

INTERNATIONAL ACADEMY OF COLUMBUS
(IAC)
2024-2025
ANNUAL REPORT

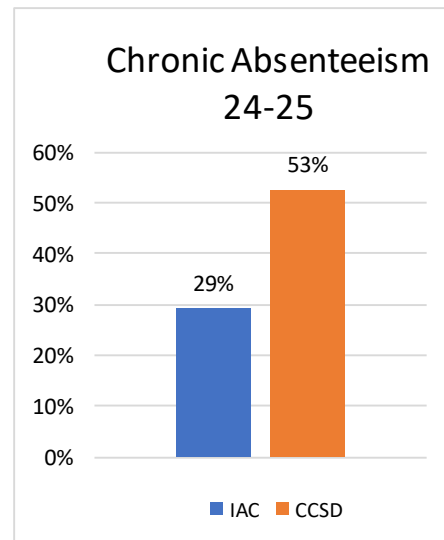
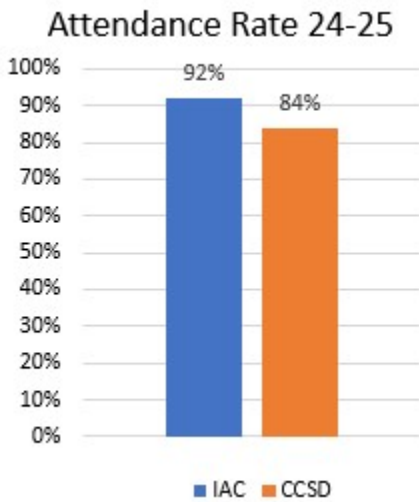


GENERAL SCHOOL INFORMATION

Curriculum and Programs. This year 2024-2025 was IAC's 22nd 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 171 instructional days, 977 instructional hours. Our average classroom size is about 25. Many of our students get additional personal attention by working with instructional assistants.

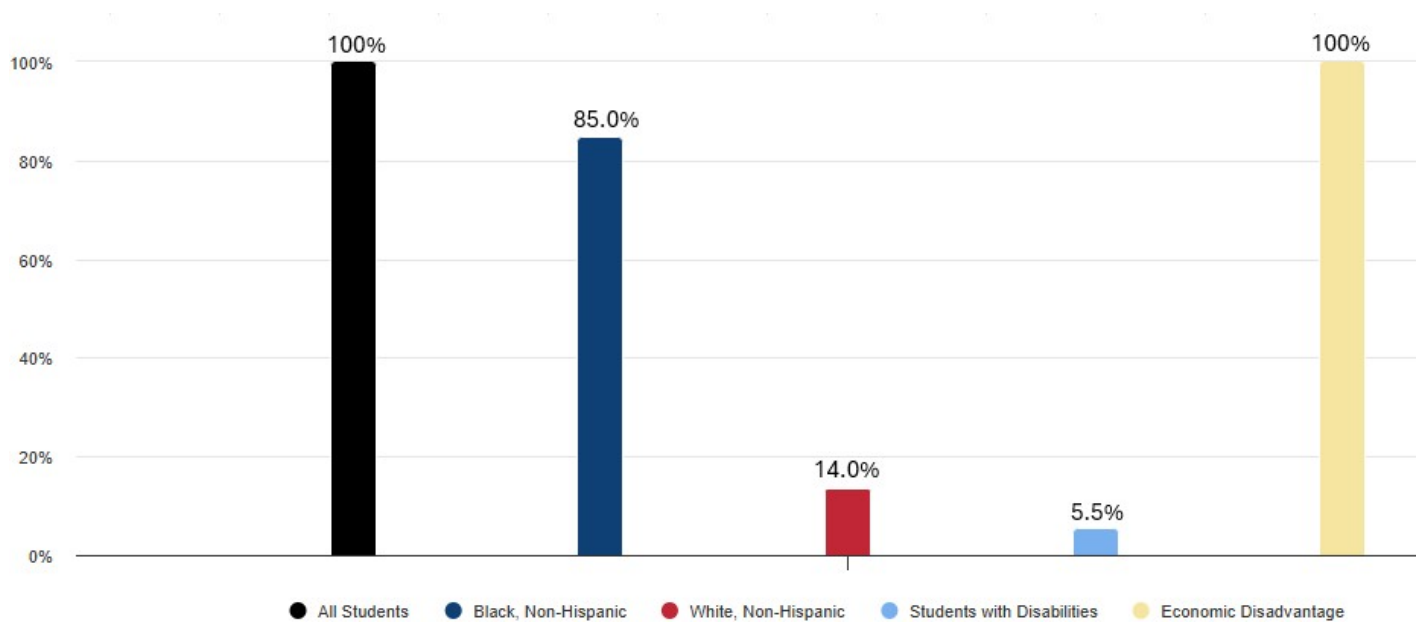
This year our attendance rate was 92% compared to only 84% for Columbus City School District (CCSD). Chronic absenteeism is defined as missing at least 10 percent of instructional time for any reason – excused or not excused. The school reduced absenteeism from 32% the year before to 29% this year.



100.0%

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

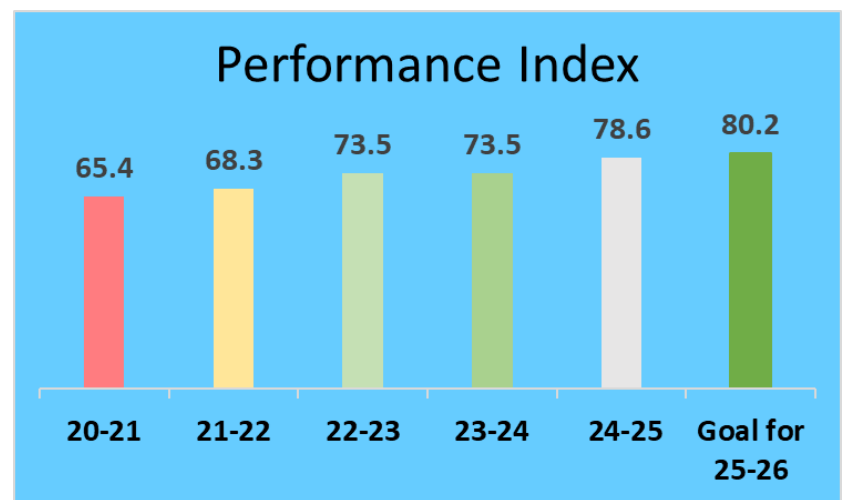
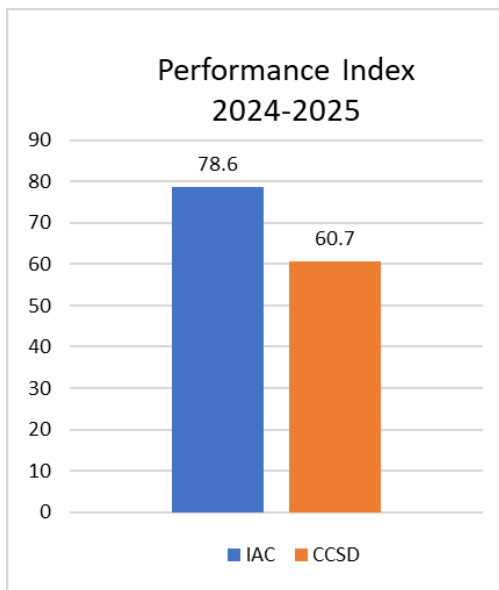
Students: IAC’s student population is largely at-risk academically (two to three years behind). This chart shows the composition of our 311 (306 the year before) students:



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.

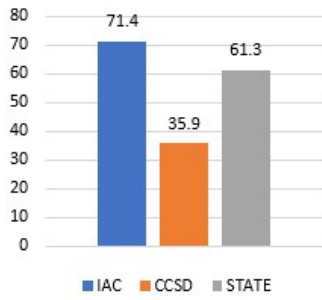
STUDENTS PERFORMANCE

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 weight 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 charts below show a comparison with CCSD. (Note that most of our students reside in the City of Columbus.) and the improvement over 5 years and the goal for next year.

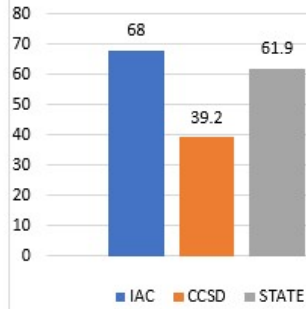


The Performance Indicators measure reports the percentage of students who have scored proficient or higher on state tests. IAC earned 3.5 STARS (out of 5) in the State Grading System. (CCSD earned 2 STAS). The charts below show a comparison with CCSD. Note that most of our students reside in the City of Columbus. IAC did better than CCSD in 14 out of 14 measures. Overall, we did better in ELA and SCI than in MATH. All our third-grade students were promoted to fourth grade.

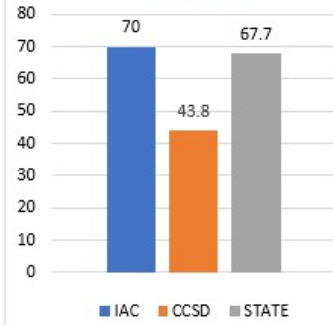
ELA Performance 24-25
Grade 3



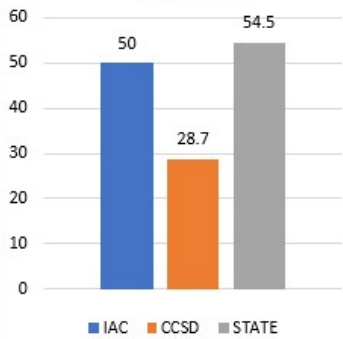
ELA Performance 24-25
Grade 4



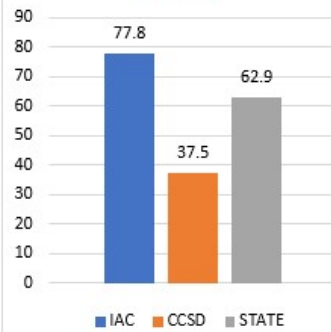
ELA Performance 24-25
Grade 5



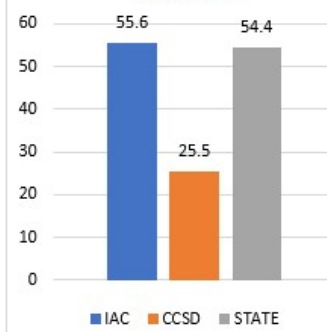
ELA Performance 24-25
Grade 6



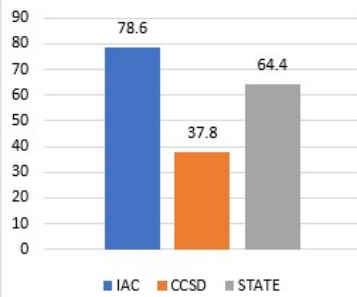
ELA Performance 24-25
Grade 7



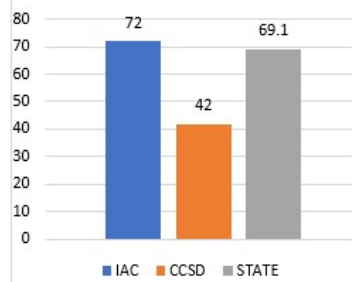
ELA Performance 24-25
Grade 8



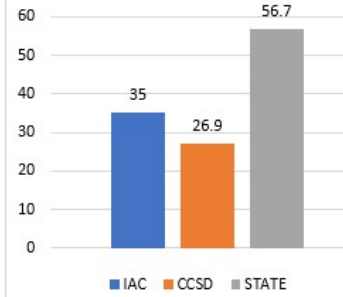
Math Performance 24-25
Grade 3



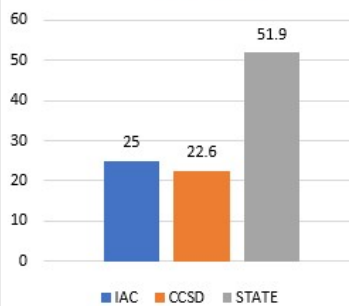
Math Performance 24-25
Grade 4



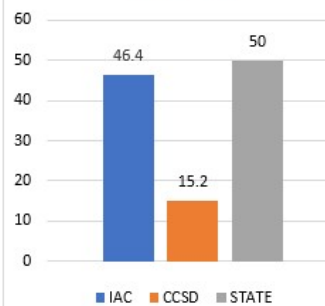
Math Performance 24-25
Grade 5



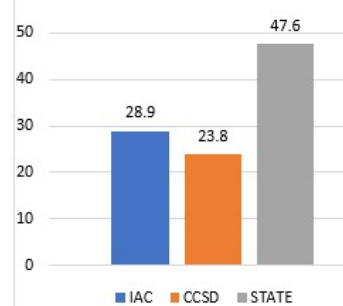
Math Performance 24-25
Grade 6



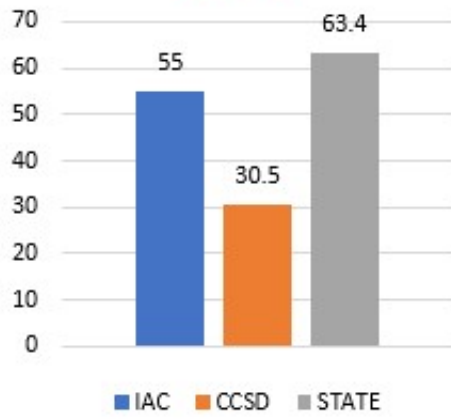
Math Performance 24-25
Grade 7



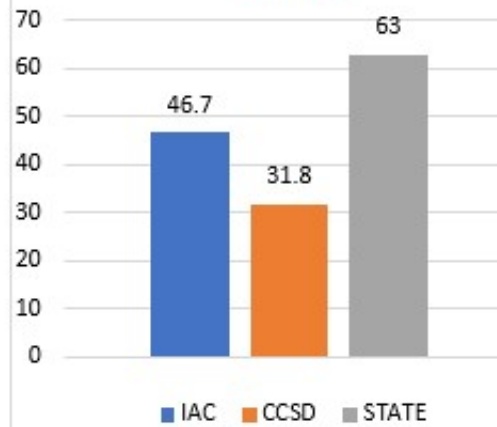
Math Performance 24-25
Grade 8



SCI Performance 24-25 Grade 5



SCI Performance 24-25 Grade 8



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	Blue
4th Grade	Green	Green	Grey	Green
5th Grade	Green	Dark Blue	Dark Blue	Dark Blue
6th Grade	Green	Green	Grey	Green
7th Grade	Green	Green	Grey	Green
8th Grade	Green	Green	Green	Green

What do the colors mean?

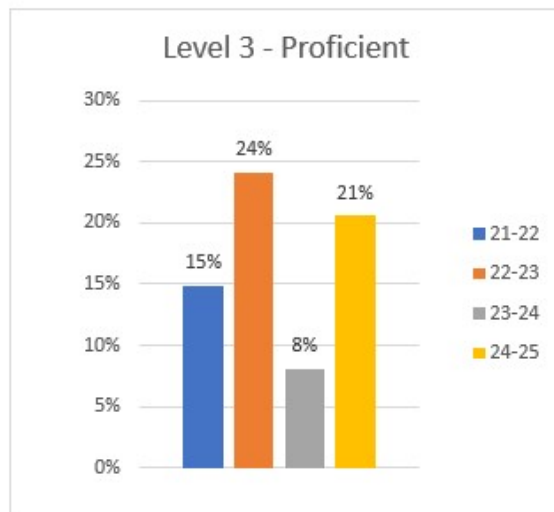
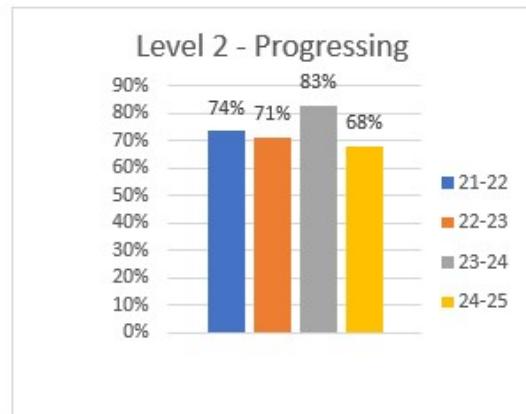
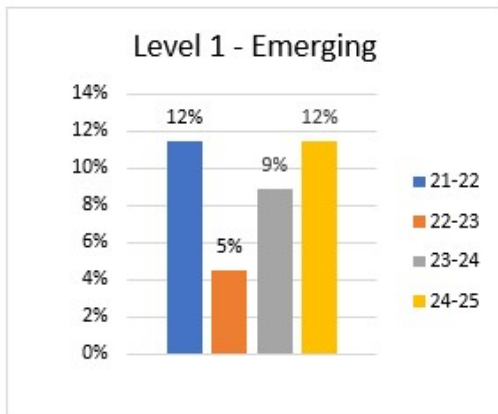
The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- Significant evidence that the school exceeded student growth expectations by a larger magnitude
- Significant evidence that the school exceeded student growth expectations
- Evidence that the school met student growth expectations
- Significant evidence that the school fell short of student growth expectations
- Significant evidence that the school fell short of student growth expectations by a larger magnitude
- 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). 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. 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.



Print

Overall Rating



Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of up to six rated components.

Meets state standards

Achievement



The Achievement Component is a measure of how well students performed on state tests.

Meets state standards in academic achievement.

[View More Data](#)

Progress



The Progress Component is a measure of the growth students are making based on their past performance.

Significant evidence that the school exceeded student growth expectations.

[View More Data](#)

Gap Closing



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

[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, and Military Readiness



[View More Data](#)

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

The school has made great progress on the 2024–25 State Report Card, scoring **3.5 stars overall** and meeting state standards!

Here are some of the highlights:

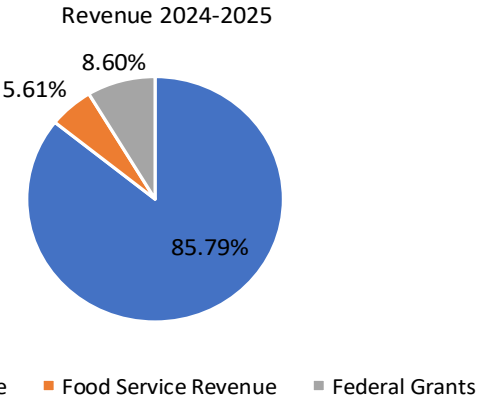
- **Overall Rating:** Improved from 3 stars (2024) → 3.5 stars (2025)
- **Achievement:** 2 stars → 3 stars
- **Progress:** 3 stars → 4 stars
- **Gap Closing:** 2 stars → 4 stars
- **Early Literacy:** 3 stars → 2 stars (an area for us to focus on this year)

In addition, our **Performance Index rose from 73.5 points (66.5%) in 2024 to 78.6 points (70.6%) in 2025.**

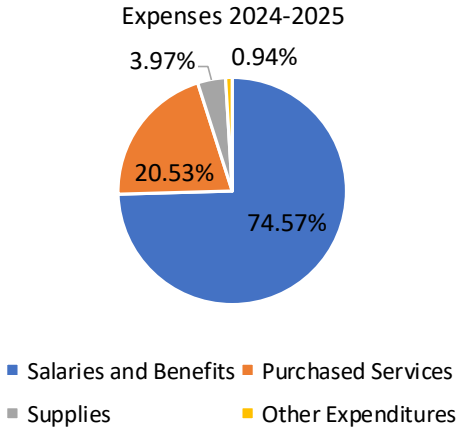
We not only met our **SMART goal of 75.5 points**, we exceeded it by reaching 78.6 points!

FINANCIAL OVERVIEW

This fiscal year FY 25 ended with a deficit of \$75,295.00 (in FY 24 we had a surplus of \$699,794). This deficit was covered with the school reserve fund.



State Revenue	\$3,565,328.00
Food Service Revenue	\$233,143.00
Federal Grants	\$357,560.00
Total Income	\$4,156,031.00



Salaries and Benefits	\$3,155,181.00
Purchased Services	\$868,686.00
Supplies	\$167,830.00
Other Expenditures	\$39,629.00
Total Expenses	\$4,231,326.00

Classroom Spending Data

What percent of funds are spent on classroom instruction?
69.1%

School



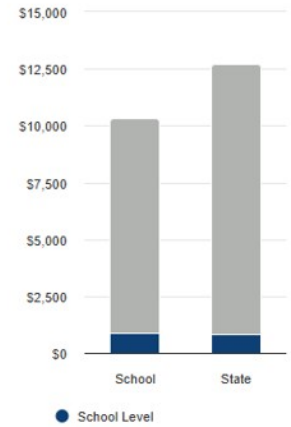
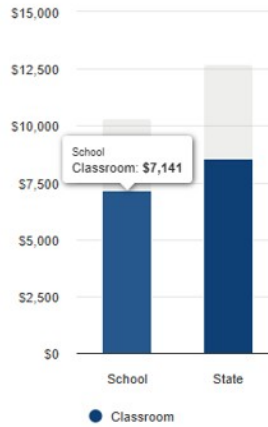
State



● Classroom Instruction ● Non-Classroom Instruction

Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$10,334	\$12,723
Classroom Instruction	\$7,141	\$8,564
Non-Classroom Spending	\$3,193	\$4,159
Federal Funds	\$873	\$826
State and Local Funds	\$9,461	\$11,897



This year 69.1% of the revenue spent on classroom instruction compared to 68.3% the year before.

SPONSOR'S STATEMENT

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 2023-2024 school year on the BCHF website (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 311, 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
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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 students 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 administrators: MunTaha Osman and Hassan Mohamud, my teachers, my support staff and our 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. Also, I would like to thank our school board for their dedication to the governance of our school and support of our school mission.

OUR SCHOOL'S SPONSOR

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

Dr. Mouhamed N. Tarazi
School Director.