COLUMBUS CLASSICAL ACADEMY

A Hillsdale College Curriculum School



ANNUAL REPORT 2026

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MISSION

Columbus Classical Academy inculcates in our students, through a genuine and rigorous classical education in the liberal arts and sciences, the knowledge and virtue upon which independent, responsible, and joyful lives are built, in the firm belief that such lives are the foundation of a free and flourishing republic.

VIRTUES

Fortitude • Prudence
Justice • Temperance
Faith • Hope • Charity

2025–2026 BOARD *of* DIRECTORS


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MESSAGE FROM *the* HEAD *of* SCHOOL



By nearly every measure, Columbus Classical Academy has made tremendous progress over the past year. There is much to share with you in this Report, much to celebrate, and therefore much to be thankful for.

But as I reflect on the progress we've made, I am reminded of C. S. Lewis's observation that progress is not always just a matter of moving forward:

"We all want progress," he writes, "[b]ut progress means getting nearer to the place where you want to be. And if you have taken a wrong turning then to go forward does not get you any nearer. If you are on the wrong road progress means doing an about-turn and walking back to the right road, and in that case the man who turns back soonest is the most progressive man."

Those are the times when "[g]oing back is the quickest way on." This, I believe, is the paradox at the heart of Columbus Classical Academy.

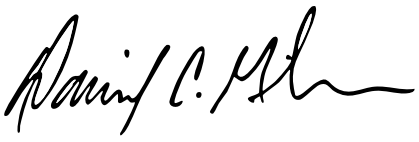
In one sense, we are indeed moving forward, even at remarkable speed. Thanks to your extraordinary generosity, our school today is financially stronger, possesses upgraded facilities, and boasts a larger enrollment, more staff, and better resources than a year ago. But in another, more fundamental sense, we are always and deliberately looking—and walking—back . . . to the right road. We are moving forward by recovering what was left behind. We are building something new by returning to something old.

And that kind of progress often can be harder to see and more difficult to quantify. Yes, it is marked by children who know more, read better, reason more carefully, speak more confidently, and write more clearly; but it also reveals itself in students who are learning to govern themselves, to distinguish what is good from what is merely attractive, to choose what is difficult when it is right, to be humble in their excellence, and ultimately to love what is true, good, and beautiful.

But even if it is less visible or measurable, it is the progress we are always pursuing—everything else is in service of that end. Every tangible step forward is in service of that deliberate step back.

And, with God's continued blessing and the extraordinary generosity and commitment of this community, we will continue making that kind of progress, the kind that gets us nearer to the place we want to be. Thank you for your partnership on this journey back to the right road.

With warm regards and genuine gratitude,

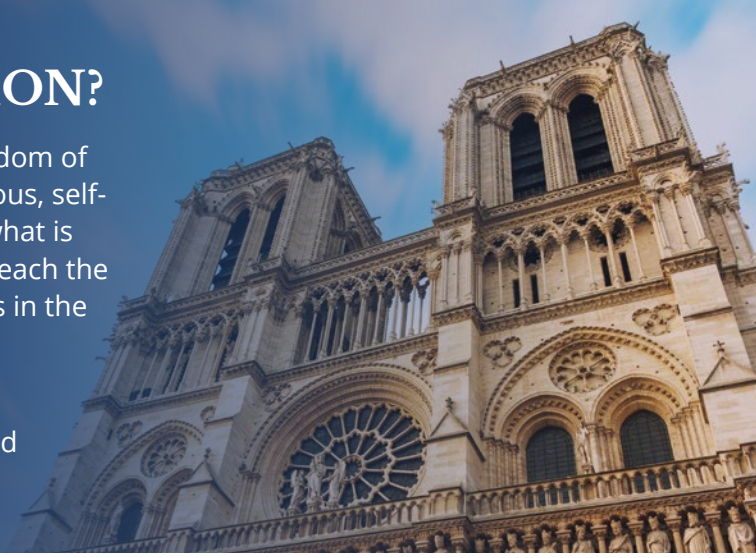


Daniel C. Gibson, Head of School

WHAT IS CLASSICAL EDUCATION?

Classical education passes on to the next generation the wisdom of the ages, so that students can become knowledgeable, virtuous, self-governing citizens. Rather than tailoring instruction to only what is materially useful or emotionally satisfying, classical schools teach the best of what has been thought and said over the generations in the pursuit of intellectual and moral excellence.

Classical schools are part of the long and noble tradition of a rigorous, liberal arts education that seeks the True, Good, and Beautiful, and upon which Western Civilization was founded.



First Principles of Columbus Classical Academy

1. **CLASSICAL TELOS**
   Our distinctive vocation is the intellectual and moral formation of our students within the classical, liberal arts tradition.
2. **BIBLICAL FOUNDATION**
   We are built on a biblical foundation and world-view, while maintaining an educational, rather than a catechetical or evangelical, mission.
3. **INSTITUTIONAL INDEPENDENCE**
   Financial independence from the state is a costly but indispensable safeguard to the faithful pursuit of our mission.
4. **CONSUMMATE EDUCATION**
   We endeavor to form graduates who will continue their education for life, with or without further, formal schooling.
5. **TECHNOLOGICAL SKEPTICISM**
   Digital technology is not a neutral tool, and it has no place in the classroom, except where its use is demonstrably necessary.
6. **FORMATIVE CULTURE**
   Genuine joy is not the product of entertainment or an abundance of "fun" activities, but the fruit of lives well-formed and ordered toward worthy ends.
7. **VIRTUOUS PATRIOTISM**
   Love of one's country is an earthly virtue, and like all others, it can be corrupted both by deficiency as well as excess.
8. **ENTRUSTED AUTHORITY**
   Sound educational leadership is mission-driven, rather than market-driven, and is a trust to be faithfully discharged, rather than a product to be sold.
9. **PRUDENT SECURITY**
   The safety of our community is grounded in prudence, fortitude, and faith, rather than naïve complacency or irrational anxiety.
10. **HILLSDALE PARTNERSHIP**
    We embrace our partnership with Hillsdale College while remaining committed to establishing the distinctive character and culture of our unique school.

WHAT SETS CCA APART FROM OTHER SCHOOLS?

Scan the QR code or visit
columbusclassical.org/what-sets-cca-apart

PORTRAIT *of a* GRADUATE

Knowledge

A Columbus Classical Academy graduate . . .

Possesses rich knowledge in the liberal arts and sciences and the fine arts.
By engaging with the curriculum, graduates have encountered great works of literature, history, and philosophy; they have wrestled with profound mathematical, scientific, and political principles; they have cultivated an appreciation for musical and artistic masterpieces.

Understands and appreciates the Judeo-Christian tradition.
Through the diligent study of timeless texts as well as historical documents and events, graduates understand the truths and principles which have shaped Western Civilization and recognize the Judeo-Christian tradition's vital role in founding and preserving our nation.

Is equipped with the tools of learning.
The acquisition of knowledge is facilitated by the artful practice of the tools of learning, specifically in the areas of grammar, logic, and rhetoric. Graduates have developed their abilities to read, memorize, speak, reason, and write.

Virtue

A Columbus Classical Academy graduate . . .

Is formed in the seven classical virtues.
Through the curriculum and culture of the school, graduates have developed habits marked by Fortitude, Justice, Prudence, Temperance, Faith, Hope, and Charity. Graduates' character and conduct reflect these virtues, which are continually strengthened through practice and reflection.

Possesses rightly ordered loves.
Moved by the True, the Good, and the Beautiful, graduates recognize the given order in the world; they understand their ordained place within the cosmos; they are able to not only choose what is best, but to prefer it over lesser things.

Has formed good habits of mind, spirit, and body.
Graduates understand the nature of a human being and recognize that good habits lead to flourishing. Graduates' minds are well-trained, spirits are turned toward higher things, and bodies are stewarded with discipline and grace.

Citizenship

A Columbus Classical Academy graduate . . .

Embraces a life of duty and service.
Recognizing man's political nature, graduates understand that a citizen's rights must be balanced by duty. Through service to others, they demonstrate the personal responsibility necessary to sustain civil society.

Has developed the capacity for thoughtful and civil disagreement.
Having engaged with ideas of historical significance, graduates are prepared to participate in the Great Conversation. They understand that the ability and willingness to discuss conflicting ideas is necessary within a free republic and is a means by which graduates continue to pursue Truth.

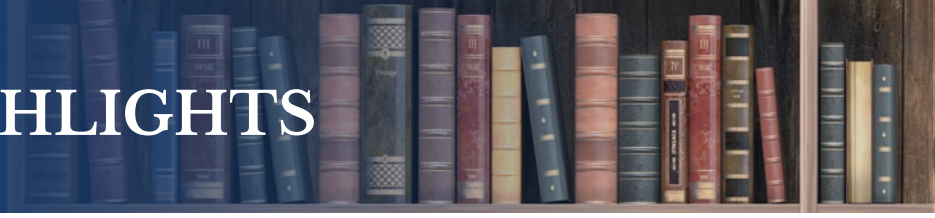
Appreciates the blessings of liberty and possesses a love of country.
Graduates have gained a clear understanding of America's historical, political, and philosophical foundations, as well as the changes our nation has undergone since its formation. They recognize and can articulate what is good about our country and the liberty it has provided.



"WHEN THE TELOS OF EDUCATION IS HUMAN FORMATION, those who are charged with the responsibility of partnering in that process of formation are best able to succeed in—and find joy in—their work when the expectations are both noble and clear."

What does CCA value in a teacher? Scan the QR code or visit columbusclassical.org/cca-teachers

CURRICULAR HIGHLIGHTS



A Hillsdale K–12 Classical Education keeps first things first.

From the first moment a student begins his studies in the lower school grades (K–6), the focus is literacy, numeracy, and character. The academic program devotes classroom time to explicit instruction in phonics, because a solid foundation in *literacy* will develop students who are strong readers, thoughtful writers, artful speakers, and genuinely good thinkers.

Furthermore, students' study of *mathematics* progresses from the concrete engagement of mathematical concepts to a pictorial representation to a fully abstract understanding, which means students will have a deeper and more flexible number sense, while also demonstrating automaticity with the four basic mathematical operations.

The foundation laid in K–2 is further strengthened in later lower school grades with the addition of formal *grammar and composition* instruction. Students who progress through the lower school curriculum are provided with a content-rich education that prepares them for their future studies as they engage with some of the best ideas and thinkers of the Western Tradition.

Scan the QR code below to take a deeper look into these core components of students' foundational years at CCA.

Scan the QR code to explore:

- **Literacy Essentials**
- **Singapore Math**
- **Hillsdale Grades 3–6 Snapshot**

columbusclassical.org/curriculum-highlights

Why Latin?

Beyond the importance of learning Latin for preserving and participating in Western Civilization, students of the liberal arts and sciences also have much to gain from the study of Latin grammar.

Art imitates nature, and every grammatical structure imitates something in the structure of the world.

Such grammatical structures, moreover, give shape not only to words, but also to thought, so that different grammatical systems can conform the mind to reality in different ways.

Latin grammar, in particular, shapes the mind in ways that most modern languages do not.

As a highly inflected language, it is the form of Latin words, more than their position, that gives their grammatical function and establishes their interrelationships.

The Latin grammar is concrete, rather than abstract, and it is capable of representing reality in a more integrated and perceptible way than is possible in an analytic language such as English.

The inflected character of Latin grammar is also what establishes the language's uncommon degree of order and precision and equips the mind for orderly and precise thought.

Excerpt from "Latin Curriculum Essay"
Hillsdale K–12 Program Guide



First & Last Lesson

Each fall, all students and faculty begin the new academic year by reading the same children's book. At CCA, this is known as our First Lesson, and it is the first moment of overt classroom instruction with our students for the year. This is a moment when we can remind students of the mission of our school, when we can invite them to see that they are part of something bigger than themselves and that they are both the beneficiaries of and participants in a formative education. We think of the First Lesson as the first note in a musical score, and this tradition teaches our youngest students and reminds our older students that how we begin our year is significant. So, we choose to begin with a shared story and shared discussion.

Each spring, all students and faculty end the school year as we began: reading a story and sharing in our Last Lesson. We even read this story to parents who join for our Closing Ceremony. Doing so reminds us all that we are never too old for a good story; we are never too old for "Once Upon a Time."



2024–2025 LAST LESSON

"The Garden" from
Frog and Toad Together
by Arnold Lobel

2025–2026 FIRST LESSON

Stone Soup
by Marcia Brown

2025–2026 LAST LESSON

Inch by Inch
by Leo Lionni

2026–2027 FIRST LESSON

Press Here
by Hervé Tullet

2025–2026 HIGHLIGHTS



Secretary McMahon & Senator Moreno Education Townhall



Theatre Club



Run Club



Greek Games



Etiquette Luncheon



Art Show



Grandparents Day

FAMILY SPOTLIGHT:
Jack & Sarah Kahaian

Looking back, what has been the greatest impact CCA has had on your boys?
They have always been smart, inquisitive boys. We have been intentional about creating an environment that encourages character, a desire to learn, a discernment of that which has depth and is worthy of our attention and faith. There was an immediate realization that the culture we've been building at home is present in the school community too. There was a marked change in the types of conversations we would have after enrolling at CCA; we were joyfully talking about math, grammar, and the books they were reading. They also have a sense of duty or obligation that they may not have had before. And they use their imagination more.

As one of CCA's founding families, what changes or milestones have been especially meaningful to your family?
The fact that the idea of CCA is a reality! We were in conversation with the early administration before there was even a school building or teaching staff. To see a thriving campus, a growing community, teachers fully on mission, a developed curriculum, and a positive culture—all within four years—is astounding. We are encouraged by the marked perseverance exhibited by remaining faculty and staff through the expected growing pains of shifting faculty, staff, and schedules.

What do you appreciate most about CCA as a parent?
As parents, we value the faculty and staff in a particular way. Our children spend approximately 35 hours a week with them, and we trust them to be a large part of the formation of our children through the example of their character. We appreciate morning assembly for the unity and community that it provides and have had meaningful interactions with teachers both inside and outside of school.

How has being part of the CCA community shaped or strengthened your family culture?
Our family culture has been edified through the school's reinforcement of our values; we know that we are working together with CCA rather than trying



to undo what our kids are exposed to. And we now contend with middle school boy jokes . . . but in Latin.

What would you say to someone who is considering becoming part of the CCA community?
CCA is a place of striving: striving for virtue, striving for knowledge, striving for something more than "good enough." The people involved are aligned with the mission of the school; we are all here together. The values upheld by the school reflect the values of the parents who are committed to living out these virtues at home too.

As you look toward the future, what is your hope for CCA? What do you hope will remain at the heart of the school for generations to come?
There is a quality to the school that feels anchored to purpose, structure, and decorum; how something is done is just as important as what is being done. It is our hope that this character of intention is not lost in the name of efficiency.

FACULTY SPOTLIGHT:
Regan Hodgson, *Second Grade Teacher*



How did you make the transition from studying biology at the graduate level to teaching students at CCA?

I always knew I wanted to work with children, but as a student, I was drawn to biology. Eventually, I found myself spending most of my days alone in a laboratory, questioning whether my work was meaningful. My experiences in the scientific community from 2020–2022 challenged me to think deeply about the importance of asking questions, seeking truth, and thoughtfully engaging with ideas. During that time, I was living on my own in South Carolina and becoming certain that I wanted to move to Ohio to be near my family and continue the work I had always felt called to do. Looking back, I can see God's perfect timing: CCA was preparing to open the following year, giving me the opportunity to connect with Mr. Gibson early on.

What have you discovered about teaching that you had not expected when you made that decision?

I didn't expect teaching to bring about so much growth in me in such a short amount of time. As I work to form virtues in my students, I find myself growing in virtue as well. Because I challenge my students to think and grow, I am challenged to do the same. I have become much more thoughtful about what I think, say, and do because of that responsibility. Growing in virtue alongside my students has been one of the most priceless benefits of teaching at CCA.

What have your students taught you during your time at CCA?

My students have taught me how to truly appreciate a good story. I think of how I used to do read-alouds my first year compared to now. I do so much more to embrace a character, laugh at the funny moments, and pause at the thoughtful moments. They have also taught me that students' love of learning often reflects their teacher's own love of learning. Because I want them to be curious and engaged, I have found myself becoming more curious and engaged as well.

What has surprised or encouraged you most about your experience at CCA?

It is always rewarding and encouraging to receive students who arrive with classical education foundations built in kindergarten and first grade. I am delighted when students arrive knowing how to sit properly at their desks, hold a pencil, form their letters, and solve number bonds with confidence. They come ready to recite poetry, appreciate a good story, and engage in learning. I love that I get to build upon those foundations each year. Watching that growth unfold across the school is one of the most encouraging parts of teaching at CCA.

What do you appreciate most about the CCA community?

I have immense appreciation for the people I work with. As I walk down the hall and pass the other classrooms, I am continually encouraged by the care and dedication the faculty and staff bring to their work. I know how much effort goes into creating a well-ordered classroom, and that dedication is evident throughout CCA. I feel fortunate to work alongside people who take their work seriously and care deeply about their students.

What is something about CCA that you wish more people understood?

I wish more people understood that while each member of the CCA community knows a school centered on virtue is worthwhile, it is not always easy. The right thing is often the hard thing, and that is true for everyone: administrators, teachers, parents, and students. It is important not to become discouraged when a concept takes longer to master or when a behavior is repeatedly corrected. Growth, especially growth in virtue, takes time and perseverance. I wish more people could see just how deeply my colleagues are committed to CCA's mission.



FACULTY SPOTLIGHT:
Kathleen Litt, *Upper School Math Teacher*



You spent two decades teaching in public schools. What drew you to CCA and gave you the confidence to join a start-up school?
As policies changed in the public schools, I found myself in disagreement with several philosophies. One summer I read *The Battle for the American Mind* and became intrigued with classical education, which was new to me. Shortly thereafter, an article was on the front page of *The Columbus Dispatch* about the coming of CCA. I was astounded at many of Mr. Gibson's quotes that matched my own outlook as well. I fully believe God was leading me here. I saw the open door and have not looked back!

> *"I am grateful that our students start the day saying a prayer and the Pledge of Allegiance, singing a patriotic song, and listening to a morning reflection that points them to a God who is bigger than they are."*

What has been most rewarding about teaching at CCA? Is there a particular moment, student, or experience that stands out to you?
Having previously worked in a huge middle school, I taught various sections of seventh grade math but only had students for one year before moving on to another group the next year. Conversely, at CCA I get to teach students for multiple years, which has been amazing. The relationships are built, the common language we use is already shared, and we get to pick up right where we left off the previous year. It is also very encouraging to see what they learned and remember.

How has your experience at CCA shaped or changed the way you think about teaching and education?
I am astounded that my own understanding of mathematical concepts has deepened by teaching our curriculum. I have always known how to divide fractions and could break the steps down for students, but I could not have explained to you why those steps worked. The use of bar models has proven to me that understanding the why of the procedures is so much more valuable than using tricks to get an answer.

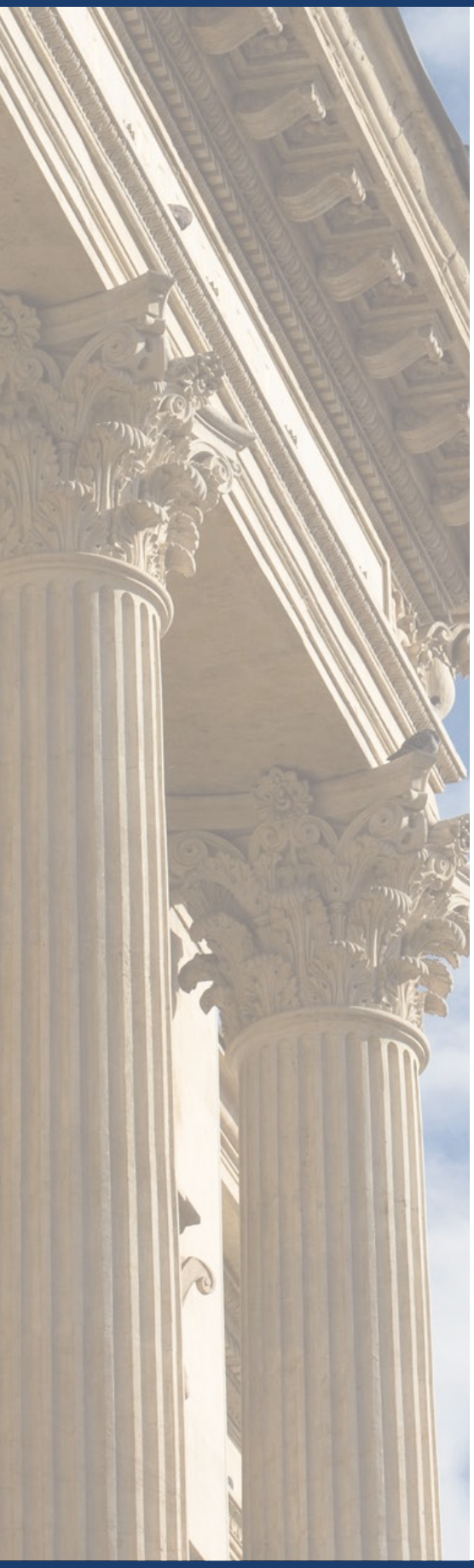
What do you hope your students gain from their time at CCA—not just academically, but as people?
I am so grateful that our students do not use technology at school; I value that they are learning to look people in the eye and have a conversation. I want our students to be resilient problem solvers in the sense that they are comfortable trying a strategy when they don't know what to do, knowing they can revise their attempt from there rather than give up.

What do you appreciate most about the CCA community? How is it different from other schools where you have taught?
I absolutely love morning assembly. I think it is so important for students to develop a love for both God and country. I am grateful that our students start the day saying a prayer and the Pledge of Allegiance, singing a patriotic song, and listening to a morning reflection that points them to a God who is bigger than they are. When people ask me about CCA, the first thing I tell them about is morning assembly!

What is something about CCA that you wish more people understood?
Many people get the impression that our school is only for smart students. While the curriculum is undoubtedly rigorous, I want parents to know that this is a marathon and not a sprint. We are here to provide extra help, so that each student is able to grow and understand the curriculum.



Lifetime Giving



$2M+

Anonymous
Stuart & Patricia Bishop*
Michael & Andrea Gross
Dr. J. Louis Kovach*

$500,000+

Andy & Beth Biller*

$100,000+

Ric & Marina Dillon
David & Anne Durell*
Thomas R. Gross Family Foundation
David & Elisa McCurdy
Mike & Fran Meyers
David & Tera Myhal*

$10,000+

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John & Cherie Lucks
Kent & Nancy Rinker
Speer Mechanical
In Memory of Justice J. Craig Wright

$1,000+

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Bauman Fund for Faith & Freedom
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The Hon. Bernie & Mrs. Moreno
Patrick & Andrea Musker*
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Robert & Marian Schuda
David Slates
Gandherva Guna Thilak
Leland & Kara Vogel

Indicates donors to CCA's SGO

BOARD SPOTLIGHT:
Rebecca Hurd



How did you first come to know about CCA, and what led you to join the board?
I initially heard about CCA through local media and immediately started exploring how I could learn more, which led me to Dan Gibson! The mission of CCA and the critical need for its impact in our community were near and dear to my heart. In fact, I had already begun a start-up business to tackle similar thematic content in the marketplace. I was honored to get to know others on the Board of Directors and ultimately join them. The rest, as they say, is history!

You have significant experience leading organizations and serving on boards. From that perspective, what do you see as distinctive about CCA?
Classical education deeply resonates with the students, families, teachers, and leaders within CCA as well as its supporters, who recognize the importance of this effort for current and future generations—a timeless and timely mission. This means that those involved in governing, leading, and carrying out the mission are there to serve. Further, because our virtues are aligned, we encourage, challenge, and edify one another, as iron sharpens iron (Proverbs 27:17). What a joy!

What do you believe CCA is uniquely positioned to offer students and families? What is something you see at CCA that you wish more parents or community members could see?
I firmly believe that CCA is the best choice for families who want to raise knowledgeable and virtuous children. I wish others knew the testimonies of changed lives and homes experienced by CCA families in just the first few years. The results are in for modern schooling—it has failed. CCA offers students and families a remedy through faithful deployment of Hillsdale's rich curriculum and use of time-tested teaching methods. Thankfully, we have this proven antidote to course-correct mainstream trends of digital learning, lack of rigor, and diluted character.

You are a classically trained opera singer. Do you see connections between your experience in the arts and what CCA seeks to cultivate in its students?

I love this question because my formal study in music awakened my love of history. It was the broader context of music that provided a lens through which the vast scope of historical facts, dates, events, and influences came alive. Looking back, I see how that was like the classical model, where all content areas intersect to both add context to and illuminate the others. The result is the formation of truly knowledgeable and virtuous students and citizens, who understand how the Good, the True, and the Beautiful are the foundation for a joyful life.

Classical education asks students to pursue Truth, Goodness, and Beauty. How have those ideas shaped your own life and work?
I was blessed to attend a school like CCA during my formative K–12 years, which taught structured stages of learning. I vividly remember elements from each stage: time-tested math drills and reading exercises as a child; diagramming sentences and writing my first argument research paper as a pre-teen; and rich literature, culture, and theology deliberations with fellow scholars as a teenager. It's a beautiful education. The early knowledge that students learn forms the foundation upon which all future knowledge and experience fit together, like puzzle pieces, into one bigger picture. The story has been the same in my life as each puzzle piece collectively points to my life's overall purpose and meaning: to seek Truth, Goodness, and Beauty. And these always point to their Source [God]. I strive for my life and work to do the same.



CCA *at a* GLANCE

A Culture of Excellence

4
Styles of dance learned last year

16
Faculty/staff with advanced degrees

50
Major works read in Upper School

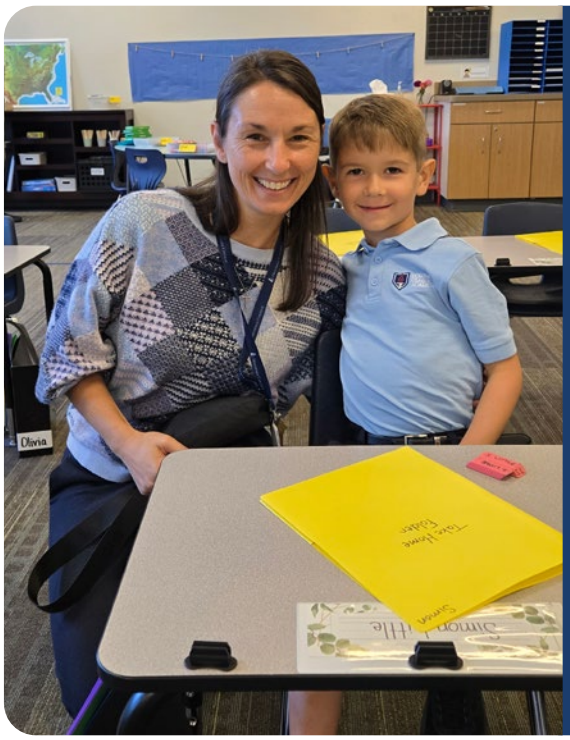
123
Poems read in Upper School

450+
Poetry recitations by students

Presidential Fitness Honor

12
Students in grades 3–9 meeting the National Fitness Standard
Top 50th Percentile
2025–2026

15
Students in grades 3–8 meeting the Presidential Fitness Standard
Top 85th Percentile
2025–2026



Independence

CCA accepts $0 in government funding and maintains total independence from the state, forgoing an estimated $3.4 million through 2030. This allows us to maintain an unwavering commitment to the principles of classical education upon which CCA was founded.

Scan the QR code or visit columbusclassical.org/independence

Student Body



20+
Different school districts represented in 2026–2027

148
Students enrolled 2026–2027, grades K–10

160%
Enrollment growth years 1 to 4

0
Students using 1:1 technology

Support & Stewardship



200+
Unique philanthropic partners

$1.5M+
Tuition assistance awarded years 1 to 4

$14.2M+
Total gifts and pledges received through FY 2026

23
Students supported by SGO dollars

DONOR SPOTLIGHT:
Dr. J. Louis Kovach



You experienced the Hungarian Revolution of 1956 first-hand. How did your experience fighting communism influence your perspective on education and your decision to invest in CCA?

The Revolution was basically started by the students. It started with things like food and improvements to the cafeteria. Every revolution starts from the stomach. But within half an hour, they were discussing uranium and whether it should stay in Hungary rather than go to Russia. By evening, the demand had become that the Russians should go home.

> *"Education should be that you know where you live, what you live for, and what you are willing to die for."*

Education should be that you know where you live, what you live for, and what you are willing to die for. You reach a certain time when you say, "That's it."

If you are well educated, meaning you have a well-rounded education, a dictatorship isn't going to survive, because you are not going to believe all the things that are being spread.

So, the Revolution was one part of my decision to invest in CCA. Another part came from seeing how bad education was becoming in the public schools in America.

I was here in 1961. Several second-generation Hungarian students at The Ohio State University wanted to put an article into *The Lantern* to commemorate the fifth anniversary of the Hungarian Revolution and host a lecture at Mershon Auditorium. *The Lantern* would not publish "Fascist Literature." This is my experience. I ran into more Communists at Ohio State when I came here than I knew in Hungary.

How does the education you received in Hungary—particularly how even technical institute and scientifically-minded students knew their poetry, history, and philosophy—contrast with what you see in the current American system?

There was a lot of culture. History was something that we all learned all the way through. I went to a technical high school for organic chemical technology, but at the same time we were studying history and philosophy.

Even in chemistry, a lesson might start with a scientific topic, and then the teacher would say, "The ancient Egyptians used this chemical in this way," and we'd put what we were learning into a historical context.

The method of teaching was important, too. The [expertise] level of the teachers was very high. And it [the school] was very strict.

The depth of the studies wasn't necessarily deeper, but sometimes we would slow down because there was a bigger discussion to be had. I always felt that when students are asking questions, that is more important than when the teacher is asking questions.

What was it about CCA that first caused you to become interested in supporting our school?

It was my godson and goddaughter's lack of knowledge while attending their local public schools. They weren't learning anything. My own kids attended a local public school, which at that time was pretty good, but it also has declined.

You've given the lead gift on our gym campaign, which will be named after your son. Is there anything you'd like to share with the CCA community about it?

My son, Louis, was very exceptional. Of course, everyone thinks their kids are exceptional.

Louis was interested in airships and balloons. As part of his high school experience, he went to Italy, because Goodyear was building the first dirigible there. He went there to help build it.

Later, Louis formed his own company, the Louis Airship Company, building balloons. He had his own large balloon called Atilla. It was red, white, blue and red, white, green—the Hungarian colors.

On October 17, 1981, he was taking passengers for a balloon ride over the Delaware Reservoir. They ran into a downdraft, and it blew them into power lines. They hit the lines in a way that the balloon rolled into them, and the stainless steel wires that held the balloon to the basket struck him in the head and he died. But before, when he had seen what was happening, he told his passengers to get down, saving their lives.

I couldn't undo the past, so I worked on what could be done to balloons to eliminate this problem. I came up with using Kevlar rope to hold the basket instead of stainless steel, so that if a balloon encountered this kind of situation, the rope wouldn't create the same danger.

"As a society, we'd all be richer by having more schools like this—and bigger ones."

I didn't take a patent out. I shared the idea with the balloon manufacturing companies, and now they all use Kevlar rope on balloons.

Is there anything about CCA that has affirmed your support and investment in the school?

What I see is that the children know things that they didn't know before and are able to engage with them. I ask them to explain what they are studying and what it is about. My godson likes the logic courses he is taking now.

Some of their former classmates still come over to play with them. And I see what they are doing and what these two are doing: They are doing good things.

You've always been candid in offering your constructive feedback on what we need to do better. Where do you think the school can most improve?

I would like to see more people with degrees in the subjects they teach. It is important to know what to teach, and it is important that they know how to teach it.

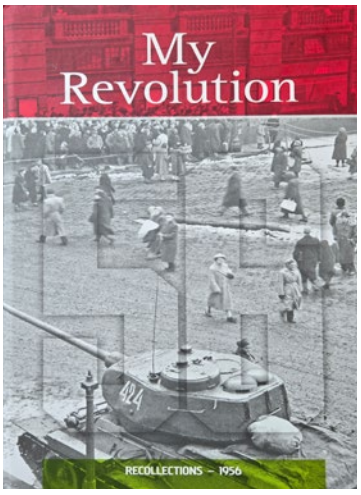
What is something from your own life that you wish every child could learn?

The idea that you can learn from everybody. You can learn from the lowest level worker, something that will help you in your life. Never look down on somebody because they are doing a job that didn't require a college degree. It may save your life at some point.

And learn even something that you don't like, because it may save your life. In fact, I disliked the Russians, so I always studied just enough Russian to get a grade and not know Russian. But when I was at the mercy of a Russian tank, I couldn't remember some of the words I wanted to use in talking to them.

What would you say to someone who might be considering supporting CCA but hasn't yet, or who is deliberating about whether it is a worthwhile charitable investment?

If I were just looking out for my godchildren, I wouldn't have given anything to the school. It's for the bigger picture. I want this concept of classical education to succeed, with a little more technical and science involvement than it has now. As a society, we'd all be richer by having more schools like this—and bigger ones.



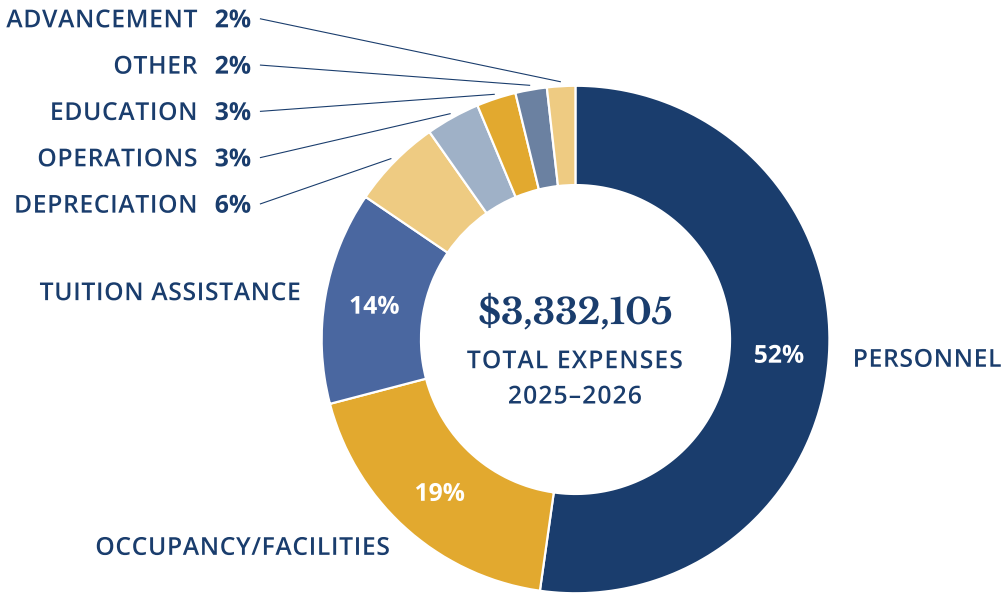
My Revolution is a book featuring reflections by Dr. Kovach and other revolutionaries

FINANCIAL OVERVIEW

Enrollment & Tuition: Years 1–3
2023–2026

	2023–2024	2024–2025	2025–2026
ENROLLMENT	57	87	129
ENROLLMENT GROWTH %	n/a	53%	48%
NET TUITION/FEE REVENUE	$689,708	$1,183,526	$1,581,967
CONTRIBUTIONS: UNRESTRICTED	$1,501,782	$1,231,616	$2,505,062
CONTRIBUTIONS: CAPITAL GIFTS	$0	$0	$1,986,022
SGO REVENUE*	$0	$65,012	$179,569
INVESTMENT INCOME	$12,807	$31,455	$107,705
OTHER INCOME	$52,024	$35,529	$99,069
TOTAL INCOME	**$2,256,321**	**$2,547,138**	**$6,459,394**
TOTAL EXPENSES	**$2,627,091**	**$2,928,755**	**$3,332,105**
NET OPERATING INCOME	**-$370,770**	**-$381,617**	**$3,127,289**

**SGO revenue raised one year is received in the following academic year.*



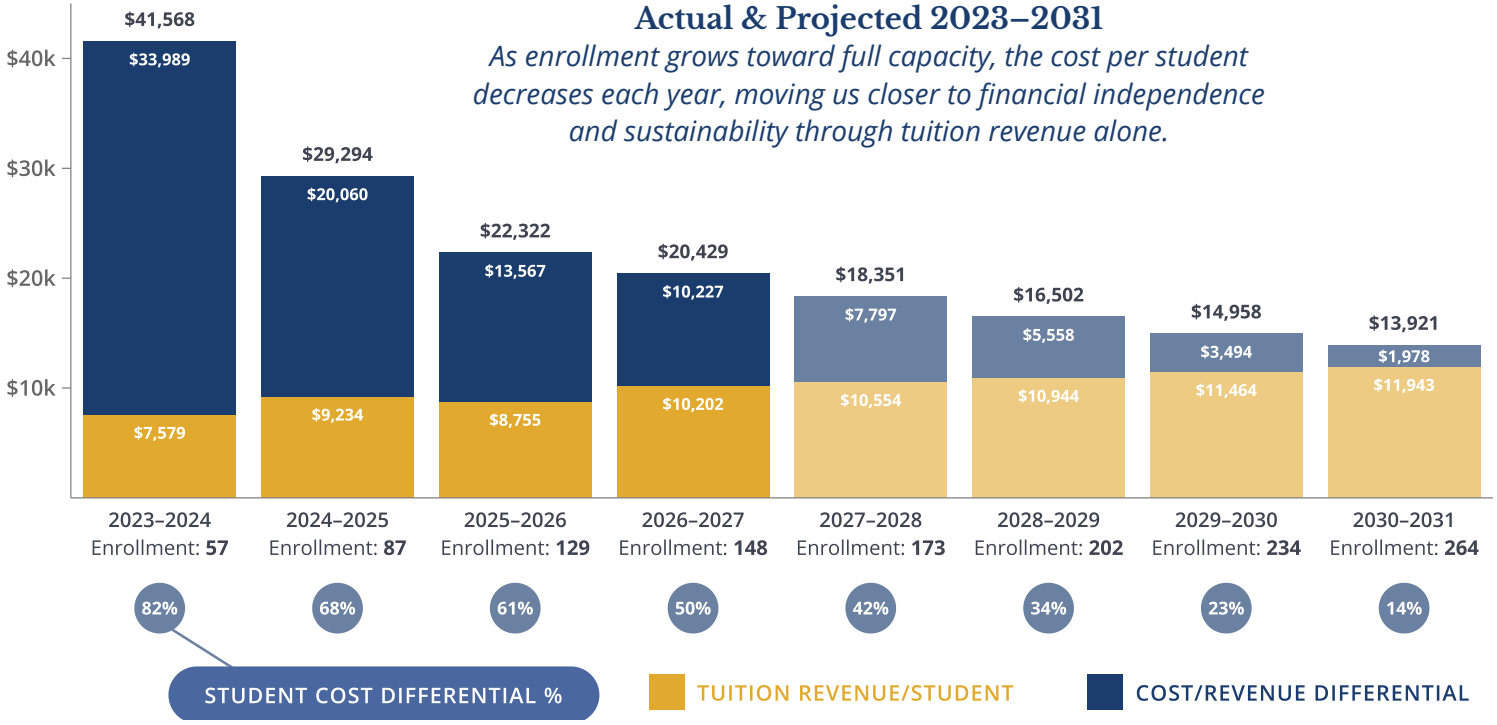
Thank You to Our SGO Donors!
View the full donor list by scanning the QR code or visiting columbusclassical.org/sgo-donors

Give Today
Donate to CCA's SGO today by scanning the QR code or visiting everychildeveryfamily.org/donate

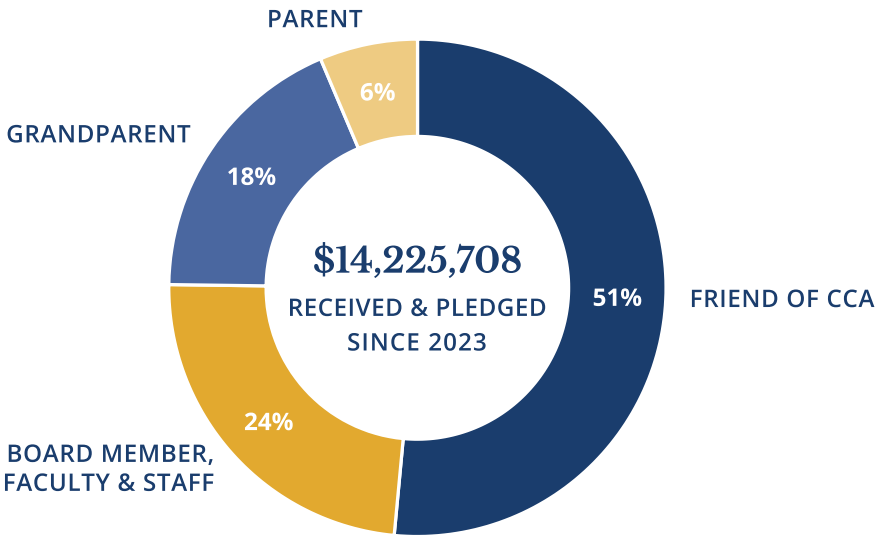
Average Cost Per Student vs. Average Revenue Per Student Over Time

Actual & Projected 2023–2031

As enrollment grows toward full capacity, the cost per student decreases each year, moving us closer to financial independence and sustainability through tuition revenue alone.



TOTAL GIFTS RECEIVED & PLEDGED IN 2025–2026: $7,248,603



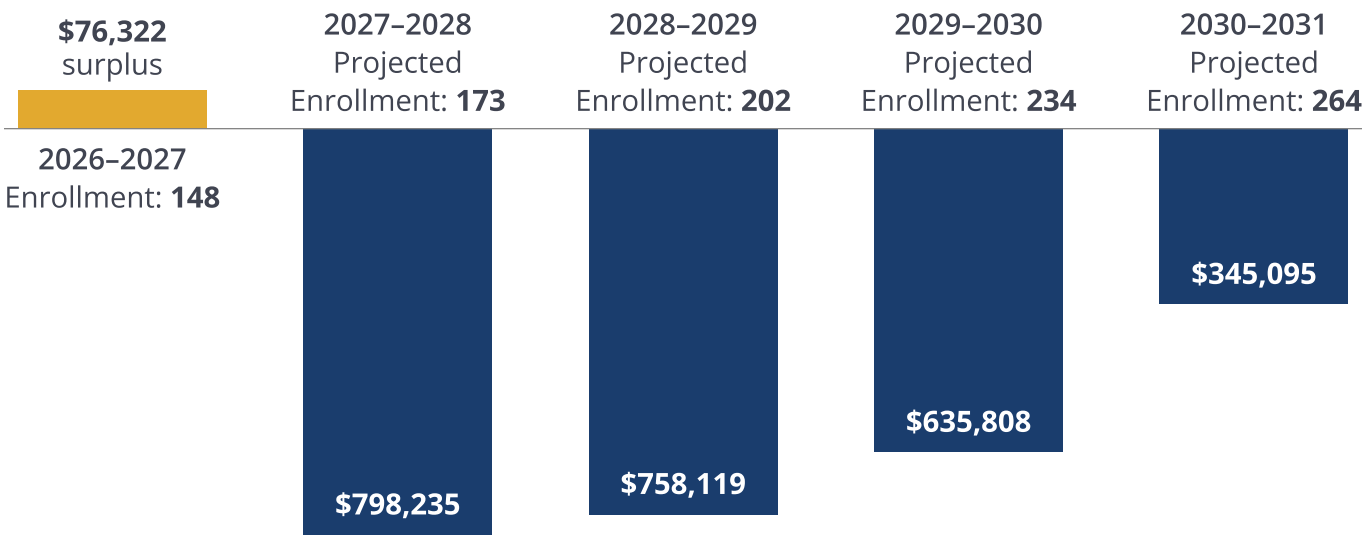
CAMPAIGN *for* INDEPENDENCE UPDATE

Thank you for your generosity and continued commitment to CCA.

We are blessed and humbled by the investment that you have made and continue to make in our school and in the families that we serve.

Most importantly, your gifts and multiyear pledges continue to bring us closer to reaching operational independence, and your extraordinary generosity toward our capital campaign has allowed us to complete Phase I while also laying the groundwork for Phases II and III of our facilities master plan.

Projected Annual Operating Need
2026–2031



Capital Campaign Progress: $3.25M *of* $6.85M Funded



	STATUS	FUNDED	GIFTS STILL NEEDED
Phase I	✓ Complete	$850K of $850K	—
Phase II	Ready to Build When Funded	$2.4M of $5.4M	**$3M**
Phase III	Planned	$0 of $600K	**$600K**


RENDERING

Phase I Fully Funded!

Playground Turf | Chemistry Lab

Upper School Faculty Restrooms | Library & Computer Lab

Classroom Hallway with 4 Additional Classrooms

Your extraordinary generosity has already made possible these beautiful and functional additions to our campus. As the final projects of Phase I are nearing completion, many of the finished upgrades have already been a blessing to our students and staff on a daily basis. We are grateful for the people and the gifts that allowed us to bring our Phase I vision to life.




RENDERING

CAMPAIGN *for* INDEPENDENCE UPDATE

Phase II

44% | $3M still needed

$2.4M
FUNDED OF $5.4M


RENDERING



RENDERING


RENDERING


RENDERING

Gym Exterior | Athletic Commons | Competition Gymnasium | Music Hall

Full architectural renderings for Phase II are complete, all approvals and permits to begin construction are in place, and the contractor has been selected. Construction can commence as soon as the remaining funding is secured.

Phase III

$600K still needed

$0
FUNDED OF $600K





Dining Hall | *5* Additional Upper School Classrooms

Construction of Phase III classrooms and dining hall will follow the completion of the gymnasium, which will allow existing spaces to be converted.

Support Columbus Classical Academy

Thank you for investing in the formation of wise and virtuous American citizens. To give, scan the QR code or visit columbusclassical.org/giving.

LOOKING AHEAD

New Programming in 2026–2027

- Inaugural Race for Virtue 5K
- CCA Columbus Clippers Day
- Family Curriculum Nights
- Upper School Service Days & Spring/Fall Socials
- Upper School Monthly Conversations with Head of School

> "EVEN THOUGH WE'RE NOT NEW TO CCA, WHAT CONTINUES TO STAND OUT—and what truly differentiates it from other schools—is the intentional culture. Year after year, you can see how the calm, orderly environment and clear expectations shape the way students carry themselves. The partnership between families and teachers is consistent and genuine, and the focus on character formation is woven into daily life, not just talked about. That combination of structure, virtue, and a community that actually lives its values is what keeps CCA feeling distinct, even after being part of it for three years."
>
> *CCA Family*







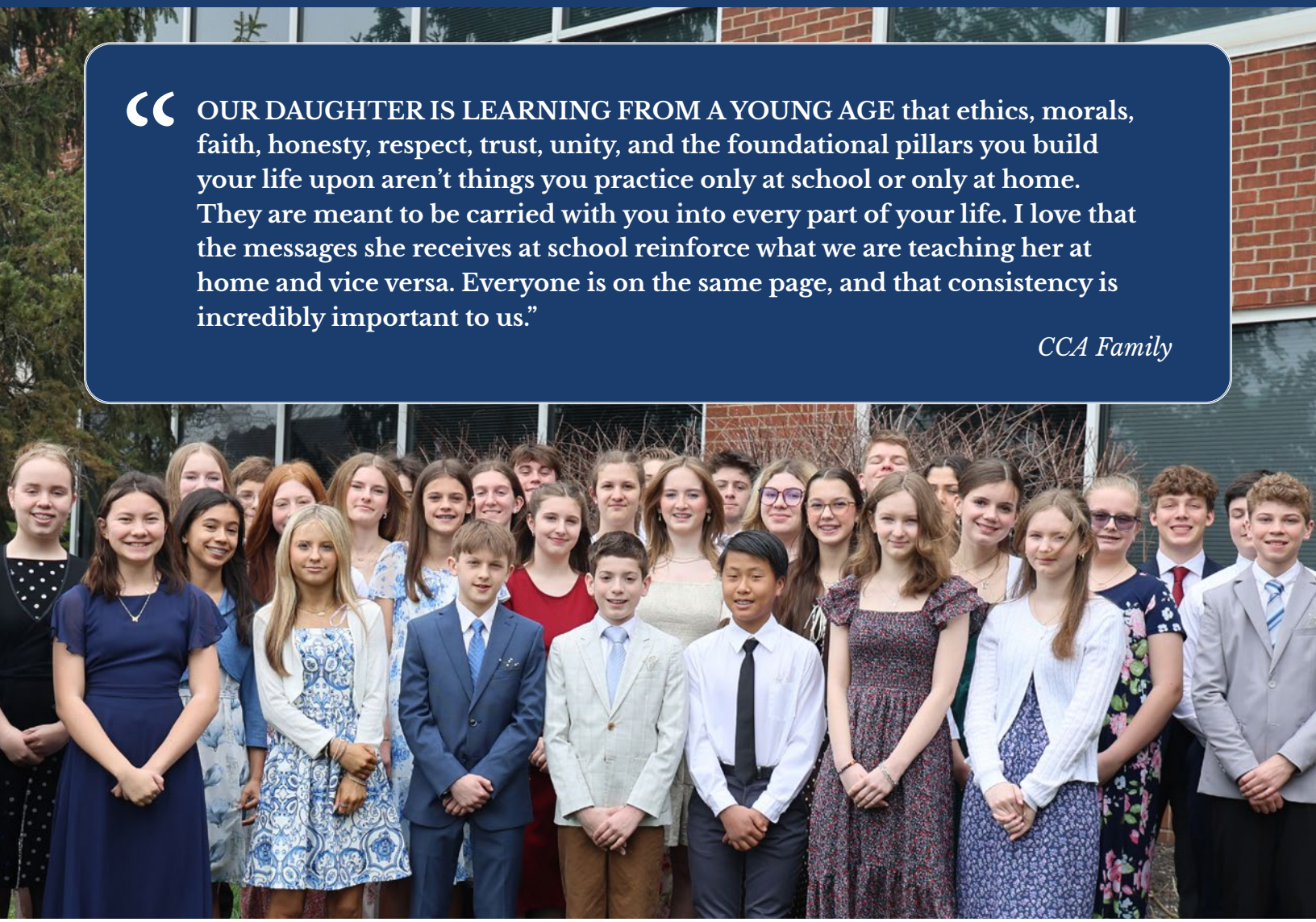



COLUMBUS CLASSICAL ACADEMY


tradition




EXIT



> **OUR DAUGHTER IS LEARNING FROM A YOUNG AGE that ethics, morals, faith, honesty, respect, trust, unity, and the foundational pillars you build your life upon aren't things you practice only at school or only at home. They are meant to be carried with you into every part of your life. I love that the messages she receives at school reinforce what we are teaching her at home and vice versa. Everyone is on the same page, and that consistency is incredibly important to us."**
>
> *CCA Family*

COLUMBUS CLASSICAL ACADEMY

A Hillsdale College Curriculum School

SOCIETY FOR CLASSICAL LEARNING

HILLSDALE COLLEGE K-12 CURRICULUM LICENSEE

IEW REGISTERED SCHOOL