

2016 - 2017 Report Card for Dublin City School District

DISTRICT GRADE

Coming in
2018



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

Performance Index

82.2%..... B

Indicators Met

58.3%..... D



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

D

Value-Added

Overall..... F

Gifted.....

F

Students with Disabilities.....

F

Lowest 20% in Achievement.....

C



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

D

Annual Measurable Objectives

61.3%..... D



Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

A

Graduation Rates

97.5% of students graduated in 4 years..... A

97.6% of students graduated in 5 years..... A



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

C

K-3 Literacy Improvement

40.1%..... C



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

B

Achievement



The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

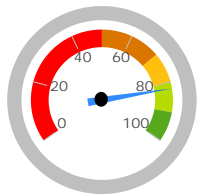
GRADE

B

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

Performance Index

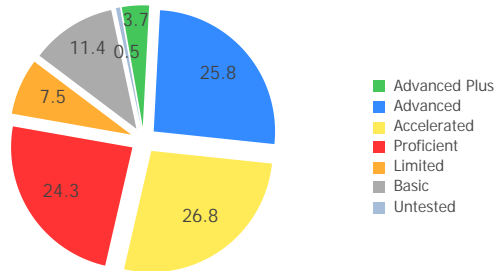


82.2%

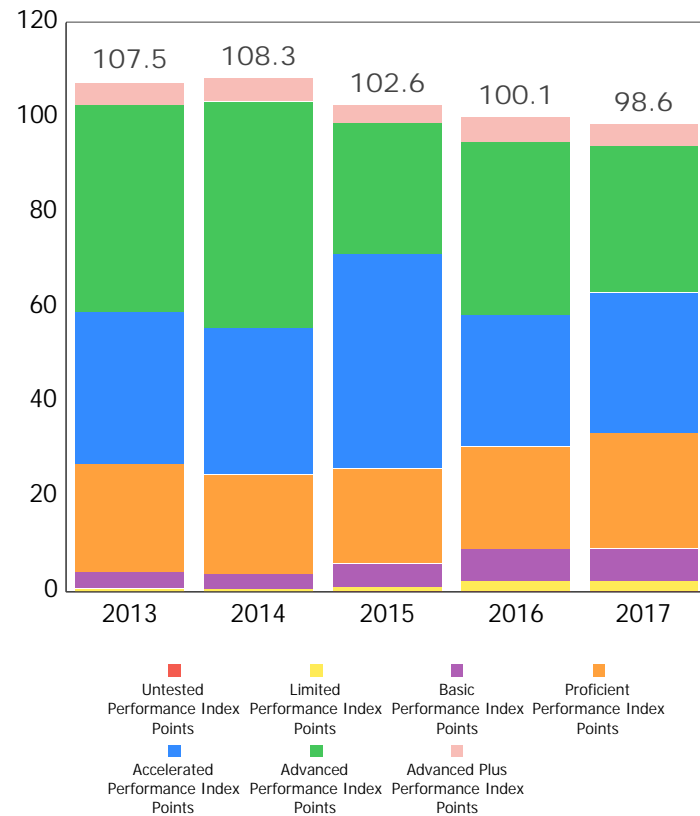
98.6 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	3.7	x	1.3	=	4.7
Advanced	25.8	x	1.2	=	30.9
Accelerated	26.8	x	1.1	=	29.5
Proficient	24.3	x	1.0	=	24.3
Basic	11.4	x	0.6	=	6.8
Limited	7.5	x	0.3	=	2.2
Untested	0.5	x	0.0	=	0.0
				=	98.6



Performance Index Trend



GRADE

D

Indicators Met

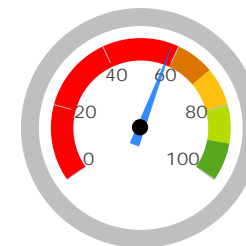
Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.

Indicators Met %

58.3%

14 out of 24

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%



Grades 3-5

3rd Grade	English Language Arts	78.3%	✗
	Mathematics	82.8%	✓
4th Grade	English Language Arts	81.7%	✓
	Mathematics	88.0%	✓
	Social Studies	90.0%	✓
5th Grade	English Language Arts	83.0%	✓
	Mathematics	77.2%	✗
	Science	84.8%	✓

Grades 6-8

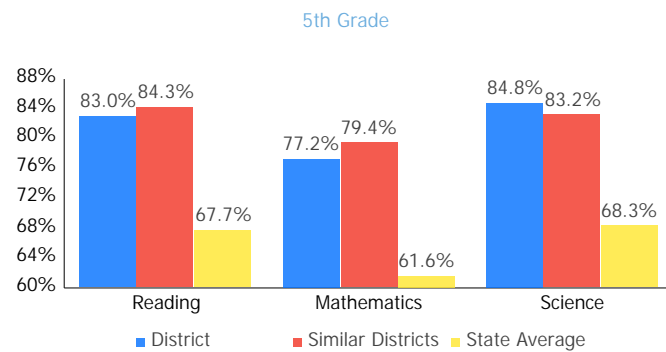
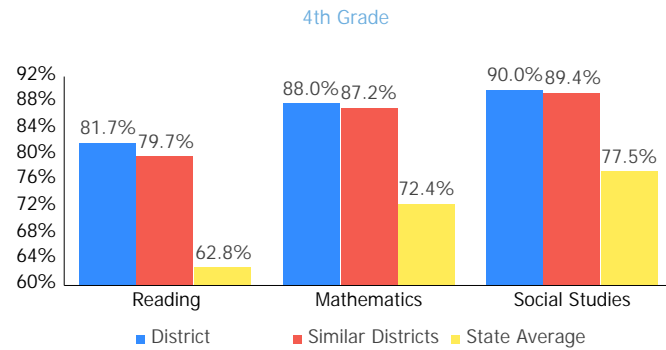
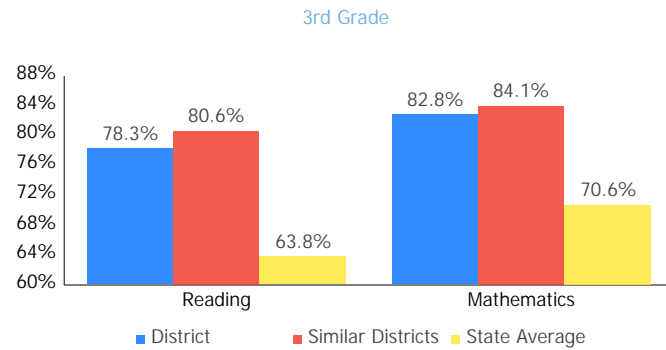
6th Grade	English Language Arts	79.2%	✗
	Mathematics	79.1%	✗
	Social Studies	85.9%	✓
7th Grade	English Language Arts	75.4%	✗
	Mathematics	74.0%	✗
8th Grade	English Language Arts	66.8%	✗
	Mathematics	82.8%	✓
	Science	84.5%	✓

High School

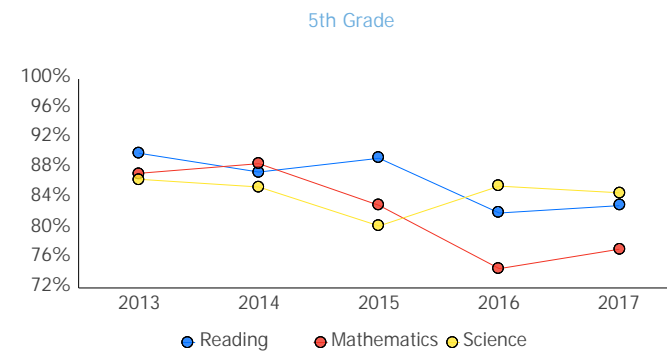
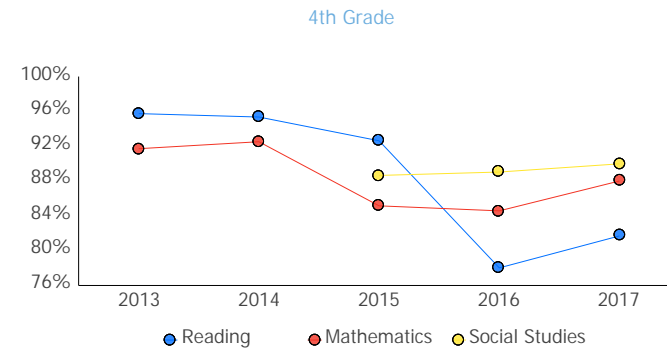
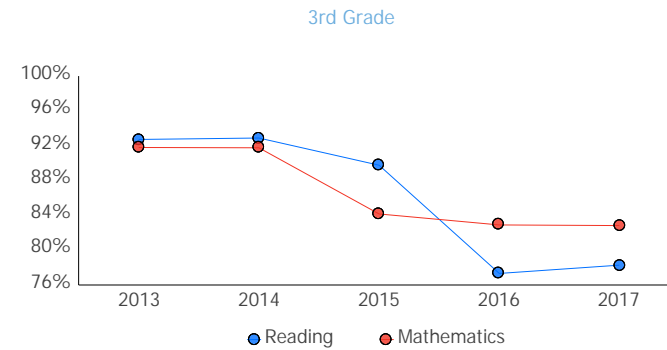
HS	Algebra I	69.3%	✗
	Biology	90.3%	✓
	English I	80.3%	✓
	English II	81.0%	✓
	Geometry	73.4%	✗
	Government	80.4%	✓
	History	85.2%	✓
	Math II	NC	

GIFTED INDICATOR ✗

Achievement Levels by Grade

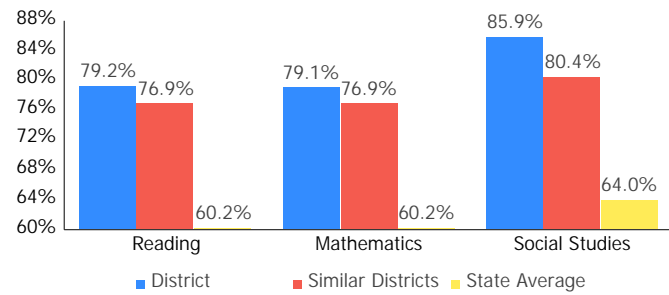


Proficient Percent Trend by Grade

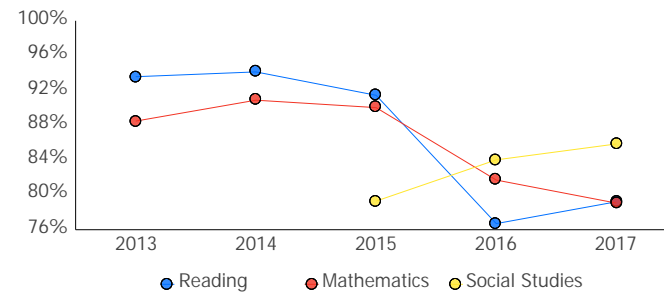


2016 - 2017 Report Card for Dublin City School District

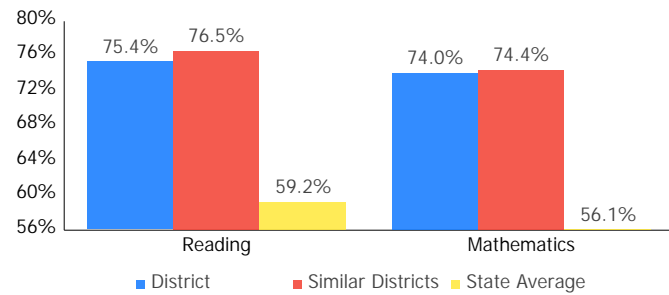
6th Grade



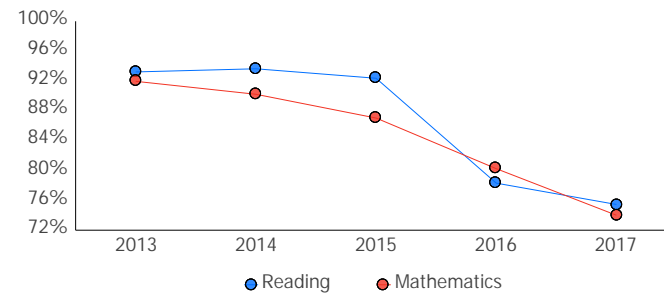
6th Grade



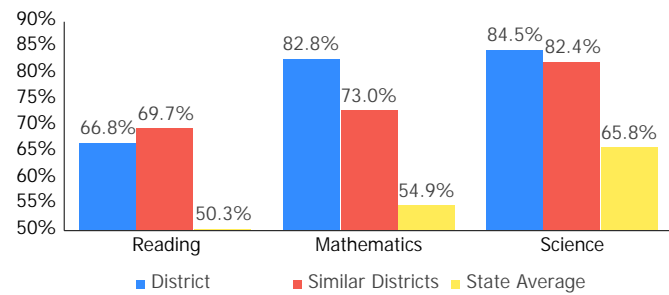
7th Grade



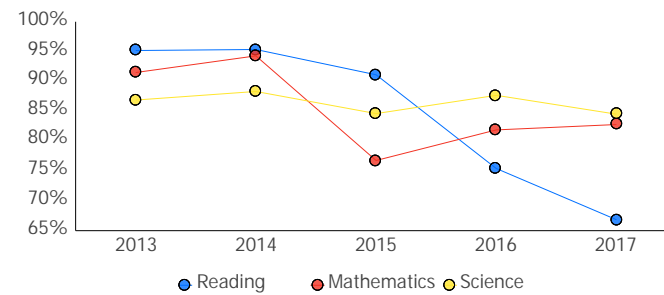
7th Grade



8th Grade



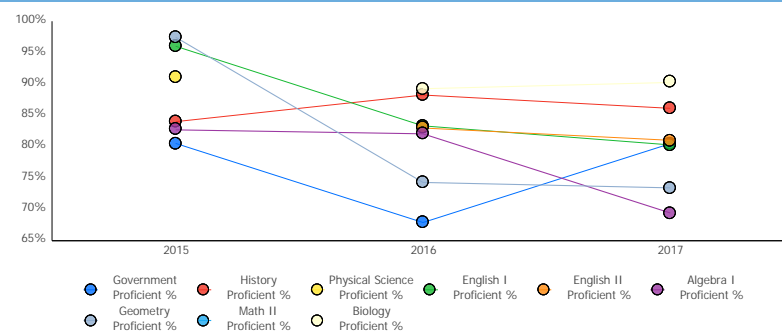
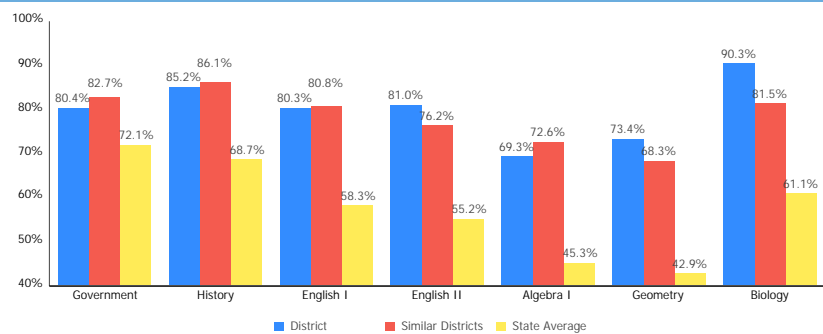
8th Grade



High School

High School

2016 - 2017 Report Card for Dublin City School District



Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

Not Met

Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade: F
Enrollment: 14,859
Value Added Met?: Not Met

Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of "NR" results in Not Met if the district has an ADM of 600 or more.

Gifted Performance Index

Performance Index: 116.539
Performance Index Met?: Not Met

Districts with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points: 54.0
Gifted Inputs Met?: Not Met

Points are earned based on identification and services provided to gifted students. Districts must earn at least 80 points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

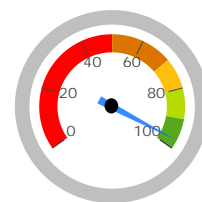
INDICATOR

Not Met

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.

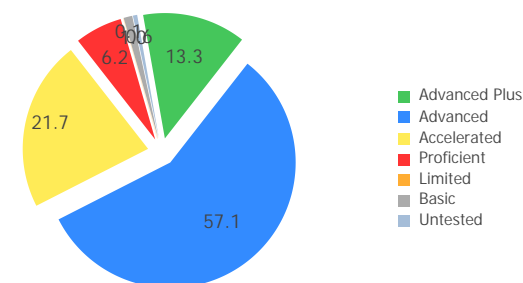


97.1%

116.539 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

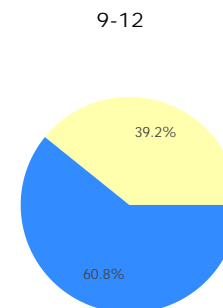
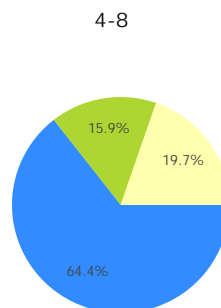
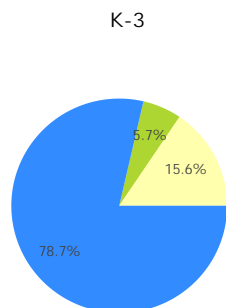
Achievement Level	Pct of Students		Points for this Level	Points Received
Advanced Plus	13.3	x	1.3	= 17.3
Advanced	57.1	x	1.2	= 68.5
Accelerated	21.7	x	1.1	= 23.9
Proficient	6.2	x	1.0	= 6.2
Basic	1.0	x	0.6	= 0.6
Limited	0.1	x	0.3	= 0.0
Untested	0.6	x	0.0	= 0.0
				116.539



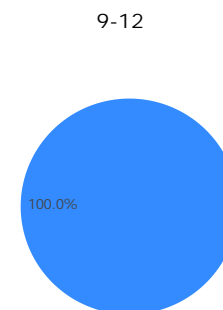
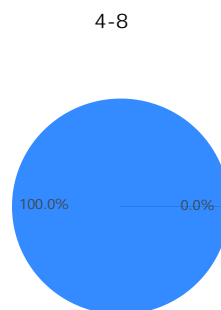
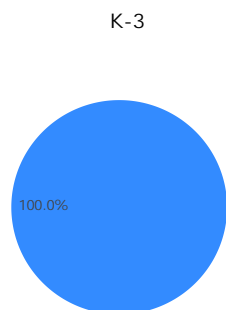
Gifted Indicator

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

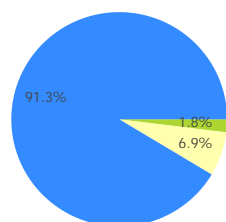
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities



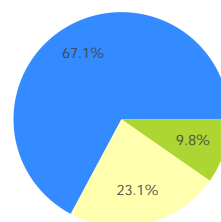
Visual/Performing Arts and Creative Thinking





Disadvantaged Students




Minority Students



 Receiving Gifted Services

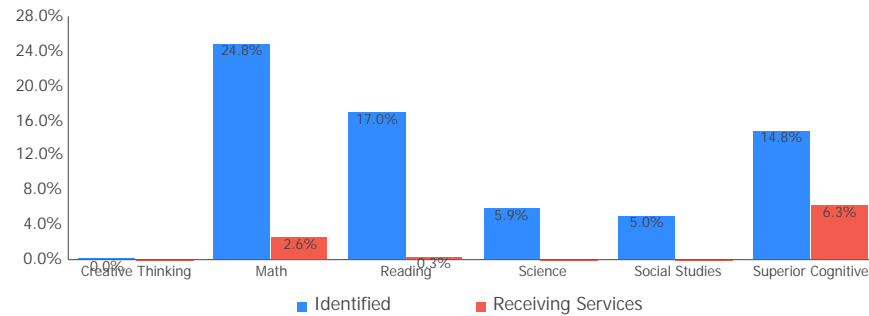
 Identified as Gifted, but not receiving services

 Not Identified as Gifted

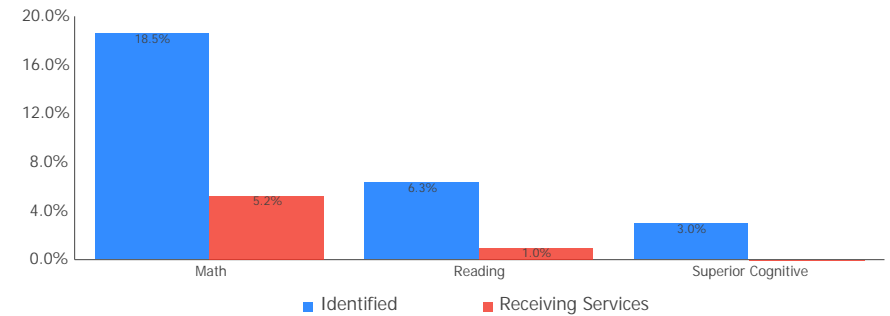
Identification and Services

These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.

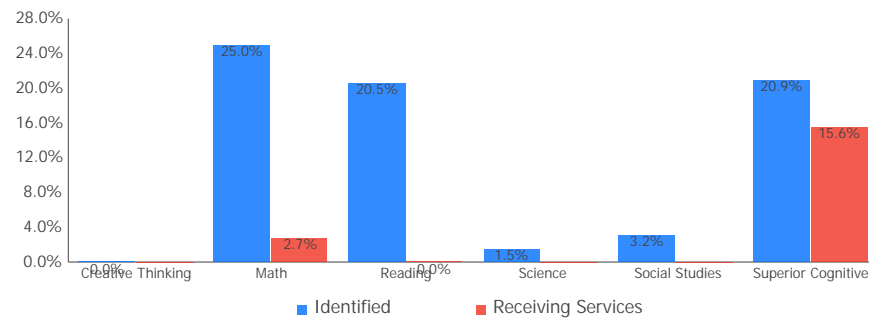
All Grades



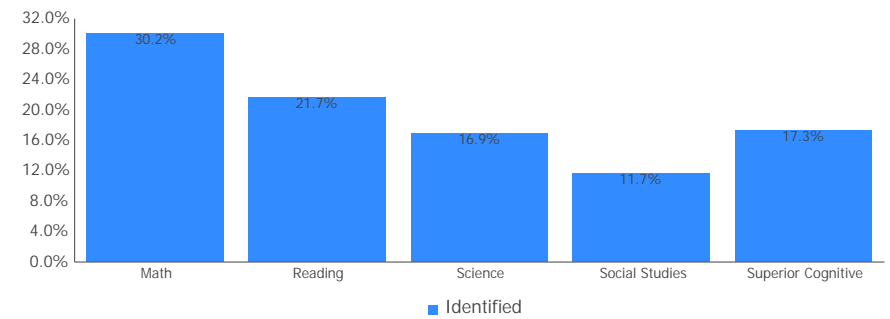
Grades K-3



Grades 4-8



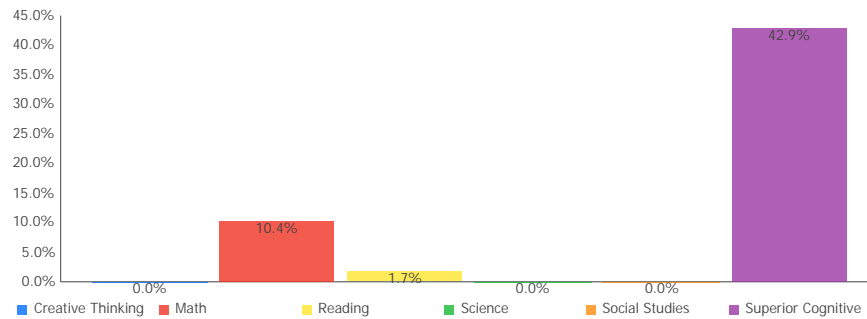
Grades 9-12



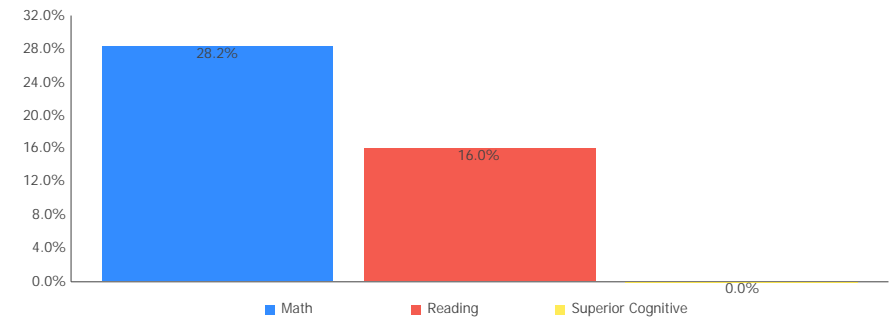
Identified and Receiving Services

These charts show, of the students identified as gifted, the percentage of students receiving gifted services.

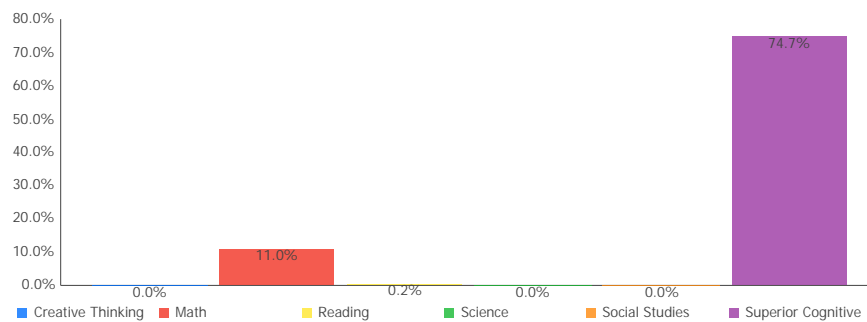
All Grades



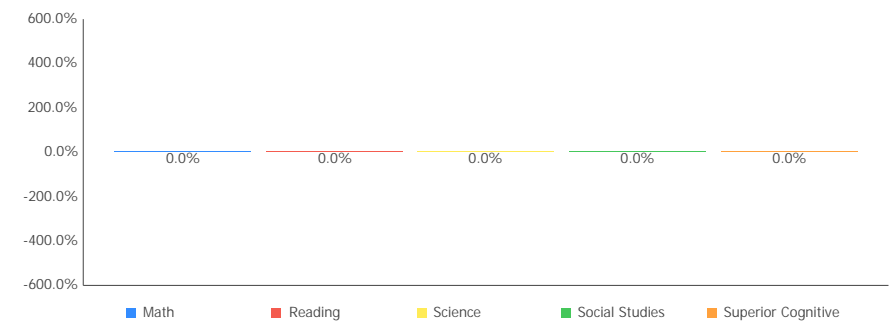
Grades K-3



Grades 4-8

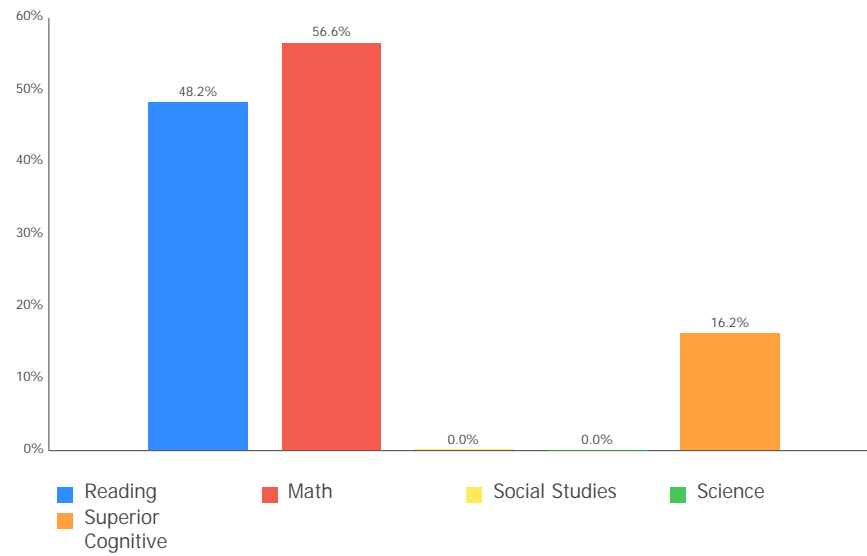


Grades 9-12



Screening

This chart shows the percentage of students screened for gifted abilities this school year.



Acceleration

Number of Subject Accelerated Students:

1,511

Number of Whole-Grade Accelerated Students:

< 10

Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

D

GRADE

F

Overall

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

GRADE

F

Gifted Students

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

GRADE

C

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

GRADE

F

Students with Disabilities

This measures the progress for students with disabilities.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score				
	English Language Arts	Mathematics	Social Studies	Science	All Tests
All Grades					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					

Test Grade		Progress Score
High School	English I	
	English II	

Test Grade		Progress Score
High School	Algebra I	
	Geometry	

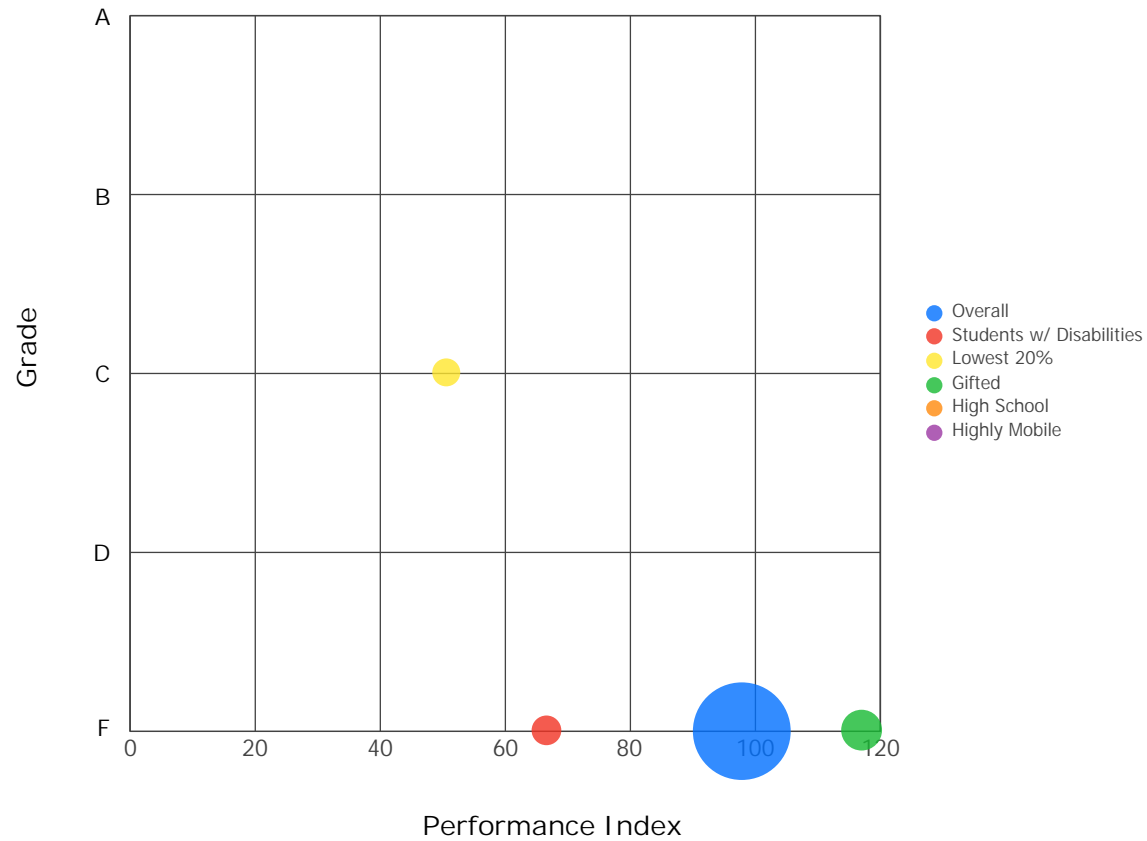
What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

	Students made more progress than expected – significant evidence
	Students made more progress than expected – moderate evidence
	Students made progress similar to the statewide expectation – evidence
	Students made less progress than expected – moderate evidence
	Students made less progress than expected – significant evidence

Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

D

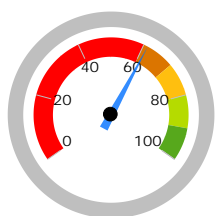
GRADE

D

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

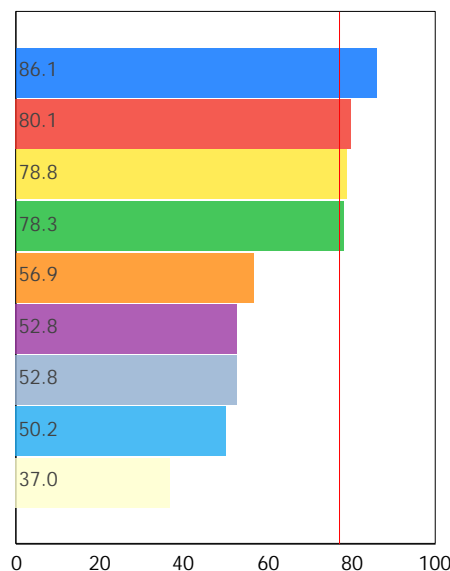
AMO Points



61.3%

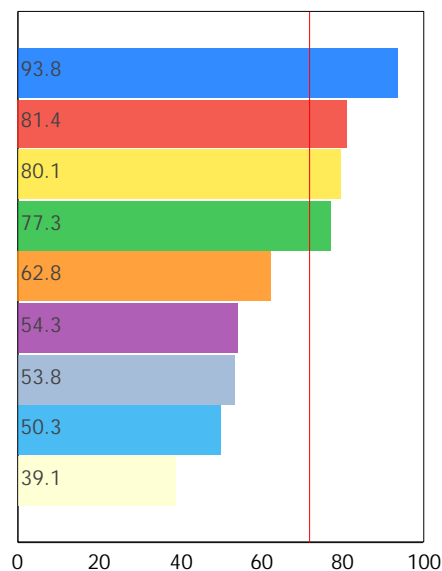
A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 60.0 - 69.9%
F = 0.0 - 59.9%

English Language Arts



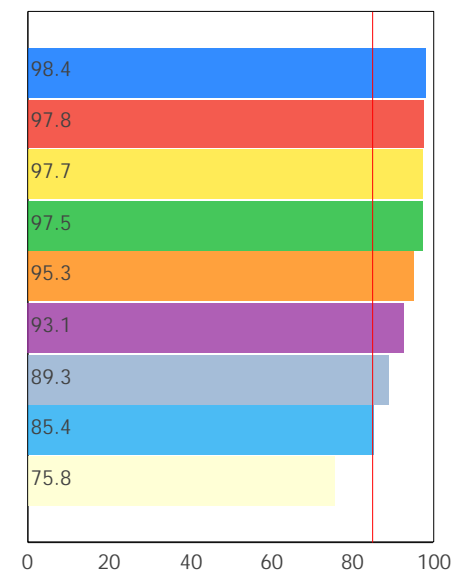
Asian/Pacific Islander White
Multiracial All Students
African American Econ Disadvantage
Hispanic Limited English
Students w/ Disabilities

Math



Asian/Pacific Islander White
All Students Multiracial
Limited English African American
Econ Disadvantage Hispanic
Students w/ Disabilities

Graduation Rate



Asian/Pacific Islander White
African American All Students
Multiracial Econ Disadvantage
Hispanic Limited English
Students w/ Disabilities

The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



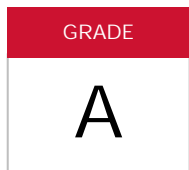
The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

A

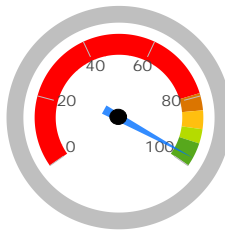
4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2016 who graduated within four years, i.e. students who entered the 9th grade in 2013 and graduated by 2016.

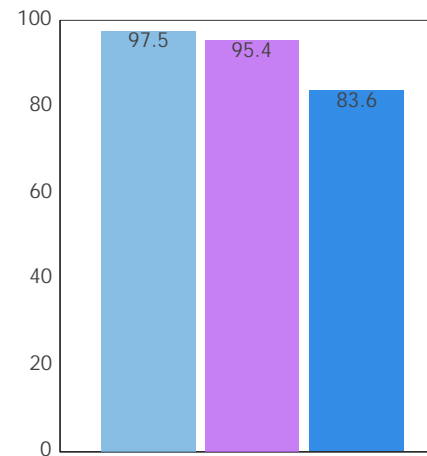


97.5%

A = 93.0 - 100.0%
B = 89.0 - 92.9%
C = 84.0 - 88.9%
D = 79.0 - 83.9%
F = 0.0 - 78.9%

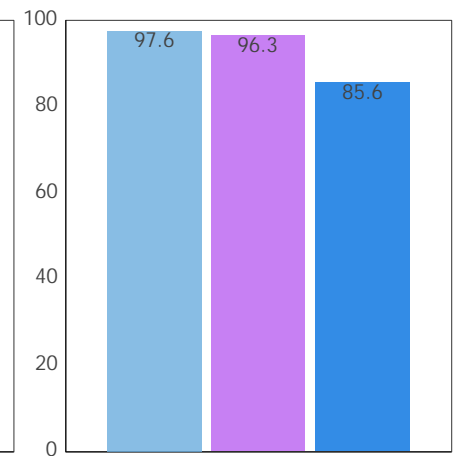


4-Year Rate



District
State Average
Similar Districts

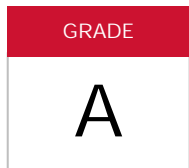
5-Year Rate



District
State Average
Similar Districts

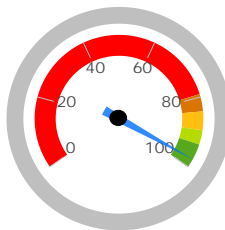
5-Year Graduation Rate

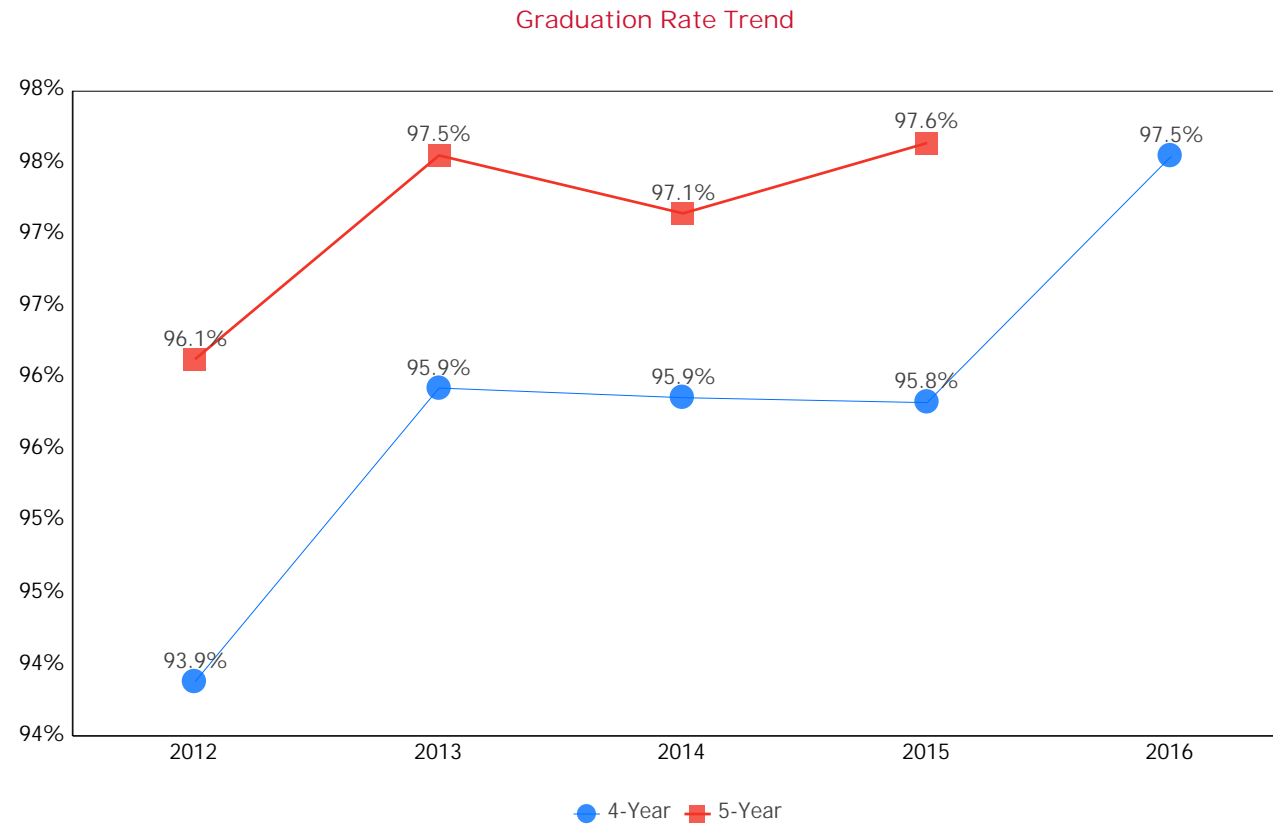
The 5-year graduation rate applies to the Class of 2015 who graduated within five years, i.e. students who entered the 9th grade in 2012 and graduated by 2016.



97.6%

A = 95.0 - 100.0%
B = 90.0 - 94.9%
C = 85.0 - 89.9%
D = 80.0 - 84.9%
F = 0.0 - 79.9%





Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

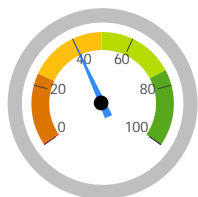
COMPONENT GRADE

C

GRADE

C

K-3 Literacy
Improvement



40.1%

A = 74.7 - 100.0%
B = 49.3 - 74.6%
C = 23.9 - 49.2%
D = -1.5 - 23.8%
F = <= -1.6%

In Your District...

153 Students
Moved to On
Track - 0 RIMP
Deductions



382 Students
Started Off Track

= 40.1%



■ Remained Off Track ■ Moved to On Track

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

Details of Measure

Year 1



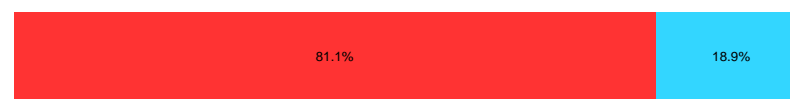
Year 2



Year 3



Year 4

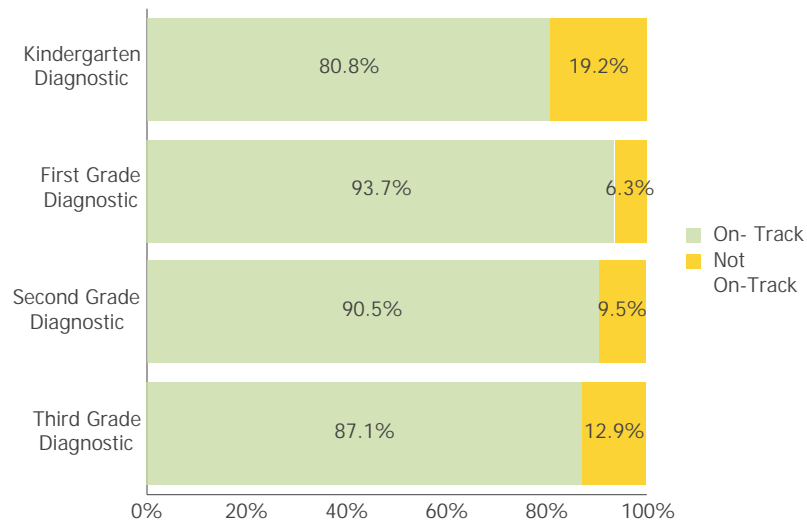


Overall



■ Remained Off Track ■ Moved to On Track

Percentage On-Track in Reading Diagnostic



This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2016-2017.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **98.9%**

How many third graders scored proficient on the state Reading test? **78.3%**

Prepared for Success



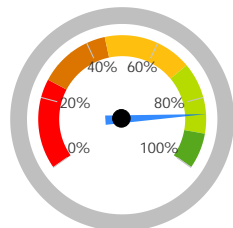
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

B

COMPONENT GRADE

B



84.6%

A = 90.0% - 100.0%
B = 70.0% - 89.9%
C = 45.0% - 69.9%
D = 25.0% - 44.9%
F = 0.0% - 24.9%

Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential

The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school

Number of Students	Point Value	Points Earned
1,581	1	1,581.0
1,277	0.3	383.1
Total Points: 1,964.1		
Graduation Cohort: 2,321		
Percentage: 84.6%		

How Prepared were Your 2015 and 2016 Graduating Classes?

ACT: Participation

84.4%

ACT: Remediation Free

65.4%

SAT: Participation

25.8%

SAT: Remediation Free

20.6%

Honors Diploma

39.6%

Industry-Recognized Credential

1.3%

Advanced Placement: Participation

69.0%

AP: Exam Score of 3 or Better

52.6%

Dual Enrollment Credit

1.1%

International Baccalaureate

31.1%

IB: Exam Score of 4 or Better

26.2%

0% 20% 40% 60% 80% 100%

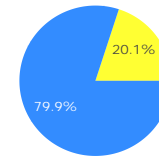
Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

How Prepared were Your 2015 and 2016 Graduating Classes?

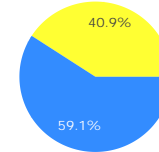
Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides [district reports](#) on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

What Percentage of the 2014 Graduating Class Entered College within Two Years? **79.9%**



What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School? **59.1%**



Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.



Superintendent: Todd F. Hoadley
Address: 7030 Coffman Rd
Dublin OH 43017-1068

Directory information current as of the 2016-2017 Report Card publication date

Phone: (614) 764-5913

County: Franklin

Career Tech
Planning District: Tolles Career and Technical
Center JVSD CTPD

Your District's Students

Average
Daily
Enrollment:

15,146

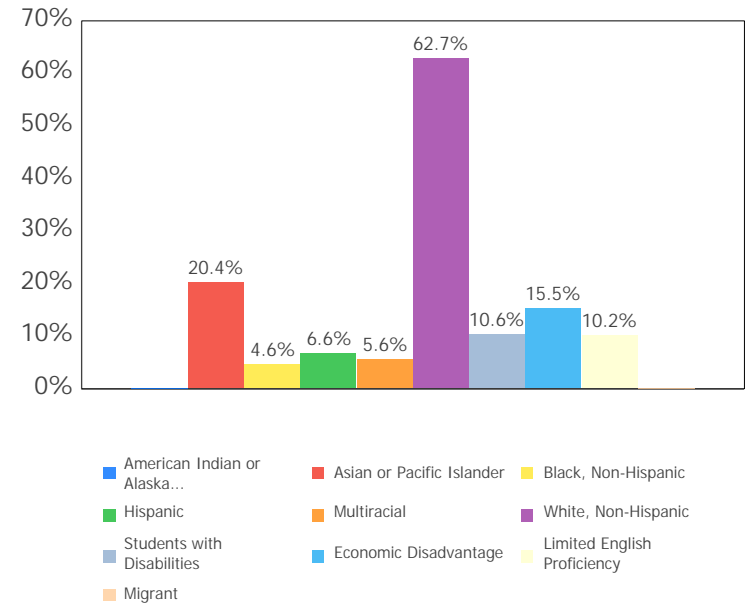
Number of
Limited
English
Proficiency
Students
Excluded from
Accountability
Calculations:

245

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	3,089	20.4%
Black, Non-Hispanic	698	4.6%
Hispanic	1,007	6.6%
Multiracial	841	5.6%
White, Non-Hispanic	9,502	62.7%
Students with Disabilities	1,598	10.6%
Economically Disadvantaged	2,354	15.5%
Limited English Proficiency	1,546	10.2%
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group



Enrollments of less than 10 students are not shown.

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OELPA results, see the Department of Education's web site at <http://education.ohio.gov>.

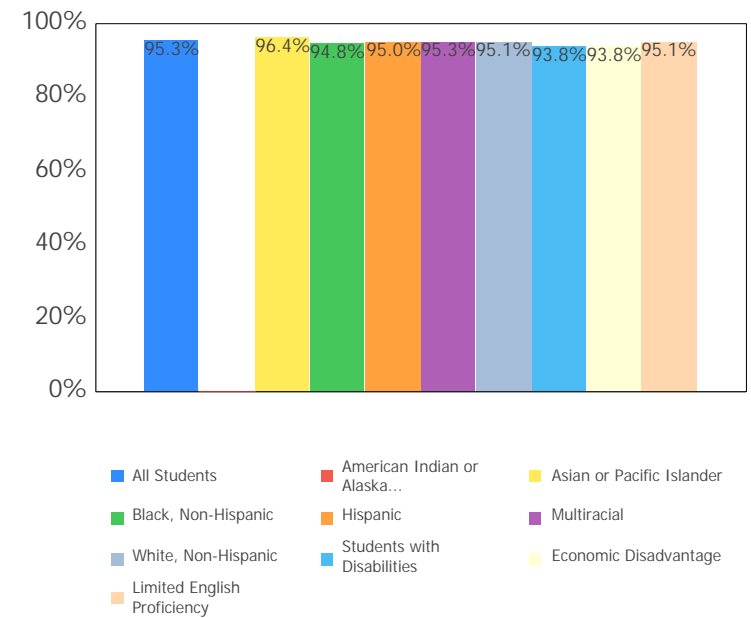
Attendance

Chronic
Absenteeism
Rate:

8.8%

	Attendance Rate
All Students	95.3%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	96.4%
Black, Non-Hispanic	94.8%
Hispanic	95.0%
Multiracial	95.3%
White, Non-Hispanic	95.1%
Students with Disabilities	93.8%
Economic Disadvantage	93.8%
Limited English Proficiency	95.1%
Migrant	NC
Male	95.5%
Female	95.1%

NC = Not Calculated because there are fewer than 10 in the group

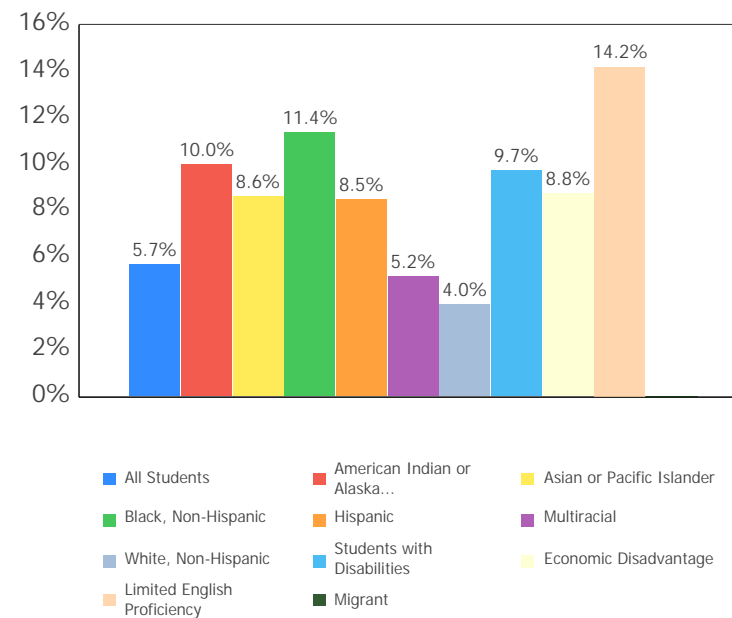


Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	District Mobility %
All Students	5.7%
Am. Indian / Alaskan Native	10.0%
Asian or Pacific Islander	8.6%
Black, Non-Hispanic	11.4%
Hispanic	8.5%
Multiracial	5.2%
White, Non-Hispanic	4.0%
Students with Disabilities	9.7%
Economically Disadvantaged	8.8%
Limited English Proficiency	14.2%
Migrant	NC

NC = Not Calculated because there are fewer than 10 in the group



This chart shows the percentage of students who, because they moved into or out of the district, did not spend a majority of the school year within the district.

Your District's Teachers

	All Schools in the District	High Poverty Schools	Low Poverty Schools
Percentage of teachers with at least a Bachelor's Degree	98.5	0.0	98.5
Percentage of teachers with at least a Master's Degree	70.3	0.0	71.7
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	2	--	2.4
Percentage of core academic subject and elementary classes taught by properly certified teachers	98.2	--	97.8
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	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.

NC = Not Calculated because there are fewer than 10 in the group

Educators in your District

	#	Per 1000 Students	State Avg per 1000 Students
School Counselors	44.0	2.9	2.3
School Nurses	35.3	2.3	1.1
School Psychologists	19.3	1.3	1.1
Interpreters	0.0	0.0	0.2
Library or Media Specialists	39.0	2.6	1.4
Audiologist	0.0	0.0	0.0
Physical/Occupational Therapist	14.6	1.0	0.8
Social Worker	2.0	0.1	0.2
General Education Teachers	700.5	46.2	46.8
Career-Technical Teachers	4.0	0.3	2.3
Special Education Teachers	97.0	6.4	10.9
Teacher Aides	54.0	3.6	7.3
Gifted Intervention Specialists	15.0	1.0	0.6
Fine Arts Teachers	36.5	2.4	3.0
Music Teachers	35.0	2.3	2.5
Physical Education Teachers	30.0	2.0	2.8
ELL Specialists	31.5	2.1	0.3
Adaptive Physical Education Teachers	4.9	0.3	0.0
Speech Language Pathologists	19.9	1.3	1.4

Your District's Principals

Percentage of principals with at least a Bachelor's Degree	79.0%
Percentage of principals with at least a Master's Degree	71.0%

Attendance Rate

93.4%

Average Salary

\$77,439

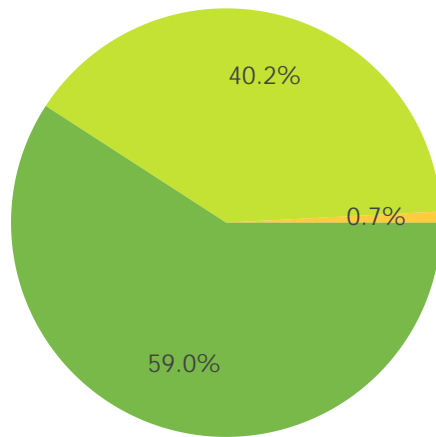
Average Years of Experience

11

Lead or Senior Teachers

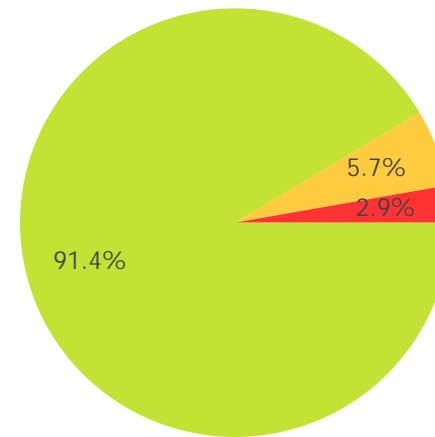
43.0

Teacher Evaluations



■ Accomplished ■ Skilled ■ Developing
■ Ineffective ■ Not Complete

Principal Evaluations



■ Accomplished ■ Skilled ■ Developing
■ Ineffective ■ Not Complete

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



School Choice Options: Place of Enrollment for Students Residing in the District

The School Choice Options data is a set of nine counts describing the place of enrollment for students residing in the school district, captured as a snapshot of a single day in the school year. Web links provide further information about certain options.

Districts and STEM Schools

15,457 students enrolled in the district where they lived

37 students enrolled in another public district through Open Enrollment

16 students enrolled in another public district by means other than Open Enrollment

Community Schools

55 students enrolled in an online community school

112 students enrolled in a site-based community school

3 students enrolled in a Dropout Prevention and Recovery Program (online or site-based)*

*Students included in Dropout Prevention and Recovery Program counts are also included in either the online or site-based community school counts.

Non-Public Schools*

0 students participated in the EdChoice Scholarship or Cleveland Scholarship Program

21 students participated in the EdChoice Expansion Program

56 students participated in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship Program

*ODE does not collect and cannot report information on district residents who are non-voucher students attending a non-public school.

Financial Data



These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Enrollment 10,000 or more

Classroom Spending Data

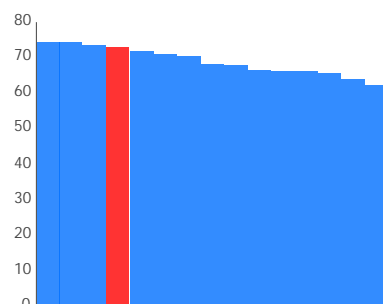
What percent of funds are spent on classroom instruction?

72.8%

How does this district rank in comparison to other districts of similar size?

4 out of 15

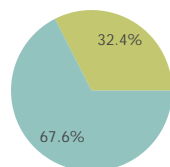
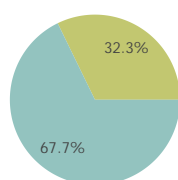
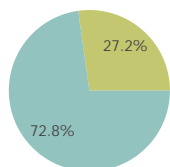
A rank of 1 indicates the highest percent spent on classroom instruction.



District

Comparison Group

State

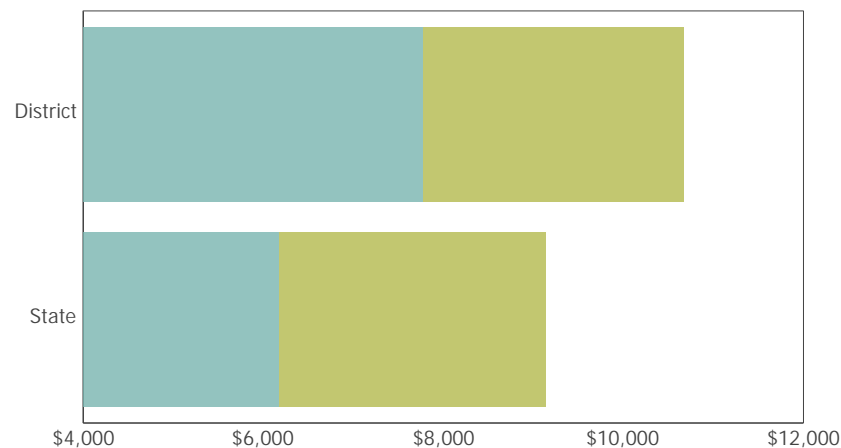


Classroom Instruction

Non-Classroom Instruction

Spending per Pupil Data

	District	State
Operating Spending per Pupil	\$10,691	\$9,149
Classroom Instruction	\$7,779	\$6,181
Non-Classroom Spending	\$2,911	\$2,968



✗ Dublin City IS NOT among the 20% of public districts with the lowest operating expenditures per pupil

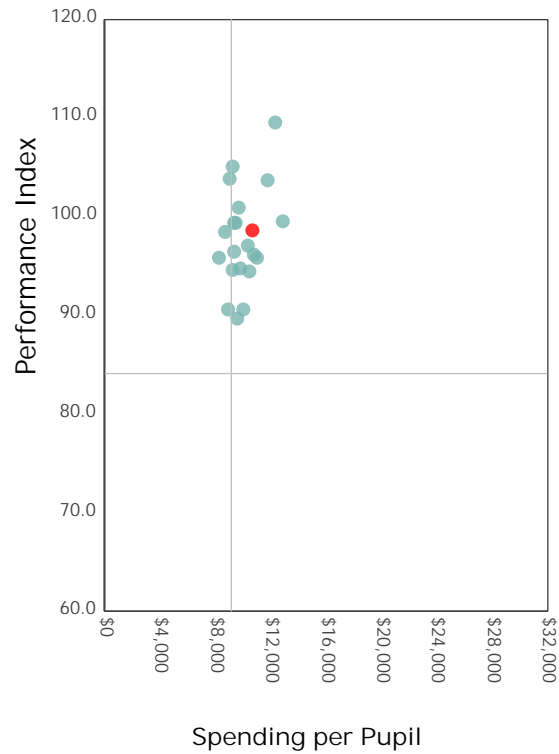
✓ Dublin City IS among the 20% of public districts with the highest academic performance index scores.

Note: District financial data do not include data associated with community schools that are sponsored by the school district.

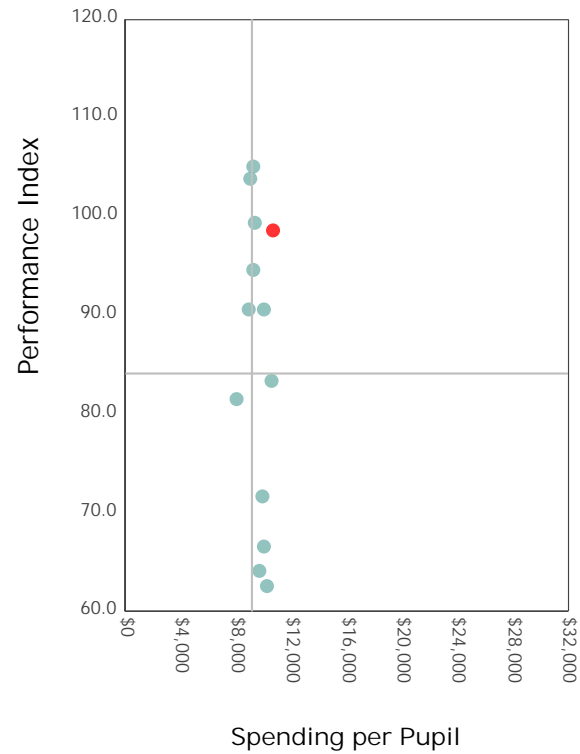
Spending and Performance

This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

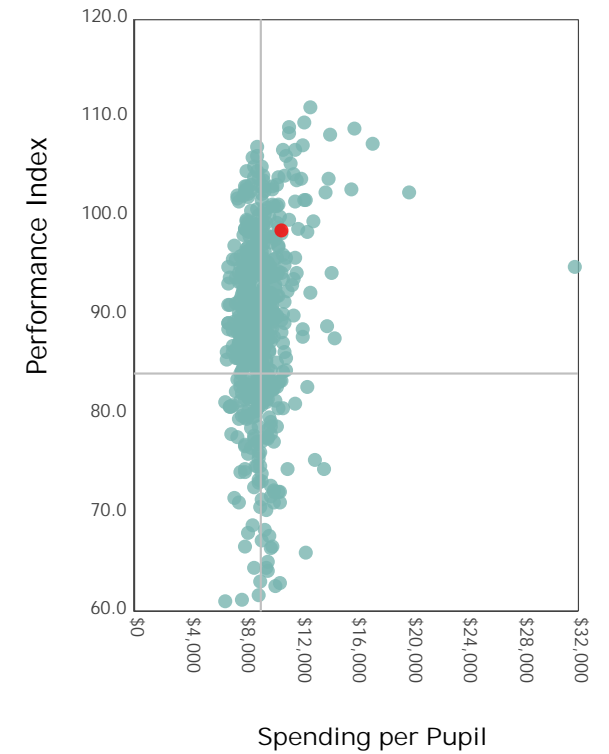
Similar Districts



Comparison Group



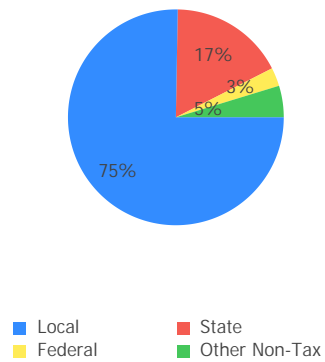
All Districts



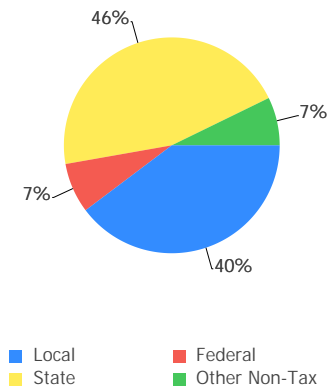
Source of Revenue

Source of Funds	District		State Total	
Local	\$153,012,705	75.4%	\$9,013,382,621	39.7%
State	\$34,840,473	17.2%	\$10,330,371,036	45.5%
Federal	\$5,483,750	2.7%	\$1,689,769,806	7.4%
Other Non-Tax	\$9,501,787	4.7%	\$1,662,080,608	7.3%
Total	\$202,838,715	100.0%	\$22,695,604,071	100.0%

District



State





Superintendent: Todd F. Hoadley
Address: 7030 Coffman Rd
Dublin OH 43017-1068

Phone: (614) 764-5913
County: Franklin

Your District's Schools

School	Achievement	Progress	Gap Closing	Graduation Rate	K-3 Literacy	Prepared for Success
Albert Chapman Elementary School	C	B	F	NR	C	NR
Ann Simpson Davis Middle School	D	D	F	NR	NR	NR
Daniel Wright Elementary School	C	C	D	NR	C	NR
Deer Run Elementary School	A	C	A	NR	C	NR
Dublin Coffman High School	C	D	D	A	NR	B
Dublin Jerome High School	B	B	B	A	NR	A
Dublin Scioto High School	D	B	F	A	NR	C
Eli Pinney Elementary School	B	D	A	NR	C	NR
Glacier Ridge Elementary	B	D	B	NR	B	NR
Griffith Thomas Elementary School	C	C	D	NR	C	NR
Henry Karrer Middle School	B	D	D	NR	NR	NR
Indian Run Elementary School	C	D	F	NR	C	NR
John Sells Middle School	C	D	F	NR	NR	NR
Mary Emma Bailey Elementary School	B	C	A	NR	NR	NR
Olde Sawmill Elementary School	D	D	F	NR	C	NR
Riverside Elementary School	D	C	F	NR	C	NR
Scottish Corners Elementary School	B	D	C	NR	C	NR
Willard Grizzell Middle School	B	D	B	NR	NR	NR
Wyandot Elementary School	A	B	A	NR	NR	NR

No data returned for this view. This might be because the applied filter excludes all data.