

Welcome to the School Facilities Planning Open House for Your Neighborhood

OPEN HOUSE CALENDAR – SCHOOL FACILITIES MASTER PLAN (MAY/JUNE, 2014)

Join us at the CMSD School Facilities Open House to hear more about the schools in your neighborhood and add your voice to the planning process. Drop in and share your ideas and opinions.

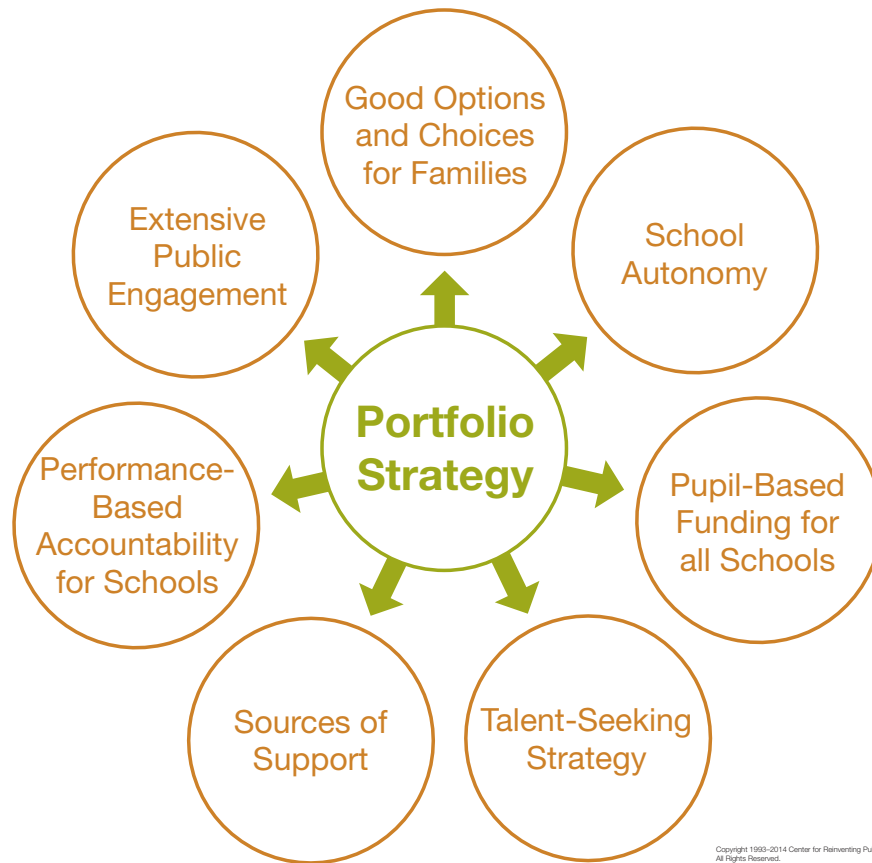
Light Refreshments will be served. Call 216-696-4950 for more information or to RSVP.

DATES	NEIGHBORHOODS AND TIMES	LOCATIONS
May 28	Buckeye – Shaker – Larchmere 5:30–7:30 pm	Benjamin Rose Institute – 11890 Fairhill Road Location is transit accessible with RTA Bus Route #58
May 29	Kamm’s – Bellaire-Puritas 5:30–7:30 pm	Clara Westropp – 19101 Puritas Road Location is transit accessible with RTA Bus Route #78
June 3	Lee – Miles 6:30 pm–8:30 pm	Harvard Community Services Center – 18240 Harvard Avenue Location is transit accessible with RTA Bus Route #15
June 4	Detroit Shoreway – Cudell – Edgewater 5:30–7:30 pm	Cudell Recreation Center – 1910 West Boulevard Location is transit accessible with RTA Bus Route #26
June 5	Glenville – University – Fairfax 5:30–7:30 pm	Glenville High School – 650 E. 113th Street Location is transit accessible with RTA Bus Route #40
June 10	Old Brooklyn – Brooklyn Centre 5:30–7:30 pm	Cleveland MetroParks Zoo, Reinberger Education Center 5500 Wildlife Way, Cleveland
June 11	Clark Fulton – Stockyards 5:30–7:30 pm	Lincoln West High School 3202 W. 30th Street Location is transit accessible with RTA Bus Route #20
June 12	Central – Kinsman – Mt. Pleasant 5:30–7:30 pm	Friendly Inn Settlement – 2386 Unwin Road Location is transit accessible with RTA Bus Route #11
June 16	Broadway-Slavic Village 5:00–6:30 pm	Boys & Girls Club of Cleveland – 6114 Broadway Avenue Location is transit accessible with RTA Bus Route #15
	Cluster 02 (Jefferson SPA (Statistical Planning Area) 7:30–9:00 pm	Almira School, 3375 W. 99th Street Location is transit accessible with RTA Bus Route #79
June 17	Downtown – St. Clair – Superior – Hough 6:00–8:00 pm	Goodrich–Gannett Neighborhood Center – 1368 E. 55th Street Location is transit accessible with RTA Bus Route #1
June 18	Collinwood – Euclid 5:30–7:30 pm	Collinwood High School – 15210 St. Clair Avenue Location is transit accessible with RTA Bus Route #1
June 19	Tremont 5:00–6:30 pm	Tremont Montessori – 2409 West 10th Street Location is transit accessible with RTA Bus Route #51 and #81
	Ohio City 7:30–9:00 pm	Paul L. Dunbar – 2200 W. 28th Street Location is transit accessible with RTA Bus Route 22

Thank you for attending.

Portfolio Model Strategy

Seven Key Components



GOOD OPTIONS AND CHOICES FOR ALL FAMILIES

Families have the freedom to attend their neighborhood school or choose one that is the best fit for their child. Portfolio districts make sure there are good schools in every neighborhood. They also give families useful information and support to make enrolling clear and simple.

SCHOOL AUTONOMY

Principals and teachers—the people who work with kids everyday—can decide what and how to teach to bring out the best work in their students.

PUPIL-BASED FUNDING FOR ALL SCHOOLS

This school funding model links money to each student in a school, rather than to school positions. It allows principals to make spending choices that make the most sense for their school and to make sure as much money as possible is spent directly in classrooms, rather than at the district.

TALENT-SEEKING STRATEGY

The most important element of education is the people who teach and lead the schools every day. Every city needs smart, compassionate, motivated, creative people working in the schools and district offices. Portfolio districts focus on developing the strong people they have and seeking new talent from the best districts, charter schools and training programs.

SOURCES OF SUPPORT FOR SCHOOLS

Schools need to be able to make use of the best ideas and materials available. Those things may come from the district, but they also might come from local organizations, or from online providers. Portfolio districts help schools find these best ideas, training or materials, and allow them to choose and purchase what they want within their budget.

PERFORMANCE-BASED ACCOUNTABILITY FOR SCHOOLS

Schools need to be caring, cheerful, exciting places. They also must be places where children learn the challenging things they need to succeed in the world. For all the possibilities that portfolio districts give to schools, schools must be able to show they are teaching all students, that students are engaged and prepared for the next grade or transition.

EXTENSIVE PUBLIC ENGAGEMENT

Districts need to know what families want, and it needs to show them what they'll get. This strategy brings a lot of changes to schools. It works best if it channels the needs and dreams of communities for their children, and translates those into new opportunities for families, teachers and school leaders.

Timeline of Activities

School Facilities Master Plan Update

2014

Phase 2 Community Engagement (January – June 2014)

- Community outreach/engagement
- Stakeholder meetings/focus groups
- Regional telephone polling
- Social media/website updates
- Council scenario sessions
- Public open houses

Enrollment Data Analysis (January 2014)

- CMSD Enrollment Reports – 1/15/14
- Ohio Department of Education

Issue 14 Documents (January – April 2014)

- Ohio Facilities Construction Commission (OFCC)
- Bond Accountability Commission (BAC) Reports
- OFCC building conditions/assessments
- Analysis of operational costs

Operations: What We Learned from Phase 1: Themes and Opportunities (January – March 2014)

- Safety and Security
- Child and Nutrition Services
- Custodial and Maintenance
- Information Technology and Procurement
- Capital Planning

Review of Performance Standards (March – May 2014)

- Principals
- Teachers
- Students
- Non-teaching staff
- Other

2013

Geographic Mapping and Spatial Analysis (2013)

- Examine Statistical Planning Areas (SPAs)
- Create CMSD Clusters
- Map Public Assets and School Locations

Phase 1 Community Engagement (June – December 2013)

- Community outreach/engagement
- Stakeholder meetings/focus groups
- Online and in-person surveys
- Community meetings

Summary Plan Review (September 2013 – April 2014)

- Regional Plans
- The Cleveland Plan
- Portfolio Model Strategy
- City-wide Economic Development and Infrastructure Plans
- Neighborhood/Community Development Plans
- Organizational Plans
- “Pre 4 CLE” Cleveland Pre-K Implementation Plan

Health and wellness reports

- CMSD Comprehensive Wellness Policy
- Healthy Cleveland 2.0
- Alliance for a Healthier Generation – CMSD’s Healthy Schools Program
- Youth Risk Behavior Surveillance Study (YRBS) data for CMSD students
- School Food Environment Audit
- Bike Cleveland
- Safe Routes to School Plans
- Academic reports linking health to academic success

2012

Demographic Information Review and Engagement Network Creation

- 2008–2012 American Community Survey Estimates
- 2010 U.S. Census data
- NEO CANDO data

Community Engagement Phase 1

November 2013–January 2014



**WELCOME and
THANK YOU!**

**CMSD School Facilities Master Plan Workshop
Presentation**
November 2013 – January 2014



Agenda

- Brief overview
- Break-Out Sessions
- Raffle and Adjourn

**CMSD School Facilities Master Plan Workshop
Presentation**



What is Operations at CMSD?



"We are all educators."



- Safety and Security
- Food and Child Nutrition Services
- Information Technology and Procurement
- Transportation
- Custodial and Maintenance Services
- Capital Programs

"The school day begins and ends with us."




Why do we have a Capital Building Program?

- October, 2000 collapse of East High School gym roof
 - recognition that CMSD buildings were deteriorating
 - average age of school buildings was 80 years old
 - not adequate for 21st century learning

School Facilities Master Plan: Facts

- May, 2001 Cleveland voters passed "Issue 14"
- \$335 million levy to secure 2:1 support from the State of Ohio
- CMSD created the School Facilities Master Plan:
 - 31 new schools built
 - 7 schools renovated
 - 3 schools under construction



School Facilities Master Plan: Results and Next Steps





New or completely renovated space created for approximately 24,000 students



What is happening in the District?

The District is on the right track.

- The Cleveland Plan
- Historic 2012 Operating Levy Win
- Portfolio School Management Model

The School Facilities Master Plan: A Roadmap

To Build on Our Momentum.


- Update the School Facilities Master Plan to create a roadmap for future investment
- Align capital investment strategy with the *Cleveland Plan*
- Align capital investment with the *Portfolio Management Model*






**Determine Funding and Financing for Schools:
Operating Funds vs. Capital Funds**

Operating levy money pays for regular bills.

Think of your home and how you operate and maintain it.



Capital levy money pays for construction or renovation.

32¢ locally 68¢ State of Ohio match

Paying for Our Schools

Enrollment projections show the District's enrollment at 36,000 in 2018.


The State:

- has helped us pay for 24,000 seats
- is helping to pay for 12,000 more seats
- will help our school building needs if we show them a plan that supports this request

The Bond Accountability Commission (BAC):

- monitors our capital spending
- projects funding availability

This is why your homework assignment tonight is important!




Break-out Session



Think boldly and help us set the vision for CMSD!



What Did We Learn from Phase 1 Engagement?

Themes and Opportunities



Safety and Security

Generally, people feel safe and secure and have positive things to say about security staff. Some opportunities for improvement include:

- Cooperation with other safety forces (Cleveland Police, RTA)
- Training for security staff (personal and professional skill-building)
- Improve safety equipment and procedures in all buildings, considering classroom space and equipment
- A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) training

- Crossing guards and procedures for pick-up and drop-off should maximize safety
- Proper external lighting on all buildings and playgrounds
- Consider access points and layout of buildings in planning to maximize security
- Community partnership to monitoring safety of children, particularly younger children, and create safe environments around school
- Community involvement to address issues of gangs and youth violence in schools and community
- Safe routes to school to walk and bike



Food and Child Nutrition Services

While meals are subject to USDA guidelines, there are many opportunities to use this Master Plan to create environments that promote nutrition, physical activity and overall health, which are known to improve academic performance:

- Opportunities to improve food quality and nutritional value since meals are processed and pre-packaged
- Need access to free drinking water in all buildings and during meals
- Planning for salad bars should be considered
- Students need more time for meals as they are often rushed, and lunch needs to be at a reasonable time, not too early in the day
- Opportunities to discover new food sourcing, including locally-grown foods as much as possible
- Opportunities to expand gardening programs to meet the goal of having a garden every 5 blocks in the city and provide opportunities for horticulture education
- More opportunities and spaces for daily physical activity for students are needed

- New and renovated school buildings should consider full service kitchens and separate spaces designated for eating
- Opportunities to revisit how food service is staffed and trained to work closely with the building leadership and parents in order to provide quality nutrition options
- Currently, portion sizes are the same regardless of age, creating waste as well as hunger, therefore there is an opportunity to adjust portion sizes to meet needs of different ages
- Many programs are working, such as those where the principal eats with the students, the Vitamix™ Summer Smoothie program, and the partnership with the Columbus/ Mid-Ohio Foodbank that provided nutritious fresh foods, but this creates inequity, so programs that work should be District-wide
- Add a nutrition and cooking component to the curriculum
- More staff members are needed in the lunchrooms and they need training in customer service



Information Technology and Procurement

Technology such as Naviance, Accelerated Reader and Engrade are helpful for tracking student progress. Updated computers, Smartboards and tablets are needed and teachers need to use the technology effectively. There are opportunities to examine technology infrastructure and equipment in order to improve access and reliability of technology in support of learning and address inequity between buildings.

- All schools should have access to updated equipment including computer labs, Smart boards, Wi-Fi, and hand-held technology
- Local technology businesses should be used when possible and leaders should develop a citywide wireless network
- The vision for technology needs to be more robust and comprehensive so that hardware/software, training and technical assistance and educational applications align with the implementation of the Cleveland Plan and common core curriculum requirements

- Aligning technology to prepare students for online testing (PARCC - Partnership for the Assessment of Readiness for College and Careers) and addressing curriculum to meet these needs, including teaching basic typing and computer skills
- Teachers need technology training for use in the classroom, including technology other than computers such as mobile phones and tablets
- Opportunities for better use of technology to communicate with parents more effectively using a variety of technology platforms such as instant polling technology, text-based messaging, emails, and mobile applications.
- The District must meet the needs of 21st century jobs and apprenticeship programs and access to education in the trades and technology is important
- Parents expressed a desire for online learning options for students and the ability for students to be able to access games and learning activities at home

What Did We Learn from Phase 1 Engagement?

Themes and Opportunities



Transportation

The arrangement with Greater Cleveland RTA for bus passes was applauded and residents said that CMSD transportation staff are on time, kind to students and flexible when buses are needed for field trips. However, equitable access to general options was voiced as a concern as were logistics. Opportunities to improve transportation include:

- Improving efficiency of routes across the District and circulation at drop-off and pick-up times
- Driver training to support their understanding of the CMSD children they serve and to ensure child safety
- Lack of transportation options for some families can be a barrier to attending CMSD schools, choosing charters instead, therefore there is an opportunity to model transportation policies off charter policies
- Many parents said they are not comfortable with younger children on public buses

- Restricted hours for the GCRTA bus passes was identified as problematic
- Bus schedules accommodate afterschool activities as well
- Parents would like better communication about bus service and the ability to talk to someone about transportation is desired
- Transportation options for children with disabilities are needed
- Schools in the neighborhood should be in locations that maximize the number of students who walk or bike to school
- More crossing guards are needed to help with drop-off and pick-up
- All buses should have seat belts and bus monitors are needed



Custodial and Maintenance Services

While newer buildings have fewer problems with issues like HVAC, there are opportunities to address overall maintenance concerns and physical spaces to improve hygiene and safety:

- Many feel that the custodial staff, in general, performs their duties consistently and with a positive attitude, but there is a need to revisit union contracts and regulations to explore options for custodial staff in buildings since many feel the need for more staff to address maintenance and cleaning needs
- There is an opportunity to create a robust recycling and composting policy District-wide and create spaces that support this
- There are not adequate supplies and resources to maintain the interior and exterior of the buildings and this should be addressed in the update of the Master Plan

- While opinions vary on maintenance, in general, residents voiced concern over the cleanliness of buildings
- Restroom locations and equipment need to ensure adequate privacy, safety and hygiene
- Custodial staff would benefit from training on customer service and interacting with the children
- Restrooms lack basic supplies such as paper towels, soap and toilet paper
- Community members feel that the District is too strict about access to use the school buildings as public spaces for the community.
- Maintenance of grounds and landscaping would make the buildings more attractive and safer
- There is also a concern about maintaining the vacant properties owned by the District
- Extermination should take place on a regular basis



Capital Programs

Residents sometimes felt that they did not have enough information to adequately discuss capital program options for the schools in their neighborhood, but some key themes emerged:

- Options to create preschool spaces are desired
- Some buildings have kitchens in the basement or have shared spaces for eating and activities which is not conducive to healthy learning spaces
- More restrooms are needed in many buildings and classrooms for the youngest students should have restrooms in the classroom
- More opportunities for school-based clinics or other wraparound services in new buildings or in unused spaces in current buildings
- In neighborhoods with many Spanish speakers, language and cultural factors should be considered in capital programming
- Align capital programming with the Cleveland Plan and PRE4CLE planning

- There is a need to create agreements with garden leaders for those gardens on school grounds while schools are renovated or closed so that community gardeners still have access to the gardens and water
- New schools should include playgrounds for the community to use and capital planning should embrace greenspace, parks and gardens for school grounds
- Schools need to be modernized to meet the needs of the future job market and economy
- Building design and planning should allow for ways to keep younger children separate from older children
- New buildings should have separate spaces for auditoriums, gymnasiums, cafeterias, working computer labs and functional libraries
- Schools should be located in solid neighborhoods and planning should consider themes for the school curriculum, such as labs for engineering and medical programs.

Ohio Facilities Construction Commission (OFCC)



Issue 14 Results and Enrollment Projections

The OFCC: What It Can and Cannot Do and the Impact of Enrollment

The Ohio Facilities Construction Commission (OFCC) is committed to funding classroom facility space that it believes the Cleveland Metropolitan School District needs. The State pays for or "co-funds" new construction at a rate of about two dollars in State money for every one dollar in local money. The State money can only be used for new construction or significant renovation of classroom facilities (not athletic facilities beyond the needs of the physical education program). It cannot be used to acquire land for a school; it cannot be used to pay for a lease in a building owned by others; nor can it pay for improvements in a building or on land not owned by the District.

The decision-making of the OFCC is informed by enrollment data and projections provided by its educational planning consultant, FutureThink (formerly DeLong Healy). Based upon this information the OFCC will construct facilities for every student projected to be attending CMSD schools through to the end of the program. This is known as the "Build Out Year". In 2012, the OFCC had built and had committed to build new space (referred to as "seats") for about 24,000 CMSD students. At that time FutureThink had projected, in its 2012 enrollment report, that the District would have 36,347 students in the projected Build Out Year of 2017-18. This meant, at that time, the OFCC would build new seats for 12,347 District students (36,347 - 24,000 = 12,347).

The OFCC requires CMSD to have a master facilities plan that corresponds to FutureThink's enrollment projections. Official enrollment studies are conducted about every three years. In January 2014, FutureThink forwarded to the District its draft report on enrollment projections. This most recent draft report lowers the enrollment projection made by FutureThink in its



32% locally
69% State of Ohio match
*The state of Ohio provides 69% of every dollar spent on new school construction.

2012 report. As stated above, in 2012, FutureThink projected an enrollment of 36,347 at a Build Out Year of 2017-2018. They now project an enrollment of 33,425 in that same year, 2017-2018 but have also adjusted the Build Out year to 2018-2019 with a projected enrollment of 32,443.

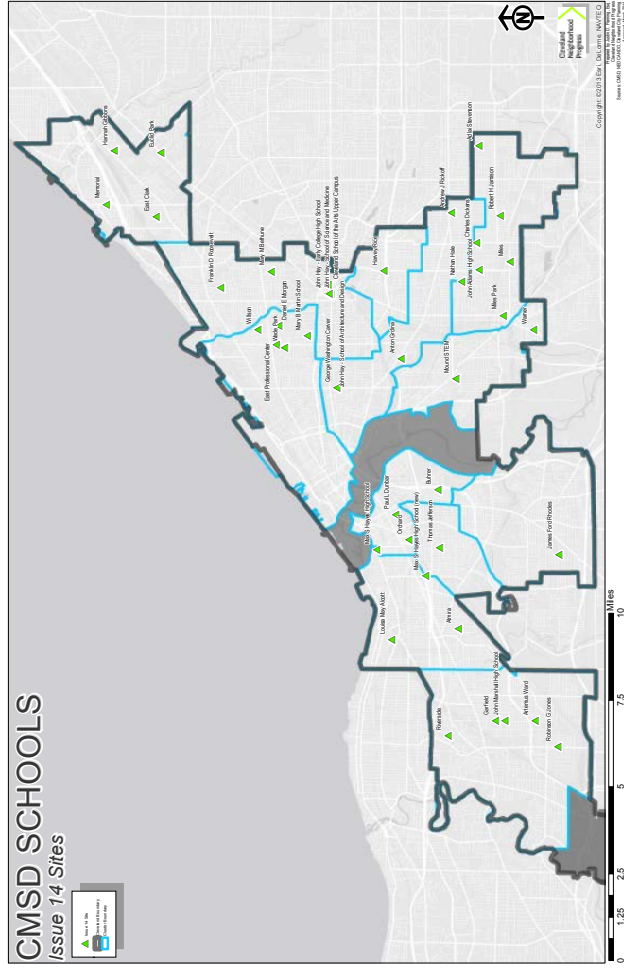
This lessens the number of new seats the OFCC would be committed to build from 12,347 to 8,619. Of those 8,619 seats, 2,453 new seats would be apportioned to high school students and 6,788 would be apportioned to K-8 students.

The 2006, 2009, 2012 and 2014 FutureThink Enrollment Projection data is shown below along with the 2014 District actual enrollment data as of January 15, 2014.

FutureThink Enrollment Studies Summary

Grades	2006 Update	2009 Update	2012 Update	2014 Update	CMSD Actual
Special Education Grades Pre K-5	23,505	20,502	20,082	17,153	18,486
Grades 6-8	8,335	7,423	7,652	6,255	8,118
Grades 9-12	8,197	7,599	7,765	8,781	12,008
Vocational Education		710	794	227	Included in 9-12
Ungraded (High School)			54	27	Included in 9-12
Totals	40,743 (projected 2017-18 enrollment in 2006)	36,234 (projected 2017-18 enrollment in 2009)	36,347 (projected 2017-18 enrollment in 2012)	32,443 (projected 2017-18 enrollment in 2014)	38,612

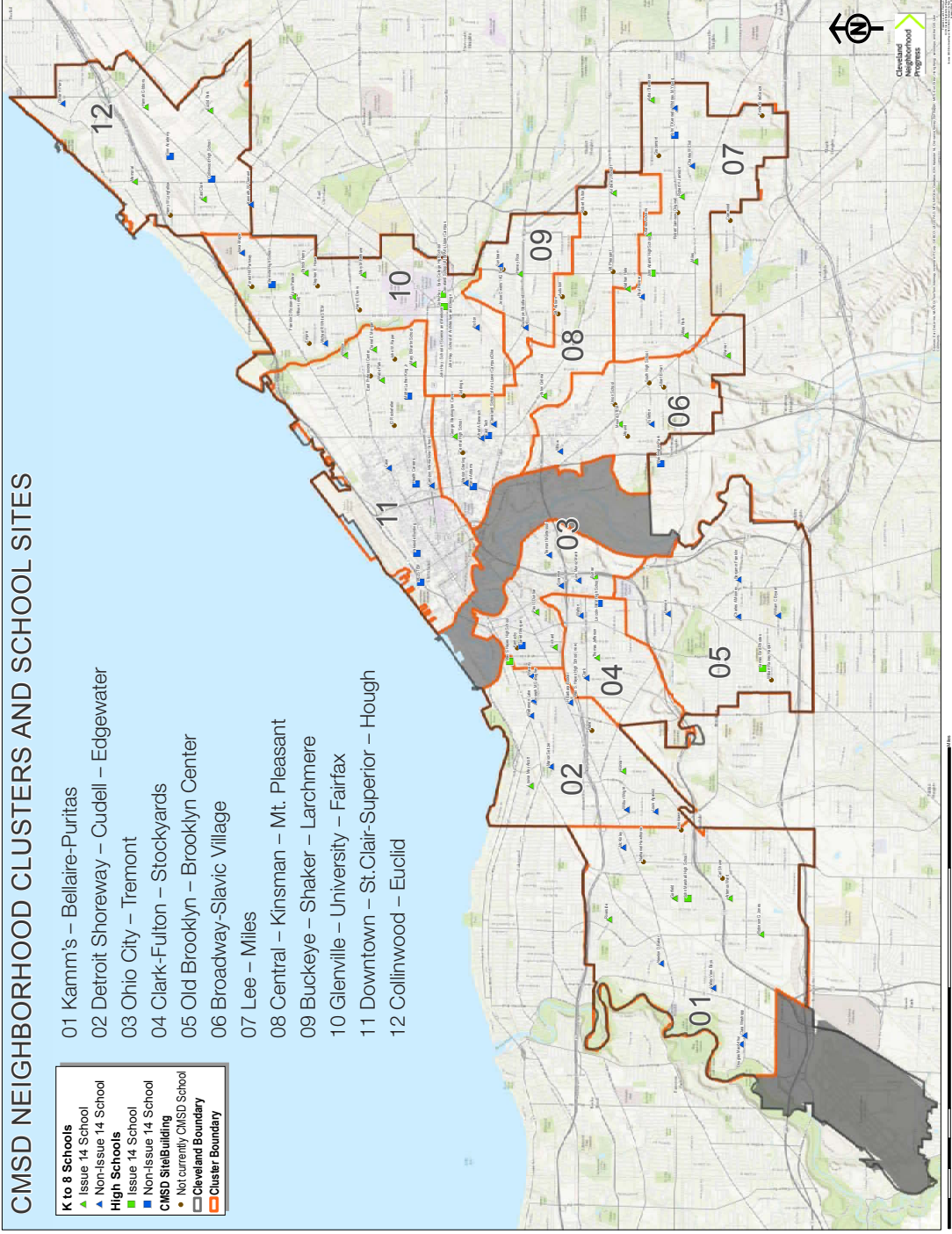
Source: FutureThink, January, 2014



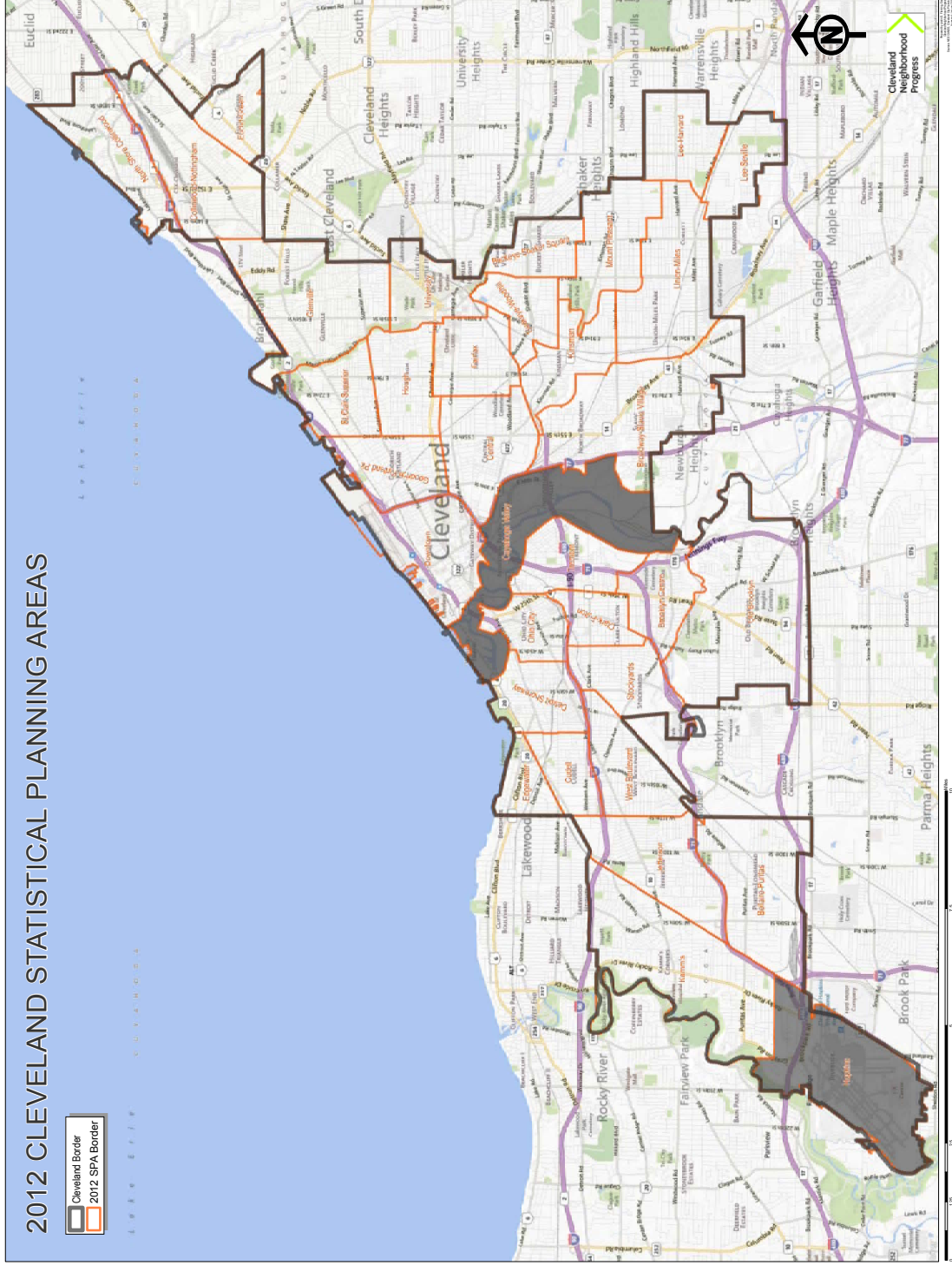
The historic OFCC enrollment projections for each grade level from the 2006, 2009, 2012 and the 2014 updates are as follows. The OFCC will revisit and revise the enrollment projections in 2016.

Grades	2006 Update	2009 Update	2012 Update	2014 Update	1/15/14
Pre-K	726	1,304	1,648	1,348	1,389
K	4,408	3,582	3,449	3,114	3,156
1	4,293	3,594	3,394	2,833	3,046
2	3,910	3,296	3,187	2,639	2,850
3	3,625	3,072	2,977	2,491	2,749
4	3,395	2,904	2,758	2,392	2,630
5	3,150	2,750	2,750	2,236	2,766
6	2,936	2,595	2,661	2,108	2,601
7	2,854	2,496	2,579	2,084	2,673
8	2,545	2,392	2,412	2,063	2,844
9	3,237	2,925	2,817	2,602	3,860
10	2,214	2,089	2,353	2,511	3,135
11	1,654	1,256	1,257	1,899	2,610
12	1,798	1,329	1,338	1,769	2,403
Voc. Educ.	Included above in 9-12	710	794	354	Included above in 9-12

CMSD Neighborhood Clusters and School Sites



Cleveland 2012 Statistical Planning Areas (SPA)

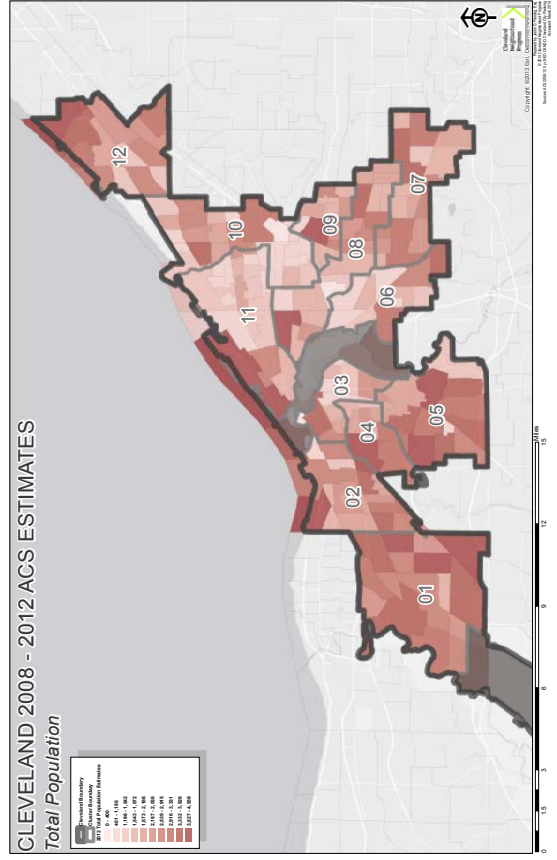
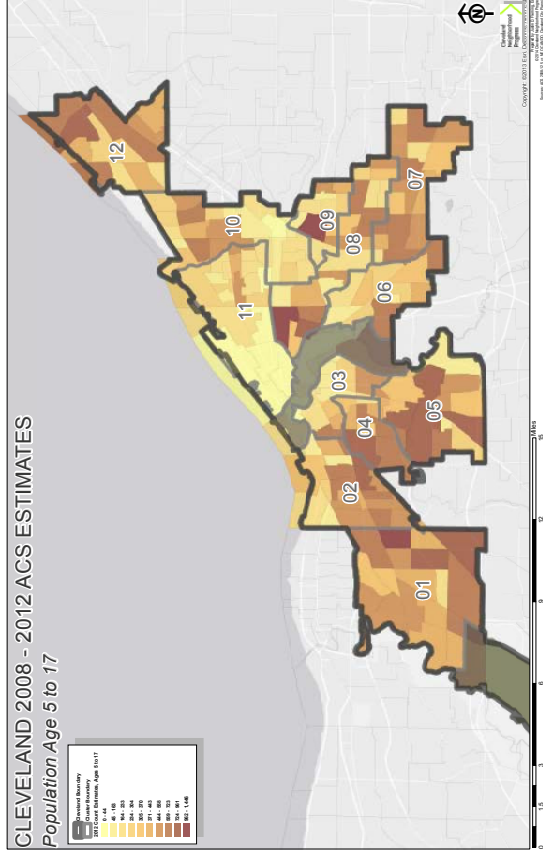
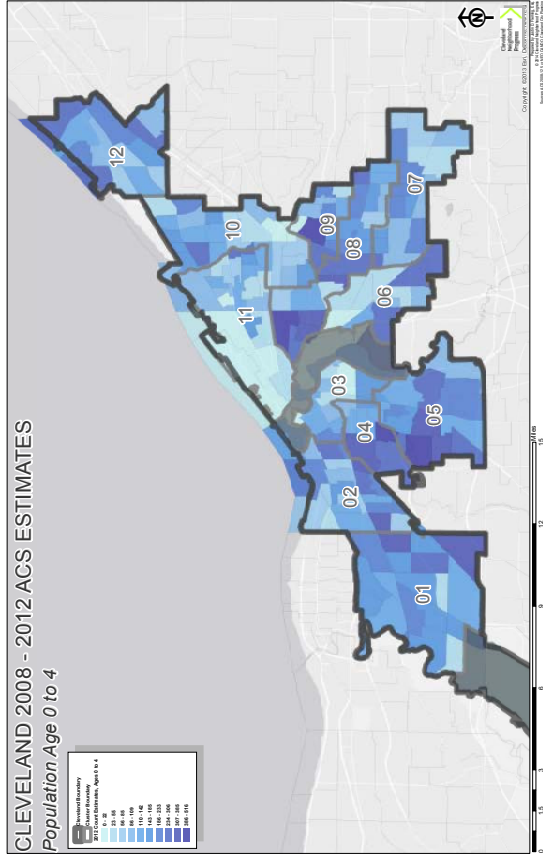


The 12 neighborhood clusters were created using a process of demographic and neighborhood analysis based on the City of Cleveland's 34 Statistical Planning Areas (SPAs) framework. This planning framework was used for data management and analysis, structuring public engagement, analyzing quality school choice options, and organizing the decision-making around the master planning process.

Cleveland American Community Survey (ACS) Estimates



2008–2012



Total Population, 2012

Cluster	Count	%
1	57,009	14.39%
2	44,582	11.25%
3	15,193	3.84%
4	20,334	5.13%
5	41,940	10.59%
6	19,843	5.01%
7	31,407	7.93%
8	41,732	10.53%
9	17,662	4.46%
10	40,219	10.15%
11	32,859	8.29%
12	33,364	8.42%
Grand Total	396,144	100.00%

2008-2012 ACS 5-Year

All CMSD and Charter Schools in City of Cleveland

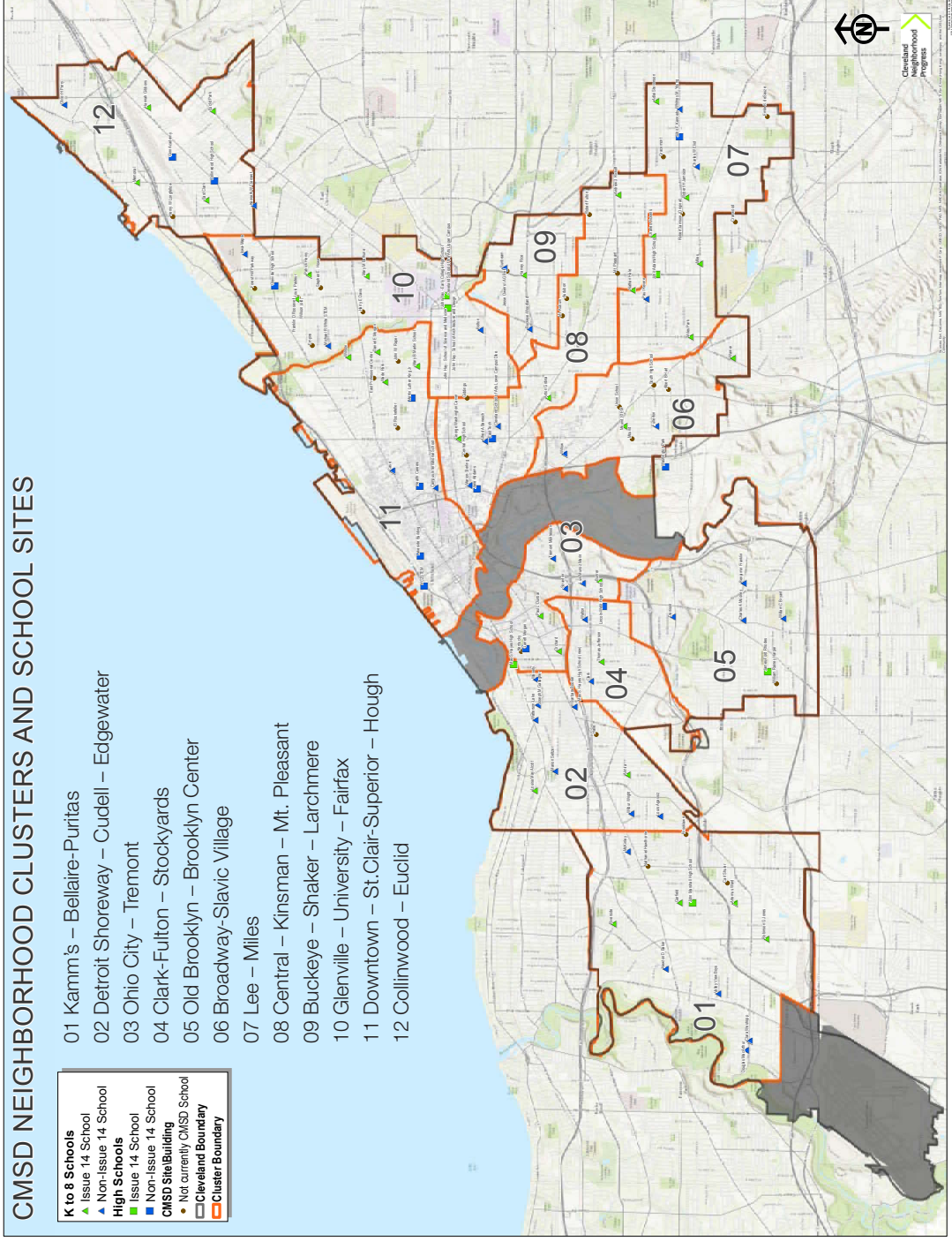


By Zip Code

CMSD NEIGHBORHOOD CLUSTERS AND SCHOOL SITES

- K to 8 Schools**
- ▲ Issue 14 School
- ▲ Non-Issue 14 School
- High Schools**
- Issue 14 School
- Non-Issue 14 School
- CMSD Site Building
- Not currently CMSD School
- ▭ Cleveland Boundary
- ▭ Cluster Boundary

- 01 Kamm's – Bellaire-Puritas
- 02 Detroit Shoreway – Cudell – Edgewater
- 03 Ohio City – Tremont
- 04 Clark-Fulton – Stockyards
- 05 Old Brooklyn – Brooklyn Center
- 06 Broadway-Slavic Village
- 07 Lee – Milles
- 08 Central – Kinsman – Mt. Pleasant
- 09 Buckeye – Shaker – Larchmere
- 10 Glenville – University – Fairfax
- 11 Downtown – St.Clair-Superior – Hough
- 12 Collinwood – Euclid



LEA Type:

Non-District Charter Schools	46
Traditional District LEA	107

SCH Type:

Charter- State Education Agency	1
Charter- Not-For-Profit	30
Charter- Independent Chartering Board	15
District- Charter	6
District- Neighborhood	100
District- Special Program	1

Zip Code:

44102 Cluster 2	13
44103 Cluster 11	12
44104 Cluster 8	10
44105 Cluster 6	14
44106 Cluster 10	10
44108 Cluster 10	6
44109 Cluster 4, 5	11
44110 Cluster 10	8
44111 Cluster 1	12
44112 East Cleveland	3
44113 Cluster 3, 11	10
44114 Cluster 11	8
44115 Cluster 11	4
44119 Cluster 12	2
44120 Cluster 9	7
44122 N/A	1
44124 N/A	3
44125 Garfield Hts. N/A	1
44127 Cluster 6	2
44128 Cluster 7	4
44135 Cluster 1	9
44143 N/A	2
44144 N/A	1

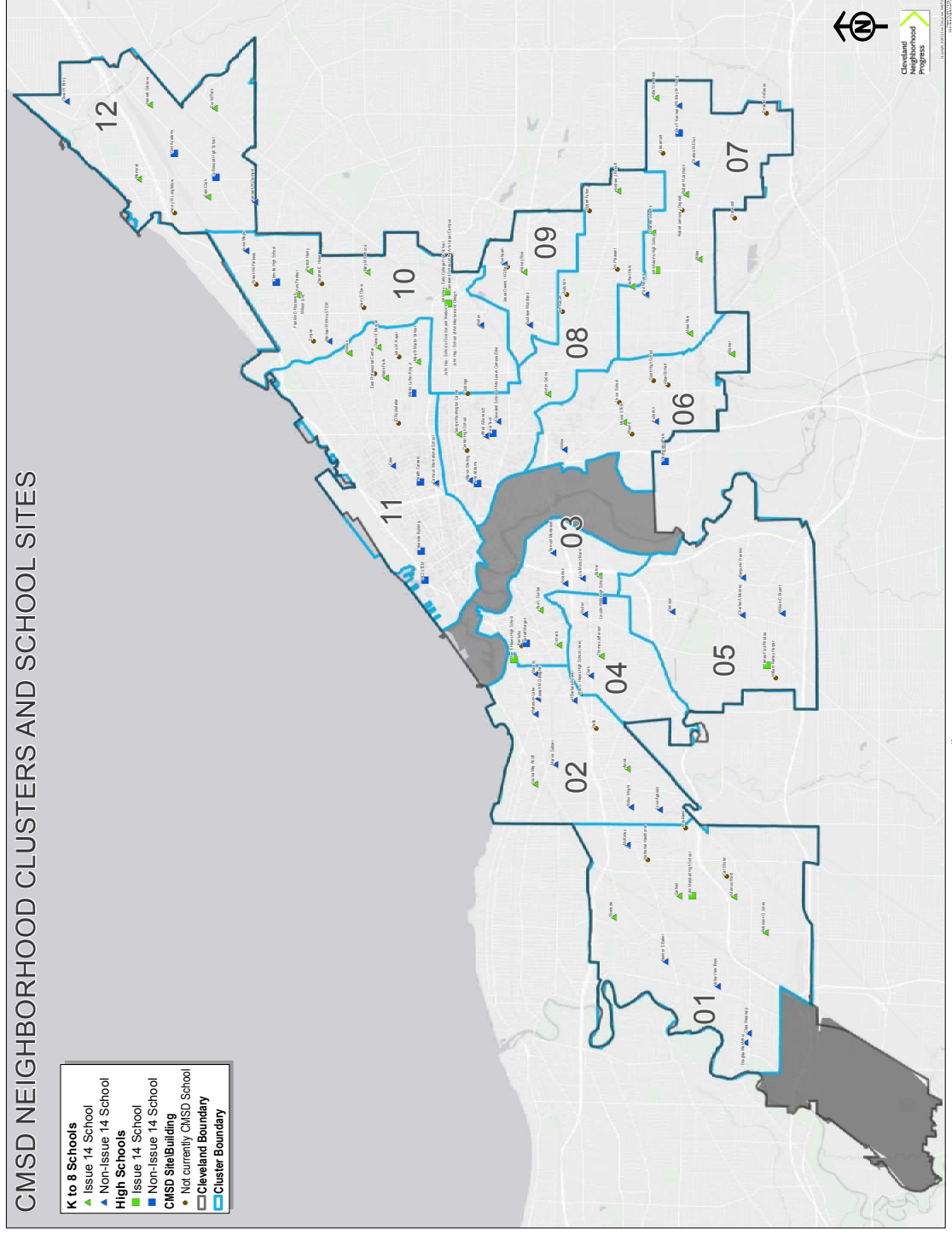
Located in Cleveland: 150

Not Located in Cleveland: 3
(East Cleveland, Garfield Heights, Newburgh Heights)

CMSD Neighborhood Cluster and School Sites



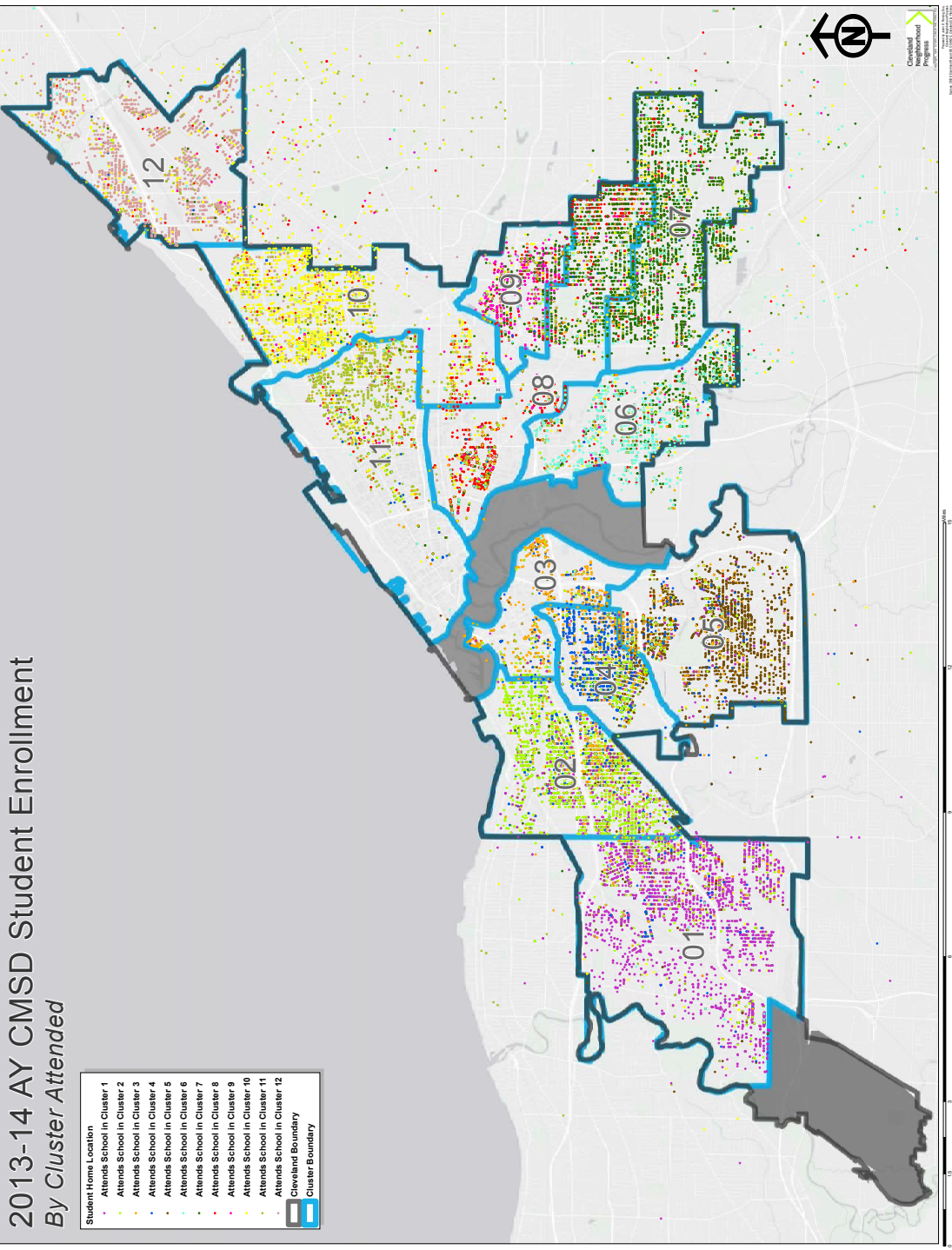
CMSD NEIGHBORHOOD CLUSTERS AND SCHOOL SITES



2013-2014 Academic Year CMSD Student Enrollment



by Home Locations



Students - Grade

Grade	Students	%
KG	4,545	11.77%
1	3,046	7.89%
2	2,850	7.38%
3	2,749	7.12%
4	2,530	6.55%
5	2,766	7.16%
6	2,601	6.74%
7	2,673	6.92%
8	2,844	7.37%
9	3,860	10.00%
10	3,135	8.12%
11	2,610	6.76%
12	2,403	6.22%
Grand Total	38,612	100.00%

Student Location - By Cluster

Cluster	Students	%
Cluster 1	4,647	12.04%
Cluster 2	4,929	12.77%
Cluster 3	1,336	3.46%
Cluster 4	2,561	6.63%
Cluster 5	3,443	8.92%
Cluster 6	2,317	6.00%
Cluster 7	3,499	9.06%
Cluster 8	4,302	11.14%
Cluster 9	1,396	3.62%
Cluster 10	3,461	8.96%
Cluster 11	2,432	6.30%
Cluster 12	2,632	6.82%
Outside Cleveland	1,504	3.90%
Unknown	153	0.40%
Grand Total	38,612	100.00%

CMSD High School Students

by Home Locations



CMSD High School Students Home Locations

- 01 Kamm's – Bellaire–Puritas
- 02 Detroit Shoreway – Cudell – Edgewater
- 03 Ohio City – Tremont
- 04 Clark-Fulton – Stockyards
- 05 Old Brooklyn – Brooklyn Center
- 06 Broadway-Slavic Village
- 07 Lee – Miles
- 08 Central – Kinsman – Mt. Pleasant
- 09 Buckeye – Shaker – Larchmere
- 10 Glenville – University – Fairfax
- 11 Downtown – St. Clair-Superior – Hough
- 12 Collinwood – Euclid

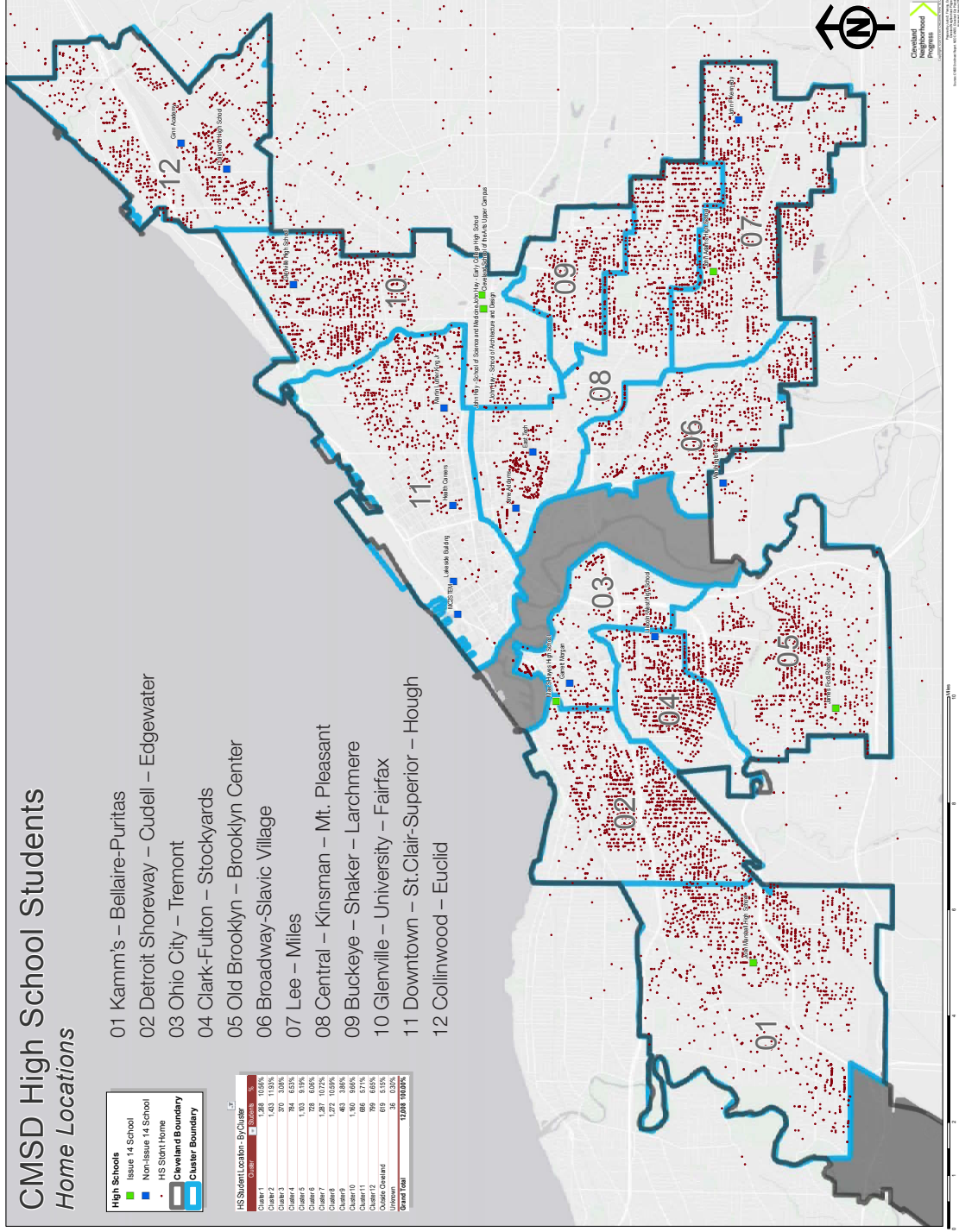
High Schools

- Issue 14 School
- Non-Issue 14 School
- HS Start Home

Cleveland Boundary

Cluster Boundary

HS Student Location	By Cluster
Cluster 1	1,256 102.6%
Cluster 2	1,433 115.9%
Cluster 3	307 24.8%
Cluster 4	1,103 88.2%
Cluster 5	1,103 88.2%
Cluster 6	728 58.4%
Cluster 7	1,277 102.6%
Cluster 8	1,277 102.6%
Cluster 9	463 36.9%
Cluster 10	1,300 104.0%
Cluster 11	1,300 104.0%
Cluster 12	898 71.8%
Cluster Overlaid	819 65.8%
Unknown	35 2.8%
Grand Total	12,098 100.0%



Cleveland Students Attending East Cleveland Schools



by Home Locations

Cleveland Students Attending East Cleveland Schools

2013-14 Academic Year

- Student Home Locations
- Cleveland Boundary
- Cluster Boundary

- 01 Kamm's – Bellaire-Puritas
- 02 Detroit Shoreway – Cudell – Edgewater
- 03 Ohio City – Tremont
- 04 Clark-Fulton – Stockyards
- 05 Old Brooklyn – Brooklyn Center
- 06 Broadway-Slavic Village
- 07 Lee – Miles
- 08 Central – Kinsman – Mt. Pleasant
- 09 Buckeye – Shaker – Larchmere
- 10 Glenville – University – Fairfax
- 11 Downtown – St.Clair-Superior – Hough
- 12 Collinwood – Euclid

