

# INTERNATIONAL ACADEMY OF COLUMBUS

(IAC)

2022-2023

## *ANNUAL REPORT*

**BCHF BIGGEST YEAR EVER IN WRITING CONTEST**

**Congratulations to Hafsa Elmi (Grade 5). She is the winner at the 5th grade level, the elementary level and the OVERALL WINNER.**

**Here is the link to here essay:**

**[The Road to Kindness](#)**

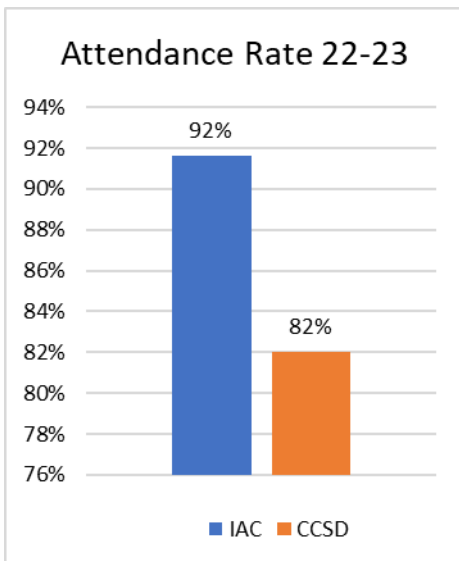


## GENERAL SCHOOL INFORMATION

**Curriculum and Programs.** This year 2022-2023 was IAC's 20th 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 91.6 % compared to only 82% for Columbus City School District (CCSD).

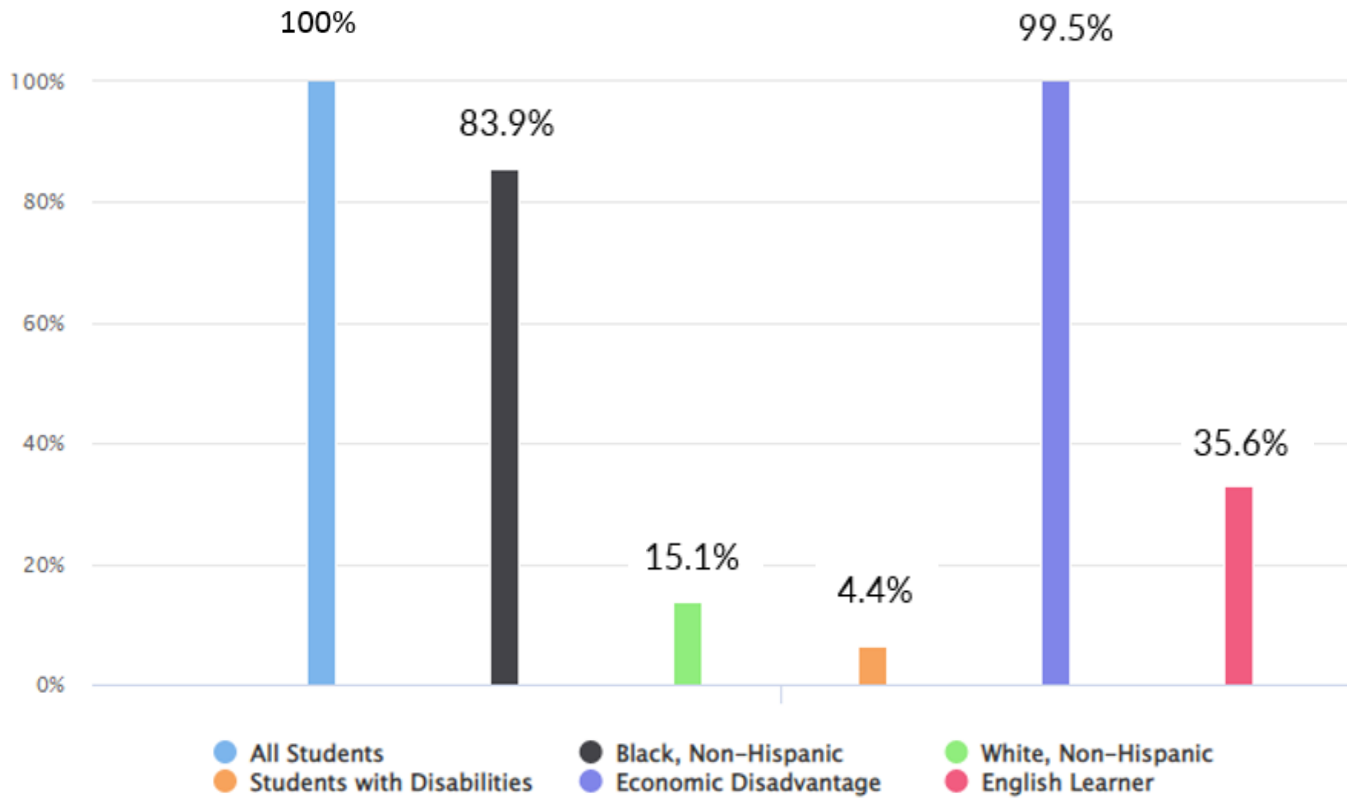


**100.0%**

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

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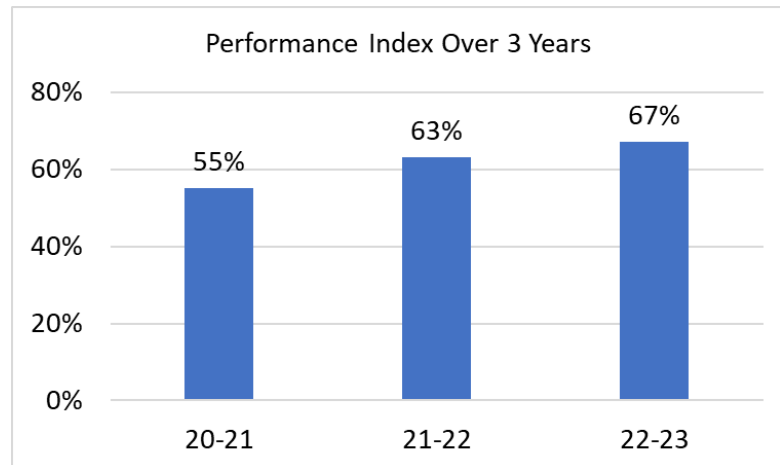
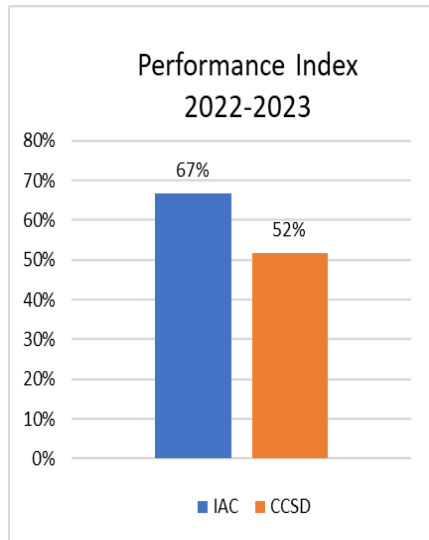
**Students:** IAC’s student population is largely at-risk academically (two to three years behind). This chart shows the composition of our 314 (266 the year before) students:



**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.

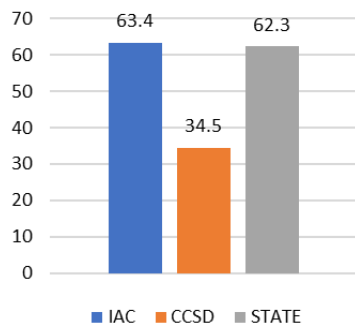
## STUDENTS PERFORMANCE

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 over 3 years before.

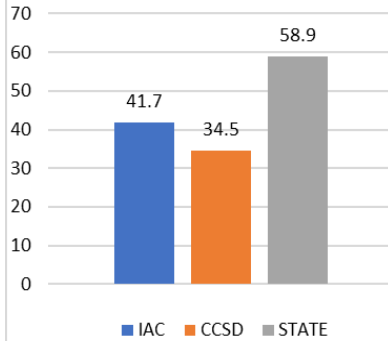


The Performance Indicators measure reports the percentage of students who have scored proficient or higher on state tests. The current State Grading System does not give an overall rating for any school in Ohio. The charts below show a comparison with CCSD. Note that most of our students reside in the 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. Almost all of our third-grade students were promoted to fourth grade.

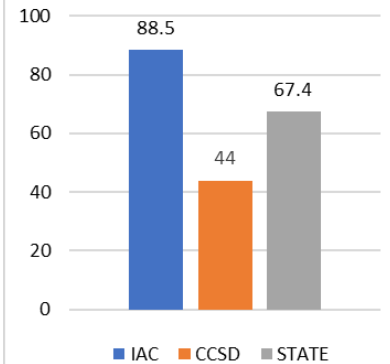
ELA Performance 22-23  
Grade 3



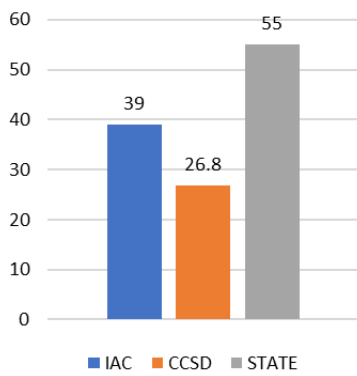
ELA Performance 22-23  
Grade 4



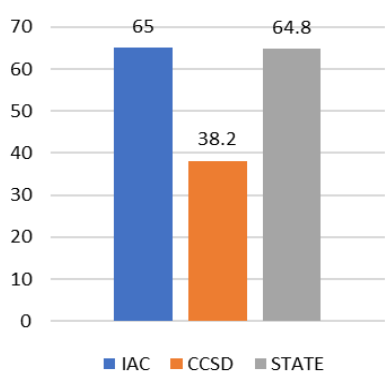
ELA Performance 22-23  
Grade 5



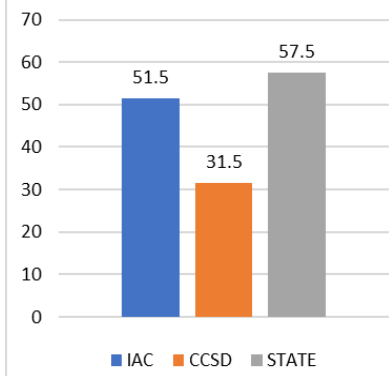
ELA Performance 22-23  
Grade 6



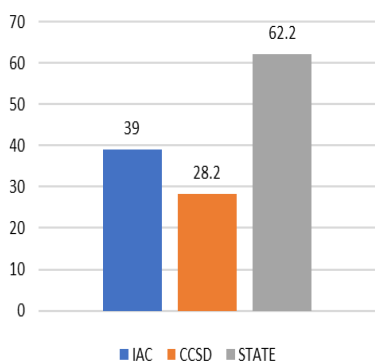
ELA Performance 22-23  
Grade 7



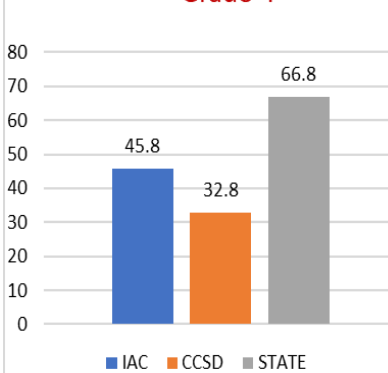
ELA Performance 22-23  
Grade 8



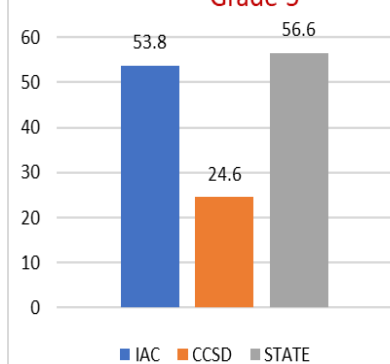
Math Performance 22-23  
Grade 3

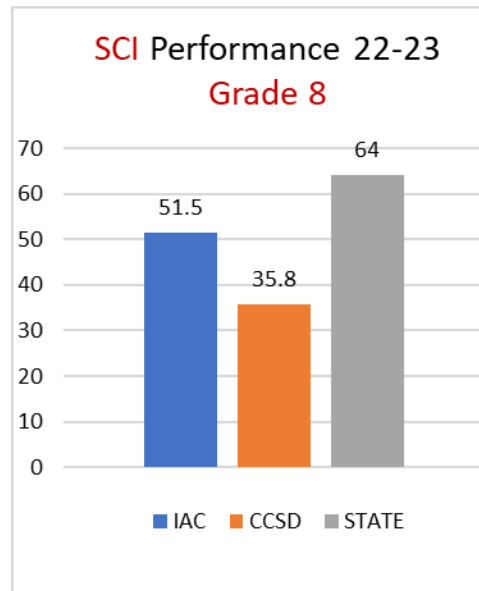
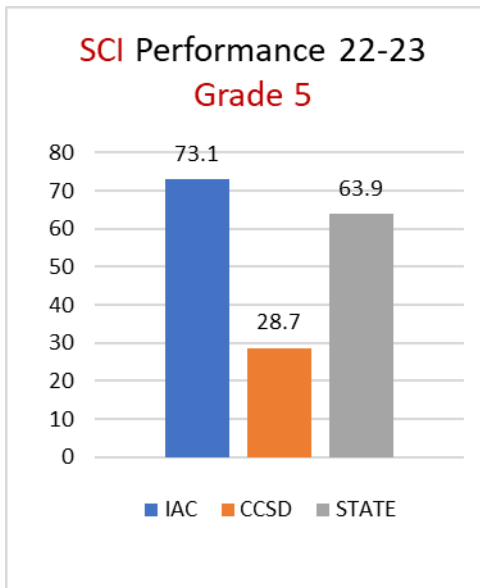
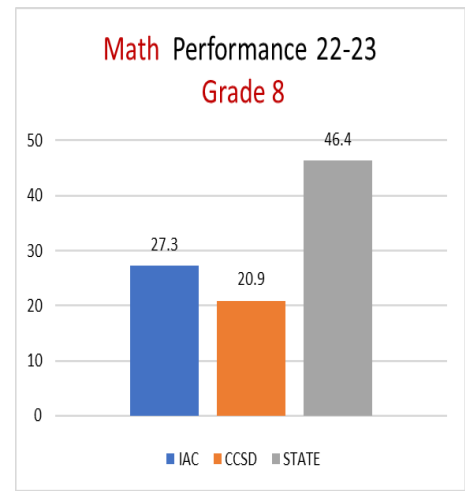
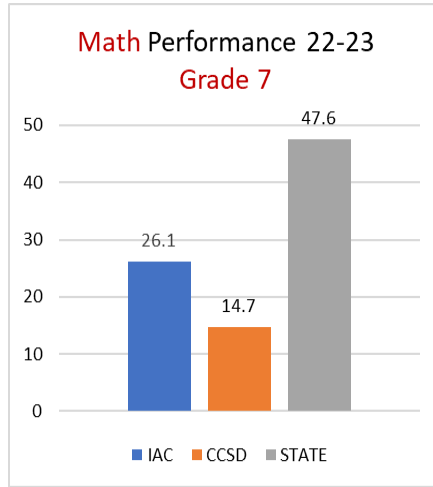
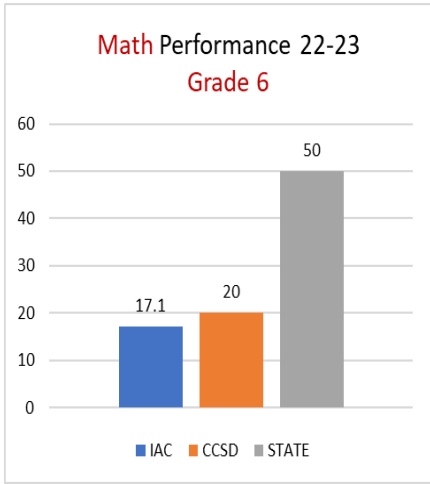


Math Performance 22-23  
Grade 4



Math Performance 22-23  
Grade 5





# STUDENTS PROGRESS

The Progress Component measures the academic performance of students compared to expected growth on Ohio's State Tests.

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

## What do the colors mean?

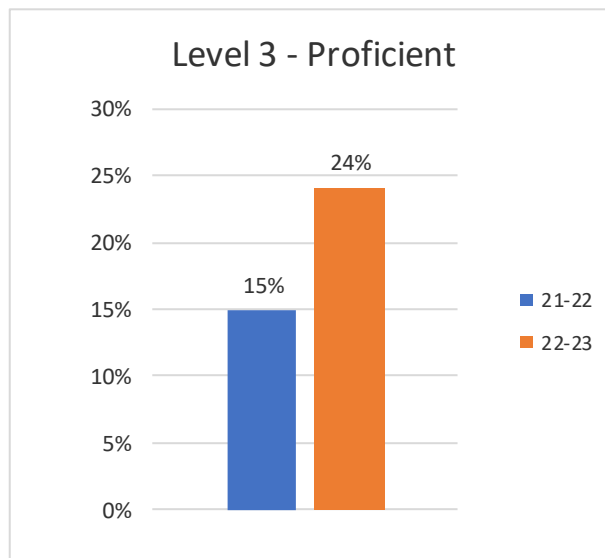
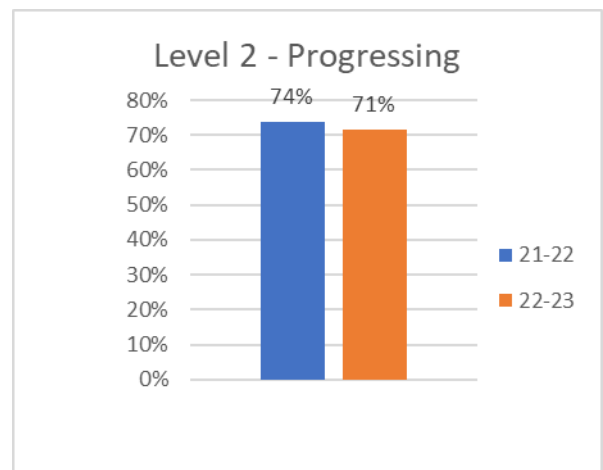
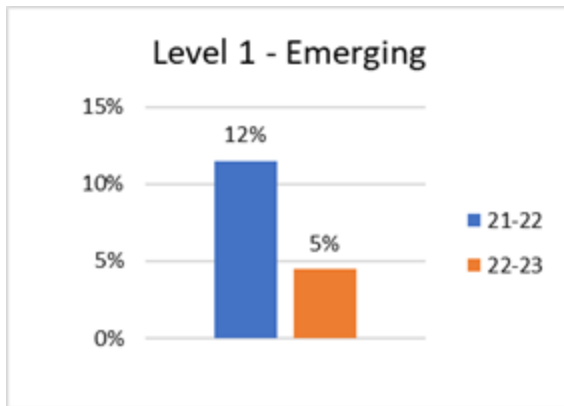
The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- 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 Screener (OELPS) is used to identify students who are English learners. Once a student is identified as an English learner, their progress toward English proficiency is monitored by the Ohio English Language Proficiency Assessment (OELPA). The OELPA is an annual summative assessment.

The OELPA consists of four domains: listening, reading, speaking, and writing. Each domain is scored from level 1 (beginning) to level 5 (advanced). Students must score 4 or higher in each domain to be determined proficient in English. The OELPA also has a composite score (1-3) for the overall assessment. A composite score of 1 indicates a beginning English learner, a score of 2 indicates progressing toward proficiency, and a score of 3 indicates proficiency in English.





# School Report Card

## Overall Rating



Meets state standards

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of five rated components. The College, Career, Workforce and Military Readiness Component is report only and does not contribute to the overall rating on the 2023 Ohio School Report Cards.

### Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.



Needs support to meet state standards in academic achievement.

[View More Data](#)

### Progress

This component looks closely at the growth all students are making based on their past performances.



Evidence that the school met student growth expectations.

[View More Data](#)

### Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student subgroups.



Exceeds state standards in closing educational gaps

[View More Data](#)

Gifted

### Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.



[View More Data](#)

### Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.



Needs support to meet state standards in early literacy (K-3).

[View More Data](#)

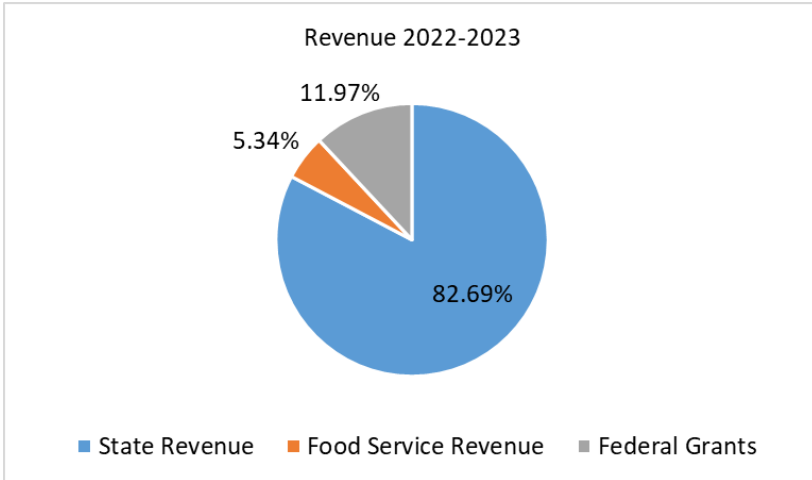
### College, Career, Workforce and Military Readiness

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.

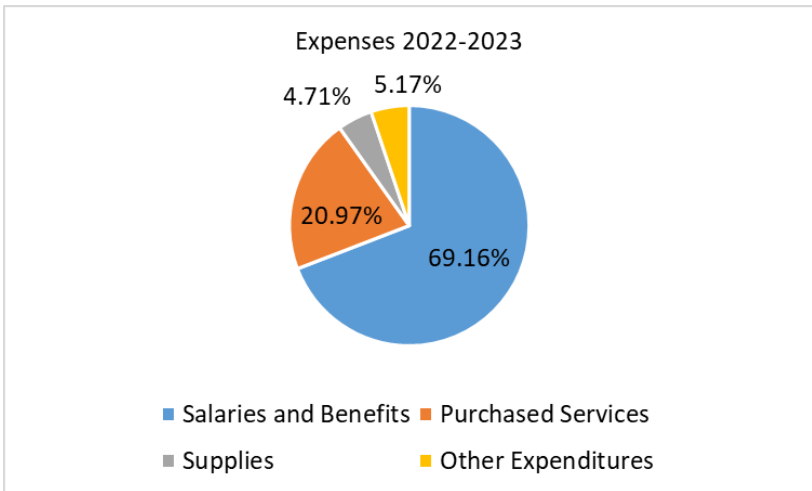
[View More Data](#)

# FINANCIAL OVERVIEW

This fiscal year FY23 ended with a deficit of \$198,259. This is because certain federal grants have not been received by 6/31/2023 and will be added to the school year 2023-2024



State Revenue	3,214,205
Food Service Revenue	207,723
Federal Grants	465,097
<b>Total Income</b>	<b>\$3,887,025</b>



Salaries and Benefits	2,825,458
Purchased Services	856,570
Supplies	192,229
Other Expenditures	211,027
<b>Total Expenses</b>	<b>\$4,085,284</b>

### Classroom Spending Data

What percent of funds are spent on classroom instruction?

67.7%

School



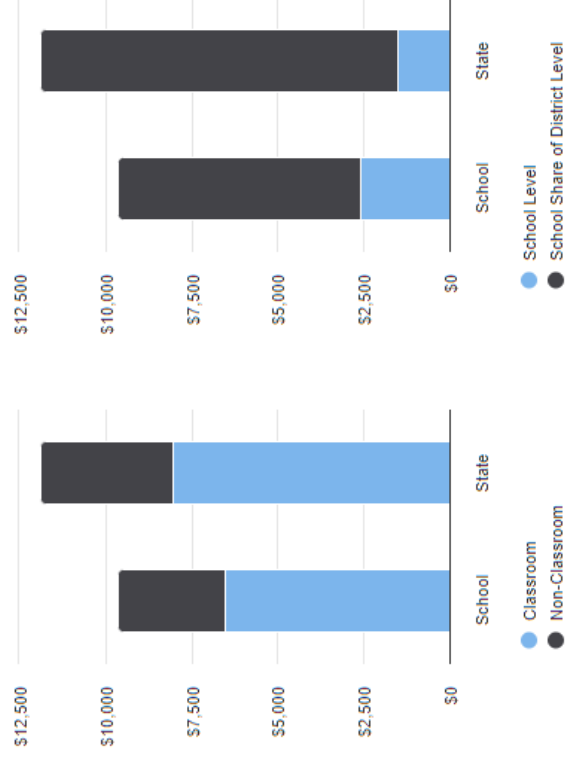
State



● Classroom Instruction ● Non-Classroom Instruction

### Spending Per Pupil Data

	School	State
Operating Spending per Pupil	\$9,651	\$11,896
Classroom Instruction	\$6,537	\$8,030
Non-Classroom Spending	\$3,114	\$3,866
Federal Funds	\$2,603	\$1,500
State and Local Funds	\$7,048	\$10,396



## **SPONSOR'S CERTIFICATION**

Buckeye Community Hope Foundation (BCHF) relies on multiple sources of data to evaluate the community school's performance including academic performance on national normed tests and academic scores published by the Department of Education & Workforce on the Local Report Card. In addition, BCHF conducts multiple onsite visits to the school throughout the year to ensure compliance with all Rule and Law, as well as the sponsorship contract. Performance results for the school will be available for the 2022-2023 school year on the BCHF website [www.bchf.org](http://www.bchf.org) after November 30.

## **PARENT/TEACHER SATISFACTION**

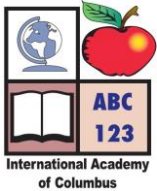
Year after year, more than 90% of our students return to IAC. Almost all of our teachers come back.

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

Our Average Daily Student Enrollment was 314, 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

Ms. Jathiya Abdullah-Simmons  
Ms. Jana Al-Akhras (President)  
Dr. Taymour El-Hosseiny  
Dr. Souzan El-Kest  
Mr. Abukar Osman

## OUR TREASURERS

Mr. Joe Crawfis  
Mr. Cory Boruvka

## 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, Ms. Jennifer Schorr, 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.