



November 18

2019

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, October 3, 2019, at 1:30 PM at the Cincinnati Public Schools Education Center in Conference Room 1-A.

ATTENDEES

Student Achievement Committee Members

Chairperson Eve Bolton, Mike Moroski, Ozie Davis III

Board Member

Pamela Bowers

Administration/Staff

Tianay Amat, Deputy Superintendent; Vera Brooks, Assistant Director, Early Childhood; Susan Bunte, Assistant Superintendent; Emily Campbell, Director, Curriculum and Instruction; Kraig Hoover, Teacher, AP Support; Justin Leach, Director, Testing and Assessment; Shauna Murphy, Assistant Superintendent, Secondary Education; Fran Russ, Communications Officer, Office of Communications and Engagement; Laura Sanregret, Teacher, Early Childhood; David Traubert, Manager, Social Studies; Jennifer Williams, Manager, Science Curriculum

Cincinnati Federation of Teachers (CFT)

Kendra Phelps, Professional Issues

Horticulture/OSU Extension

J. Bradford Bonham

Community Members/Parents/Students

Fatima Ba, Ronny Beck, Marlana Brookfield, Amber Brown, Connie Campbell, Anne Cervenka, Kate Eisenpress, Angela Farwig, Erin Fay, Marcia Futel, Mary Gaertner, Heather Gerker, Gay Glasscoll, Sarah Henry, Renee Hevia, Jenny Hu, Kristin Hunter, Howard Konikov, Jenifer Moore, Jackie O'Connell, Ed Paff, Kim Perry, Alicia Rogers, Craig Rozen, Kathy Schwab, Shoshi Stern, Christian Trissle, Ava Surendorff, Jillian Teeters, John Twachtman, Mary Westrich, Jason Wilcoxon

Local Initiatives: Hamilton County Commission on Women and Girls Promoting; Women in Leadership Positions

Kathy Schwab, Executive Director for Local Initiatives Support Corporation, reported that the Hamilton County Commission on Women was established in 2017 “to dismantle barriers that give rise to gender-based inequities, to improve the economic position of all women in Hamilton County, to encourage the public recognition of the contributions of women to Hamilton County, and to develop and promote women in leadership positions throughout Hamilton County.”

The objectives of the Hamilton County Commission on Women and Girls are to:

1. Make recommendations to the Board of County Commissioners and local government jurisdictions to eliminate any distinction, exclusion, or restriction made on the basis of sex.
2. Facilitate partnerships between government, nonprofit, and businesses.
3. Promote and encourage women to seek leadership positions.
4. Develop public information and/or education campaigns to support their mission.

The group consists of 20 adult women and 10 high school girls who support initiatives that impact women.

High school girls that were present updated the group about their desire in making sure that their following concerns are in line with Board Policy 2255 – Equity and Excellence in Education in the subcommittees.

Safety: The Committee aims to address gender-based violence through prevention; provide education in the schools at the city and county levels.

Health and Identity: The Committee aims to assist young girls and women in developing a healthy sense of self and promote body positivity in the City of Cincinnati and Hamilton County.

The Commission presented the following *Call to Action* items to the SAC:

- Increase the number of schools offering gender-based violence education by 25 percent
 - (2 additional schools in the 2020-2021 school year and partner with the YWCA and Women Helping Women)
- Pilot a program during School Year 2020-2021 and make available free personal hygiene supplies in CPS schools; grades six and up.

Assistant Superintendent Murphy reported that she will be meeting with *Girls Health Period*. The organization presented at SAC's January 17, 2019 meeting about offering a feminine hygiene program for elementary and high school students.

Dr. Jennifer Williams reported that resources and instructional programs to address gender inequities and feminine hygiene are in place and outlined in the Health and Physical Education Curriculum.

ACTION: Committee member Moroski advised the Administration to determine two additional schools that would benefit from the resources.

ACTION: Committee member Davis suggested he would follow up with the District's Athletic Director regarding programming in Athletics.

Youth Pedestrian Safety Advisory Committee

Chairperson Bolton reiterated the Board's concern about the many CPS students hit by cars, as well as the death of Gabriella Rodriguez, Western Hills High School student, who was hit and killed by a car while trying to catch the bus.

Connie Campbell, sixth grade teacher at Covedale Elementary, and Madeline Gerker, sixth grade student at Sands Montessori, updated the Committee about their work with the Youth Pedestrian Safety Advisory Committee.

Madeline spoke in support of the Pedestrian Safety Committee, Vision Zero, and the task force regarding their desire to make everyone aware of pedestrian safety city wide. She also reported that the committee is working to get every school in the District on the Pedestrian Safety Task Force.

Ms. Campbell informed the SAC that the Safety Committee is working with Cincinnati Children's Hospital Injury Prevention Center on the initiative. She advised that Covedale made a commercial titled, "It's Lit to Not Get Hit." Covedale students rapped about pedestrian safety.

She reported that the goal is to have more opportunities for the Task Force to go into more schools and teach about pedestrian safety, as well as educating at meetings of Parent Teacher Associations and other entities. She also recommended initiating walking clubs at the schools.

ACTION: Mr. Moroski advised the Administration to review Schedule E dollars for funding to be put towards safety clubs and determine which two schools would be available to take advantage of this resource. Member Bolton also suggested that at the elementary level, the Safety Patrol program would be a natural fit for expansion.

Issues Raised at the District-Wide Local School Decision Making Committee (LSDMC) Meeting

Chairperson Bolton and Assistant Superintendent Murphy informed the group that parent engagement was a topic of concern that arose at the meeting.

Ms. Murphy reported that a plan is being implemented to add more parent groups for this school year and beyond. She also reported that some LSDMCs requested more time with the Budget and the One Plan in order to understand the depth of those entities.

A comment at the last Board meeting regarding LSDMC membership was clarified by the Administration.

The next meeting is scheduled for November 20, 2019, 6:00 p.m., at the Mary A. Ronan Education Center.

What is the status of the MOUs regarding Carthage School (CPS and New Jerusalem Church) and John P. Parker and Shroder High School (CPS and MedPace)

Vera Brooks, Assistant Director for Early Childhood, reported that an official MOU for a relationship between Carthage School and New Jerusalem Baptist Church could not be located.

She reported that she spoke with Principal Ruthenia Jackson and that the relationship is informal. New Jerusalem held a health fair at the school two years ago and since have graciously let Carthage use their multi-purpose room on preschool home visits. Ms. Brooks also stated that the interaction between the two organizations is positive.

Chairperson Bolton advised that there was an understanding—that was written and it needed to be located—to address the playground, the grounds, and having a dialogue about a community garden.

ACTION: The Administration will search Board records for an MOU that may exist from years past.

Assistant Superintendent Amat reported there is an MOU between CPS (John P. Parker) and MedPace. She reported that the soccer field and the digital sign have been completed. The greenhouse is now being priced for construction.

ACTION: Ms. Bolton informed the group about the lack of athletic facilities at Shroder and the need for more career interfacing with MedPace. She advised the Administration to review the MOU to ensure those agreements are being followed.

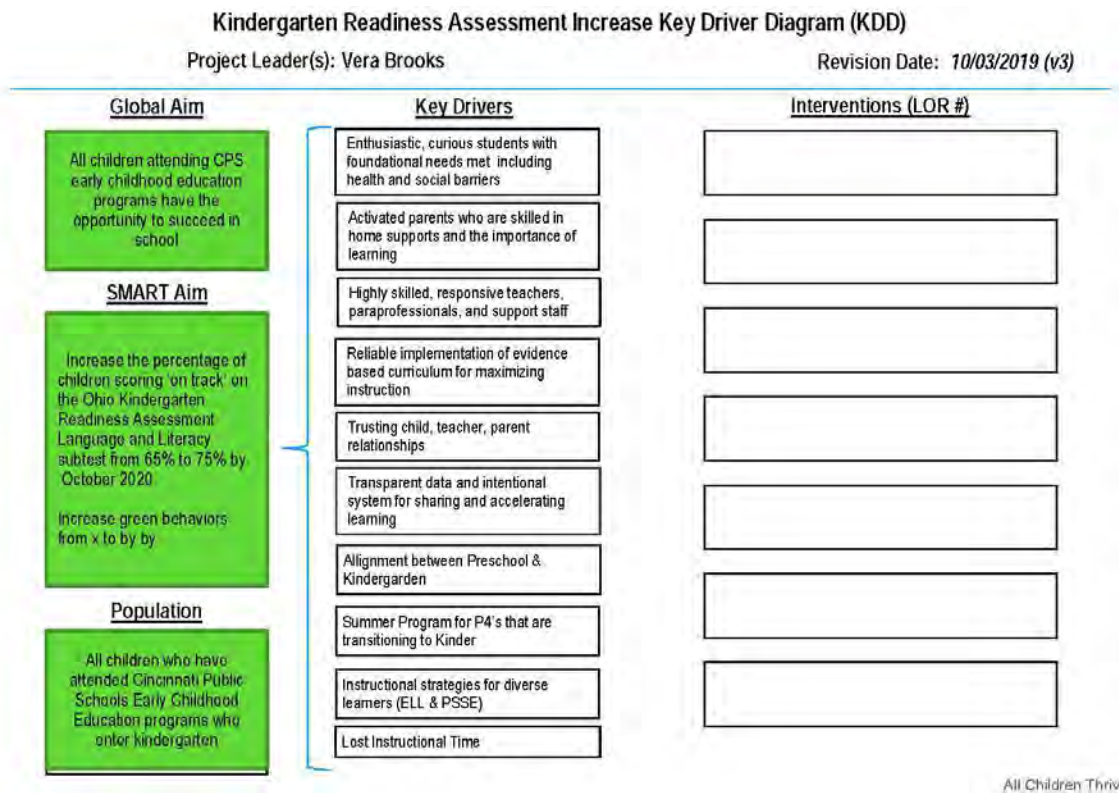
CPS School Board and City of Cincinnati Park Board Alliance Initiative – Environmental/Green Groups

Ms. Bolton reported the initiative’s participants appointed a subcommittee to create a short-term/long-term project for environmental and green groups interested in working with Cincinnati Public Schools.

Social Studies Manager, David Traubert, and Science Manager, Jennifer Williams, presented the subcommittee’s recommendations for what the short- and long-term projects might be.

Kindergarten Readiness Assessment (KRA)

Ms. Brooks updated the Committee about the following *KRA Increase Key Driver Diagram (KDD)*



Work Force Development Council (WFDC) – A Council Update and Possibilities

Ms. Brooks and Laura Sanregret, Early Childhood Teacher, updated the Committee on the organization of the group.

Ms. Brooks and Ms. Sanregret met and agreed to ask the Board about reviewing the WFDC’s Charter to discuss redirection of the group. The WFDC made the following recommendations on how the WFDC should operate:

Ms. Brooks reiterated that the WFDC reports to CPS and is a CPS entity. She also informed the group about the *Cost of Quality Committee* report to the Cincinnati Preschool Promise (CPP) Board.

Ms. Brooks and Ms. Sanregret suggested the following possibilities:

- Invite a Board member to join the WFDC or be a liaison.
- Have the WFDC submit bi-monthly reports to the SAC and submit updates on the monitoring of the WFDC.
- Have the WFDC provide CPS’ Finance Committee updates on the WFDC budget.

Ms. Sanregret informed the SAC that appropriate action is needed on members whose terms have ended. She reported that a current member on the WFDC is now a member of CPP.

Ms. Brooks and Ms. Sanregret updated the SAC on the following WFDC items contained in the report.

- 2019-2020 Budget
- Communications
- Monitoring Focus Areas

- Professional Development
- Scholarships
- Yearly Goals

A copy of the Workforce Development Council report is located in the Board office.

ACTION: Chairperson Bolton recommended that the WFDC not report to both the SAC and Finance Committees, but do bi-monthly reports to the full Board to determine what kinds of things need to be monitored. She recommended that this be considered after the CPS Administration reviews the WFDC Charter and submits revisions.

ACTION: Ms. Bolton advised the Administration to draft a revised Charter based on the recommendations presented and outlined in the WFDC’s presentation.

Strategic Plan and the New Graduation Requirements 2023

Assistant Superintendent Shauna Murphy and Justin Leach, Director of Testing and Assessment, updated the Committee on Ohio’s New Class of 2023 Graduation Requirements.

Mr. Leach reported that State Legislature has not yet defined all of the 2023 Graduation Requirements. He reported that the State’s intent is for the requirements to be an alternative for graduation year 2021. Mr. Leach also reported that the Ohio Department of Education intends to apply for a waiver with the Federal Department of Education for Geometry in Ohio to remove it as a testing requirement.

The Class of 2023 options may also serve as alternative options for the Class of 2020 where components of the 2023 Graduation Requirements are already defined by the Ohio Department of Education.

The following are three different parts to graduations, which will be difficult for staff to monitor.

1. Complete State and District Course Requirement
2. Earn a competency score on both the Algebra I and ELA II State End-of-Course Exams
3. Earn at least two out of twelve diploma seals.

At least one of the Diploma Seals must be from options 1-9 as defined by the State of Ohio:

- 1) *State Seal of Biliteracy*
- 2) *OhioMeansJobs Readiness*
- 3) *Industry Credential*
- 4) *College Ready*
- 5) *Military Enlistment*
- 6) *Citizenship*
- 7) *Science*
- 8) *Honors Diploma*
- 9) *Technology*
- 10) Community Service
- 11) Fine/Performing Arts
- 12) Student Engagement

A copy of the Ohio’s New Class of 2023 Graduation Requirements is available in the Board office.

Advanced Placement (AP) Chart and Plans

The Administration presented the following Advanced Placement Report to the Committee.

Strategic Goals: Student Centered Decision Making

Enrollment Data (attached)

- Chart-displayed by course/school
[AP course offerings](#)
- Detailed enrollment by school/demographics/yearly comparisons
[AP Enrollment Data](#)

Current Initiatives

- Accelerating Great Schools grant proposal – AP enrollment/remediation free ACT
- AP Spanish for Heritage/Immersion speakers – > AP French groundwork
- Cincinnati Women’s Club project for females in AP STEM courses

Vertical Course Alignment leading to additional AP offerings

- Pre-AP curriculum delivered through Microsoft courses grades 7-9
- Identified students through Microsoft courses leading to AP Computer Science Principles (Belcan cybersecurity partnership)
- Flexibility and responsiveness for AP Science offerings
- AP Government at 11th grade aligned to EOC
- AP Calculus capitalizing on math double bell
- AP Psychology for all

Advance Placement Courses by Building 2018-2019:

AP Enrollment Data

As of 9/16/19, according to data in PowerSchool and PM Unify, we had 1,950 students taking at least one Advanced Placement course. In total, these 1,950 students make up 4,033 individual AP enrollments.

AP Enrollment Data

As of 9/16/19, according to data in PowerSchool & PM Unify, we had 1950 students taking at least one Advanced Placement course. In total, these 1950 students makeup 4033 individual AP enrollments.

By Number of Courses Enrolled:

- Enrolled in 1 AP Course = 897
- Enrolled in 2 AP Course = 512
- Enrolled in 3 AP Course = 255
- Enrolled in 4 AP Course = 141
- Enrolled in 5 AP Course = 95
- Enrolled in 6 AP Course = 33
- Enrolled in 7 AP Course = 14
- Enrolled in 8 AP Course = 3
- Total Students Taking 2 or More AP Courses = 1,053

Additional Information

- 805 Male Students, 1145 Female Students
- 42 of the 1950 students have an IEP.
- 31 of the 1950 students are ELL
- 93 of the 1950 students have a 504 plan
- 571 of the 1950 students identified as Gifted
- 10 of these students are currently flagged as homeless in PowerSchool
- Breakdown of ethnicity:
 - Caucasian = 928
 - African American = 732
 - Multi-Racial = 129
 - Asian = 84
 - Hispanic = 71
 - Hawaiian/Pacific Islander = 3
 - American Indian = 2
 - Unknown (Possible EMIS error) = 1

● By Grade:

- 12th Grade = 703
- 11th Grade = 745
- 10th Grade = 493
- 9th Grade = 9

● School of Enrollment:

- Aiken HS (90)
- Clark Montessori HS (24)
- Gilbert A Dater HS (97)
- Hughes STEM High School (71)
- Gamble Montessori HS (38)
- Oyler School (12)
- Riverview East Academy (24)
- Robert A Taft II HS (20)
- SCPA (92)
- Shroder HS (106)
- Spencer Center (5)
- Walnut Hills HS (1262)
- Western Hills University HS (39)
- Withrow University HS (52)
- Woodward Technical HS (18)

Enrollment Comparisons

(As reported in Performance Matters 9.11.19)

- Total 18-19 (1726)/ 19-20 (1955) +13.27%
- Non-Title 18-19 (1280)/Title 19-20 (1397) +9.14%
- Title 18-19 (446)/Non-Title 19-20 (558) +25%

Current Enrollment by Demographics

(As reported in Performance Matters 9.11.19)

- Total: Caucasian 47.5%; Hispanic 3.7%; Multiracial 6.6%; African American 37.6%
- Title: Caucasian 10%; Hispanic 4.3%; Multiracial 4.2%; African-American 77%
- Non-Title: Caucasian 62.6%; Hispanic 3.4%; Multiracial 7.6%; African-American 21.2%

AP Course Offerings by Building 18-19															
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AP Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
AP Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Art History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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Chinese Language and Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Computer Science A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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English Language and Composi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
English Literature and Composi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
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Physics 1: Algebra-Based	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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Physics C: Electricity and Magne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Physics C: Mechanics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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Spanish Language and Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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Studio Art Drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Studio Art 2-D Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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US History	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
World History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
TOTALS	7	3	5	3	4	2	4	9	6	3	33	5	2	4	

The Committee had extensive dialogue about AP courses and Chairperson Bolton expressed concern about several courses that are not being offered at all high schools. She advised that AP courses in Biology, Government, Human Geography, Psychology and US History should be available for all high school students.

She also expressed concern about feeder programs for students in Grades 4-6 in order for them to be successful in Advanced Placement classes.

Committee member Davis inquired about how it is determined as to what schools get AP courses and how much of a demand is there for AP courses.

Kraig Hoover, Teacher and AP Support, reported that it is the number of students at the schools that determines the schools that get the AP courses.

ACTION: Ms. Bolton advised the Administration to determine what courses should be at all high schools and begin thinking about career pathways and college access in the same breath.

ACTION: The Committee will continue discussion of Advanced Placement at the November 21, 2019 Student Achievement Committee meeting.

ACTION: Ms. Bolton advised the Administration to provide AP data on Walnut Hills High School. How many students take AP classes, and how many don't.

Last Phase of Vision 2020 Schools

Deputy Superintendent Amat updated the Committee on Vision 2020 Assignments for year 2019-2020.

A copy of the document is available in the Board office.

Average Daily Membership (ADM) Enrollments

The Administration provided the Committee with a copy of the District's *ADM Enrollment by School – October 2019*, report.

Chairperson Bolton noted that the District received more students than expected, by the hundreds.

Deputy Superintendent Amat reported that an additional ten classrooms have opened for preschool.

ACTION: The Administration will provide Board member Davis an ADM report that includes capacity data for each school.

A copy of the ADM report is attached to the end of this SAC report.

Growth and Enrollment Issues Raised at the Sites: Pleasant Ridge Montessori, Hyde Park School, Walnut Hills High School, Roberts Paideia, Sands Montessori, Westside Elementaries; Use of Available Properties

Chairperson Bolton reported that the above ADM report is a reflection of expansion that may need to occur at schools in high demand.

She also reported that the Board, at its October 3, 2019, meeting at Gamble Montessori High School, engaged with the Community and listened to their concerns about conditions, a need for more space, and additional facilities at a few of the above-mentioned schools.

ACTION: The Committee will continue discussion on the ADM handout at Board Retreat.

ACTION: The SAC advised the Administration to determine a way to provide the public with an overview of enrollment and capacity of all the schools.

The meeting adjourned at 4:02 p.m.

Student Achievement Committee

Eve Bolton, Chair
Ozie Davis III
Mike Moroski

Staff Liaisons

Tianay Amat, Deputy Superintendent
Susan Bunte, Assistant Superintendent

ADM – Enrollment by School – October, 2019

ID	Name	Enrollment
407	Aiken HS	967
215	AMIS School	541
335	AWL School	585
105	Bond Hill Academy	337
117	CANS School	115
106	Carson School	643
267	Chase School	347
111	Cheviot School	646
135	Clark Montessori HS	676
113	College Hill Academy	454
115	Covedale School	558
107	Dater Montessori School	821
141	Ethel M Taylor Academy	334
137	Evanston Academy	317
127	Fairview Clifton School	726
119	Frederick Douglass School	313
285	Gamble Montessori Elementary	262
380	Gilbert A Dater HS	1299
133	Hartwell School	626
134	Hays Porter School	376
422	Hughes STEM High School	980
240	Hyde Park School	552
430	James N Gamble Montessori HS	528
153	John P Parker School	466
146	Kilgour School	645
163	LEAP Academy	323
132	Midway School	587
159	Mt Airy School	622
160	Mt Washington School	367
162	North Avondale Montessori	583
210	Oyler School	699
199	Parker Woods Montessori	641
128	Pleasant Hill Academy	574
170	Pleasant Ridge Montessori	715
149	Rees E Price Academy	625
327	Riverview East Academy	618
410	Robert A Taft IT HS	657
365	Roberts Academy	825
175	Rockdale Academy	348
138	Roll Hill School	490
176	Roselawn Condon School	510
178	Rothenberg Preparatory Academy	372
286	RS at Aiken New Tech	41
108	RS at Carthage	127
283	RS at Ezzard Charles	13
280	RS at Vine	145
180	Sands Montessori School	715

181	Sayler Park School	337
333	SCPA	1390
340	Shroder HS	774
179	Silverton Paideia Academy	367
172	South Avondale School	394
118	Spencer Center	339
187	Taft Elementary	317
943	Virtual HS	515
450	Walnut Hills HS	3019
461	Western Hills University HS	1064
194	Westwood School	427
198	Winton Hills Academy	361
471	Withrow University HS	1402
264	Woodford Paideia Academy	354
482	Woodward Career Technical HS	1008
	Total Enrollment 10/2/2019	36779