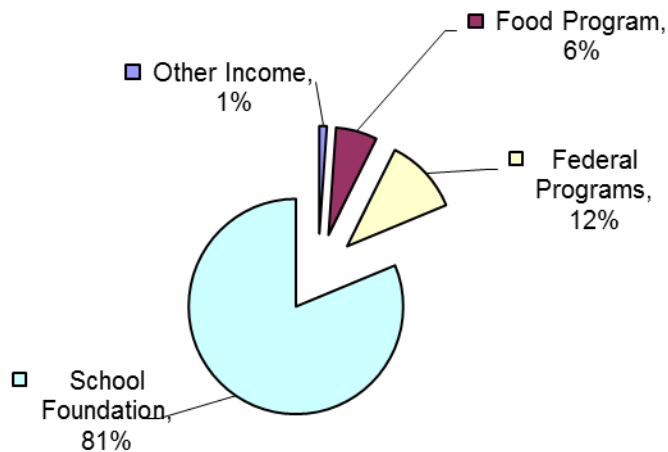
Grade	Number of Students Tested	Percent Determined Proficient
Kindergarten	10	0%
Grade 1	37	19%
Grade 2	13	23%
Grade 3	14	14%
Grade 4	17	47%
Grade 5	23	26%
Grade 6	6	0%
Grade 7	9	11%
Grade 8	15	20%



FINANCIAL OVERVIEW

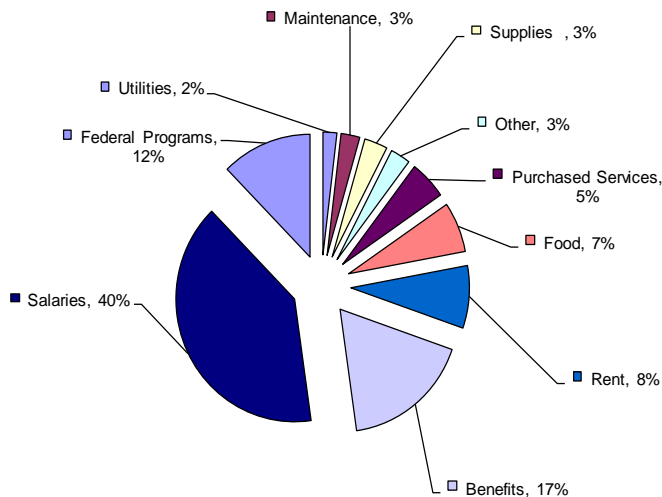
This fiscal year FY18 ended with a surplus of \$327,213. This is primary due to maintaining an enrollment of around 300 students.

Income 2017-2018



Other Income	35,979
Food Program	201,065
Federal Programs	367,214
School Foundation	2,617,723
Total Income	\$3,221,981

Expenditures 2017-2018



Utilities	54,563
Maintenance	74,329
Supplies	91,379
Other	79,117
Purchased Services	147,617
Food	192,288
Rent	238,613
Benefits	504,952
Salaries	1,155,464
Federal Programs	356,446
Total Expense	\$2,894,768

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 International Academy of Columbus during the 2017-2018 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 no later than November 30, 2018.

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 and the Reading and Math nights, many parents show up and participate in the education of their children.

Our Average Daily Student Enrollement was 302, and most of our new students are either siblings to existing students or 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
Mr. 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 progress year after year.

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 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

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.

Dr. Mouhamed N. Tarazi
School Director.