September 23 **2019**

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, September 12, 2019, at 1:30 PM at the Cincinnati Public Schools Education Center in the Board Office Conference Room.

ATTENDEES

Student Achievement Committee Members
Chairperson Eve Bolton, Mike Moroski, Ozie Davis III

Board Member
Melanie Bates

Administration/Staff
Tianay Amat, Deputy Superintendent; Susan Bunte, Assistant Superintendent; Jeff Chrystal, Director, Technology Support; Jeremy, Gollihue, Chief Information Officer**;** David Hapner, Substitute Teacher; Kraig Hoover, Teacher, AP Support; Justin Leach, Director, Testing and Assessment; Sarah Morales, Curriculum Manager; Shauna Murphy, Assistant Superintendent; Sarah Trimble-Oliver, Chief Strategy Officer; Connie Solano, Director, Performance and Accountability; Amy Twarek, Assistant Treasurer; Lauren Worley, Chief Communications and Engagement Officer

Community Members/Parents
Addy Anaya, Marlena Brookfield, Trinity Brookfield, Alex Cureton, Kate Eisenpress, Angela Farwig, Shawn Jeffers, Ed Paff, Kareem Moffett, Craig Rozen, Jason Wilcoxon

Hyde Park School (HPS) Local School Decision Making Committee

Angela Farwig, Parent Representative, updated the Committee about the growth of the Hyde Park School and how that growth is impacting space and signs of the facility aging. She also expressed concern about facility issues that could create health and safety risks for students, teachers, and staff and have a negative impact on instruction.

Ms. Farwig highlighted and reported on the following areas of the building that need attention.

- Classroom Space
  The existing HPS building does not provide the bare minimum in instructional space needed for a school with greater than 500 students.
- Gymnasium and Cafeteria
  The gymnasium and cafeteria are grossly insufficient for a school that serves more than 530 students both in terms of size and environment. The gymnasium prevents the school from having a complete physical education program and fostering a strong community through school-wide or community events.

  The HPS group reported that there is an immediate need in the interim, for a full-size gym that could be used by Hyde Park.

Assistant Superintendent Bunte reported she will meet with Principal Jill Sunderland about the request.

- Bathrooms
  The plumbing at HPS is old and experiences persistent problems.

The Hyde Park School (HPS) Local School Decision Making Committee submitted the following proposed solution to the SAC:

> We, the Hyde Park School LSDMC, ILT, and PTO, propose to partner with CPS to advance plans to build an addition to the school that would include additional classroom and small group learning space, a regulation sized gym, an expanded cafeteria, and new bathrooms on the HPS property. This addition would address each of the issues above and would solidify the foundation of one of the District's recent success stories. It also aligns to the District's strategic priority of growth through renovation and expansion of existing schools. We understand that there have been previous conversations at the District about moving forward with an addition, and we want to partner with CPS to identify any and all internal and external funding sources that can support this addition.

Committee member Davis inquired from the HPS group if they had any ideas or solutions for solving the overcrowding concerns. A member of the group reported that they have been working with CPS and architectural plans have been produced and that the District's Facilities Department has reviewed and is aware of those plans.

ACTION: Ms. Bolton advised the HPS group to reconnect with SAC at the next meeting on October 3, 2019. She and member Moroski advised that an update about spacing needs be done at a Board meeting and that HPS advocates attend those meetings. Chairperson Bolton will do a thorough update of HPS's space and facilities concerns during the approval of the Committee minutes.

Please find attached to these minutes a copy of the full Hyde Park School LSDMC Report.

LSDMC Quarterly District Meetings

Assistant Superintendent Murphy updated the Committee on the following refresh LSDMC meetings for school year 2019-2020.

Planning Team: Eve Bolton, Kent Friel, Sue Wilke, Carol Gibbs, Shauna Murphy

Planning Consultant: Ms. Darlene Kamine

Primary Goal: We will focus our remaining three training dates around the Strategic Plan and the role of the LSDMC in supporting its goals, strategies and outcomes.

Secondary Goal: We will create engaging sessions that allow for panel discussion, cross-school table discussions, and "like" school break outs. We believe school teams like to hear from and learn from each other.

Meeting Dates

- Wednesday, September 25, 2019, 6:00 -7:30 p.m.
  Principal and Chairperson only—Reset using our LSDMC handbook
- Wednesday, November 20, 2019, 6:00 -7:30 p.m.
  We will create unmatched opportunities for meaningful student, family, and community engagement that positively impacts student outcomes and inspires collaboration
- Wednesday, March 4, 2020, 6:00 -7:30 p.m.
  We will ensure students are at the center of all decision-making to create equitable educational opportunities and unmatched experiences that deliver results
- Wednesday, April 22, 2020, 6:00 -7:30 p.m.
  We are our communities' first choice for education. We celebrate the diversity of our communities and will deliver exceptional education experiences in all neighborhoods, expanding the CPS footprint and empowering families to choose CPS as their destination school district.

- Additional Presentations: Ms. Karen Henry, Parents for Public Schools
  Ms. Monica Mitchell, Pediatric Psychologist University of Cincinnati

Chairperson Bolton reported the 40th anniversary of the LSDMCs.

Mr. Rozen suggested to Ms. Murphy to include a five-minute presentation about the CPS tax levy at the September 25, 2019, LSDMC meeting.

Contract Negotiations Start Date

CFT President Julie Sellers reported that the contract must be completed by of May 2020. August 30 was the deadline, however time is needed for ratification. She also reported that negotiations can begin at any time and normally begin in January. She also reported that training is needed before starting. There will be a reopener as well.

Advanced Placement Expansion – Administration

Kraig Hoover, Teacher and AP Support, updated the Committee on the following Advance Placement report.

CINCINNATI PUBLIC SCHOOLS | PREPARING STUDENTS FOR LIFE

Advanced Placement
Student Achievement Update:
Date
16 SEP 2019

Strategic Goal 1.1 Increase the % of African American Students in AP Courses from 40% to 50% in the 2020-2021 Academic Year

Enrollment

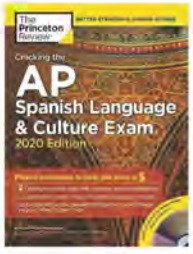
- Total 18-19 (1726)/ 19-20 (1955) +13.27%
- Title 18-19 (1280)/Title 19-20 (1397) +9.14%
- Non-Title 18-19 (446)/Non-Title 19-20 (558) +25%
- Current Enrollment by Demographics
  (As reported in Performance Matters 9.11.19)
  - Total: Caucasian 47.5%; Hispanic 3.7%; Multiracial 6.6%; African American 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%

What's New

- AP Procedures
- Chicago Public Schools: AP District of the Year
- Cincinnati Woman's Club Partnership

Expansion Plans

- AP Spanish/French for heritage/dual immersion students
- AP Psychology for all
- Pre-AP program for grade 9
- AP Computer Science Principles



The Committee expressed concern about the number of African-American students not taking advantage of AP classes. Bolton asked if students have been provided support to excel in the AP classes.

ACTION: Ms. Bolton advised the Administration to provide a chart that shows the number of AP classes per building (it has since been provided and is attached).

Sarah Morales, who oversees AP for curriculum, informed the Committee that she is identifying students who are heritage speakers of languages that can be put into AP World Language classes.

She reported there are 1,053 Hispanic students in grades 7-12 and 6 of those students are taking AP Spanish. A test will be administered to Spanish heritage speakers to identify students who have prerequisites efficiencies to be enrolled in the AP Spanish courses for next school year.

College Credit Plus, Dual Enrollment, Post K-12

Assistant Superintendent Shauna Murphy shared with the Committee the following report by Curriculum College Manager Kayla Ritter Rickels.

Celebrations:

The CPS College Team has hired an additional team member at the end of August; half of her role will be focused on building the capacity, compliance, awareness, and access to CCP coursework. She comes to CPS with CCP experience working on a college campus.

Updates:

CCP coursework has started for the year in our buildings. We have students that are attending classes at Chatfield, Cincinnati State, UC Clifton, UC Blue Ash, and Sinclair. Furthermore, UC Clifton offers courses during the school day at SCPA and Walnut Hills and Cincinnati State offers courses at Clark, Hughes, Shroder, Walnut, West Hi, Withrow, and Woodward.

This year we implemented two new items:

1. A webinar for all in-school course teachers and the support high school staff co-hosted by the College Manager and our primary CCP partner, Cincinnati State.
2. A Comprehensive acknowledgement form for students to verify that they are taking a class for credit and/or to withdraw from a course so there is written record. This stemmed from leanings from last Academic Year around documentation and the need to center on the student consent and voice to take the class and recognize the ramifications of dropping a course.

There will be a CCP Information Night for all district students and families on November 13.

Where We Are Headed:

With the new additional capacity for this work, the College Team will be tackling the following items this year:

1. Increased compliance capacity for CCP regulations across schools and central office departments
2. Increased communication to students/families/influencers around the opportunities of CCP for students
3. Strategic planning with high school and K8 sites for CCP usage in the building and advising for off-campus opportunities
4. Applying for the ODE grant to fund coursework for teacher credentialing with the college/university partners
5. Reduction of barriers so students can fully engage in the opportunity
6. Improved and expanded college campus partner relations as it relates to CCP
7. Consideration and planning on how to leverage CCP for gateway coursework not presently offered in buildings (i.e., physics, calculus, etc.) for certain degree programs/college campuses

Safety Sub Committee
Chairperson Bolton informed the Committee that a Safety Sub Committee of the SAC has been formed that includes community members in order to help Administration do a re-write of the Safe Routes to School for the District.

ACTION: The Administration will appoint a liaison to the Committee.

AdvancED Accreditation for High Schools
The Administration reported that all high schools are nationally accredited through AdvancED.

AIR (American Institute of Research) Test and Dropout Rates
Justin Leach, Director of Test Administration, updated the Committee on test results for school years 2017-2018 and 2018-2019 for grades 3 to 8. The results also included data broken down by ethnic groups.

The test results were in the following subject areas:

- American U.S. Government
- American U.S. History
- Biology
- English Language Arts I and II
- Mathematics (Algebra 1, Geometry)
- Science

Connie Solano, Director of Performance and Accountability, updated the group on high school drop-out rates. She reported that the State no longer reports drop-out rate; they are now reporting the percentage of students that graduated with their four- and five-year cohorts. She also updated the Committee on the percentage of students who did not graduate.

A copy of the statistical data report is available in the Board office.

ACTION: Assistant Superintendent Bunte reported that she will provide an update on high school information that will address the immigrant and Hispanic populations. She will also report on the Earn and Learn Program. This is needed to be done due to the high number of immigrant students that must leave school for employment.

Student Achievement Committee Workplan
Chairperson Bolton provided the Administration with a copy of the Committee's workplan that is still being drafted.

Report Card Reform and Administration Reform Proposals
Chairperson Bolton advised the Committee that school districts within the Ohio School Boards Association's Urban Network will be meeting on September 19-20, 2019, to discuss the Ohio Report Card Reform at the Ohio School Board Association's office in Columbus, Ohio. She also advised the Administration to update the group on the District's recommended proposals to the Report Card. The finished work of the September 19-20, 2019, meeting will be recommendations to a recently appointed Ad Hoc Committee of the State Legislature.

Community Learning Centers Celebration Week
Ms. Bunte reported Coordinators Appreciation Week will be September 23-27, 2019. The purpose of the celebration is to lift up the amazing work Coordinators do to help students and families thrive.

Information about the event is available on this link:
http://www.communityschools.org/aboutschools/coordinatorsrock2019.aspx

CPS/Park Board Collaborative Report

Ms. Bolton informed the Committee that Social Studies Manager, David Traubert, and Science Manager, Jennifer Williams, presented at the Civic Garden Center about bringing CPS and the Park Board together.

The groups of more than a dozen organizations requested the District report back in about four weeks regarding the District's desire and model pilot.

ACTION: Deputy Superintendent Amat will obtain information the initiative from Mr. Traubert.

Neighborhood Boundary Lines

Mr. Moroski reiterated the Board's assignment to rethink High Schools of Choice and neighborhood and magnet school boundary lines Districtwide, along with community input.

He provided and updated SAC on the following maps (*attached at end of this report*) used by the City:

1. Cincinnati Community Council Neighborhood (the City uses this map for community notification communication); and
2. Cincinnati Statistical Neighborhood Approximations (the City uses this map for data analytics).

Other Business

Copy Clicks and Paper

Ms. Bolton informed the group that students at Walnut Hills are expressing concern at no longer having access to print their work in the library, as well as the teachers at all schools throughout the District not having enough copy clicks to accommodate student printing.

ACTION: Jeff Chrystal, Director of Technology Support, will immediately contact and work with the Principal at Walnut Hills to support the students' request and resolve the issue by Friday, September 13, 2019.

ACTION: The copy click problem will also be addressed.

School Safety

Board member Melanie Bates informed the Committee about the Vision Zero Network program that the City is implementing and the need for the District and the City to come together as a unified front with the program.

Ms. Bates reported that there will be a national event on October 2, 2019, with schools across the country having peaceful expressions of concerns in or outside of their schools in support of school safety when walking to and from school. October 2, 2019, is National Walk to School Day.

Ms. Bates advised the Administration to engage the schools, families, LSDMCs, and principals to be part of the peaceful demonstration before or after school.

Ms. Bolton advised the Administration to announce the initiatives at the LSDMC district-wide meeting.

ACTION: Assistant Superintendent Murphy will add the initiative to the LSDMC meeting agenda.

The Vision Zero Network is a collaborative campaign helping communities reach their goals of Vision Zero—eliminating all traffic fatalities and severe injuries—while increasing safe, healthy, equitable mobility for all. For more information about the Network: https://visionzeronetwork.org/

Outdoor Facility

Member Moroski informed the Committee that a conversation has taken place with Thomas Frank, Music Teacher at Gamble Montessori High School, about his idea to have a permanent outdoor facility for 120 students, similar to Camp Joy. The suggested site is at Mt. Airy Forest Park. He also reported that Camp Joy would like to work with the District on how to make it happen.

Calendar for 2021

Chairperson Bolton informed the Committee about a letter received by a parent asking the Board to reconsider the start date for the next school year and return to a Wednesday, instead of a Monday, start date. The letter also stated that it is hard on teachers and parents for children to go to school five days in a row the first week of school.

Mr. McDole reviewed the 2020-21 calendar with the Committee and reported that school will be starting later next school year, but with a full week as planned.

Ohio Teacher Evaluation System (OTES) Pilot

Ms. Bolton reported she attended training at the Butler Education Service Center Ohio. She reported that since the District is a pilot, the new OTES will be in effect this year.

Mr. McDole updated the Committee on how quickly the OTES pilot is being implemented and that many of the changes will be in the rubrics, with a focus on growing teachers.

He reported that a date is being determined to have someone from the Ohio Department of Education present an update to the principals about the changes.

October SAC Meeting

The Student Achievement Committee's next meeting will be Thursday, October 3, 2019, at 1:30 p.m.

The meeting adjourned at 3:37 PM.

Student Achievement Committee

Eve Bolton, Chair
Ozie Davis III
Mike Moroski

Staff Liaisons

Tianay Amat, Deputy Superintendent
Susan Bunte, Assistant Superintendent

August 1, 2019

FROM: Hyde Park School LSDMC, PTO, and ILT

TO: Cincinnati Public Schools Board of Education Student Achievement Committee Members
Eve Bolton
Ozie Davis III
Mike Moroski

CC: Laura Mitchell, Superintendent, Cincinnati Public Schools
Tianay Amat, Deputy Superintendent, Cincinnati Public Schools
Susan Bunte, Assistant Superintendent, Cincinnati Public Schools
Shauna Murphy, Assistant Superintendent, Cincinnati Public Schools

RE: *Partnering to Resolve Hyde Park School Space and Facilities Issues*

Dear Student Achievement Committee Members:

Hyde Park School (HPS) is a thriving neighborhood school that has grown rapidly during the past few years. Following a successful two-year community campaign to reopen the neighborhood school, enrollment has grown from 130 students for the 2012-2013 school year to more than 530 students during the 2018-2019 school year, including the addition of a fourth kindergarten classroom. Our families are proud to have HPS as their neighborhood school, and families in these communities that previously considered private or parochial schools are now enrolling in a CPS neighborhood school.

While the district should be proud of the success of HPS, space constraints and outdated facilities have become significant barriers to sustaining the school's success. Built in 1902, the HPS building requires investment to maintain a healthy environment for learning and to accommodate the growing enrollment from the community. As a newly reopened school, HPS was not a part of the Facilities Master Plan that concluded in 2014, and the district and the HPS community have implemented short-term solutions and creative workarounds to address space and facilities issues. Despite these efforts, HPS has reached an inflection point in its ability to manage the space issues, and we need additional investment from CPS to support the health, safety, and success of our students.

Overview of Impact of Space and Facilities Issues

HPS is bursting at the seams and showing acute signs of an aging and overcrowded building. The combination of rapidly growing enrollment and a 117-year-old building with limited investment since the school reopened have created space and facilities issues that constitute health and safety risks for students, teachers, and staff and have a negative impact on instruction.

Classroom Space

The existing HPS building does not provide the bare minimum in instruction space needed for a school with greater than 500 students. For the past three years, CPS has leased the second floor of an Eagle Savings Bank located across the street from HPS at a cost of nearly $50,000/year. For the 2019-2020 school year, three

classrooms of second graders will attend class in the Eagle Savings Bank building. The reliance on the Eagle Savings Bank building is an inefficient use of district resources and forces over 75 students – next year, seven- and eight-year-olds – to cross the busy intersection at Edwards Road/State Route 561 twice during the school day. Traversing between the Eagle Savings Bank building and the HPS building creates needless safety risks for students and wastes valuable instruction time –between 20-30 minutes daily. Further, the second floor is accessible only via stairs, which raises concerns about the school's ability to be inclusive and serve children with physical disabilities. Locating classrooms for young children in a bank building also heightens legitimate parent concerns about safety during the school day.

Finally, as HPS brings its Vision 2020 Personalized Education Program to life for the 2019-2020 school year, the school's ability to execute on this vision will be severely constrained by the crowded classrooms and lack of small group learning spaces – both in the building and in the bank classrooms. As part of the school's engagement around Vision 2020, HPS parents were asked to identify the barriers that would prevent HPS from offering an effective personalized education program. 83% of respondents indicated space/building capacity – far and away the most frequent response. (For comparison, 40% of parents indicated that staffing ratios were a potential barrier, the second most frequent response.)

Gymnasium and Cafeteria

The gymnasium and cafeteria are grossly insufficient for a school that serves more than 530 students both in terms of size and environment.

The gymnasium prevents the school from having a complete physical education program and fostering a strong community through school-wide or community events. The HPS gym is only 2633 square feet, much smaller than the gyms of schools in the district with the same or lower total enrollment capacity. In fact, based on sample data, in most cases the HPS gym is half the size of the gyms in these comparable buildings. (For example, Silverton's enrollment capacity is 400, while its gym is 5818 square feet; Sayler Park's enrollment capacity is 425, while its gym is 6462 square feet.) Gym class is held outside whenever possible because of the significant injury risk in having a classroom of children running around inside this small space. The size of the gym makes school-wide assemblies or public events impossible, inhibiting community-building and overall school culture. Events such as student concerts are held by individual grade level and, even then, there is not enough room to accommodate the attendees. Sports practices and games are held at off-site facilities – another roadblock to creating strong school-community relationships and a challenge for families that do not have access to reliable transportation. Concerns regarding mold and structural damage caused by water that leaked from the roof remain.

The cafeteria is also one of the smallest in the district. The space is dark and dingy and experienced dramatic flooding in 2016. HPS has met these challenges by being creative with meal schedules and painting the walls; however, the space remains too small for lunch and for the popular and crowded afterschool program. Moreover, the flooding led to a pervasive foul odor and possible mold damage, and continues to foster an unhealthy environment for children, teachers, and staff.

Bathrooms

The plumbing at HPS is old and experiences persistent problems. Toilets are routinely clogged, overflowing, or not working. Classroom bathroom breaks require additional time because of non-working toilets, carving into valuable instructional time. Water leaks from the ceiling in many of the children's bathrooms, as well as through the walls and floor of one of the adult restrooms. Some children fear using the bathrooms because of the state of facilities and holes in the walls and ceilings. Left unaddressed, these issues will increase the risk of more significant water-related problems in the future and continue to pose health and comfort issues for the children.

Proposed Solution

We, the Hyde Park School LSDMC, ILT, and PTO, propose to partner with CPS **to advance plans to build an addition to the school that would include additional classroom and small group learning space, a regulation sized gym, an expanded cafeteria, and new bathrooms on the HPS property. This addition would address each of the issues above and would solidify the foundation of one of the district's recent success stories. It also aligns to the district strategic priority of growth through renovation and expansion of existing schools.** We understand that there have been previous conversations at the district about moving forward with an addition, and we want to partner with CPS to identify any and all internal and external funding sources that can support this addition.

We are grateful that CPS responded to the community's voice by reopening the neighborhood school at HPS. The results of that decision have been overwhelmingly positive for the district, HPS families, and the local community. We are proud of our school's historical building, unique classroom spaces, wonderful teachers and staff, committed parents, and amazing students. Yet to continue our trajectory of success, we must act soon to address the significant space and facilities issues that pose health and safety risks to our children and negatively impact their learning experiences. We are committed to the success of our neighborhood school, and we know this committee is too. As the district embarks on its new strategic plan and seeks to grow, now is the time to invest in Hyde Park School.

Thank you for your consideration, and we look forward to working with you to support the HPS community.

Sincerely,

Jason Wilcoxon
On behalf of Hyde Park School LSDMC

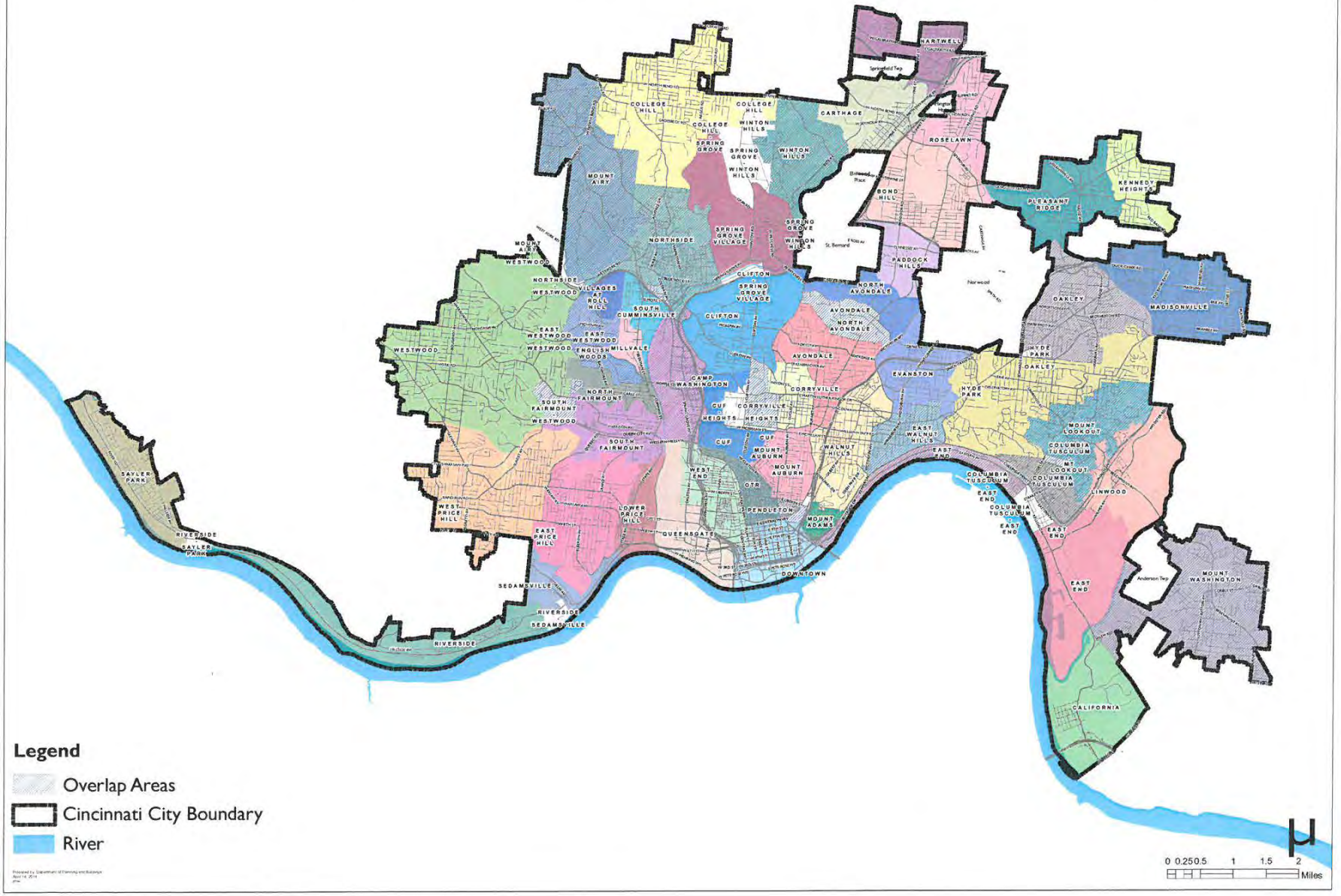
Angela Farwig
On behalf of Hyde Park School ILT

Ed Paff
On behalf of Hyde Park School PTO

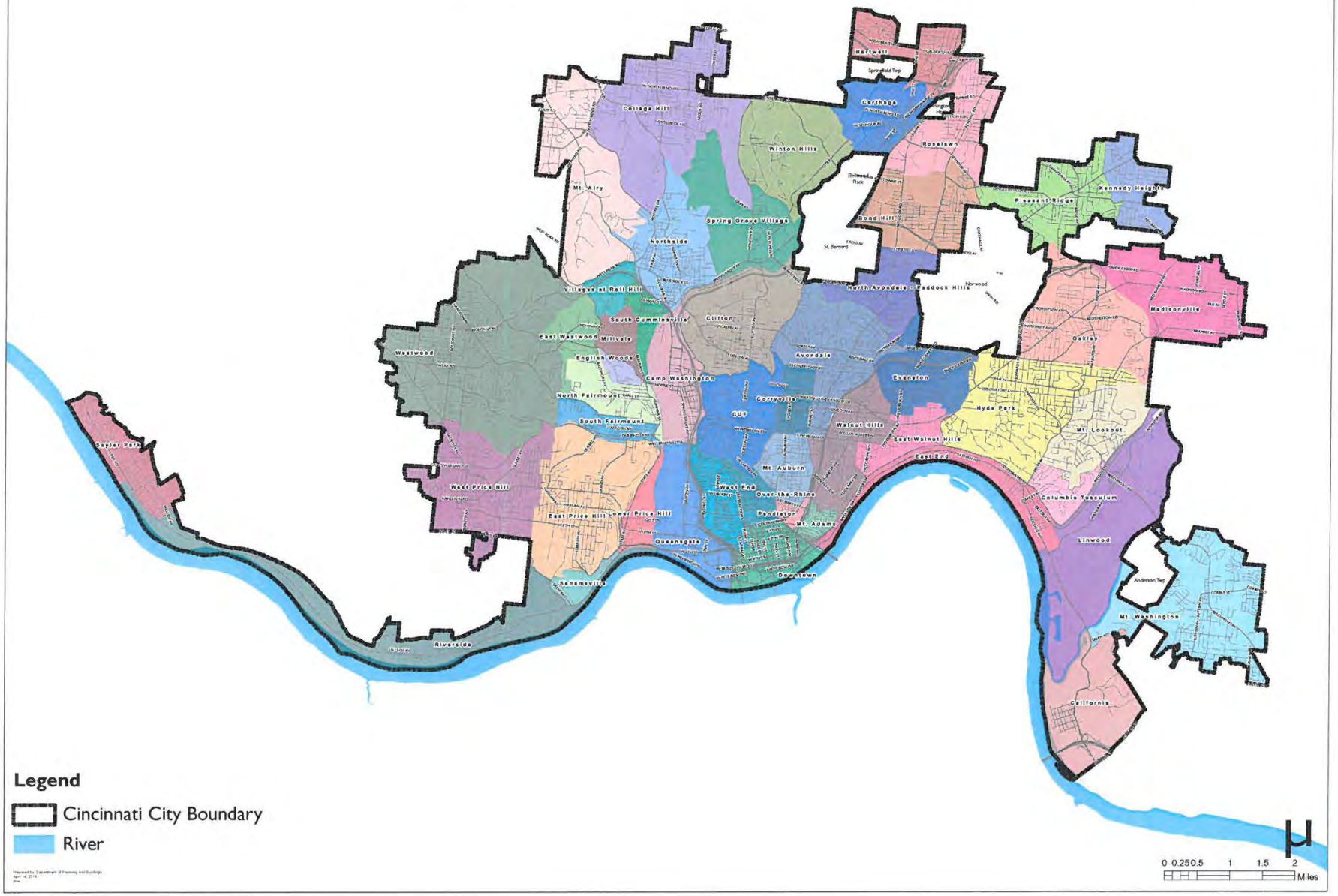
AP Course Offerings by Building 18-19														
	AIKEN	CLARK	DATER	GAMBLE	HUGHES	OYLER	RIVERVIEW	SCPA	SHRODER	TAFT	WALNUT	WEST HI	WITHROW	WOODWARD
AP Research	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
AP Seminar	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Art History	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Biology	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐
Calculus AB	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐
Calculus BC	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐
Chemistry	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Chinese Language and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Computer Science A	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Computer Science Principles	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
English Language and Composit	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
English Literature and Composit	☐	☐	☑	☑	☐	☑	☑	☑	☑	☐	☑	☐	☐	☐
Environmental Science	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☑	☑	☑	☑
European History	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
French Language and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
German Language and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Government and Politics (Comp	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Government and Politics (US)	☑	☐	☑	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐
Human Geography	☑	☐	☑	☑	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑
Italian Language and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Japanese Language and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Latin	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Macroeconomics	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Microeconomics	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Music Theory	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐
Physics 1: Algebra-Based	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Physics 2: Algebra-Based	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Physics C: Electricity and Magne	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Physics C: Mechanics	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Psychology	☑	☐	☑	☐	☑	☐	☐	☐	☐	☑	☑	☑	☐	☑
Spanish Language and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Spanish Literature and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Statistics	☑	☐	☐	☑	☐	☐	☑	☐	☑	☐	☑	☑	☐	☑
Studio Art Drawing	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐
Studio Art 2-D Design	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Studio Art 3-D Design	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐
US History	☐	☐	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☐
World History	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
TOTALS	7	3	5	3	4	2	4	9	6	3	33	5	2	4

AP Course Offerings by Building 19-20															
	AIKEN	CLARK	DATER	GAMBLE	HUGHES	OYLER	RIVERVIEW	SCPA	SHRODER	SPENCER	TAFT	WALNUT	WEST HI	WITHROW	WOODWARD
AP Research	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
AP Seminar	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Art History	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Biology	☐	☑	☐	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐	☐	☐
Calculus AB	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐
Calculus BC	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
Chemistry	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Chinese Language and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Computer Science A	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Computer Science Principles	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
English Language and Compositic	☑	☐	☐	☐	☑	☑	☐	☑	☑	☐	☑	☑	☑	☑	☐
English Literature and Compositi	☐	☐	☑	☑	☐	☑	☑	☑	☑	☐	☐	☑	☐	☐	☐
Environmental Science	☑	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑
European History	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
French Language and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
German Language and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Government and Politics (Compa	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Government and Politics (US)	☑	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐
Human Geography	☑	☐	☑	☐	☑	☐	☑	☐	☑	☑	☑	☑	☑	☑	☑
Italian Language and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Japanese Language and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Latin	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Macroeconomics	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Microeconomics	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Music Theory	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐
Physics 1: Algebra-Based	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Physics 2: Algebra-Based	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Physics C: Electricity and Magnet	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Physics C: Mechanics	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Psychology	☑	☐	☑	☐	☑	☐	☑	☐	☑	☐	☑	☑	☐	☑	☑
Spanish Language and Culture	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Spanish Literature and Culture	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Statistics	☑	☐	☐	☑	☐	☐	☑	☐	☑	☐	☐	☑	☑	☑	☑
Studio Art Drawing	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐
Studio Art 2-D Design	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Studio Art 3-D Design	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐
US History	☑	☑	☑	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐
World History	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
TOTALS	8	4	5	3	4	2	4	9	7	1	3	33	4	6	4

Cincinnati Community Council Neighborhoods



Cincinnati Statistical Neighborhood Approximations



Legend

Cincinnati City Boundary

River