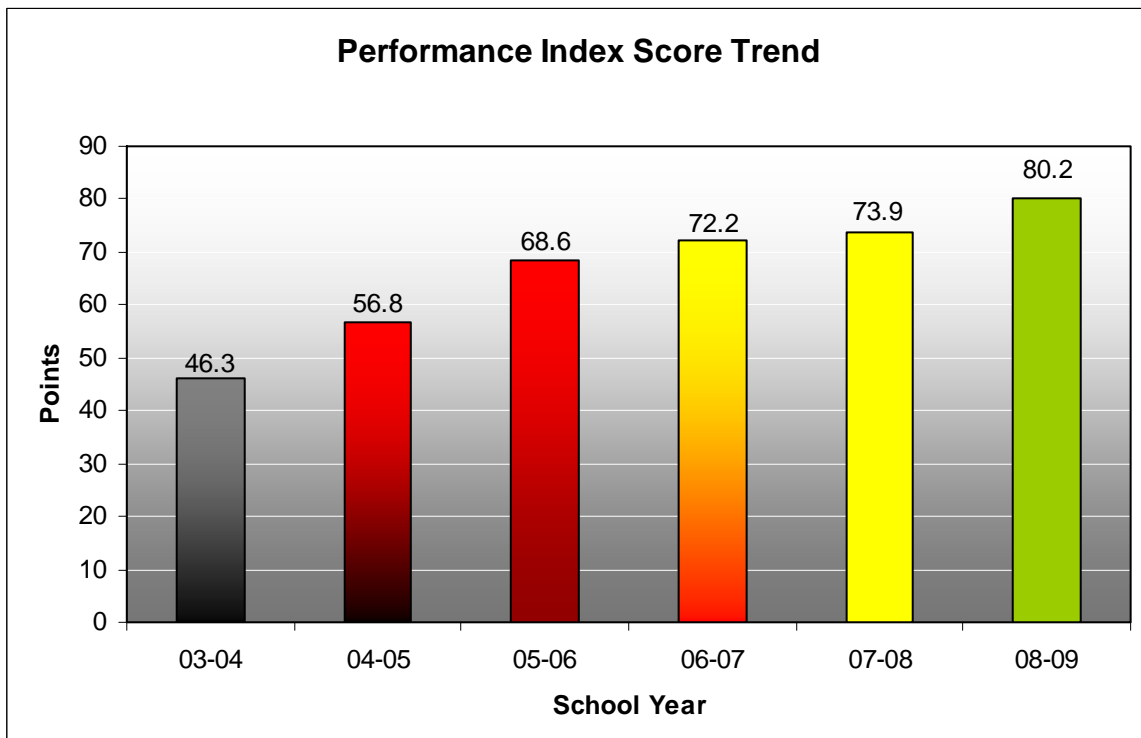


INTERNATIONAL ACADEMY OF COLUMBUS

(IAC)

2008-2009

Annual Report



School Designation: Effective!

GENERAL SCHOOL INFORMATION

Curriculum and Programs. This year was IAC's 7th 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. 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 French and Spanish enrichment classes in the future.



Instruction and Attendance Rate. This academic year consisted of 168 instructional days, 924 instructional hours. Our average classroom size is about 20. Many of our students get additional personal attention by working with instructional assistants. This year, our attendance rate was 96.7%, which exceeds both the state standard of 93% and the state attendance rate of 94.3%.



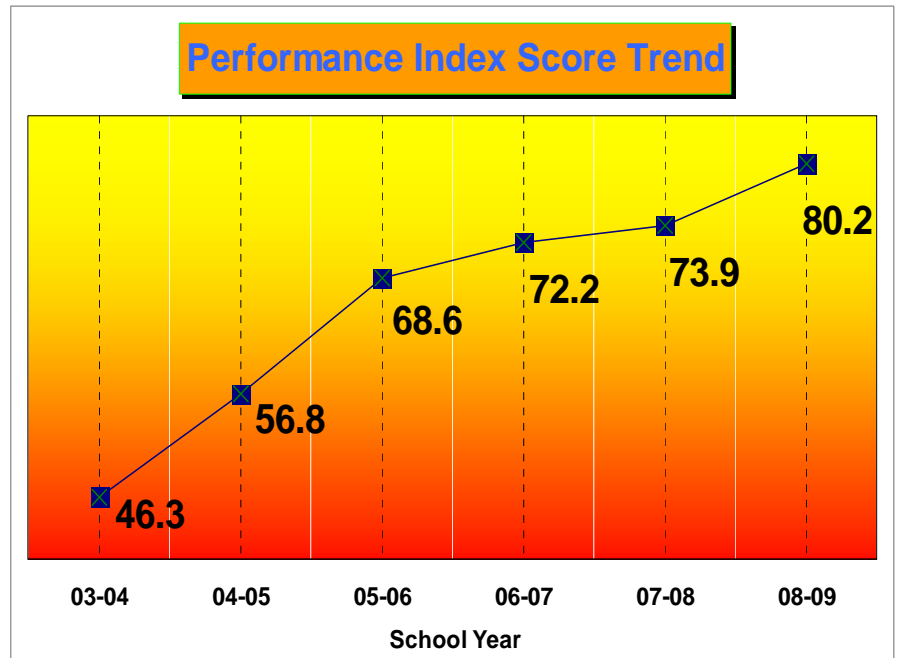
Students. IAC's student population is largely at-risk academically (two to three years behind). This year we had an average enrollment of 193 students, of whom 81.4% were black/African-American and 17.6% were white. More than 90% of our students came from economically disadvantaged families and were classified as LEP students according to the Ohio Test of English Language Acquisition (OTELA) test results.

Staff. To serve our students' unique needs, we have highly-qualified classroom teachers, specialized Arabic language teachers, certified ESL teachers, and bilingual instructional assistants. All core academic subjects were taught by properly certified/licensed teachers who are highly qualified



STUDENTS CONTINUE TO MAKE GAINS

IAC students have made great gains in academic achievement over the past five years. We are happy to report that the average of all students' scores on state tests has increased by approximately 34 points, from 46.3 to 80.2 in five years. This year IAC's Performance Index increased by 6 points. 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.



VALUE-ADDED MEASURE

Achievement scores represent students' performance at a point in time (Any specific year's test results are examples of achievement scores). In contrast, school value-added rating represents the progress the school has made with its students since last year. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved. IAC has scored above expected growth in its value added rating for three consecutive years.

SCHOOL RATING

The International Academy of Columbus, because of its two consecutive years of above expected value-added scores and the increase of its performance index, was promoted from "Continuous Improvement" to "Effective rating".

ANNUAL YEARLY PROGRESS

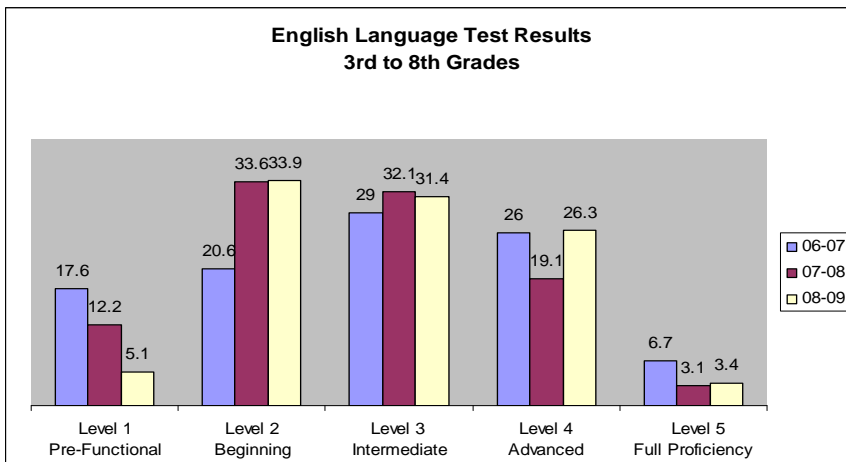
Under the accountability provisions in the Federal No Child Left Behind Act, all public schools are evaluated for Adequate Yearly Progress (AYP). IAC is required to meet AYP criteria on three measures: reading, mathematics, and attendance rate. This year IAC met all federal proficiency goals.

ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT TESTS

The Ohio Test of English Language Acquisition (OTELA) is the assessment used for testing English language proficiency in Ohio.

The OTELA 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.

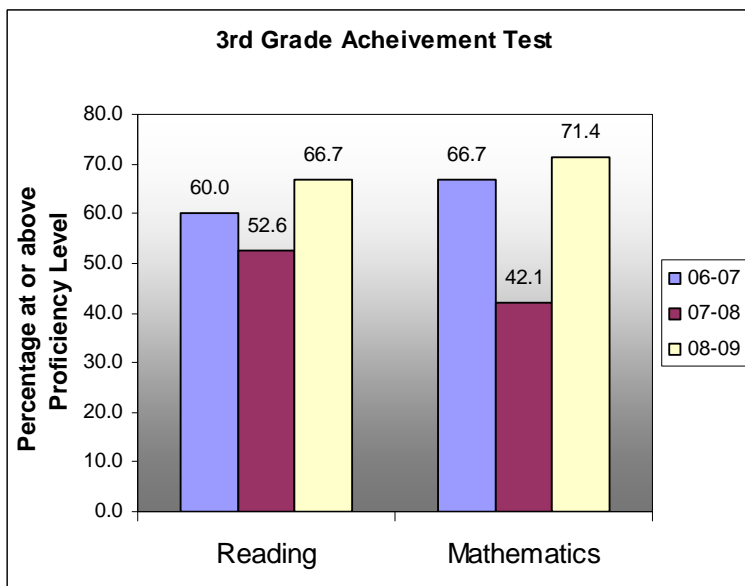
There are scores for listening, speaking, reading, and writing. The Composite score shows the student's overall English proficiency level: Level 5, Full English Proficiency (FEP), is the ideal level for academic achievement. Levels 4 through 1 are classified as Limited English Proficiency (LEP). Students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



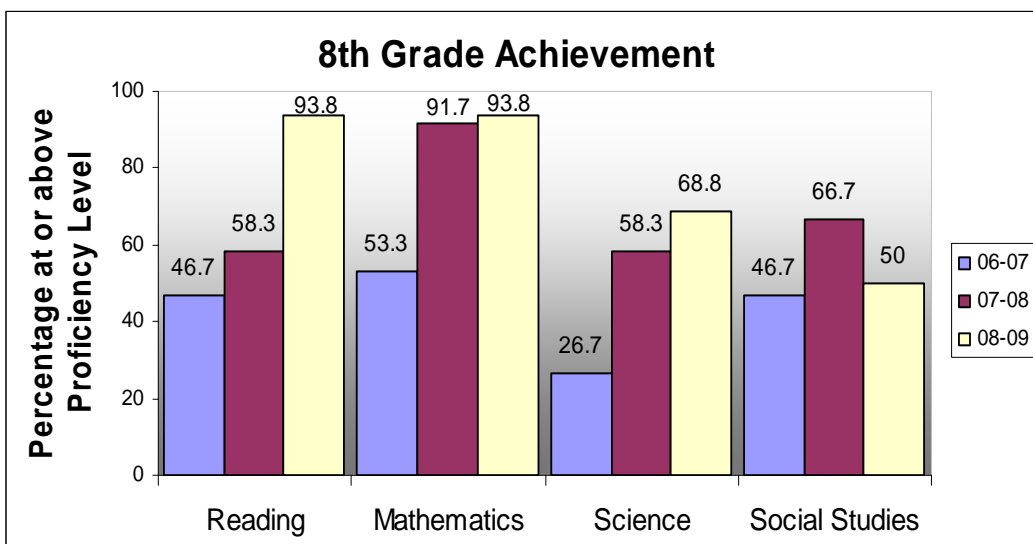
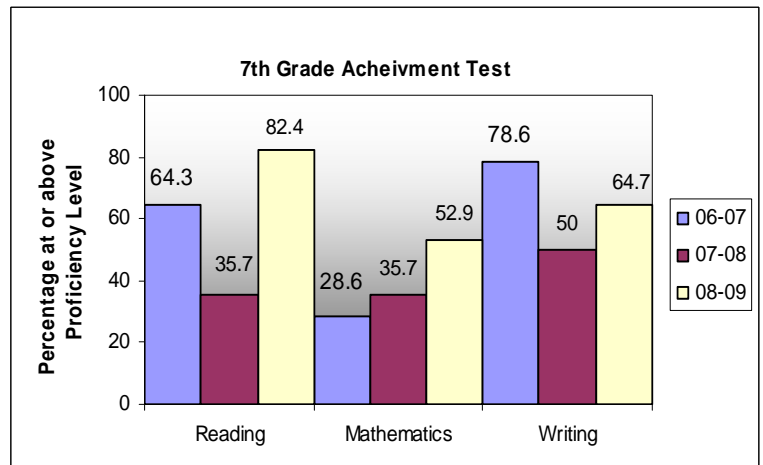
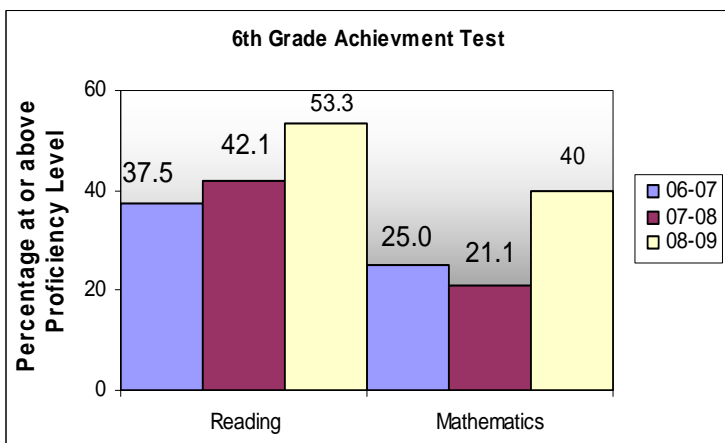
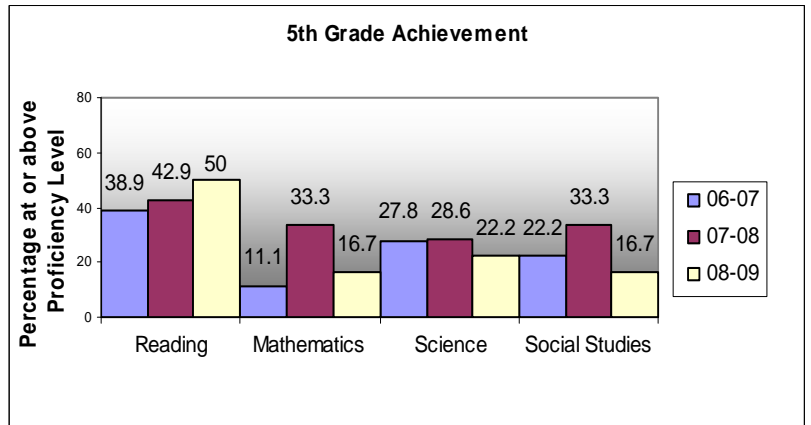
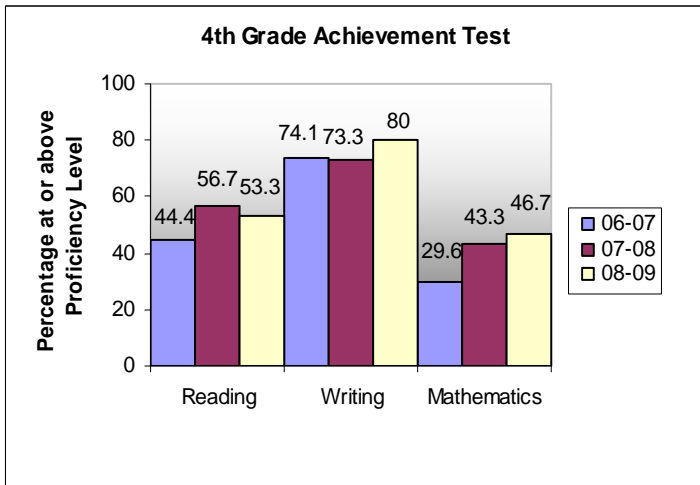
The side chart shows the test results for grades 3 to 8. Included are the percentages of students who scored in each proficiency level, according to their composite scores for the last three years.

This chart shows that almost all of the tested students scored in Levels 1-4 and are considered LEP students. We notice the reduction of students scoring in level 1. This year about 39% of the students scored in Levels 1 and 2, down 7 percentage points from last year.

OHIO ACHIEVEMENT TESTS



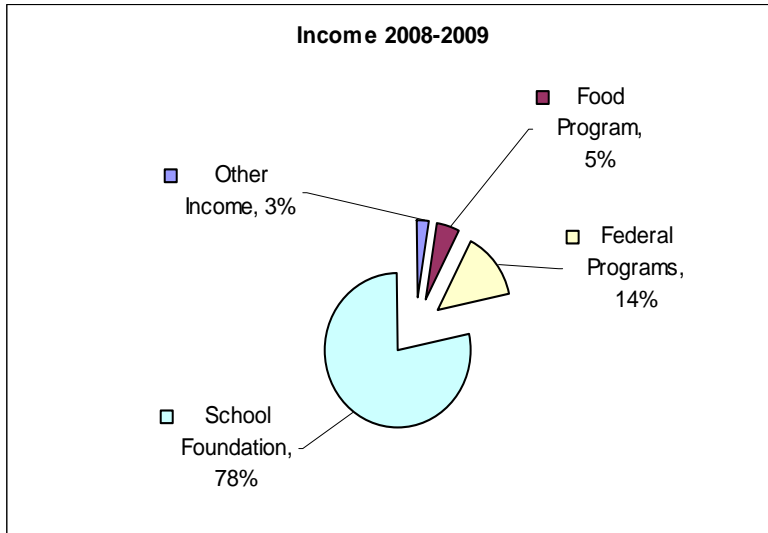
The State of Ohio requires all schools to administer Ohio Achievement Tests to students in grades 3-8. These tests measure the basic skills of all Ohio students. Our school's academic achievement can then be compared to all other public schools in Ohio. The tests measure students against a standardized proficiency level for their grade. The state's goal is that at least 75% of the students should score at or above that standardized proficiency level. IAC administered the required Achievement Tests in May of 2009. The accompanying charts show the percentage of IAC students scoring at or above proficiency level compared with previous years.



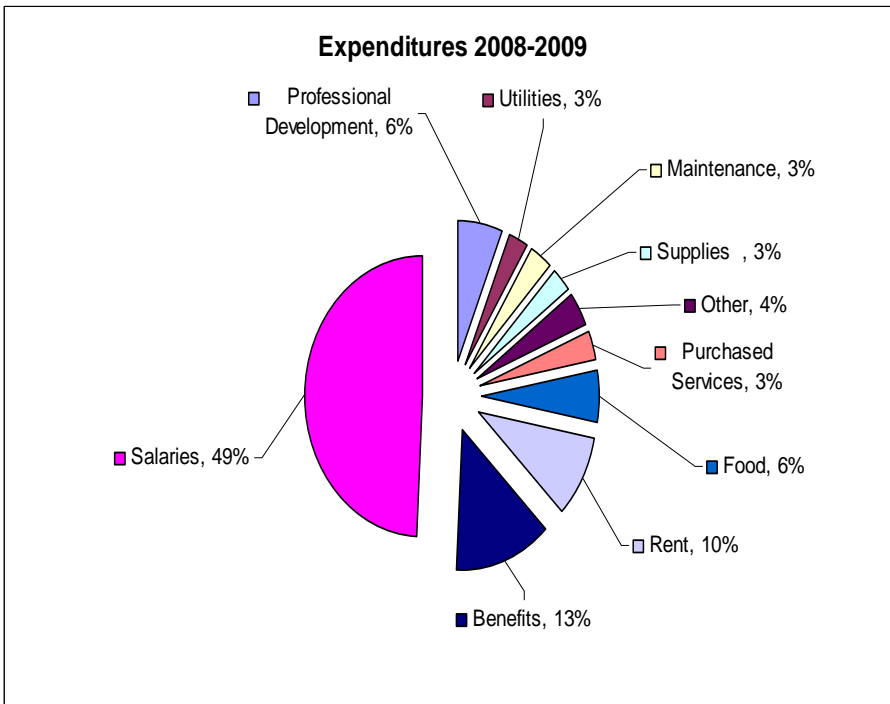
IAC made good progress in Math in grades 3, 4, 6, 7 and 8 and in Reading in grades 3, 5, 6, 7 and 8. Also it made progress in Science in both 5th and 8th grades and in Writing in grades 4 and 7. IAC Met 5 state indicators (compared to 2 in 2008).

FINANCIAL OVERVIEW

We are pleased to announce that this fiscal year FY09 ended, for the second year in a row , with a surplus of \$156,279.45. This surplus is added to the school reserve to face any future financial problems and to be used for buying a future school building.



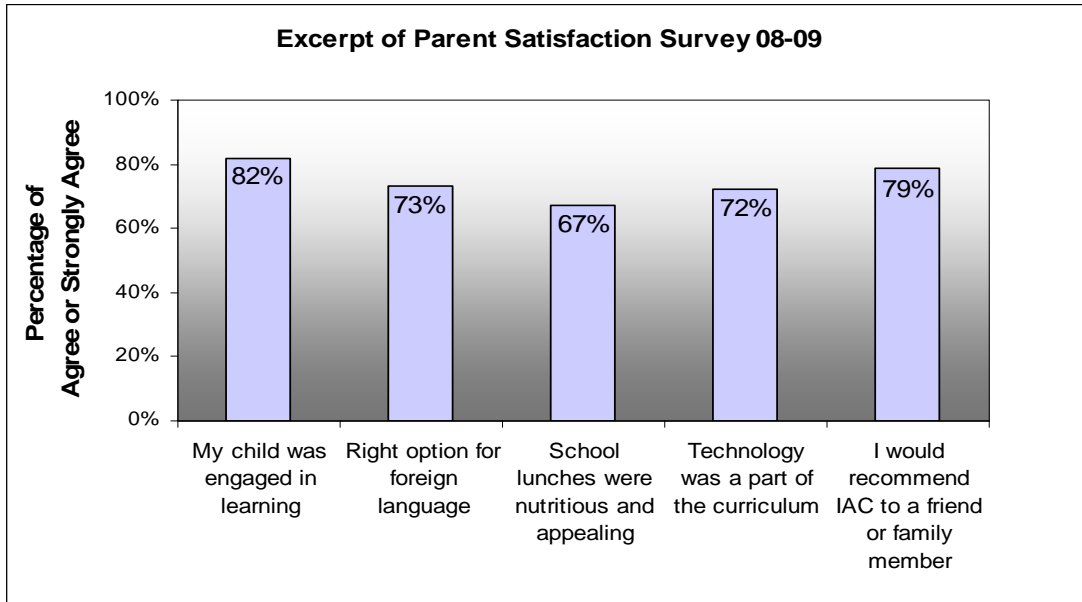
Other Income	\$ 50,255
Food Program	98,615
Federal Programs	266,350
School Foundation	1,468,915
Total Income	\$1,884,135.91



Prof Dev	\$ 103,726
Utilities	49,395
Maintenance	52,991
Supplies	46,161
Other	69,724
Purchased Services	57,141
Food	106,521
Rent	164,667
Benefits	225,927
Salaries	851,605
Total Expense	\$ 1,727,856

PARENT SATISFACTION

This year, we conducted a satisfaction survey. Ninety eight parents responded to the survey and a large majority of them were satisfied with the overall performance of the school. The following chart shows an excerpt of the survey.



Year after year, more than 90% of our students return to IAC. We lost some students to the voucher program and others moved from Ohio. As demonstrated in the survey's results, 79% of the parents who answered the survey would recommend our school to a friend or to a family member.

We have small classroom sizes (20 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.



QUALITY EDUCATION

FOR EVERY STUDENT



International Academy of Columbus

1201 Schrock Ct.
Columbus, Ohio 43229
Tel. 614-844-5539
Fax. 614-844-5857
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 encourages self-discovery and development.

School Board of Education

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



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 Successes

The average of all students' scores on state tests has increased about 34 points, from 46.3 to 80.2 in five years. This year IAC's Performance Index increased by 6 points. In the new value-added measure IAC has scored this year above expected growth in its value-added rating for the third year in a row, which earned it the "Effective" rating.

This year IAC met all federal proficiency goals (AYP): reading, mathematics, and attendance rate.

OUR SCHOOL'S CHALLENGES

Our students continue to be Challenged by a variety of academic, economic, and cultural issues. More than 90% of our students are Limited English Proficient and are economically disadvantaged.

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 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 SPONSOR

Finally, I would like to thank Dr. Patricia W. Hughes, Ms. Peggy Young and Mr. Andy Chiodo from Buckeye Community Hope Foundation, the school Sponsor, for their continued assistance.

Dr. Mouhamed N. Tarazi
School Director.