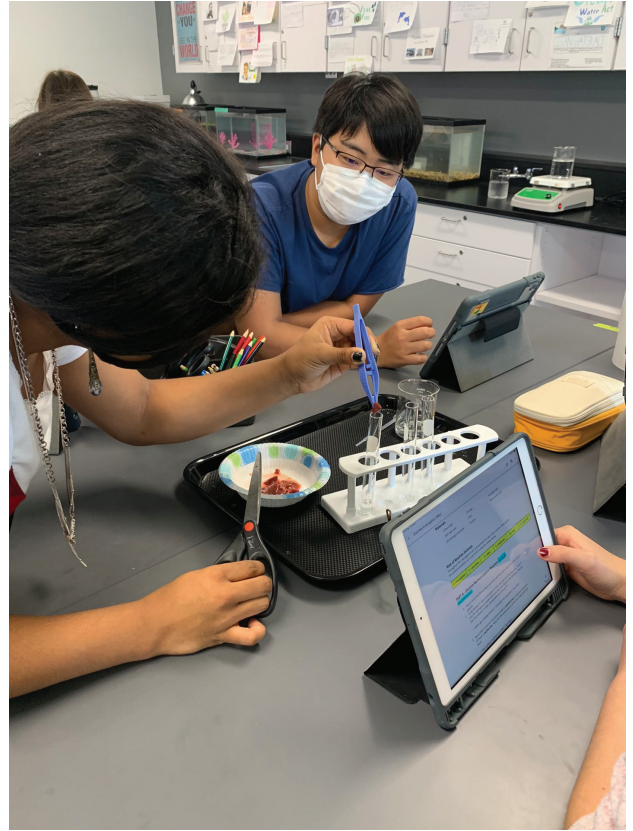


# SERVE



# LEAD



# SUCCEED



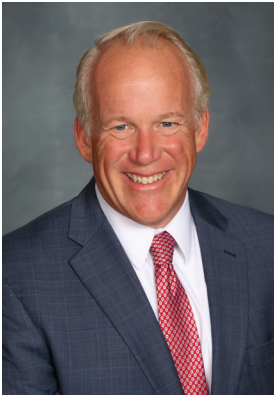
## Quality Profile

Challenge and support every student, every step of the way

March 2022

# About the Quality Profile

DEAR UPPER ARLINGTON RESIDENTS,



We are proud to share with the entire community our Quality Profile, our annual accountability report that gives our community a clear and transparent look at what's happening in our schools and with our students. As you'll see, the Quality Profile aligns with our 2019-2024 Strategic Plan, which identifies a focused set of priorities that support our position as a national leader in education and continue our focus on *challenging and supporting every student, every step of the way*.

**Whole learning** is our core business — academics. We are building on the district's long-running philosophy of educating the whole child by providing rigorous academic content and real-world learning experiences that will give our students an even stronger foundation to serve, lead and succeed in life.

**Student and staff well-being** is critical to fostering a safe and inclusive environment where our students can thrive. Students and staff must be well to be able to learn or teach to their fullest potential — and that is why well-being is critical to the academic success of our students.

**Continuous improvement** is the foundation of the strategic plan. This is the idea of getting better at getting better — and you'll see that this is threaded through this document, just as it is threaded through everything we do in our schools.

These priorities are all grounded in our mission, vision and values:

- **OUR MISSION:** *Challenge and support every student, every step of the way*
- **OUR VISION:** *Uniquely accomplished students prepared to serve, lead and succeed*
- **OUR VALUES:** *Start with Heart, Strength in Team and Contagious Drive*

We believe it is critically important to continue to provide our community with the Quality Profile to measure our progress toward our strategic priorities. If you have any suggestions, please complete the form available on our website, [uaschools.org/qualityprofile.aspx](https://uaschools.org/qualityprofile.aspx). You can also feel free to contact me at (614) 487-5030 or [superintendent@uaschools.org](mailto:superintendent@uaschools.org).

Sincerely,

**Paul Imhoff, Ed.D.**  
Superintendent, Upper Arlington Schools

## 2022 Upper Arlington Board of Education



The Board of Education is proud to serve the students, staff, families and residents of Upper Arlington Schools. Upper Arlington Schools is a national leader in education due in large part to an unprecedented level of partnership with our community. We invite all residents to stay connected with the schools and to reach out with questions.

*President Lori Trent, Vice President Jenny McKenna, Member Nancy Drees, Member Nidhi Satiani, and Member Lou Sauter*

## Stay Connected

Upper Arlington Board of Education  
[boe@uaschools.org](mailto:boe@uaschools.org)

Paul Imhoff, Ed.D., Superintendent  
[superintendent@uaschools.org](mailto:superintendent@uaschools.org)

Andrew Geistfeld, Treasurer/CFO  
[treasurer@uaschools.org](mailto:treasurer@uaschools.org)

**The Mincy Center**  
**Upper Arlington Schools**  
1619 Zollinger Road  
Upper Arlington, OH 43221  
(614) 487-5000



[www.uaschools.org](https://www.uaschools.org)



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**Upper Arlington City Schools app**  
in the App Store and Google Play

# Strategic Plan

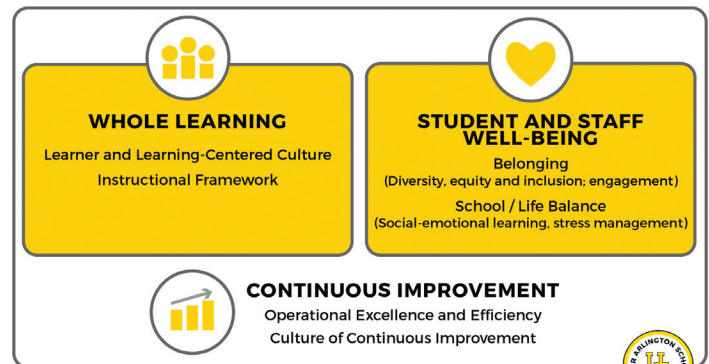


## Building Our Future by Building on Our Strengths

The 2019-2024 Strategic Plan builds upon our prior plan by intently focusing on a set of recommendations that support the district's mission, vision and values.

The 2019-2024 Strategic Plan focuses even more intently on academics and our long-running philosophy of educating and supporting the whole child. The plan is guided by a clear vision of student success that reflects the shared aspirations of our students, families, staff and community. It guides everything that happens in our schools — including learning, instruction, resource allocation, physical environment and day-to-day operations.

The strategic plan takes a disciplined approach to two strategic priorities — whole learning and student and staff well-being. Continuous improvement serves as the foundational element of the plan.



**OUR  
MISSION**

**CHALLENGE AND SUPPORT  
EVERY STUDENT,  
EVERY STEP OF THE WAY.**

**OUR  
VISION**

**UNIQUELY  
ACCOMPLISHED**  
STUDENTS PREPARED TO SERVE, LEAD AND SUCCEED.

**OUR  
VALUES**

**START WITH HEART  
STRENGTH IN TEAM  
CONTAGIOUS DRIVE**

# Whole Learning

At the core of the strategic plan is whole learning. This priority area focuses on academics – the center of the Upper Arlington Schools experience – and builds on the district’s long-running philosophy of educating the whole child. We want to provide our students with a strong foundation in academics and encourage their success throughout their time in Upper Arlington so that they are uniquely accomplished and prepared to serve, lead and succeed here and in their next steps in life.

## PREPARED TO **SERVE, LEAD AND SUCCEED**

Upper Arlington Schools continues to be a leader in academic success in central Ohio and across the state.

**#1**

in the state

In the combined percentage of students taking Advanced Placement (70.3%) and International Baccalaureate courses (47.2%), giving them stronger transcripts for college and the ability to earn college credit while still in high school

**#1**

in central Ohio

And **#4 in the state** in the percentage of students scoring at “remediation free” levels on the ACT (72.7%) — meaning our students’ performance on the ACT shows they are ready for college level coursework while still in high school

**#2**

in central Ohio

And **#7 in the state** in “Prepared for Success” percent at 95.9% — indicating our students are among the best prepared in the state for future opportunities in college or career

**#3**

in central Ohio

And **#9 in the state** in the percentage of students enrolled in college within two years of high school graduation (87.1%, Class of 2018)

**Out of approximately 610 school districts\***

Source: 2020-2021 State Report Card

\*Total varies slightly each year depending on the reporting category.

## College Readiness and Assessments

Upper Arlington students continue to perform significantly above the state and national averages on college readiness and entrance examinations. These results show our students are prepared for college and career well before they graduate from Upper Arlington High School.

### PSAT/NMSQT College and Career Readiness 2020-2021



### Average ACT Score

Class of 2021

Highest possible composite score: **36**



### Class of 2021

**14** National Merit Semifinalists  
**13** Commended Scholars

**25** IB Diploma recipients

### Average SAT Score

Class of 2021

Highest possible composite score: **1600**



# Whole Learning

## College Level Coursework

### 2020-2021 SCHOOL YEAR

Upper Arlington Schools is a leader in the state of Ohio in the percentage of students pursuing college-level coursework at the high school level. Upper Arlington High School offers three opportunities for students to earn college-level credit through Advanced Placement, International Baccalaureate and College Credit Plus.

#### ADVANCED PLACEMENT

**1,497**

student enrollments in 24 courses offered at UAHS

**76.7%**

test passage rate, indicating a score of 3 or higher (out of 5)

#### INTERNATIONAL BACCALAUREATE

**845**

student enrollments in 21 courses offered at UAHS

**96.72%**

test passage rate, indicating a score of 4 or higher (out of 7)

#### COLLEGE CREDIT PLUS

**167**

student enrollments in courses offered at UAHS, Columbus State Community College, and The Ohio State University

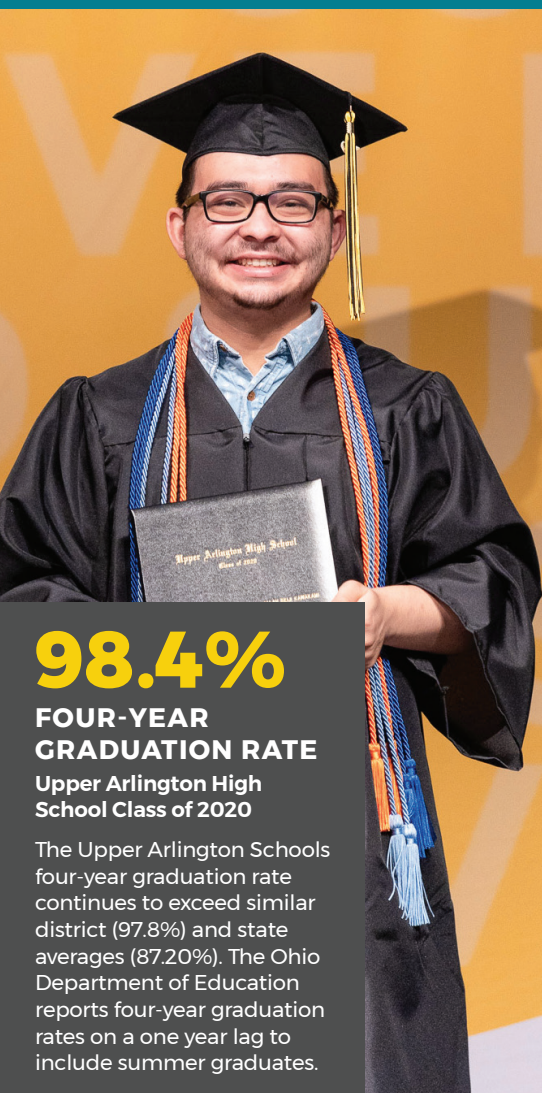
**98%**

students earning college credit



**48**

college-level courses (AP, IB and CCP) offered at Upper Arlington High School



**98.4%**

#### FOUR-YEAR GRADUATION RATE

Upper Arlington High School Class of 2020

The Upper Arlington Schools four-year graduation rate continues to exceed similar district (97.8%) and state averages (87.20%). The Ohio Department of Education reports four-year graduation rates on a one year lag to include summer graduates.

## Next Steps for Our Golden Bears

Upper Arlington Schools is committed to preparing students for their next step in life – whether it is college, employment or another option. Upper Arlington High School consistently ranks among the top schools in the region and the state in the percentage of students who enroll in college within two years of graduation. For the Class of 2021, the majority of our newest alumni have chosen to pursue their education at colleges and universities across the country – in all of the states marked in Golden Bear gold.

**89%**

Class of 2021 graduates planning to attend a four or two year college

**118**

Colleges and universities across the country and in Canada

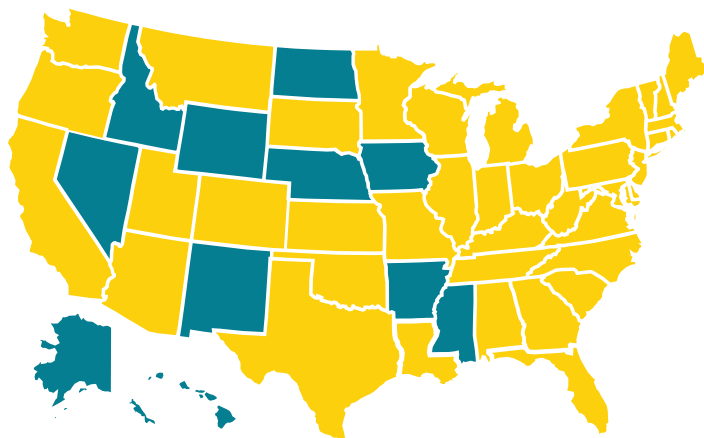
0.8% other education

1.5% gap year

3.1% employment

0.6% military

5% other



**\$4,328,237**

total scholarships accepted

# Whole Learning

Whole learning is rooted in our district's mission to challenge and support every student, every step of the way. Through the lens of continuous improvement, which is the foundation of the 2019-2024 Strategic Plan, we are taking a disciplined and ongoing approach to improving student outcomes tied to academics and our whole-child philosophy. There is no finish line — just a contagious drive to provide the highest quality of education to current and future generations of students.

## Continuous Improvement in Whole Learning

### Multi-Tiered System of Support

Upper Arlington Schools is taking the lead in education nationwide by implementing a multi-tiered system of support (MTSS) at all levels — beginning with elementary this year, followed by grades 6-12 in 2022-2023 — so that every student is able to maximize their academic, social and emotional growth. Through the MTSS framework, our teachers are able to identify and develop a plan for any students who may need extra learning support in any area. As a district, we are also able to identify trends within segments of the student population as well to ensure their academic growth — which is a critical part of our commitment to diversity, equity and inclusion in our schools. The MTSS framework expands on existing structures and practices in our schools to ensure that every student is able to access learning through whatever interventions, supports or extensions they need to continue to stretch.



### All-day Kindergarten

In the fall of 2021, Upper Arlington Schools launched a new all-day kindergarten program to better meet the needs of developing learners so that they are able to grow academically, socially and emotionally. The Board of Education had been planning for this for the past few years — preparing to launch the program as soon as there was space available thanks to the completion of all five new and renovated elementary schools in August 2021.

By transitioning from a part-day to a full-day program, our teachers now have double the time in the classroom each day with our youngest learners to develop their skills in the core academic areas such as literacy and math. In a typical five-day week, that's nearly 18 hours more for the 470 students enrolled in kindergarten this school year.

**"Our full day kindergarten program has been a positive change for many reasons. The most significant difference is having more time to work with students and meet individuals exactly where they are."**

**Jamie Trainor** | Kindergarten teacher

# Whole Learning

## New Approach to Literacy

For the past decade, Upper Arlington Schools has set the standard for literacy instruction by building a strong foundation for success for early readers. At the heart of this work is the district's long-standing commitment to educating and supporting the whole child. It's that commitment that has led Upper Arlington Schools to take this work a step further — by introducing a new literacy framework that incorporates the scientific research into how children learn to read in order to create a successful outcome for every student.

Literacy, or the ability to read and write, is the foundation for all learning. Our instructional framework reflects scientific-based research on how a child's brain learns to read. The emphasis begins with building strong, automatic foundational skills such as phonemic awareness (the idea of learning how sounds fit together to form words) and phonics. This is coupled with providing practice with feedback for application of these skills as well as growing vocabulary and comprehension skills through read-alouds and engaging discussions. A key part of instruction will be the district's multi-tiered system of support, which puts the structures in place to support differentiated and personalized learning for every student. The adoption of this new framework also coincides with the district's transition to all-day kindergarten, which gives teachers more time to develop students' skills in this key area of academics.

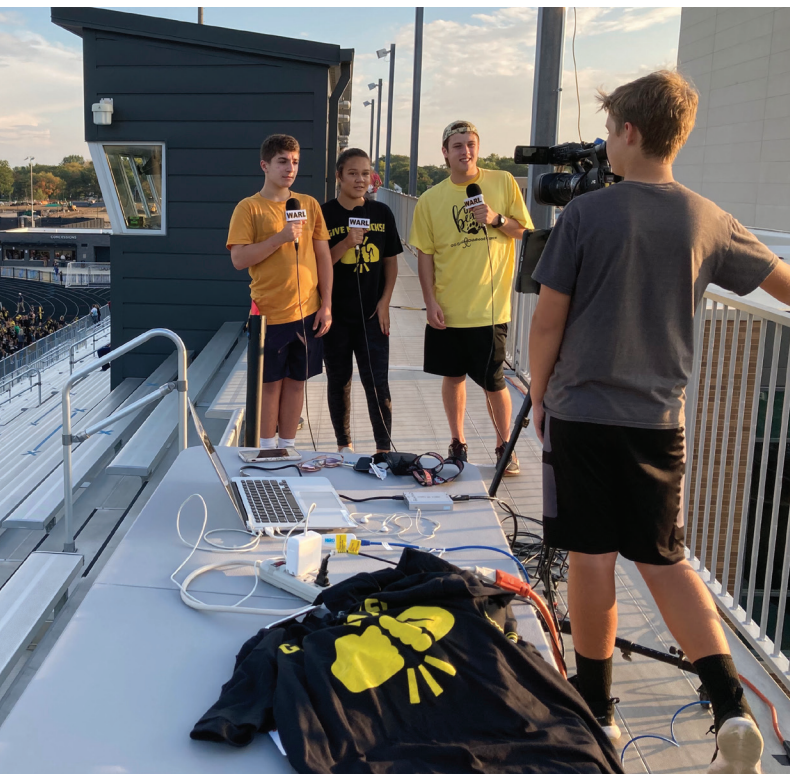


## Academic Innovation

Through the Research & Design process at the high school level, Upper Arlington Schools is taking the lead in launching new academic programming that prepares students for their next step in life. Through this collaborative process that gathers staff and student feedback, Upper Arlington High School is able to explore, prototype and design innovative approaches to teaching and learning that set the standard on the local, state and national levels.

For the 2021-2022 school year, this process has led to the creation of courses such as Gameday Productions, a real-world complement to existing broadcast journalism courses, and Leadership Theory & Practice, a project-based laboratory course that equips students with lifelong career-based leadership skills.

In the coming school year, students will be able to select a first-of-its-kind multidisciplinary complement of courses that grew out of the Research & Design process. This two-year program of studies known as LABS represents the convergence of four International Baccalaureate courses in literature, cultural anthropology, business management and environmental systems and may become a model for IB programs locally and globally.



## Profile of an Engaged Learner

Coming in 2022 will be the Upper Arlington Schools Profile of an Engaged Learner, an important focus of our whole learning priority. The Profile of a Learner will articulate the knowledge, skills and attributes that we believe will prepare our students to serve, lead and succeed in Upper Arlington and beyond. This document will reflect our vision for all Upper Arlington learners at every stage and every grade because we value the experience of every student, at every point in the Upper Arlington education. Our Teaching and Learning Team, a work group of educators from across the district, are in the final stages of refining this document — which we anticipate having completed this year.

# Student and Staff Well-Being

Well-being has never been more important for the students, families and staff of the Upper Arlington Schools. Fostering a safe and inclusive learning environment where our students and staff can thrive is critical to our commitment to well-being. We are focusing on two key elements of well-being – belonging and balance – which are critical to the academic success of our students and our mission to challenge and support every student, every step of the way.

## Start with Heart

Our well-being commitment is rooted in relationships – making sure everyone feels loved, embraced and celebrated in our schools.

### Supportive Relationships at School

*Percentage of students who have a teacher or other adult at school they can count on to help them, no matter what*

**88%**

Elementary (grades 3-5)

**69%**

Secondary (grades 6-12)

*Percentage of students who have a friend at school who they can count on to help them, no matter what*

**89%**

Elementary (grades 3-5)

**89%**

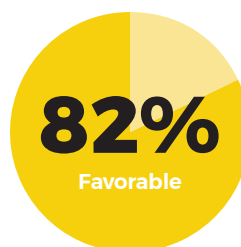
Secondary (grades 6-12)



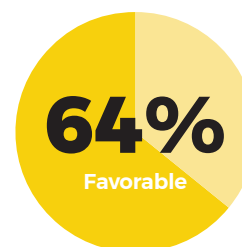
### Sense of Belonging at School

Elementary (grades 3-5)

Secondary (grades 6-12)



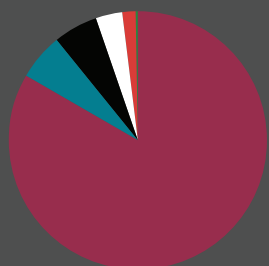
56% completely belong  
26% belong quite a bit  
10% belong somewhat  
6% belong a little bit  
2% do not belong at all



23% completely belong  
41% belong quite a bit  
23% belong somewhat  
9% belong a little bit  
4% do not belong at all

Source: Fall 2021 well-being survey

### 2021-2022 K-12 STUDENT POPULATION\* OUT OF APPROXIMATELY 6,200 STUDENTS



**83.5%**

White/non-Hispanic

**5.74%**

Multiracial

**5.52%**

Asian/Pacific Islander

**3.51%**

Hispanic

**1.68%**

Black/non-Hispanic

**0.03%**

American Indian or Alaskan Native

\*Due to rounding, percentages do not add to 100.

\*\*Most recent data available from the 2020-2021 school year data, as gifted testing has not been completed for the 2021-2022 school year.

**17.36%**

Students with disabilities

**1.67%**

English language learners

**39.10%**

Students identified as gifted\*\*

**32**

Languages (other than English) spoken at home

**3.51%**

Economically Disadvantaged

### 2020-2021 UPPER ARLINGTON SCHOOLS STAFF

OUT OF 863 EMPLOYEES

**95.94%** White / non-Hispanic

**2.09%** Black / non-Hispanic

**0.23%** Hispanic

**0.23%** Asian or Pacific Islander

1.51% not collected

# Student and Staff Well-Being

## Continuous Improvement in Well-Being

### Data-Driven Approach

Upper Arlington Schools now utilizes two social-emotional surveys for students to support our work in the area of well-being. These surveys are voluntary and anonymous, and they provide valuable insight on our students' mindsets and approaches to learning. They cover topics such as self-management; social awareness; emotion regulation; supportive relationships; sense of belonging; diversity and inclusion (grades 6-12 only); and health and risk behaviors and environmental factors that impact safety (grades 7-12 only). These surveys inform our work and programming to support the well-being of our students, which is critically important to academic achievement.



### Opportunities for Interconnectedness

Upper Arlington Schools is committed to providing our students with access to classroom and co-curricular opportunities and resources that support their well-being. Our staff and students are building on existing student life offerings and branching out into different school buildings to foster interconnectedness among our students of all levels.

#### FOR EXAMPLE:

- The Upper Arlington High School Ambassadors of Change is supporting the launch of similar clubs at the middle schools.
- Another student group at UAHS — Teaching Others About Diversity — is providing monthly visits and related arts activities for students in one of our elementary schools.
- And, thanks to the Upper Arlington Education Foundation, Ferris, a facility dog, is providing opportunities for UAHS students with disabilities to strengthen their skills and connect with students across the building.

As we move forward, district and building-level teams of staff members will continue their work to imagine new interdisciplinary opportunities for students that will build skills around inclusion and engage the whole learner.

### Expansive Support System

Upper Arlington Schools is uniquely equipped to address the mental and physical health needs of our students thanks to a network of supports in our schools. Our students have access to full-time mental health and physical health services within their buildings through nurses, school counselors, and mental health professionals through our partnership with Syntero.

Upper Arlington Schools is also in the process of implementing a new partnership with The Ohio State University Wexner Medical Center Behavioral Health Services and Office of Student Life. This partnership will provide our students and families with school-based behavioral health services through two onsite psychotherapists who will provide both in-person and virtual services, as well as priority access for clinical services. They will have a strong collaborative relationship with our school counselors and related staff to ensure an overall continuity of services for our students.



### Commitment to Our Staff

Upper Arlington Schools believes that, in order for our students to succeed and be well in our schools, we must also be meeting the well-being needs of our staff. Our employee assistance program offers many resources for our staff members, including mental health and financial health, and we have also implemented a monthly webinar series focused on meaningful and quick-to-use well-being strategies for staff and students. Going forward, we will be looking at both creative and concrete ways to better understand and support the needs of our staff, so that they, and our students, are able to thrive.

## Strength in Team

Upper Arlington Schools students have numerous ways they can find their niche and explore their interests. Here's a snapshot from the 2020-2021 school year of the many ways our high school students are finding their niche.

# 410

students competing in 33 varsity sports, as well as junior varsity and freshman teams

# 595

students sharing their talents in the performing and visual arts

# 73

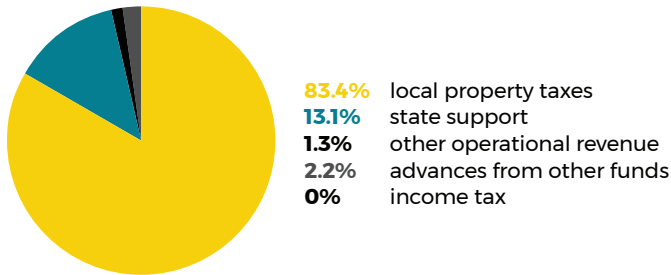
co-curricular and extracurricular activities and clubs that offer the opportunity for all students to explore their passions and interests

# Financial Focus

Effective and efficient use of our financial resources is crucial to ensuring that we can provide the high-quality educational experiences that our community expects. Through the lens of continuous improvement, we are seeking out efficiencies and creative solutions in order to ensure the majority of our budget goes to what matters most – the instruction and support of our students.

## Our Funding Sources

### GENERAL FUND, FY 2021



## 2022 School Property Taxes

### PER \$100,000 IN HOME VALUE\*

This chart illustrates the residential property tax collected in 2022 on a county-appraised \$100,000 home for various school districts in Franklin County. These amounts, which are rounded to the nearest dollar, include the portion the state pays directly for state credits such as Homestead (owner-occupied) and Rollback for levies passed before November 2013.

<b>Olentangy</b>	<b>\$1,981</b>
<b>Worthington</b>	<b>\$1,888</b>
<b>Westerville</b>	<b>\$1,822</b>
<b>Dublin</b>	<b>\$1,773</b>
<b>New Albany</b>	<b>\$1,733</b>
<b>Gahanna</b>	<b>\$1,632</b>
<b>Hilliard</b>	<b>\$1,625</b>
<b>Bexley**</b>	<b>\$1,619</b>
<b>Upper Arlington</b>	<b>\$1,617</b>
<b>Whitehall</b>	<b>\$1,380</b>
<b>Columbus</b>	<b>\$1,315</b>
<b>Reynoldsburg**</b>	<b>\$1,301</b>
<b>South-Western</b>	<b>\$1,287</b>
<b>Grandview Heights</b>	<b>\$1,239</b>
<b>Pickerington**</b>	<b>\$1,216</b>
<b>Groveport</b>	<b>\$1,184</b>

\*Includes state credit of Homestead and Rollback.

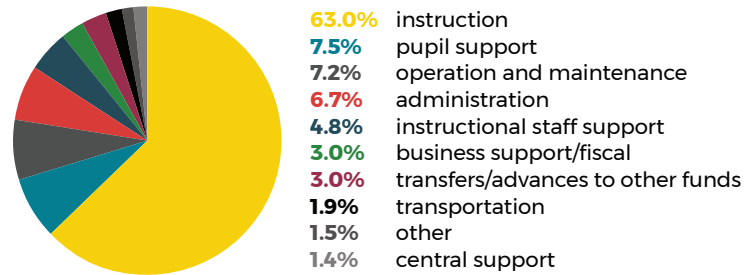
\*\* These districts also collect income tax that is not included in the above amounts.

## Responsible Financial Planning

Our district is committed to being a good steward of our community's investment in our schools. We consistently earn the Auditor of State Award for sound financial practices. We also maintain a Standard and Poor's AAA bond rating. This is the highest possible bond rating, and that translates to lower borrowing costs for the district and taxpayers.

## Where the Money Goes

### FY 2021



## \$14,215

### COST PER STUDENT (2021-2022)

## #1 IN THE STATE

**IN THE PERCENTAGE OF FUNDING DEDICATED TO CLASSROOM INSTRUCTION**  
out of approximately 610 public school districts in the state of Ohio

*Source: 2020-2021 State Report Card*

## Commitment to Efficiency

Over the past two years, in the absence of new operating funding, we have creatively stretched our financial resources by reducing our budget reserve; seeking out approximately **\$4.6 million in cost reductions**, primarily through a three-year hiring freeze on new positions; and utilizing additional COVID-related funding made available to school districts.

## Future Financial Impacts

The new five-year forecast reflects what we have been anticipating for some time – that the biggest impacts on our future finances will be inflation, enrollment growth and the decision to delay an operating levy for two years as a result of the pandemic and related economic situation. As we go forward in the 2022 calendar year, the Board of Education will continue to discuss how it will address the district's future financial needs.

# Construction



## Building Our Future

Over the past two years, Upper Arlington Schools has been **BUILDING OUR FUTURE** for the Upper Arlington students and community of today and for generations to come. A grand opening celebration in August of 2021 marked the completion of the first phase of the community-developed facilities master plan – on schedule and on budget – as the district welcomed the community inside the Barrington Elementary School renovation and addition; the new Greensview Elementary School; the Tremont Elementary School renovation and addition; the new Wickliffe Progressive Elementary School; the new Windermere Elementary School; and the new and state-of-the-art Upper Arlington High School.

These new and renovated schools provide additional space – approximately 200,000 square feet across all six buildings – to meet the needs of our growing district. In the event that growth exceeds projections, each project has been designed to have a logical place for a classroom addition, if needed.

All of these spaces will support the core business of Upper Arlington Schools – our mission of challenging and supporting every student, every step of the way. These new and renovated schools offer modern and flexible learning environments that will better prepare our students for their futures.

## upper arlington legacy

HONOR ► BUILD ► EXCEED

a capital campaign to enhance  
our excellence in education

For the first time in the history of Upper Arlington Schools, a capital campaign was brought to the forefront to support the monumental task of building state-of-the-art, comprehensive academic facilities. With nearly 400 donors and gifts ranging from \$20 to \$1 million, the Legacy campaign has exceeded its goal of raising \$7.5 million toward construction costs and project enhancements benefiting students' academic and co-curricular experiences, including music, arts and athletics.

**“The Robin Comfort STEM Commons at the new Upper Arlington High School is offering exciting new opportunities for students and teachers to collaborate on mathematics, engineering, computer science, robotics and more. Already this year, students have utilized this space to explore robotics, collaborate on cross-curricular design projects, and write Java programs to test probabilities and expected outcomes.”**

**Diane Kahle, Ph.D.** | Computer science and mathematics teacher, Upper Arlington High School



# Quality Profile

Challenge and support every student, every step of the way



**UPPER ARLINGTON SCHOOLS**

1619 Zollinger Road  
Upper Arlington, OH 43221

# Prepared to Serve, Lead and Succeed

Upper Arlington Schools is leading the way in academic excellence both here in Ohio and across the country. We are committed to providing our students with a strong foundation in academics and encouraging their success throughout their time in Upper Arlington so that they are uniquely accomplished and prepared to serve, lead and succeed, in whatever path they choose in life.

## #1 in the state

In the combined percentage of students taking Advanced Placement and International Baccalaureate courses, giving them stronger transcripts for college and the ability to earn college credit while still in high school

## #1 in central Ohio

**And #4 in the state** in the percentage of students scoring at “remediation free” levels on the ACT, indicating that they are ready for college level coursework while still in high school

## #2 in central Ohio

**And #7 in the state** in “Prepared for Success” percent, which looks at how well prepared our students are for future opportunities in college or career

## #3 in central Ohio

**And #9 in the state** in the percentage of students enrolled in college within two years of high school graduation

## #1 in the state

In the percentage of funding dedicated to classroom instruction  
**Out of approximately 610 school districts in Ohio\***

\*Total varies slightly each year depending on the reporting category.  
Source: 2020-2021 State Report Cards

## Next Steps for Our Golden Bears Class of 2021

**89%** are attending a two or four year college  
at **118** colleges and universities

Other education 0.8% | Military 0.6%

Employment 3.1% | Gap year 1.5% | Other 5%

# \$4,328,237

TOTAL SCHOLARSHIPS ACCEPTED

# Funding Our Future

Upper Arlington Schools is committed to keeping a keen eye on efficient and effective use of our financial resources while also responsibly planning for our growing enrollment and a sound financial future for our schools.

## Projected K-12 Enrollment

**24.6%** projected increase

**or more than 1,500 students from 2021-2022 to 2031-2032**

Enrollment growth is one of our most exciting challenges as a district and a community. Enrollment has grown districtwide over the past decade, and projections indicate that it will continue to grow even more significantly over the next 10 years.

## 2022 School Property Taxes per \$100,000 in home value\*

Upper Arlington Schools remains in the middle of the pack on local school property tax rates in comparison with other districts in Franklin County. Property taxes represent the majority of our revenue – approximately 83%.

<b>Olentangy</b>	<b>\$1,981</b>	
<b>Worthington</b>	<b>\$1,888</b>	
<b>Westerville</b>	<b>\$1,822</b>	
<b>Dublin</b>	<b>\$1,773</b>	
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<b>Columbus</b>	<b>\$1,315</b>	
<b>Reynoldsburg**</b>	<b>\$1,301</b>	
<b>South-Western</b>	<b>\$1,287</b>	
<b>Grandview Heights</b>	<b>\$1,239</b>	
<b>Pickerington**</b>	<b>\$1,216</b>	
<b>Groveport</b>	<b>\$1,184</b>	

\*Includes state credit of Homestead and Rollback.

\*\*These districts also collect income tax that is not included in the above amounts.

## Delayed Funding Request

As of the fall of 2022, it will have been five years since our district last went to voters to request additional operating funding. Even with the proactive cost-saving steps we have taken, our expenditures are already outpacing our revenue. This is a typical levy cycle for a school district, and it's why school districts usually go back to voters every three years to request new operating funding. As we go forward in the 2022 calendar year, the Board of Education will continue to discuss how it will address the district's future financial needs.