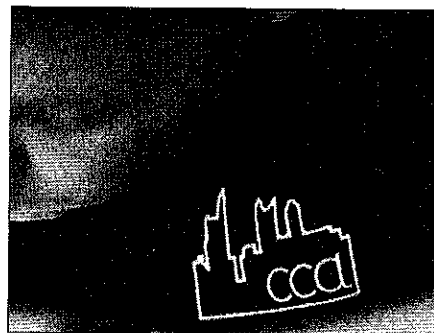




**Columbus Collegiate Academy**  
**2009-2010 Annual Report**

*Together we will achieve our dreams!*



28 E. 7th Avenue Columbus, Ohio 43201 • 614-299-5284 • [www.columbuscollegiate.org](http://www.columbuscollegiate.org)



## Columbus Collegiate Academy

2009-2010

### Highlights

- 100% of the 7th grade class scored proficient or higher on the Math OAA
- 93% of the 7th grade class scored proficient or higher on the Reading OAA
- CCA is one of twenty-two schools in the country and the only Ohio school selected as an EPIC Silver Gain school, by New Leaders for New Schools, for dramatic student achievement gains on the OAA.

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### Mission

Columbus Collegiate Academy prepares middle school students to achieve academic excellence and become citizens of integrity. High expectations for scholarship and behavior and an achievement-oriented school culture ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges.

### Message from the Board Chair

Our first year test results exceeded all expectations for an unknown school in one of the highest need neighborhoods in Columbus. An outsider looking in may have attributed our results to a small number of students or just plain luck. They may have doubted if this success could be repeated. Our second year results show that success at CCA was not a fluke. We outperformed every middle school in Columbus and ranked fourth among middle schools in Ohio's "Big 8" districts. Success at CCA is not about luck; it is quite intentional.

We have a dedicated teaching staff that hold students and families accountable. They work countless hours to provide individualized instruction which gives students the tools to achieve academically. Our students learn in a respectful community and believe in themselves and one another. We are led by Mr. Andrew Boy, who was named by Business First as one of the city's "40 Under 40" making a difference in our community. We agree. He works tirelessly with the staff and the Board to make sound decisions to ensure that families in Columbus have a high quality choice with proven results when it comes to middle school. We look forward to the future with great anticipation.

**Jackie Messinger, Board Chair**

Board of Trustees: Chad Aldis, Andrew Boy *ex-officio*, Chris Malinowski, Amber Merl, Jackie Messinger, John Shockley, Jack Windsor

### Message from the Founder/Executive Director

The Columbus Collegiate Academy tops all other public middle schools in Columbus for the second year in a row. A big congratulations goes out to the teachers, students, and staff for all of their hard work along the way.

After two years, CCA is rated Effective by the state of Ohio and we are striving for Excellent this year. Our team of relentlessly passionate and mission driven educators put one priority ahead of all others: 100% of our students are ready for college prep high school curriculum on their way to the colleges and universities of their choice. I look forward to more successes this upcoming school year, including great things from our first class of eighth graders! Our High School Placement Program is underway and, although they will be missed, we are looking forward to watching them grow and excel at the next level. This year brings so many great opportunities for our students—new partnerships with the Expanding Visions Foundation, the Columbus Zoo, the Columbus Art Museum, Junior Achievement, and several OSU student groups that will give our students the experiences which lead to life long learners.

Let's have another great year—Effective to Excellent. No excuses!

**Andrew Boy, Founder/Executive Director**

## Academic Progress

At the core of our mission is the academic proficiency of our students; it serves as the primary lens through which we view our accomplishments. At Columbus Collegiate Academy we measure proficiency longitudinally in terms of annual progress on the Ohio Achievement Assessment (OAA) and interim progress during the school year on the Northwest Evaluation Association (NWEA) assessment.

### OAA

We administer the Ohio Achievement Assessment (OAA) annually in order to measure our students' academic proficiency on state mandated academic standards for each grade level. The OAA allows us to compare our results with traditional Columbus City Schools (CCS) as well as schools across Ohio.

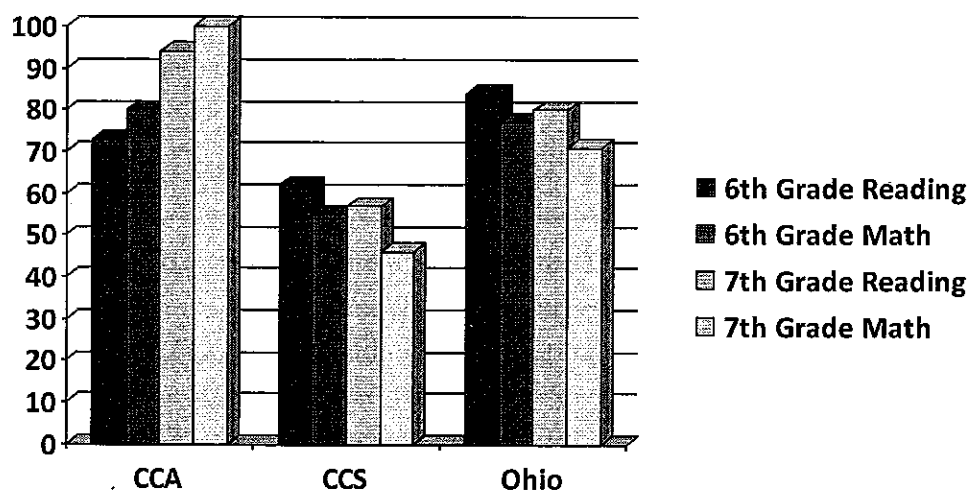
#### District & State Comparison

The OAA assessment was administered to our students in the spring of 2010 and they showed strong results in comparison with average district and state scores. In 2009-2010 our OAA results were above the CCS average in all subjects, and above the state average in 6th grade Math, 7th grade Reading, and 7th grade Math, while serving a higher population of economically disadvantaged students.

While the percentage of proficient CCA students increases from 6th to 7th grade, the percentage of proficient students at the district and state level declines.

#### 2009-2010 OAT Scores

(percent of proficient students)



	Columbus Collegiate Academy	Columbus City School District	Ohio Public Schools Average
6 <sup>th</sup> Grade Reading	73%	62%	84%
6 <sup>th</sup> Grade Math	80%	55%	77%
7 <sup>th</sup> Grade Reading	94%	57%	80%
7 <sup>th</sup> Grade Math	100%	46%	71%

### Comparison with similar schools

In order to consider our academic progress we evaluated our rank by performance index compared to other public middle schools in Franklin county. CCA ranked 1st, while serving a significantly larger population of students who qualify for the Federal Free and Reduced Lunch Program (students who qualify for F&R Lunch are considered economically disadvantaged).

Rank	Building Name	TYPE	District Name	Performance Index Score	Grade Span	% F&R Lunch
1	Columbus Collegiate Academy	Charter	Columbus Collegiate Academy	96.1	6-8	94.3
2	Ridgeview Middle School	District	Columbus City School District	91.8	6-8	56.0
3	Dominion Middle School	District	Columbus City School District	91.7	6-8	51.2
4	A+ Arts Academy	Charter	A+ Arts Academy	89.7	6-8	80.5
5	Arts Impact Middle School (Aims)	District	Columbus City School District	88.7	6-8	67.9
6	Woodward Park Middle School	District	Columbus City School District	83.8	6-8	63.6
7	Horizon Science Academy Columbus Middle School	Charter	Horizon Science Academy Columbus Middle School	82.7	6-8	86.0
8	Monroe Alternative Middle School	District	Columbus City School District	82.5	6-8	69.5
9	Westmoor Middle School	District	Columbus City School District	81.7	6-8	75.5
10	Wedgewood Middle School	District	Columbus City School District	80.2	6-8	69.6
11	Johnson Park Middle School	District	Columbus City School District	79.3	6-8	79.4
12	Yorktown Middle School	District	Columbus City School District	76.6	6-8	76.2
13	Franklin Alternative Middle School	District	Columbus City School District	75.4	6-8	76.4
14	Buckeye Middle School	District	Columbus City School District	74.7	6-8	77.3
15	KIPP: Journey Academy	Charter	KIPP: Journey Academy	74.3	5-8	84.2

## NWEA

CCA students take the NWEA Measures of Academic Progress (MAP) in the fall, winter, and spring each school year. The Measures of Academic Progress are state-aligned computer-adaptive tests that accurately reflect the instructional level of each student and measure growth over time.

The assessment itself is unique in that it adapts to the student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Test items dynamically adjust to a student's performance level, and as a result, test scores are more accurate. Millions of test records have been collected over the last ten years which allows us to compare our students' scores and growth with those of 6th and 7th graders across the United States.

### 6th Grade Results:

Subject	Fall 09	Spring 10	Growth	Expected Gr	Met Target
Reading	206 (31 <sup>st</sup> %ile)	212 (38 <sup>th</sup> %ile)	+6	+5	Yes
Math	210 (28 <sup>th</sup> %ile)	223 (46 <sup>th</sup> %ile)	+13	+6	Yes

### 7th Grade Results:

Subject	Fall 09	Spring 10	Growth	Expected Gr	Met Target
Reading	222 (67 <sup>th</sup> %ile)	223 (62 <sup>nd</sup> %ile)	+1	+3	No
Math	237 (79 <sup>th</sup> %ile)	245 (85 <sup>th</sup> %ile)	+8	+5	Yes
Language	218 (56 <sup>th</sup> %ile)	219 (49 <sup>th</sup> %ile)	+1	+3	No
General Science	204 (35 <sup>th</sup> %ile)	210 (50 <sup>th</sup> %ile)	+6	+4	Yes
Concepts & Processes	205 (43 <sup>rd</sup> %ile)	210 (55 <sup>th</sup> %ile)	+5	+3	Yes

## Performance Standards

Below are the performance standards by which the success of the Columbus Collegiate Academy was evaluated by our sponsor, the Thomas B. Fordham Foundation.

Table 1: Academic Performance Requirements 4(a)

Indicators	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	Yes

Table II: Goals for Academic Performance Using Common Indicators 4(b)

Indicators	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on all READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on all MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on all SCIENCE portions of state tests?	N/A
Goal 5: Averaged at least 3% growth on all WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on all SOCIAL STUDIES portions of state tests?	N/A

Table III: Goals for academic performance 4(c)

Indicators	School Performance
Goal 7: Outperformed home district average on all portions of state tests?	Yes
Goal 8: Outperformed state community school average on all portions of state tests?	Yes

## CCA Accountability Plan

We believe that accountability is a strong driver of student achievement, and that accountability requires clear, measurable, data-driven goals that fully align with the school's mission.

We have identified seven goals by which to measure the school's success. The goals encompass three areas: academic performance, the school as an organization, and faithfulness to the charter. Reaching our academic goals will be the primary measure of our success – students must be learning to a high and demanding degree and must exceed Ohio state standards. To remain a strong public educational option for families, we must also maintain a financially healthy, viable organization, and at all times remain faithful to the terms set forth in the school's charter. Please note that the academic goals for writing and social studies were removed because the Ohio Department of Education suspended the administration of both tests.

In many cases, the academic goals represent annual goals such as each sub-group of students will make Adequate Yearly Progress (AYP) in reading as defined by No Child Left Behind (NCLB) legislation; in some cases they describe goals to be obtained over the term of the charter, such as 75% of Columbus Collegiate students who have attended the school for two or more years will score Proficient or better

on the Reading Ohio Achievement Assessment in 8<sup>th</sup> grade and 60% of these students in the 7<sup>th</sup> grade. All goals are established to ensure that Columbus Collegiate students meet or exceed Ohio state standards, make AYP and reach academic proficiency by 2014 as outlined in NCLB.

At Columbus Collegiate, we value the use of data-driven decisions and therefore in addition to administering the Ohio Achievement Assessment (OAA) each year, we implemented the Northwest Evaluation Association (NWEA) assessments three times per year. All assessment results will evidence the longitudinal progress of our educational program and provide comparative measures with a local and national cohort. The goals outlined below demonstrate our commitment to exceed the results produced by local public schools and raise the bar for public education in Columbus.

**Academic Goal Statement 1:** Students at Columbus Collegiate will become competent readers of the English Language

Measurable Target(s) with Metric(s)	School Performance
75% of students who have attended the school for two or more years will score proficient or better on the Reading OAA in 8th grade and 60% of these students in the 7th grade. <i>Metric: Reading OAA</i>	N/A
The percentage of students who have attended the school for two or more years who attain an OAA Reading score of proficient or better in the 7th and 8th grades will exceed the average percentage for Columbus City Schools by at least 15%. <i>Metric: Reading OAT</i>	N/A
Each cohort of students will meet or exceed the expected growth norms on NWEA's Reading MAP assessment, as defined by NWEA's most recent normative data. <i>Metric: NWEA</i>	Yes
Each subgroup of students will make AYP in reading as defined by No Child Left Behind legislation. <i>Metric: OAA and Annual School Report Card</i>	No

**Academic Goal Statement 2:** Students at Columbus Collegiate will become competent in the understanding and application of mathematical computation and problem solving.

Measurable Target(s) with Metric(s)	School Performance
75% of students who have attended the school for two or more years will score proficient or better on the on the Mathematics OAA in 8th grade and 60% of these students in the 7th grade. <i>Metric: Math OAA</i>	N/A
The percentage of students who have attended the school for two or more years who attain an OAA Math score of proficient or better in the 7th and 8th grades will exceed the average percentage for Columbus City Schools by at least 15%. <i>Metric: Math OAA</i>	N/A
Each cohort of students will meet or exceed the expected growth norms on NWEA's Math MAP assessment, as defined by NWEA's most recent normative data. <i>Metric: NWEA</i>	Yes
Each subgroup of students will make AYP in math as defined by No Child Left Behind legislation. <i>Metric: OAT and Annual School Report Card</i>	Yes

**Academic Goal Statement 3:** Students at Columbus Collegiate will become competent in the understanding and application of scientific reasoning.

Measurable Target(s) with Metric(s)	School Performance
75% of students who have attended the school for two or more years will score proficient or better on the on the Science OAA in 8th grade. <i>Metric: Science OAA</i>	N/A
A greater percentage of students enrolled in the school for two or more years will score proficient or better in the 8th grade Science OAA than students from Columbus City Schools. <i>Metric: Science OAA</i>	N/A
8th grade students will design, conduct, and report on an independent science experiment. Students will present this experiment to a panel of at least three expert evaluators, 95% of students will demonstrate competence and of those, 50% will demonstrate advanced work as measured by a standards-driven, commonly applied rubric. <i>Metric: Standards-based Rubric</i>	N/A

**Organizational Viability Goal Statement 4:** Columbus Collegiate will be fully enrolled and demonstrate high levels of daily attendance and student retention

Measurable Target(s) and Metric(s)	School Performance
Columbus Collegiate's student enrollment will be at 100% of projected enrollment described in the charter application at the beginning of each school year. <i>Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.</i>	No
The Columbus Collegiate waiting list will be equal to 50% of the 6 <sup>th</sup> grade enrollment during each year. <i>Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.</i>	No
90% of students who begin the school year at Columbus Collegiate will remain in the school throughout the academic year. <i>Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.</i>	No
90% of students who complete the school year at Columbus Collegiate will re-enroll for the following school year. <i>Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.</i>	No
Average daily student attendance at Columbus Collegiate will be at or above 95% over the course of each school year. <i>Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.</i>	No

**Organizational Viability Goal Statement 5:** Columbus Collegiate will ensure parent approval and support that demonstrates the school's long-term viability and effectiveness.

Measurable Target(s) and Metric(s)	School Performance
Average parent satisfaction with the academic program, as measured by an annual survey at the conclusion of the school year, will exceed 85% of respondents. <i>Metric: The community school will administer parent surveys annually.</i>	Yes
Average parent satisfaction with the clear and open communication by the faculty and staff, as measured by an annual survey at the conclusion of the school year, will exceed 85%. <i>Metric: The community school will administer parent surveys annually.</i>	Yes



**Organizational Viability Goal Statement 6:** Columbus Collegiate will demonstrate fiscal viability that focuses on student achievement and responsible use of public monies.

Measurable Target(s) and Metric(s)	School Performance
Approved school budgets for each school year will demonstrate sound allocation of resources in support of the school's mission. <i>Metric: The Board of Trustees will create a Finance Committee that will monitor and approve all monthly and annual budgets.</i>	Yes
Each year, the school will provide annual balanced budgets with consistent cash reserves. <i>Metric: The Board of Trustees will create a Finance Committee that will monitor and approve all monthly and annual budgets.</i>	Yes
Yearly audits performed by the office of the Auditor of Ohio will show the school's sound fiscal management of public resources meet or exceed GAAP. The findings of these audits will be submitted in a timely manner to the sponsor and the Legislative Office of Education Oversight or any other requesting state agency or office. <i>Metric: The Board of Trustees will create a Finance Committee that will secure an audit performed by the office of the Auditor of Ohio.</i>	Yes

**Faithfulness to Terms of Charter Goal Statement 7:** Students at Columbus Collegiate will be prepared for success in college preparatory high schools.

Measurable Target(s) and Metric(s)	School Performance
50% or more of students who attend Columbus Collegiate for three consecutive years will enroll in college preparatory high schools. The number of students attending college preparatory schools will increase, on average, five percent per year until 100% is achieved. <i>Metric: The Community School will track the high schools into which the graduating eighth graders enroll. High schools in which 75% of their graduates matriculate to college will be considered college preparatory.</i>	N/A
In a survey given to parents of 8 <sup>th</sup> grade students who have attended Columbus Collegiate for three consecutive years, 80% will agree or strongly agree with the statement, "Columbus Collegiate Academy prepared my child for success in high school." <i>Metric: The Community School will administer parent surveys annually.</i>	N/A

## Strategies for improvement

<b>Academic Goals</b>	Although we performed very well academically, we did not make AYP because of the reading section of the OAA. We hired a full time Intervention Specialist to help develop strategies to support our struggling readers.
<b>Organizational Viability</b>	Student recruitment and retention have proven to be our biggest challenges. Although many factors are out of our hands (i.e. transportation and facility constraints), we know our efforts to recruit and retain must improve. With a new facility and increased staff to support our efforts, we believe our recruitment efforts will be more successful. In order to support retention, we must build a strong waiting list. When demand for our school is strong we will see retention improve greatly.
<b>Faithfulness to the Charter</b>	We are excited about the coming years and the task of supporting our students as they transition to high school and beyond. We will hire our first High School Placement Coordinator during the winter of 2010.

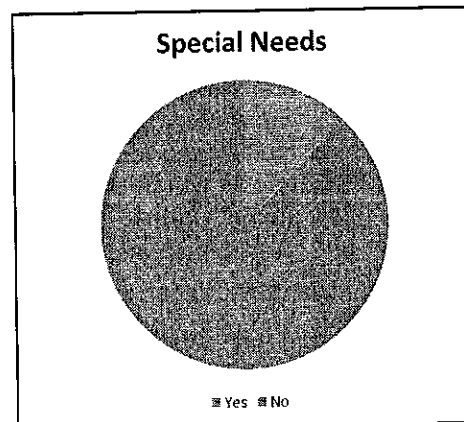
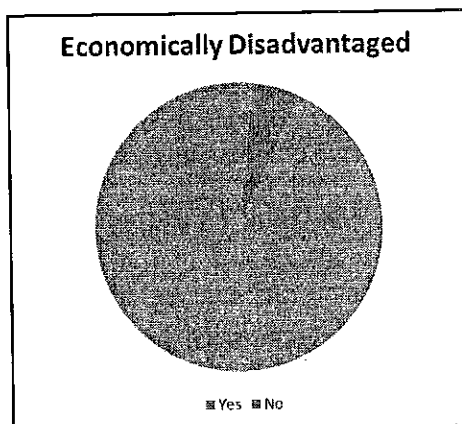
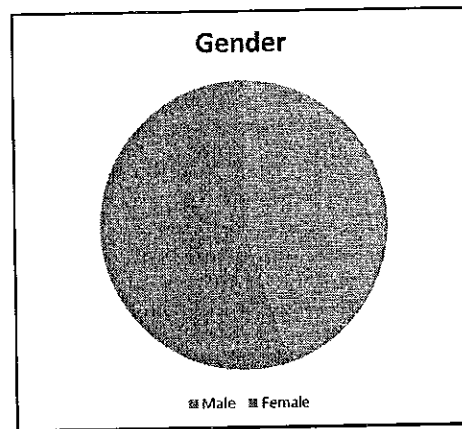
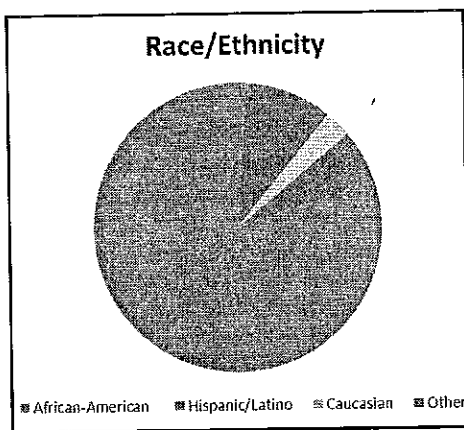
## School Profile

Columbus Collegiate Academy provides a college-preparatory middle grades education to students in Columbus who are primarily low-income students and primarily students of color. Columbus Collegiate delivers an education of solid academic preparation that opens doors to promising futures. In order to achieve this critical yet demanding goal, our school included the following elements during the 2009-2010 school year:

- An intensive curriculum with a strong focus on skill development, especially in reading, writing, and mathematics.
- A longer school day (approximately 7:45 AM – 4:00 PM) and a longer school year. (In total, students attend the equivalent to 64 additional days of school than traditional Columbus City Schools students).
- Extended class time in literacy and mathematics to ensure proficiency in basic skills for all students.
- Regular homework to ensure skill development and content mastery.
- Interventions, including tutoring in small-groups for students who do not meet academic standards
- A simple uniform that supports respect for self and others and diminishes social stress.

## Student Population

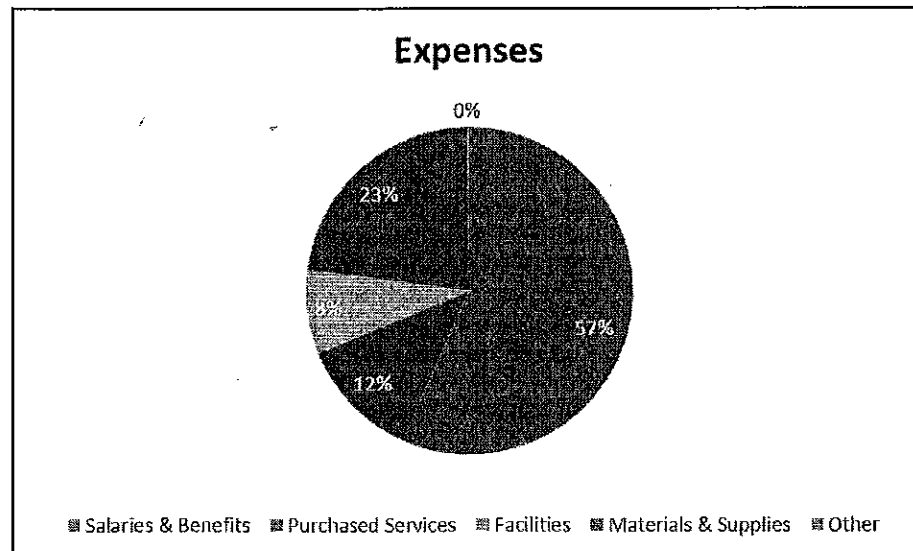
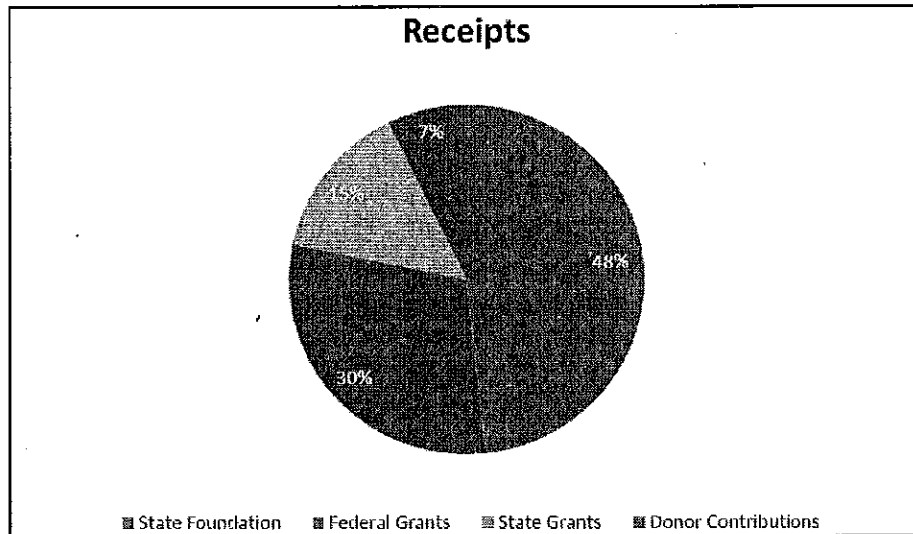
Among the 81 students enrolled at Columbus Collegiate last year, 45% were female, 81% were African-American, approximately 94.5% qualified for Federal Free and Reduced lunch, 12% qualified for special education services, and before enrolling at Columbus Collegiate, 35% of students were proficient in Reading and 41% in Math.



## Financial Information

Columbus Collegiate Academy's first year of operation was 2008-2009. The attached financial audit was provided by the state of Ohio. The state financial audit for 2009-2010 is currently underway. Below you will find a 2009-2010 year end summary of the school's financial position.

Revenue and Support		Expenses	
State Foundation	\$447,346	Salaries and Benefits	\$521,056
Federal Grants	\$278,016	Purchased Services	\$110,859
State Grants	\$133,921	Facilities	\$76,348
Donor Contributions	\$67,263	Materials and Supplies	\$208,323
		Other	\$1,696
<b>Total</b>	<b>\$926,546</b>	<b>Total</b>	<b>\$918,282</b>



## CCA 2009-2010 Staff Directory

Kathryn Anstaett.....	Science/Social Studies Teacher
Felicia Baszynski.....	Writing Teacher
Andrew Boy.....	Founder/Executive Director
Jennifer Burdine.....	Reading Teacher
John Dues.....	Director of Curriculum and Instruction
Jeaneeen Hooks.....	Operations Manager
Abbey Kinson.....	Math Teacher
Ben Pacht.....	Reading Teacher/Intervention Specialist
Amanda Stookey.....	Math Teacher

## CCA Staff Bios

**Kathryn Anstaett** is the 6th grade Social Studies and Earth Science teacher as well as the 7th grade Ancient History teacher at Columbus Collegiate Academy. Prior to joining the CCA staff, Kathryn taught Spanish in St. Louis Missouri at Imagine College Prep. While at Imagine College Prep, Kathryn founded a Spanish club which traveled to Chicago for a Latino cultural event and participated in many local activities.

Kathryn graduated magna cum laude from Miami (OH) University in 2007 with a degree in International Studies, Spanish, and Latin American Studies. Upon graduation, Kathryn was accepted into the Teach For America program, a highly selective national service corps for recent college graduates. Through this program, Kathryn dedicated two years of service to under-resourced public schools.

**Felicia (Nikki) Trautman Baszynski** is the 6th and 7th grade writing teacher at Columbus Collegiate Academy. She is also the Yearbook and Student Council advisor. She joined CCA after spending two years at Frederick Douglass Academy III in the Bronx. While at FDA III, Ms. Baszynski taught the 6th grade humanities classes, directed the school's fencing program, served as Coordinator of Student Affairs, and supported her Teach For America colleagues as a School Team Leader.

Ms. Baszynski graduated from Loyola University Chicago cum laude with a Bachelor's Degree in Philosophy, Ethics, and Political Science. She is an alumnus of Teach For America and also served as their campaign manager while in Chicago.

**Andrew E. Boy** is the Founder and Executive Director at Columbus Collegiate Academy. Prior to joining Columbus Collegiate, Andrew completed the Building Excellent Schools Fellowship. During the BES Fellowship, Andrew studied the highest performing urban charter schools across the country, completed a school and leadership residency at a high performing urban middle school, and received extensive training in governance, finance, operations, school organization, curriculum development, and school culture.

As an experienced urban educator, Andrew Boy spent five years at W.E.B. DuBois Academy in Cincinnati, Ohio, an urban charter school that was then rated as excellent or effective by the state of Ohio. At DuBois, Andrew designed the science program as Science Director from 2001-2005, improving students' proficiency scores from 0% passing to over 80%. From 2005-2006, Andrew was Lead Teacher for CSRIC, a new school within the DuBois school district. During Andrew's time with this school district he was awarded Teacher of the Year two times, and facilitated several mentoring relationships between students and various Cincinnati professionals. Andrew holds Bachelor's degrees in Education and Communication from the University of Cincinnati and a Masters of Education Administration from Xavier University.

**Jennifer Burdine** teaches sixth and seventh grade reading at Columbus Collegiate Academy. Prior to joining the teaching staff at Columbus Collegiate Academy, Jennifer taught 7th and 8th grade language arts and social studies at

the International Academy of Suriname; an international school located in Paramaribo, Suriname, South America. During her time in Suriname, Jennifer was responsible for high school student council, ESL tutoring, and teaching.

Jennifer is in her fourth year of teaching middle school. Currently she creates and implements the 6<sup>th</sup> and 7<sup>th</sup> grade reading curriculum at Columbus Collegiate Academy in Columbus, Ohio. Jennifer Burdine graduated from Cedarville University with a degree in Middle Childhood Education and just recently graduated with her Masters of Education from Indiana Wesleyan University.

**John A. Dues** is a Director at Columbus Collegiate Academy, overseeing the curriculum, instruction, and assessment of CCA's students. Prior to joining Columbus Collegiate, John served as the Director of Curriculum and Instruction at West Denver Preparatory Charter School. During his tenure as West Denver Prep's instructional leader, WDP became the top rated middle school in Denver Public Schools as measured by the School Performance Framework's growth measure. In addition, new students annually made an average of more than two years of progress in reading, language, math, science, and social science as measured by the Stanford 10 during his time there.

John is a veteran urban educator having taught 2<sup>nd</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades in Houston, Texas; Atlanta, Georgia; Denver, Colorado; and Columbus, Ohio. In his current role at Columbus Collegiate, he oversees the creation and implementation of the school's standards-based curriculum and the summer teacher training program. Mr. Dues graduated with Honors from Miami (OH) University and holds a Master of Education degree from the University of Cincinnati. He is also an alumnus of Teach For America, a highly selective national service corps of recent college graduates of all academic majors who commit two years to teach in under-resourced public schools.

**Jeaneen Hooks** serves as the Operations Manager & Student Recruiter for the Columbus Collegiate Academy. She is responsible for effectively managing the operations of the school such as: facilities, food service, transportation, and administrative functions to ensure success of the academic mission. As the Student Recruiter she markets the cultural and academic tenets of the school to families seeking a better education for their middle school aged student. She also manages the enrollment/orientation process to make certain the family has a well-informed and positive transition to CCA.

**Abbey Kinson** is a founding teacher at Columbus Collegiate Academy. She currently teaches seventh grade Pre-Algebra and sixth grade Math Procedures. She taught both sixth grade math courses in the school's founding year. During that time, she led students to make outstanding growth in mathematics. Students meeting the statewide standard for proficiency on the Ohio Achievement Test jumped from 41% to 82%. She also led students to achieve more than two and a half times the "expected yearly growth" as measured by the national Northwest Evaluation Association (NWEA) test.

Abbey grew up in Brecksville, Ohio, and graduated Summa Cum Laude and Phi Beta Kappa from The Ohio State University. Upon graduation, she taught 6<sup>th</sup> grade, all subjects, for two years in Southeast Washington, D.C. as a member of the prestigious Teach For America program. During that time, she earned a Masters of Education degree from American University.

**Ben Pacht** is the Dean of Students and the intervention specialist at Columbus Collegiate Academy, and works to ensure students receive the services they need in order to succeed academically. Before coming to Columbus Collegiate, Ben was a special education teacher at Orr Middle School in Las Vegas, Nevada. He also began a homework help/soccer program at his school that spread to a number of other schools in the Las Vegas valley.

Ben is a graduate of Carleton College in Minnesota, and received a Master of Special Education degree at the University of Nevada, Las Vegas.

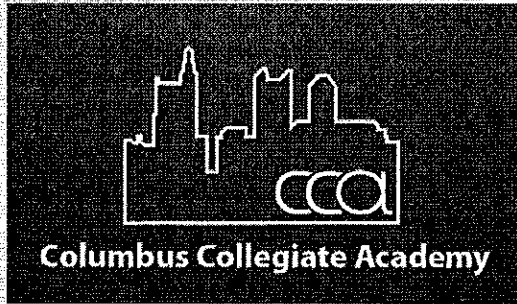
**Amanda Stookey** is the sixth and seventh grade Math Problem Solving teacher at Columbus Collegiate Academy. Amanda graduated Magna Cum Laude from the College of Charleston where she received a Bachelor of Science in Middle Level Education with concentrations in mathematics and social studies. During her tenure in Charleston, Amanda engaged in diverse practicum experiences, teaching math and social studies to sixth, seventh and eighth grade students in urban, suburban and rural settings. During her final year in the education program at the College of Charleston, she engaged in a clinical internship where she assumed full-time teaching and lesson planning as an eighth grade Pre-Algebra and Algebra I teacher. Upon graduation, she was awarded the College of Charleston School of Education's Middle Grades Outstanding Student award. Amanda was also involved in the College of Charleston's Collegiate Middle Level Association, a professional education organization affiliated with the National Middle School Association for college students preparing to be middle level educators.

## Columbus Collegiate Academy

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*High Expectations Lead to Higher Education*



**Columbus Collegiate Academy** is a college preparatory charter school committed to the communities in the city of Columbus. Our primary mission is to prepare middle school students to achieve academic excellence and become citizens of integrity. We are a tuition-free, open enrollment, public charter school.

**Columbus Collegiate Academy** is a Building Excellent Schools Fellow founded school. The Lead Founder of Columbus Collegiate, Andrew Boy, has received extensive executive training, guidance and support from Building Excellent Schools, a national non-profit organization based in Boston, MA that is committed to dramatically improving the academic achievement of underserved students in urban areas across the country. For more information about Building Excellent Schools, please visit: [www.buildingexcellentschools.org](http://www.buildingexcellentschools.org).

Find us on the web:  
[www.columbuscollegiate.org](http://www.columbuscollegiate.org)



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If you would like to visit CCA and experience our program firsthand, please call Andrew Boy at 614-205-0250 to schedule your tour.

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If you would like to help further our mission, please contact Andrew Boy for information on how to make a donation.

