

INTERNATIONAL ACADEMY OF COLUMBUS  
(IAC)  
2020-2021  
*ANNUAL REPORT*



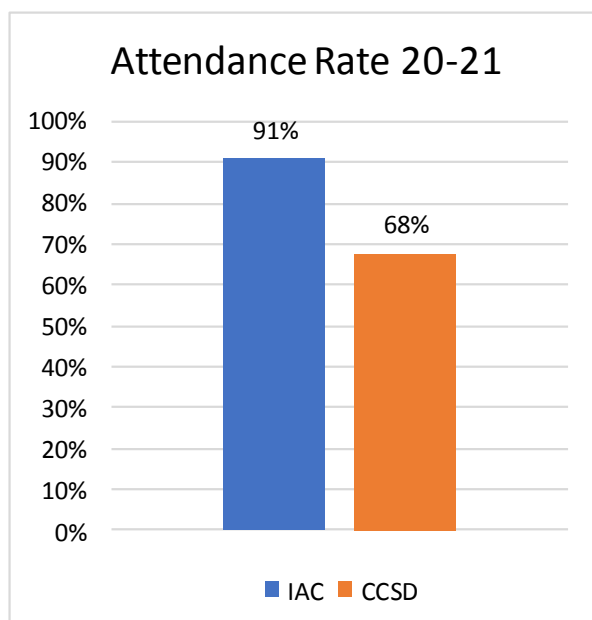
## GENERAL SCHOOL INFORMATION

**Curriculum and Programs.** This year 2020-2021 was IAC's 18th 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), Math and Reading Intervention. We also have numerous 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.

**Instruction and Attendance Rate.** This academic year consisted of 167 instructional days, 960.25 instructional hours. Our average classroom size is about 25. Many of our students get additional personal attention by working with instructional assistants.

<b>Primary Education Delivery Model in 2020-2021</b>	
Fall (Aug. 1, 2020 - Nov. 30, 2020)	HYBRID
Winter (Dec. 1, 2020 - Feb. 28, 2021)	HYBRID
Spring (Mar. 1, 2021 - June 30, 2021)	Five Days In Person

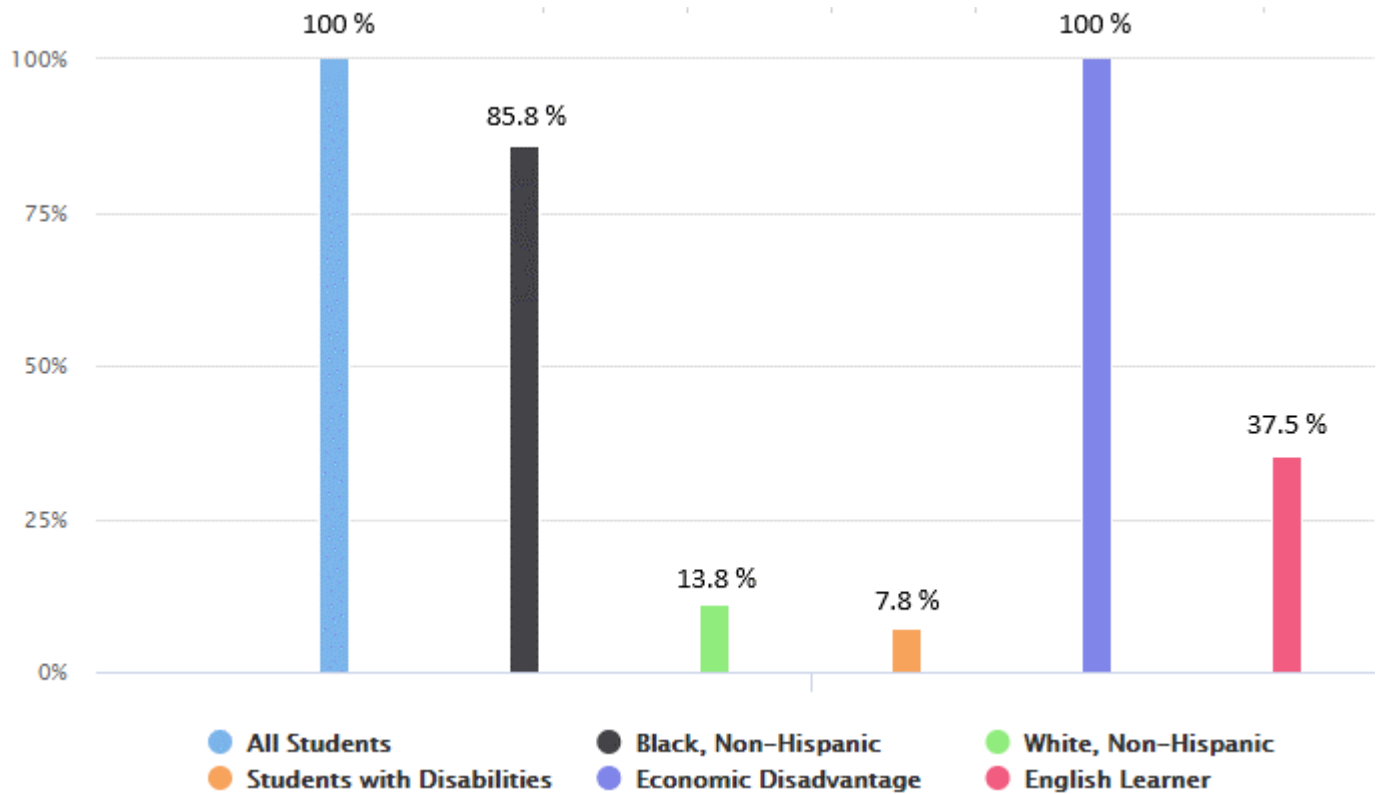
This year, despite the COVID-19 pandemic, our attendance rate was 91 % compared to only 68% for Columbus City School District (CCSD).



**100.0%**

Of students had a hardware device on which to complete school work.

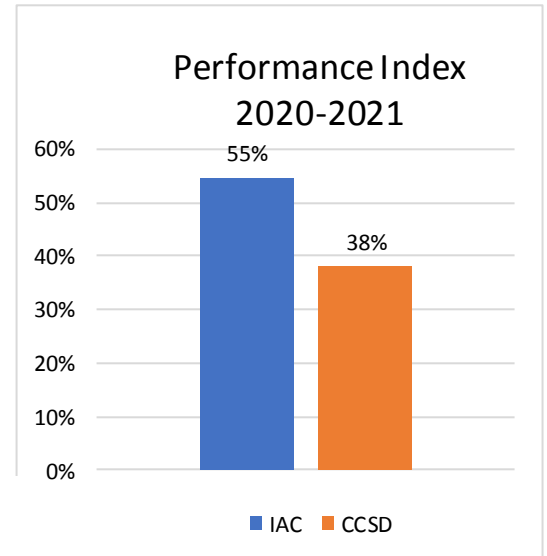
**Students:** IAC’s student population is largely at-risk academically (two to three years behind). This chart shows the composition of our 292 students:



**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 are taught by properly certified/licensed teachers who are highly qualified.

## STUDENTS PERFORMANCE AND SCHOOL RATING

The Performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grades 3, 4, 5, 6, 7, and 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. The chart to the right shows a comparison with CCSD. (Note that most of our students reside in the City of Columbus.) This year there is no school rating.



### Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

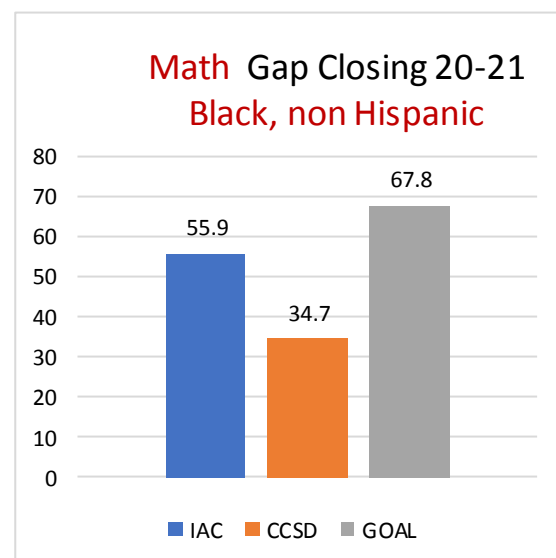
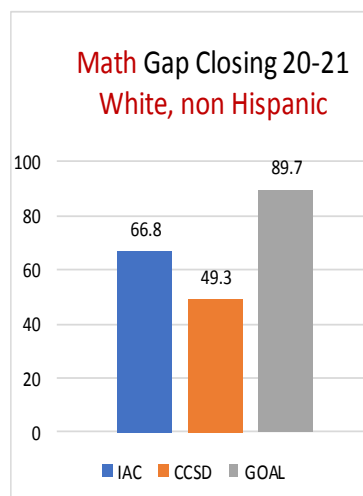
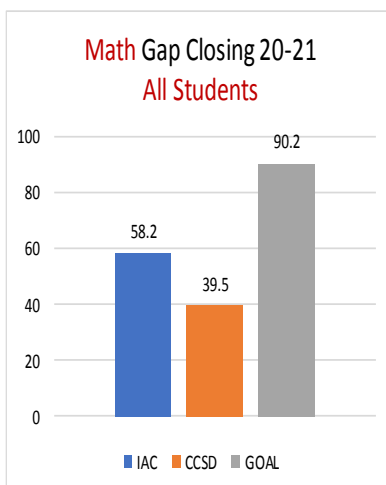
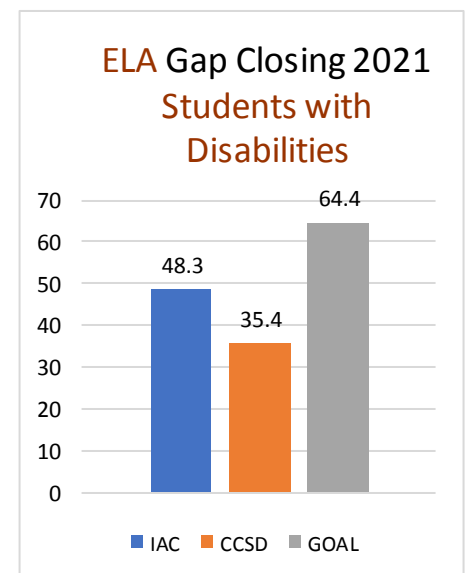
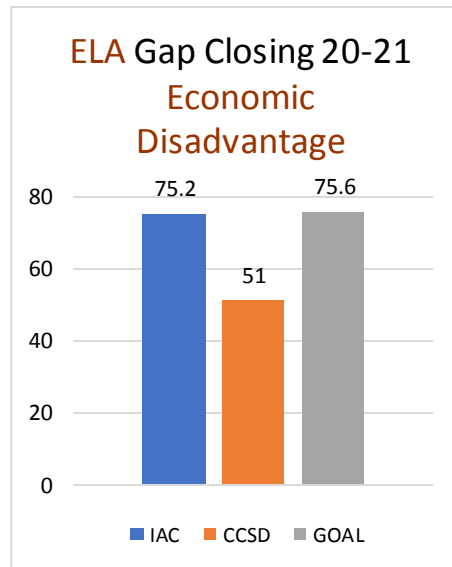
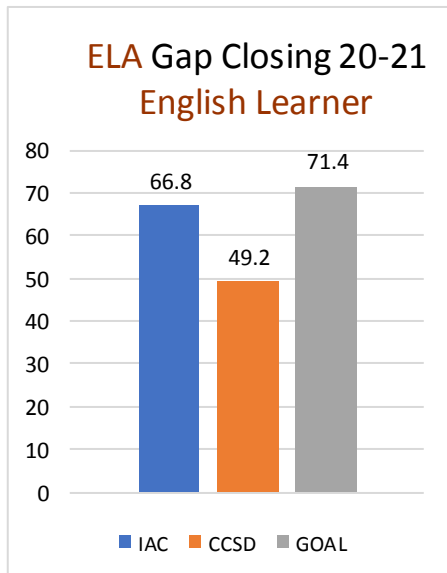
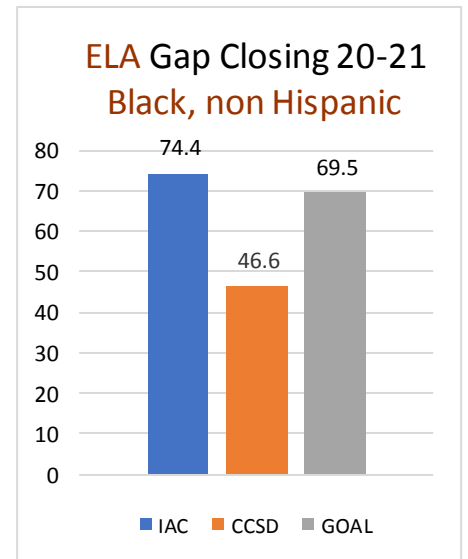
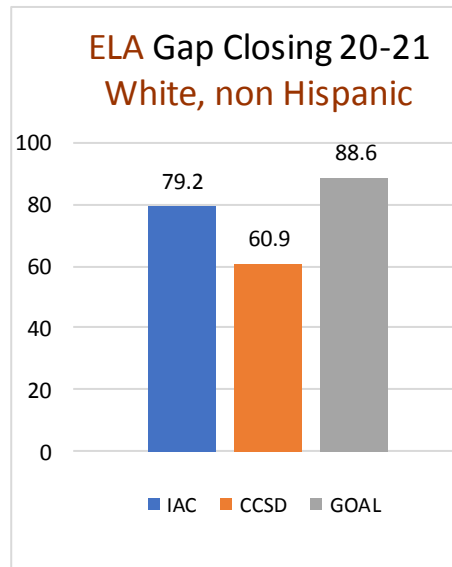
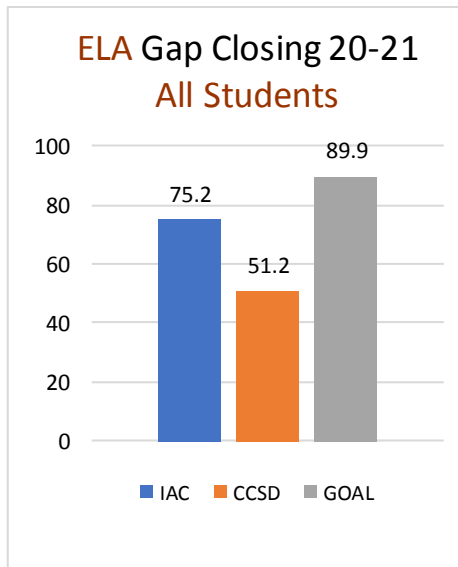
Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades	Value Added data is not available	Value Added data is not available	Value Added data is not available	Value Added data is not available
4th Grade	Students made more progress than expected - moderate evidence	Value Added data is not available	Value Added data is not available	Value Added data is not available
5th Grade	Students made more progress than expected - significant evidence	Students made more progress than expected - significant evidence	Value Added data is not available	Value Added data is not available
6th Grade	Students made progress similar to the statewide expectation - evidence	Students made less progress than expected - significant evidence	Value Added data is not available	Value Added data is not available
7th Grade	Students made more progress than expected - significant evidence	Students made more progress than expected - significant evidence	Value Added data is not available	Value Added data is not available
8th Grade	Students made more progress than expected - significant evidence	Students made more progress than expected - significant evidence	Students made progress similar to the statewide expectation - evidence	Value Added data is not available

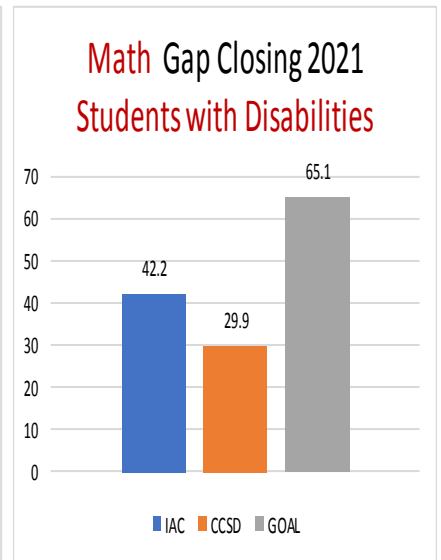
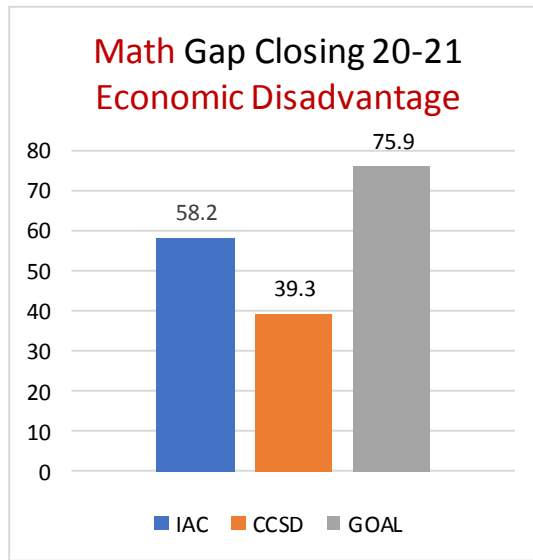
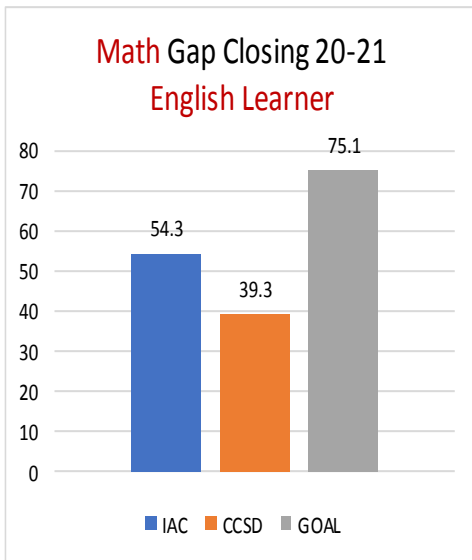
### What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- Students made more progress than expected - significant evidence
- Students made more progress than expected - moderate evidence
- Students made progress similar to the statewide expectation - evidence
- Students made less progress than expected - moderate evidence
- Students made less progress than expected - significant evidence
- Value Added data is not available

Annual Measurable Objectives (AMO's) compare the performance index of all students to state goals in ELA and Math, and emphasize any gaps between groups. The current State Grading System does not give an overall rating for any school in Ohio. The charts below show comparison with CCSD. Note that most of our students reside in the City of Columbus. IAC did much better than CCSD in every measure.





## 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 that 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. Here are the results from 2020 and 2021

OELPA 2020

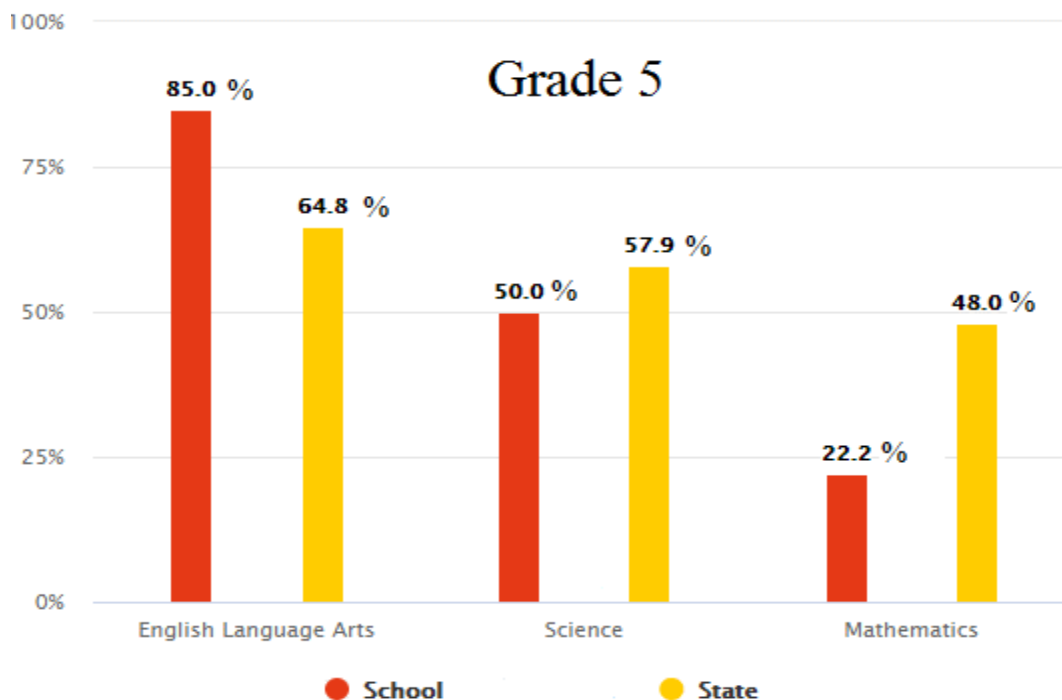
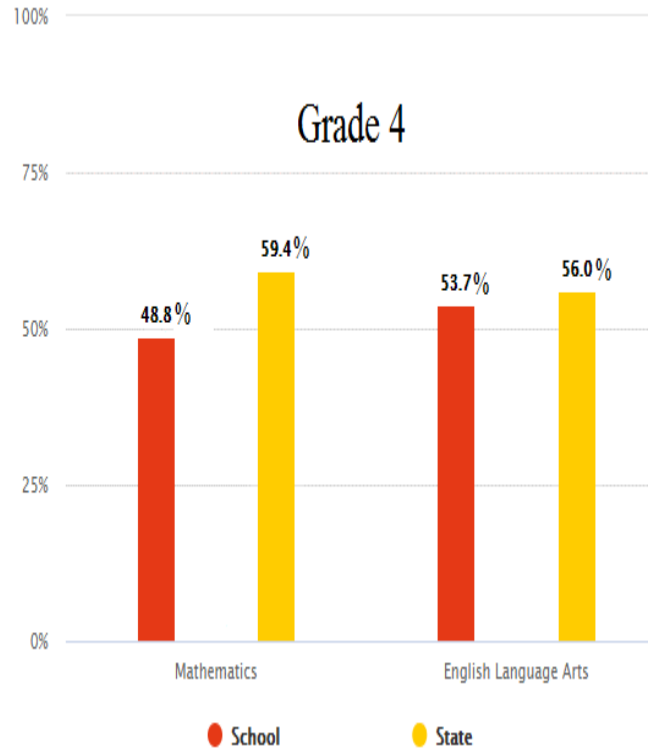
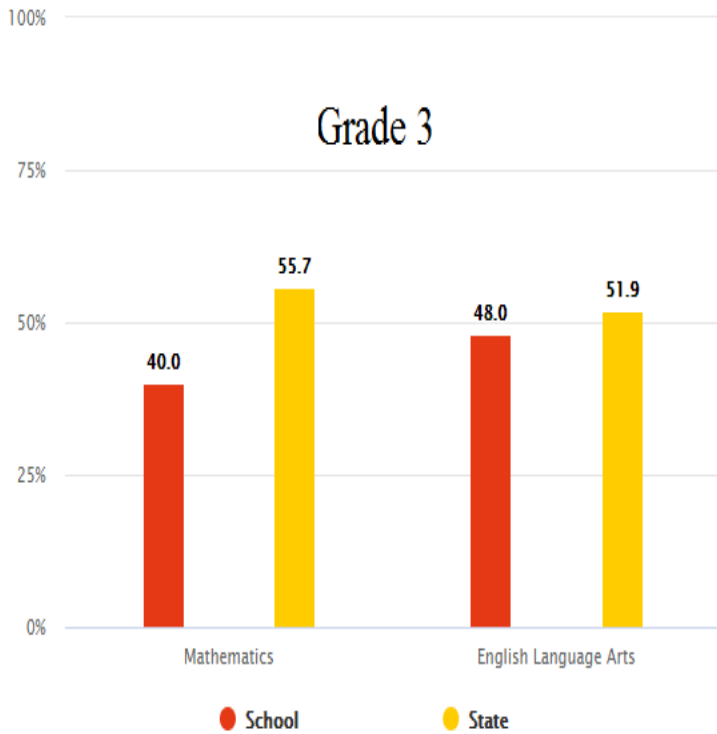
Grade	Number of Students Tested	Percent Determined Proficient
Kindergarten	33	12%
Grade 1	21	33%
Grade 2	12	25%
Grade 3	24	46%
Grade 4	8	25%
Grade 5	7	43%
Grade 6	11	36%
Grade 7	16	6%
Grade 8	5	0%

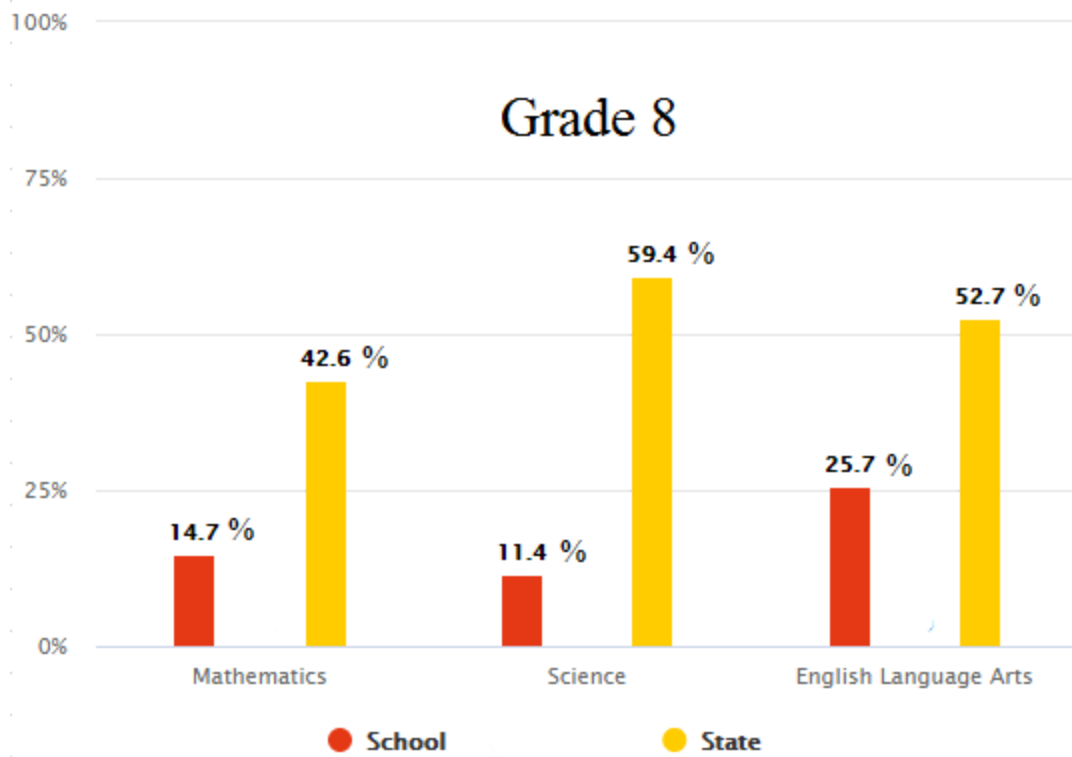
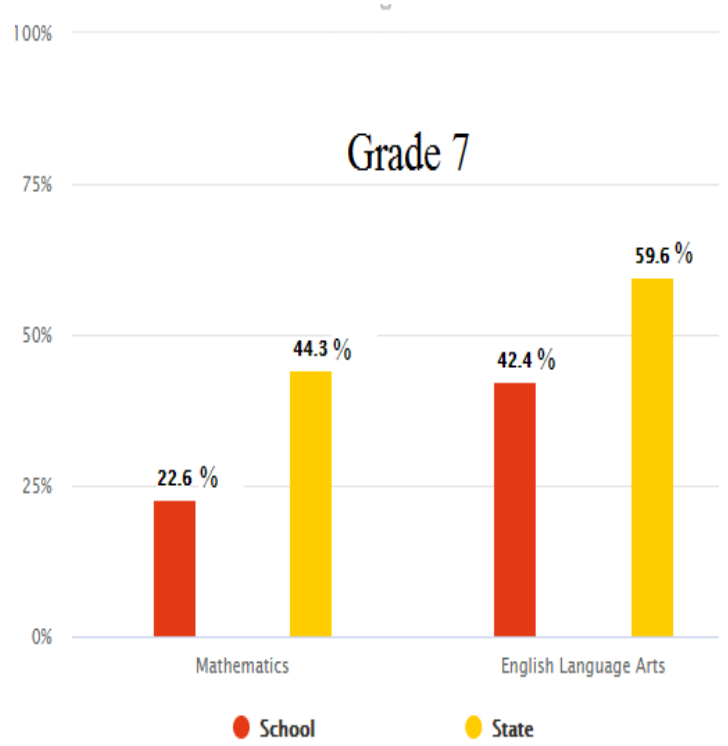
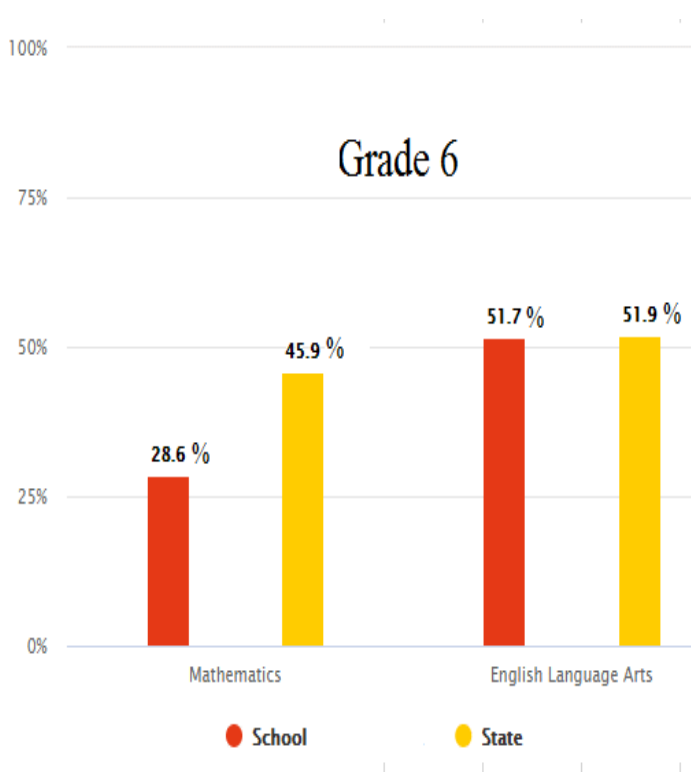
OELPA 2021

Grade	Number of Students Tested	Percent Determined Proficient
Kindergarten	7	0%
Grade 1	25	4%
Grade 2	14	7%
Grade 3	9	0%
Grade 4	12	42%
Grade 5	7	29%
Grade 6	3	0%
Grade 7	8	0%
Grade 8	17	6%

# OHIO STATE TESTS

The State of Ohio requires all schools to administer Ohio State Tests to students in grades 3-8. 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 grades. The state's goal is that at least 80% of the students should score at or above that standardized proficiency level. The accompanying charts show the percentage of IAC students scoring at or above proficiency level compared to all students in the State.

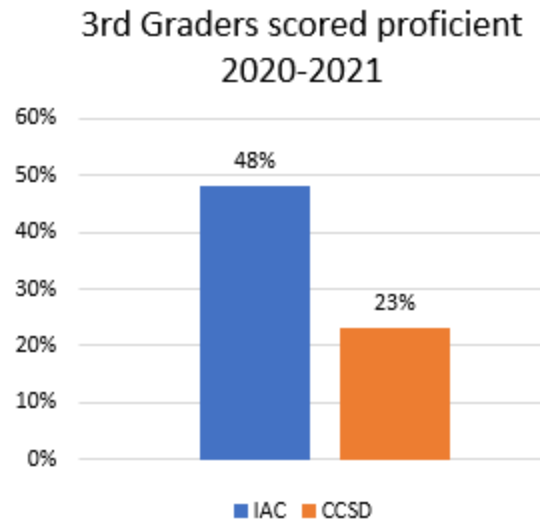






## OHIO Third Grade Reading Guarantee

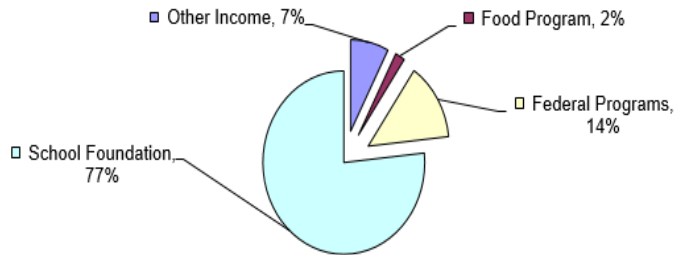
100% of our third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade. 48% scored proficient compared to 23% at Columbus City School District (CCSD). Note that most of our students reside in the City of Columbus.



## FINANCIAL OVERVIEW

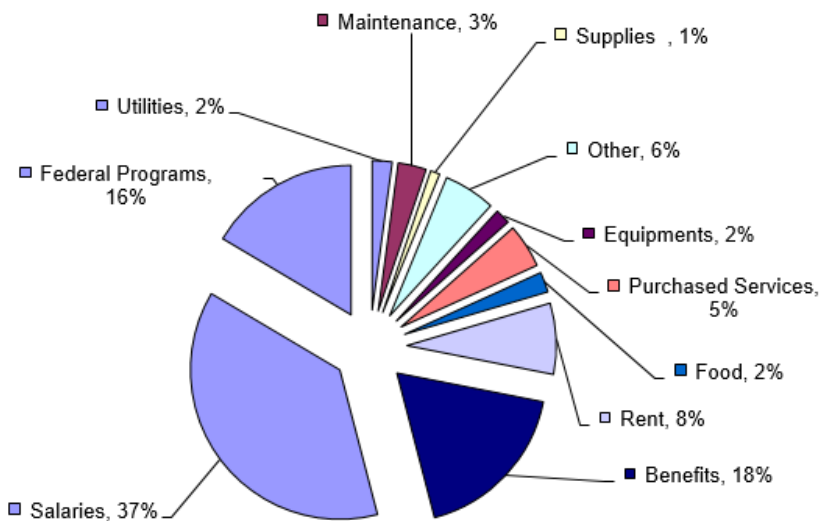
This fiscal year FY21 ended with a surplus of \$195,384 which is added to the school reserve.

**Income 2020-2021**



Other Income	271,503
Food Program	68,899
Federal Programs	488,287
School Foundation	2,723,138
<b>Total Income</b>	<b>3,551,827</b>

**Expenditures 2020-2021**



Utilities	71,978
Maintenance	102,563
Supplies	34,456
Other	188,009
Equipment	55,061
Purchased Services	159,790
Food	73,479
Rent	257,702
Benefits	598,825
Salaries	1,261,234
Federal Programs	553,347
<b>Total Expense</b>	<b>3,356,443</b>

## 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 2020-2021 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**

This year was very challenging because of the pandemic. Sometimes we were hybrid, others times in person but we successively completed the school year and provided the best we could for our students.

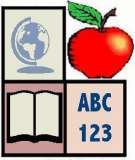
Year after year, more than 90% of our students return to IAC. Almost all of our teachers come back.

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

Our Average Daily Student Enrollment was 292, and most of our new students came as referrals from existing or former parents.

We have small classroom sizes (25 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 the overall school environment.



# QUALITY EDUCATION FOR EVERY STUDENT

## International Academy of Columbus

2439 Fuji Dr.  
Columbus, Ohio 43229  
Tel. 614-794-0643  
Fax. 614-696-9044  
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 encourage self-discovery and development.

## School Board of Education

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

## OUR TREASURER

Ms. Barbara Henry

## 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 the 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 for 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.



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 SPONSOR

Finally, I would like to thank Ms. Peggy Young, Dr. Carol Young, Ms. Mindy Farry, Ms. Karen Rose, Mr. Stan Nicol, Mr. Jerry Nadeau and all the staff of Buckeye Community Hope Foundation, the school Sponsor, for their continued assistance.

Dr. Mouhamed N. Tarazi  
School Director.