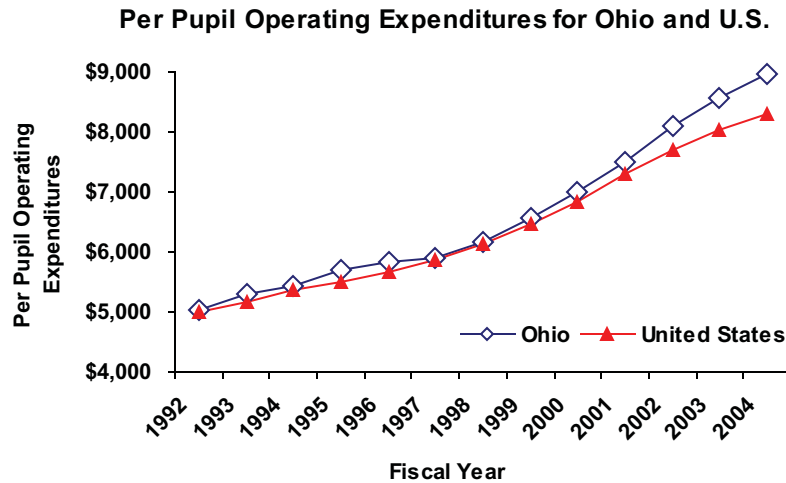


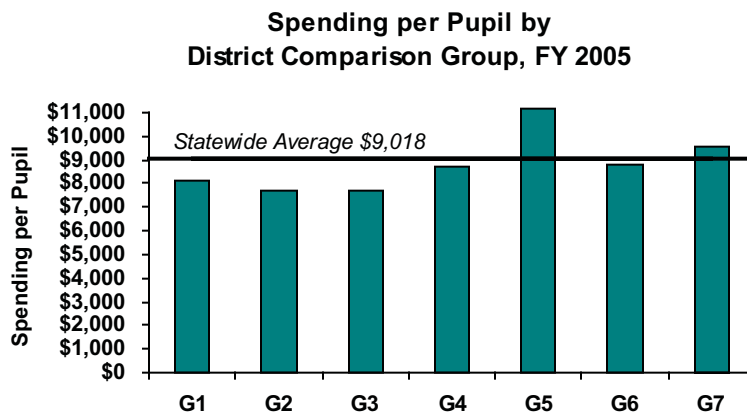
## Ohio's per Pupil Operating Expenditures Exceed National Average



Source: United States Census Bureau

- From FY 1992 to FY 2004, Ohio's per pupil operating expenditures increased from \$5,045 to \$8,963, or 77.7%, while the national average increased from \$5,001 to \$8,287, or 65.7%. During this period, inflation, as measured by the consumer price index (CPI), was 34.7%.
- Ohio's per pupil operating expenditures increased from 0.9% (\$44) above the national average in FY 1992 to 8.2% (\$676) above the national average in FY 2004.
- From FY 1992 to FY 1998, Ohio's per pupil operating expenditures increased at an average rate of 3.4% per year, comparable to the national average. Since then, however, Ohio's per pupil operating expenditures have increased consistently faster than the national average. From FY 1999 to FY 2004, Ohio's per pupil operating expenditures increased on average by 6.4% per year, as compared to 5.1% nationally.
- In FY 2004, Ohio's per pupil operating expenditures of \$8,963 ranked 16th in the nation. Compared to other states in the region, Ohio's expenditure level and national ranking in FY 2004 were higher than in Illinois (\$8,656, 18th), Indiana (\$8,280, 22nd), Kentucky (\$6,888, 40th), Minnesota (\$8,359, 21st), Tennessee (\$6,504, 45th), and West Virginia (\$8,475, 20th) but lower than in Michigan (\$9,072, 15th), Pennsylvania (\$9,979, 9th), and Wisconsin (\$9,226, 13th).

## Per Pupil Operating Spending Varies across Ohio



Comparison Group	Description	Number of Districts	Enrollment % FY 2005
G1 - Rural	Very low SES,* very high poverty	96	9.0%
G2 - Small Rural	Low SES, low poverty	161	12.4%
G3 - Rural Town	Average SES, average poverty	81	7.6%
G4 - Urban	Low SES, high poverty	102	15.9%
G5 - Major Urban	Very high poverty	15	17.7%
G6 - Suburban	High SES, moderate poverty	107	23.5%
G7 - Suburban	Very high SES, low poverty	46	13.9%

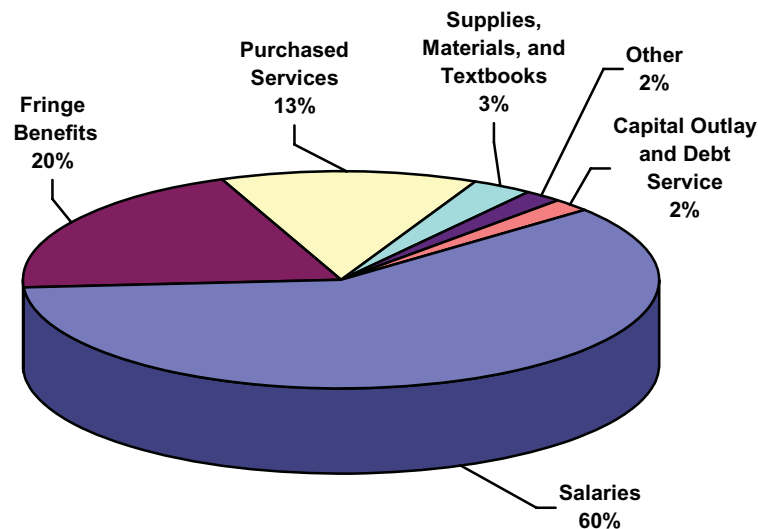
\*Socioeconomic status

Source: Local Report Card Data, Ohio Department of Education

- The Department of Education clusters school districts throughout the state into seven groups as a means to compare districts with similar socioeconomic characteristics. In FY 2005, the average per pupil spending for each district comparison group varied from a low of \$7,684 to a high of \$11,166, with a state average of \$9,018. About 82% of the districts spent between 20% below (\$7,215) and 20% above (\$10,822) the state average.
- High poverty major urban (G5) districts and the wealthiest suburban (G7) districts had the highest spending per pupil among all district comparison groups in FY 2005, spending 23.8% (\$2,148) and 5.9% (\$531), respectively, above the state average.
- On average, school districts spent 56.0% on instruction, 18.9% on building operations, 11.8% on administration, 10.3% on pupil support, and 3.0% on staff support. This allocation varies only slightly across district comparison groups.

## 80% of a Typical School District Budget Spent on Salaries and Fringe Benefits

### Breakdown of a Typical School District Budget

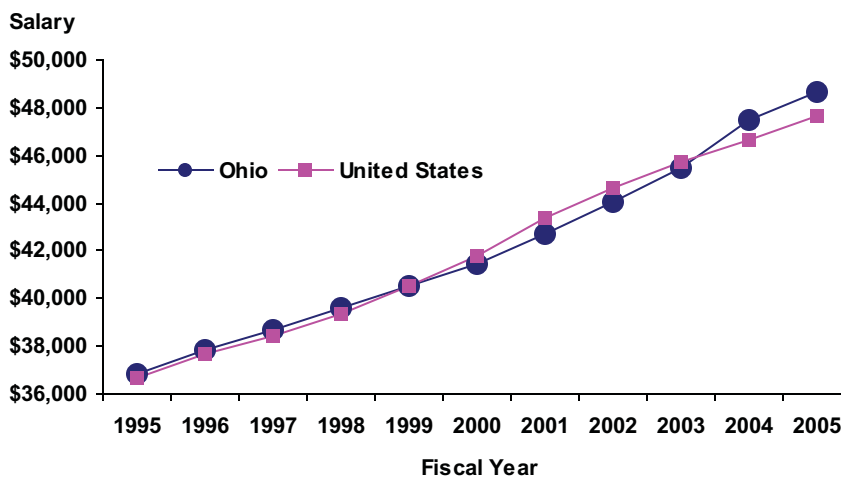


Source: School District Five-Year Forecast Data, Ohio Department of Education

- Salaries and fringe benefits account for approximately 80% of school district budgets statewide. This percentage has remained fairly steady in recent years, although the portion of school district budgets spent on fringe benefits has increased from 18% in FY 2001 to 19% in FY 2003 and to 20% in FY 2005, while the portion spent on salaries has decreased from 62% in FY 2001 and FY 2003 to 60% in FY 2005.
- In recent years, largely due to the rapid growth in health insurance premiums, the cost of fringe benefits has increased dramatically. This cost amounted to 34% of the cost of salaries in FY 2005, up from 31% in FY 2003 and 28% in FY 2001.
- The portion of school district budgets spent on purchased services has also increased, going from 10% in FY 2001 to 11% in FY 2003 and to 13% in FY 2005.
- State law requires each school district to set aside an amount equal to 3% of the previous year's base cost funding formula amount multiplied by the number of students for textbooks and instructional materials and another 3% for capital and maintenance needs. In FY 2007, the required set-aside amount is \$158.49 per pupil for each category.

## Ohio's Average Teacher Salary Rises above U.S. Average

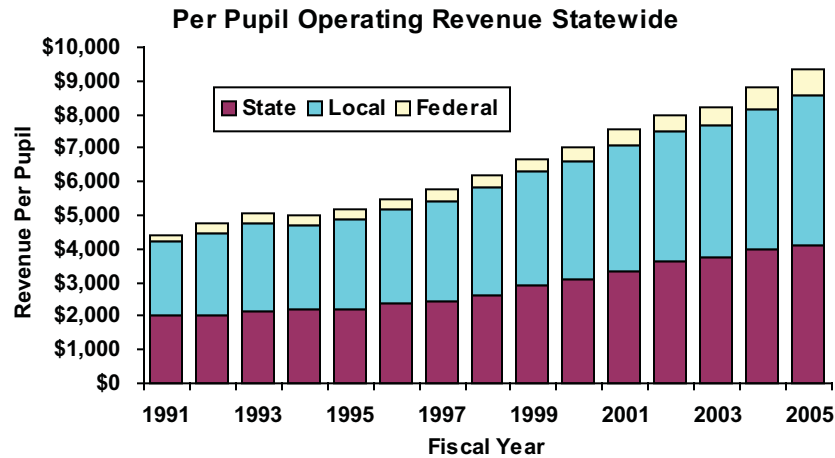
Average Teacher Salaries for Ohio and U.S.



Sources: National Education Association; Ohio Department of Education

- After being slightly above the national average from FY 1995 to FY 1999 and then falling below the national average from FY 2000 to FY 2003, Ohio's average teacher salaries have once again risen above the national average in FY 2004 and FY 2005.
- Ohio's average teacher salary for FY 2005 was 2.1% (\$1,024) higher than the national average.
- Ohio's average teacher salary increased by 32.3%, from \$36,802 in FY 1995 to \$48,692 in FY 2005. The national average increased by 30.0%, from \$36,675 in FY 1995 to \$47,668 in FY 2005. During the same period, inflation, as measured by the consumer price index (CPI), was 27.5%.
- In FY 2005, Ohio's average teacher salary of \$48,692 ranked 14th in the nation. Compared to other states in the region, Ohio's salary level and national ranking in FY 2005 were higher than in Indiana (\$46,591, 17th), Kentucky (\$40,522, 34th), Minnesota (\$46,906, 16th), Tennessee (\$42,076, 31st), West Virginia (\$38,360, 46th), and Wisconsin (\$44,299, 22nd) but lower than in Illinois (\$55,421, 7th), Michigan (\$56,973, 4th), and Pennsylvania (\$53,141, 10th).
- In FY 2005, the average beginning salary in Ohio was \$28,671 for teachers with bachelor's degrees and \$31,798 for those with master's degrees.

### Per Pupil Operating Revenue for Schools More than Doubles since FY 1991



Source: Local Report Card Data, Ohio Department of Education

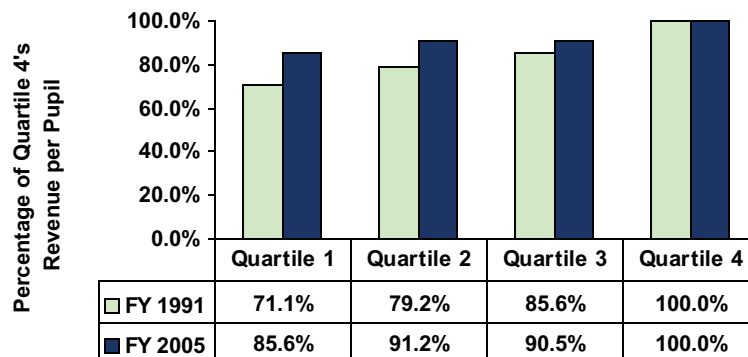
- Schools' per pupil operating revenue in Ohio from all sources increased 112% from \$4,402 in FY 1991 to \$9,334 in FY 2005.
- Local revenue per pupil increased 101% from \$2,205 in FY 1991 to \$4,425 in FY 2005. State revenue per pupil increased 102% from \$2,044 in FY 1991 to \$4,125 in FY 2005. Federal revenue per pupil increased 412% from \$153 in FY 1991 to \$784 in FY 2005.

Per Pupil Base Cost Formula Amounts, FY 1991-FY 2005					
Fiscal Year	Amount	Fiscal Year	Amount	Fiscal Year	Amount
1991	\$2,636	1996	\$3,315	2001	\$4,294
1992	\$2,710	1997	\$3,550	2002	\$4,814
1993	\$2,817	1998	\$3,663	2003	\$4,949
1994	\$2,871	1999	\$3,851	2004	\$5,058
1995	\$3,035	2000	\$4,052	2005	\$5,169

- The majority of state and local revenues are used to provide a uniform, minimum per pupil funding guarantee—the base cost formula amount, which is set by the General Assembly every two years. This amount increased 96% from \$2,636 per pupil in FY 1991 to \$5,169 per pupil in FY 2005.
- Am. Sub. H.B. 66 of the 126th General Assembly set the per pupil base cost formula amount for FY 2006 at \$5,283 and for FY 2007 at \$5,403. In addition, H.B. 66 added base funding supplements for school districts totaling \$40.00 per pupil in FY 2006 and \$47.99 per pupil in FY 2007.

## Interdistrict Equity Improved Significantly since FY 1991

### Revenue per Pupil Comparison

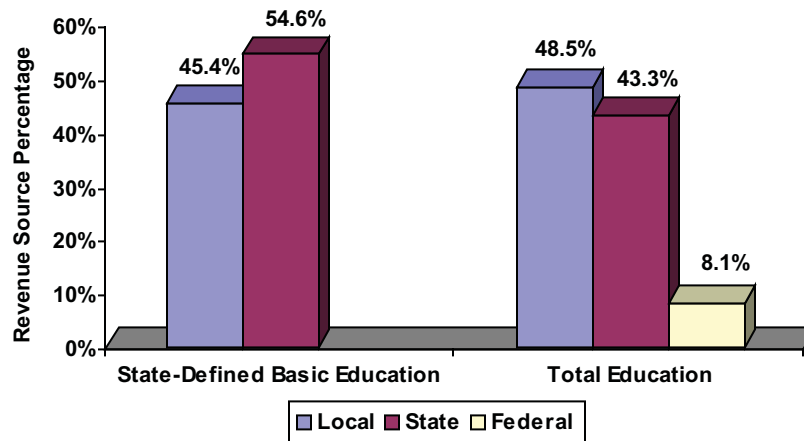


Source: School Foundation Payment Data, Ohio Department of Education

- A main goal of state education aid is to neutralize the effect of a school district's wealth on its total revenue per pupil. The state's equalization effort, complemented by federal funds, improved interdistrict revenue per pupil equity since FY 1991.
- To create district quartiles, school districts are first ranked from lowest to highest in property valuation per pupil. Districts are then divided into four groups, each of which includes approximately 25% of total students statewide. Quartile 1 has the lowest property valuation per pupil and quartile 4 has the highest property valuation per pupil.
- From FY 1991 to FY 2005, per pupil revenues grew on average by 127.0% (\$4,726) in quartile 1, 116.7% (\$4,844) in quartile 2, 99.3% (\$4,452) in quartile 3, and 88.4% (\$4,630) in quartile 4.
- In FY 2005, the average revenue per pupil for the bottom three quartiles (representing 75% of students) was about 89.2% of the average revenue per pupil for the highest wealth quartile compared to 78.6% in FY 1991.
- In FY 1991, approximately 76% of the variation in per pupil revenue across districts could be explained by the variation in per pupil valuation. In FY 2005, this percentage dropped to about 30%. This indicates a significant improvement in interdistrict equity and fiscal neutrality since FY 1991.
- The state and federal governments both target extra funds for students in poverty, which explains some of the variation in per pupil revenue between quartiles. The percentages of students in each quartile whose families participated in Ohio Works First (the poverty indicator used in state funding) in FY 2005 are 5.1%, 6.9%, 4.9%, and 3.0%, respectively.

## School District Revenues—More State than Local in the State-Defined Basic Education Model

Composition of School District Revenues, FY 2005

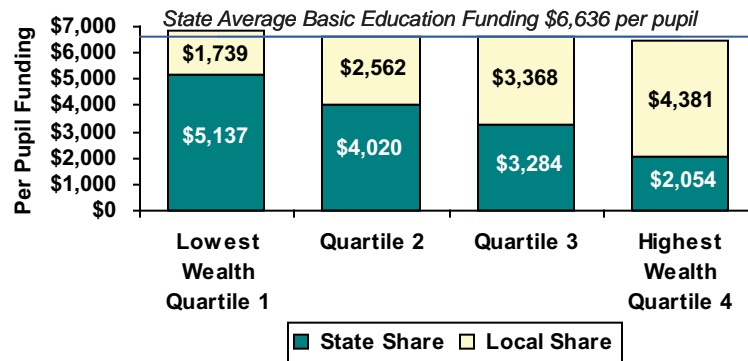


Source: School Foundation Payment and Local Report Card Data, Ohio Department of Education

- The model of the state-defined basic education consists of a uniform per pupil base cost and a series of adjustments that account for the unique challenges each individual school district faces in providing a similar education. The total cost of this model is shared between the state and local school districts through an equalized foundation formula, under which a lower wealth district receives more state aid than a higher wealth district. In addition, school districts receive revenues from the federal government and local taxpayers for services above the state-defined basic education level.
- In FY 2005, the state paid approximately 54.6% of the total state-defined basic education model cost and school districts paid the remaining 45.4%. The state share includes a portion of the school districts' formula-determined local share that is paid by the state under the property tax relief program.
- The foundation formula equalizes about 75% of local operating revenue; the other 25% (approximately \$2.0 billion in FY 2005) of local revenue is available for school districts to provide enhancements beyond the state-defined basic education level. The state does not limit the amount of local enhancement revenue taxpayers may approve for a school district.
- The existence of local enhancement revenues is the main reason for a lower state share percentage in total education spending (43.3%) than in state-defined basic education spending (54.6%). More than 75% of local enhancement revenues are not equalized.

## Equalized State Aid Eliminates Wealth Disparities in Total Funding for the State-Defined Basic Education

Per Pupil State and Local Funding for State-Defined Basic Education by Wealth Quartile, FY 2006



FY 2006	Valuation Per Pupil	Per Pupil Total Basic Education Funding	State Share	Local Share
Quartile 1	\$79,168	\$6,876	74.7%	25.3%
Quartile 2	\$109,664	\$6,581	61.1%	38.9%
Quartile 3	\$145,359	\$6,653	49.4%	50.6%
Quartile 4	\$205,788	\$6,435	31.9%	68.1%
<b>State Average</b>	<b>\$134,969</b>	<b>\$6,636</b>	<b>54.6%</b>	<b>45.4%</b>

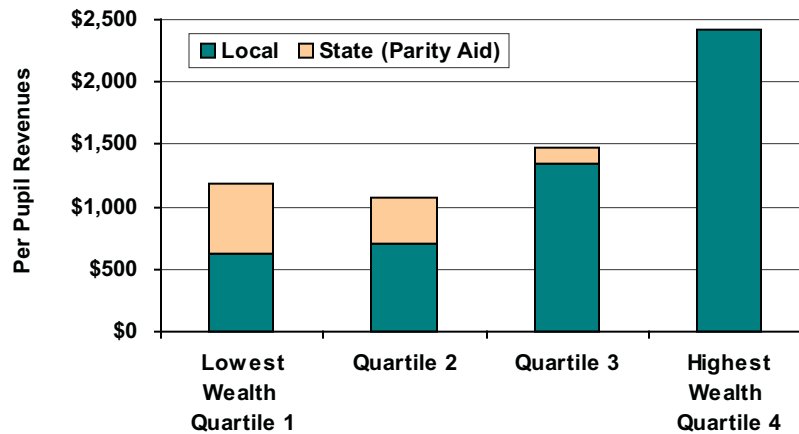
Source: School Foundation Payment Data, Ohio Department of Education

- To create district quartiles, school districts are first ranked from lowest to highest in property valuation per pupil. Districts are then divided into four groups, each of which includes approximately 25% of total students statewide. Quartile 1 has the lowest property valuation per pupil and quartile 4 has the highest property valuation per pupil.
- Valuation per pupil is the most important indicator of each district's local capacity to provide its students with an education. Due to the uneven distribution of taxable property, valuation per pupil varies from \$79,168 for quartile 1 to \$205,788 for quartile 4. Districts contribute to their state-defined basic education cost based on this local capacity. As a result, the local share of the state-defined basic education increases as valuation per pupil increases.
- Equalized state aid ensures that total funding for the state-defined basic education does not depend on a district's wealth. The state share increases as valuation per pupil decreases. As a result, although valuations per pupil vary significantly, there is little difference among districts in their total funding for the state-defined basic education.



## Parity Aid Reduces Disparities in Enhancement Revenue above the State-Defined Basic Education Level

Per Pupil Enhancement Revenue by Wealth Quartile, FY 2006

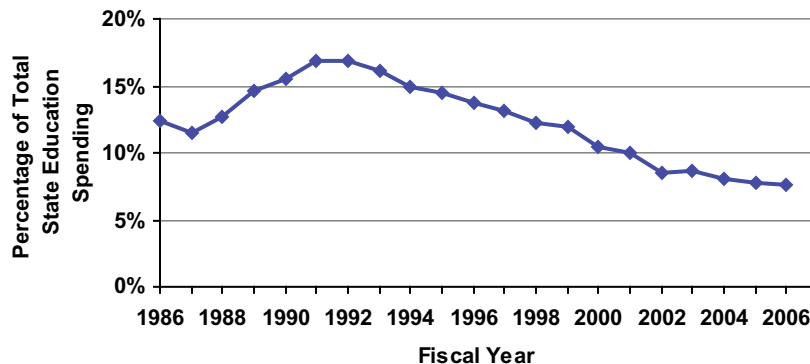


Source: School Foundation Payment Data, Ohio Department of Education

- To create district quartiles, school districts are first ranked from lowest to highest in property valuation per pupil. Districts are then divided into four groups, each of which includes approximately 25% of total students statewide. Quartile 1 has the lowest property valuation per pupil and quartile 4 has the highest property valuation per pupil.
- Equalized state aid eliminates disparities in total state and local funding for the state-defined basic education. Disparities occur in local enhancement revenue that is above the state-defined basic education level. In FY 2006, per pupil local enhancement revenue averaged \$620 for quartile 1, \$710 for quartile 2, \$1,353 for quartile 3, and \$2,416 for quartile 4.
- Parity aid is designed to reduce disparities in enhancement revenue. It equalizes an additional 7.5 mills (above the state-defined basic education level) for the poorest 80% of school districts.
- In FY 2006, parity aid totaled about \$457.2 million. Parity aid per pupil averaged \$572 for quartile 1, \$369 for quartile 2, \$122 for quartile 3, and \$6 for quartile 4. Adding parity aid to local enhancement revenue results in per pupil averages of \$1,192 for quartile 1, \$1,080 for quartile 2, \$1,474 for quartile 3, and \$2,422 for quartile 4.
- Although the very wealthy districts in quartile 4 still have substantially more enhancement revenue than other districts, parity aid has had a significant equalizing effect on enhancement revenue for districts in the bottom three quartiles (representing 75% of students).

## Lottery Profits—a Small and Diminishing Percentage of State Spending on Primary and Secondary Education

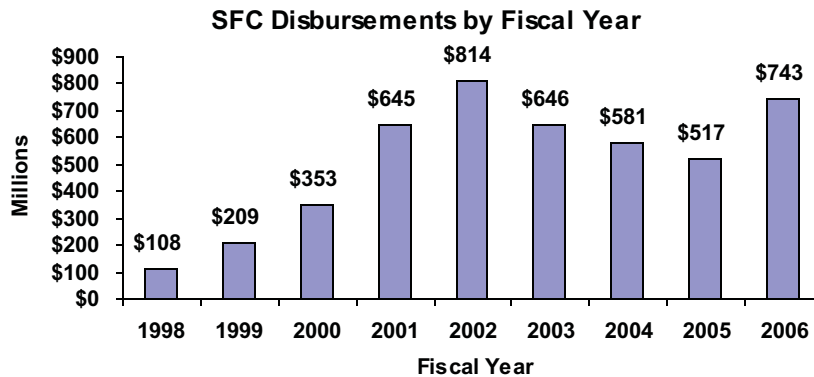
**Lottery Profits as a Percentage of Total State GRF and Lottery Spending for K-12 Education**



Sources: Ohio Lottery Commission, Ohio Legislative Service Commission

- In 1973, voters amended the Ohio Constitution to allow the creation of the Ohio lottery. In 1987, voters approved an additional constitutional amendment that permanently earmarked lottery profits for education.
- Generally, lottery profits are combined with General Revenue Fund (GRF) revenues to fund education in Ohio.
- Lottery profits in Ohio have always been a relatively small percentage of total state GRF and lottery spending on primary and secondary education. After reaching a peak of 16.9% in FY 1991, this percentage has decreased to 7.6% in FY 2006.
- The dollar amount of lottery profits has also fallen since the 1990s, from a high of \$718.7 million in FY 1999 to \$637.9 million in FY 2006, a decrease of 11.2%.
- From FY 1986 to FY 2006, total state GRF and lottery spending on primary and secondary education increased by \$5,369.1 million (180.2%). Of this growth, \$267.9 million (5.0%) was provided by the lottery.
- Lottery sales reached a peak of \$2.3 billion in FY 1996 before falling to \$1.9 billion in FY 2001. Sales have since increased each year to \$2.2 billion in FY 2005. In that year, Ohio's lottery ranked 17th in the nation in per capita sales.

## State Spending for School Facilities Projects Totalled \$4.6 Billion since FY 1998



*Source: School Facilities Commission*

- Since its creation in 1997, the School Facilities Commission (SFC) has disbursed more than \$4.6 billion and provided assistance and support for 427 new or renovated buildings in 290 school districts.
- Disbursements peaked at \$814 million in FY 2002, then declined from FY 2003 through FY 2005 because the six major urban district projects (Akron, Cincinnati, Cleveland, Columbus, Dayton, and Toledo) were in planning and design phases in those years. Disbursements increased to \$743 million in FY 2006 as these projects are now well into their construction phases, and more districts have been provided with state funding.
- The main Classroom Facilities Assistance Program (CFAP) provides equalized state funding for the entire facilities needs of school districts. Under CFAP, a district's eligibility and state share are largely based on the district's ranking in valuation per pupil. Almost 85% (\$3.9 billion) of the total disbursed funds since FY 1998 have gone to 159 CFAP districts.
- The Exceptional Needs Program (ENP) addresses critical health and safety needs in specific buildings for districts ranked at or below the 75th percentile. Since its creation in FY 2000, 37 districts with such needs have received total state funding of \$393 million.
- The Expedited Local Partnership Program (ELPP) allows school districts to use local funds to begin portions of their facilities projects before becoming eligible for CFAP. Once eligible, the districts receive credits for the money they have spent against their required local shares. So far, 88 ELPP districts have earned a combined \$1.8 billion credit against state funds.
- The Vocational Facilities Assistance Program (VFAP) and VFAP ELPP provide similar services to joint vocational school districts (JVSDs). Since 2003, SFC has disbursed over \$5 million for four VFAP districts. Two other JVSDs have accumulated a combined ELPP credit of nearly \$8 million against state funds.

## Ohio Ranks High in Student Access to Classroom Technology

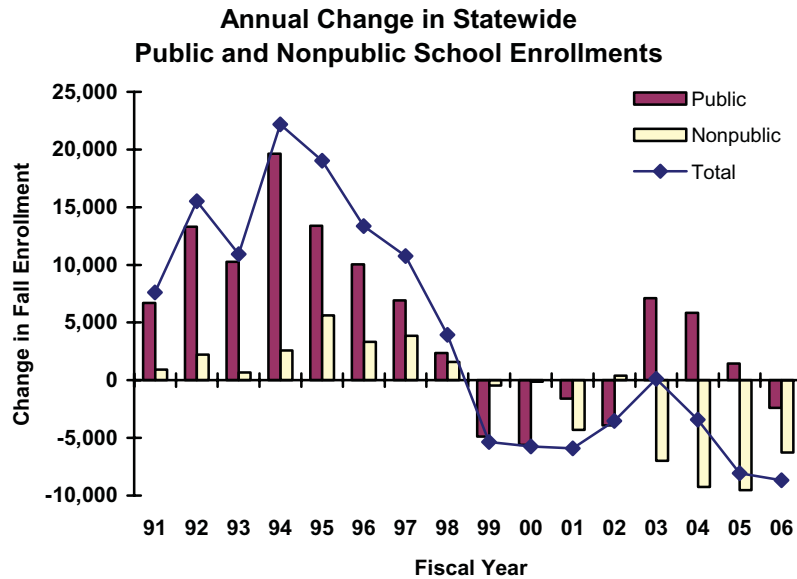
### Student-Computer Ratio for Ohio and the United States 2006

Computer Type	Ohio Rank	Students per Computer	
		Ohio	United States
Instructional (classrooms only)	5th	5.8	7.6
Instructional (overall)	15th	3.5	3.8
Internet-connected (classrooms only)	5th	6.0	8.0
Internet-connected (overall)	17th	3.5	3.9

*Sources: Technology Count 2006 (Education Week); GAO; eTech Ohio Commission*

- The Ohio SchoolNet Commission was created in 1997 as an independent agency to expand student access to technology with a focus of placing computers directly into classrooms. In 2005, the eTech Ohio Commission was created to merge the educational technology functions and support provided by SchoolNet and the Ohio Educational Telecommunications Network Commission.
- Since 1997, student access to classroom technology in Ohio has improved significantly. In 2006, Ohio ranks 5th in the nation both in the number of students per instructional computer located in classrooms and in the number of students per Internet-connected computer located in classrooms. In 1996, Ohio ranked 46th in the nation in student access to technology.
- The SchoolNet program, created in FY 1994, received funding totaling \$95 million to provide telecommunications wiring for every public school classroom in the state and to purchase computer workstations for the 153 lowest wealth school districts. Under the program, over 92,000 public school classrooms were wired and more than 16,000 computers were purchased for low-wealth school districts.
- The SchoolNet Plus program was originally established in 1995 to expand the SchoolNet program by providing state subsidies to help all school districts achieve the goal of one computer workstation for every five K-4 students.
- Since 1995, approximately \$561.8 million in GRF and tobacco settlement money has been invested in SchoolNet Plus for grades K-4 and beyond. More than 233,000 computer workstations have been purchased under the program, resulting in a computer to student ratio of 1:5 for grades K-7. SchoolNet Plus is currently funding computer purchases for the eighth grade.

## Total School Enrollment Continues to Decline Since FY 1998



Source: Ohio Department of Education

- The moderate growth in total school enrollment in Ohio ended in FY 1998. Since then total school enrollment has decreased every year, by an average of about 5,100 students (0.2%) per year.
- Total school enrollment decreased from its peak of 2.09 million students in FY 1998 to 2.05 million students in FY 2006, a decrease of 41,000 students (1.9%).
- Of the total enrollment decrease since FY 1998, 90% (37,000) occurred in nonpublic schools. This represents a 15% decline in nonpublic school enrollment over those eight years, compared to a 0.2% decline in public school enrollment.
- In FY 2006, nonpublic school enrollment represented approximately 10.1% of total public and nonpublic students in Ohio. Nonpublic school enrollment numbers include students in the Cleveland Scholarship Program.
- Although public school enrollment has declined slightly from FY 1998 to FY 2006, the number of public school students categorized as needing special education services has increased dramatically. Total special education students increased by 54,000 from about 202,000 (10.9% of total) in FY 1998 to 256,000 (13.9% of total) in FY 2006, an increase of 26.9%.

## School Choice Enrollment Increases Significantly in Recent Years

<b>Growth of Community Schools, FY 1999-FY 2006</b>						
Fiscal Year	Community School Enrollment	Annual % Change	Number of Community Schools	Annual % Change	Total Funding (in millions)	Annual % Change
1999	2,245	N/A	15	N/A	\$11.0	N/A
2000	9,032	302.3%	48	220.0%	\$51.7	370.0%
2001	16,717	85.1%	68	41.7%	\$91.2	76.4%
2002	23,626	41.3%	93	36.8%	\$138.9	52.3%
2003	33,978	43.8%	134	44.1%	\$204.5	47.2%
2004	47,409	39.5%	179	33.6%	\$297.9	45.7%
2005	62,603	32.1%	269	50.3%	\$422.9	42.0%
2006	72,053	15.1%	293	8.9%	\$485.5	14.8%

*Source: Community School Foundation Payment Data, Ohio Department of Education*

- Community schools are public schools that are not part of a school district and are exempt from some state requirements. Since the establishment of community schools in FY 1999, community school enrollment has increased from 0.1% of public school enrollment in FY 1999 to 3.9% of public school enrollment in FY 2006.
- Unlike traditional public schools, community schools do not have taxing authority and are funded primarily through state foundation aid transfers. The amount of state foundation aid transfers has increased from \$11.0 million in FY 1999 to \$485.5 million in FY 2006.
- The Cleveland Scholarship and Tutoring Program (CSTP) provides state-funded scholarships for students in the Cleveland City School District to attend private and public schools. Since its establishment in FY 1997, the number of CSTP scholarship students has increased from 1,994 in FY 1997 to 5,813 in FY 2006, representing 0.8% and 2.8%, respectively, of total nonpublic school enrollment. State expenditures for CSTP have increased from approximately \$5.0 million in FY 1997 to approximately \$16.1 million in FY 2006.
- Beginning in FY 2007, the Educational Choice Scholarship Program provides scholarships to students (excluding students in the Cleveland City School District) who attend or would otherwise be entitled to attend a school that has been in academic emergency or academic watch for at least three consecutive years. The maximum scholarship amount for FY 2007 is \$4,250 for K-8 students and \$5,403 for grades 9-12 students. Scholarships are financed by state aid deductions from resident districts that are credited with state funds as a result of including scholarship students in their average daily membership counts. In FY 2007, approximately 3,100 students have been awarded scholarships.

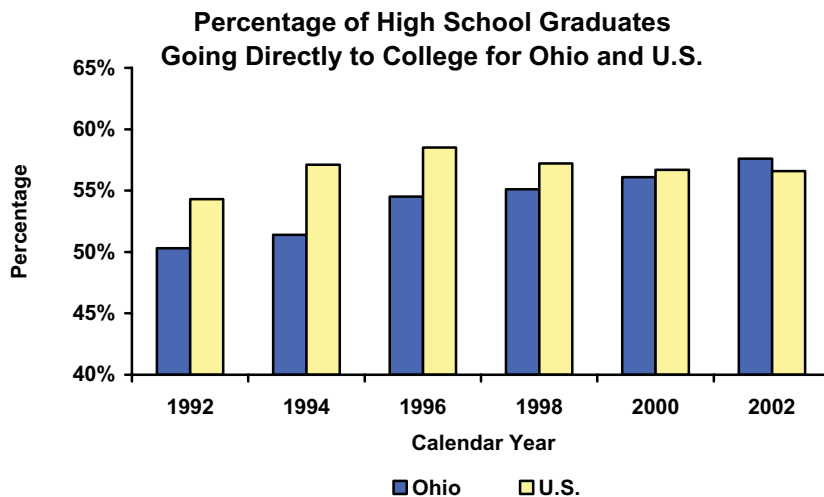
## Ohio Schools Show Overall Improvement on Report Card Ratings

<b>Number of Districts by Report Card Rating, FY 2003-FY 2006</b>				
	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Excellent	85	117	111	192
Effective	177	229	297	299
Continuous Improvement	278	224	175	112
Academic Watch	52	34	21	7
Academic Emergency	16	4	5	0

*Source: Local Report Card Data, Ohio Department of Education*

- In FY 2006, 491 districts (80.5%) and 3,576 buildings (70.1%) were rated excellent or effective, compared to 262 districts (43.1%) and 1,401 buildings (43.5%) in FY 2003.
- Ohio has realigned its school accountability system with the federal No Child Left Behind Act (NCLB). Ohio's measures of district and school achievement are 25 state standards, the performance index, and adequate yearly progress (AYP).
- Ohio's 25 state standards include minimum proficient rates on all 23 achievement tests, as well as minimum graduation and student attendance rates. In FY 2006, the state as a whole met the state standard on 17 of the 25 indicators.
- The performance index, ranging from 0 to 120, is a composite measure of achievement of all students (including both tested and untested) on all achievement tests. Over the last several years the performance index for the state as a whole has steadily improved from 73.7 in FY 2000, to 83.1 in FY 2003, and to 92.9 in FY 2006.
- AYP, a rating established by the NCLB, indicates whether districts and schools have gaps in achievement among specified subgroups of students. AYP requires districts and schools to meet annual performance goals for all student subgroups, with the intent that all students will reach proficient levels in reading and mathematics by FY 2014. In FY 2006, 193 districts (31.6%) and 2,167 schools (60.6%) met AYP.
- Starting with the class of 2007, students must attain the proficient level on each of the five subjects of the Ohio Graduation Test (OGT) in order to receive a high school diploma. As of March 2006, 77.6% of the students in the class of 2007 had passed all five subjects of the OGT.
- The NCLB requires that teachers of core academic subjects be "highly qualified," a term defined by the state. In FY 2006, 94.4% of the core academic courses in Ohio were taught by teachers who met the definition of a highly qualified teacher.

## Percentage of Ohio High School Graduates Going Directly to College Surpassed the U.S. Average in 2002

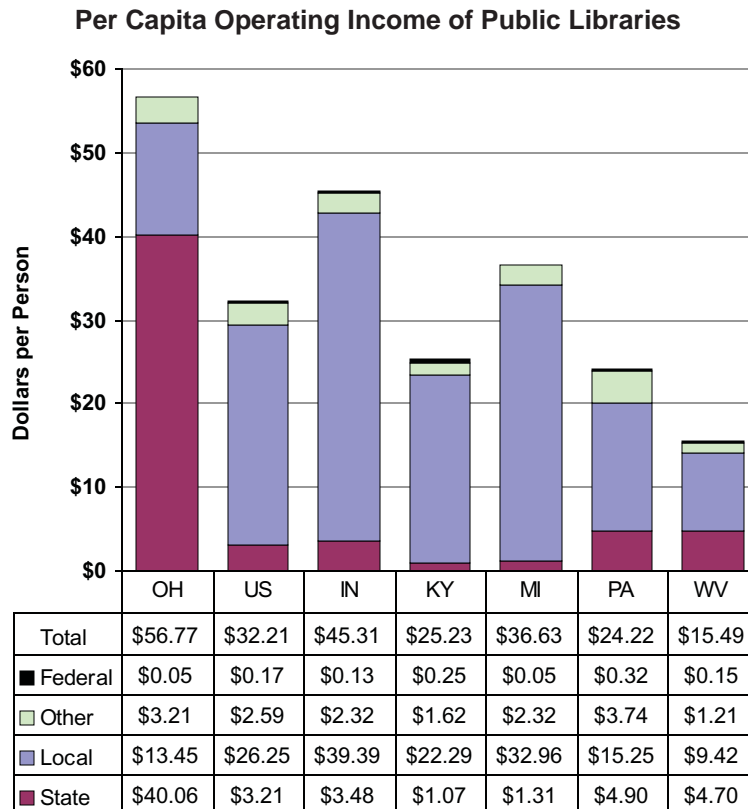


Source: ACT, College Board, & High School Transition Report, Ohio Board of Regents

- After ten years of consistent growth, the percentage of Ohio high school graduates going directly to college surpassed the national average in 2002. Ohio was 1.8% above the national average in 2002 compared to 7.4% below the national average in 1992.
- The percentage of Ohio high school graduates going directly to college increased from 50.3% in 1992 to 57.6% in 2002, an increase of 14.5%. During the same period, the national average increased from 54.3% to 56.6%, an increase of 4.2%.
- Of fall 2004 first-time freshmen from Ohio, 66.4% were 2004 high school graduates and 33.6% were earlier high school graduates. About 79.2% of those 2004 high school graduates attended four-year institutions compared to 34.9% of earlier high school graduates.
- ACT and SAT scores are indicators that help predict how well students will perform in college. Since FY 1992, ACT and SAT scores for Ohio high school seniors have been consistently higher than the national average.
- The average Ohio ACT score was 21.5 in FY 2006, in comparison with the national average of 21.1. About 66% of Ohio high school seniors and 40% of high school seniors nationwide took the ACT test in FY 2006.
- In addition to critical reading and mathematics, writing became the third section of the SAT test in FY 2006. The average Ohio SAT score was 1,600 in FY 2006, in comparison with the national average of 1,528. About 28% of Ohio high school seniors and 48% of high school seniors nationwide took the SAT test in FY 2006.



## Ohio Leads Nation in Funding Public Libraries



Source: National Center for Educational Statistics

- Per capita operating income of public libraries in Ohio was \$56.77 in fiscal year 2004. Ohio's public libraries ranked highest among the states in per capita operating income.
- State funding of Ohio's public libraries provided 71% of their operating income, or \$40.06 per capita. This amount of state support was also the highest among the states. However, funding through Ohio's Library and Local Government Support Fund, by far the largest source of the state's funding for public libraries, has declined since FY 2001.
- The Ohio Public Library Information Network (OPLIN), created by the 121st General Assembly, provides free network access to Ohio's 250 public libraries at over 700 locations in all 88 counties.
- Four regional library systems provide training programs, combined purchasing, and continuing education opportunities to Ohio's public libraries as well as some school, academic, and special libraries throughout the state.