



2008-2009 Annual Report

High Expectations Lead to Higher Education





Columbus Collegiate Academy

2008-2009

Highlights

- 82% of the inaugural 6th grade class scored proficient or higher on the Math OAT
- 74% of the inaugural 6th grade class scored proficient or higher on the Reading OAT
- In comparison to Columbus City's twenty-four middle schools, Columbus Collegiate ranked first in Performance Index, first in math proficiency rates, and fourth in reading proficiency rates on the 2008-2009 Ohio Department of Education School Report Card.

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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

The success of Columbus Collegiate Academy is evident in the performance of our students on national and state tests: remarkable gains in math and excellent progress in reading. The inaugural year at Columbus Collegiate Academy has brought many lessons learned. Our students learned that they could achieve at levels equal to and beyond their counterparts in other neighborhoods. Our teachers learned that with hard work, determination, and team work they can come together to overcome obstacles and assist students in making significant gains in achievement. The administration learned to lead by example in the classroom, throughout the building, and in the community. The first year was one of amazing gains which has wet our appetite for continued success. We are now bound together to continue to achieve which will only be possible with the support of many more. We are driven to build more relationships, raise more money, and expand our networks to ensure that more students have access to an excellent education.

Jackie Messinger, Board Chair

Board of Trustees: Chad Aldis, Andrew Boy *ex-officio*, John Dues *ex-officio*, Michael Hassel, Jackie Messinger, Stephanie Vecchiarelli

Message from the Founder/Co-Director

Our greatest national challenge is to ensure all children have access to a quality education. The Columbus Collegiate Academy has proven to be an effective urban charter school through strong leadership and a highly trained staff. With a focus on student achievement, the staff and students have far exceeded many of their urban and suburban counterparts on the Ohio Achievement Test (OAT).

As you will find in this report, Columbus Collegiate Academy is off to a good start. In our first year, our percentage of students proficient or better on the OAT increased by 41% in math and 39% in reading, for an average increase of 40 percentage points. Among public middle schools throughout the Columbus City area, CCA received the highest Performance Index Score. Our student body is 92% African-American, 8% Latino and 94.5% qualify for Free or Reduced Lunch.

A single year of promising results does not equal success. Building a sustainable organization that supports such regular academic progress remains a constant challenge. Our students need broad skills of self-advocacy in addition to strong academic skills to remain on a path toward college. And, we must identify and successfully place our students in great high school programs if they are to effectively make use of the progress they have made here.

Andrew Boy, Founder/Co-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 Test (OAT) and interim progress during the school year on the Northwest Evaluation Association (NWEA) assessment.

OAT

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

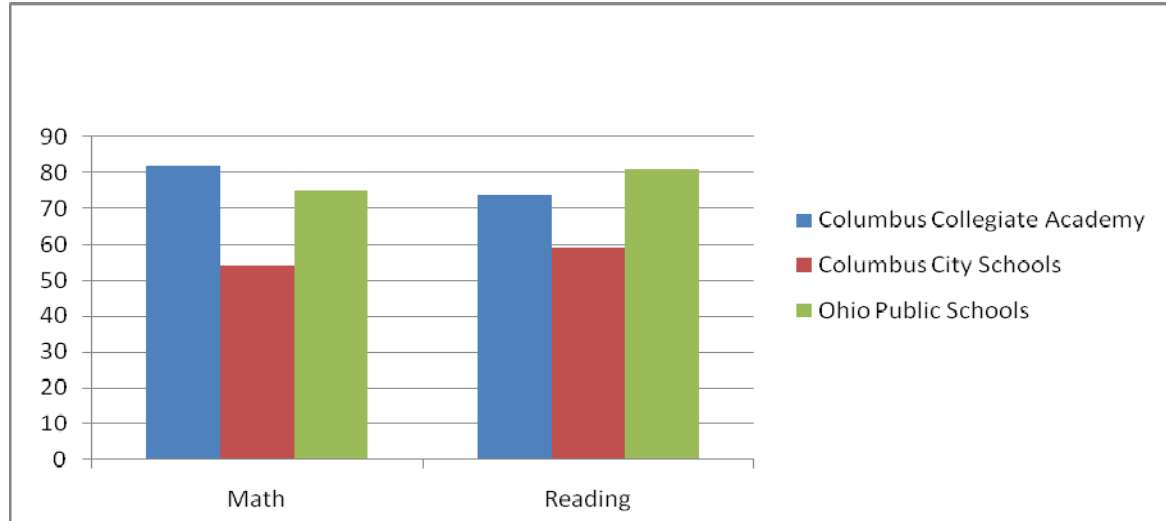
District & State Comparison

Our goal on the OAT is that 75% of our students will demonstrate proficient or better achievement by 8th grade – in all subjects. The OAT assessment was administered to the first class of Columbus Collegiate Academy students in the spring of 2009 and showed strong results, particularly on the math subtest, in comparison with average district scores.

In 2008-2009 our OAT results were above the CCS average in all subjects, and above the state average in Math, while serving a higher population of low-income students.

2008-2009 OAT Scores

(percent of proficient students)



	Columbus Collegiate Academy	Columbus City School District	Ohio Public Schools Average
Reading	74%	59%	81%
Math	82%	54%	75%

Comparison with similar schools

In order to consider our academic progress we evaluated our rank by performance index and subject compared to other 6th grade cohorts in Columbus City Middle Schools and KIPP Journey Academy. KIPP was included to show a comparison with another start-up community school with a similar mission and design. CCA ranked 1st in performance index and math. Although CCA ranked fourth in reading, the schools ranked higher served a significantly lower Free and Reduced Lunch population.

2008-2009 School Report Cards							
School	F/R Lunch	Perf Index	PI Rank	Reading	R Rank	Math	M Rank
Columbus Collegiate Academy	94.5%	92.9	1	74%	4	82%	1
Ridgeview MS	54.8%	90.5	2	76.9%	2	75.0%	3
Dominion MS	58.1%	89.4	3	79.3%	1	75.1%	2
Arts Impact MS	73.0%	82.9	4	71.0%	6	63.6%	8
Monroe Alternative MS	76.9%	81.1	5	75.6%	3	65.9%	6
Woodward Park MS	83.1%	80.5	6	71.1%	5	61.3%	10
Wedgewood MS	78.5%	77.7	7	65.7%	7	66.9%	5
Westmoor MS	92.8%	76.9	8	61.8%	11	64.6%	7
Franklin Alternative MS	84.6%	75.9	9	63.1%	10	63.1%	9
Johnson Park MS	91.8%	75.8	10	51.6%	15	41.4%	16
Sherwood MS	87.2%	74.7	11	58.0%	13	51.3%	13
Yorktown MS	86.1%	74.5	12	61.8%	12	67.5%	4
Buckeye MS	85.7%	74.4	13	64.1%	8	55.6%	12
Mifflin Alternative MS	92.2%	72.2	14	47.4%	16	50.0%	14
Hilltonia MS	89.4%	70.7	15	52.5%	14	44.2%	15
Clinton MS	87.8%	69.9	16	63.3%	9	56.7%	11
Starling MS	96.9%	68.2	17	42.4%	17	34.1%	18
Indianoloa Math, Sci, and Tech	97.4%	67.3	18	28.9%	23	33.3%	19
Eastmoor MS	95.1%	64.7	19	34.3%	19	29.3%	21
Beery MS	96.4%	64.2	20	32.9%	22	26.9%	22
Medina MS	94.4%	62.1	21	40.0%	18	36.7%	17
KIPP Journey Academy	77.8%	61.6	22	33.3%*	21	29.4%*	20
Clearbrook MS	91.9%	59.9	23	NS	26	NS	26
Champion MS	99.4%	55.7	24	20.8%	24	25.0%	23
Southmoor MS	97.7%	54.1	25	34.1%	20	16.7%	24
Welcome Center @ Mifflin MS	96.9%	51.8	26	0.0%	25	0.0%	25
*KIPP's scores are for 5th grade.							

Longitudinal Progress

Most important to achieving our mission is our students' improvement over time. The majority of students who entered Columbus Collegiate Academy were not proficient in Reading or Math based on OAT results at the end of 5th grade at their previous schools. After one year at Columbus Collegiate, the number of students proficient in each subject area increased by an average of 40 percentage points.

CCA Students – Longitudinal Progress			
Subject	5 th Grade OAT	6 th Grade OAT	Gain
Reading	35%	74%	+39
Math	41%	82%	+41
Mean:			+40

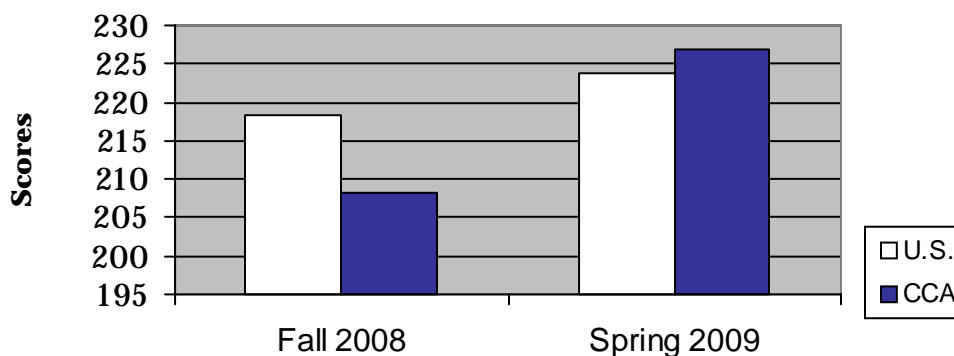
NWEA

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 nine years which allows us to compare our students' scores and growth with those of 6th graders across the United States.

CCA students improved more than would be expected in one school year as compared to students across the United States in Reading, Language (writing), and Mathematics. While students performed exceptionally in all three areas, the math scores of our students were particularly impressive. CCA students *entered the school year scoring more than 10 points below the average 6th grader in the United States*. However, by the time our students took the math test in the spring, they had not only caught up with the typical 6th grader in the United States, they had passed by them altogether! We attribute these results to the incredible effort and talents of our teachers and students and look forward to similar results in the future.

NWEA Math Test



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?	N/A
Goal 2: Averaged at least 5% growth on all READING portions of state tests?	N/A
Goal 3: Averaged at least 5% growth on all MATH portions of state tests?	N/A
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 Test in 8th grade and 60% of these students in the 7th 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 Test (OAT) 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 OAT in 8th grade and 60% of these students in the 7th grade. <i>Metric: Reading OAT</i>	N/A
The percentage of students who have attended the school for two or more years who attain an OAT 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: OAT 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 OAT in 8th grade and 60% of these students in the 7th grade. <i>Metric: Math OAT</i>	N/A
The percentage of students who have attended the school for two or more years who attain an OAT 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 OAT</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 OAT in 8th grade. <i>Metric: Science OAT</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 OAT than students from Columbus City Schools. <i>Metric: Science OAT</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 th 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>	N/A

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 th 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

Academic Goals	Although we performed very well academically, we did not make AYP because of the reading section of the OAT. We hired a full time Intervention Specialist to help develop strategies to support our struggling readers.
Organizational Viability	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.
Faithfulness to the Charter	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 summer of 2010.

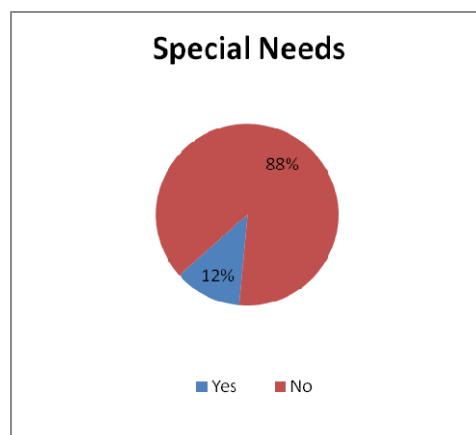
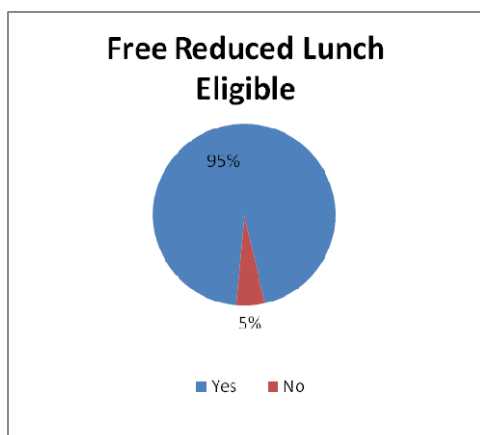
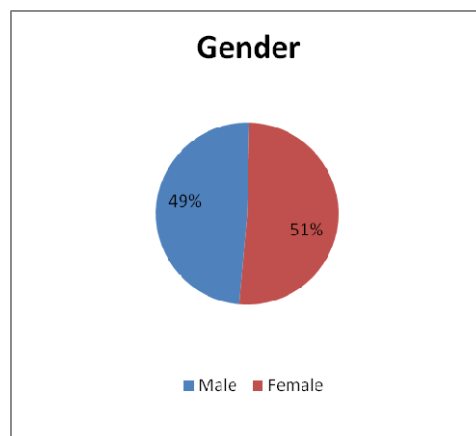
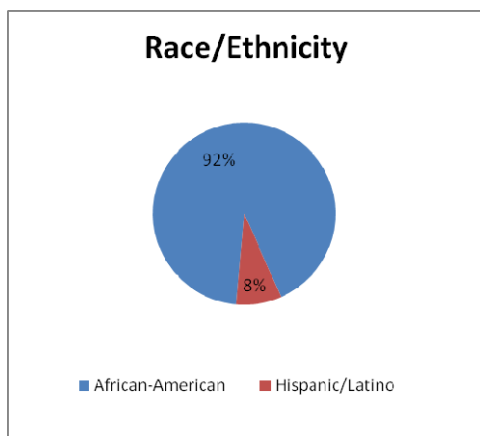
School Profile

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 2008-2009 school year:

- An intensive curriculum with a strong focus on skill development, especially in reading, writing, and mathematics.
- A longer school day (approximately 7:30 AM – 4:30 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

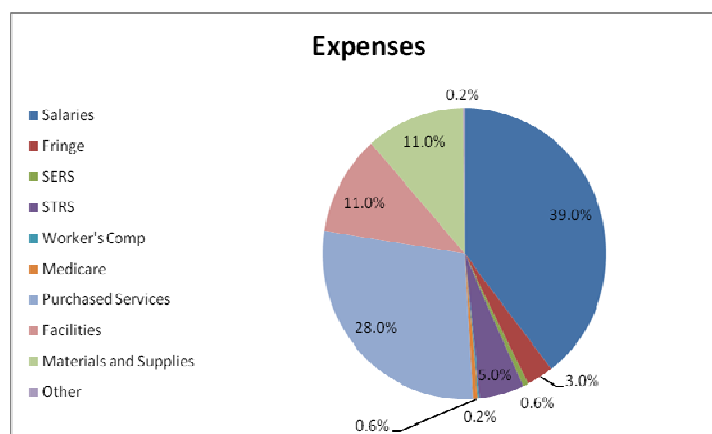
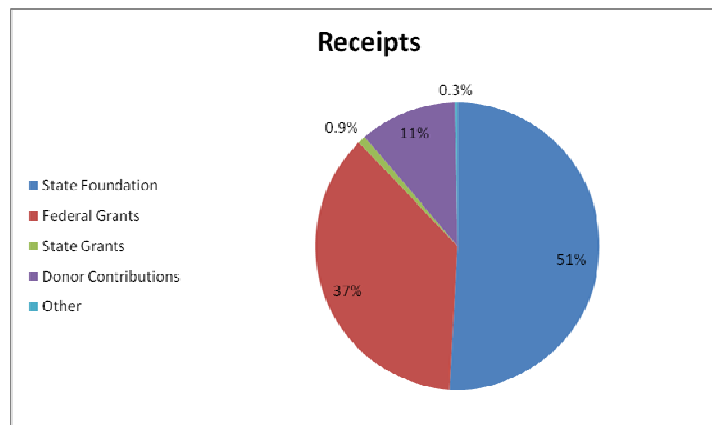
Among the 51 students enrolled at Columbus Collegiate last year, 51% were female, 92% were African-American, approximately 95% qualified for Federal Free/Reduced lunch, 12% qualified for special education services, and before enrolling at Columbus Collegiate, 35% of students were proficient in Reading and 41% in Math.



Financial Information

Columbus Collegiate Academy's first year of operation was 2008-2009. The state financial audit for 2008-2009 is currently underway. Below you will find a year end summary of the school's financial position. Please note that we started the year with \$107, 511 from private foundation grants.

Revenue and Support		Expenses	
State Foundation	\$318,971	Salaries	\$284,339
Federal Grants	\$234,999	Fringe	\$21,609
State Grants	\$5,700	SERS	\$4,200
Donor Contributions	\$67,232	STRS	\$36,768
Other	\$2,304	Worker's Comp	\$1,806
		Medicare	\$4,060
		Purchased Services	\$204,950
		Facilities	\$83,961
		Materials and Supplies	\$82,485
		Other	\$1,533
Total	\$629,206	Total	\$725,711



CCA 2008-2009 Staff Directory

Felicia Baszynski.....	Writing Teacher
Andrew Boy.....	Founder/Executive Director
Jennifer Burdine.....	Reading Teacher
John Dues.....	Dean of Academics
Jeaneen Hooks.....	Operations Manager
Abbey Kinson.....	Math Teacher

CCA Staff Bios

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 one of two Co-Directors at Columbus Collegiate Academy, overseeing the finance and operations of the organization. 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 6th and 7th 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 one of two Co-Directors 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 2nd, 5th, and 6th 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.

Jeanene 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 6th 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.

The Founding Staff

Columbus Collegiate Academy opened with a staff of 3 full-time teachers for 51 students in 2006-07 in addition to 3 administrators. Two of the administrators also assumed teaching responsibilities.

- 100% of teachers were highly-qualified in accordance with the Ohio Department of Education
- Four of the six staff members have a Master's degree
- 50% of the staff are alumnus of Teach For America

Hiring has become increasingly competitive. We had 350 applicants for our 2008-2009 teaching positions. As our staff grows, we are encouraged to see the passion and commitment each of these teachers brings to the school. The teamwork, collaboration, and skill among our teachers is truly exceptional, and the culture they bring to the school is directly reflected in our success.

Columbus Collegiate Academy

28 E. 7th Avenue
Columbus, OH 43201

Phone: 614-299-5284

Fax: 614-299-5303

E-mail: info@columbuscollegiate.org

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.

Find us on the web:
www.columbuscollegiate.org



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

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

