

Ohio Student Mobility Research Project
Cincinnati Area Profile

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Summary

Student mobility is the phenomenon of students in grades K-12 changing schools for reasons other than customary promotion from elementary to middle school and middle to high school. This change may happen during the school year or over the summer. Mobility has consequences for schools, students, communities, and public policy. Research has found that students who change schools most frequently have worse educational outcomes.

In 2011, Community Research Partners and the Thomas B. Fordham Institute entered into a partnership to conduct research on student mobility in Ohio. The research analyzes more than five million student records over two school years to provide a picture of student mobility for all Ohio public districts and buildings and public charter schools, with in-depth analysis for the Columbus, Cincinnati, Cleveland, Dayton, and Toledo areas.

The Cincinnati Area Profile

The Cincinnati Area Profile focuses on the mobility of 32,009 Cincinnati Public Schools (CPS) students and that of the more than 200,000 students in the other 49 public districts, 69 physical charter schools, and e-charters in an approximate 30 mile radius of CPS (the research includes only Ohio schools and students). For analysis purposes, Cincinnati Area districts are divided into Ring 1—those adjacent to CPS and/or within Hamilton County—and Ring 2, the remaining districts.

Magnitude of mobility

The magnitude of mobility examines *how many* students change schools, both during the school year and between school years, and is measured in two ways: 1) cohort stability and 2) churn.

Cohort stability: measures retention of students over time

How many students from an October 1 cohort remained continuously enrolled in a building or district over two school years?

In the least stable Cincinnati Area districts, about one of every three students in a school at the beginning of a school year is not in that same building at the end of a second school year. The most stable districts lose fewer than one in ten students.

Grades K-7 building stability

- **Cincinnati Public Schools.** Sixty-five percent of a cohort of students in grades K-7 remained in the same CPS building over two years, the fourth lowest stability rate of the 21 Cincinnati Area Ring 1 districts.
- **Other less stable districts.** North College Hill had the lowest building stability rate (47.6%) among the Ring 1 districts. St. Bernard-Elmwood Place, Lockland, Mt. Healthy, and Reading Community, also had building stability rates of 70% or less for grades K-7.
- **Most stable districts.** Madeira, Indian Hill, Mariemont, Forest Hills, and Wyoming had building stability rates of 90% or greater for grades K-7.

Grades 8-11 building stability

- **Cincinnati Public Schools.** Fifty-nine percent of a cohort of students in grades 8-11 remained in the same CPS building over two years, the fourth lowest stability rate of the 21 Cincinnati Area Ring 1 districts.
- **Other less stable districts.** North College Hill had the lowest building stability rate (49.8%) among the Ring 1 districts. Norwood, Mt. Healthy, St. Bernard, Elmwood Place, and Reading Community also had building stability rates of 70% or less for grades 8-11.
- **Most stable districts.** Indian Hill, Wyoming, Madeira, and Sycamore Community had building stability rates of 90% or greater for grades 8-11.

Charter school stability

- Only three of the 37 largest charter schools in the Cincinnati Area had stability rates of 70% or more, while 17 schools had rates of less than 50%, losing half or more of their students over two years. The least stable charter schools are primarily dropout recovery schools.

Churn: measures movements into and out of a building or district

What are the number and rate of total school year moves (admissions and withdrawals) for each district and building during a school year?

There were more than 12,000 admissions to and withdrawals from schools in the 21 Cincinnati Area Ring 1 districts during the 2010-2011 school year. For most of these districts, churn in grades K-8 resulted in a net gain of students (more admissions than withdrawals), while the churn in grades 9-12 produced a net loss of students (more withdrawals than admissions).

District churn

- **Cincinnati Public Schools.** The CPS K-8 churn rate (16.2%) and the 15.2% churn rate for grades 9-12 were the eighth highest among the 21 Ring 1 district. The 30 CPS buildings with the most churn have rates ranging from 23% to 117%. The building with the most churn is the Virtual High School.
- **Other high churn districts.** The Mt. Healthy, North College Hill, St. Bernard-Elmwood Place, and Lockland districts had K-12 churn rates of more than 20%.
- **Lowest churn districts.** The Wyoming, Indian Hill, and Madeira districts had the least churn among the Ring 1 districts, with K-12 rates of below 4.0%.

Charter school building churn

- Only three of the 37 largest physical charter schools in the Cincinnati Area had churn rates below 10%. Seven schools had rates of greater than 50%. The charter schools with the greatest churn (90-175%) are primarily dropout recovery schools.

Mobility Patterns

Mobility patterns show the movement of students between school districts and buildings and between public districts and charter schools, as well as the characteristics of origin and destination schools. The analysis includes: 1) district and building mobility patterns, 2) report card ratings of origin and destination schools, and 3) inter-district open enrollment analysis.

Mobility patterns: districts and buildings that exchange students

How many unique students did pairs of districts have in common (i.e. a student was enrolled in both at some point in time) over two school years? What was the direction of movement (origin and destination) between these districts?

Over two school years, the 50 public districts in the Cincinnati Area exchanged 19,226 students. Another 10,428 students were exchanged between public districts and charter schools (both physical and e-charters). The largest numbers of exchanges were between districts in close proximity to each other, but CPS also exchanged students with other Major Urban districts across the state.

Cincinnati Public Schools

Over two school years, 7,692 unique students transferred between CPS and another Ohio district or charter school. Of these, 58% moved to or from another district, 36% moved to or from a physical charter school; and 7% moved to or from an e-charter school. During this time period, 4,657 students made a non-promotional change of schools within the CPS district.

- **Cincinnati Public Schools exchanges with other districts.** Over two school years, 4,623 students were enrolled in a CPS school and in one of the 30 Ohio public districts that exchanged the most students with CPS. In these exchanges, 1,982 students entered CPS from another district, and

2,641 students left CPS for another district. The districts that exchanged at least 500 students with CPS were Mt. Healthy and Northwest.

- **Cincinnati Public Schools exchanges with charters.** Over two school years, 6,905 students were exchanged between CPS schools and 30 charter schools. Eighty-six percent of these exchanges were from CPS to a physical charter school, and 14% were with e-charters, led by eCOT (308 students).
- **Cincinnati Public Schools exchanges with buildings in other districts.** The largest numbers of CPS inter-district building moves occurred at the high school level. Only seven of the top 30 exchanges involved elementary schools. CPS Aiken College and Career, Woodward Career Technical, and Western Hills Engineering high schools exchanged a total of at least 50 students each with high schools in the Mount Healthy, North College Hill, Northwest, Princeton, and Winton Woods districts. CPS Mount Airy and Pleasant Hill elementary schools exchanged a total of at least 50 students each with elementary schools in the North College Hill, Northwest, and Mount Healthy districts
- **Exchanges among Cincinnati Public Schools buildings.** Of the 4,657 CPS students made a non-promotional change of school within the CPS district, one-third occurred among students in grades K, 7, and 9. Of the 30 buildings that exchanged the most students, South Avondale Elementary, Rees E. Price Elementary, Western Hills University High, and Virtual High were the most frequent receiving schools. The most frequent sending schools were Aiken College and Career High, Carson Elementary, Virtual High, and Frederick Douglass Elementary.

Other Cincinnati Area districts

- **Exchange patterns among districts.** Over two years, there were 8,305 student exchanges among the 25 largest Cincinnati Area districts (excluding CPS). The Hamilton, Lakota, Northwest, and Middletown districts had the most inter-district exchanges. Districts that exchanged more than 175 students were Hamilton and Fairfield, Hamilton and Middletown, Hamilton and Lakota, Lakota and Fairfield, Hamilton and Talawanda, Princeton and Lakota, and Northwest and Mt. Healthy.

Origin and destination report card ratings

What is the performance rating of the destination school of mobile students, compared to the rating of the school of origin?

For students who moved into, out of, or within the CPS district, the state report card rating of the student's destination school, when compared to that of the school of origin, varied based on the types of buildings or districts involved in the move:

- **Exiting Cincinnati Public Schools for another district.** Sixty-three percent went to a school with a rating similar to (the same or one rating higher or lower) that of their school of origin; 33% went to a school with a rating two or more ratings higher.
- **Entering Cincinnati Public Schools from another district.** Sixty-six percent went to a school with a rating similar to (the same or one rating higher or lower) that of their school of origin; 31% went to a school with a rating two or more ratings lower.
- **Exiting Cincinnati Public Schools for a charter school.** Sixty-one percent went to a school with a rating similar to (the same or one rating higher or lower) that of their school of origin; 31% went to a school with a rating two or more ratings lower.
- **Changing schools within Cincinnati Public Schools.** Seventy percent went to a school with a rating similar to (the same or one rating higher or lower) that of their school of origin.

Open enrollment

How many students are enrolled in a district, which is not their district of residence, through open enrollment?

As of school year 2010–2011, the CPS district and most of the districts surrounding CPS did not accept open enrollment students from other districts. However, many districts in the Cincinnati Area—particularly those in Ring 2—do permit open enrollment. Eleven pairs of districts had at least 50 students who resided in one district, but attended school in another district through inter-district open enrollment, including from a Cincinnati residence to St. Bernard-Elmwood Place enrollment, West Clermont to Batavia, West Clermont to New Richmond, and Hamilton to New Miami.

Mobility and the student

The analysis of mobility and CPS student characteristics and achievement examines differences in: (1) demographics of mobile and non-mobile student groups, (2) demographics of students who left the district based on the type of destination school, and (3) proficiency test scores based on mobility status.

Student characteristics and mobility status

How do stable CPS students differ from those who move within the district? How do students staying in the district differ from those leaving? How do students leaving the district differ from those entering?

- **Movers between CPS buildings.** Compared to stable CPS students, those who move between CPS buildings are more likely to be black, economically disadvantaged, homeless, or have a disability.
- **Outgoing and incoming students.** Compared to outgoing CPS students, incoming students are more likely to be white, an immigrant, or LEP.

Student characteristics and destination of outgoing students

How do the characteristics of outgoing CPS students differ based on their destination school?

- **Race.** Compared to other racial groups, black students are more likely to move to a physical charter school; white students are more likely to move to an e-charter; and Hispanic students are more likely to move to a district outside of Ohio.
- **Economic disadvantage.** Economically disadvantaged CPS students are more likely than those who are not economically disadvantaged to move to a physical charter.
- **Limited English Proficiency.** LEP students are more likely than those who are not LEP to move to a district outside of Ohio.

Student mobility and proficiency test passage

What is the 2-year mobility history of 3rd grade and 8th grade students who took the 2011 proficiency tests? What is the relationship of mobility history and proficiency test scores?

Mobility history and economic disadvantage of test takers

Of the 4,464 3rd grade and 8th grade CPS students who took the OAA tests in spring 2011, about one-in-four test takers made at least one non-promotional school move during the previous two school years. The largest groups were those who made one school year move or one summer-only move. For both the 3rd grade and 8th-grade test takers, the students who moved once during the summer and those who moved two or more times had economic disadvantage rates of greater than 90%, compared to 75% and 68% for the 0-mover groups.

Mobility history and test scores

There is a downward trend in average test scores and passage rates of 3rd and 8th grade OAA math and reading tests with each successive school change that a CPS student made. All mover groups—even those who move one time in the summer—had lower average test scores and passage rates than students who did not change schools over the previous two years.

Statistical modeling compared mean test scores for mover groups. For the CPS student groups analyzed, the low p-values (<.0001) for all factors indicate that the number of school changes over two years is an independent predictor of test scores. There is a statistically significant relationship between more school moves and lower test scores. Economic disadvantage and race are also independent predictors of test scores.

Mobility and achievement test roll-up level

An impact of student mobility is that mobile students may not meet the enrollment criteria—continually enrolled in a building or district from October 31 until the spring achievement testing date—for counting their test scores in a building’s or district’s performance rating. Instead, their test score is “rolled up” and counts only for the district or state rating. Among the Cincinnati Area Ring 1 districts, Lockland has the highest percentage of students whose achievement test scores are rolled up to the state (22.2%). The CPS figure (8.1%) is the 8th highest among the 15 Major Urban districts.

Statewide context

To provide context for the data in the Cincinnati Area Profile, Table i includes comparison data on key district demographics and selected mobility measures for the 15 public school districts classified by ODE as “Major Urban,” as well as for all public districts and all public charter schools in the state.

Table i. Ohio Major Urban Districts: District and student characteristics, school year 2010–2011 (SY 2011)

	Rating	Average daily enrollment	Enroll. chg. since SY 2001 (%)	Economic disadvan. (%)	Minority race or ethnicity (%)	Two-year district stability rate, Oct. 2009–May 2011 (%)		Two-year building stability rate, Oct. 2009–May 2011 (%)		One-year churn rate, school year 2010–2011 (%)		Test roll-up to state (4) (%)
						Grades K–7	Grades 8–11	Grades K–7	Grades 8–11	Grades K–8	Grades 9–12	
All Ohio public school districts (1)	-	1,637,230	-6.2	43.1	23.3	85.9	81.5	80.8	78.0	9.5 (2)	9.1 (2)	4.5
All Major Urban districts	-	244,396	-39.6	82.6	70.1	77.6	70.0	64.3	60.5	16.5 (2)	22.7 (2)	9.1
Akron	C	22,603	-25.3	84.7	59.5	81.5	77.1	68.9	66.2	12.3	18.2	4.3
Canton	C	9,750	-18.3	80.6	51.8	82.0	80.2	68.1	74.6	15.6	21.3	5.6
Cincinnati	B	32,009	-20.3	69.7	75.8	77.6	72.2	65.0	58.7	16.2	15.2	8.1
Cleveland	D	43,202	-40.2	>95.0	85.4	76.5	66.1	54.7	57.7	16.2	30.8	7.1
Cleveland Hts.-Univ. Hts.	C	5,907	-14.3	61.3	83.0	79.4	72.1	73.8	66.9	15.8	22.7	14.2
Columbus	C	49,616	-22.0	81.9	73.0	76.5	70.4	67.4	61.8	18.5	23.5	10.1
Dayton	C	14,174	-31.1	92.5	74.8	78.5	71.5	68.8	64.8	18.2	19.4	7.9
East Cleveland	D	3,182	-43.7	88.5	>95.0	69.1	62.6	64.6	61.6	23.9	22.9	10.2
Euclid	C	5,793	-4.3	66.0	83.6	77.1	76.8	68.6	72.8	16.9	16.4	7.3
Hamilton (Butler County)	C	9,444	<0.1	69.2	24.6	80.7	74.9	68.4	66.2	18.7	22.4	8.2
Lorain	C	7,585	-26.3	84.5	72.0	77.2	71.8	60.4	53.9	19.8	25.6	8.5
Springfield (Clark County)	B	7,398	-24.2	76.3	37.9	81.3	69.7	64.7	51.4	14.5	24.0	6.1
Toledo	C	22,277	-39.4	76.6	60.0	74.9	60.1	63.5	49.0	16.5	31.1	8.7
Warren	D	5,368	-20.9	75.2	53.8	79.0	71.2	63.0	65.5	15.5	18.8	5.3
Youngstown	D	6,088	-42.5	91.9	83.1	74.3	65.3	60.5	55.3	20.4	27.4	8.2
All Ohio public charter schools	-	113,698	-	75.0	60.8	-	-	50.6 (3)		27.2 (2,3)		13.7
E-charters	-	3,3052	-	64.7	21.0	-	-	44.2 (3)		129.9 (2,3)		30.8

Source: Ohio Department of Education; CRP analysis of ODE enrollment records

Note: District rating A+=Excellent with Distinction, A=Excellent, B=Effective, C=Continuous Improvement, D=Academic Watch, F=Academic Emergency.

(1) Public school district data in this table do not include the island districts or College Corner.

(2) Median of churn rates

(3) Churn rates for grades K-11 or K-12

(4) Among spring 2011 math achievement assessment test-takers in grades 3 to 8 reported by district (or charter school), the percentage whose scores were rolled up to state level; i.e., student was not continuously enrolled in district (or charter school) since last day of October for same academic year

1.0 Introduction

1.1 What is student mobility?

Student mobility is the phenomenon of students in grades K-12 changing schools for reasons other than customary promotion from elementary school to middle school or from middle school to high school. This non-promotional school change can occur during the school year or in the summer between school years. It may involve residential change, school change, or both.

Students may change schools for reasons that are considered positive, such as when a family moves to a better school, neighborhood, or job. In fact, the current education policy environment sends a strong message to parents that school choice—which typically involves school change—is good. Community-based charter schools and school voucher programs are examples of school choice policy initiatives. The federal No Child Left Behind Act of 2001 (NCLB) requires that school districts provide students in schools identified as “In School Improvement,” based on trends in proficiency test passage rates, with the opportunity to transfer to a school not designated as “In School Improvement.”

1.2 The importance of understanding student mobility

Student mobility has consequences for schools, students, communities, and public policy. Research has found that students who change schools more frequently are likely to have worse educational outcomes. Highly mobile students are also more likely to be those with other risk factors—low income, special education, homelessness, or an unstable home environment. School changes worsen the learning and achievement problems of these at-risk children.

High student mobility puts a stress on teachers and administrators who must continually focus on incorporating new students into the building and classroom. Stable students in schools with high mobility also suffer from the disruptions to the classroom environment and the slower instructional pace necessary to accommodate new students. School districts face increased administrative costs from student mobility, including costs related to student records transfer and transportation.

There are community impacts of high student mobility that reach beyond the school. Neighborhoods and school districts with low performing schools and unstable school populations are disincentives to home ownership and economic development. Investments in school-based initiatives to improve attendance, academic achievement, and graduation rates are less effective if students move from school to school, dropping in and out of programs.

Finally, student mobility has important consequences for state and local education policy. A better understanding of how mobility impacts schools and students has implications for accountability measurement, education funding, and curriculum and instruction.

1.3 The Ohio Student Mobility Research Project

History of the project

In 2011, Community Research Partners (CRP) and the Thomas B. Fordham Institute (Fordham) entered into a partnership to conduct research on student mobility in Ohio. Fordham, a national leader in advancing educational excellence through quality research, commentary, and advocacy, wanted to build on their recent research on student mobility in the Dayton area and examine student mobility throughout the state. CRP brought to the project its experience in undertaking research on student mobility in the Columbus City Schools (CCS) and in processing and analyzing student-level records from the Ohio Department of Education (ODE).

In June 2011, Fordham provided CRP with a planning grant to develop a workable research plan. ODE provided CRP with student-records from the Education Management Information System (EMIS). Beginning with the 2008-2009 school year, EMIS has included unique student identifiers that enable tracking of individual students over time as they enter and exit public districts and public

charter schools in Ohio. With assistance from ODE staff in understanding and using the EMIS data, CRP analyzed student records for Franklin County districts. The outcome of the planning phase was a design for a large-scale study of student mobility in Ohio, to be conducted by CRP. Work on the project began in February 2012.

Project funders

The diverse set of project funders is indicative of the importance of the issue of student mobility. Funders are supporting the Ohio Student Mobility Research because of their interest in understanding: 1) the patterns of student mobility in Ohio or in a local community, 2) the impact of mobility on students and schools, and/or 3) the implications of mobility for state and local public policy. In addition to Fordham, funders include: The Siemer Institute for Family Stability, The Nord Family Foundation, The Cleveland Foundation, KnowledgeWorks, KidsOhio.org, American Federation of Teachers/Ohio Federation of Teachers, School Choice Ohio, United Way of Central Ohio, United Way of Greater Toledo, and The Columbus Foundation.

Research components

CRP and Fordham are not aware of other research that has examined student mobility at the scale, scope, and level of detail of the Ohio Student Mobility Research. The research employs descriptive and analytic statistics—presented in spreadsheets, visualizations, and reports—to provide a picture of student mobility for all Ohio public school districts and buildings and public charter schools, with in-depth analysis for five large urban regions (Columbus, Cleveland, Cincinnati, Dayton, Toledo).

The research also addresses several state policy issues of interest to Fordham: 1) open enrollment patterns, 2) “non-counters” profile (students whose test scores do not count in district performance ratings), and 3) monthly enrollment profiles of public districts. The project did not include collecting qualitative data from students, families, school personnel, or other stakeholders to determine why students change schools or the impact of student mobility.

About the data

As would be expected when undertaking such complex research, CRP made a number of decisions, in consultation with Fordham and ODE, about data analysis methods, definitions, and parameters. There are also a number of caveats about the data that are important to understand. These are described below.

The dataset

The dataset includes ODE EMIS files (student standing, student attributes, and student achievement tests) with 2.1 million unique students in grades K-12 during the 2009-10 and 2010-11 school years. (about five million instances of enrollment). The following were excluded from the analysis dataset:

- Non-instructional relationship between student and district, i.e. district provides only supportive services to student or has a residual reporting requirement for student
- Zero days in attendance over entirety of enrollment record
- Educational Service Centers
- Preschools and preschool students
- Foreign exchange students
- Kindergarten withdrawals
- Island Districts and College Corner, which are very small or geographically isolated

In school year 2010-11, the 1.79 million unique students included:

- 1.66 million students in 612 public school districts and 3,293 public school buildings
- 81,800 students in 313 “bricks and mortar,” or physical, public charter schools

- 48,900 students in 26 accredited e-charters, a subset of charter schools
- 1,500 students in state schools for the deaf and blind
- 93,400 students in 71 vocational schools

Definitions

Charter schools. Ohio public charter schools (called “community schools” by ODE) include “bricks and mortar” schools that have school buildings and accredited e-charters, where teaching is done on-line. For brevity and clarity in this report, these two types of charter schools are referred to as: 1) *physical charter schools* and 2) *e-charter schools*.

School year. For most of the analysis, a school year is defined as beginning on October 1 (the official fall enrollment count date for Ohio schools) and ending on May 15. This was done to accommodate the various starting and ending dates of schools across the state.

Mobility-related terms. Report sections 3.0, 4.0, and 5.0 begin with definitions and other information related to the mobility measures used in this report.

Local context

The research scope and timeline did not include collecting information on unique situations in local districts or charter schools, not always evident in the EMIS dataset, which may contribute to or explain mobility rates and patterns. These may include: 1) competitive magnet or alternative schools that only admit students at the beginning of the school year, 2) school building demolition, renovation, or new construction that result in large numbers of students changing buildings; 3) starting, ending, or moving special programs (programs for students with disabilities, LEP students); 4) grade realignment (changing a school from K-5 to K-8); or 5) special purpose schools, (dropout recovery, welcome/transition schools) that by design involve students moving in and out throughout the year. CRP and Fordham hope that discussion of the research by local education stakeholders will provide this additional context for the data analysis.

Reliability of student identification numbers

This research is only possible because ODE has unique statewide student identifiers (SSID) that enable tracking students across public schools and districts. However, there is anecdotal evidence from district staff and others familiar with student recordkeeping that a new identifier is sometimes assigned to a student who enrolls in a new district. Because ODE records do not include student names, it was not possible for CRP to determine the extent to which this is happening; however, ODE data staff believes that it involves a very small number of cases.

The school attendance data controversy

As this report is being written, the State Auditor is examining student attendance data for districts across Ohio. It is alleged that some school staff withdrew students they knew to be still enrolled, deleted their absences, and then re-enrolled them, for the purpose of improving school ratings. This practice would increase a school’s attendance rate, and only the test scores of students who have been continually enrolled from October through the spring proficiency test dates are counted in a school’s overall test-passage rate.

This does not, however, impact the Ohio Student Mobility Research for the following reasons:

1. Student attendance records were not used for the research.
2. For the purposes of calculating building churn rates, a student who was withdrawn and then readmitted to the same building in less than 30 days was treated as continuously enrolled rather than as an exit/reentry event. It was assumed that this was an administrative action and not a school move.
3. Analysis of the relationship of mobility to proficiency test scores is based on individual student records. Building-level test passage rates were not used.

In addition, this research includes a profile of “non-counters”—students whose test scores do not count in building or district report cards—which can help to inform this important dialogue.

Caveats about accuracy

CRP has been very careful in collecting, analyzing and presenting data to prepare the Ohio Student Mobility Research Project report. However, the project did not include authenticating the data provided by ODE. If careful readers of the report discover data errors or typographical errors, CRP welcomes this feedback and will publish corrections to the report.

The Cincinnati Area Profile

This report is a mobility profile of students in the Cincinnati Area. It focuses on the mobility of CPS students and how students move within the district and between and among 49 districts and 29 physical charter schools within an approximate 30 mile radius of CPS. The analysis includes:

- **Magnitude of mobility:** stability of students within districts and buildings (cohort stability) and numbers of movements into and out of districts and buildings (churn)
- **Mobility patterns:** origin and destination of movement between buildings and districts
- **Mobility and students:** the relationship of mobility to student demographic characteristics and student achievement

Additional data

- **Appendix.** Additional detailed data on student mobility for individual Cincinnati Area districts, buildings, and charter schools can be found in the appendix of this report.
- **Online spreadsheets.** Excel spreadsheets with mobility data for every public district, building, and charter school in Ohio can be found at: www.researchpartners.org.
- **Profile reports for other urban areas.** Profile reports for the Cleveland, Columbus, Dayton, and Toledo areas are available at: www.researchpartners.org.

2.1 Cincinnati Area schools at a glance

Cincinnati Public Schools: student characteristics

CPS is the third largest district in Ohio and has had a 20% loss in enrollment over ten years (Table 2). In school year 2010-11, over three-quarters of CPS students were a minority race or ethnicity, including 66.9% black, 2.6% Hispanic, and 1.0% Asian students. Seven of ten students were economically disadvantaged (eligible for Free and Reduced Price Lunch Program); 0.8% were immigrants; 3.7% had limited English proficiency (LEP); and 21% had a disability. Of the more than 2,000 homeless students in Cincinnati Area districts in school year 2010, 74% were enrolled in CPS.

Among children ages 5–17 living within the CPS district boundaries, 12,769 (25.2%) lived in a different house than they did one year prior. About 1 in 5 children residing within the district and enrolled in grades 1–12 were enrolled in a private school. (American Community Survey 2010)

Other Cincinnati Area districts: student characteristics

The following are characteristics of the 49 Ring 1 and Ring 2 districts (excluding CPS) in the Cincinnati Area for school year 2010-2011 (Table 2 and Appendix):

- Eleven districts had economic disadvantage rates above 50% (New Miami, Mount Healthy, St. Bernard-Elmwood Place, Middletown, Hamilton-Butler County, North College Hill, Lockland, Norwood, Princeton, Winton Woods, and Felicity-Franklin).
- Four districts had LEP rates above 5%: Princeton, Winton Woods, Norwood, and Lockland.
- In five districts (Winton Woods, North College Hill, Mount Healthy, Princeton, and Lockland) minority students made up more than one-half of the student population.
- Northwest had the second largest number of homeless students (82) after CPS.

Table 2. Cincinnati Area: Student characteristics, school year 2010–2011

School district	Enrollment (1)	Enrollment change since SY 2001 (%)	Economic disadvantage (%)	Minority (%)	Limited English Prof. (%)	Homeless
All districts in Cincinnati Area	222,561	+0.8	37.3	28.1	2.4	2,153
All Ring 1 districts	108,860	-12.3	45.8	46.1	2.9	1,848
Cincinnati	32,009	-20.3	69.7	75.8	3.7	1,594
Northwest	9,149	-8.3	45.1	35.1	2.1	82
Oak Hills	7,727	0.0	6.5	6.8	0.0	-
Forest Hills	7,351	-0.2	10.8	8.2	0.5	-
Princeton	5,238	-15.9	58.6	66.5	11.2	56
Sycamore Community	5,197	-9.7	16.0	28.3	3.7	22
Mt Healthy	3,567	-5.6	76.1	80.4	1.1	54
Southwest	3,306	-13.7	34.5	<5.0	0.0	-
Winton Woods	3,267	-21.2	57.7	84.9	6.8	20
Norwood	2,171	-25.3	60.4	21.8	5.5	20
Indian Hill	2,067	-5.4	5.1	16.1	0.9	-
Wyoming	1,987	+4.8	6.6	21.3	0.0	-
Three Rivers	1,833	-11.4	35.8	5.5	0.0	-
Mariemont	1,637	-0.5	8.2	6.8	0.0	-
Reading Community	1,597	+37.1	38.9	11.7	1.0	-
North College Hill	1,595	+3.5	68.8	81.9	0.8	-
Finneytown	1,492	-17.4	36.2	48.8	1.3	-
Madeira	1,392	-2.6	8.7	10.3	1.7	-
Deer Park	1,256	-14.3	40.9	19.1	1.6	-
St. Bernard-Elmwood Plc.	974	-14.7	72.0	32.3	0.0	-
Lockland	632	-1.3	62.9	52.2	5.2	-
All Ring 2 districts	111,971	+13.5	30.9	14.6	2.1	305

Table 2. Cincinnati Area: Student characteristics, school year 2010–2011 (continued)

School district	Enrollment (1)	Enrollment change since SY 2001 (%)	Economic disadvantage (%)	Minority (%)	Limited English Prof. (%)	Homeless
Cincinnati Area physical charter schools	7,923	-	82.9	89.2	-	-
Cincinnati Area students in e-charter schools	3,438	-	60.1	20.7	-	-

Source: Ohio Department of Education

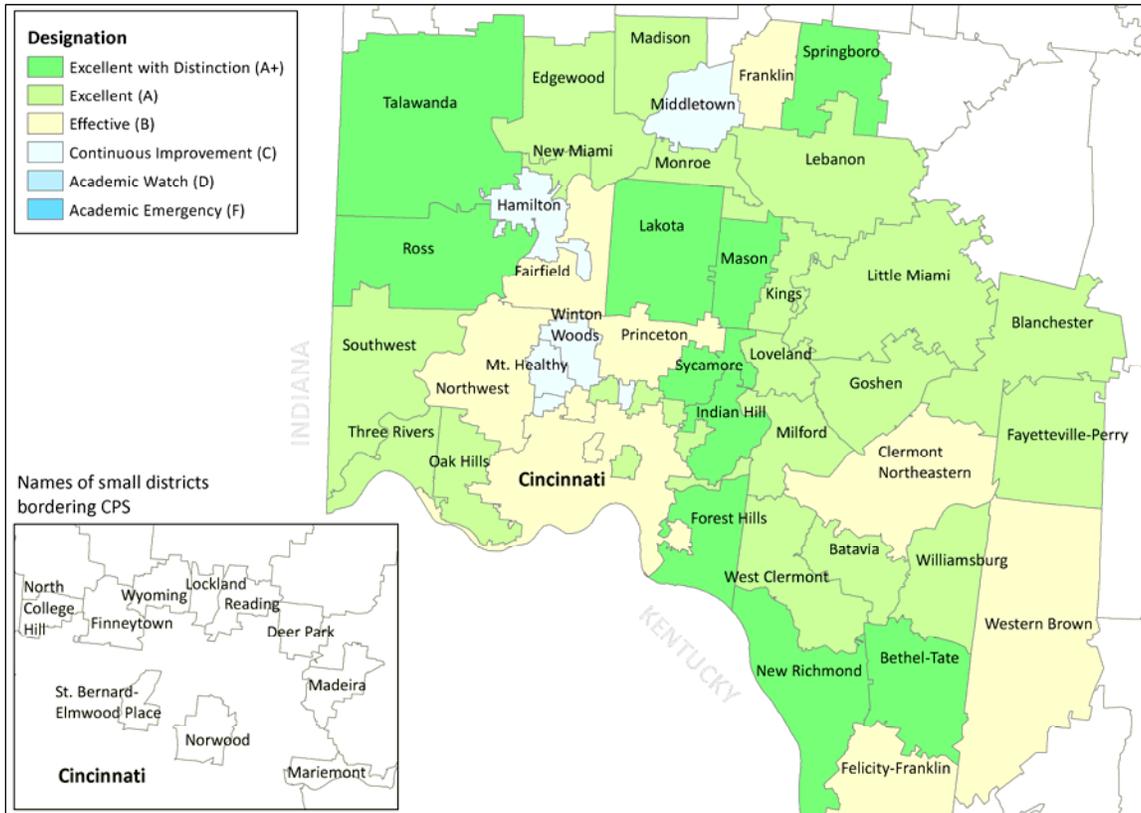
Note: (1) For e-charters, enrollment is October 1 enrollment of students residing in Cincinnati Area districts; for all other districts, figure is average daily enrollment

Cincinnati Area districts: school performance designations

ODE assigns annual report card ratings to school buildings and districts based on student performance and progress. In this report, rating letters of A+ to F are used to represent the six-level state performance designation system for school districts and buildings (Map 2 legend).

- Among the 50 Cincinnati Area districts, 34 had the two highest designations (Excellent or Excellent with Distinction) for school year 2010–2011. No districts had the lowest two designations of Academic Watch or Academic Emergency.
- CPS had a rating of Effective, as did one of the other of the 15 Major Urban districts (see Table i) in Ohio. Only Springfield City was as highly rated.
- Of the 57 CPS school buildings in operation, 10 had the two highest state report card designations, and 10 had the two lowest designations.

Map 2. Cincinnati Area districts: ODE report card designations, school year 2010–2011



Source: Ohio Department of Education

Voucher holders

The Ohio Educational Choice Scholarship Program (EdChoice) provides students from underperforming public schools with the opportunity to attend participating private schools. Students currently attending—or who will be assigned to—a public school in their resident district that has been rated in Academic Emergency or Academic Watch for two of the past three years are eligible to apply. Students currently attending a charter school whose home school is an eligible school are also eligible.

In school year 2010-2011, there were nearly 2,800 voucher holders whose district of residence was a Cincinnati Area district. The districts of residence of these voucher holders were:

- Cincinnati—2,663
- Mt. Healthy—126
- Princeton—< 10

Vouchers were used at 56 Cincinnati Area private schools (Table 3). These figures were prior to adoption of the state 2011-2012 budget, which tripled the number of vouchers available to Ohio students.

Table 3. School of attendance of Cincinnati Area EdChoice voucher holders, school year 2010–2011

School of attendance of voucher holders	Number of vouchers	School of attendance of voucher holders	Number of vouchers
Nativity	139	St Mary	56
St Lawrence	138	Cincinnati Junior Academy	54
St Cecilia	125	Cincinnati Hills-Otto Armleder	46
St William	121	John XXIII	44
Our Lady of Grace Catholic School	116	St Vincent Ferrer	31
St Martin Of Tours	113	Lasalle	27
St Francis Desales	100	St Nicholas Academy	25
Annunciation	96	Bethany	18
St Joseph	94	Aldersgate Christian Academy	17
Eden Grove Academy	93	St Aloysius On-The-Ohio	17
Prince Of Peace	89	St James	17
Resurrection	89	The Good Shepherd Catholic Montessori	14
St Vivian	86	Cincinnati Christian Schools	14
St Dominic	85	Cardinal Pacelli	13
St Boniface	78	Mother Of Mercy	13
St Teresa of Avila	75	Beautiful Savior Lutheran	< 10
Purcell-Marian	73	Central Baptist Academy - High School	< 10
St Catharine Of Siena	71	Central Montessori Academy	< 10
Middletown Christian	71	Cornerstone Christian Academy	< 10
Holy Family	65	Heaven's Treasures Academy	< 10
St Clement	65	Immanuel Lutheran	< 10
Cincinnati Hebrew Day Chofetz	62	Moeller	< 10
Cincinnati Waldorf School	62	Mount Notre Dame	< 10
Central Baptist Academy - Elementary	61	Rockwern Academy	< 10
Corryville Catholic	59	St Gertrude	< 10
Our Lady Of Lourdes	59	St Michael	< 10
St Francis Seraph	57	St Ursula Villa	< 10
Roger Bacon	56	St Xavier	< 10

Source: Ohio Department of Education

3.0 Magnitude of mobility

3.1 Section overview and key concepts

This section of the report examines how many students change schools, both during the school year and between school years. The school year is defined as the period from October 1 (the date that districts report enrollment to ODE) and May 15. Promotional moves (elementary to middle school; middle school to high school) are not included in these calculations. The magnitude of mobility is measured in two ways: (1) cohort stability and (2) churn. Both are calculated at the district and building levels.

This report provides an overview of the magnitude of mobility in Cincinnati Area schools. Additional cohort stability and churn data for districts, buildings, and charter schools can be found in the Appendix and in online spreadsheets at www.researchpartners.org.

Cohort stability: measures retention of students over time

How many students from an October 1 cohort remained continuously enrolled in a building or district over two school years?

- **School District Cohort Stability:** The number and percent of students enrolled on October 1, 2009, who remained continuously enrolled in the same district at three subsequent points in time: May 15, 2010; October 1, 2010; and May 15, 2011.
- **School Building Cohort Stability:** The number and percent of students enrolled on October 1, 2009, who remained continuously enrolled in the same building at three subsequent points in time: May 15, 2010; October 1, 2010; and May 15, 2011.

Data notes

- A student who changed buildings within a district over two school years, but remained consistently enrolled in the district, is considered a stable student in the district-level stability calculation.
- Some building cohort instability is the result of changes in district programming that moves groups of students (e.g. LEP students) from one building to another.
- The analysis did not capture students who moved out of, and back into, a district or building during a school year (between October 1 and May 15)

Churn rate: measures movements into and out of a building or district

What is the number and rate of total school year moves (admissions and withdrawals) for each district and building during a school year?

- **District churn rate:** The sum of all instances of district admissions and withdrawals that occur after October 1 and before May 15, as a percent of October 1 student enrollment for school year 2010-2011.
- **Building churn rate:** The sum of all instances of building admissions and withdrawals that occur after October 1 and before May 15, as a percent of October 1 student enrollment for school year 2010-2011.

Data notes

- A student's building enrollment Start Date that was fewer than 30 days following the Withdrawal Date from the same building was treated as continuous enrollment rather than an exit/reentry event.
- Because churn measures moves, individual students can be counted multiple times, each time they leave a district or building, and each time they enter a district or building, during a school year.

3.2 Student cohort stability

How many students from an October 1 cohort remained continuously enrolled in a building or district over two school years?

School district stability for Cincinnati Area districts grades K-7

In the least stable Cincinnati Area districts, about one of every three students in a school at the beginning of a school year is not in that same building at the end of a second school year. The most stable districts lose fewer than one in ten students.

Cincinnati Public Schools

Of the CPS October 2009 grades K-7 cohort, 77.6% of the students remained in the district over two years, and 65.0% remained in the same CPS building over two years (Map 3). Compared to the 15 districts designated as Major Urban by ODE, CPS had the 8th highest district K-7 stability rate (Table i). Canton City School was most stable, with a rate of 82.0%, while East Cleveland Schools were the least stable, with a rate of 69.1%

Other Cincinnati Area districts

North College Hill had the lowest building stability rate (47.6%) among the Cincinnati Area Ring 1 districts. St. Bernard-Elmwood Place, Lockland, Mt. Healthy, Reading Community, and North College Hill had building stability rates of 70% or less for grades K-7. Madeira, Indian Hill, Mariemont, Forest Hills, and Wyoming were the most stable districts with rates of 90% or above. Among districts with 50% or more economically disadvantaged students, Princeton had the highest district stability rate (81.3%) and Felicity-Franklin had the highest building stability rate (78.5%) for grades K-7.

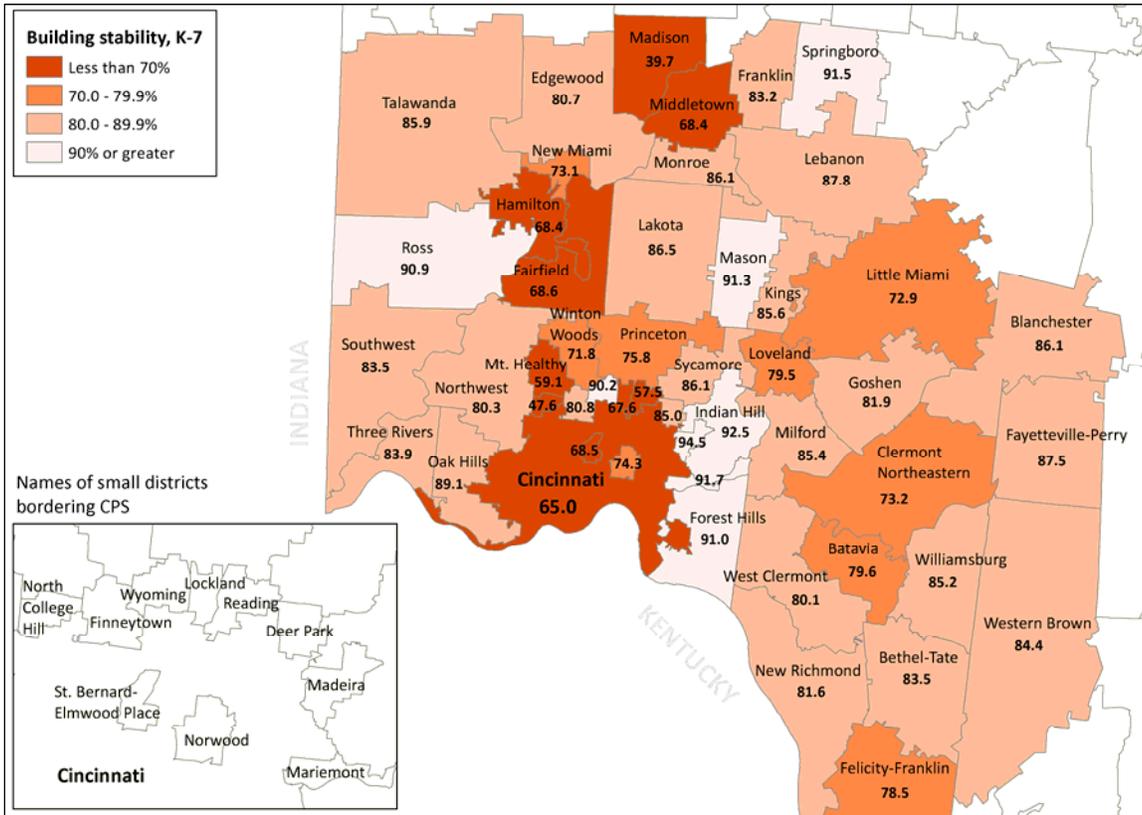
Table 4. Cincinnati Area Ring 1 Districts: Two-year district and building stability for grades K-7

Districts	District Rating	District stability		Building stability (1)	
		October 2009 district cohort	In same district May 2011 (%)	October 2009 building cohort	In same building May 2011 (%)
Madeira	A	819	94.7	706	94.5
Indian Hill	A+	1,168	93.1	879	92.5
Mariemont	A	1,035	91.8	799	91.7
Forest Hills	A+	4,573	92.1	4,031	91.0
Wyoming	A	1,149	93.9	1,000	90.2
Oak Hills	A	4,611	91.6	4,057	89.1
Sycamore Community	A+	3,000	87.8	2,210	86.1
Deer Park	A	777	87.0	581	85.0
Three Rivers	A	1,131	85.1	839	83.9
Southwest	A	2,107	87.7	1,827	83.5
Finneytown	B	892	80.6	651	80.8
Northwest	B	5,490	83.8	4,665	80.3
Princeton	B	3,072	81.1	2,682	75.8
Norwood	A	1,364	78.2	1,134	74.3
Winton Woods	C	2,006	75.6	1,253	71.8
St. Bernard-Elmwood Plc.	B	572	70.1	501	68.5
Lockland	C	379	68.1	343	67.6
Cincinnati	B	19,782	77.6	18,581	65.0
Mt. Healthy	C	2,277	70.2	1,161	59.1
Reading Community	A	988	84.5	862	57.5
North College Hill	C	901	72.8	296	47.6

Source: CRP analysis of ODE enrollment records

(1) Excluded from the building cohort are students who would be expected to be promoted to a different building in year 2.

Map 3. Cincinnati Area: Two-year building stability rate for grades K–7, October 2009–May 2011



Source: CRP analysis of ODE enrollment records.

School district stability grades 8–11

Cincinnati Public Schools

- CPS district and building two-year stability rates (72.2% and 58.7%, respectively) for grades 8–11 were lower than corresponding stability rates for grades K–7 (Table 5).
- Compared to the 15 districts designated as Major Urban by ODE (Table i), CPS had the 5th highest district grades 8-11 stability rate. Canton City Schools were the most stable, with a rate of 80.2%, while Toledo City Schools were the least stable, with a rate of 60.1%

Other Cincinnati Area districts

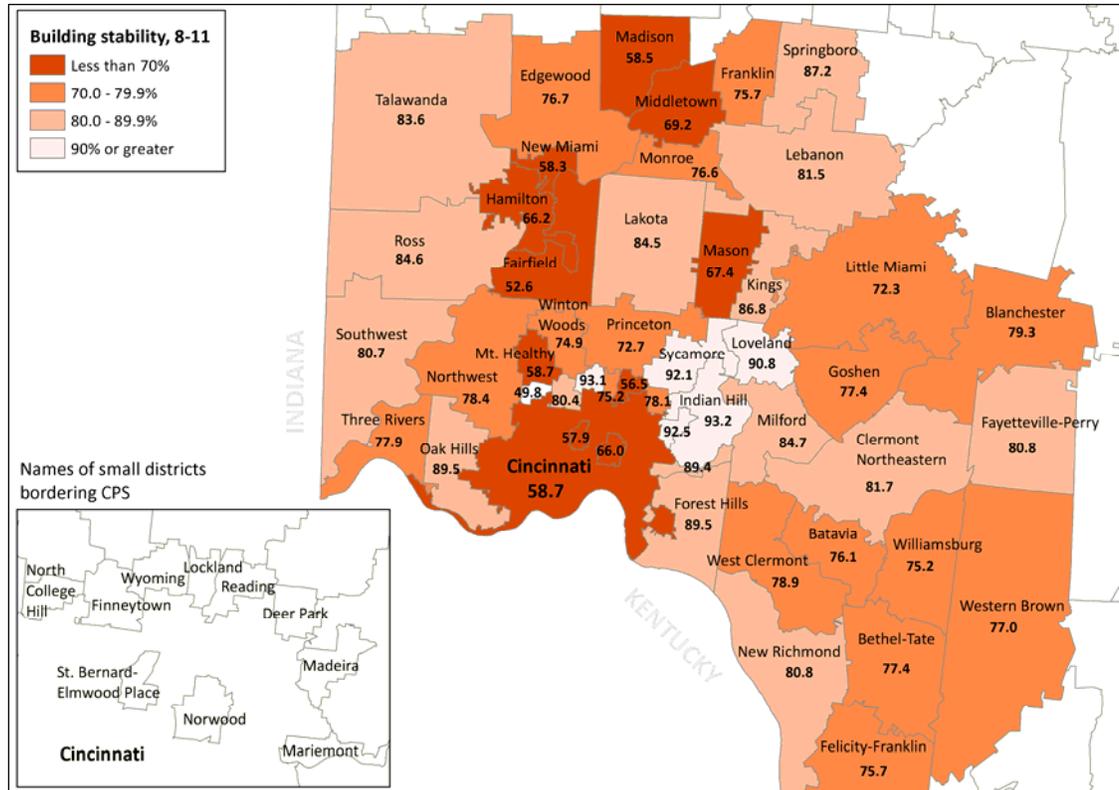
- The Ring 1 districts St. Bernard-Elmwood Place (57.9%), Mount Healthy (64.9%), North College Hill (67.3%), and Norwood (70.0%) had district stability rates for grades 8-11 that were below 75%. Wyoming, Madeira, Sycamore Community, Forest Hills, and Indian Hill had grades 8-11 district stability rates of 90% or greater.
- Of the Ring 2 districts, New Miami (63.3%), Middletown (73.5%), Little Miami (74.5%), and Hamilton City (74.9%) had district stability rates for grades 8-11 that were below 75%. Mason (90.8%) was the only Ring 2 district with grades 8-11 stability rates above 90%.

Table 5. Cincinnati Area Ring 1 Districts: Two-year district and building stability for grades 8–11

Districts	Rating	District stability		Building stability (1)	
		October 2009 district cohort	In same district May 2011 (%)	October 2009 building cohort	In same building May 2011 (%)
Indian Hill	A+	752	90.0	543	93.2
Wyoming	A	670	93.1	495	93.1
Madeira	A	453	92.7	345	92.5
Sycamore Community	A+	1,765	91.2	1,285	92.1
Oak Hills	A	2,543	89.4	1,894	89.5
Forest Hills	A+	2,431	91.0	1,846	89.5
Mariemont	A	464	87.9	357	89.4
Southwest	A	1,102	82.5	818	80.7
Finneytown	B	535	80.4	535	80.4
Northwest	B	3,137	80.9	2,381	78.4
Deer Park	A	388	78.1	388	78.1
Three Rivers	A	572	78.8	412	77.9
Lockland	C	186	80.6	141	75.2
Winton Woods	C	1,058	74.7	773	74.9
Princeton	B	1,614	77.4	1,223	72.7
Norwood	A	623	70.0	459	66.0
Mt Healthy	C	929	64.9	703	58.7
Cincinnati	B	10,758	72.2	9,250	58.7
St. Bernard-Elmwood Plc.	B	309	57.9	309	57.9
Reading Community	A	446	76.9	446	56.5
North College Hill	C	450	67.3	450	49.8

Source: CRP analysis of ODE records (1) Excluded are students expected to be promoted to a different building in year 2.

Map 4. Cincinnati Area: Two-year building stability rate for grades 8–11, October 2009–May 2011



Source: CRP analysis of ODE enrollment records

Building stability for Cincinnati Public Schools

Nearly all of the most stable CPS schools are magnet schools (Table 6). CPS buildings with the lowest stability rates lose approximately half of the students in a cohort over two school years (Table 7).

Table 6. CPS: 30 most stable school buildings, October 2009–May 2011

School building	Grade range	Rating	Econ. Disadv. (%)	Oct. 2009 cohort	In same building, May 2011 (%)
Fairview-Clifton German Language School	PK-6	A	21.6	611	90.7
Sands Montessori Elementary School	PK-6	A	28.1	566	89.9
Dater Montessori Elementary School	PK-6	A	49.6	569	88.9
School For Creative & Performing Arts High	K-12	A	51.0	907	87.8
North Avondale Montessori Elementary School	PK-6	B	45.1	411	87.1
Kilgour Elementary School	K-6	A	18.1	535	85.0
Covedale Elementary School	K-6	A	54.7	444	83.3
Clark Montessori High School	7-12	B	32.1	585	82.7
Walnut Hills High School	7-12	A	19.8	1,878	81.4
Academy for Multilingual Immersion Studies	PK-8	C	89.0	447	80.1
Academy Of World Languages Elementary School	PK-8	D	89.7	486	79.2
Silverton Paideia Elementary School	PK-6	B	81.9	289	75.1
Winton Montessori Elementary School	PK-6	C	78.4	332	74.7
Roberts Academy: A Paideia Learning Community	PK-8	C	93.5	625	74.4
Withrow University High School	9-12	B	67.7	625	73.8
Woodford Paideia Elementary School	PK-6	C	80.9	413	72.6
College Hill Fundamental Academy	PK-6	A	79.0	442	72.6
James N. Gamble Montessori High School	7-10	C	53.2	156	72.4
Shroder Paideia High School	7-12	C	72.5	618	71.5
Gilbert A. Dater High School	7-12	C	60.1	659	70.3
Sayler Park Elementary School	PK-8	B	85.5	254	68.9
Riverview East Academy	PK-12	C	77.1	418	64.6
Midway Elementary School	PK-8	D	86.3	542	64.0
Cheviot Elementary School	PK-8	C	83.1	527	62.8
Mt. Washington Elementary School	PK-8	A	64.2	469	60.8
John P Parker Elementary School	PK-8	C	86.1	362	60.2
Roselawn Condon Elementary School	PK-8	C	86.0	380	59.5
Hartwell Elementary School	PK-8	B	83.2	360	58.6
William H. Taft Elementary School	PK-8	C	94.4	218	57.8
Bond Hill Academy Elementary School	PK-8	C	90.8	342	57.6

Source: CRP analysis of ODE enrollment records

Note: Table 5 is limited to school buildings with average daily enrollment of at least 50 students in school year 2010–2011.

Table 7. CPS: 30 least stable school buildings, October 2009–May 2011

School building	Grade range	Rating	Econ. Disadv. (%)	Oct. 2009 cohort	In same building, May 2011 (%)
Hartwell Elementary School	PK-8	B	83.2	360	58.6
William H. Taft Elementary School	PK-8	C	94.4	218	57.8
Bond Hill Academy Elementary School	PK-8	C	90.8	342	57.6
Pleasant Hill Elementary School	PK-8	D	89.2	604	57.5
Pleasant Ridge Montessori School	PK-6	F	69.4	455	56.7
Rothenberg Preparatory Academy	PK-8	C	95.3	261	56.3
Hoffman-Parham Elementary School	PK-8	C	91.4	362	51.9
Ethel M. Taylor Academy	K-8	D	83.0	352	51.7
Winton Hills Academy Elementary School	PK-8	C	>95.0	432	51.2
George Hays-Jennie Porter Elementary School	PK-8	C	>95.0	331	51.1
Rockdale Academy Elementary School	PK-8	D	91.5	340	50.9
Roll Hill School	PK-8	C	91.2	493	50.7
Hughes STEM High School	9-10	B	77.2	294	50.7
Western Hills University High School	9-12	B	75.3	541	50.5
Frederick Douglass Elementary School	PK-8	C	>95.0	358	50.3
Chase Elementary School	PK-8	C	94.0	269	49.8
South Avondale Elementary School	PK-8	B	94.5	520	49.4
Carson Elementary School	PK-8	C	90.6	588	49.0
Mt. Airy Elementary School	PK-8	C	91.3	607	48.3
Withrow International High School	9-12	C	72.0	487	47.6
Oyler School	PK-12	C	85.4	689	47.6
Woodward Career Technical High School	9-12	C	75.9	881	45.3
Aiken College and Career High School	9-12	B	75.5	659	45.1
Rees E. Price Elementary School	PK-8	C	90.5	562	44.5
Westwood Elementary School	PK-8	D	89.5	313	44.4
Quebec Heights Elementary School	PK-8	F	89.0	298	40.9
Robert A. Taft Information Technology High	9-12	A	72.6	413	40.0
Western Hills Engineering High School	9-12	F	69.4	480	36.7
Hughes Center High School	11-12	C	69.7	518	29.2
Virtual High School	9-12	D	55.0	254	11.4

Source: CRP analysis of ODE enrollment records

Note: Table 6 is limited to school buildings with average daily enrollment of at least 50 students in school year 2010–2011.

Stability for charter schools

Stability rates for many of the public charter schools in the Cincinnati Area were low (Table 8). Only three of the largest charter schools had stability rates of 70% or more, while 17 schools had rates of less than 50%. The least stable charter schools are primarily dropout recovery schools.

Table 8. Cincinnati Area: Stability rates for charter schools, October 2009–May 2011

School <i>e-charters in italics</i> *Dropout recovery school (District location if other than CCS)	Grade range	Rating	Econ. disadv. (%)	Oct. 2009 cohort	In same building, May 2011 (%)
Summit Academy Community School for Alternative Learners of Middletown (Middletown)	K-10	F	60.8	65	84.6
T.C.P. World Academy	K-6	A	83.0	364	83.5
Cincinnati College Preparatory Academy	K-12	B	95.0	681	78.7
Middletown Fitness & Preparatory Academy (Middletown)	K-8	C	78.3	253	67.2
Summit Academy Cincinnati	1-8	F	47.2	79	67.1
Cincinnati Leadership Academy	K-8	D	51.7	175	60.0
<i>Alternative Education Academy</i>	K-12	D	49.1	72	59.7
<i>Ohio Virtual Academy</i>	K-12	B	45.3	501	59.7
Orion Academy	K-8	D	>95.0	549	59.4
Richard Allen Academy III (Hamilton)	K-8	C	92.1	225	59.1
Hamilton County Math & Science (Northwest)	K-8	A	73.5	390	59.0
<i>Ohio Connections Academy, Inc.</i>	K-12	B	31.2	89	58.4
King Academy Community School	K-8	C	94.8	133	57.9
Mount Auburn International Academy	K-12	D	65.3	573	57.6
Summit Academy Transition High School-Cincinnati	9-12	B	36.2	44	56.8
V L T Academy	K-12	C	>95.0	755	56.6
<i>Ohio Virtual Academy</i>	K-12	B	55.1	916	56.6
Phoenix Community Learning Center	K-8	B	85.1	339	55.2
<i>Alternative Education Academy</i>	K-12	D	55.1	181	51.9
<i>Ohio Connections Academy, Inc.</i>	K-12	B	49.1	169	50.3
Dohn Community*	9-12	F	83.0	67	49.3
<i>Electronic Classroom Of Tomorrow</i>	K-12	C	71.1	174	48.3
<i>Buckeye OnLine School for Success</i>	K-12	C	39.4	69	47.8
<i>Electronic Classroom Of Tomorrow</i>	K-12	C	77.6	993	47.0
Alliance Academy of Cincinnati	K-8	C	>95.0	404	45.0
Mt. Healthy Preparatory and Fitness Academy (Mt. Healthy)	K-8	B	76.4	190	44.7
Horizon Science Academy-Cincinnati	K-12	B	93.2	354	43.2
<i>Virtual Community School Of Ohio</i>	K-12	C	80.9	75	42.7
East End Community Heritage School	K-12	F	73.1	67	41.8
<i>Greater Ohio Virtual School*</i>	9-12	D	55.0	113	38.9
Cincinnati Speech & Reading Intervention Center	K-8	F	78.4	154	38.3
Lighthouse Community School Inc.*	6-12	F	89.7	48	35.4
Riverside Academy	K-12	C	92.8	487	29.0
P.A.C.E. High School*	9-12	F	13.3	215	18.6
Life Skills Center-Middletown (Middletown)*	9-12	C	79.2	219	12.8
Life Skills Center Of Cincinnati*	9-12	F	90.9	248	7.7
Life Skills Center Of Hamilton County*	9-12	C	90.1	199	7.0

Source: CRP analysis of ODE enrollment records

Note: Table 8 is limited to charter schools with average daily enrollment of at least 50 students in school year 2010-2011, and in operation during both school years 2009-2010 and 2010-2011.

3.3 Churn rate

What is the number and rate of total school year moves (admissions and withdrawals) for each district and building during a school year?

District churn rate for Cincinnati Area districts

There were more than 12,000 admissions to and withdrawals from schools in the 21 Cincinnati Area Ring 1 districts during the 2010-2011 school year. For most of these districts, churn in grades K-8 resulted in a net gain of students (more admissions than withdrawals), while the churn in grades 9-12 produced a net loss of students (more withdrawals than admissions).

Cincinnati Public Schools

- CPS had similar churn rates for grades K-8 (16.2%) and grades 9-12 (15.2%) (Table 9).
- Compared to the 15 Major Urban districts, CPS had the 7th lowest grades K-8 churn rate and the lowest grades 9-12 churn rate (Table i). Akron City Schools had the lowest grades K-8 churn rate (12.3%), while East Cleveland City Schools had the greatest churn, with a rate of 23.9% for grades K-8. Toledo City Schools had the highest grades 9-12 rate (31.1%).

Other Cincinnati Area Districts

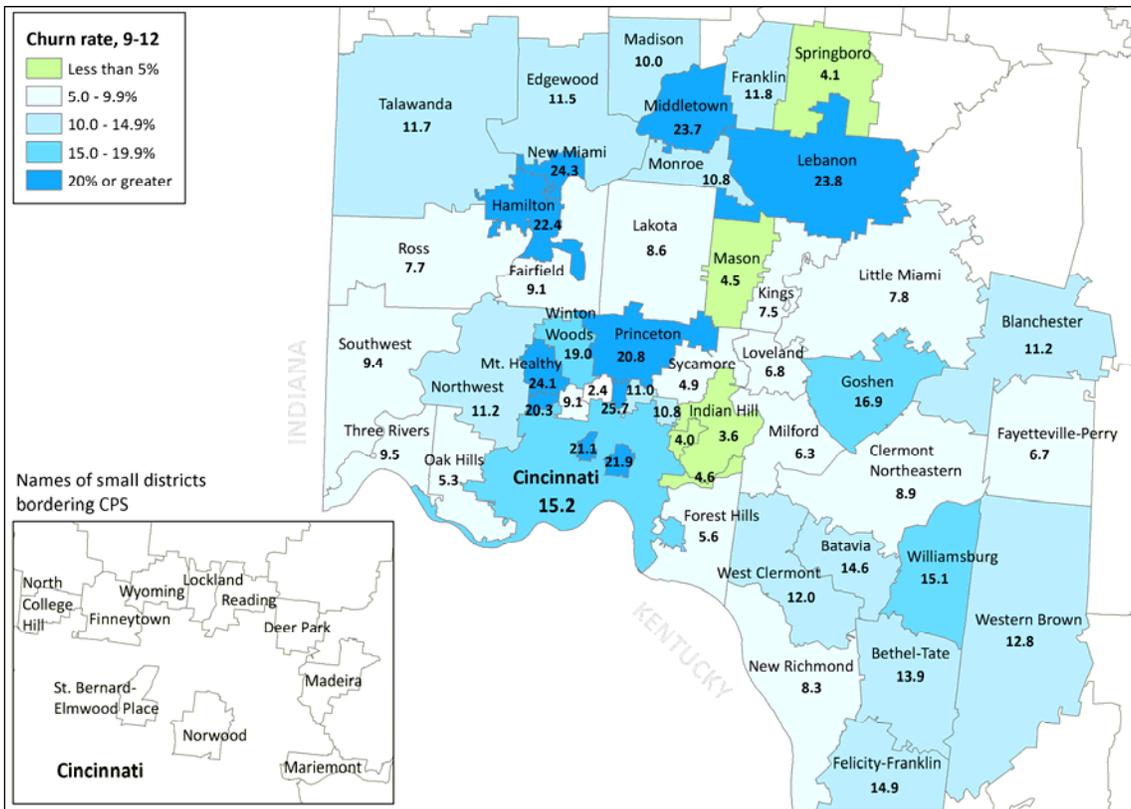
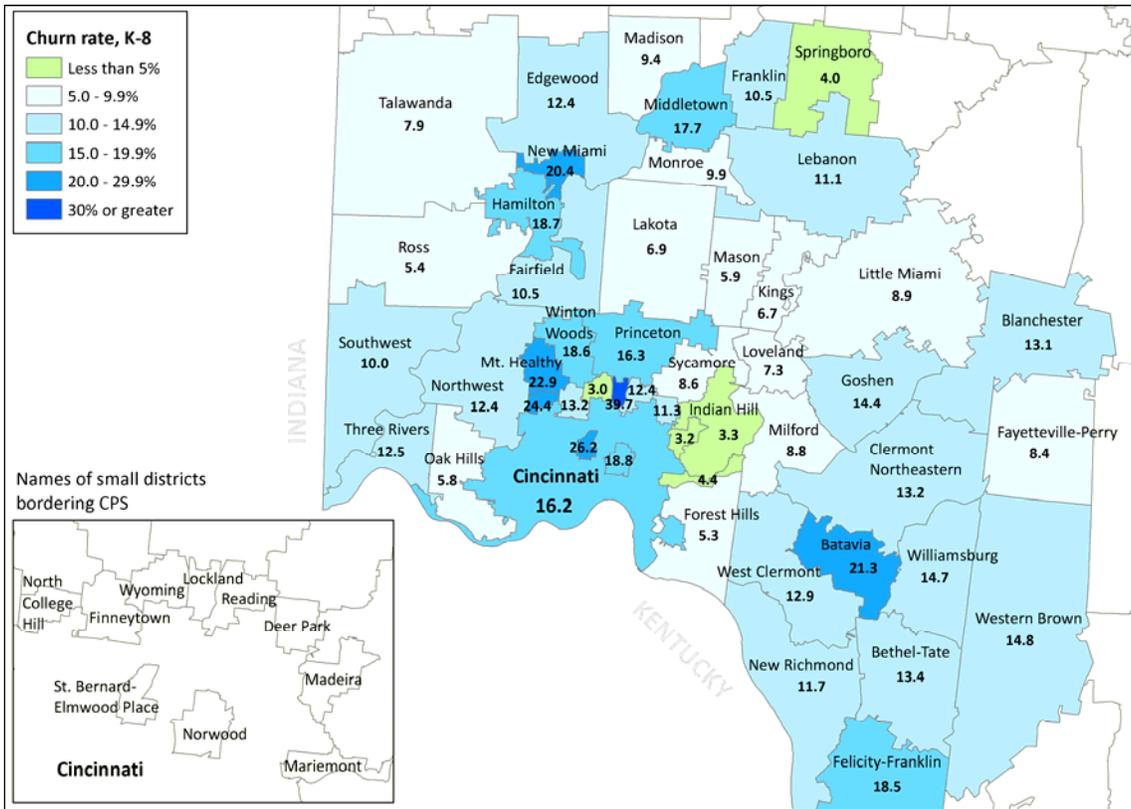
- Lockland, St. Bernard-Elmwood Place, North College Hill, Mount Healthy, and New Miami had churn rates of more than 20% for both grades K-8 and grades 9-12. Wyoming, Madeira, Indian Hill, Springboro Community, and Mariemont had churn rates of less than 5%.
- In the Cincinnati Area, over half of all districts (27 of 50) have a higher churn rate for grades K-8 than for grades 9-12 (see Maps 5 and 6).

Table 9. Cincinnati Area Ring 1 Districts: One-year churn rates, grades K-8 and 9-12, school year 2010-2011

District	Grades K-8				Grades 9-12				K-12 churn rate (%)
	Oct. 2010 enroll.	Admits	Withdrawals	Churn rate (%)	Oct. 2010 enroll.	Admits	Withdrawals	Churn rate (%)	
Wyoming	1,327	15	25	3.0	664	6	10	2.4	2.8
Indian Hill	1,320	25	18	3.3	717	14	12	3.6	3.4
Madeira	941	18	12	3.2	447	10	8	4.0	3.5
Mariemont	1,176	29	23	4.4	435	9	11	4.6	4.5
Forest Hills	5,084	127	142	5.3	2,384	53	80	5.6	5.4
Oak Hills	5,253	163	144	5.8	2,541	66	69	5.3	5.7
Sycamore Community	3,438	154	143	8.6	1,771	37	49	4.9	7.4
Southwest	2,394	131	108	10.0	1,022	33	63	9.4	9.8
Deer Park	875	53	46	11.3	333	19	17	10.8	11.2
Three Rivers	1,296	87	75	12.5	525	16	34	9.5	11.6
Finneytown	986	59	71	13.2	517	17	30	9.1	11.8
Northwest	6,120	388	370	12.4	2,960	124	208	11.2	12.0
Reading Community	1,125	66	74	12.4	408	13	32	11.0	12.1
Cincinnati	21,716	1,884	1,644	16.2	10,186	437	1,116	15.2	15.9
Princeton	3,593	287	298	16.3	1,589	160	171	20.8	17.7
Winton Woods	2,245	199	219	18.6	1,021	84	110	19.0	18.7
Norwood	1,560	111	183	18.8	566	44	80	21.9	19.7
Mt. Healthy	2,574	298	292	22.9	808	79	116	24.1	23.2
North College Hill	1,090	134	132	24.4	408	35	48	20.3	23.3
St. Bernard-Elmwood Plc.	650	78	92	26.2	247	18	34	21.1	24.7
Lockland	398	82	76	39.7	202	23	29	25.7	35.0
Total Ring 1	65,161	4,388	4,187		29,751	1,297	2,327		

Source: CRP analysis of ODE enrollment records Note: Grade is student's highest grade level during school year 2010-2011.

Maps 5 and 6. Cincinnati Area: One-year district churn rate for grades K-8 and 9-12, school year 2010-2011



Source: CRP analysis of ODE enrollment records

Building churn rate for Cincinnati Public Schools

Many of the CPS schools with low churn rates are magnet schools (Table 10). CPS buildings with the highest churn rates have school year admissions and withdrawals equivalent to more than one-third of total enrollment (Table 11).

Table 10. CPS: 30 lowest building churn rates, school year 2010–2011

School building	Grade range	Rating	Econ. Disadv. (%)	Oct. 2010 enroll.	Churn rate (%)
Fairview-Clifton German Language School	PK-6	A	21.6	698	1.1
Dater Montessori Elementary School	PK-6	A	49.6	659	1.7
Sands Montessori Elementary School	PK-6	A	28.1	650	2.5
Walnut Hills High School	7-12	A	19.8	2,181	3.5
School For Creative & Performing Arts High	K-12	A	51.0	1,424	3.7
Winton Montessori Elementary School	PK-6	C	78.4	372	4.0
Clark Montessori High School	7-12	B	32.1	698	4.7
North Avondale Montessori Elementary School	PK-6	B	45.1	502	5.6
Kilgour Elementary School	K-6	A	18.1	624	6.4
Shroder Paideia High School	7-12	C	72.5	728	6.7
Hughes STEM High School	9-10	B	77.2	532	7.7
Woodford Paideia Elementary School	PK-6	C	80.9	464	7.8
Withrow University High School	9-12	B	67.7	809	8.7
Roberts Academy: A Paideia Learning Community	PK-8	C	93.5	665	9.0
Hughes Center High School	11-12	C	69.7	398	9.3
College Hill Fundamental Academy	PK-6	A	79.0	497	10.3
Academy for Multilingual Immersion Studies	PK-8	C	89.0	496	10.7
Silverton Paideia Elementary School	PK-6	B	81.9	333	10.8
James N. Gamble Montessori High School	7-10	C	53.2	309	11.0
Covedale Elementary School	K-6	A	54.7	558	11.8
Academy Of World Languages Elementary School	PK-8	D	89.7	558	15.2
Gilbert A. Dater High School	7-12	C	60.1	797	16.3
Woodward Career Technical High School	9-12	C	75.9	1,009	19.9
Western Hills University High School	9-12	B	75.3	696	20.5
Withrow International High School	9-12	C	72.0	598	20.6
Midway Elementary School	PK-8	D	86.3	608	22.4
Riverview East Academy	PK-12	C	77.1	473	22.8
Mt. Washington Elementary School	PK-8	A	64.2	463	23.1
Sayler Park Elementary School	PK-8	B	85.5	318	23.6
Aiken College and Career High School	9-12	B	75.5	721	24.7

Source: CRP analysis of ODE enrollment records

Note: Tables 10 and 11 are limited to school buildings with average daily enrollment of at least 50 students in school year 2010–2011.

Table 11. CPS: 30 highest building churn rates, school year 2010–2011

School building	Grade range	Rating	Econ. Disadv. (%)	Oct. 2010 enroll.	Churn rate (%)
Mt. Washington Elementary School	PK-8	A	64.2	463	23.1
Sayler Park Elementary School	PK-8	B	85.5	318	23.6
Aiken College and Career High School	9-12	B	75.5	721	24.7
Pleasant Ridge Montessori School	PK-6	F	69.4	490	25.5
William H Taft Elementary School	PK-8	C	94.4	274	27.7
Cheviot Elementary School	PK-8	C	83.1	567	28.6
Roselawn Condon Elementary School	PK-8	C	86.0	406	29.1
Robert A. Taft Information Technology High	9-12	A	72.6	519	29.1
Winton Hills Academy Elementary School	PK-8	C	>95.0	438	29.5
Bond Hill Academy Elementary School	PK-8	C	90.8	416	31.5
Carson Elementary School	PK-8	C	90.6	725	37.1
Pleasant Hill Elementary School	PK-8	D	89.2	646	38.7
Frederick Douglass Elementary School	PK-8	C	>95.0	387	39.0
Rothenberg Preparatory Academy	PK-8	C	>95.0	281	39.1
Mt. Airy Elementary School	PK-8	C	91.3	634	39.3
Western Hills Engineering High School	9-12	F	69.4	443	39.5
Rockdale Academy Elementary School	PK-8	D	91.5	392	39.5
Hartwell Elementary School	PK-8	B	83.2	436	40.4
Ethel M. Taylor Academy	K-8	D	83.0	387	40.6
Westwood Elementary School	PK-8	D	89.5	300	41.7
John P Parker Elementary School	PK-8	C	86.1	433	43.2
Roll Hill School	PK-8	C	91.2	517	43.3
South Avondale Elementary School	PK-8	B	94.5	492	44.3
Oyler School	PK-12	C	85.4	640	46.1
Hoffman-Parham Elementary School	PK-8	C	91.4	379	47.0
Rees E. Price Elementary School	PK-8	C	90.5	521	50.9
Chase Elementary School	PK-8	C	94.0	315	53.0
George Hays-Jennie Porter Elementary	PK-8	C	>95.0	318	54.1
Quebec Heights Elementary School	PK-8	F	89.0	380	56.1
Virtual High School	9-12	D	55.0	328	116.5

Building churn rate for physical charter schools

Physical charter schools in the Cincinnati Area (Table 12) range from very high—primarily dropout recovery schools—to those with rates below 15%. The range of physical charter school turnover rates is similar to that of CPS buildings.

Table 12. Cincinnati Area: Churn rates for physical charter schools, school year 2010–2011

School <i>(District location if other than CPS) *Dropout recovery school</i>	Grade range	Rating	Econ. disadv. (%)	Oct. 2010 enroll.	Churn rate
T.C.P. World Academy	K-6	A	83.0	446	3.6
Cincinnati College Preparatory Academy	K-12	B	95.0	710	3.8
Hamilton County Math & Science (Northwest)	K-8	A	73.5	419	6.9
Phoenix Community Learning Center	K-8	B	85.1	388	12.6
Richard Allen Academy III (Hamilton)	K-8	C	92.1	180	13.9
King Academy Community School	K-8	C	94.8	142	14.8
Summit Academy Community School for Alternative Learners of Middletown (Middletown)	K-10	F	60.8	92	15.2
Mount Auburn International Academy	K-12	D	65.3	521	15.7
Mt. Healthy Preparatory and Fitness Academy (Mt. Healthy)	K-8	B	76.4	227	15.9
Cincinnati Leadership Academy	K-8	D	51.7	204	17.6
Middletown Fitness & Preparatory Academy (Middletown)	K-8	C	78.3	287	20.9
Orion Academy	K-8	D	>95.0	622	21.1
V L T Academy	K-12	C	>95.0	868	22.0
Horizon Science Academy-Cincinnati	K-12	B	93.2	359	24.5
Summit Academy Transition High School-Cincinnati	9-12	B	36.2	54	29.6
Cincinnati Speech & Reading Intervention Center	K-8	F	78.4	318	29.9
Summit Academy Cincinnati	1-8	F	47.2	84	31.0
Alliance Academy of Cincinnati	K-8	C	>95.0	379	33.0
East End Community Heritage School	K-12	F	73.1	98	35.7
College Hill Leadership Academy	K-6	C	>95.0	65	43.1
Riverside Academy	K-12	C	92.8	244	43.4
Theodore Roosevelt Public Community School	K-12	F	91.2	205	56.6
Lighthouse Community School Inc.*	6-12	F	89.7	62	91.9
P.A.C.E. High School*	9-12	F	13.3	190	110.0
Dohn Community*	9-12	F	83.0	142	138.7
Life Skills Center Of Cincinnati*	9-12	F	90.9	274	168.2
Life Skills Center Of Hamilton County*	9-12	C	90.1	205	168.3
Life Skills Center-Middletown (Middletown)*	9-12	C	79.2	236	175.4

Source: CRP analysis of ODE enrollment records

Note: Table 12 is limited to charter schools with average daily enrollment of at least 50 students in school year 2010-2011.

4.0 Mobility patterns

4.1 Section overview and key concepts

This section of the report examines the patterns of student movement between school districts and buildings and between public districts and charter schools, as well as the characteristics of origin and destination schools. The analysis of mobility patterns includes: (1) district and building mobility patterns, (2) report card ratings of origin and destination schools, and (3) inter-district open enrollment analysis.

This report provides an overview of mobility patterns among Cincinnati Area schools. Additional mobility pattern data for districts, buildings, and charter schools can be found in the Appendix and online spreadsheets www.researchpartners.org.

Mobility patterns: districts and buildings that exchange students

How many unique students did pairs of buildings or districts have in common (i.e. a student was enrolled in both at some point in time) over two school years? What was the direction of movement (origin and destination) between these districts and buildings?

- **District mobility patterns:** The number of unique students enrolled in two school districts, or a district and a charter school, at some point over two school years (2009-2010 and 2010-2011).
- **Building mobility patterns:** The number of unique students enrolled in two school buildings at some point over two school years (2009-2010 and 2010-2011), including buildings within the same district and buildings in different districts

Data notes

- The mobility patterns analysis includes all combinations of: public school districts and buildings, physical charter schools, and e-charter schools. Vocational schools are excluded. A small percentage of results from dual enrollment; however, most involve non-overlapping enrollment periods.
- A student is counted only once, even if they move between a pair of schools more than once.

Origin and destination ratings: report card rating of schools that exchange students

What is the performance rating of the destination school of mobile students, compared to that of the school of origin?

- **Origin and destination performance ratings:** The school year 2010-2011 state report card rating of the origin and destination schools for the most recent move of students who changed schools during a two school year period (2009-2010 and 2010-2011).

Data notes

- Statewide, 20% of students who withdraw from an Ohio public school have no enrollment destination information in EMIS the following October.

Inter-district open enrollment

How many students are enrolled in a district, which is not their district of residence, through open enrollment?

- **Open enrollment, incoming:** Number and percent of students attending a school in a district through open enrollment policy.
- **Open enrollment, outgoing:** Number and percent of public school students residing in a district, but attending a different district through open enrollment policy.

Data notes

- Open enrollment is the most common reason, but not the only reason, that a student may reside in one district, but attend another.

4.2 District mobility patterns

How many unique students did pairs of districts have in common (i.e. a student was enrolled in both at some point in time) over two school years? What was the direction of movement (origin and destination) between these districts?

District mobility patterns between Cincinnati Public Schools and other districts

Over two school years, the 50 public districts in the Cincinnati Area exchanged 19,226 students. The largest numbers of exchanges were between districts in close proximity to each other, but CPS also exchanged students with other Major Urban districts across the state. Mount Healthy and Northwest exchanged at least 500 students with CPS over a two year period (Table 13; Maps 7 and 8). Thirteen other Ohio districts exchanged at least 100 students with CPS, including Dayton and Columbus.

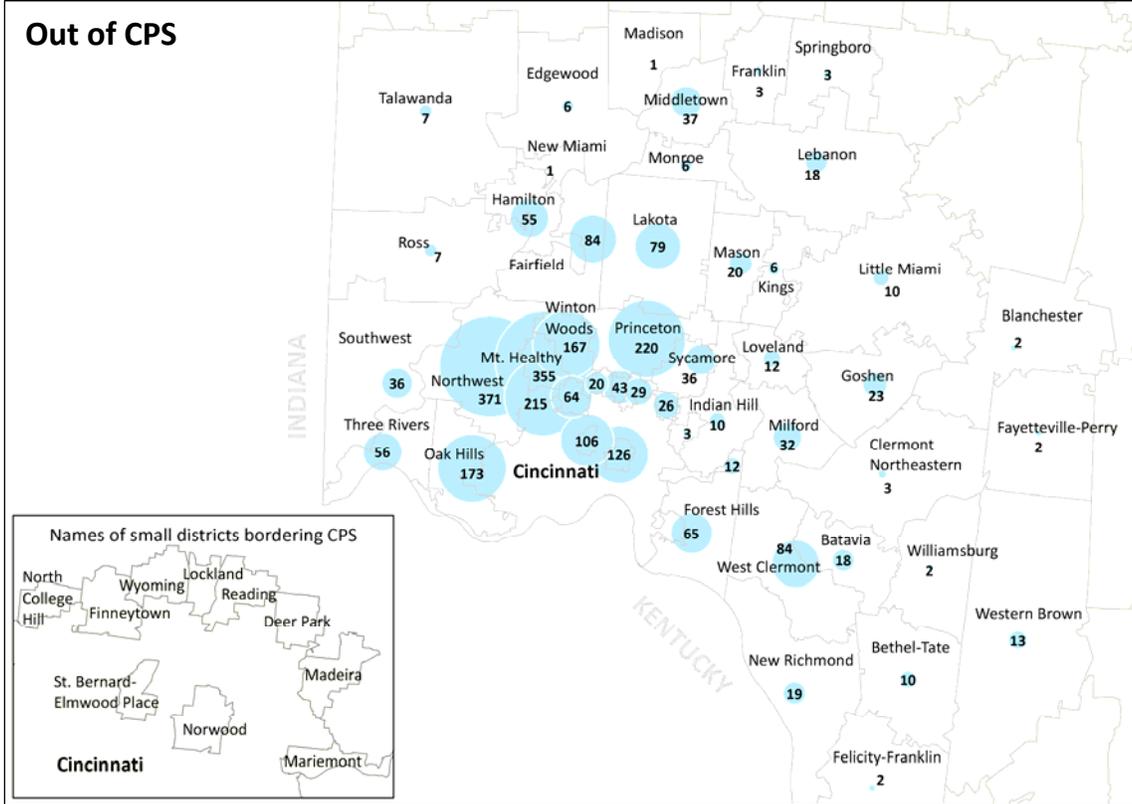
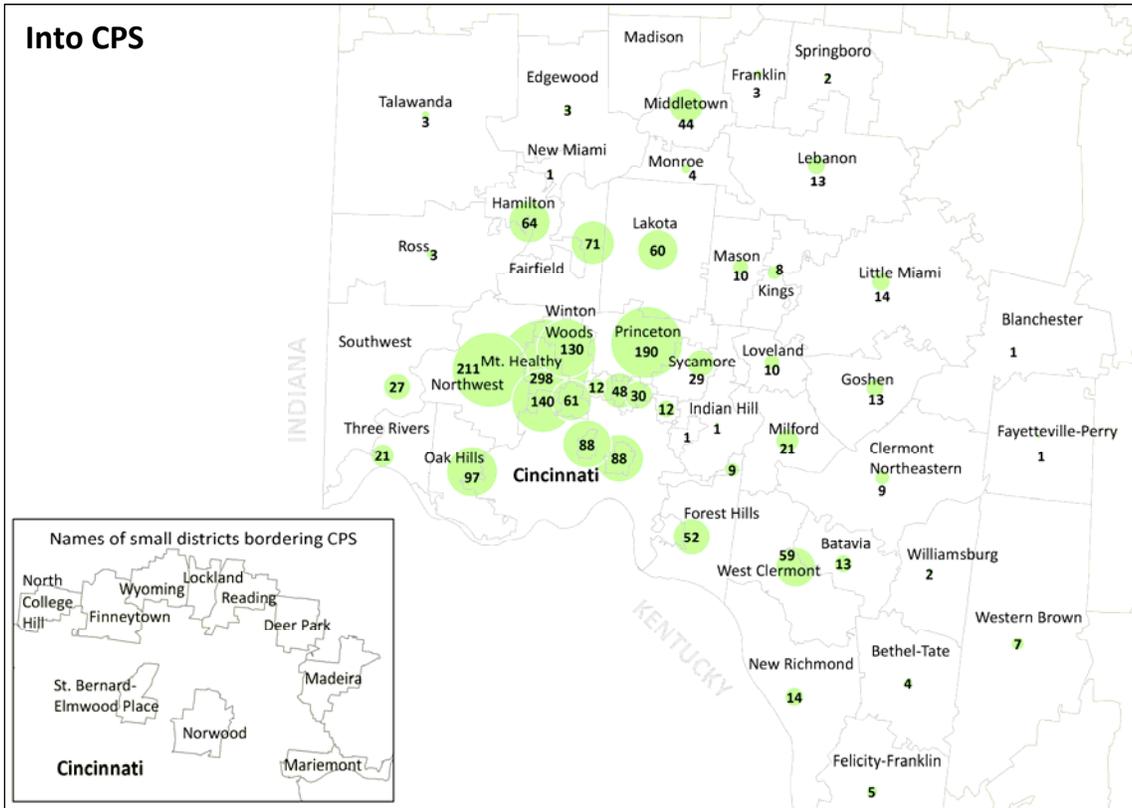
Table 13. Top 30 districts that exchanged students with CPS, October 2009–May 2011

District	Location	District rating	Econ. Disadv. (%)	Total students exchanged	Grades K–7		Grades 8–11	
					To CPS	From CPS	To CPS	From CPS
Mt. Healthy	Ring 1	C	76.1	653	221	290	77	65
Northwest	Ring 1	B	45.1	582	142	273	69	98
Princeton	Ring 1	B	58.6	410	95	115	95	105
North College Hill	Ring 1	C	68.8	355	104	159	36	56
Winton Woods	Ring 1	C	57.7	297	83	110	47	57
Oak Hills	Ring 1	A	6.5	270	69	135	28	38
Norwood	Ring 1	A	60.4	214	72	99	16	27
St. Bernard-Elmwood Place	Ring 1	B	72.0	194	57	79	31	27
Fairfield	Ring 2	B	29.4	155	47	62	24	22
West Clermont	Ring 2	A	31.4	143	41	62	18	22
Lakota	Ring 2	A+	14.6	139	36	61	24	18
Finneytown	Ring 1	B	36.2	125	39	50	22	14
Hamilton	Ring 2	C	69.2	119	45	45	19	10
Forest Hills	Ring 1	A+	10.8	117	40	41	12	24
Lockland	Ring 1	C	62.9	91	36	29	12	14
Middletown	Ring 2	C	71.5	81	31	27	13	10
Three Rivers	Ring 1	A	35.8	77	14	45	7	11
Dayton	Other Ohio	C	92.5	67	23	22	9	13
Sycamore Community	Ring 1	A+	16.0	65	19	31	10	5
Columbus	Other Ohio	C	81.9	63	23	16	11	13
Southwest	Ring 1	A	34.5	63	23	28	4	8
Reading Community	Ring 1	A	38.9	59	24	23	6	6
Milford	Ring 2	A	21.7	53	15	26	6	6
Deer Park	Ring 1	A	40.9	38	9	21	3	5
Goshen	Ring 2	A	47.8	36	8	18	5	5
New Richmond	Ring 2	A+	44.4	33	14	18	0	1
Wyoming	Ring 1	A	6.6	32	6	14	6	6
Lebanon	Ring 2	A	23.5	31	9	14	4	4
Batavia	Ring 2	A	44.0	31	9	17	4	1
Mason	Ring 2	A+	6.4	30	8	14	2	6
Total top 30 districts				4,623	1,362	1,944	620	697

Source: CRP analysis of ODE enrollment records

Notes: Grade is the student's highest grade level during school year 2009–10. A student may have been enrolled in another district, charter school, or outside the Ohio public system between the periods of enrollment in the districts paired above. For example, a student who moves from CPS to Mt. Healthy to Northwest schools would be included in two pairs: CPS/Mt. Healthy and CPS/Northwest. Totals include only those students for whom grade level is available for school year 2009–10.

Maps 7 and 8. Students moving between CPS and another district in the Cincinnati Area, October 2009–May 2011



Source: CRP analysis of ODE enrollment records

District mobility patterns among Cincinnati Area districts

Over two years, there were 8,305 student exchanges among the 25 largest Cincinnati Area districts (excluding CPS). The Hamilton, Lakota, Northwest, and Middletown districts had the most inter-district exchanges. Districts that exchanged more than 175 students were Hamilton and Fairfield, Hamilton and Middletown, Hamilton and Lakota, Lakota and Fairfield, Hamilton and Talawanda, Princeton and Lakota, and Northwest and Mt. Healthy.

Table 14. Cincinnati Area largest 25 districts (excluding CPS): Students exchanged between pairs of districts, October 2009–May 2011

DESTINATION DISTRICT																									
ORIGIN DISTRICT	Edgewood	Fairfield	Forest Hills	Franklin	Hamilton	Kings	Lakota	Lebanon	Little Miami	Loveland	Mason	Middletown	Milford	Mt Healthy	Northwest	Oak Hills	Princeton	Ross	Southwest	Springboro	Sycamore	Talawanda	West Clermont	Western Brown	Winton Woods
Edgewood		26	-	10	80	-	20	5	4	1	-	92	-	-	3	-	1	10	2	3	1	26	3	-	1
Fairfield	36		6	2	244	3	99	12	8	8	14	36	6	26	66	12	46	25	8	7	8	23	11	2	47
Forest Hills	-	3		-	1	-	7	2	-	2	9	1	9	1	6	3	12	-	1	-	5	-	85	5	2
Franklin	17	5	-		5	3	2	34	5	-	1	69	2	-	1	-	-	1	-	11	-	2	4	-	-
Hamilton	80	219	1	10		10	93	13	4	5	11	141	6	20	43	12	37	66	10	2	5	96	26	12	21
Kings	2	5	1	2	5		11	55	33	15	25	15	7	1	1	4	9	-	1	4	11	-	6	-	1
Lakota	38	110	10	2	124	21		28	11	15	72	43	10	24	35	14	78	6	5	6	17	12	22	1	24
Lebanon	5	11	2	56	16	58	23		51	4	53	52	9	-	2	4	8	2	-	24	1	5	16	-	2
Little Miami	2	3	2	5	1	63	15	101		15	23	5	20	-	1	5	3	1	4	9	19	1	7	5	-
Loveland	-	3	7	1	4	7	8	9	11		14	3	30	3	8	3	3	-	2	2	17	-	8	7	5
Mason	1	5	6	2	6	15	41	25	12	4		6	5	1	5	-	14	2	-	4	13	-	2	-	-
Middletown	89	29	-	71	104	14	53	52	14	2	7		6	1	13	1	10	7	6	9	1	22	2	1	3
Milford	-	7	11	-	12	5	15	7	15	13	8	3		3	7	6	11	1	1	2	9	3	88	14	1
Mt Healthy	1	50	3	-	48	1	45	1	-	-	3	7	3		109	4	57	1	9	2	7	6	9	1	90
Northwest	6	101	7	1	47	2	45	10	1	6	6	15	3	131		36	55	37	28	-	12	4	9	3	69
Oak Hills	-	6	4	-	4	2	20	1	-	7	2	3	4	10	36		4	5	35	2	5	-	10	3	3
Princeton	2	73	3	-	26	12	103	7	8	10	21	13	10	22	39	7		6	2	1	18	5	22	-	59
Ross	5	15	1	-	47	1	6	-	3	1	1	4	3	1	14	1	4		10	-	2	20	1	-	-
Southwest	-	4	4	-	18	1	5	-	-	3	3	-	-	4	15	26	2	10		-	-	2	4	-	3
Springboro	-	1	1	17	-	5	3	27	1	-	1	13	3	-	-	2	-	-	-		2	-	2	-	-
Sycamore	1	5	-	-	3	4	11	1	2	7	38	-	9	4	8	1	23	1	1	-		-	-	3	3
Talawanda	22	22	2	7	87	1	7	2	1	-	-	11	2	-	7	-	-	4	1	1	-		6	-	1
West Clermont	3	5	50	1	26	7	13	12	16	11	9	16	64	3	17	13	3	3	4	1	3	2		54	-
Western Brown	2	1	5	-	4	2	-	2	4	1	-	-	22	7	5	2	2	-	1	1	-	1	64		-
Winton Woods	-	90	2	-	41	1	51	-	4	2	10	9	2	68	57	5	90	-	1	1	5	2	3	1	

Source: CRP analysis of ODE enrollment records

District mobility patterns between Cincinnati Public Schools and charter schools

Over two years, the 30 largest charter schools exchanged a total of 3,773 students with CPS schools (Table 15). Eleven charter schools exchanged at least 150 students with CPS, led by V L T Academy (349) and eCOT (308). For grades K–7, more students came to CPS from charter schools (1,428) than went to charter schools from CPS (837). For grades 8–11, more students went to a charter school from CPS (898) than came to CPS (610) from a charter school.

Table 15. Top 30 charter schools in students exchanged with CPS, October 2009–May 2011

Charter school <i>e-charters in italics</i> *Dropout recovery school	Rating	Econ. disad v. (%)	Total students exchanged	Grades K–7		Grades 8–11	
				To CPS	From CPS	To CPS	From CPS
V L T Academy	C	95.5	349	160	110	51	28
<i>Electronic Classroom Of Tomorrow</i>	C	76.9	308	36	47	58	167
Orion Academy	D	95.5	300	167	110	23	0
Alliance Academy of Cincinnati	C	95.5	227	167	26	34	0
Life Skills Ctr Of Cincinnati*	F	90.9	215	0	0	31	184
Horizon Science Academy-Cincinnati	B	93.2	209	80	50	60	19
Riverside Academy	C	92.8	207	98	42	62	5
Mount Auburn International Academy	D	65.3	195	117	40	34	4
Phoenix Community Learning Ctr	B	85.1	192	86	69	36	1
<i>Ohio Virtual Academy</i>	B	55.3	161	42	59	17	43
Dohn Community*	F	83.0	158	0	1	21	136
Life Skills Center Of Hamilton County*	C	90.1	140	0	0	29	111
Cincinnati Speech & Reading Intervention Center	F	78.4	136	84	52	0	0
W.E.B. Dubois	NA	-	124	100	1	23	0
Theodore Roosevelt Public Community School	F	91.2	113	26	40	23	24
Cincinnati College Preparatory Academy	B	95	108	57	26	18	7
P.A.C.E. High School*	F	13.3	99	0	1	24	74
East End Comm Heritage School	F	73.1	79	26	15	29	9
Cincinnati Leadership Academy	D	51.7	68	48	20	0	0
Lighthouse Community Sch Inc*	F	89.7	61	1	5	9	46
T.C.P. World Academy	A	83.0	61	37	24	0	0
Mt. Healthy Preparatory and Fitness Academy	B	76.4	53	24	26	3	0
College Hill Leadership Academy	C	95.5	37	5	32	0	0
King Academy Community School	C	94.8	35	22	4	9	0
<i>Virtual Community School Of Ohio</i>	C	79.2	33	4	5	7	17
<i>Ohio Connections Academy, Inc</i>	B	54.1	33	13	8	3	9
Hamilton Cnty Math & Science	A	73.5	32	16	14	2	0
<i>Alternative Education Academy</i>	D	54.1	25	8	4	3	10
Summit Academy Cincinnati	F	47.2	10	4	6	0	0
Life Skills Center of Dayton*	F	89.6	5	0	0	1	4
Total top 30 charter schools			3,773	1,428	837	610	898

Source: CRP analysis of ODE enrollment records

Note: Grade is based on a student's highest grade level during school year 2009–2010.

Cincinnati Public Schools mobility patterns summary: other districts and charters

Over two school years, 7,692 unique students transferred between CPS and another Ohio district or charter school (Table 16). Of these:

- 58% moved to or from another district
- 36% moved to or from a physical charter school
- 7% moved to or from an e-charter school

The largest number of moves to and from other districts or charters occurred among 9th grade students (935), followed by kindergarten (692), 8th grade (660), and 1st grade (659).

Table 16. Students moving into or out of CPS by grade and origin/destination type, Oct. 2009–May 2011

Grade	Another public district		Physical charter school		E-charter school	
	To CPS	From CPS	To CPS	From CPS	To CPS	From CPS
All grades	1,616	2,812	1,449	1,314	134	367
K	155	303	89	135	4	6
1	153	282	111	100	4	9
2	126	237	148	96	8	8
3	129	263	123	75	11	12
4	130	233	116	101	6	13
5	120	215	128	63	7	21
6	133	223	169	64	13	23
7	113	191	116	51	12	22
8	100	237	190	60	17	56
9	158	248	104	301	16	108
10	94	151	52	133	12	42
11	76	70	30	79	8	23
12	29	16	14	31	3	11
NA	100	143	59	25	13	13

Source: CRP analysis of ODE enrollment records

Note: Grade is based on a student's highest grade level during school year 2009–2010; NA- grade level not available.

4.3 Building mobility patterns

How many unique students did pairs of buildings have in common (i.e. a student was enrolled in both at some point in time) over two school years? What was the direction of movement (origin and destination) between these buildings?

Exchanges between Cincinnati Public Schools buildings and buildings in other districts

Because of their size, the largest numbers of CPS inter-district building moves occurred at the high school level. Only seven of the top 30 exchanges involved elementary schools. CPS Aiken College and Career, Woodward Career Technical, and Western Hills Engineering high schools exchanged a total of at least 50 students each with high schools in the Mount Healthy, North College Hill, Northwest, Princeton, and Winton Woods districts. CPS Mount Airy and Pleasant Hill elementary schools exchanged a total of at least 50 students each with elementary schools in the North College Hill, Northwest, and Mount Healthy districts (Table 17).

Table 17. CPS and other districts: 30 building pairs that exchanged the most students, October 2009–May 2011

CPS school building (X)	Rating Bldg. X	School building in another district (Y)	District of Building Y	Rating Bldg. Y	Students exchanged
Woodward Career Technical High	C	Princeton High	Princeton	B	50
Woodward Career Technical High	C	Mt Healthy High	Mt Healthy	C	31
Aiken College and Career High	B	Princeton High	Princeton	B	26
Mt. Airy Elementary	C	North Elementary	Mt Healthy	C	25
Aiken College and Career High	B	Colerain High	Northwest	A	25
Aiken College and Career High	B	North College Hill High	North College Hill	B	24
Western Hills Engineering High	F	Princeton High	Princeton	B	23
Winton Hills Academy Elementary	C	South Elementary	Mt Healthy	C	22
Aiken College and Career High	B	Mt Healthy High	Mt Healthy	C	22
Pleasant Hill Elementary	D	Mt Healthy Junior High	Mt Healthy	F	21
Pleasant Hill Elementary	D	South Elementary	Mt Healthy	C	21
Robert A. Taft Information Technology High	A	Princeton High	Princeton	B	20
Hartwell Elementary	B	St Bernard-Elmwood Place High	St Bernard-Elmwood Place	B	19
Mt. Airy Elementary	C	South Elementary	Mt Healthy	C	19
Mt. Airy Elementary	C	North College Hill Elementary	North College Hill	C	19
Hartwell Elementary	B	Elmwood Place Elementary	St Bernard-Elmwood Place	B	19
Mt. Airy Elementary	C	Mt Healthy Junior High	Mt Healthy	F	18
Aiken College and Career High	B	Winton Woods High	Winton Woods	B	17
Chase Elementary	C	South Elementary	Mt Healthy	C	17
Rees E. Price Elementary	C	South Elementary	Mt Healthy	C	16
Mt. Airy Elementary	C	White Oak Middle	Northwest	B	16
Western Hills Engineering High	F	Colerain High	Northwest	A	16
Western Hills University High	B	Princeton High	Princeton	B	15
Woodward Career Technical High	C	Winton Woods High	Winton Woods	B	15
Western Hills Engineering High	F	North College Hill High	North College Hill	B	14
South Avondale Elementary	B	South Elementary	Mt Healthy	C	14
Virtual High	D	Princeton High	Princeton	B	14
Pleasant Hill Elementary	D	North College Hill Elementary	North College Hill	C	14
Mt. Airy Elementary	C	Taylor Elementary	Northwest	A	13
Pleasant Hill Elementary	D	North Elementary	Mt Healthy	C	13

Source: CRP analysis of ODE enrollment records

Exchanges between Cincinnati Public Schools buildings and charter schools

Over two years, the CPS buildings and the charter schools that exchanged the most students exchanged a total of 1,010 students. Of the exchanges in Table 18, 30% involved exchanges between a CPS high school and a dropout recovery charter school, and 15% were exchanges with e-charters. Orion Academy and V L T Academy each exchanged students with five CPS elementary schools.

Table 18. CPS and charter schools: 30 building pairs that exchanged the most students, October 2009–May 2011

CCS school building (X)	Rating Bldg. X	Physical charter school (Y) <i>E-charter in italics</i> * for dropout recovery	Rating Bldg. Y	Students exchanged
Oyler School	C	Riverside Academy	C	61
Woodward Career Technical High School	C	Life Skills Ctr Of Cincinnati*	F	59
Woodward Career Technical High School	C	Life Skills Center Of Hamilton County*	C	59
Oyler School	C	<i>Electronic Classroom Of Tomorrow</i>	C	55
Gilbert A. Dater High School	C	<i>Electronic Classroom Of Tomorrow</i>	C	49
Rothenberg Preparatory Academy	C	V L T Academy	C	42
Hoffman-Parham Elementary School	C	Alliance Academy of Cincinnati	C	40
South Avondale Elementary School	B	Phoenix Community Learning Ctr	B	39
Carson Elementary School	C	Orion Academy	D	36
Oyler School	C	T. Roosevelt Public Community School	F	35
Roll Hill School	C	Orion Academy	D	32
Ethel M. Taylor Academy	D	Orion Academy	D	32
Western Hills University High School	B	Dohn Community*	F	32
Rees E. Price Elementary School	C	Orion Academy	D	31
Roll Hill School	C	V L T Academy	C	30
Western Hills University High School	B	Life Skills Ctr Of Cincinnati*	F	29
Western Hills Engineering High School	F	Life Skills Ctr Of Cincinnati*	F	29
Midway Elementary School	D	Orion Academy	D	28
Western Hills University High School	B	<i>Electronic Classroom Of Tomorrow</i>	C	27
Woodward Career Technical High School	C	P.A.C.E. High School*	F	26
Woodward Career Technical High School	C	Dohn Community*	F	26
Virtual High School	D	<i>Electronic Classroom Of Tomorrow</i>	C	26
South Avondale Elementary School	B	V L T Academy	C	25
Carson Elementary School	C	Riverside Academy	C	25
Aiken College and Career High School	B	Life Skills Ctr Of Cincinnati*	F	25
Virtual High School	D	Life Skills Ctr Of Cincinnati*	F	24
Aiken College and Career High School	B	Dohn Community*	F	22
South Avondale Elementary School	B	Alliance Academy of Cincinnati	C	22
Frederick Douglass Elementary School	C	V L T Academy	C	22
Rees E. Price Elementary School	C	V L T Academy	C	22

Source: CRP analysis of ODE enrollment records

Exchanges between Cincinnati Public Schools buildings

Over the two school years, 4,657 CPS students made a non-promotional change of school within the CPS district. Of these, about one-third occurred among students in grades K, 7, and 9. Of the exchanges in Table 19, South Avondale Elementary was the most frequent receiving school, followed by Rees E. Price Elementary, Western Hills University High, and Virtual High. The most frequent sending schools were Aiken College and Career High, Carson Elementary, Virtual High, and Frederick Douglass Elementary.

Table 19. CPS: 30 building pairs that exchanged the most students, October 2009–May 2011

CPS building (X)	Rating of Building X	CPS building (Y)	Rating of Building Y	Students exchanged
Carson Elementary	C	Rees E. Price Elementary	C	74
Carson Elementary	C	Quebec Heights Elementary	F	71
Gilbert A. Dater High	C	Walnut Hills High	A	70
Quebec Heights Elementary	F	Rees E. Price Elementary	C	62
Mt. Airy Elementary	C	Pleasant Hill Elementary	D	60
Rockdale Academy Elementary	D	South Avondale Elementary	B	53
Virtual High	D	Western Hills University High	B	51
Frederick Douglass Elementary	C	South Avondale Elementary	B	50
Virtual High	D	Woodward Career Technical High	C	50
Frederick Douglass Elementary	C	Hoffman-Parham Elementary	C	46
George Hays-Jennie Porter Elementary	C	Rothenberg Preparatory Academy	C	46
Western Hills Engineering High	F	Western Hills University High	B	45
Aiken College and Career High	B	Virtual High	D	42
Quebec Heights Elementary	F	Roll Hill	C	41
Chase Elementary	C	Mt. Airy Elementary	C	40
Hoffman-Parham Elementary	C	South Avondale Elementary	B	40
Rees E. Price Elementary	C	Roll Hill	C	40
Aiken College and Career High	B	Woodward Career Technical High	C	37
Aiken College and Career High	B	Robert A. Taft Info. Technology High	A	37
Hoffman-Parham Elementary	C	William H Taft Elementary	C	36
Hoffman-Parham Elementary	C	Rockdale Academy Elementary	D	34
Roll Hill	C	Westwood Elementary	D	34
Rothenberg Preparatory Academy	C	South Avondale Elementary	B	34
Aiken College and Career High	B	Western Hills Engineering High	F	33
Aiken College and Career High	B	Western Hills University High	B	33
Bond Hill Academy Elementary	C	Roselawn Condon Elementary	C	33
Hughes Center High	C	Virtual High	D	33
Robert A. Taft Info. Technology High	A	Virtual High	D	33
Virtual High	D	Withrow University High	B	33
Frederick Douglass Elementary	C	Rockdale Academy Elementary	D	32

Source: CRP analysis of ODE enrollment records

4.4 Origin and destination performance ratings

What is the performance rating of the destination school of mobile students, compared to the rating of the school of origin?

Tables 20-25 display the school year 2010–2011 state report card performance rating of the origin school and destination school for the most recent move a student made over a two school year period, where one of the schools was in the CPS district. Green table cells denote a destination school that is at least two ratings higher than the origin school, and orange cells denote a destination that is at least two ratings lower than the origin schools. These tables exclude school changes involving a building with no rating available.

Exiting Cincinnati Public Schools for another district

Of the 2,626 students over two years who exited CPS for another district, 32.9% moved to a school with a performance rating at least two ratings *higher* than their CPS school of origin, while 4.5% moved to a school with a rating two or more ratings *lower* than their school of origin.

Table 20. Rating of origin and destination buildings for students exiting CPS for another district, Oct. 2009–May 2011

Rating of ORIGIN CPS school	Rating of DESTINATION school in other Ohio district					
	A+	A	B	C	D	F
Excellent with Distinction (A+)	0	0	0	0	0	0
Excellent (A)	50	232	110	52	4	5
Effective (B)	25	137	146	67	4	4
Continuous Improvement (C)	81	401	439	317	21	49
Academic Watch (D)	29	84	102	101	5	20
Academic Emergency (F)	9	46	52	34	0	0

Source: CRP analysis of ODE enrollment records

Entering Cincinnati Public Schools from another district

Of the 1,441 students over two years who entered CPS from another district, 3.7% moved to a CPS school with a performance rating at least two ratings *higher* than their school of origin, while 30.6% moved to a CPS school with a rating two or more ratings *lower* than their school of origin.

Table 21. Rating of origin and destination buildings for students entering CPS from another district, Oct. 2009–May 2011

Rating of ORIGIN in other Ohio district	Rating of DESTINATION CPS school					
	A+	A	B	C	D	F
Excellent with Distinction (A+)	0	29	13	48	13	3
Excellent (A)	0	98	105	173	35	32
Effective (B)	0	72	97	259	60	49
Continuous Improvement (C)	0	19	47	163	45	15
Academic Watch (D)	0	1	7	19	3	0
Academic Emergency (F)	0	1	8	18	8	1

Source: CRP analysis of ODE enrollment records

Exiting Cincinnati Public Schools for a charter school

Of the 1,676 students over two years who left CPS for a charter school, 7.8% moved to a charter school with a performance rating at least two ratings *higher* than their CPS school of origin, while 30.8% moved to a charter school with a rating two or more ratings *lower* than their school of origin.

Table 22. Rating of origin and destination buildings for students exiting CPS for a public charter school (including e-charters), October 2009–May 2011

Rating of ORIGIN CPS school	Rating of DESTINATION charter school					
	A+	A	B	C	D	F
Excellent with Distinction (A+)	0	0	0	0	0	0
Excellent (A)	0	1	35	32	13	39
Effective (B)	0	4	66	102	17	147
Continuous Improvement (C)	0	15	149	356	109	268
Academic Watch (D)	0	9	47	65	27	59
Academic Emergency (F)	0	8	14	38	14	42

Entering Cincinnati Public Schools from a charter school

Of the 1,510 students over two years who entered CPS from a charter school, 18.1% moved to a CPS school with a performance rating at least two ratings *higher* than their school of origin, while 9.0% moved to a CPS school with a rating two or more ratings *lower* than their school of origin.

Table 23. Rating of origin and destination buildings for students entering CPS from a public charter school (including e-charters), October 2009–May 2011

Rating of ORIGIN charter school	Rating of DESTINATION CPS school					
	A+	A	B	C	D	F
Excellent with Distinction (A+)	0	0	0	0	0	0
Excellent (A)	0	13	8	21	10	2
Effective (B)	0	29	62	176	49	28
Continuous Improvement (C)	0	31	105	350	55	26
Academic Watch (D)	0	24	32	171	70	20
Academic Emergency (F)	0	20	43	124	27	14

Moving between Cincinnati Public Schools buildings

Of the 4,657 students over two years who moved from one CPS building to another, 13.7% moved to a building with a performance rating at least two ratings *higher* than their CPS school of origin, while 15.9% moved to a building with a rating two or more ratings *lower* than their school of origin.

Table 24. Rating of origin and destination buildings for students changing schools within the CPS district, October 2009–May 2011

Rating of ORIGIN CPS school	Rating of DESTINATION CPS school					
	A+	A	B	C	D	F
Excellent with Distinction (A+)	0	0	0	0	0	0
Excellent (A)	0	65	78	216	73	16
Effective (B)	0	82	95	272	176	59
Continuous Improvement (C)	0	225	326	1257	520	200
Academic Watch (D)	0	84	61	385	82	42
Academic Emergency (F)	0	28	61	181	70	3

Summary of destination performance ratings

Table 25. Summary: Rating of destination buildings for CPS students changing schools, October 2009–May 2011

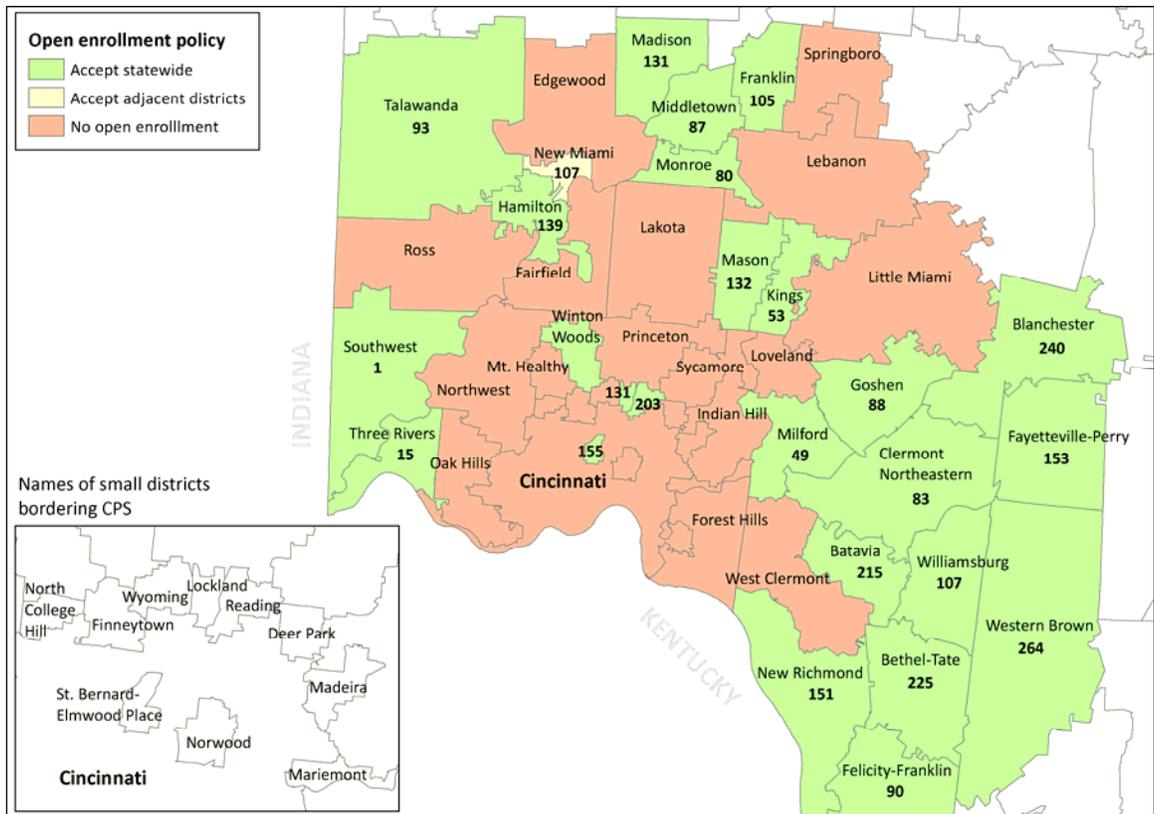
Type of move	Number of student movers	Rating of destination school compared to school of origin		
		2 or more ratings lower (% of movers)	Same rating or 1 rating higher/lower (% of movers)	2 or more ratings higher (% of movers)
Exiting CPS for another district	2,626	4.5	62.6	32.9
Entering CPS from another district	1,441	30.6	65.6	3.7
Exiting CPS for a charter school	1,676	30.8	61.4	7.8
Entering CPS from a charter school	1,510	9.0	72.8	18.1
Changing schools within CPS	4,657	15.9	70.4	13.7

4.5 Open enrollment

How many students are enrolled in a district, which is not their district of residence, through open enrollment?

As of school year 2010–2011, the CPS district, and most of the districts surrounding CPS, did not accept open enrollment students from other districts. However, many districts in the Cincinnati Area—particularly those in Ring 2—do permit open enrollment (Map 9). Eleven pairs of districts had at least 50 students who resided in one district, but attended school in another district through inter-district open enrollment, including from a Cincinnati residence to St. Bernard-Elmwood Place enrollment (135 students), West Clermont to Batavia (94), West Clermont to New Richmond (76), and Hamilton to New Miami (71).

Map 9. Open enrollment patterns of Cincinnati Area districts and total incoming students through open enrollment, school year 2010–2011



Source: CRP analysis of ODE enrollment records

5.0 Mobility and the student

5.1 Section overview and key concepts

This section of the report examines the relationship of mobility and student characteristics and achievement for CPS students. The analysis includes: (1) differences in demographic characteristics of mobile and non-mobile student groups, (2) differences in demographics of students who left the district based on the type of destination school, and (3) differences in proficiency test scores based on mobility status.

Student characteristics and mobility status

How do stable CPS students differ from those who move within the district? How do students staying in the district differ from those leaving? How do students leaving the district differ from those entering?

- The demographic characteristics of CPS student groups based on their mobility status over a one-year period from October 1, 2009 to October 1, 2010, and statistical differences between these groups.

Data notes

- Demographic characteristics are from ODE student records and include race, grade, economic disadvantage, homeless, immigrant, LED, disability

Student characteristics and destination of outgoing students

How do the characteristics of outgoing CPS students differ based on their destination school?

- The demographic characteristics of CPS students who left the district from October 1, 2009 to October 1, 2010, based on their destination school type.

Data notes

- Demographic characteristics are from ODE student records and include race, grade, economic disadvantage, homeless, immigrant, LED, disability.
- Destination schools include another Ohio district, physical charter school, e-charter school, district outside of Ohio, and other (Includes expulsion, court order, private school, vocational school, home school, dropout, early graduation, medical, death, and unknown, which is the largest group)

Student mobility and proficiency test passage

What is the 2-year mobility history of 3rd grade and 8th grade students who took the 2011 proficiency tests? What is the relationship of mobility history and proficiency test scores?

- **Mobility history:** Amount and type of student mobility of 3rd and 8th grade proficiency test takers during the two-year period preceding the school year 2011 test period.
- **Proficiency test passage:** Statistical analysis of the relationship between the mobility history of student groups and student attributes and proficiency on state achievement tests.

Data notes

- Mobility history includes: total school building changes (non-promotional), number of districts attended, number of community schools attended, and within school year withdrawal/reentry to same school.
- Mover groups include: 0 moves, 1 summer-only move, 1 during school year move, 2 moves, 3+ moves. Students in the 2-moves and 3+ moves groups have at least one school year move, but may have a combination of summer and school year moves.

5.2 Student characteristics and mobility status

How do stable CPS students differ from those who move within the district? How do students staying in the district differ from those leaving? How do students leaving the district differ from those entering?

Table 26 provides a one-year snapshot of the characteristics of CPS student based on their mobility status. Statistical tests found the following significant differences between these groups:

- **Movers between Cincinnati Public Schools buildings.** Compared to stable CPS students, those who move between CPS buildings are more likely to be black, economically disadvantaged, homeless, or have a disability.
- **Outgoing and incoming students.** Compared to outgoing CPS students, incoming students are more likely to be white, an immigrant, or LEP.

Stable CPS students were fairly evenly distributed across grade levels (7-9% in each grade), although 11% of stable students were in grade 9. The following is the grade distribution of mover groups:

- **Movers between Cincinnati Public Schools buildings.** Forty-two percent of students who moved between CPS buildings were in grades K, 2, 7, or 9.
- **Outgoing students.** Fifteen percent of students who left the district were in grade 9.
- **Incoming students.** Twenty-six percent of all incoming students were in grades 6 and 8.

5.3 Student characteristics and destination of outgoing students

How do the characteristics of outgoing CPS students differ based on their destination school?

Statistical tests found the following significant differences between groups of students leaving the CPS district, based on their destination school (Table 26):

- **Race.** Compared to other racial groups, black students are more likely to move to a physical charter school; white students are more likely to move to an e-charter; and Hispanic students are more likely to move to a district outside of Ohio.
- **Economic disadvantage.** Economically disadvantaged CPS students are more likely than those who are not economically disadvantaged to move to a physical charter.
- **Limited English Proficiency.** LEP students are more likely than those who are not LEP to move to a district outside of Ohio.

Stable CPS students were fairly evenly distributed across grade levels (7-9% in each grade), although 11% of stable students were in grade 9. The following is the grade distribution of mover groups based on their destination school:

- **Other Ohio district.** Forty-three percent of CPS students who moved to another Ohio district were in grades K-3.
- **Physical charter.** Fifty-three percent of CPS students who moved to a physical charter were in grades K, 2, 4, and 9, with 19% in grade 9.
- **E-students.** Fifty-three percent of CPS students who moved to an e-charter were in grades 7-9, with 32% in grade 9.
- **District outside of Ohio.** Forty percent of CPS students who moved to a district outside of Ohio were in grades 9-11, with 21 percent in grade 9.

Table 26. Characteristics of CPS students by mobility status and destination, Oct. 1, 2009 to Oct. 1, 2010

	Characteristics and mobility status of CPS students				Characteristics of outgoing CPS students by destination				
	Stayed in district		Incoming (entered the district)	Outgoing (left the district)	Other Ohio district	Physical charter school	E-charter school	District outside of Ohio	Other or NA (3)
	Stable Student (1)	Move between CPS buildings (2)							
All	21,994	2,933	4,068	5,535	1,467	851	138	491	2,588
	%	%	%	%	%	%	%	%	%
Race									
Black	65.8	79.6	63.3	67.8	58.1	91.0	39.9	57.0	69.3
White	25.2	12.8	25.6	23.1	29.5	4.3	50.0	25.1	23.7
Hispanic	2.6	1.5	2.7	2.4	3.5	0.7	0.7	7.1	1.5
Asian	0.9	0.2	1.9	1.0	1.4	0.1	0.0	3.9	0.5
Other	5.5	6.0	6.5	5.7	7.5	3.9	9.4	6.9	4.9
Grade SY 2009-2010									
K	9.1	10.0	9.2	9.7	12.4	12.0	1.4	9.0	8.0
1	8.8	9.9	8.1	8.3	11.3	9.3	3.6	9.2	6.4
2	8.4	10.2	7.2	7.3	8.6	11.3	2.2	8.1	5.4
3	7.9	8.3	6.8	8.0	10.4	7.9	5.1	7.3	7.0
4	7.5	9.8	6.8	6.9	8.9	10.8	6.5	5.1	4.9
5	7.9	8.6	7.2	6.3	8.0	6.5	5.8	5.5	5.4
6	7.1	9.4	11.8	7.3	8.6	7.2	7.2	4.7	7.1
7	7.6	10.4	6.9	6.6	7.8	4.9	10.1	6.1	6.5
8	8.6	4.2	14.0	6.8	8.9	3.5	10.9	4.9	6.8
9	11.5	11.1	8.3	15.5	8.6	18.8	31.9	20.8	16.5
10	8.2	5.3	7.1	7.7	4.4	5.1	9.4	9.2	10.1
11	7.4	2.9	6.6	9.4	2.1	2.8	5.8	10.2	15.8
Economic Disadvantage									
No	26.5	12.7	25.9	27.0	16.6	2.1	13.0	64.8	34.7
Yes	73.5	87.3	74.1	73.0	83.4	97.9	87.0	35.2	65.3
Homeless									
No	94.2	83.1	90.0	89.4	88.8	86.8	94.2	89.8	90.3
Yes	5.8	16.9	10.0	10.6	11.2	13.2	5.8	10.2	9.7
Immigrant									
No	99.1	99.4	97.7	99.4	98.8	100.0	100.0	99.2	99.6
Yes	0.9	0.6	2.3	0.6	1.2	0.0	0.0	0.8	0.4
LEP									
No	95.8	97.8	94.7	97.1	96.4	99.8	100.0	90.6	97.6
Yes	4.2	2.2	5.3	2.9	3.6	0.2	0.0	9.4	2.4
Disability									
No	77.7	72.1	80.2	76.5	75.1	77.2	82.6	82.1	75.8
Yes	22.3	27.9	19.8	23.5	24.9	22.8	17.4	17.9	24.2

Source: CRP analysis of ODE enrollment records

(1) Stable student: did not move or a promotional move only (i.e. elementary to middle school, middle school to high school)

(2) Does not include promotional moves

(3) Includes expulsion, court order, private school, vocational school, home school, dropout, early graduation, medical, death, and unknown, which is the largest group

5.4 Student mobility and proficiency test passage

What is the 2-year mobility history of 3rd grade and 8th grade students who took the 2011 proficiency tests? What is the relationship of mobility history and proficiency test scores?

Mobility history of test takers

Of the 4,464 3rd and 8th grade CPS students who took the Ohio Achievement Assessment (OAA) tests in spring 2011, about one-in-four test takers made at least one non-promotional move during the previous two school years (Table 27). The largest groups were those who made one school year move or one summer-only move.

Table 27. CPS: Mobility history of OAA test-takers in spring 2011

Mobility type and amount	3rd grade		8th grade	
	#	%	#	%
Test-takers	2,337	100.0	2,127	100.0
Total school changes over two school years				
0 moves	1,687	72.2	1,525	71.7
1 summer-only move	242	10.4	210	9.9
1 during school year move	254	10.9	228	10.7
2 moves	118	5.0	131	6.2
3+ moves	36	1.5	33	1.6

Source: CRP analysis of ODE enrollment records

Mobility history and economic disadvantage

A higher percentage of the mobile spring 2011 test-takers were economically disadvantaged than were those who did not change schools during the previous two years. For both the 3rd grade and 8th-grade test takers, the students who moved once during the summer and those who moved two or more times had economic disadvantage rates of greater than 90%, compared to 75% and 68% for the 0-mover groups. Rates for those who moved once during the school year were not as high as the other mover groups, but were still higher than the rate for the 0-mover groups.

Table 28. CPS: Economic disadvantage and mobility history of OAA test-takers in spring 2011

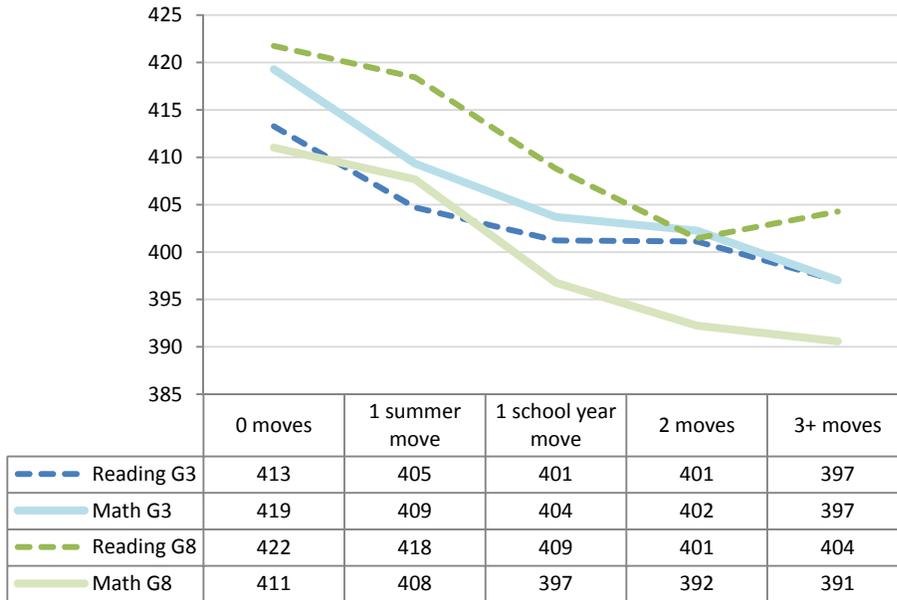
Total non-promotional moves over two school years	3rd grade test			8th grade test		
	Total test-takers	Economic Disadvantage		Total test-takers	Economic Disadvantage	
		# of test takers	% of test takers		# of test takers	% of test takers
0 moves	1,687	1,270	75.3%	1,525	1,036	67.9%
1 summer move	254	246	96.9%	228	208	91.2%
1 during school year move	242	213	88.0%	210	164	78.1%
2 moves	118	110	93.2%	131	123	93.9%
3+ moves	36	34	94.4%	33	31	93.9%

Source: CRP analysis of ODE enrollment records

Mobility history and test scores

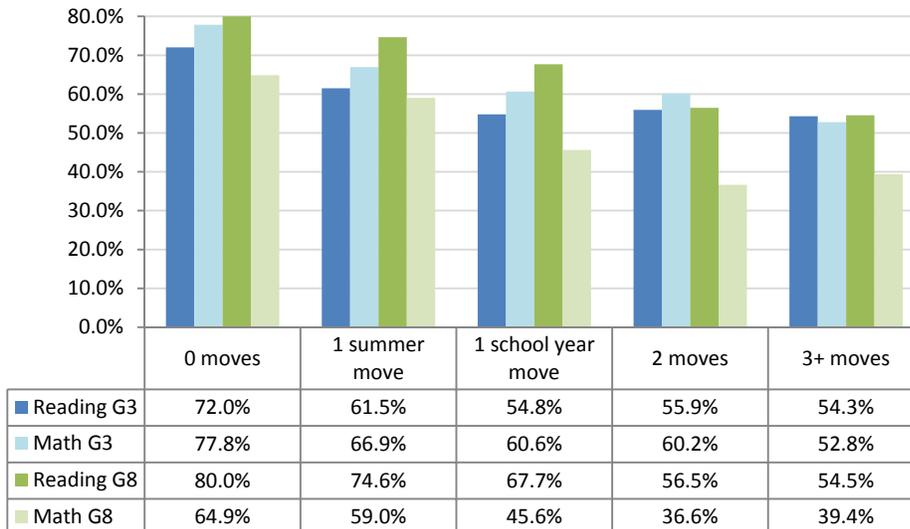
There is a general downward trend in average test scores and passage rates of 3rd and 8th grade OAA tests with each successive school change that a CPS student made (Figures 1 and 2). All mover groups—even those who move one time in the summer—had lower average test scores and passage rates than students who did not change schools over the previous two years.

Figure 1. CPS: Average scores on spring 2011 OAA tests by two-year mobility history



Source: CRP analysis of ODE enrollment records.

Figure 2. CPS: Passage rates on spring 2011 OAA tests by two-year mobility history



Source: CRP analysis of ODE enrollment records.

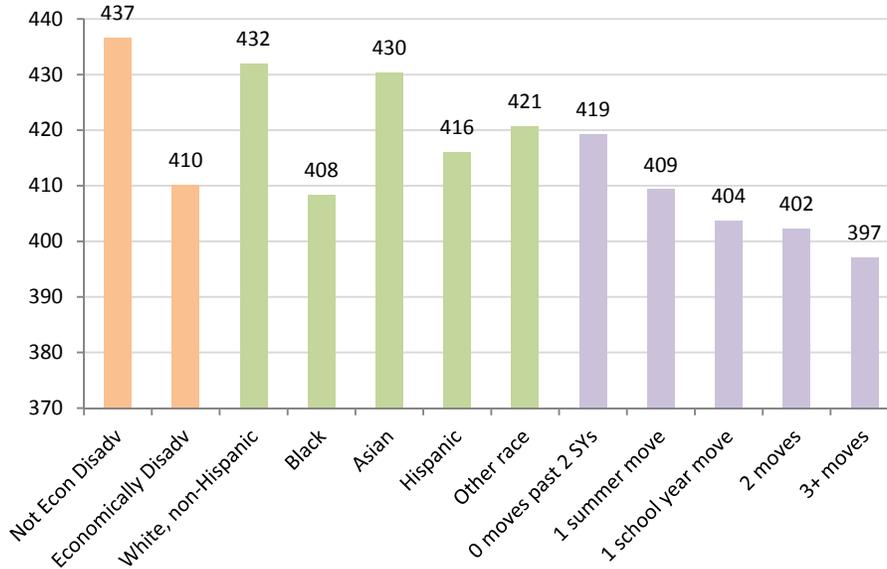
Summary: relationship of mobility, student characteristics, and test scores

Average test scores

Figure 3 shows the average scores on the spring 2011 3rd grade math test for selected student groups. Scores were highest for the following CPS student groups:

- Not economically disadvantaged
- Asian or non-Hispanic white
- Had no school moves

Figure 3. CPS: Average scores on 3rd grade math test by student groups, spring 2011



Source: CRP analysis of ODE enrollment records.

Statistical modeling

Table 28 shows the results of statistical tests of differences between groups in test scores based on the following factors: economic disadvantage, race or ethnicity, or number of moves over the past two years. The p-values on the table are for the test of whether there is a significant difference in scores due to each factor *after all other factors have been adjusted for*. If the p-value is small ($p \leq 0.05$), the factor is very important in predicting the test scores.

For the CPS student groups analyzed, the low p-values ($<.0001$) for all factors indicate that the number of school changes over two years is an independent predictor of test scores. There is a statistically significant relationship between more school moves and lower test scores. Economic disadvantage and race are also independent predictors of test scores.

Table 29. CPS: Significance of relationship of factors to test scores on selected OAA tests, spring 2011

Factor	Grade 3 Reading	Grade 3 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Economic disadvantage status	<.0001	<.0001	<.0001	<.0001
Race or ethnicity category	<.0001	<.0001	<.0001	<.0001
Total number of school changes over past 2 school years	<.0001	<.0001	<.0001	<.0001

Source: CRP and OSU-Center for Statistical Consulting analysis of ODE enrollment records

The statistical modeling also examined the differences in test scores based on the number of moves, and whether a move was in the summer or school year (Table 30). The following were found to be significant differences in mover groups:

- **Grade 3 math and reading test scores.** Summer movers and all school year mover groups have lower mean test scores than those of the 0-mover group.
- **Grade 8 math and reading test scores.** Summer movers and all school year mover groups have lower mean test scores than those of the 0-mover group. The groups with two moves and three or more moves have lower mean scores than those of the summer move group

Table 30. Significant differences in mean test scores of CPS students by number of moves over two school years preceding spring 2011 OAA tests

Grade	0 moves	1 move, summer	1 move, school year	2 moves	3+ moves
Grade 3 Math					
0 moves					
1 move, summer	yes (1)				
1 move, school year	yes	no			
2 moves	yes	no	no		
3 or more moves	yes	no	no	no	
Grade 3 Reading					
0 moves					
1 move, summer	yes				
1 move, school year	yes	no			
2 moves	yes	no	no		
3 or more moves	yes	no	no	no	
Grade 8 Math					
0 moves					
1 move, summer	yes				
1 move, school year	yes	no			
2 moves	yes	yes	no		
3 or more moves	yes	yes	no	no	
Grade 8 Reading					
0 moves					
1 move, summer	yes				
1 move, school year	yes	no			
2 moves	yes	yes	no		
3 or more moves	yes	yes	no	no	

Source: CRP and OSU-Center for Statistical Consulting analysis of ODE enrollment records.

(1) “yes” indicates p-value of ≤ 0.05 in tests of differences between groups

5.5 Mobility and achievement test roll-up level

An impact of student mobility is that mobile students may not meet the enrollment criteria—continually enrolled in a building or district from October 31 until the spring achievement testing date—for counting their test scores in a building’s or district’s performance rating. Instead, their test score is “rolled up” and counts only for the district or state rating.

- Among the Cincinnati Area Ring 1 districts, Lockland has the highest percentage of students whose achievement test scores are rolled up to the state (Table 31).
- The CPS figure (8.1%) is the 8th highest among the 15 Major Urban districts, with Cleveland (14.2%) and East Cleveland (10.2%) having the highest percentages of state-only accountability among test takers. Akron (4.3%) and Warren (5.3%) had the lowest roll-up percentages.

Table 31. Cincinnati Area Ring 1 districts: Roll-up for OAA test-takers in grades 3 to 8, spring 2011 test period

District	District rating	Econ. Disadv. (%)	Test-takers	Percentage of tests rolled up to district or state accountability		
				Building	District	State
Lockland	C	62.9	261	77.4	0.4	22.2
Mt. Healthy	C	76.1	1,735	88.6	0.2	11.1
St. Bernard-Elmwood Place	B	72.0	409	88.8	1.2	10.0
Winton Woods	C	57.7	1,542	90.3	0.0	9.7
North College Hill	C	68.8	707	91.1	0.0	8.9
Cincinnati	B	69.7	13,873	88.7	3.2	8.1
Finneytown	B	36.2	662	93.4	0.0	6.6
Princeton	B	58.6	2,347	92.9	0.9	6.2
Norwood	A	60.4	974	93.7	0.7	5.5
Deer Park	A	40.9	588	94.9	0.0	5.1
Northwest	B	45.1	4,253	94.4	0.6	5.0
Southwest	A	34.5	1,618	95.3	0.2	4.5
Reading Community	A	38.9	734	95.9	0.0	4.1
Three Rivers	A	35.8	805	96.6	0.0	3.4
Sycamore Community	A+	16.0	2,370	96.8	0.2	3.0
Oak Hills	A	6.5	3,541	97.0	0.4	2.6
Forest Hills	A+	10.8	3,468	98.0	0.2	1.8
Madeira	A	8.7	651	98.3	0.0	1.7
Indian Hill	A+	5.1	970	98.4	0.0	1.6
Mariemont	A	8.2	806	98.5	0.1	1.4
Wyoming	A	6.6	915	98.7	0.1	1.2

Source: CRP analysis of ODE enrollment records

Appendices

Appendix A. Cincinnati Area public school districts

Appendix B. Cincinnati Area public school buildings

Appendix C. Cincinnati Area public charter schools

The appendix provides basic mobility measures and demographics for all districts and schools in the Cincinnati Area. Additional data fields—including the component values used to calculate stability and churn rates—can be found in online spreadsheets at www.researchpartners.org.

Appendix A. Cincinnati Area public school districts, school year 2010–2011 (unless noted)

Cincinnati Area public school districts alphabetical by name within Ring1 and Ring 2		District attributes							District cohort stability, Oct. 1, 2009– May 15, 2011		Building cohort stability, Oct. 1, 2009– May 15, 2011		Churn rate, Oct. 1, 2010– May 15, 2011		Achievement test roll-up to state level for spring 2011 math test-takers, grades 3–8	Students residing in district but attending charter school		Inter-district open enrollment	
Ring	District	Rating	Average daily enrollment	Enrollment change since school year 2000–2001	Economic disadvantage	Minority race or ethnicity	Limited English Proficiency	Grade 3 reading proficiency, spring assessment	Grades K-7	Grades 8-11	Grades K-7	Grades 8-11	Grades K-8	Grades 9-12		In bricks and mortar public charter school	In public e-charter school	OUT: Residing in district but enrolling in other district	IN: Attending district through open enrollment
			#	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1	Cincinnati	B	32,009	-20.3	69.7	75.8	3.7	70.4	77.6	72.2	65.0	58.7	16.2	15.2	8.1	17.2	2.4	0.6	0.0
1	Deer Park	A	1,256	-14.3	40.9	19.1	1.6	89.0	87.0	78.1	85.0	78.1	11.3	10.8	5.1	0.7	2.3	0.5	0.0
1	Finneytown	B	1,492	-17.4	36.2	48.8	1.3	75.5	80.6	80.4	80.8	80.4	13.2	9.1	6.6	1.9	1.9	0.4	0.0
1	Forest Hills	A+	7,351	-0.2	10.8	8.2	0.5	95.6	92.1	91.0	91.0	89.5	5.3	5.6	1.8	0.1	1.0	0.1	0.0
1	Indian Hill	A+	2,067	-5.4	5.1	16.1	0.9	97.1	93.1	90.0	92.5	93.2	3.3	3.6	1.6	0.1	0.6	0.1	0.0
1	Lockland	C	632	-1.3	62.9	52.2	5.2	76.5	68.1	80.6	67.6	75.2	39.7	25.7	22.2	1.9	3.1	9.1	18.0
1	Madeira	A	1,392	-2.6	8.7	10.3	1.7	100.0	94.7	92.7	94.5	92.5	3.2	4.0	1.7	0.1	0.8	0.1	0.0
1	Mariemont	A	1,637	-0.5	8.2	6.8	0.0	98.2	91.8	87.9	91.7	89.4	4.4	4.6	1.4	0.3	0.9	0.0	0.0
1	Mt Healthy	C	3,567	-5.6	76.1	80.4	1.1	66.7	70.2	64.9	59.1	58.7	22.9	24.1	11.1	7.2	2.0	0.5	0.0
1	North College Hill	C	1,595	3.5	68.8	81.9	0.8	66.7	72.8	67.3	47.6	49.8	24.4	20.3	8.9	3.1	1.3	0.6	0.0
1	Northwest	B	9,149	-8.3	45.1	35.1	2.1	80.2	83.8	80.9	80.3	78.4	12.4	11.2	5.0	2.1	2.2	0.1	0.0
1	Norwood	A	2,171	-25.3	60.4	21.8	5.5	77.4	78.2	70.0	74.3	66.0	18.8	21.9	5.5	1.9	2.7	0.6	0.0
1	Oak Hills	A	7,727	0.0	6.5	6.8	0.0	90.6	91.6	89.4	89.1	89.5	5.8	5.3	2.6	0.2	1.5	0.1	0.0
1	Princeton	B	5,238	-15.9	58.6	66.5	11.2	81.0	81.1	77.4	75.8	72.7	16.3	20.8	6.2	0.4	1.7	0.7	0.0
1	Reading Community	A	1,597	37.1	38.9	11.7	1.0	95.5	84.5	76.9	57.5	56.5	12.4	11.0	4.1	1.3	2.4	0.6	12.4
1	Southwest	A	3,306	-13.7	34.5	<5.0	0.0	88.9	87.7	82.5	83.5	80.7	10.0	9.4	4.5	0.1	2.1	0.1	0.0
1	St Bernard-Elmwood Plc.	B	974	-14.7	72.0	32.3	0.0	85.7	70.1	57.9	68.5	57.9	26.2	21.1	10.0	3.5	3.1	2.4	15.2
1	Sycamore Community	A+	5,197	-9.7	16.0	28.3	3.7	93.3	87.8	91.2	86.1	92.1	8.6	4.9	3.0	0.1	0.4	0.1	0.0
1	Three Rivers	A	1,833	-11.4	35.8	5.5	0.0	90.8	85.1	78.8	83.9	77.9	12.5	9.5	3.4	0.2	2.9	0.0	0.8
1	Winton Woods	C	3,267	-21.2	57.7	84.9	6.8	75.2	75.6	74.7	71.8	74.9	18.6	19.0	9.7	5.7	2.9	0.9	0.0
1	Wyoming	A	1,987	4.8	6.6	21.3	0.0	97.7	93.9	93.1	90.2	93.1	3.0	2.4	1.2	0.1	0.4	0.1	0.0
2	Batavia	A	2,114	23.4	44.0	10.6	0.5	82.6	79.8	78.0	79.6	76.1	21.3	14.6	9.6	0.1	3.6	2.3	9.5
2	Bethel-Tate	A+	1,873	1.1	43.4	<5.0	0.0	88.1	83.7	78.9	83.5	77.4	13.4	13.9	6.2	0.0	3.1	4.0	11.8
2	Blanchester	A	1,690	1.4	45.7	<5.0	0.0	96.5	85.4	82.1	86.1	79.3	13.1	11.2	5.3	0.2	4.1	3.3	13.7
2	Clermont Northeastern	B	1,663	-13.7	42.6	<5.0	0.0	92.9	82.9	80.9	73.2	81.7	13.2	8.9	5.7	0.1	4.8	8.8	4.9
2	Edgewood	A	3,540	12.9	33.6	<5.0	0.0	89.3	89.0	78.7	80.7	76.7	12.4	11.5	4.7	0.5	1.6	1.8	1.0
2	Fairfield	B	9,608	15.1	29.4	27.0	3.9	85.7	86.4	83.3	68.6	52.6	10.5	9.1	4.2	0.4	1.9	0.9	0.0

Cincinnati Area public school districts alphabetical by name within Ring1 and Ring 2		District attributes							District cohort stability, Oct. 1, 2009– May 15, 2011	Building cohort stability, Oct. 1, 2009– May 15, 2011		Churn rate, Oct. 1, 2010– May 15, 2011		Achievement test roll-up to state level for spring 2011 math test-takers, grades 3–8	Students residing in district but attending charter school		Inter-district open enrollment		
Ring	District	Rating	Average daily enrollment	Enrollment change since school year 2000–2001	Economic disadvantage	Minority race or ethnicity	Limited English Proficiency	Grade 3 reading proficiency, spring assessment	Grades K-7	Grades 8-11	Grades K-7	Grades 8-11	Grades K-8		Grades 9-12	In bricks and mortar public charter school	In public e-charter school	OUT: Residing in district but enrolling in other district	IN: Attending district through open enrollment
			#	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
2	Fayetteville-Perry	A	944	-0.9	34.0	<5.0	0.0	86.8	87.4	82.7	87.5	80.8	8.4	6.7	3.5	0.1	2.2	5.7	16.3
2	Felicity-Franklin	B	1,034	-14.1	53.7	<5.0	0.0	73.5	78.0	77.7	78.5	75.7	18.5	14.9	7.6	0.0	3.3	9.0	8.2
2	Franklin	B	2,911	-2.5	44.7	<5.0	0.0	89.1	86.9	79.5	83.2	75.7	10.5	11.8	3.8	0.9	3.7	2.4	3.5
2	Goshen	A	2,595	6.3	47.8	5.1	0.0	89.8	82.4	79.7	81.9	77.4	14.4	16.9	5.3	0.2	2.7	2.6	3.3
2	Hamilton	C	9,444	0.0	69.2	24.6	4.1	78.1	80.7	74.9	68.4	66.2	18.7	22.4	8.2	2.0	3.7	1.1	1.4
2	Kings	A	3,914	13.0	17.1	10.8	2.0	92.6	88.5	87.8	85.6	86.8	6.7	7.5	3.0	0.1	2.8	0.1	1.3
2	Lakota	A+	17,409	21.1	14.6	23.9	4.9	89.2	89.2	85.5	86.5	84.5	6.9	8.6	2.5	0.2	1.5	0.3	0.0
2	Lebanon	A	5,450	25.7	23.5	10.6	1.4	91.4	87.9	83.5	87.8	81.5	11.1	23.8	3.6	0.2	4.1	1.0	0.0
2	Little Miami	A	3,833	47.1	20.1	6.8	0.5	87.8	80.5	74.5	72.9	72.3	8.9	7.8	3.0	0.1	4.3	4.1	0.0
2	Loveland	A	4,486	18.8	14.2	7.4	0.8	93.1	88.1	89.3	79.5	90.8	7.3	6.8	3.2	0.1	1.3	0.5	0.0
2	Madison	A	1,568	3.6	27.7	<5.0	0.0	86.8	87.4	81.4	39.7	58.5	9.4	10.0	3.1	2.0	2.2	1.2	8.2
2	Mason	A+	10,503	66.3	6.4	24.7	2.4	96.8	91.8	90.8	91.3	67.4	5.9	4.5	2.3	0.1	0.8	0.0	1.2
2	Middletown	C	6,540	-10.4	71.5	32.8	4.2	69.7	79.9	73.5	68.4	69.2	17.7	23.7	6.0	8.3	3.7	2.8	1.2
2	Milford	A	6,133	9.4	21.7	7.1	0.7	91.6	88.4	86.4	85.4	84.7	8.8	6.3	3.1	0.1	2.1	0.7	0.8
2	Monroe	A	2,232	61.6	25.2	12.6	2.7	85.1	86.3	79.1	86.1	76.6	9.9	10.8	4.2	1.1	2.2	1.3	3.4
2	New Miami	A	770	-11.2	78.4	9.8	0.0	73.6	74.3	63.3	73.1	58.3	20.4	24.3	9.0	0.1	3.9	4.6	13.2
2	New Richmond	A+	2,419	-2.7	44.4	5.0	0.0	91.6	85.1	82.5	81.6	80.8	11.7	8.3	4.6	0.1	1.8	1.8	6.1
2	Ross	A+	2,830	15.2	22.7	<5.0	0.0	88.5	92.4	87.7	90.9	84.6	5.4	7.7	1.5	0.1	1.7	0.7	0.0
2	Springboro Community	A+	5,493	64.0	6.3	8.5	0.4	95.7	92.3	89.0	91.5	87.2	4.0	4.1	1.6	0.1	1.4	0.7	0.0
2	Talawanda	A+	3,075	-3.7	33.2	8.2	2.6	88.3	88.2	85.2	85.9	83.6	7.9	11.7	2.9	0.1	1.4	1.1	2.9
2	West Clermont	A	8,665	-4.4	31.4	6.3	1.1	86.0	85.3	82.1	80.1	78.9	12.9	12.0	4.4	0.1	2.2	2.9	0.0
2	Western Brown	B	3,338	5.9	50.0	<5.0	0.0	80.2	85.7	79.8	84.4	77.0	14.8	12.8	4.1	0.0	2.3	8.2	7.6
2	Williamsburg	A	1,043	-1.0	40.2	<5.0	0.0	95.3	85.6	75.2	85.2	75.2	14.7	15.1	6.4	0.0	4.7	8.1	10.2

Appendix B. Cincinnati Area public school buildings, school year 2010–2011 (unless noted)

Cincinnati Area public school buildings alphabetical by district and school name		District attributes					Mobility measures	
District	School building	Grade range	Rating	Average daily enrollment	Economic disadvantage	Minority race or ethnicity	Two-year building cohort stability	One-year churn rate
				#	%	%	%	%
Batavia	Batavia Elementary School	K-4	A	853	53.0	13.2	76.8	22.2
Batavia	Batavia High School	9-12	A	602	31.5	5.5	76.1	14.6
Batavia	Batavia Middle School	5-8	A	659	43.8	12.5	83.6	20.1
Bethel-Tate	Bethel Tate High School	9-12	A	597	36.8	<5.0	77.4	13.9
Bethel-Tate	Bethel-Tate Middle School	6-8	A+	400	43.2	<5.0	87.2	14.5
Bethel-Tate	Bick Primary Elementary School	K-2	NA	449	49.6	<5.0	82.9	11.4
Bethel-Tate	Hill Intermediate Elementary School	3-5	A+	426	46.4	<5.0	80.9	14.4
Blanchester	Blanchester High School	9-12	A	493	39.4	<5.0	79.3	11.2
Blanchester	Blanchester Intermediate School	4-5	A	272	47.7	<5.0	86.6	14.1
Blanchester	Blanchester Middle School	6-8	A	403	51.0	<5.0	89.3	12.7
Blanchester	Putman Elementary School	PK-3	A	523	46.5	<5.0	83.7	12.9
Cincinnati	Academy for Multilingual Immersion Studies	PK-8	C	491	89.0	>95.0	80.1	10.7
Cincinnati	Academy Of World Languages Elementary School	PK-8	D	569	89.7	94.7	79.2	15.2
Cincinnati	Aiken College and Career High School	9-12	B	675	75.5	>95.0	45.1	24.7
Cincinnati	Bond Hill Academy Elementary School	PK-8	C	400	90.8	>95.0	57.6	31.5
Cincinnati	Carson Elementary School	PK-8	C	697	90.6	62.1	49.0	37.1
Cincinnati	Chase Elementary School	PK-8	C	328	94.0	92.1	49.8	53.0
Cincinnati	Cheviot Elementary School	PK-8	C	584	83.1	40.9	62.8	28.6
Cincinnati	Clark Montessori High School	7-12	B	680	32.1	58.6	82.7	4.7
Cincinnati	College Hill Fundamental Academy	PK-6	A	493	79.0	>95.0	72.6	10.3
Cincinnati	Covedale Elementary School	K-6	A	579	54.7	39.3	83.3	11.8
Cincinnati	Dater Montessori Elementary School	PK-6	A	673	49.6	53.7	88.9	1.7
Cincinnati	Ethel M. Taylor Academy	K-8	D	391	83.0	>95.0	51.7	40.6
Cincinnati	Fairview-Clifton German Language School	PK-6	A	696	21.6	37.4	90.7	1.1
Cincinnati	Frederick Douglass Elementary School	PK-8	C	388	>95.0	>95.0	50.3	39.0
Cincinnati	George Hays-Jennie Porter Elementary	PK-8	C	331	>95.0	>95.0	51.1	54.1
Cincinnati	Gilbert A. Dater High School	7-12	C	770	60.1	57.1	70.3	16.3
Cincinnati	Hartwell Elementary School	PK-8	B	416	83.2	65.5	58.6	40.4
Cincinnati	Hoffman-Parham Elementary School	PK-8	C	403	91.4	>95.0	51.9	47.0
Cincinnati	Hughes Center High School	11-12	C	392	69.7	87.6	29.2	9.3
Cincinnati	Hughes STEM High School	9-10	B	517	77.2	90.6	50.7	7.7
Cincinnati	James N. Gamble Montessori High School	7-10	C	297	53.2	72.8	72.4	11.0
Cincinnati	John P Parker Elementary School	PK-8	C	453	86.1	94.4	60.2	43.2
Cincinnati	Kilgour Elementary School	K-6	A	630	18.1	33.6	85.0	6.4
Cincinnati	Midway Elementary School	PK-8	D	626	86.3	72.1	64.0	22.4
Cincinnati	Mt. Airy Elementary School	PK-8	C	603	91.3	>95.0	48.3	39.3
Cincinnati	Mt. Washington Elementary School	PK-8	A	449	64.2	40.1	60.8	23.1
Cincinnati	North Avondale Montessori Elementary School	PK-6	B	509	45.1	79.2	87.1	5.6
Cincinnati	Oyler School	PK-12	C	626	85.4	33.0	47.6	46.1
Cincinnati	Pleasant Hill Elementary School	PK-8	D	676	89.2	>95.0	57.5	38.7
Cincinnati	Pleasant Ridge Montessori School	PK-6	F	520	69.4	80.1	56.7	25.5
Cincinnati	Quebec Heights Elementary School	PK-8	F	392	89.0	82.9	40.9	56.1
Cincinnati	Rees E. Price Elementary School	PK-8	C	554	90.5	81.6	44.5	50.9
Cincinnati	Riverview East Academy	PK-12	C	473	77.1	49.2	64.6	22.8
Cincinnati	Robert A. Taft Information Technology High School	9-12	A	514	72.6	94.1	40.0	29.1
Cincinnati	Roberts Academy: A Paideia Learning Community	PK-8	C	658	93.5	90.8	74.4	9.0
Cincinnati	Rockdale Academy Elementary School	PK-8	D	417	91.5	>95.0	50.9	39.5

Cincinnati Area public school buildings alphabetical by district and school name		District attributes					Mobility measures	
District	School building	Grade range	Rating	Average daily enrollment	Economic disadvantage	Minority race or ethnicity	Two-year building cohort stability	One-year churn rate
				#	%	%	%	%
Cincinnati	Roll Hill School	PK-8	C	536	91.2	>95.0	50.7	43.3
Cincinnati	Roselawn Condon Elementary School	PK-8	C	436	86.0	>95.0	59.5	29.1
Cincinnati	Rothenberg Preparatory Academy	PK-8	C	322	>95.0	>95.0	56.3	39.1
Cincinnati	Sands Montessori Elementary School	PK-6	A	646	28.1	33.0	89.9	2.5
Cincinnati	Sayler Park Elementary School	PK-8	B	320	85.5	14.8	68.9	23.6
Cincinnati	School For Creat & Perf Arts High School	K-12	A	1,401	51.0	68.3	87.8	3.7
Cincinnati	Shroder Paideia High School	7-12	C	717	72.5	>95.0	71.5	6.7
Cincinnati	Silverton Paideia Elementary School	PK-6	B	339	81.9	93.6	75.1	10.8
Cincinnati	South Avondale Elementary School	PK-8	B	516	94.5	>95.0	49.4	44.3
Cincinnati	Virtual High School	9-12	D	391	55.0	81.9	11.4	116.5
Cincinnati	Walnut Hills High School	7-12	A	2,149	19.8	42.8	81.4	3.5
Cincinnati	Western Hills Engineering High School	9-12	F	424	69.4	82.6	36.7	39.5
Cincinnati	Western Hills University High School	9-12	B	661	75.3	86.1	50.5	20.5
Cincinnati	Westwood Elementary School	PK-8	D	331	89.5	92.0	44.4	41.7
Cincinnati	William H Taft Elementary School	PK-8	C	305	94.4	>95.0	57.8	27.7
Cincinnati	Winton Hills Academy Elementary School	PK-8	C	437	>95.0	>95.0	51.2	29.5
Cincinnati	Winton Montessori Elementary School	PK-6	C	378	78.4	86.6	74.7	4.0
Cincinnati	Withrow International High School	9-12	C	589	72.0	94.3	47.6	20.6
Cincinnati	Withrow University High School	9-12	B	797	67.7	>95.0	73.8	8.7
Cincinnati	Woodford Paideia Elementary School	PK-6	C	459	80.9	>95.0	72.6	7.8
Cincinnati	Woodward Career Technical High School	9-12	C	986	75.9	>95.0	45.3	19.9
Clermont Northeastern	Clermont Northeastern Elementary School	PK-5	A	725	50.4	<5.0	82.2	13.0
Clermont Northeastern	Clermont Northeastern High School	9-12	A	554	31.5	<5.0	81.7	8.9
Clermont Northeastern	Clermont Northeastern Middle School	6-8	B	383	43.9	<5.0	61.1	13.6
Deer Park	Amity Elementary School	4-6	A	292	41.4	16.6	84.8	8.0
Deer Park	Deer Park Jr/Sr High School	7-12	B	617	38.8	18.6	80.3	10.7
Deer Park	Holmes Elementary School	K-3	A	347	44.3	22.4	83.8	14.1
Edgewood	Babeck Elementary School	1-5	A	469	50.1	6.1	75.5	25.3
Edgewood	Bloomfield Elementary School	PK-5	A+	737	29.3	<5.0	71.2	12.4
Edgewood	Edgewood High School	9-12	A	1,071	28.7	<5.0	76.7	11.5
Edgewood	Edgewood Middle School	6-8	C	868	37.0	<5.0	91.4	9.3
Edgewood	Seven Mile Elementary School	1-5	A	395	28.3	<5.0	90.9	9.1
Fairfield	Fairfield Central Elementary School	1-4	A+	641	53.7	56.1	70.6	22.4
Fairfield	Fairfield East Elementary School	1-4	A	563	33.4	22.7	80.8	14.9
Fairfield	Fairfield Freshman High School	9-12	NA	820	24.1	24.8	0.5	10.8
Fairfield	Fairfield High School	10-12	A	2,397	22.2	24.2	79.9	8.6
Fairfield	Fairfield Intermediate Elementary School	5-9	B	1,508	33.1	27.2	42.3	10.1
Fairfield	Fairfield Middle School	7-8	B	1,507	30.5	26.5	88.5	8.9
Fairfield	Fairfield North Elementary School	1-4	A+	667	18.2	20.3	86.4	7.5
Fairfield	Fairfield South Elementary School	1-4	A	503	36.8	30.7	79.8	10.3
Fairfield	Fairfield West Elementary School	1-4	A	619	36.7	17.3	83.8	10.5
Fairfield	Kindergarten Center Elementary School	K	NA	385	18.4	30.4	-	15.1
Fayetteville-Perry	Fayetteville-Perry Elementary School	PK-5	B	413	41.3	<5.0	87.1	8.6
Fayetteville-Perry	Fayetteville-Perry High School	9-12	A	322	20.6	<5.0	80.8	6.7
Fayetteville-Perry	Fayetteville-Perry Middle School	6-8	B	209	39.9	<5.0	88.6	8.2
Felicity-Franklin	Felicity-Franklin Local Elementary School	PK-4	B	392	55.5	<5.0	76.6	19.3
Felicity-Franklin	Felicity-Franklin Local High School	9-12	B	310	45.4	6.0	75.7	14.9
Felicity-Franklin	Felicity-Franklin Local Middle School	5-8	B	332	59.2	<5.0	80.7	17.6
Finneytown	Brent Elementary School	K-2	NA	273	37.5	47.9	78.1	14.4
Finneytown	Finneytown Secondary Campus	7-12	A	801	32.3	46.5	80.4	10.7

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				#	%	%	%	%
Finneytown	Whitaker	3-6	A	417	42.9	54.2	82.7	12.3
Forest Hills	Anderson High School	9-12	A	1,284	10.1	8.1	88.2	7.2
Forest Hills	Ayer Elementary School	K-6	A+	647	9.2	10.7	89.4	5.1
Forest Hills	Maddux Elementary School	K-6	A	583	17.3	9.5	89.6	6.6
Forest Hills	Mercer Elementary School	K-6	A	750	17.5	8.4	89.0	8.5
Forest Hills	Nagel Middle School	7-8	B	1,143	11.3	8.7	94.5	5.3
Forest Hills	Sherwood Elementary School	K-6	A+	553	13.5	6.8	89.6	5.5
Forest Hills	Summit Elementary School	K-6	A+	552	11.4	9.7	91.1	5.5
Forest Hills	Turpin High School	9-12	A	1,183	7.2	6.0	90.9	5.1
Forest Hills	Wilson Elementary School	K-6	A	654	<5.0	8.2	94.0	3.7
Franklin	Anthony Wayne Elementary School	1-6	B	276	64.9	<5.0	76.2	18.7
Franklin	Franklin High School	9-12	A	916	38.6	<5.0	75.7	11.8
Franklin	Franklin Junior High School	7-8	B	440	44.2	5.8	89.3	11.0
Franklin	George H Gerke Elementary School	1-6	B	319	57.2	<5.0	81.9	11.9
Franklin	Hampton Bennett Early Childhood Center	K	NA	134	30.8	5.6	-	17.3
Franklin	Hunter Elementary School	1-6	A	328	26.1	<5.0	87.2	7.4
Franklin	Pennyroyal Elementary School	1-6	B	259	65.6	7.4	79.8	14.9
Franklin	William C Schenck Elementary School	1-6	B	239	39.0	<5.0	84.5	6.3
Goshen	Goshen High School	9-12	A	771	39.7	<5.0	77.4	16.8
Goshen	Goshen Middle School	6-8	A	583	47.4	5.9	79.8	16.3
Goshen	Marr/Cook Elementary School	K-2	NA	619	51.0	6.8	79.1	14.5
Goshen	Spaulding Elementary School	3-5	A	622	55.1	5.0	87.1	12.6
Hamilton	Bridgeport Elementary School	PK-6	B	674	71.4	17.1	66.3	34.6
Hamilton	Brookwood Elementary School	K-6	B	610	58.2	15.0	64.5	20.9
Hamilton	Crawford Woods Elementary School	K-6	C	686	86.9	40.5	68.4	35.1
Hamilton	Fairwood Elementary School	PK-6	C	740	88.5	25.4	61.5	37.0
Hamilton	Garfield Middle School	7-8	C	764	75.7	28.4	76.9	29.5
Hamilton	Hamilton Education Center	PK-12	NA	169	55.2	20.7	19.2	148.1
Hamilton	Hamilton Freshman School	9	NA	624	65.2	25.8	-	22.0
Hamilton	Hamilton High School	10-12	B	1,800	57.6	21.1	72.0	17.8
Hamilton	Highland Elementary School	K-6	B	723	66.5	13.8	61.9	20.8
Hamilton	Linden Elementary School	PK-6	B	803	70.0	16.5	75.8	20.5
Hamilton	Ridgeway Elementary School	PK-6	B	688	52.1	13.3	75.5	16.4
Hamilton	Riverview Elementary School	K-6	B	573	>95.0	73.5	59.4	48.0
Hamilton	Wilson Middle School	7-8	B	590	62.0	19.9	78.2	25.5
Indian Hill	Indian Hill Elementary School	3-5	A+	448	6.7	17.4	92.3	2.5
Indian Hill	Indian Hill High School	9-12	A	734	<5.0	15.0	93.2	3.6
Indian Hill	Indian Hill Middle School	6-8	A+	524	5.3	15.4	93.1	3.8
Indian Hill	Indian Hill Primary Elementary School	K-2	NA	360	<5.0	18.2	91.7	3.4
Kings	Columbia Elementary School	5-6	A	602	21.9	10.3	89.4	6.0
Kings	J F Burns Elementary School	K-4	A	623	15.7	14.5	83.2	8.8
Kings	Kings High School	9-12	A	1,172	11.5	10.2	86.8	7.5
Kings	Kings Junior High School	7-8	A	615	15.8	9.6	92.9	5.2
Kings	Kings Mills Elementary School	K-4	A+	484	11.1	11.3	82.1	7.5
Kings	South Lebanon Elementary School	K-4	A	418	36.8	10.1	83.0	11.4
Lakota	Adena Elementary School	2-6	A+	753	14.2	13.8	87.8	6.6
Lakota	Cherokee Elementary School	2-6	A	798	16.6	19.2	90.5	6.5
Lakota	Creekside Early Childhood School	PK-1	NA	565	12.4	31.1	81.6	9.9
Lakota	Endeavor Elementary School	2-6	A+	753	13.4	35.7	84.9	9.4
Lakota	Freedom Elementary School	2-6	A+	667	21.5	32.1	82.6	9.7

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				#	%	%	%	%
Lakota	Heritage Elementary School	2-6	A+	605	16.6	25.0	85.9	7.9
Lakota	Hopewell Elementary School	2-6	A+	796	17.2	23.4	84.5	7.6
Lakota	Hopewell Junior School	7-8	A+	612	14.0	25.7	85.6	9.3
Lakota	Independence Elementary School	2-6	A+	675	11.1	21.4	87.7	9.2
Lakota	Lakota East High School	9-12	A	2,667	13.7	21.9	84.4	10.0
Lakota	Lakota Plains Junior School	7-8	A+	758	8.9	22.3	89.4	5.8
Lakota	Lakota Ridge Junior School	7-8	A+	605	18.0	28.0	89.6	9.0
Lakota	Lakota West High School	9-12	A	2,812	11.9	23.2	84.6	7.8
Lakota	Liberty Early Childhood School	K-1	NA	391	19.1	28.7	81.9	9.4
Lakota	Liberty Junior School	7-8	A+	807	12.8	15.7	90.3	5.3
Lakota	Shawnee Early Childhood School	PK-1	NA	492	24.2	29.9	79.6	12.0
Lakota	Union Elementary School	2-6	A+	747	20.1	34.1	86.2	9.9
Lakota	VanGorden Elementary School	2-6	A+	696	<5.0	12.8	91.6	2.9
Lakota	Woodland Elementary School	2-6	A	585	22.2	24.3	86.3	9.1
Lakota	Wyandot Early Childhood School	K-1	NA	623	16.5	25.6	85.2	8.0
Lebanon	Berry Intermediate School	5-6	A	893	24.6	10.5	88.4	9.4
Lebanon	Bowman Primary School	1-2	NA	887	27.6	13.4	86.4	12.6
Lebanon	Donovan Elementary School	3-4	A	886	27.2	12.6	88.2	9.7
Lebanon	Lebanon High School	9-12	A	1,658	18.6	8.7	81.5	23.8
Lebanon	Lebanon Junior High	7-8	A	874	23.4	9.6	88.3	11.6
Lebanon	Louisa Wright Elementary School	PK-K	NA	251	23.6	15.2	-	13.0
Little Miami	Hamilton-Maineville Elementary School	1-3	A	479	11.8	8.8	80.7	5.6
Little Miami	Little Miami High School	8-12	A	1,317	18.7	6.8	72.3	7.7
Little Miami	Little Miami Intermediate Middle School	3-5	A	819	21.9	7.1	80.8	10.0
Little Miami	Little Miami Junior High School	6-7	A	609	23.2	5.6	80.6	9.5
Little Miami	SalemTownship Elementary School	PK-2	NA	610	24.2	6.9	56.8	10.1
Lockland	Arlington Heights Academy	9-12	NA	48	70.0	55.4	60.6	45.5
Lockland	Lockland Elementary School	K-5	C	284	71.0	55.1	66.3	38.9
Lockland	Lockland High School	9-12	A	179	52.3	47.5	79.6	21.1
Lockland	Lockland Local Middle School	6-8	B	121	56.9	51.0	72.2	41.7
Loveland	Loveland Early Childhood Center	PK-1	NA	321	7.3	9.3	36.4	8.8
Loveland	Loveland Elementary School	3-4	A+	733	16.0	7.2	89.2	6.7
Loveland	Loveland High School	9-12	A	1,391	12.5	6.6	90.8	6.8
Loveland	Loveland Intermediate School	5-6	A	743	15.4	7.2	90.6	6.6
Loveland	Loveland Middle School	7-8	A	739	14.1	6.4	91.7	6.4
Loveland	Loveland Primary School	1-2	NA	559	18.9	10.8	86.6	9.1
Madeira	Madeira Elementary School	K-4	A	475	9.4	12.4	92.6	3.6
Madeira	Madeira High School	9-12	A	474	7.6	9.6	92.5	4.0
Madeira	Madeira Middle School	5-8	A	444	9.3	9.5	96.8	2.7
Madison	Madison Elementary School	K-5	B	661	38.2	<5.0	84.5	10.8
Madison	Madison High School	9-12	A	507	16.6	<5.0	45.1	10.0
Madison	Madison Middle School	6-8	A	400	24.6	<5.0	23.7	7.2
Mariemont	Mariemont Elementary School	K-6	A	558	12.8	9.1	92.8	5.0
Mariemont	Mariemont High School	9-12	A	456	6.2	5.8	89.4	4.6
Mariemont	Mariemont Junior High School	7-8	A	264	9.3	6.4	91.7	3.0
Mariemont	Terrace Park Elementary School	K-6	A	360	<5.0	<5.0	90.5	4.5
Mason	Mason Early Childhood Center Elementary School	PK-1	NA	1,198	7.3	31.3	86.7	10.0
Mason	Mason Heights Elementary School	2-3	A	826	5.9	23.4	90.9	5.9
Mason	Mason Intermediate Elementary School	4-6	A+	2,696	5.7	25.7	92.4	4.8
Mason	Mason Middle School	7-9	A+	1,780	7.4	23.0	47.2	3.8

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Mason	Western Row Elementary School	2-3	A	851	6.9	35.3	89.2	7.9
Mason	William Mason High School	7-12	A	3,153	5.9	19.7	92.1	4.5
Middletown	Amanda Elementary School	PK-5	C	396	89.1	16.2	61.2	35.1
Middletown	Central Academy Nongraded Elementary School	K-8	B	320	57.8	31.8	74.0	13.0
Middletown	Creekview Elementary School	PK-5	C	449	71.1	34.1	66.3	24.2
Middletown	Highview Elementary School	K-5	B	377	74.5	24.2	61.9	33.6
Middletown	Mayfield Elementary School	K-5	C	445	84.5	27.8	66.8	37.2
Middletown	Middletown High School	9-12	C	1,794	61.2	33.3	69.2	23.7
Middletown	Miller Ridge Elementary School	K-5	A	461	52.2	22.6	70.1	18.9
Middletown	Rosa Parks Elementary School	PK-5	D	423	94.8	61.4	64.2	42.9
Middletown	Stephen Vail Middle School	6-8	B	776	71.1	38.0	78.8	20.6
Middletown	Verity Middle School	6-8	B	596	79.3	27.2	72.3	22.7
Middletown	Wildwood Elementary School	K-5	B	503	79.5	40.3	63.2	23.2
Milford	Boyd E Smith Elementary School	K-6	A+	505	12.9	8.8	85.1	9.6
Milford	Charles L Seipelt Elementary School	K-6	A	367	37.8	8.5	81.0	16.5
Milford	McCormick Elementary School	K-6	A+	517	18.2	9.3	87.2	7.5
Milford	Meadowview Elementary School	K-6	A+	627	28.3	5.7	87.1	9.6
Milford	Milford Junior High School	7-8	A	936	22.1	6.4	87.5	7.6
Milford	Milford Sr High School	9-12	A	1,893	17.4	5.1	84.7	6.3
Milford	Mulberry Elementary School	K-6	A	564	28.0	9.6	80.8	13.8
Milford	Pattison Elementary School	K-6	A	701	23.5	9.4	87.7	9.0
Monroe	Monroe Elementary School	3-6	A+	707	30.7	14.6	86.3	11.0
Monroe	Monroe High School	9-12	A	686	19.1	11.8	76.6	10.8
Monroe	Monroe Junior High School	7-8	A	342	26.1	12.4	84.3	11.9
Monroe	Monroe Primary School	PK-2	NA	497	25.3	11.4	86.8	7.4
Mt. Healthy	Mt Healthy High School	9-12	C	951	61.4	78.6	58.7	24.1
Mt. Healthy	Mt Healthy Junior High School	7-8	F	547	80.0	84.8	72.8	26.8
Mt. Healthy	North Elementary School	K-6	C	1,028	80.5	77.7	60.8	21.0
Mt. Healthy	South Elementary School	K-6	C	1,017	85.2	82.9	48.4	25.4
New Miami	New Miami High School	9-12	B	225	70.1	5.7	58.3	24.3
New Miami	New Miami Elementary School	K-5	A	352	83.4	14.2	71.8	21.4
New Miami	New Miami Middle School	6-8	B	193	78.9	7.9	76.2	18.6
New Richmond	Locust Corner Elementary School	K-6	A	449	37.3	7.1	83.4	8.3
New Richmond	Monroe Elementary School	K-6	A	442	47.0	<5.0	84.1	11.3
New Richmond	New Richmond Elementary School	K-6	A	415	64.7	5.3	75.4	19.2
New Richmond	New Richmond High School	9-12	A	733	34.2	<5.0	80.8	8.3
New Richmond	New Richmond Middle School	7-8	A+	380	47.6	7.0	84.2	13.3
North College Hill	North College Hill Elementary School	PK-4	C	616	73.6	80.1	75.0	27.0
North College Hill	North College Hill High School	9-12	B	496	55.8	82.0	40.1	20.3
North College Hill	North College Hill Middle School	5-8	C	483	75.9	84.6	-	21.1
Northwest	Bevis Elementary School	K-5	A	401	59.2	34.4	80.9	15.7
Northwest	Colerain Elementary School	K-5	B	771	41.1	29.5	82.8	10.4
Northwest	Colerain High School	9-12	A	2,124	33.9	28.3	79.4	10.3
Northwest	Colerain Middle School	6-8	B	638	40.4	29.8	85.1	9.4
Northwest	Monfort Heights Elementary School	PK-5	A	582	36.7	16.9	81.2	8.9
Northwest	Northwest High School	9-12	A	1,036	42.8	43.3	76.1	14.8
Northwest	Pleasant Run Elementary School	3-5	B	390	50.2	61.7	78.5	11.6
Northwest	Pleasant Run Middle School	6-8	B	796	54.1	48.9	83.1	15.3
Northwest	Struble Elementary School	K-5	B	383	69.4	36.1	75.5	17.9
Northwest	Taylor Elementary School	K-5	A	444	70.5	49.0	65.4	22.1

Cincinnati Area public school buildings alphabetical by district and school name		District attributes					Mobility measures	
District	School building	Grade range	Rating	Average daily enrollment	Economic disadvantage	Minority race or ethnicity	Two-year building cohort stability	One-year churn rate
				#	%	%	%	%
Northwest	Weigel Elementary School	K-5	A	455	44.6	24.5	81.2	17.2
Northwest	Welch Elementary School	PK-2	NA	351	50.5	61.7	77.0	17.6
Northwest	White Oak Middle School	6-8	B	743	44.5	25.2	85.7	14.4
Norwood	Norwood High School	9-12	A	626	42.9	18.3	66.0	21.9
Norwood	Norwood Middle School	7-8	A	313	62.7	16.9	79.0	20.7
Norwood	Norwood View Elementary School	K-6	B	406	68.3	27.1	76.8	18.4
Norwood	Sharpsburg Elementary School	3-6	B	265	69.0	24.5	74.7	26.0
Norwood	Sharpsburg Primary	PK-2	NA	218	67.5	27.8	64.3	23.1
Norwood	Williams Avenue Elementary School	PK-6	B	343	69.7	22.8	73.2	21.4
Oak Hills	Bridgetown Middle School	6-8	A	595	<5.0	6.2	89.7	8.3
Oak Hills	C O Harrison Elementary School	K-5	A	941	<5.0	5.9	90.7	3.8
Oak Hills	Charles W Springmyer Elementary School	K-5	A	481	<5.0	11.2	86.2	7.1
Oak Hills	Delhi Middle School	6-8	A	594	<5.0	8.8	90.7	9.8
Oak Hills	Delshire Elementary School	K-5	A+	486	58.1	12.5	84.8	14.4
Oak Hills	John Foster Dulles Elementary School	K-5	A+	707	<5.0	<5.0	87.0	4.7
Oak Hills	Oak Hills High School	9-12	A	2,672	<5.0	6.2	89.5	5.3
Oak Hills	Oakdale Elementary School	K-5	A	639	33.1	6.0	88.0	7.1
Oak Hills	Rapid Run Middle School	6-8	A	613	<5.0	5.1	96.3	3.1
Princeton	Evendale Elementary School	PK-5	A	210	42.0	37.4	75.3	4.7
Princeton	Glendale Elementary School	PK-5	B	230	60.6	80.3	68.4	26.1
Princeton	Heritage Hill Elementary School	PK-5	C	299	86.9	87.3	72.2	27.8
Princeton	Lincoln Heights Elementary School	PK-5	B	239	91.4	>95.0	62.2	30.5
Princeton	Princeton Community Middle School	6-8	B	1,133	57.7	64.4	84.0	15.3
Princeton	Princeton High School	9-12	B	1,653	51.2	68.0	73.1	23.3
Princeton	Princeton Virtual Academy	6-12	NA	48	76.1	>95.0	29.4	150.0
Princeton	Sharonville Elementary School	PK-5	B	391	63.3	52.1	67.3	26.2
Princeton	Springdale Elementary School	PK-5	A	417	48.6	62.2	83.6	10.6
Princeton	Stewart Elementary School	PK-5	B	439	54.8	45.3	77.0	20.9
Princeton	Woodlawn Elementary School	PK-5	B	179	76.4	>95.0	72.3	10.5
Reading Community	Central Community Elementary School	K-6	A	354	66.2	20.1	64.4	21.8
Reading Community	Hilltop Community Elementary School	K-6	A	414	27.3	10.6	68.5	9.4
Reading Community	Reading Community High School	9-12	A	460	28.8	8.6	44.5	11.0
Reading Community	Reading Community Middle School	6-8	B	369	38.6	11.5	-	8.9
Ross	Elda Elementary School	K-4	A+	570	27.8	<5.0	90.2	6.6
Ross	Morgan Elementary School	K-5	A	405	23.6	<5.0	86.8	6.6
Ross	Ross High School	9-12	A	1,022	16.6	<5.0	84.6	7.7
Ross	Ross Middle School	5-8	A+	833	26.4	<5.0	93.8	4.2
Southwest	Crosby Elementary School	K-6	A	276	26.3	<5.0	89.1	6.2
Southwest	Harrison Elementary School	K-6	A+	501	44.1	5.8	81.7	14.9
Southwest	Harrison Middle School	7-8	A	550	31.7	<5.0	86.6	7.3
Southwest	Hooven Elementary School	K-6	A	137	50.2	7.7	70.4	24.5
Southwest	Miamitown Elementary School	K-6	B	231	66.9	10.6	66.7	21.3
Southwest	Whitewater Valley Elementary School	K-6	A	556	26.2	<5.0	92.3	4.7
Southwest	William Henry Harrison High School	9-12	A	1,055	28.7	<5.0	80.7	9.4
Springboro Community	Clearcreek Elementary School	K	NA	241	<5.0	10.6	-	4.3
Springboro Community	Dennis Elementary East	1-5	A	595	10.8	5.8	88.6	5.4
Springboro Community	Dennis Elementary West	1-5	A	587	8.6	7.1	91.0	6.0
Springboro Community	Five Points Elementary East	1-5	A	601	<5.0	12.0	93.1	4.8
Springboro Community	Five Points Elementary West	1-5	A+	609	<5.0	11.4	91.4	4.5
Springboro Community	Springboro High School	9-12	A	1,546	6.5	6.8	87.2	4.1

Cincinnati Area public school buildings alphabetical by district and school name		District attributes					Mobility measures	
District	School building	Grade range	Rating	Average daily enrollment	Economic disadvantage	Minority race or ethnicity	Two-year building cohort stability	One-year churn rate
				#	%	%	%	%
Springboro Community	Springboro Intermediate School	6	A	424	8.9	8.5		3.3
Springboro Community	Springboro Junior High School	7-8	A	889	6.4	9.8	93.6	3.6
St Bernard-Elmwood Place	Elmwood Place Elementary School	K-6	B	226	89.1	35.7	64.6	37.0
St Bernard-Elmwood Place	St Bernard Elementary School	K-6	B	285	72.1	33.8	70.6	19.2
St Bernard-Elmwood Place	St Bernard-Elmwood Place High School	7-12	B	463	63.7	30.2	60.3	24.8
Sycamore Community	Blue Ash Elementary	K-4	A	469	25.7	28.0	84.9	11.2
Sycamore Community	Edwin H Greene Intermediate Middle School	5-6	A+	796	15.4	29.3	90.3	5.7
Sycamore Community	Maple Dale Elementary School	K-4	A	383	17.4	27.5	88.2	6.5
Sycamore Community	Montgomery Elementary School	K-4	A	507	10.5	31.0	83.7	8.4
Sycamore Community	Sycamore High School	9-12	A	1,800	13.6	25.4	92.1	4.9
Sycamore Community	Sycamore Junior High School	7-8	A	832	16.2	28.2	93.0	8.4
Sycamore Community	Symmes Elementary School	K-4	A+	410	21.3	37.7	75.4	17.7
Talawanda	Bogan Elementary	K-5	A	399	42.1	<5.0	87.1	6.8
Talawanda	Kramer Elementary School	PK-5	A	541	41.9	20.3	80.7	11.4
Talawanda	Maude Marshall Elementary School	PK-5	A+	420	36.4	<5.0	84.9	8.5
Talawanda	Talawanda High School	9-12	A	996	23.6	6.9	83.6	11.7
Talawanda	Talawanda Middle School	6-8	A	719	32.9	6.7	91.3	8.3
Three Rivers	Charles T Young Elementary School	2-4	A	414	39.5	7.6	89.7	14.4
Three Rivers	Miami Heights Elementary School	PK-1	NA	276	43.1	5.9	64.9	12.8
Three Rivers	Taylor High School	9-12	A	601	25.5	5.2	77.9	9.5
Three Rivers	Three Rivers Middle School	5-8	B	543	40.6	5.6	88.2	10.8
West Clermont	Amelia Elementary School	K-5	A	696	36.1	5.2	75.8	20.3
West Clermont	Amelia High School	9-12	A	1,173	26.3	5.7	76.4	15.3
West Clermont	Amelia Middle School	6-8	A	961	40.6	<5.0	84.1	15.4
West Clermont	Brantner Lane Elementary School	K-5	B	397	46.1	7.8	76.4	16.3
West Clermont	Clough Pike Elementary School	K-5	A	474	22.6	8.9	85.6	11.5
West Clermont	Glen Este High School	9-12	A	1,420	18.2	5.2	80.9	12.6
West Clermont	Glen Este Middle School	6-8	A	987	29.0	7.7	85.5	13.3
West Clermont	Holly Hill Elementary School	K-5	B	395	55.0	<5.0	75.6	23.8
West Clermont	Merwin Elementary School	K-5	A+	658	25.8	5.4	82.9	14.8
West Clermont	Summerside Elementary School	K-5	B	492	42.9	7.9	72.6	17.5
West Clermont	Willowville Elementary School	K-5	A+	451	23.9	6.4	80.3	11.6
West Clermont	Withamsville-Tobasco Elementary School	K-5	A+	479	45.7	11.6	76.9	21.3
Western Brown	Hamersville Elementary School	K-8	A	655	52.5	<5.0	82.5	18.1
Western Brown	Mt Orab Middle School	5-8	B	708	55.3	<5.0	88.2	11.8
Western Brown	Mt Orab Primary Elementary School	K-4	A	975	52.5	<5.0	83.4	15.6
Western Brown	Western Brown High School	9-12	B	1,000	42.1	<5.0	77.0	12.8
Williamsburg	Williamsburg Elementary School	K-5	A	467	46.2	<5.0	85.7	14.8
Williamsburg	Williamsburg High School	6-12	A	576	35.4	<5.0	78.2	14.9
Winton Woods	Winton Woods Elementary School	3-4	B	497	64.8	85.6	70.9	18.9
Winton Woods	Winton Woods High School	9-12	B	1,131	48.4	85.5	74.9	19.1
Winton Woods	Winton Woods Intermediate School	5-6	C	520	63.0	85.7	80.7	16.2
Winton Woods	Winton Woods Middle School	7-8	C	511	58.7	83.9	73.3	17.2
Winton Woods	Winton Woods Primary North	PK-2	NA	292	63.6	79.2	69.0	22.0
Winton Woods	Winton Woods Primary South	K-2	NA	316	64.0	87.3	63.9	26.5
Wyoming	Elm Avenue Elementary School	K-4	A+	217	8.2	21.5	81.1	6.0
Wyoming	Hilltop Elementary School	K-4	A	242	<5.0	11.8	86.1	1.1
Wyoming	Vermont Avenue Elementary School	K-4	A	201	10.7	25.3	90.2	3.1
Wyoming	Wyoming High School	9-12	A	678	6.9	21.7	93.1	2.4
Wyoming	Wyoming Middle School	5-8	A	649	5.8	23.3	95.3	3.1

Appendix C. Cincinnati Area public charter schools, school year 2010–2011 (unless noted)

Cincinnati Area public charter schools alphabetical by school name		District attributes					Mobility measures	
District of location	School *denotes dropout recovery school	Grade range	Rating	Average daily enrollment	Economic disadvantage	Minority race or ethnicity	Two-year building cohort stability	One-year churn rate
				#	%	%	%	%
Cincinnati	Alliance Academy of Cincinnati	K-8	C	323	>95.0	>95.0	45.0	33.0
Cincinnati	Cincinnati College Preparatory Academy	K-12	B	660	95.0	>95.0	78.7	3.8
Cincinnati	Cincinnati Leadership Academy	K-8	D	213	51.7	>95.0	60.0	17.6
Cincinnati	Cincinnati Speech & Reading Intervention Center	K-8	F	301	78.4	>95.0	38.3	29.9
Cincinnati	College Hill Leadership Academy	K-6	C	67	>95.0	>95.0	-	43.1
Cincinnati	Dohn Community*	9-12	F	157	83.0	>95.0	49.3	138.7
Cincinnati	East End Comm Heritage School	K-12	F	99	73.1	>95.0	41.8	35.7
Northwest	Hamilton Cnty Math & Science	K-8	A	411	73.5	>95.0	59.0	6.9
Cincinnati	Horizon Science Academy-Cincinnati	K-12	B	347	93.2	91.5	43.2	24.5
Cincinnati	King Academy Community School	K-8	C	137	94.8	>95.0	57.9	14.8
Cincinnati	Life Skills Center Of Hamilton County*	9-12	C	210	90.1	90.5	7.0	168.3
Middletown	Life Skills Center-Middletown*	9-12	C	277	79.2	22.4	12.8	175.4
Cincinnati	Life Skills Ctr Of Cincinnati*	9-12	F	304	90.9	>95.0	7.7	168.2
Cincinnati	Lighthouse Community Sch Inc*	6-12	F	66	89.7	83.5	35.4	91.9
Middletown	Middletown Fitness & Prep Acad	K-8	C	274	78.3	57.2	67.2	20.9
Cincinnati	Mount Auburn International Academy	K-12	D	525	65.3	>95.0	57.6	15.7
Mt. Healthy	Mt. Healthy Preparatory and Fitness Academy	K-8	B	219	76.4	>95.0	44.7	15.9
Cincinnati	Orion Academy	K-8	D	589	>95.0	>95.0	59.4	21.1
Cincinnati	P.A.C.E. High School*	9-12	F	200	13.3	>95.0	18.6	110.0
Cincinnati	Phoenix Community Learning Ctr	K-8	B	375	85.1	>95.0	55.2	12.6
Hamilton	Richard Allen Academy III	K-8	C	183	92.1	>95.0	59.1	13.9
Cincinnati	Riverside Academy	K-12	C	243	92.8	42.9	29.0	43.4
Cincinnati	Summit Academy Cincinnati	1-8	F	89	47.2	39.8	67.1	31.0
Middletown	Summit Academy Secondary School - Middletown	8-12	C	47	33.6	8.5	76.0	18.8
Cincinnati	Summit Academy Transition High School-Cincinnati	9-12	B	59	36.2	37.7	56.8	29.6
Middletown	Summit Acdy Comm Schl for Alternative Learners of Middletown	K-10	F	92	60.8	8.4	84.6	15.2
Cincinnati	T.C.P. World Academy	K-6	A	454	83.0	>95.0	83.5	3.6
Cincinnati	Theodore Roosevelt Public Community School	K-12	F	209	91.2	68.4	-	56.6
Cincinnati	V L T Academy	K-12	C	793	>95.0	>95.0	56.6	22.0

