School Report Cards

2025 - 2026 Report Card for

Great Western Academy

2.5

Needs support to meet state standards

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.

Achievement

★★

Needs support to meet state standards in academic achievement.

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

Performance Index	**54.4%**

Graduation

The Graduation Component is a measure of the percentage of students that graduate within 4 or 5 years.

Graduation Rates

This school is not evaluated for graduation rate because there are not enough students in the graduating class.

Progress

★★★

Evidence that the school met student growth expectations.

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

Overall

Early Literacy

★

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

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

Improving K-3 Literacy	**18.0%**
Third Grade Reading Proficiency	**30.3%**
Promotion to Fourth Grade	**35.4%**

Gap Closing

★★★

Meets state standards in closing educational gaps.

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

Annual Performance Goals	**38.1%**

College, Career, Workforce, and Military Readiness

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities.

Students who are Ready	**NC**

School Report Cards

★★☆☆☆

Needs support to meet state standards in academic achievement.

Achievement

The Achievement Component measures students' academic achievement using each level of performance on Ohio's State Tests.

Please see the **Achievement Component Technical Document (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Traditional-Achievement-Component-Technical-Document.pdf.aspx?lang=en-US)** for additional details on the calculation.

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

60.6	÷	111.5
Performance Index Score		**Maximum School Performance Index Score**

Performance Indicators (Report Only)

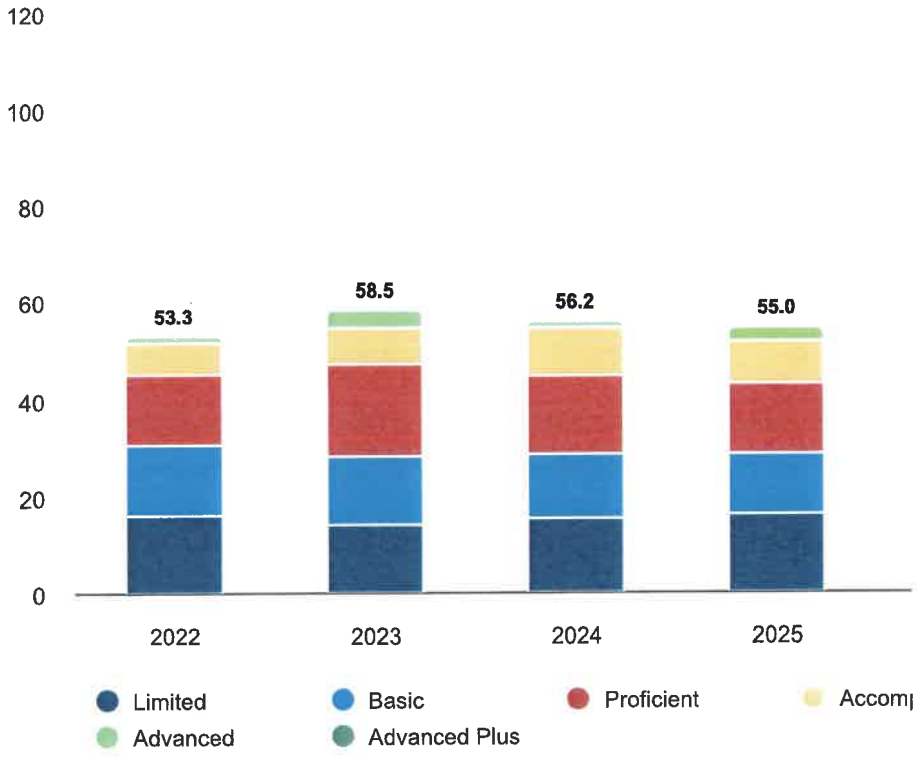
The Performance Indicators are reported for informational purposes only and do not contribute to the Achievement Component Rating. They report the percent of students who have scored proficient or higher on each state test. Previously, indicators have displayed proficiency among all students taking a grade and subject test. This year, indicators can also be viewed for just students taking a grade and subject test that are enrolled in a specific grade.

	Tests Proficient	Tests Taken	Percent Proficient
Third Grade			

54.4%

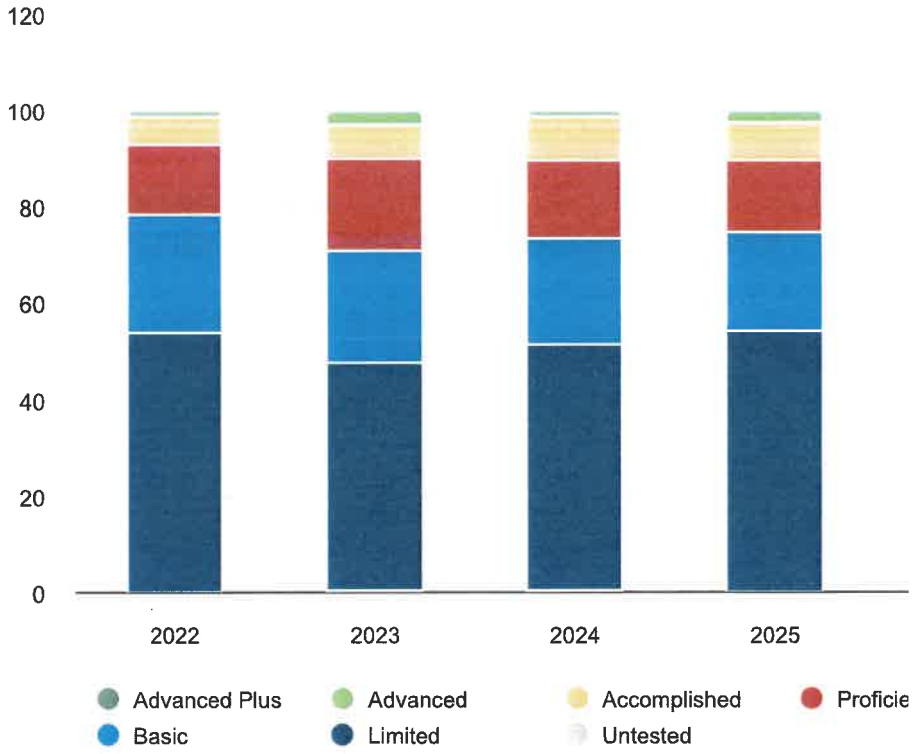
Performance Index Percent

Performance Index trend data shows the points received for each performance level over time. Values displayed in the chart may differ from official Performance Index due to rounding.

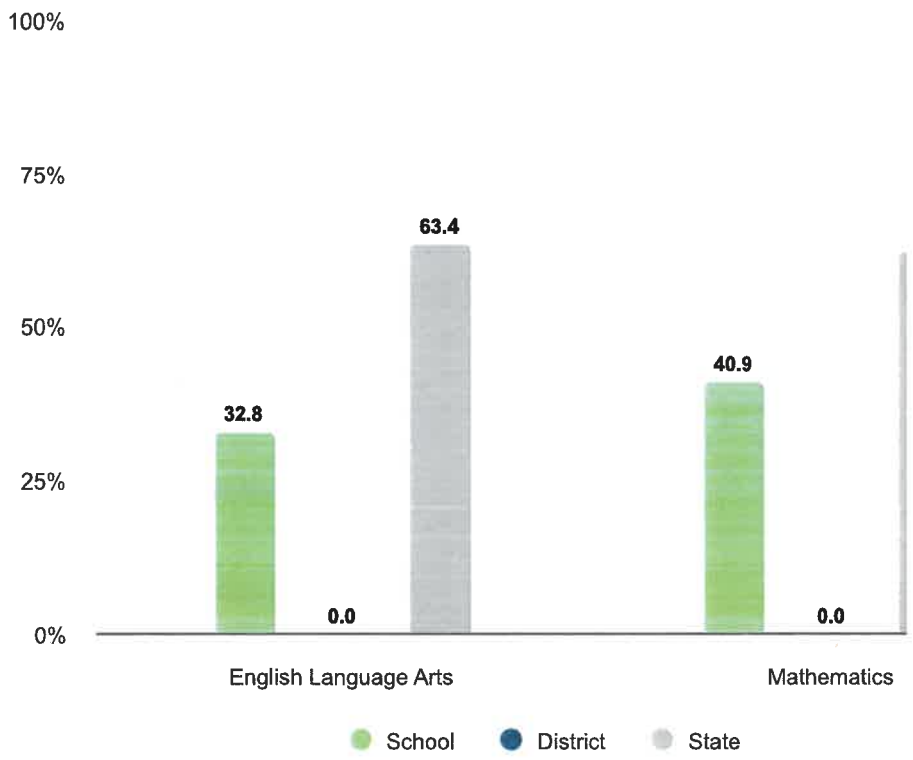


Proficiency trends show the percentage of tested students in each performance level over time.

Third Grade English Language Arts	22	67	32.8%
Third Grade Mathematics	27	66	40.9%
Fourth Grade			
Fourth Grade English Language Arts	20	76	26.3%
Fourth Grade Mathematics	25	75	33.3%
Fifth Grade			
Fifth Grade English Language Arts	31	54	57.4%
Fifth Grade Mathematics	22	54	40.7%
Fifth Grade Science	15	54	27.8%
Sixth Grade			
Sixth Grade English Language Arts	13	62	21.0%
Sixth Grade Mathematics	8	62	12.9%
Seventh Grade			
Seventh Grade English Language Arts	35	76	46.1%
Seventh Grade Mathematics	11	76	14.5%
Eighth Grade			
Eighth Grade English Language Arts	27	67	40.3%
Eighth Grade Mathematics	22	67	32.8%
Eighth Grade Science	23	67	34.3%



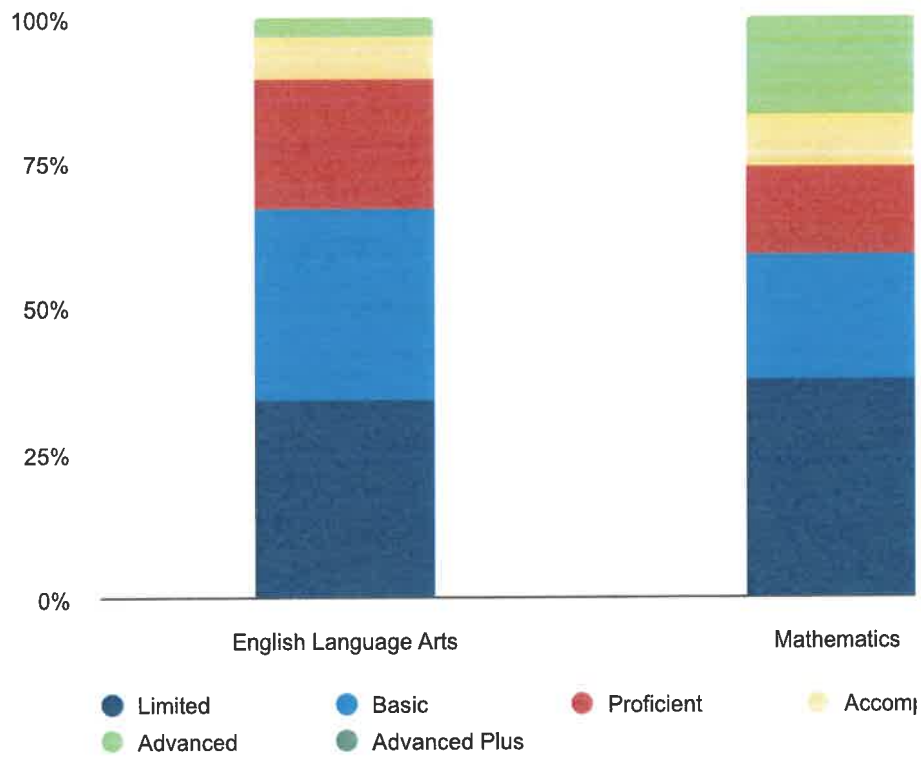
Third Grade



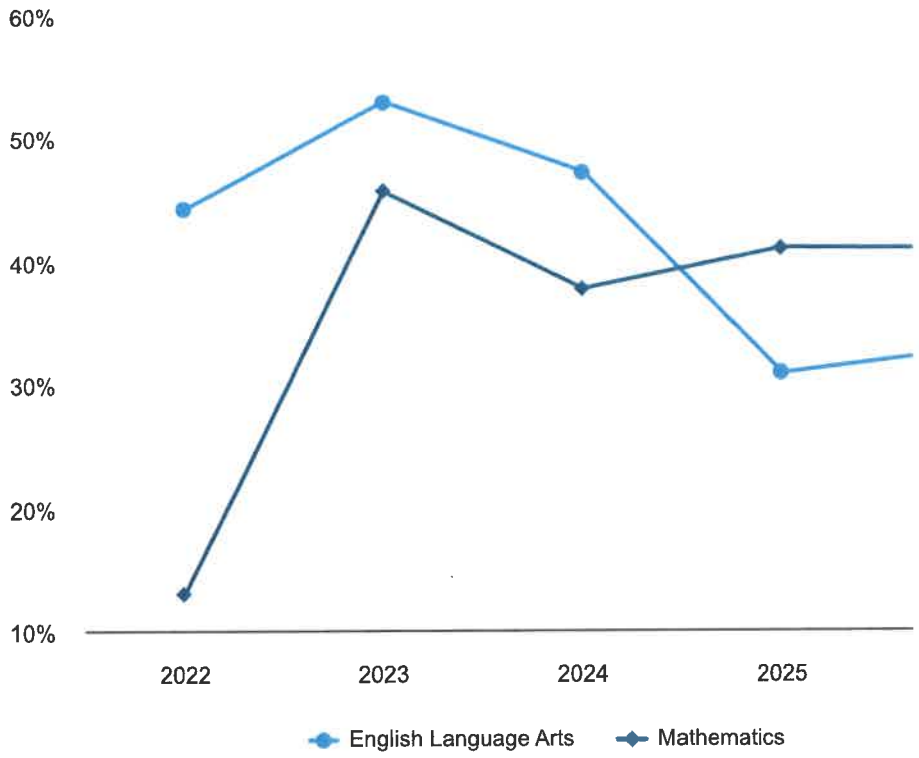
Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	4.2	X	1.2	=	5.1
Accomplished	9.4	X	1.1	=	10.3
Proficient	18.9	X	1.0	=	18.9
Basic	20.6	X	0.6	=	12.4
Limited	46.5	X	0.3	=	14
Untested	0.3	X	0.0	=	0.0

Achievement Level	Pct of Students	Points for this Level	Points Received
			60.6

Third Grade



Third Grade



Test	Tests Proficient	Tests Taken	Percent Proficient
Third Grade			
Third Grade English Language Arts	22	67	32.8%
Third Grade Mathematics	27	66	40.9%
Fourth Grade			
Fourth Grade English Language Arts	20	76	26.3%
Fourth Grade Mathematics	25	75	33.3%

Fifth Grade			
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Eighth Grade Mathematics	22	67	32.8%
Eighth Grade Science	23	67	34.3%

School Report Cards

★★★

Evidence that the school met student growth expectations.

Progress

The ***Progress Component*** measures the amount of growth made by groups of students compared to students like them across the state. The overall value-added composite combines growth across all subjects and grades at the school or district for the past three years.

For additional information on subject and grade-level growth please see the **Ohio EVAAS webpage (https://ohiova.sas.com/fw.html?yT=1&yU=143198)**. Please note that the **Ohio EVAAS webpage (https://ohiova.sas.com/fw.html?yT=1&yU=143198)** will not align with the Ohio School Report Cards between the 2025-2026 Report Card release in September 2026, through mid-October 2026.

Please see the **Progress Component Technical Document (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Traditional-Progress-Technical-Document.pdf.aspx?lang=en-US)** for additional details on the calculation.

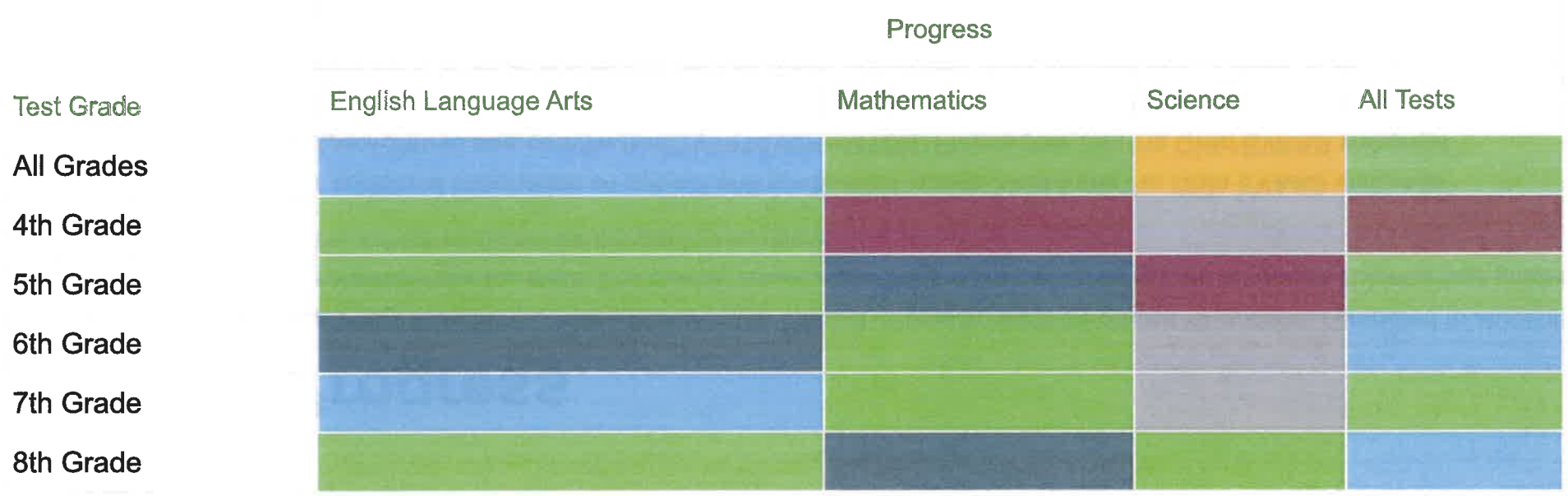
The **Progress Component Rating** is assigned using the ***growth index*** and ***effect size*** of the three-year **Overall Value-Added Composite**. The ***growth index*** evaluates if there is statistical evidence that growth occurred, and the ***effect size*** determines if the magnitude of that growth was meaningful.

	Growth Index	Effect Size	Rating
Overall Value-Added Composite	1.5	0.03	★★★

- 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

Grade and subject-specific Value-Added growth and effect sizes are not used to assign the **Progress Component Rating** or to assign individual measure ratings.

The tables below show the derived value-added rating based on the three-year composite growth index and effect size for each individual tested subject. They provide a helpful visual of how a district or school is performing across grades and subjects.



Progress

Test Grade	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School								

- 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

School Report Cards

★★★

Meets state standards in closing educational gaps.

Gap Closing

The Gap Closing component shows how well schools and districts are meeting the performance expectations for students in English language arts, math, and graduation. It also measures how well schools and districts are reducing chronic absenteeism, supporting English learners to increase language proficiency, identifying gifted students, and providing gifted services to those gifted students.

Please see the **Gap Closing Component Technical Document (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Traditional-Gap-Closing-Technical-Document.pdf.aspx?lang=en-US)** for additional details on the calculation.

Annual Performance Goals

The annual performance goals are established in six areas, with the performance of specific student groups measured against the annual or long-term goals for each area. Goals are established for English language arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. Each student group has its own interim and long-term goals in English language arts, math, and graduation. Student groups with fewer than 15 students are not rated and do not appear on the graphs.

The state expectation for all areas and all student groups are to continue closing educational gaps year over year. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.

38.1%

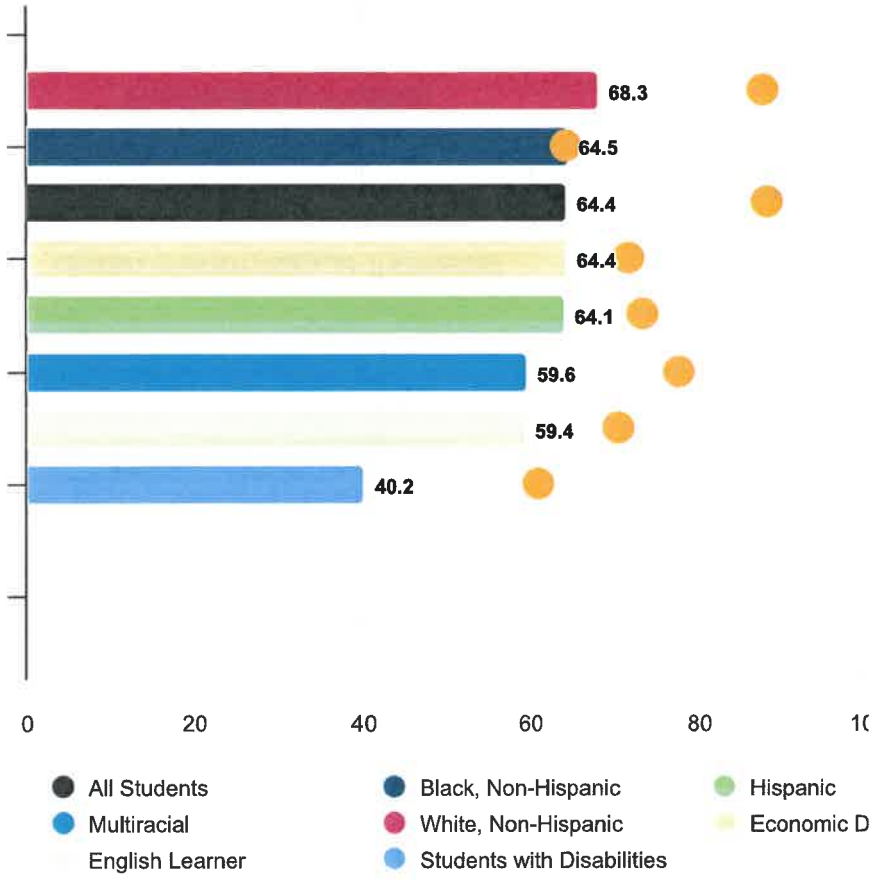
16 of a possible 42

Testing Participation Rate **99.6%**

Measure/Indicator	Detail	Points Earned	Possible Points
English Language Arts Achievement	Met annual goal/individual student group level	1	8
Math Achievement	Met annual goal/individual student group level	0	8
English Language Arts Growth	Met annual goal/individual student group level	5	8
Math Growth	Met annual goal/individual student group level	0	8
Graduation	Met annual goal/individual student group level	0	0
English Learners	Meet annual goal or show improvement for prior year; English learners' performance on OELPA	5	5
Chronic Absenteeism	Met annual goal or show improvement from prior year	5	5
	Gifted Progress	0	0
Gifted Performance Indicator	Gifted Performance Index	0	0
	Gifted Identification and Services	0	0
Preliminary Points		**16**	
Demotion Required		**No**	
Final Points		**16**	**42**

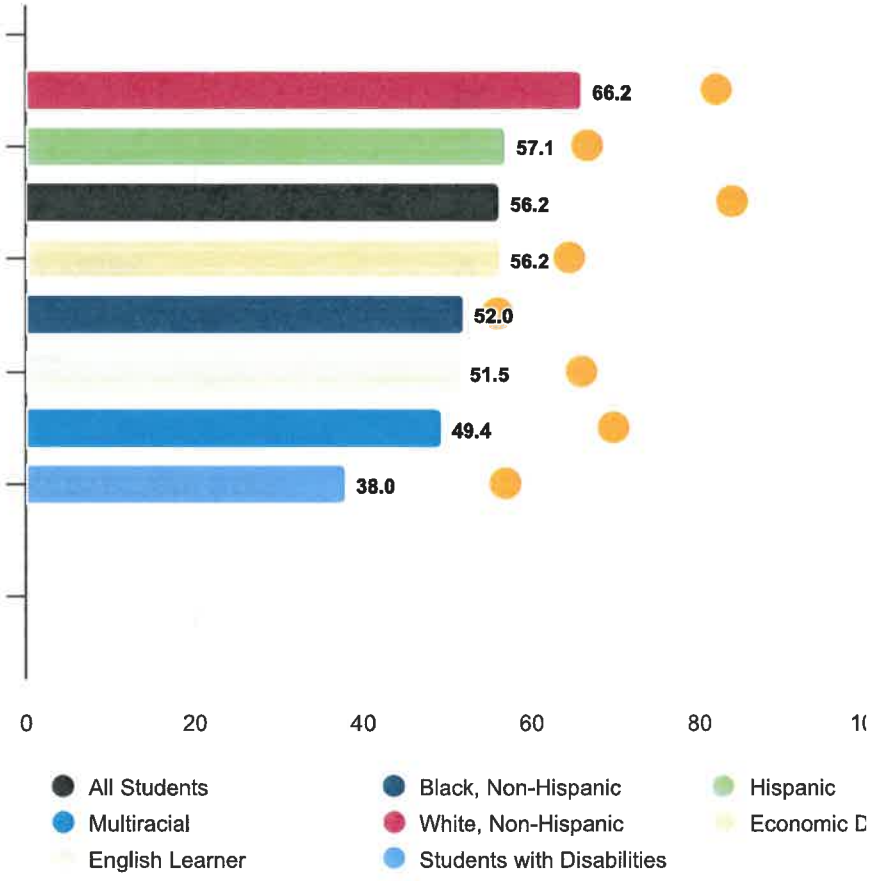
English Language Arts Achievement

Performance Index by Student Group



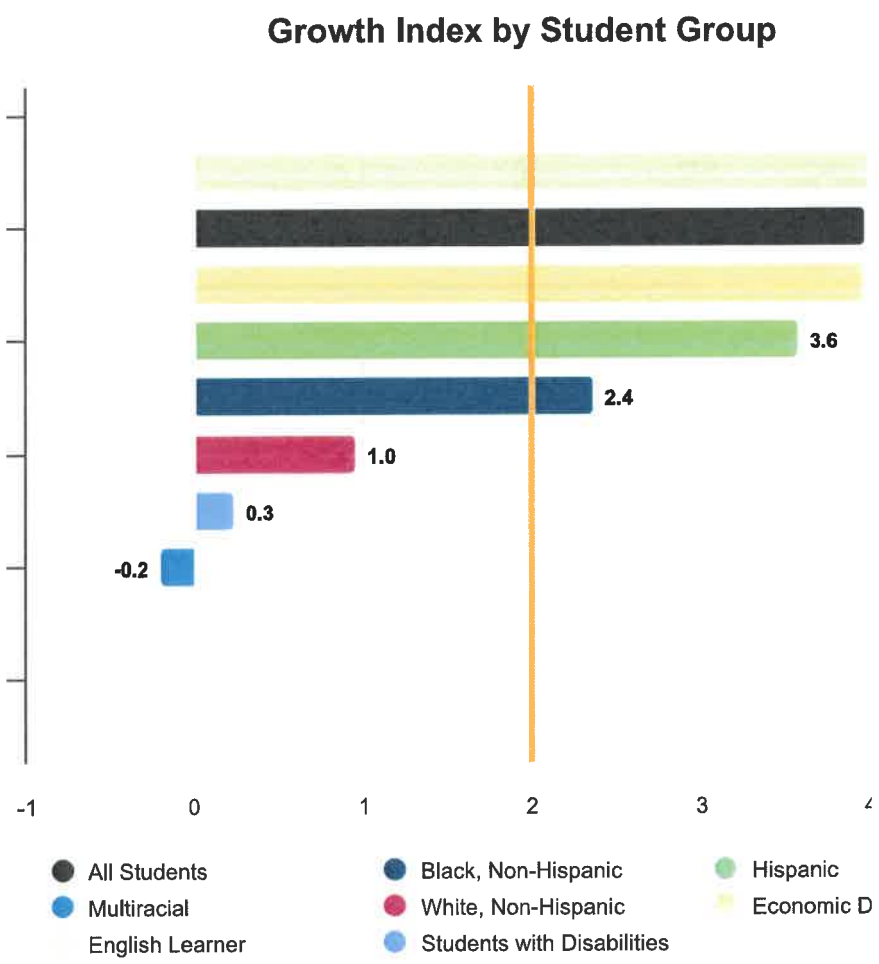
Math Achievement

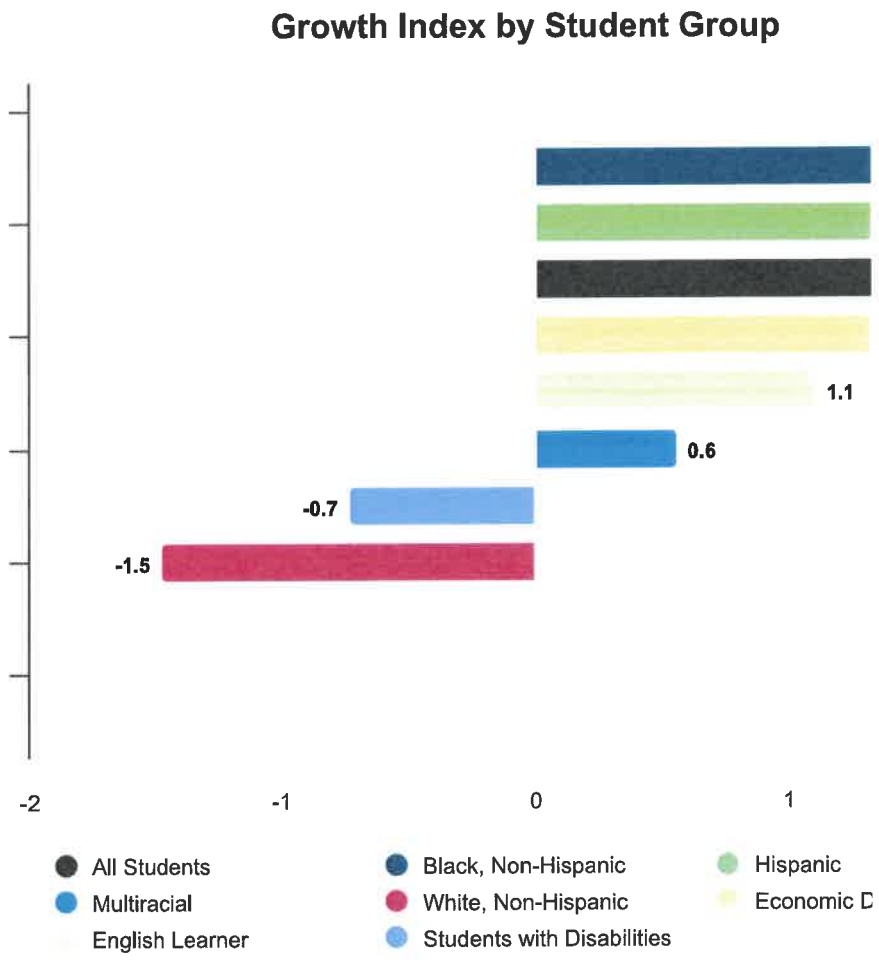
Performance Index by Student Group



English Language Arts Growth

Math Growth

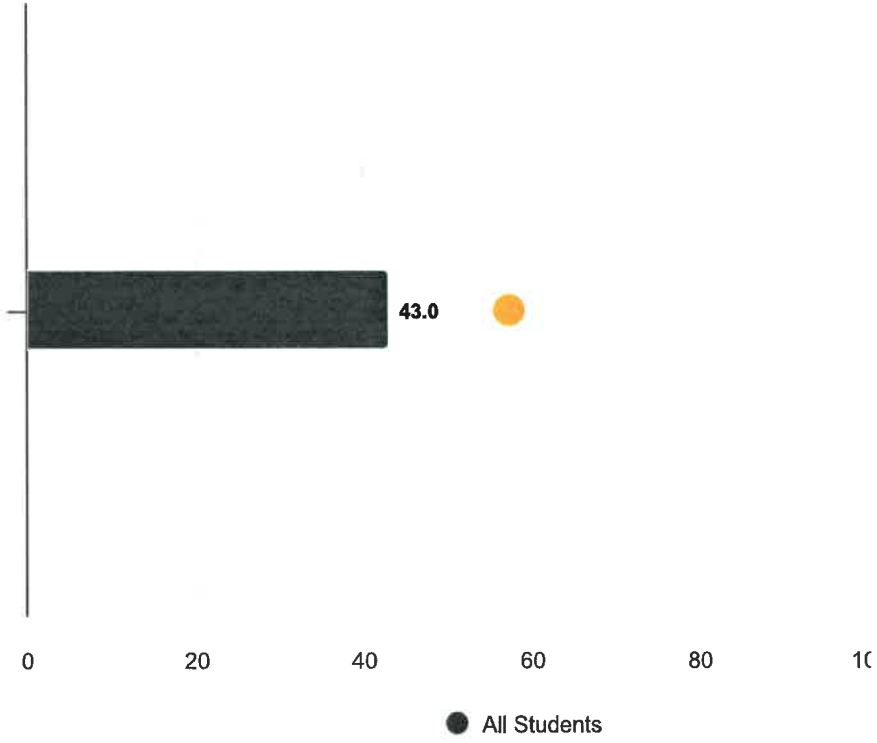




Graduation

This school is not evaluated for this measure of Gap Closing because there were not enough students to evaluate.

English Learners



Chronic Absenteeism

35.5%

Of students were chronically absent in the 2025-2026 school year

The annual performance goal for the 2025-2026 school year is 14.5%.

Gifted

This Community School did not opt to receive a Gifted Performance Indicator.

School Report Cards

★

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

Early Literacy

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

Please see the **Early Literacy Component Technical Document (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Traditional-Early-Literacy-Component-Technical-Document.pdf.aspx?lang=en-US)** for additional details on the calculation.

Early Literacy Component

Ohio's Plan to Raise Literacy Achievement (https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy) provides a proactive approach to reading supports beginning in kindergarten. The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten through third grade. It is composed of three unrated measures that contribute to the component rating.

29.0%

Measure	Unweighted Percent	Weight	Weighted Percent
Proficiency In Third Grade Reading	30.3%	40%	12.1%

Measure	Unweighted Percent	Weight	Weighted Percent
Promotion to Fourth Grade by Meeting Test Score Requirements	35.4%	35%	12.4%
Improving K-3 Literacy	18.0%	25%	4.5%
Early Literacy Component			**29.0%**

Proficiency in Third Grade Reading

The Proficiency in Third Grade Reading Measure is the percentage of third graders that scored proficient on the reading segment of the state English language arts test. Students have to earn a reading subscore of 50 or higher to earn credit for this measure.



Promotion to Fourth Grade by Meeting Test Score Requirements

The Promotion to Fourth Grade by Meeting Test Score Requirements measure is the percentage of third grade students who earned a score of 700 or higher on the English language arts test, earned a reading subscore of 50 or higher on the English language arts test, or met the **required cut score (https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-District-Resources/Third-Grade-Alternative-Reading-Assessments)** on an alternative reading assessment.



Improving K-3 Literacy

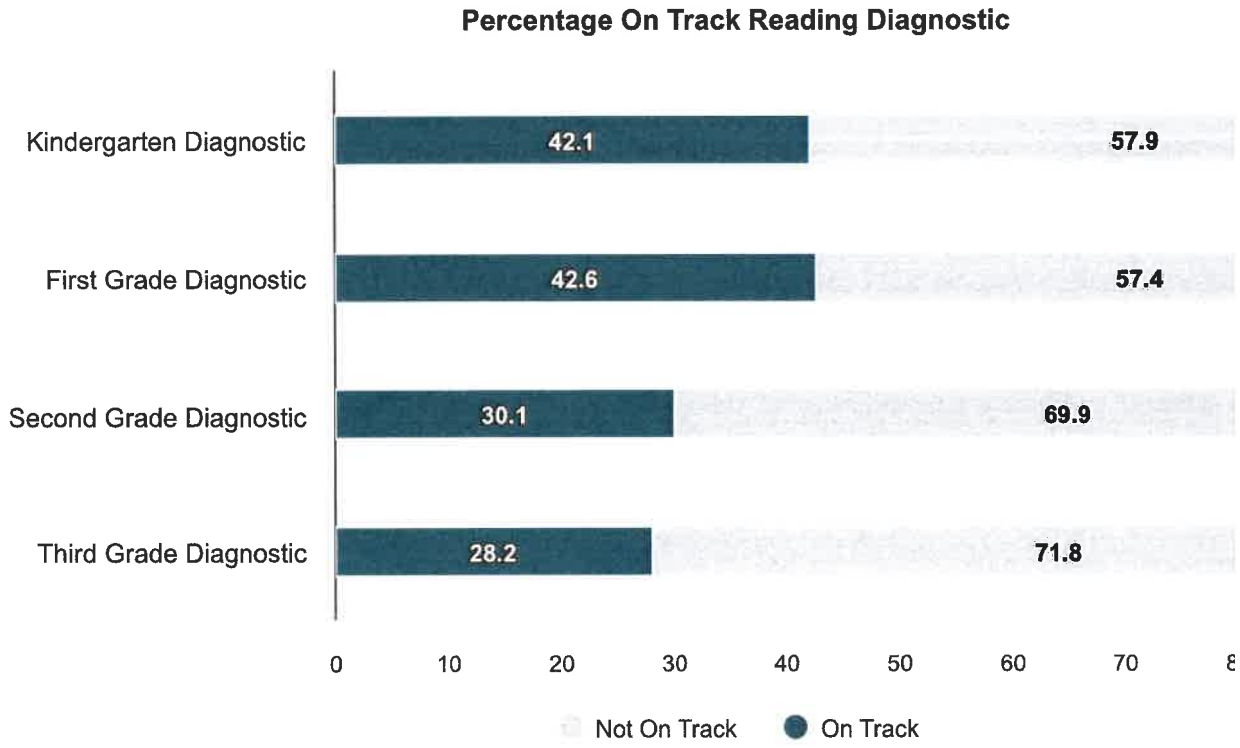
The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second, and third grade. It looks at whether students that were previously off track are now on track and reading at grade level. It uses results from Fall Reading Diagnostics taken in the fall of 2024 and fall of 2025 as well as results from the 2025-2026 state English language arts test.



Fall Reading Diagnostics provide a good snapshot of the K-3 literacy in a school or district. They are also used to evaluate year-over-year improvement on the Improving K-3 Literacy Measure.

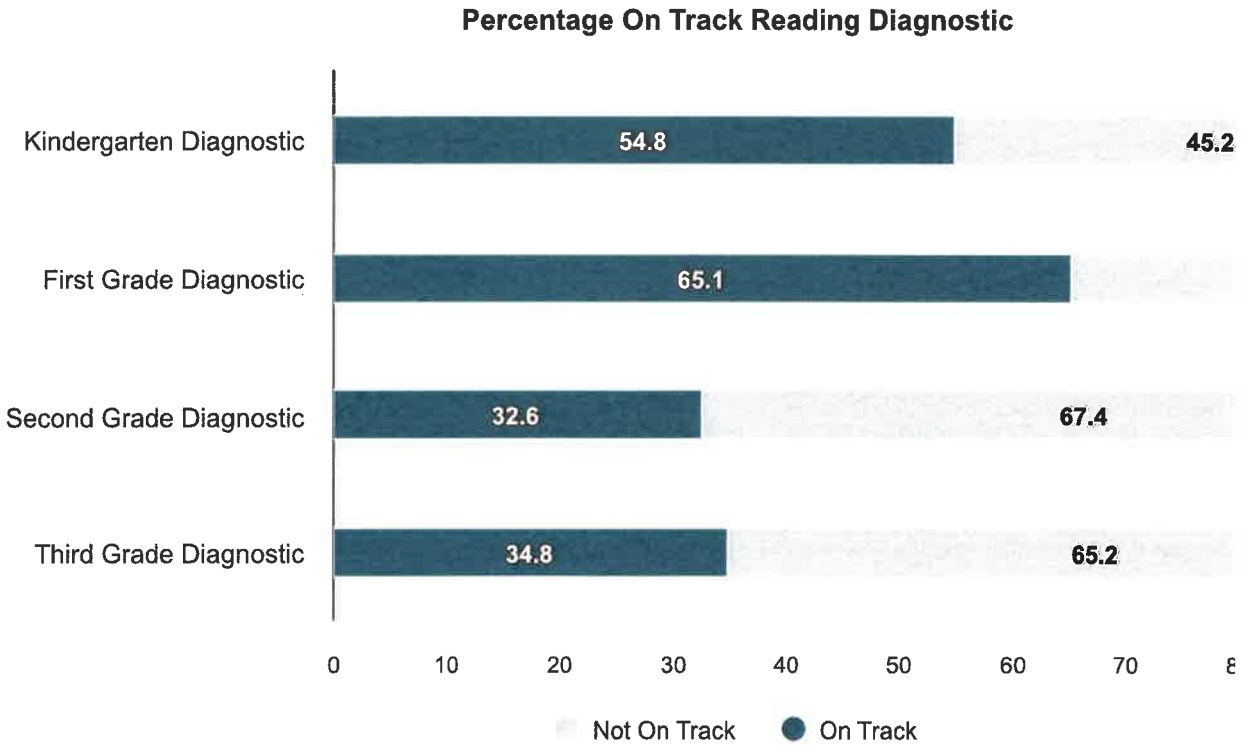
Fall 2024 Reading Diagnostics

The fall 2024 reading diagnostics in kindergarten through second grade are the baselines for kindergarten through second grade improvement on the 2026 Improving K-3 Literacy Measure.



Fall 2025 Reading Diagnostics

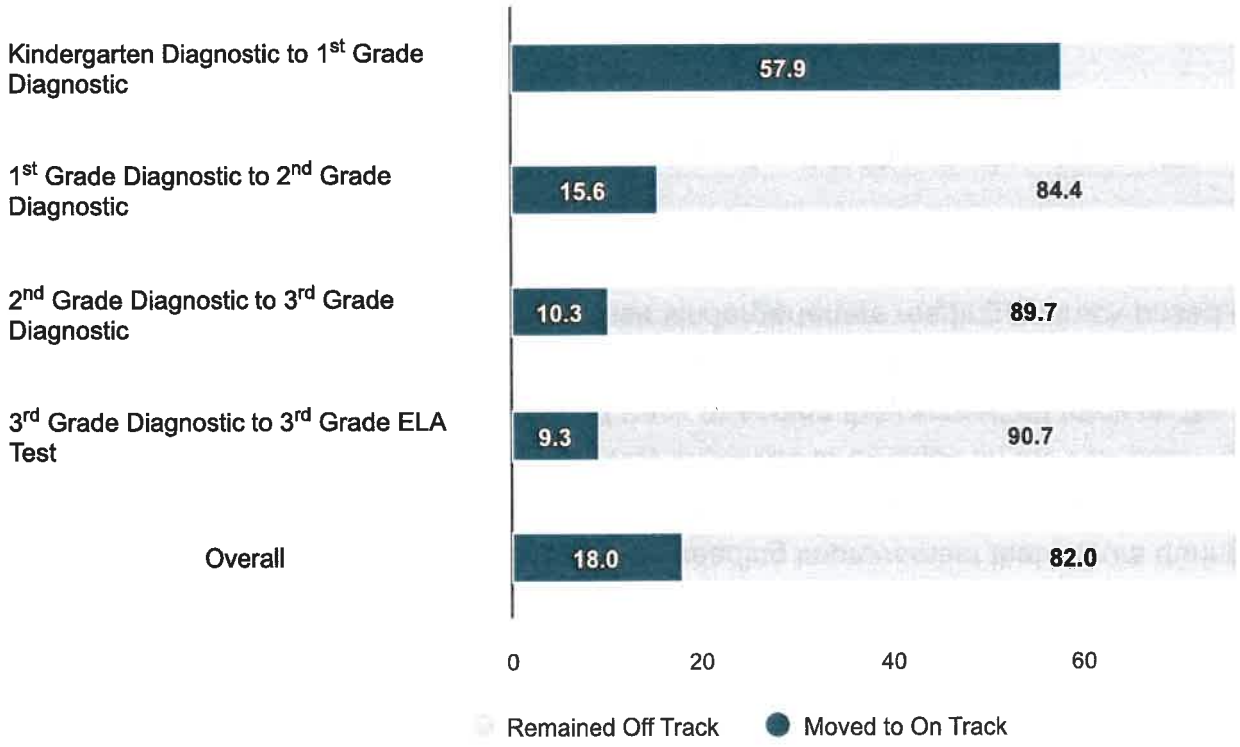
The fall 2025 reading diagnostics in third grade are the baseline for third grade improvement on the 2026 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2025 were on track, the Improving K-3 Literacy Measure is not calculated and does not contribute to the Early Literacy Component.



Additional Details on Improving K-3 Literacy

The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second, and third grade. Kindergarten, first, and second grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2024 reading diagnostic) to see if they improved to on track on the Fall 2025 reading diagnostic. Third grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2025 reading diagnostic) to see if they scored a 700 or higher on the third grade English language arts test. The Improving K-3 Literacy Measure is not calculated for schools or districts that have greater than 90% of their kindergarteners reading on track based on the 2025 Fall Kindergarten Reading Diagnostic.

Percentage of Previously Off Track Students That Moved to On Track


Kindergarten Diagnostic to 1st Grade Diagnostic
57.9
1st Grade Diagnostic to 2nd Grade Diagnostic
15.6
84.4
2nd Grade Diagnostic to 3rd Grade Diagnostic
10.3
89.7
3rd Grade Diagnostic to 3rd Grade ELA Test
9.3
90.7
Overall
18.0
82.0
0
20
40
60
Remained Off Track
Moved to On Track

School Report Cards

Chronic Absenteeism

The Chronic Absenteeism Improvement Indicator assesses schools and districts by comparing their chronic absenteeism rates against annual goals and benchmarks for year-over-year improvement.

Please see the **Chronic Absenteeism Improvement Indicator Details (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Student-Attendance.pdf.aspx?lang=en-US)** for additional information on the calculation.

The **Chronic Absenteeism Improvement Indicator** contributes 5 points to the **Gap Closing Component Rating** when it is met, and 0 points when it is not met. Schools and districts can meet the indicator by either meeting the annual goal or showing sufficient improvement from the previous year.

35.5%

Schools and districts can meet the **Chronic Absenteeism Improvement Indicator** by achieving an absenteeism rate at or below Ohio's annual goal. The target for 2025-2026 is 14.5%.



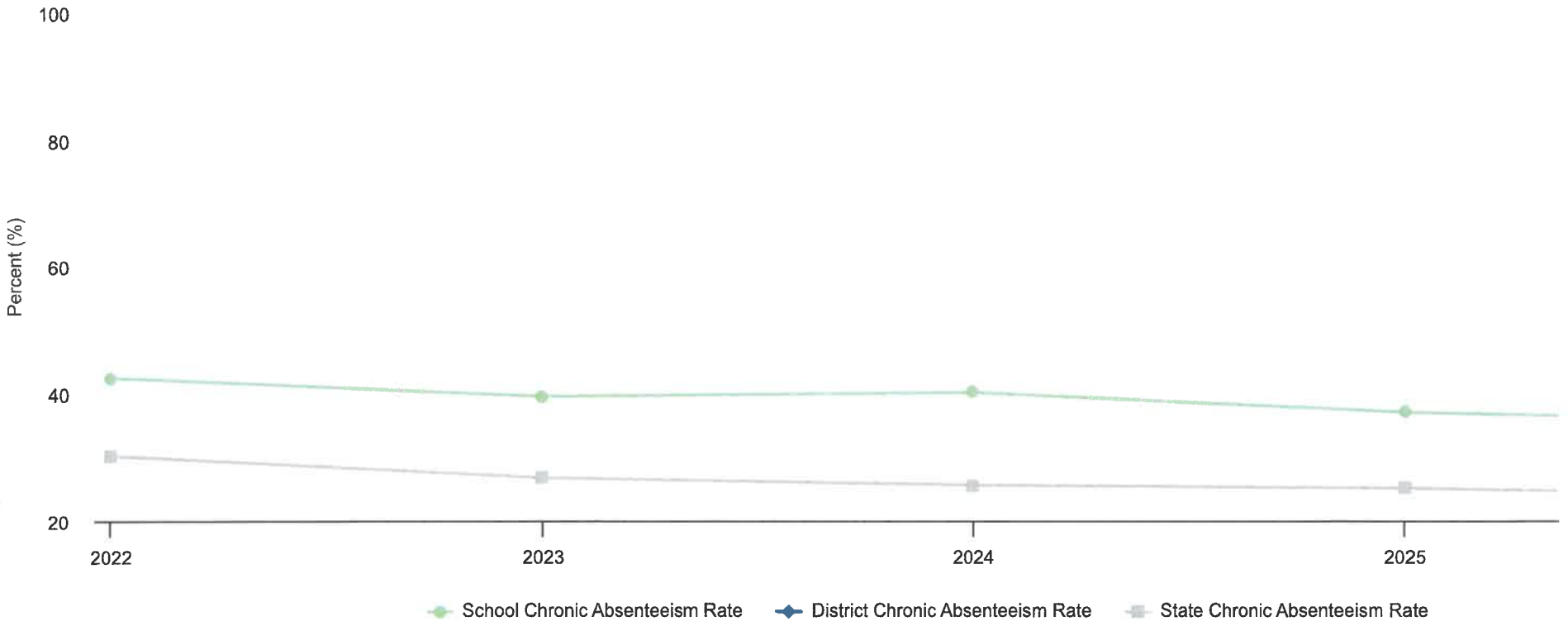
The Chronic Absenteeism Improvement Indicator evaluates whether a school or district has demonstrated adequate progress in reducing chronic absenteeism from one year to the next. This indicator is designed to recognize meaningful improvement for all schools, regardless of their starting point.

A school or district meets the Chronic Absenteeism Improvement Indicator by achieving one of the following improvement standards:

1. **Absolute Improvement Standard**
If the prior year's chronic absenteeism rate is 36.7% or higher, the school or district meets the indicator by decreasing its chronic absenteeism rate by at least 1.1 percentage points from the previous year.

2. **Relative Improvement Standard**
If the prior year's chronic absenteeism rate is below 36.7%, the school or district meets the indicator by achieving a minimum 3% reduction relative to its prior year rate.

	Prior Year Chronic Absenteeism Rate	Current Year Chronic Absenteeism Rate	Percentage Point Change	Percentage Change
Chronic Absenteeism Improvement	37.1%	35.5%	▼ 1.6	▼ 4.3%


100
80
60
40
20
Percent (%)
2022
2023
2024
2025
School Chronic Absenteeism Rate
District Chronic Absenteeism Rate
State Chronic Absenteeism Rate

Ohio School Report Cards

School Details

Principal
Kathryn M. Kountz

Address
310 N Wilson Rd
Columbus, OH 43204-6221

Directory information current as of the 2025-2026 Report Card publication date.

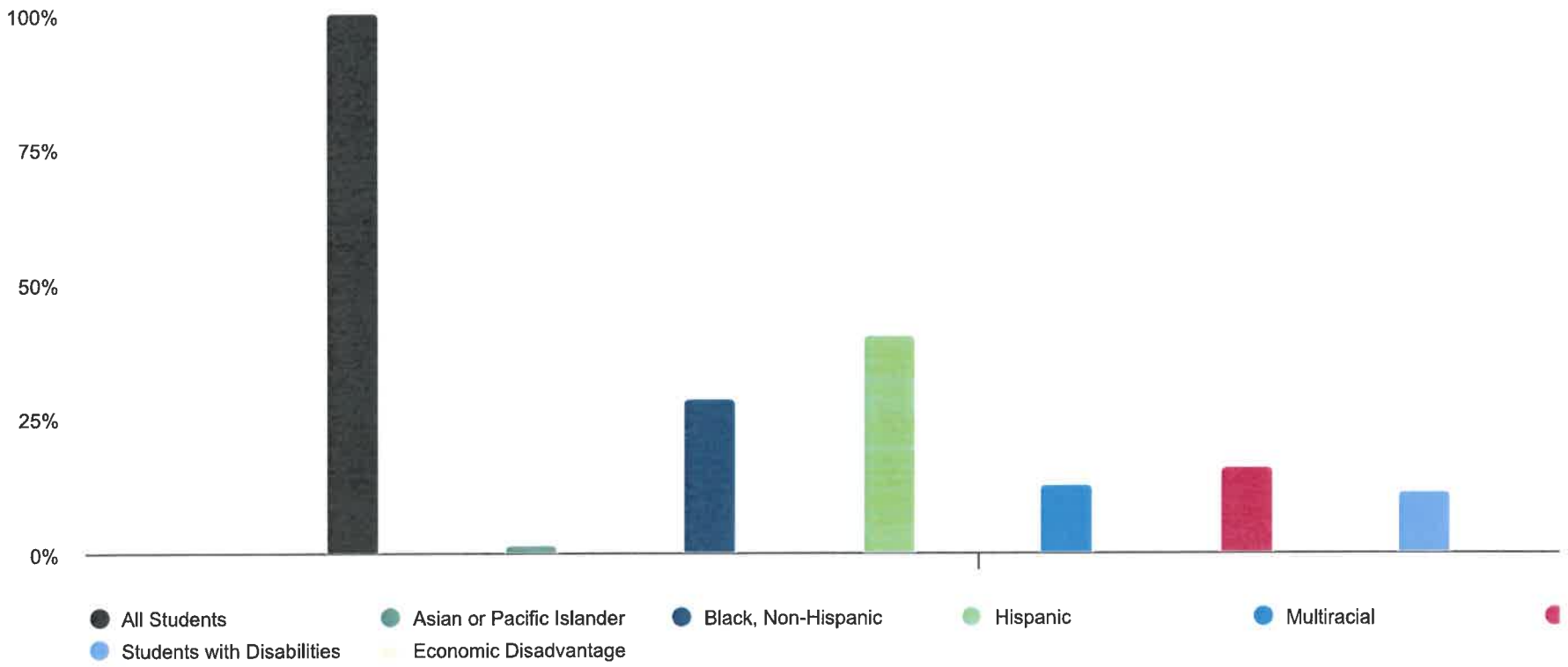
Phone
(614) 276-1028

Career Technical Planning District
Columbus City CTPD (/ctpd/overview/200035)

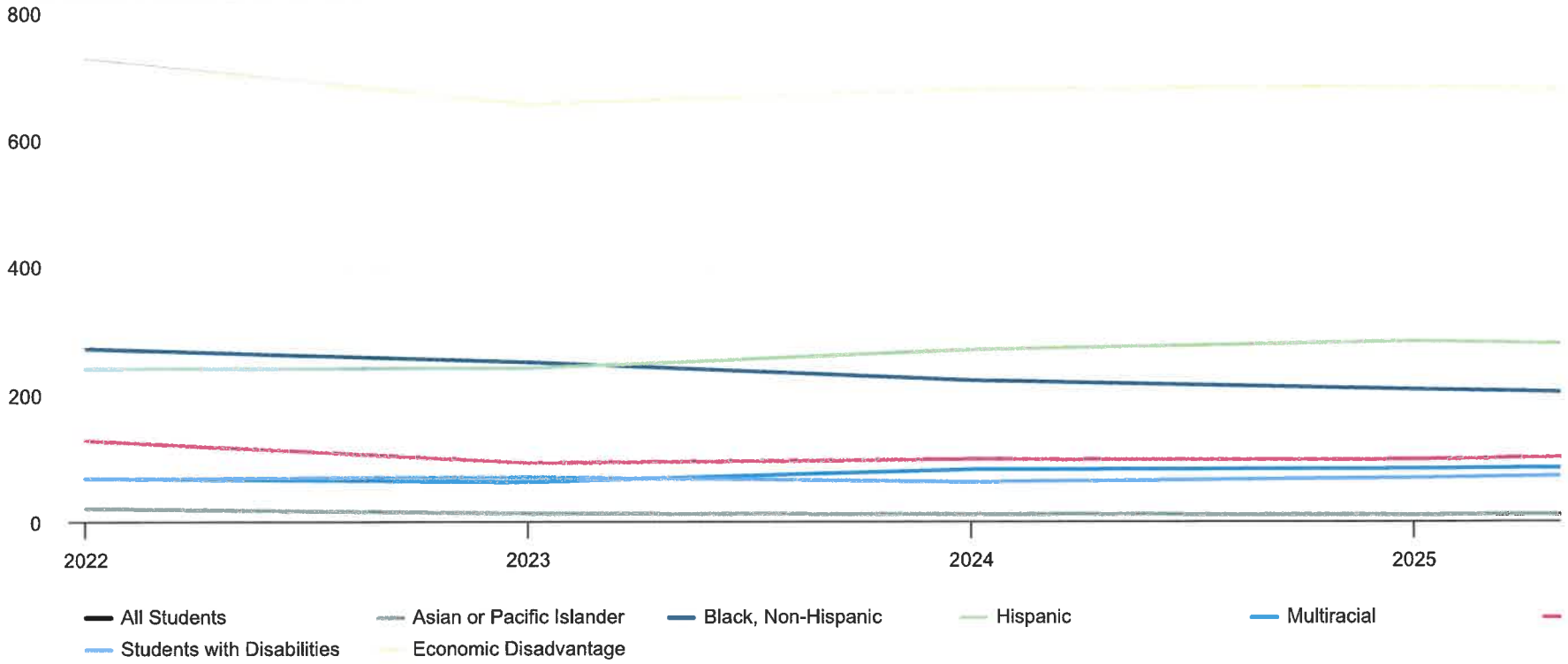
Sponsor
Buckeye Community Hope Foundation

	Enrollment #	Percent
All Students	667	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	11	1.6%
Black, Non-Hispanic	193	28.9%
Hispanic	270	40.4%

	Enrollment #	Percent
Multiracial	86	12.8%
White, Non-Hispanic	107	16%
Students with Disabilities	76	11.4%
Economic Disadvantage	667	100%
Migrant	NC	NC



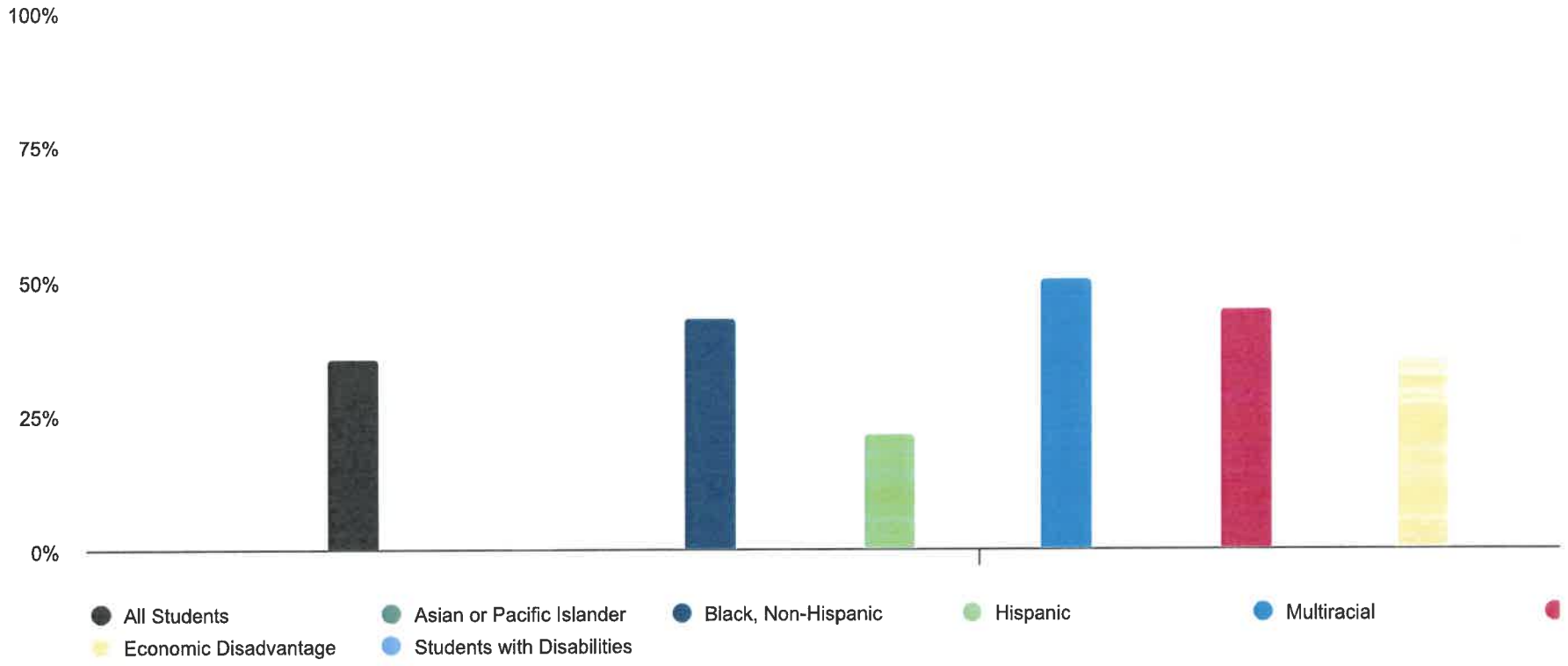
Show all student groups



This graph shows enrollment trends across time.

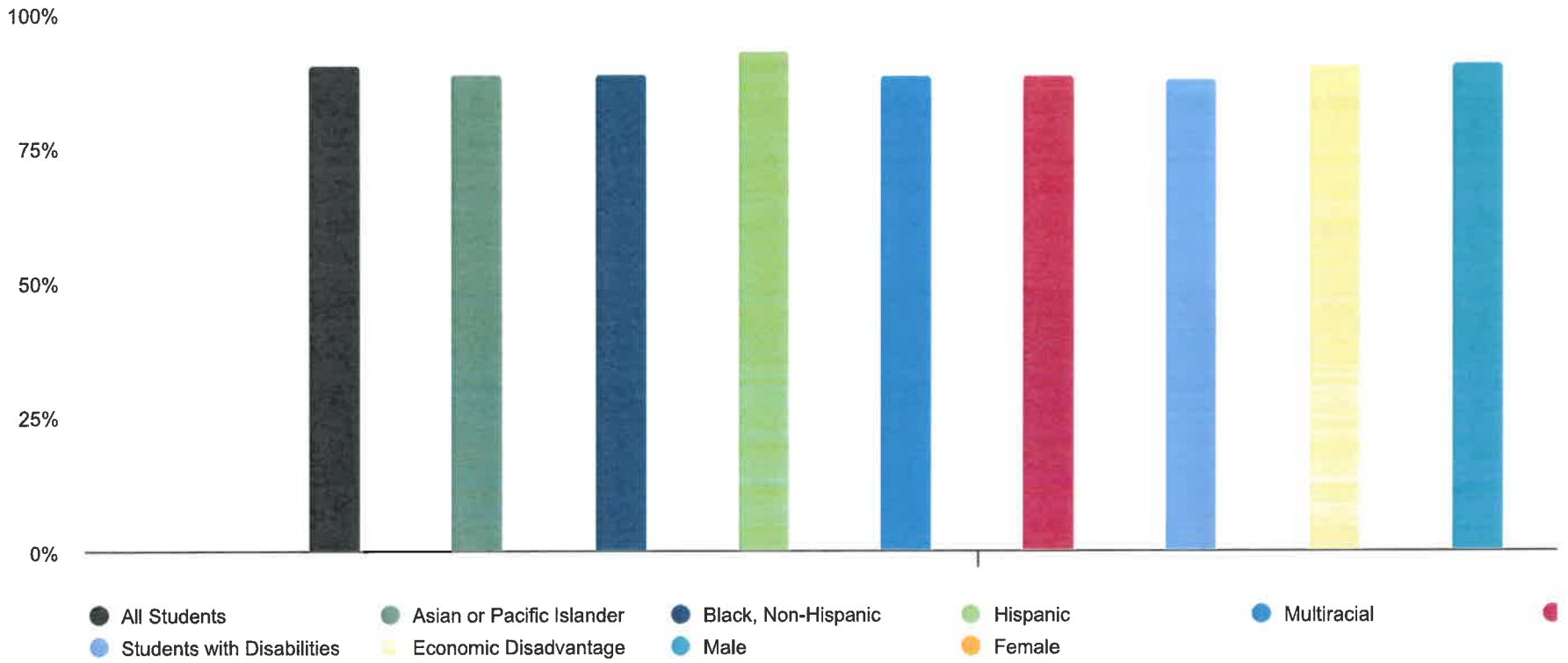
	Chronic Absenteeism Rate
All Students	35.5 %
American Indian or Alaskan Native	NC
Asian or Pacific Islander	0 %
Black, Non-Hispanic	43.2 %
Hispanic	21.6 %

	Chronic Absenteeism Rate
Multiracial	50.3 %
White, Non-Hispanic	44.9 %
Economic Disadvantage	35.5 %
Students with Disabilities	44.5 %



	Attendance Rate
All Students	90.4%

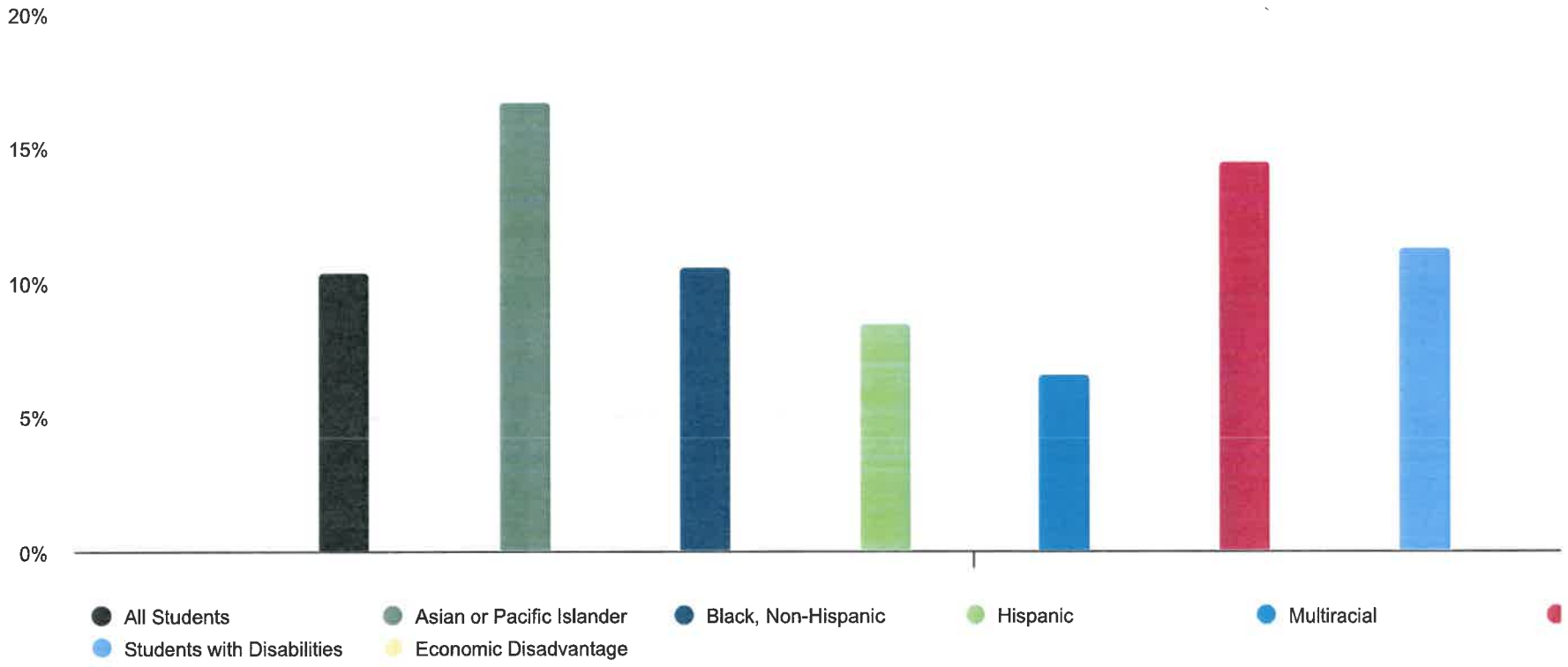
	Attendance Rate
American Indian or Alaskan Native	NC
Asian or Pacific Islander	88.9%
Black, Non-Hispanic	88.9%
Hispanic	93%
Multiracial	88.4%
White, Non-Hispanic	88.5%
Students with Disabilities	87.8%
Economic Disadvantage	90.4%
Migrant	NC
Male	90.7%
Female	90.1%



This graph shows attendance rates by student group.

	District Mobility
All Students	10.4%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	16.7%
Black, Non-Hispanic	10.6%
Hispanic	8.5%
Multiracial	6.6%

	District Mobility
White, Non-Hispanic	14.5%
Students with Disabilities	11.3%
Economic Disadvantage	10.4%
Migrant	NC



This chart shows the percentage of students, who, because they moved into or out of the school, did not spend a majority of the year at the school. If Enrollment is less than 10, results are Not Calculated (NC).

Positive Behavior Intervention

Has the school implemented a positive behavior intervention and support framework in compliance with **Ohio Revised Code (http://codes.ohio.gov/orc/3319.46)**? **Yes**

College Credit Plus (CCP) Promotion

Has the school provided information and promoted the College Credit Plus (CCP) program in compliance with **Ohio Revised Code (https://codes.ohio.gov/ohio-revised-code/section-3365.04)**? **Not Applicable**

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards	Moderate Success
Compliance with the federal requirement for implementing a local wellness policy	✓
Elected to administer BMI screening	✗
Participation in Physical Activity Pilot Program	✗

Your School's Teachers

	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	80.0	
Percentage of teachers with at least a Master's Degree	24.4	
Percentage of inexperienced teachers (2 Years or less of experience)	17.8	
Percentage of inexperienced principals (2 Years or less of experience)	0.0	
Percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed	0.0	
Percentage of teachers teaching with temporary or conditional credentials	0.0	
Lead or Senior Teachers	0.0	

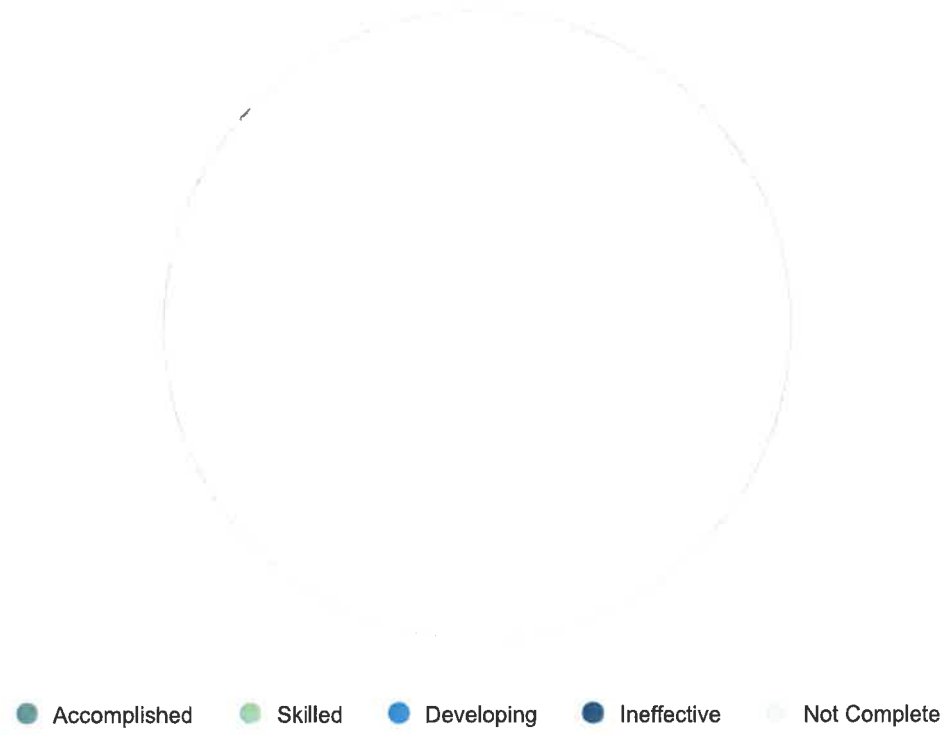
A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile, or in neither quartile.

Educators in your School

	Number of Educators	State Avg Students per Educator
General Education Teachers	36.0	21.0
Career-Technical Teachers	0.0	821.0
Special Education Teachers	7.0	69.0
Paraprofessionals	6.0	108.0

	Number of Educators	State Avg Students per Educator
Gifted Intervention Specialists	0.0	1,753.0
Fine Arts Teachers	1.0	365.0
Music Teachers	1.0	417.0
Physical Education Teachers	1.0	363.0
ELL Specialists	0.0	1,760.0

Teacher Evaluations



Ohio School Report Cards

Financial Data

The financial measures provide information about spending on classroom instruction, average spending per student and comparisons to other districts and schools.

Comparison Group:**Community Schools with Enrollment 500 or more**

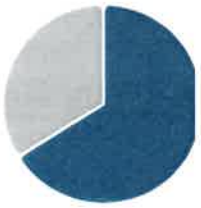
Please see the **Financial Data Technical Document (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Financial-Data-Technical-Document.pdf.aspx?lang=en-US)** for additional details on the calculation.

Classroom Spending Data

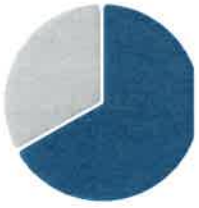
What percent of funds are spent on classroom instruction?

66.1%

School



State



Spending Per Pupil Data

	School	State
Operating Spending per Pupil	$11,032	$13,065
Classroom Instruction	$7,295	$8,747
Non-Classroom Spending	$3,737	$4,318
Federal Funds	$1,040	$659
State and Local Funds	$9,992	$12,406