

INTERNATIONAL ACADEMY OF COLUMBUS
(IAC)
2021-2022
ANNUAL REPORT

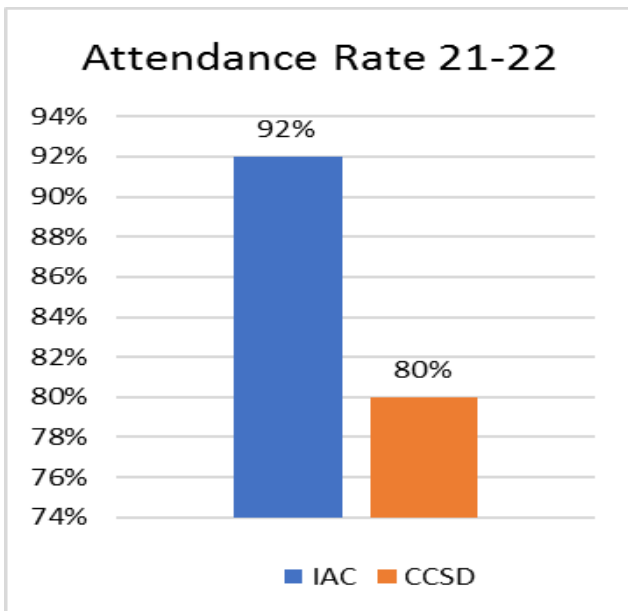


GENERAL SCHOOL INFORMATION

Curriculum and Programs. This year 2021-2022 was IAC's 19th 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.

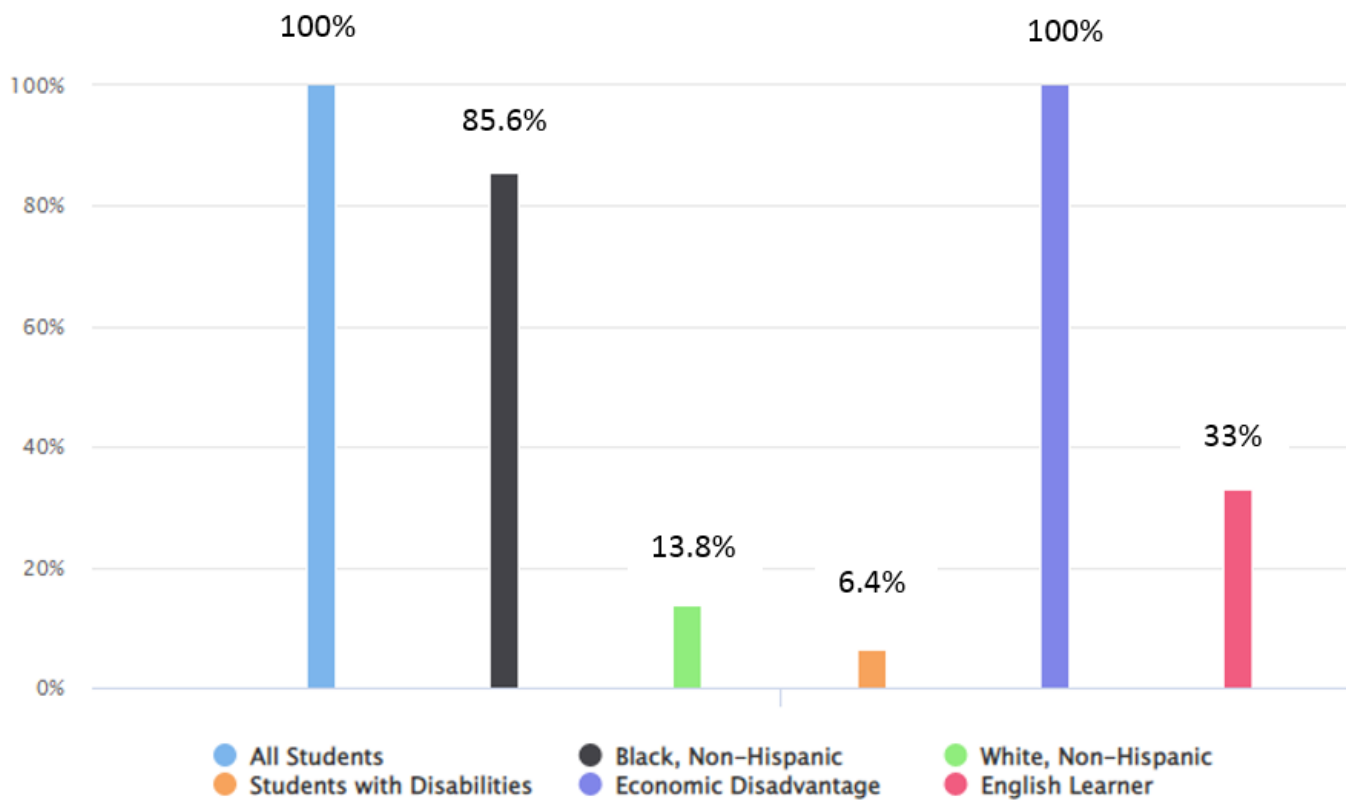
This year our attendance rate was 92 % compared to only 80% for Columbus City School District (CCSD).



100.0%

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

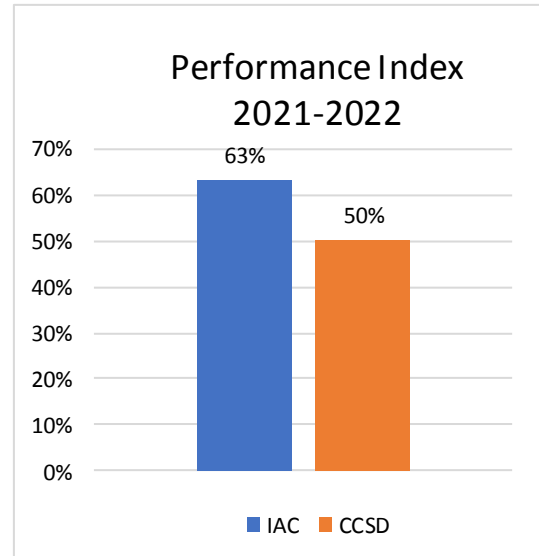
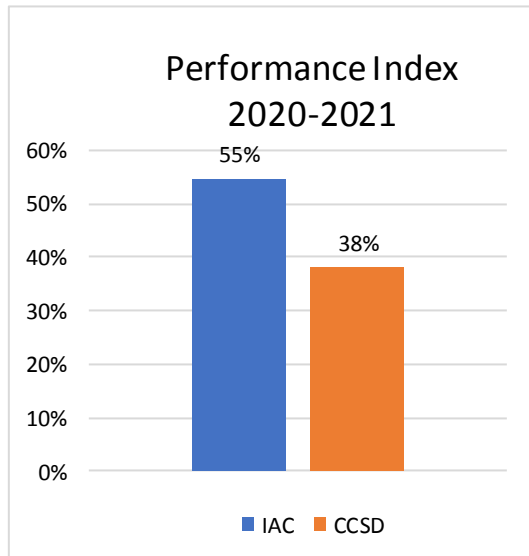
Students: IAC's student population is largely at-risk academically (two to three years behind). This chart shows the composition of our 266 students:



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.

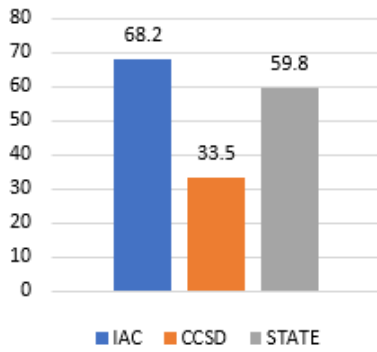
STUDENTS PERFORMANCE

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 below shows a comparison with CCSD. (Note that most of our students reside in the City of Columbus.), and the improvement from the year before.

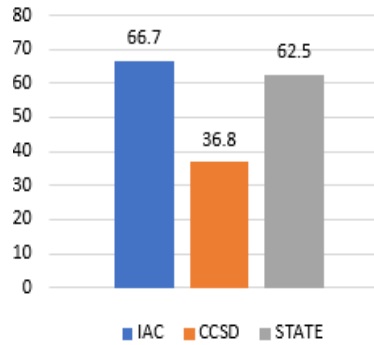


The Performance Indicators measure reports the percentage of students who have scored proficient or higher on state tests. The current State Grading System does not give an overall rating for any school in Ohio. The charts below show a comparison with CCSD. Note that most of our students reside in the City of Columbus. IAC did much better than CCSD in 12 out of 14 measures. Overall, we did better in ELA and SCI than in MATH. One hundred percent of our third grade students were promoted to fourth grade

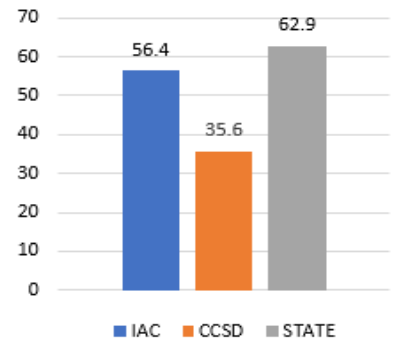
ELA Performance 21-22
Grade 3



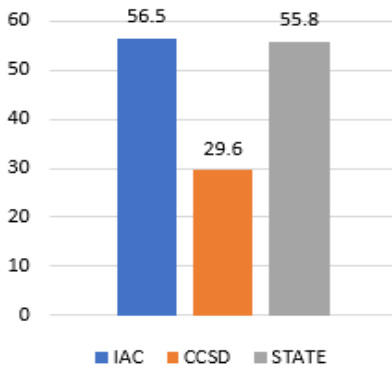
ELA Performance 21-22
Grade 4



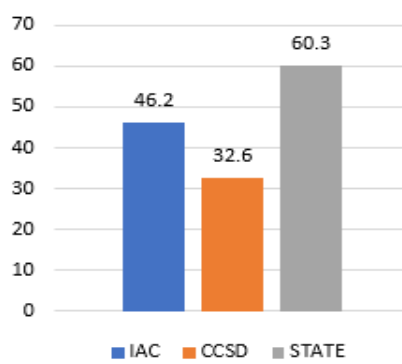
ELA Performance 21-22
Grade 5



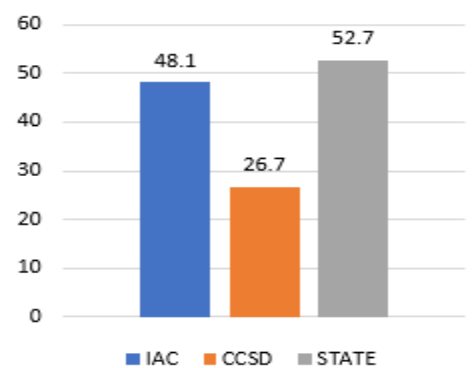
ELA Performance 21-22
Grade 6



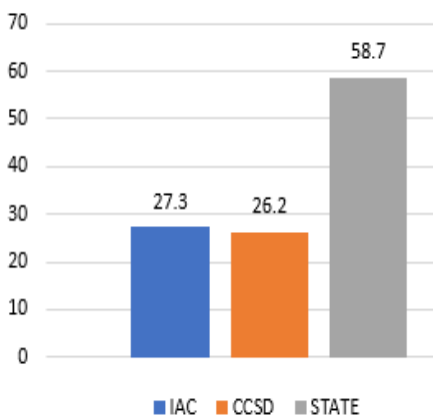
ELA Performance 21-22
Grade 7



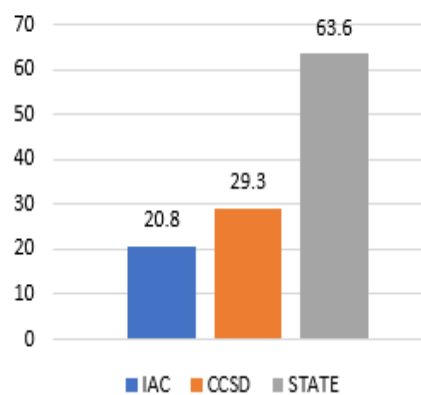
ELA Performance 21-22
Grade 8



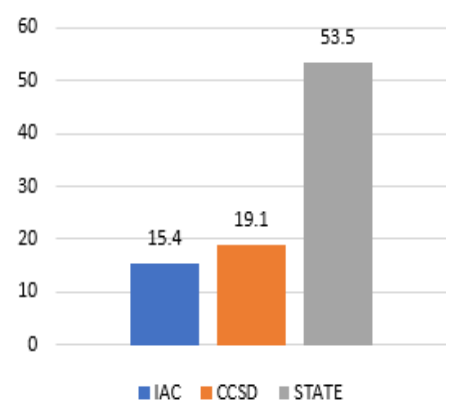
Math Performance 21-22
Grade 3



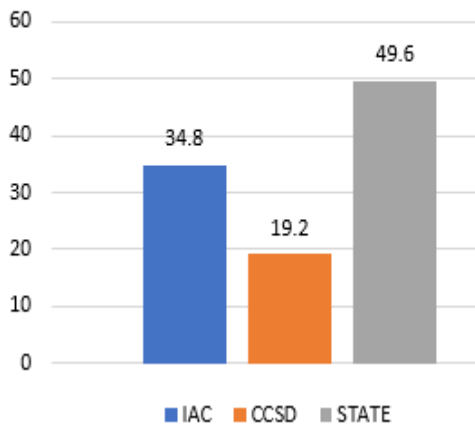
Math Performance 21-22
Grade 4



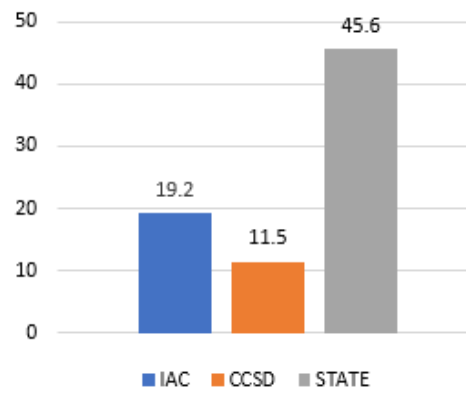
Math Performance 21-22
Grade 5



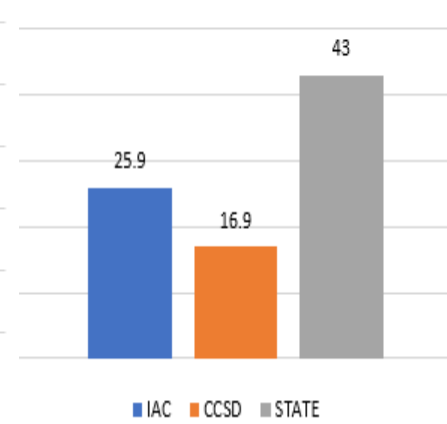
Math Performance 21-22
Grade 6



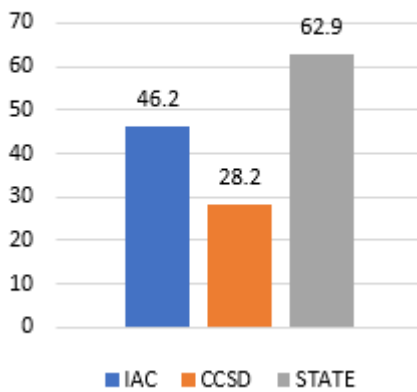
Math Performance 21-22
Grade 7



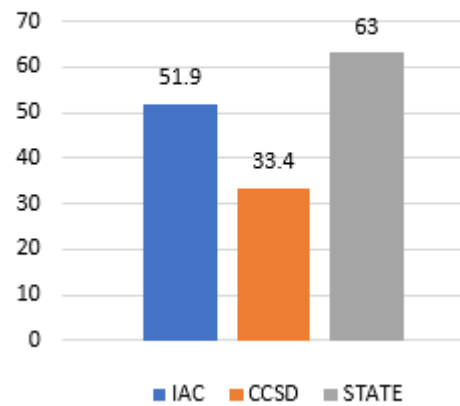
Math Performance 21-22
Grade 8



SCI Performance 21-22
Grade 5



SCI Performance 21-22
Grade 8









STUDENTS PROGRESS

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades	Green	Red	Green	Red
4th Grade	Green	Green	Grey	Green
5th Grade	Green	Red	Red	Red
6th Grade	Green	Green	Grey	Green
7th Grade	Green	Green	Grey	Green
8th Grade	Green	Green	Green	Green

What do the colors mean?

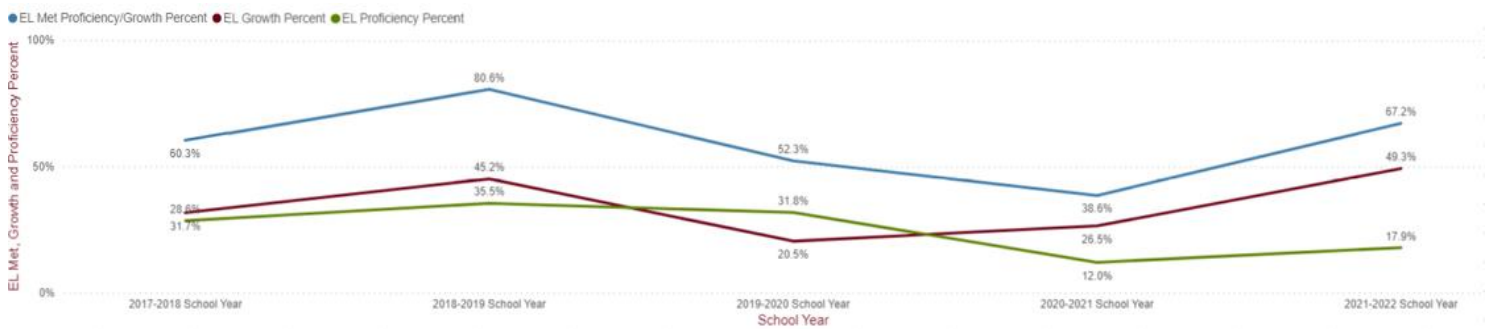
The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

-  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

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.

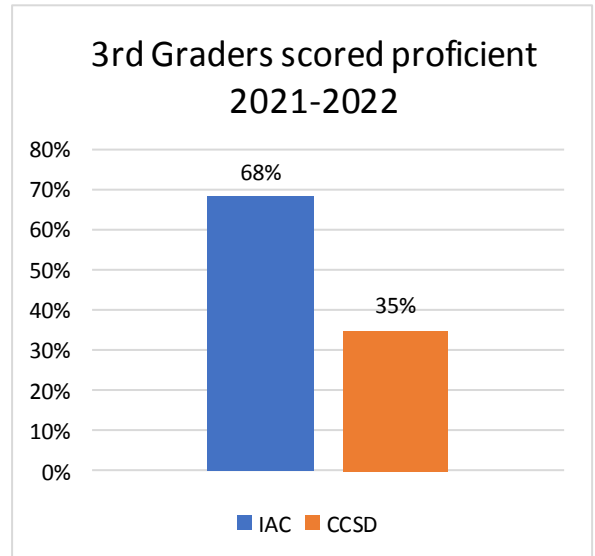
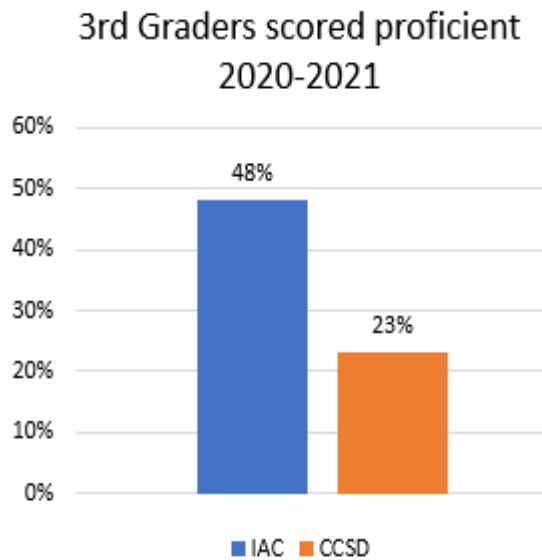
There are scores for listening, speaking, reading, and writing. The Composite score shows the student's overall English proficiency level: Level 5, Full English Proficiency (FEP), is the ideal level for academic achievement. Levels 4 through 1 are classified as Limited English Proficiency (LEP). Students in Levels 1 and 2 need extra help in English or ESL classes. Here are the results from 2018 and 2022



School Year	EL Met Proficiency/Growth Percent	EL Growth Percent	EL Proficiency Percent
2017-2018 School Year	60.3%	31.7%	28.6%
2018-2019 School Year	80.6%	45.2%	35.5%
2019-2020 School Year	52.3%	20.5%	31.8%
2020-2021 School Year	38.6%	26.5%	12.0%
2021-2022 School Year	67.2%	49.3%	17.9%

OHIO Third Grade Reading Guarantee

100% of our third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade. 68% (48% the year before) scored proficient compared to 35% (23% the year before) at Columbus City School District (CCSD). Note that most of our students reside in the City of Columbus.



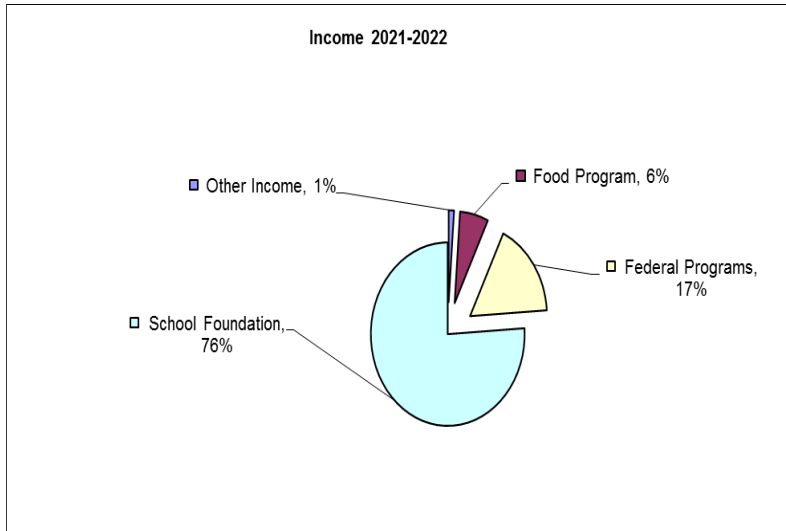
School Report Card

The Ohio School Report Card includes six components that receive star ratings (1-5) to indicate the level of performance of the school. More details can be found on the ODE website.

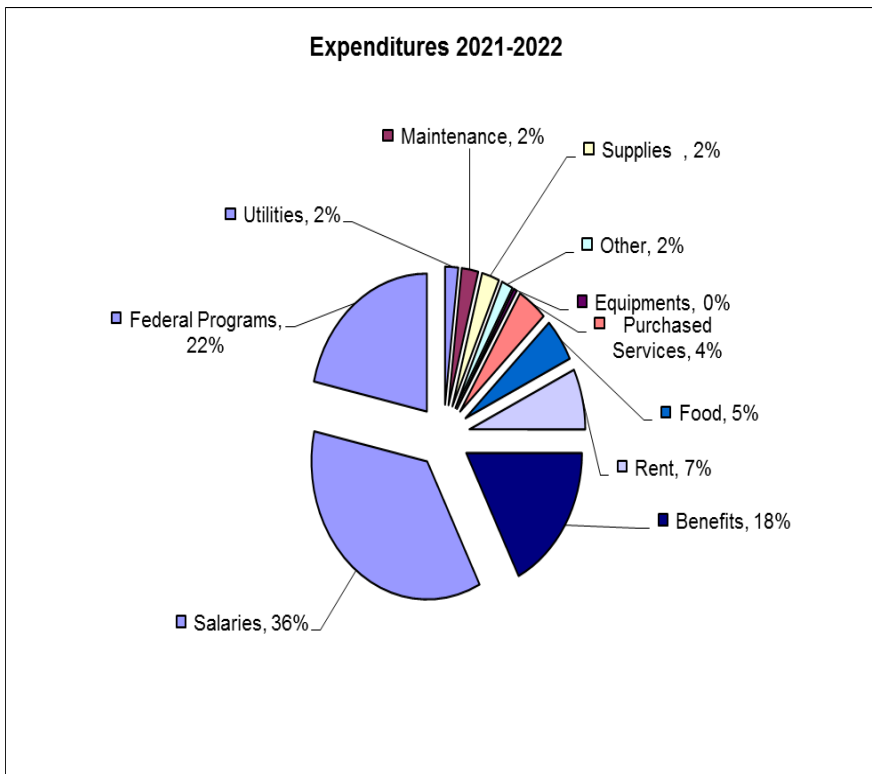
<p>Achievement</p> <p>This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.</p> <p>★☆☆☆☆ Needs support to meet state standards in academic achievement.</p> <p>View More Data</p>	<p>Progress</p> <p>This component looks closely at the growth all students are making based on their past performances.</p> <p>★☆☆☆☆ Significant evidence that the school fell short of student growth expectations by a larger magnitude.</p> <p>View More Data</p>	<p>Gap Closing</p> <p>The Gap Closing Component is a measure of the reduction in educational gaps for student subgroups.</p> <p>★★★★☆ Meets state standards in closing educational gaps.</p> <p>View More Data</p> <p>Gifted</p>
<p>Graduation</p> <p>The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.</p> <p>★★★★☆ View More Data</p>	<p>Early Literacy</p> <p>The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.</p> <p>★★★★☆ Meets state standards in early literacy (K-3).</p> <p>View More Data</p>	<p>College, Career, Workforce and Military Readiness</p> <p>This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.</p> <p>View More Data</p>

FINANCIAL OVERVIEW

This fiscal year FY22 ended with a surplus of \$425,669 which is added to the school reserve.



Other Income	45344.8
Food Program	242,368.27
Federal Programs	682388
School Foundation	3076046
Total Income	\$4,046,147



Utilities	66192
Maintenance	83768
Supplies	89,051.66
Other	57487
Equipment	16,444.95
Purchased Services	151657
Food	183,261.45
Rent	257702
Benefits	633974
Salaries	1302438
Federal Programs	778502
Total Expense	\$3,620,478

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 2021-2022 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

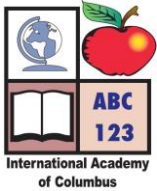
Year after year, more than 90% of our students return to IAC. Almost all of our teachers come back.

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

Our Average Daily Student Enrollment was 266, 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

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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. Jana Al-Akhras
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 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 for 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.