ATLANTA PUBLIC SCHOOLS | Research + Evaluation

www.atlantapublicschools.us

Midtown Cluster Data Dig

Research and Evaluation

March 18, 2025

Nik Patel, Data Strategist

Presentation Recording:
https://youtu.be/t1whKHBeHH0

Suggestion: *To use all links in this presentation we recommend you open it in a PDF viewer such as Adobe or Preview.*

Last Updated 10:30 on March 19, 2026

Midtown Cluster Data Dig

Goal: To provide an overview of the traditional and charter/conversion charter school data in the Midtown Cluster in hopes the community digs deeper at their school level with leadership.

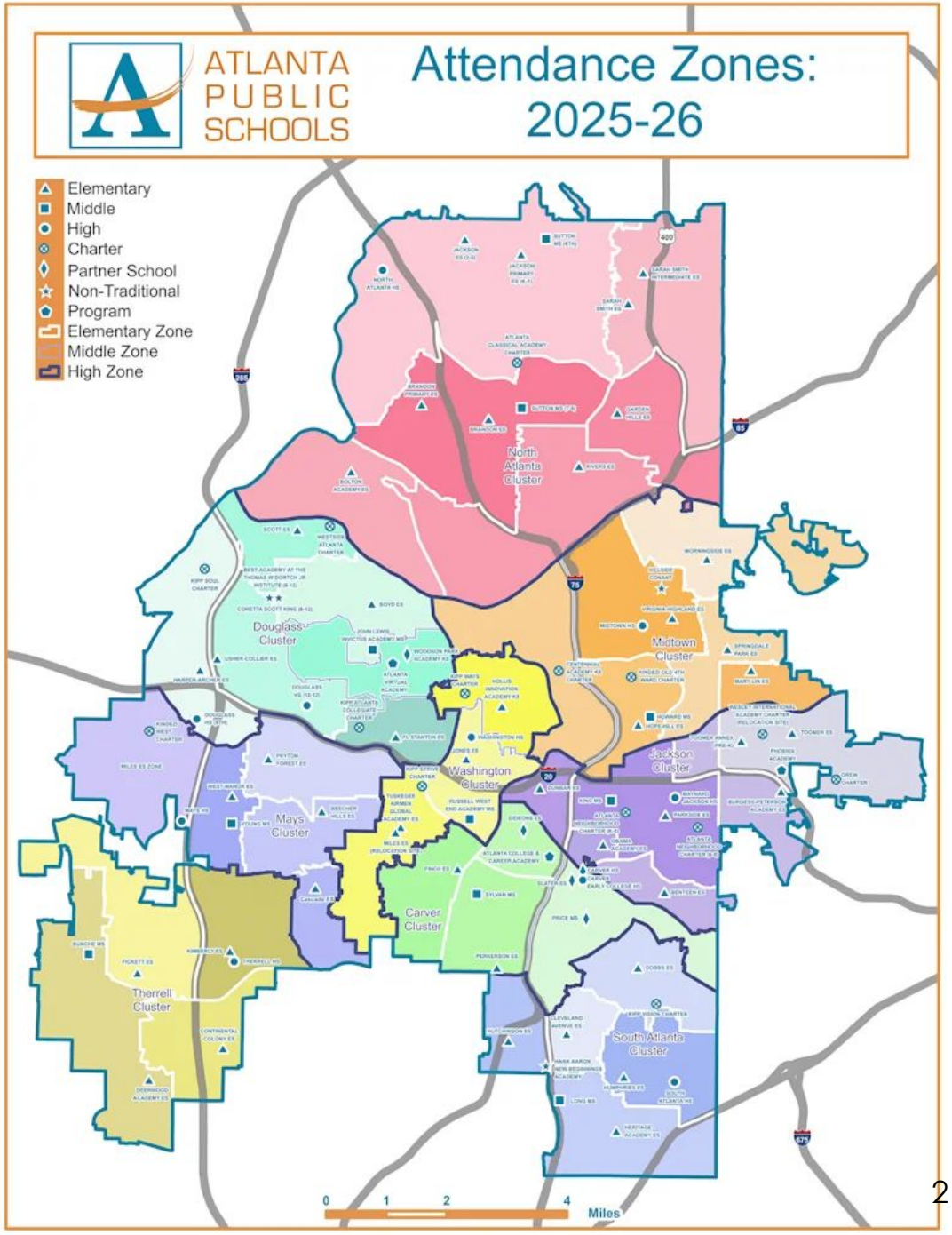
Hot Topics:

- Trends of the Midtown Cluster Students
- New for this year's Data Dig: 25/26 Enrollment, Amira Data, Dual Enrollment, ACCA, Remediation

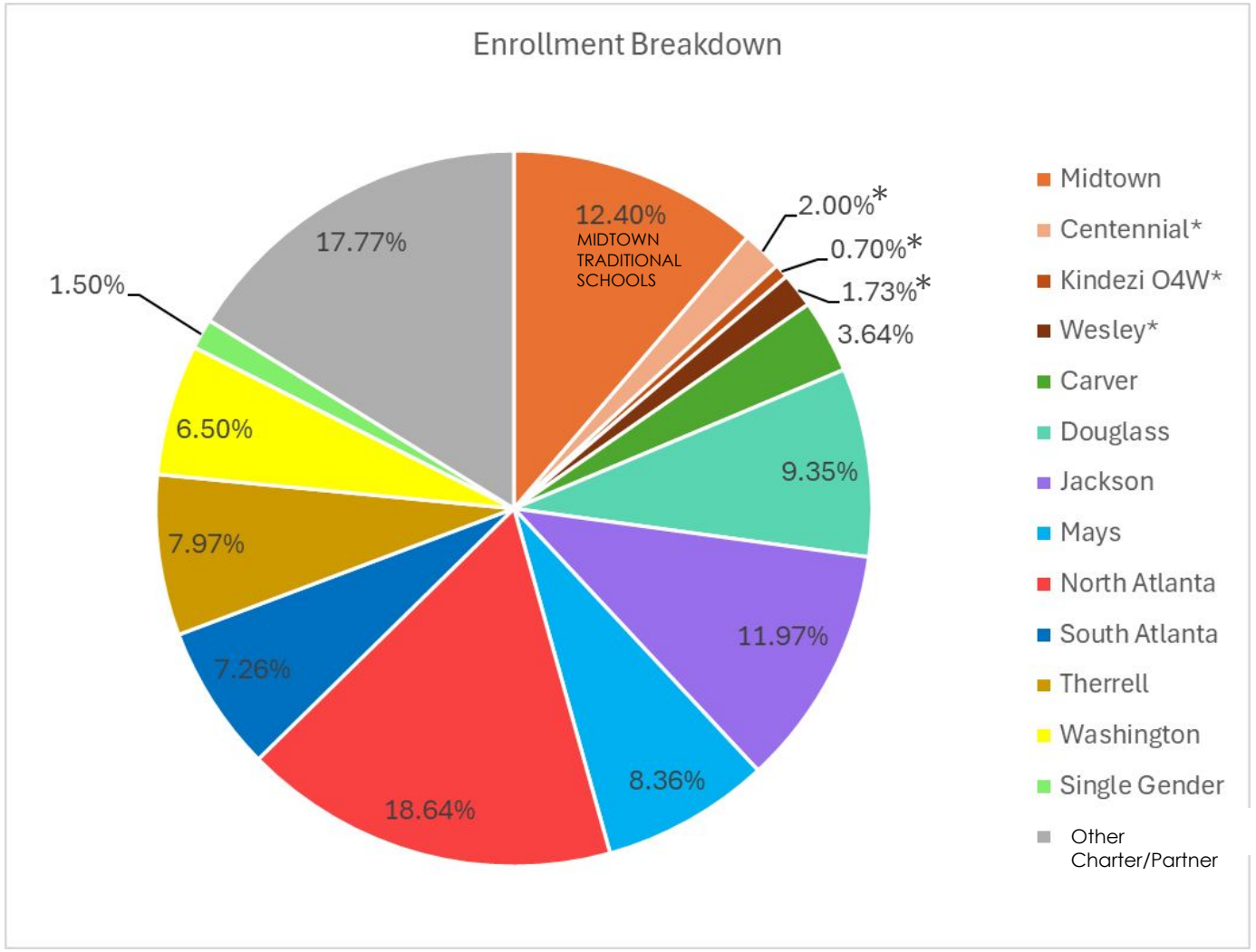
Data Sources:

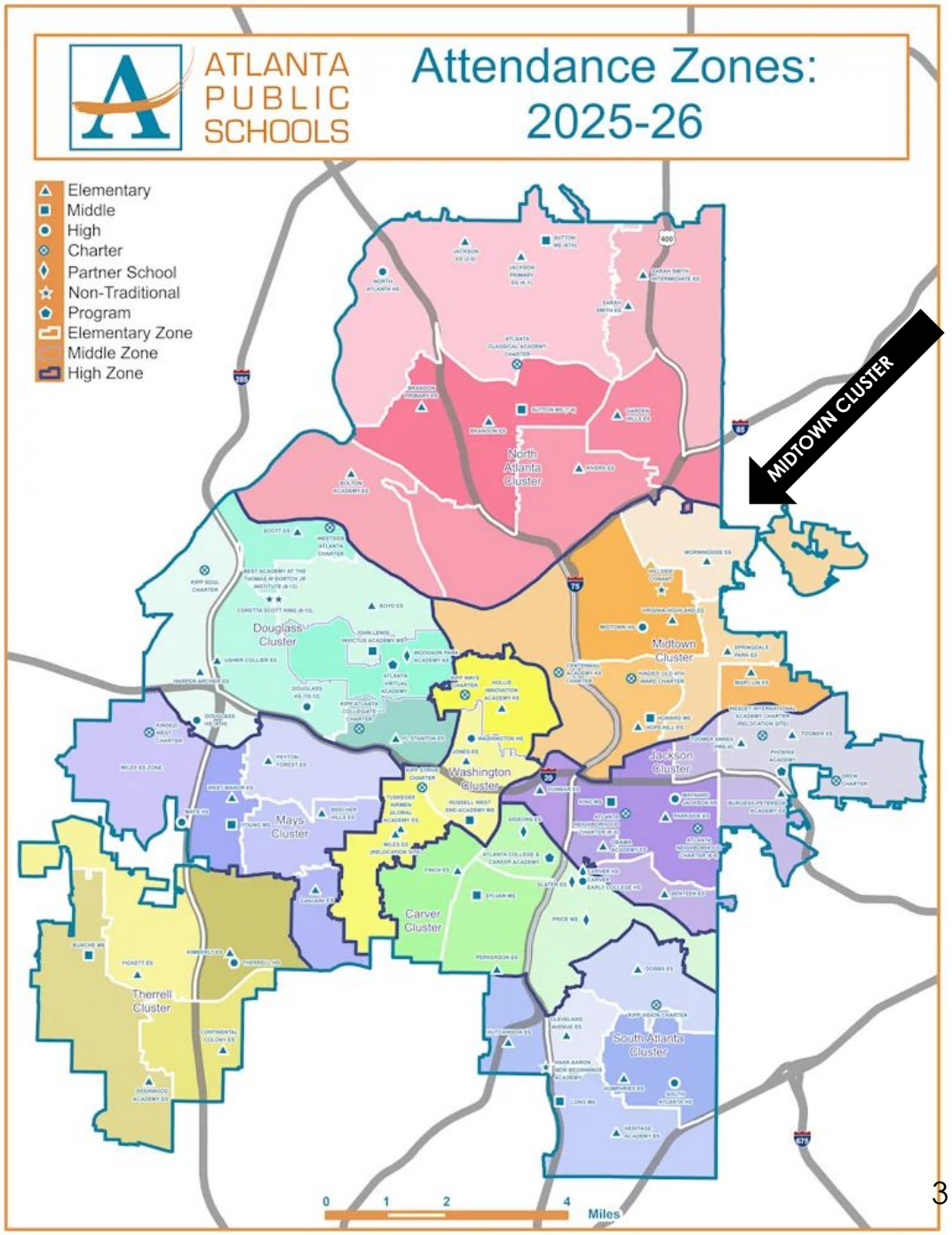
- APS Data DIG team
- Georgia Department of Education (GADOE) Dashboards.

  (Similar subgroups categorization will be presented in this presentation)



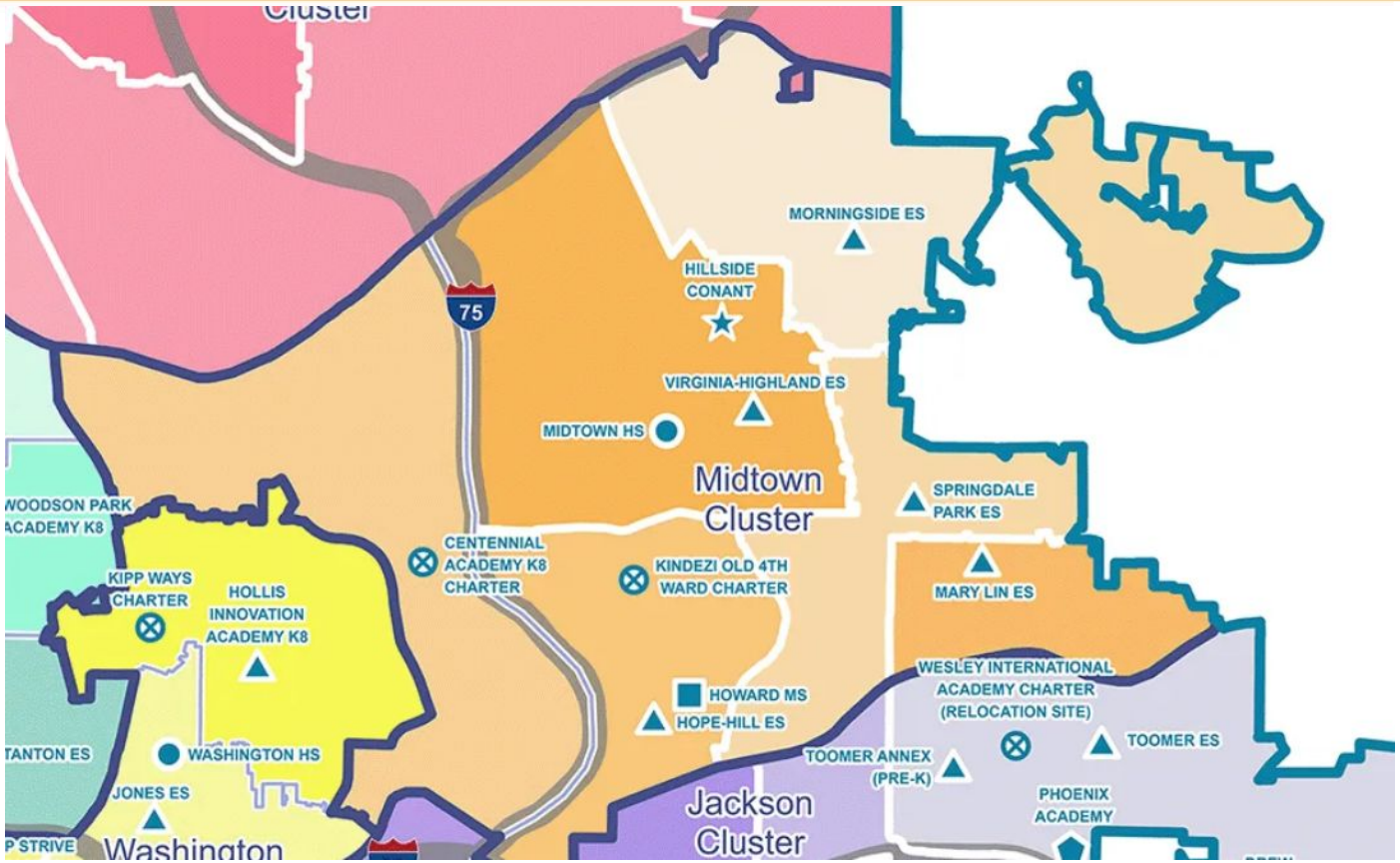
APS Overall Enrollment by Cluster Breakdown, per GADOE FTE





**Charter or Conversion Chart School within Midtown Cluster Boundary*
Note: *Data reported is based off GaDOE October 2025 FTE*

Overview of APS Schools located in Midtown Cluster boundaries



Traditional Schools:

Defined attendance zones AND allows administrative transfers if under certain threshold.

- PK-5: Five Elementary Schools
  - Hope Hill
  - Mary Lin
  - Morningside *(no prek)*
  - Springdale Park
  - Virginia Highland
- 6-8: Howard Middle School
- 9-12: Midtown High School

Conversion Charter School:

Defined attendance zone AND School of choice. APS has one Conversion Charter School..

- K-8: Centennial

Charter:

No defined attendance zone. School of choice.

- K-8: Kindezi Old Fourth Ward
- K-8: Wesley International Academy

To learn more about Partner & Charter Schools visit:
https://sites.google.com/view/aps-charter-partner-schools/about

- *The new cluster middle school, DT Howard opened in SY20/21 and is located in Old Fourth Ward.*
- *In 2021, Grady High School was renamed Midtown High School.*
- *A new elementary school, Virginia Highland Elementary opened in SY23/24 is located in the previous cluster middle school space, Inman Middle School. Rising 4th-5th graders in the SY23/24 school year were allowed to continue their studies to completion at the school they were currently attending.*

FTE Enrollment: Georgia Department of Education (GADOE)

- **Full-Time Equivalent (FTE)** refers to Enrollment data collected by Georgia Department of Education for funding that is based on student enrollment and education services provided by local school systems to students. FTE is a 'snapshot' or 'point in time' of the regularly scheduled instructional services provided to students on that specific date, called the FTE 'Count Day'.
  - **Two Data Points each Year**
    - FTE-1, first Tuesday in October
    - FTE-2, first Thursday in March
  - **Possible reasons for discrepancies between live data include:**
    - A student must be present 1 of the 10 days prior to FTE count day to be counted on FTE count day.
    - Students in APS Exceptional Education Regional Units are counted back towards their home/zoned school

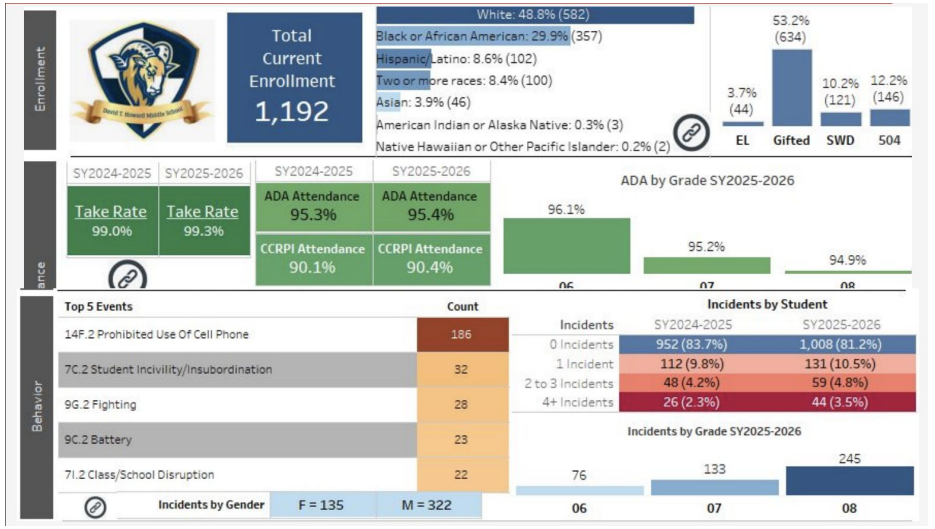
Educational programs are divided into 17 state-funded categories. A specific funding weight is assigned to each category. FTE is calculated using 6 segments. Courses that are identified as study hall, non-credit courses, enrichment courses, or course which require participation in an extracurricular activity for which enrollment is on a competitive basis, courses in which student serves as a teacher assistant, office assistant, or library aides, courses for which no outline of course objectives is prepared or does not dedicate a major portion of the class time toward meeting state-approved curriculum requirements, or any other course identified by the GADOE are not eligible for FTE funding.

Other Enrollment Terms

- **Projected Enrollment:** Referenced in the APS State of Schools and past APS Utilization Reports, is set by district.

- **School Allotment (Budgeted) Projected Enrollment:** are released to Principals & GO Team during budgeting process every Winter for subsequent school year.
  - "The School Attotment Guidelines (SAG) is reviewed yearly by Budget Services, Senior Cabinet, and program managers and is updated and edited based on principal feedback and new initiatives of the district."

- **"Leveling Day" Enrollment:** "The student enrollment data from Infinite Campus as of noon on the 15th day will be used to determine the appropriate allocation earned for each school as determined by the formulas contained in this SAG" page 4, FY27 School Allotment Guidelines

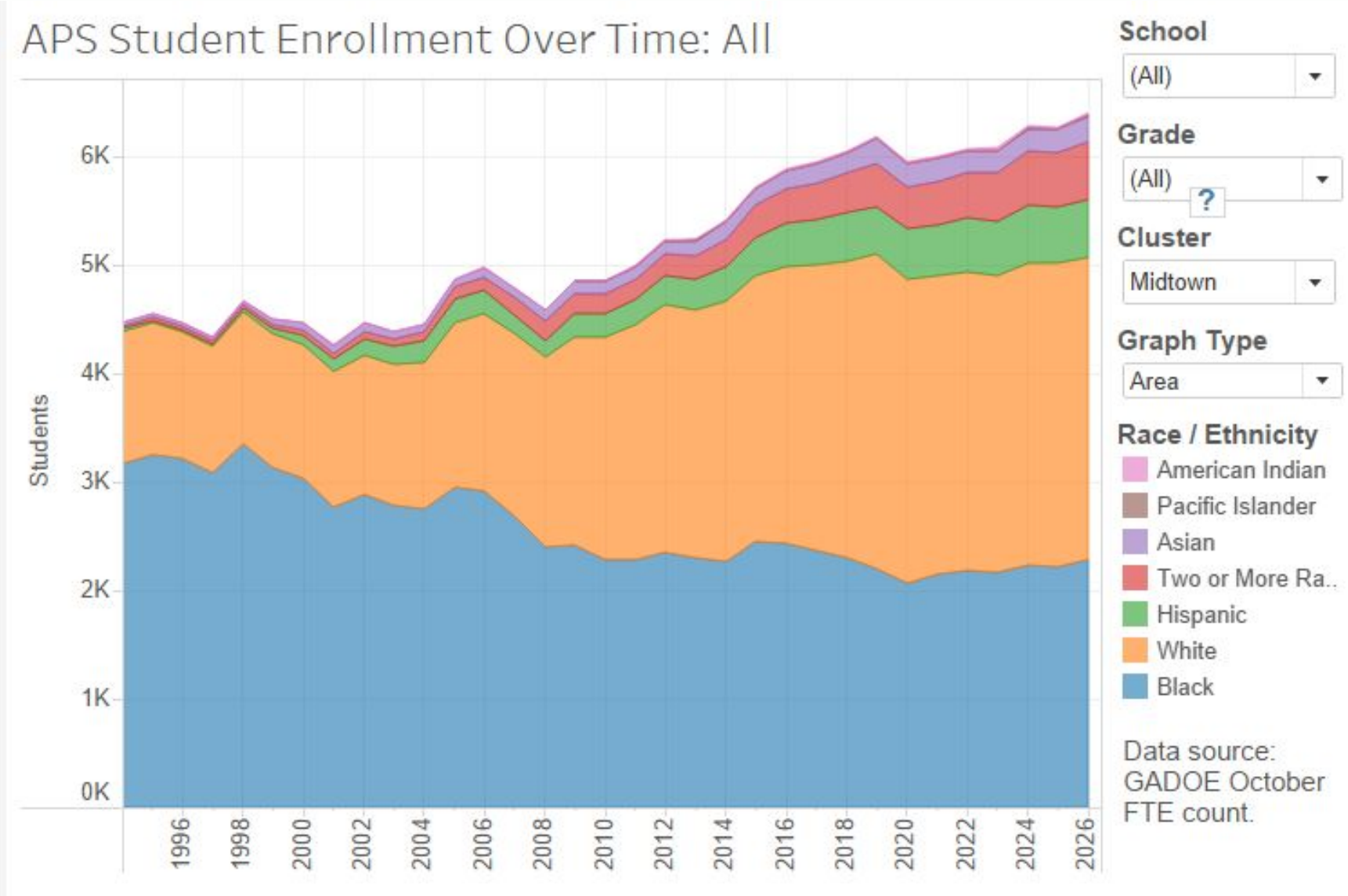


- Infinite Campus: platform used by APS for registration and annual update. Portal students and families grades K–12 have access to for class schedules, attendance records, and grades.

- **APS Graphs / Principal Dashboard:** pictured to the right and in Appendix for each school

Midtown Cluster Enrollment over time: Traditional Schools Only

Per GADOE October FTE.



Note: *Enrollment data based off of GADOE October FTE.*

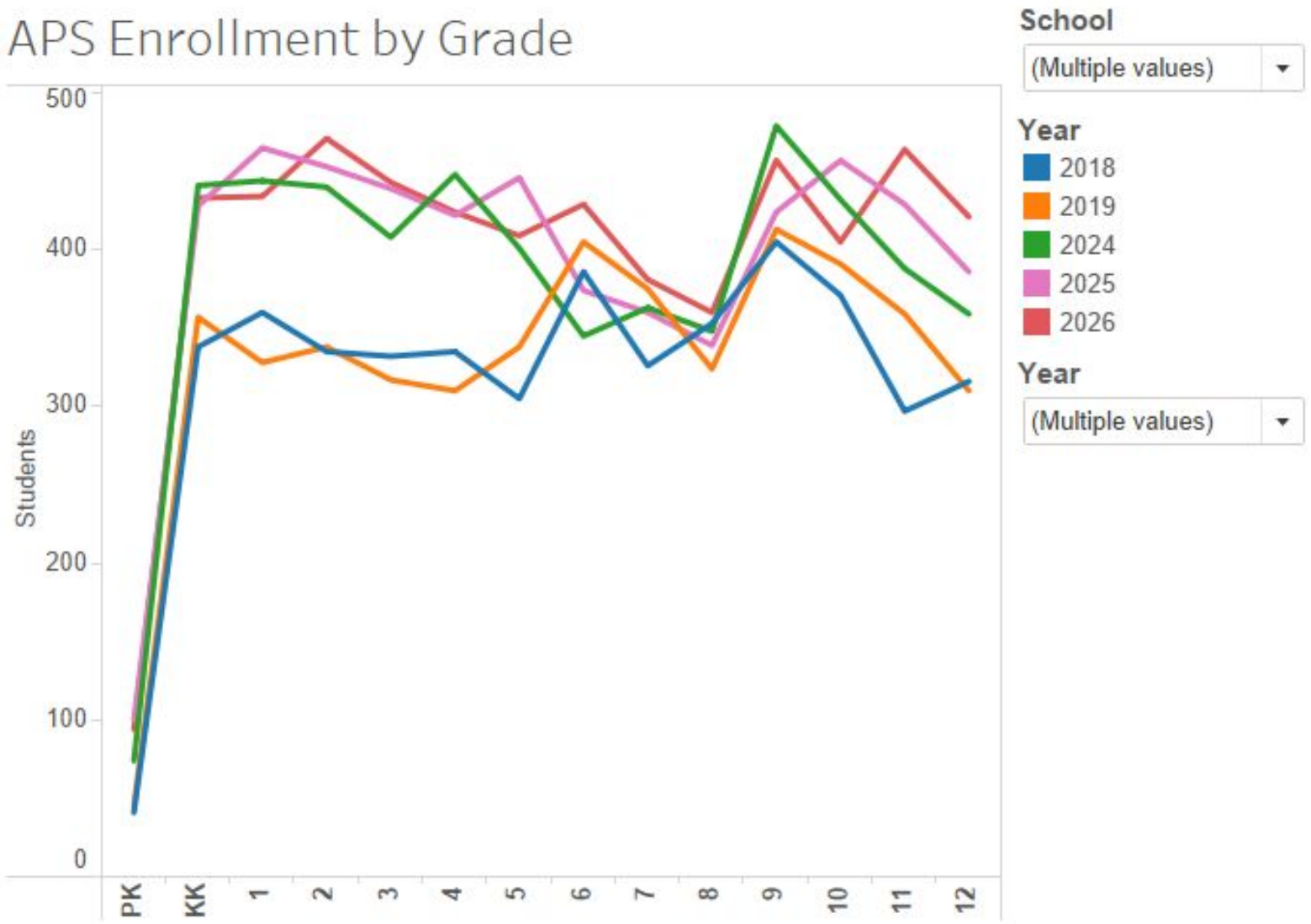
Possible reasons for discrepancies between live data include:

- *A student must be present 1 of the 10 days prior to FTE count day to be counted on FTE count day.*
- *Students in APS Exceptional Education Regional Units are counted back towards their home/zoned school.*

Resource: *Explore October FTE Enrollment Data on APS Insights or GADOE Dashboard*

Midtown Cluster Enrollment by Grade: Traditional Schools Only

Per GADOE October FTE.



Note: *Enrollment data based off of GADOE October FTE.*

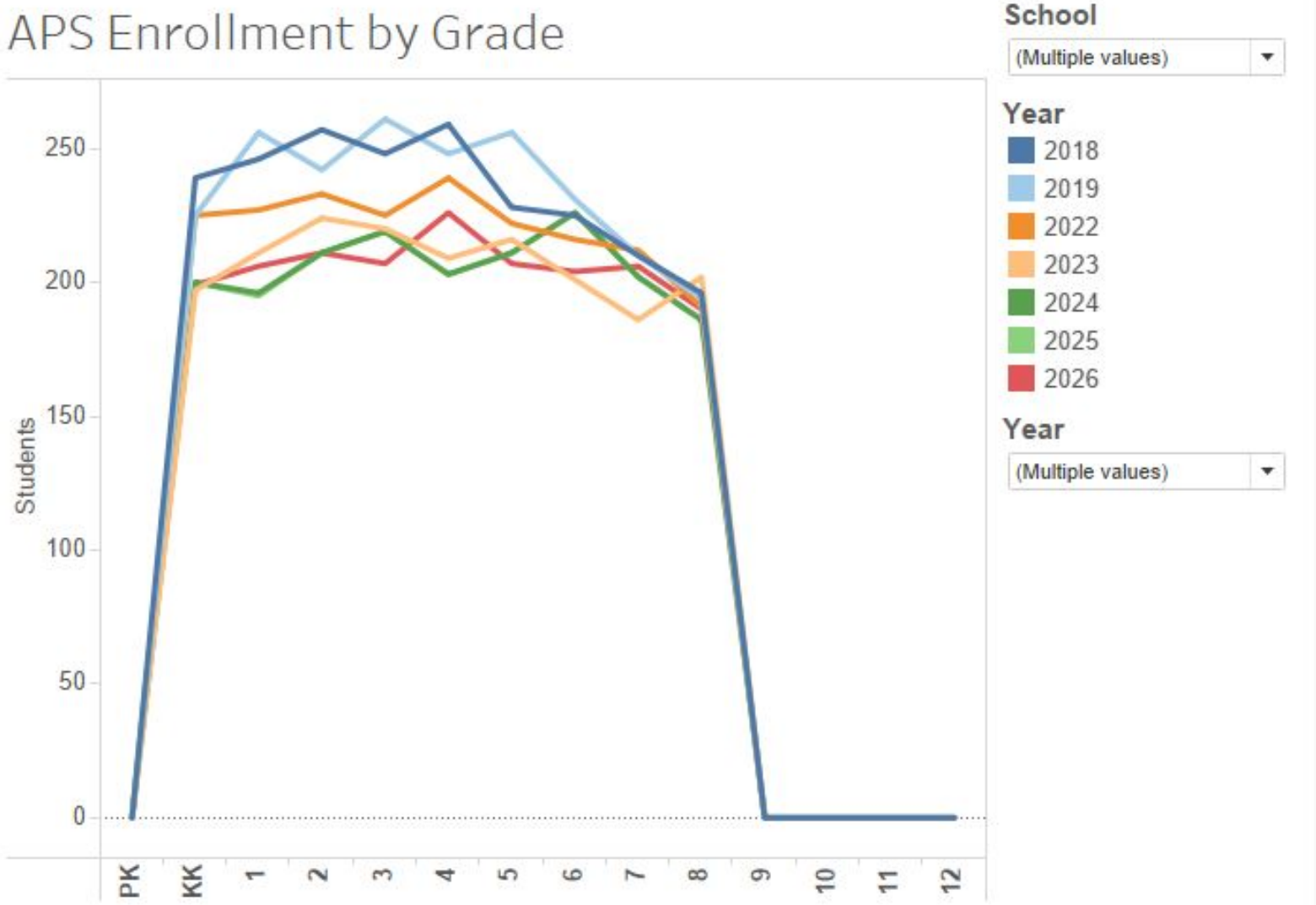
Possible reasons for discrepancies between live data include:

- *A student must be present 1 of the 10 days prior to FTE count day to be counted on FTE count day.*
- *Students in APS Exceptional Education Regional Units are counted back towards their home/zoned school.*

Resource: *Explore October FTE Enrollment Data on APS Insights or GADOE Dashboard*

Midtown Cluster Enrollment by Grade: Charter & Conversion Schools

Per GADOE October FTE.



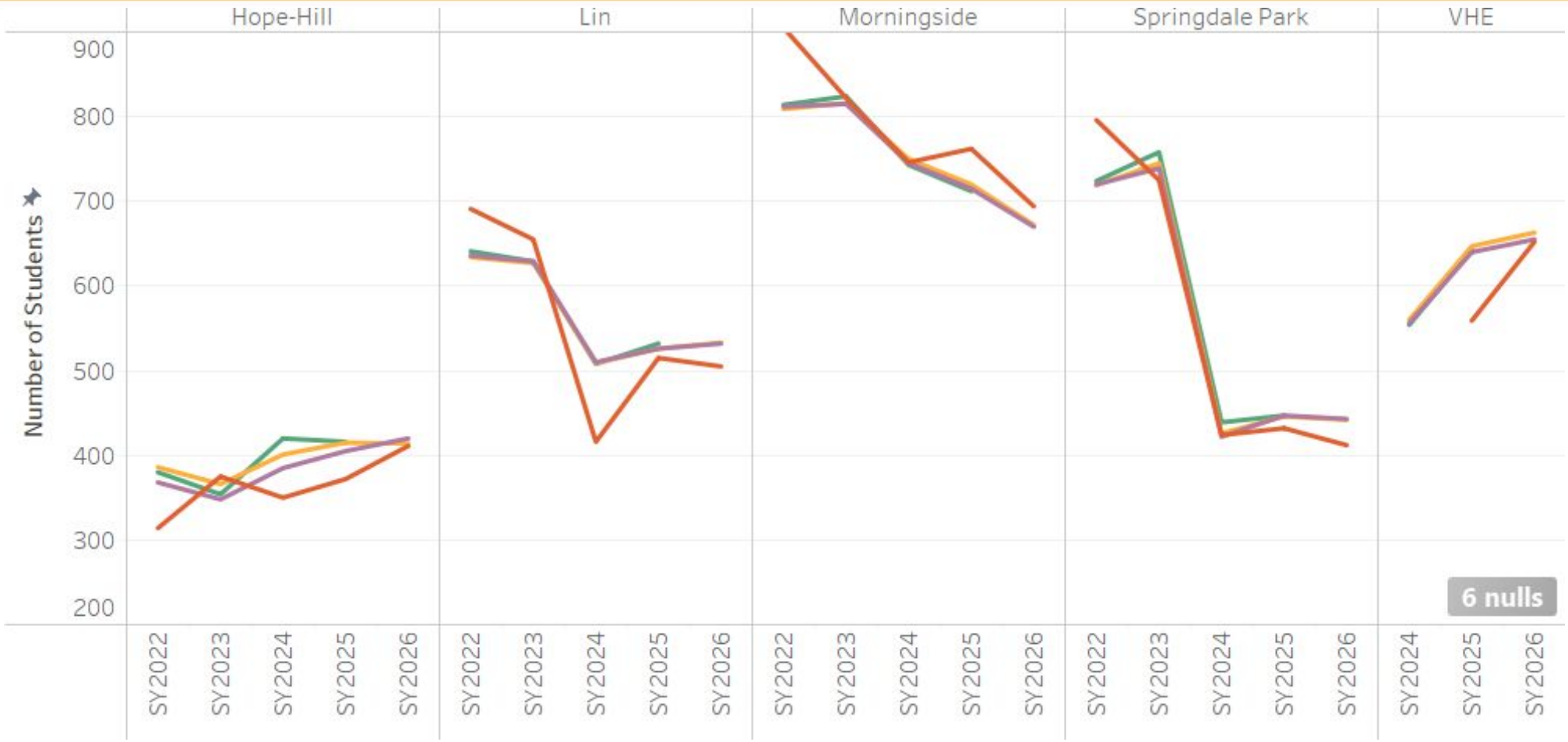
Includes:

- Centennial Academy
- Kindezi Old Fourth Ward
- Wesley International

Resource: *Explore October FTE Enrollment Data on APS Insights or GADOE Dashboard*

Enrollment Differences - Traditional K-5

Per Budgeted Enrollment, Leveling Day Enrollment, GADOE October FTE & March FTE



	Hope-Hill					Lin					Morningside					Springdale Park					VHE		
	SY2022	SY2023	SY2024	SY2025	SY2026	SY2022	SY2023	SY2024	SY2025	SY2026	SY2022	SY2023	SY2024	SY2025	SY2026	SY2022	SY2023	SY2024	SY2025	SY2026	SY2024	SY2025	SY2026
Budget	314	375	350	372	411	691	655	416	515	505	905	822	746	762	694	796	725	424	432	412		559	652
Leveling Day	368	348	385	405	420	636	629	510	526	532	812	815	745	715	670	720	739	422	447	443	556	640	655
October FTE	386	366	401	415	414	634	627	509	526	533	809	816	750	720	672	719	745	426	446	442	560	647	663
March FTE	380	354	420	416		641	629	508	532		814	824	743	712		724	758	439	447		554	643	

Budget
Leveling Day
October FTE
March FTE

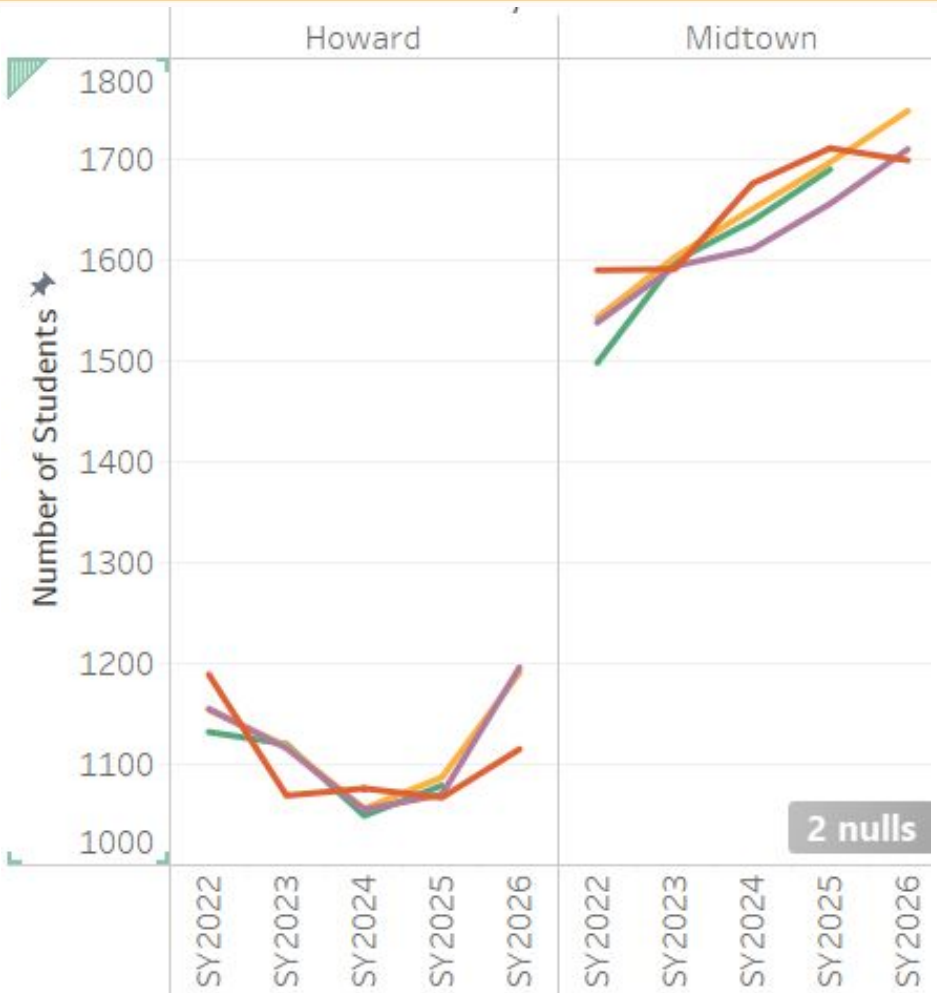
Note: *Possible reasons for discrepancies between live data include:*

- *A student must be present 1 of the 10 days prior to FTE count day to be counted on FTE count day.*
- *Students in APS Exceptional Education Regional Units are counted back towards their home/zoned school.*

Resource: *1. October FTE Enrollment Data GADOE Dashboard* 2. Midtown CAT SY24/25 Budget Letter

Enrollment Differences - Traditional Middle & High

Per Budgeted Enrollment, Leveling Day Enrollment, GADOE October FTE & March FTE



Budget	1,189	1,069	1,076	1,067	1,115	1,590	1,591	1,676	1,711	1,699
Leveling Day	1,155	1,116	1,055	1,070	1,196	1,538	1,594	1,611	1,656	1,710
October FTE	1,154	1,118	1,056	1,087	1,191	1,543	1,603	1,651	1,697	1,748
March FTE	1,132	1,120	1,049	1,079		1,498	1,599	1,639	1,690	



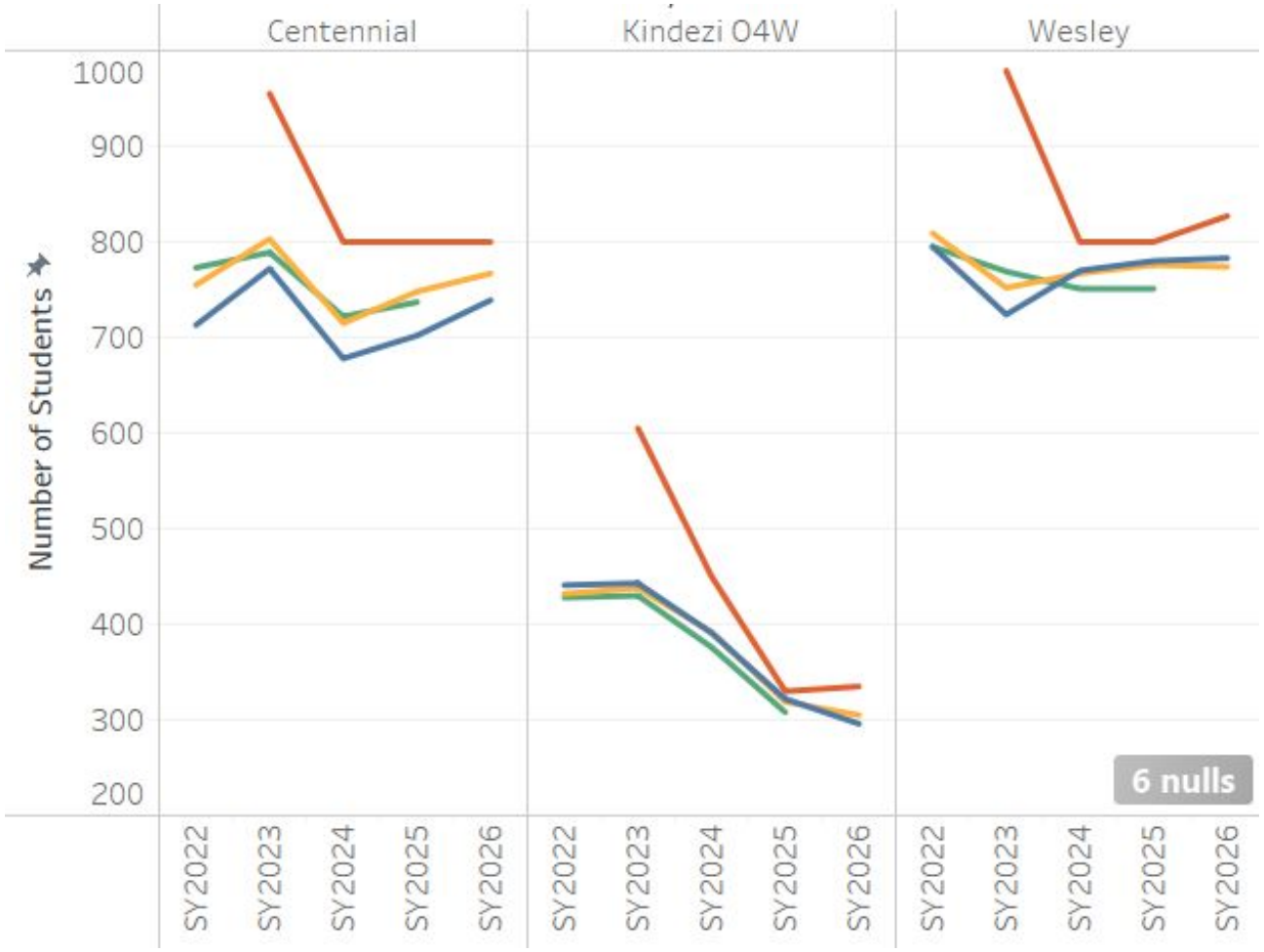
Note: *Possible reasons for discrepancies between live data include:*

- *A student must be present 1 of the 10 days prior to FTE count day to be counted on FTE count day.*
- *Students in APS Exceptional Education Regional Units are counted back towards their home/zoned school.*

Resource: *1. October FTE Enrollment Data GADOE Dashboard* 2. Midtown CAT SY24/25 Budget Letter

Enrollment Differences - Charter & Conversion Charter

Per Budgeted Enrollment, Leveling Day Enrollment, GADOE October FTE & March FTE



	Centennial					Kindezi O4W					Wesley				
Budget		955	800	800	800		605	450	330	335		979	800	800	827
Leveling Day	713	772	678	702	739	441	443	391	322	296	795	724	770	780	783
October FTE	755	803	715	748	767	432	438	392	319	305	809	752	767	776	774
March FTE	773	789	722	737		428	430	376	308		795	769	751	751	

Budget
Leveling Day
October FTE
March FTE

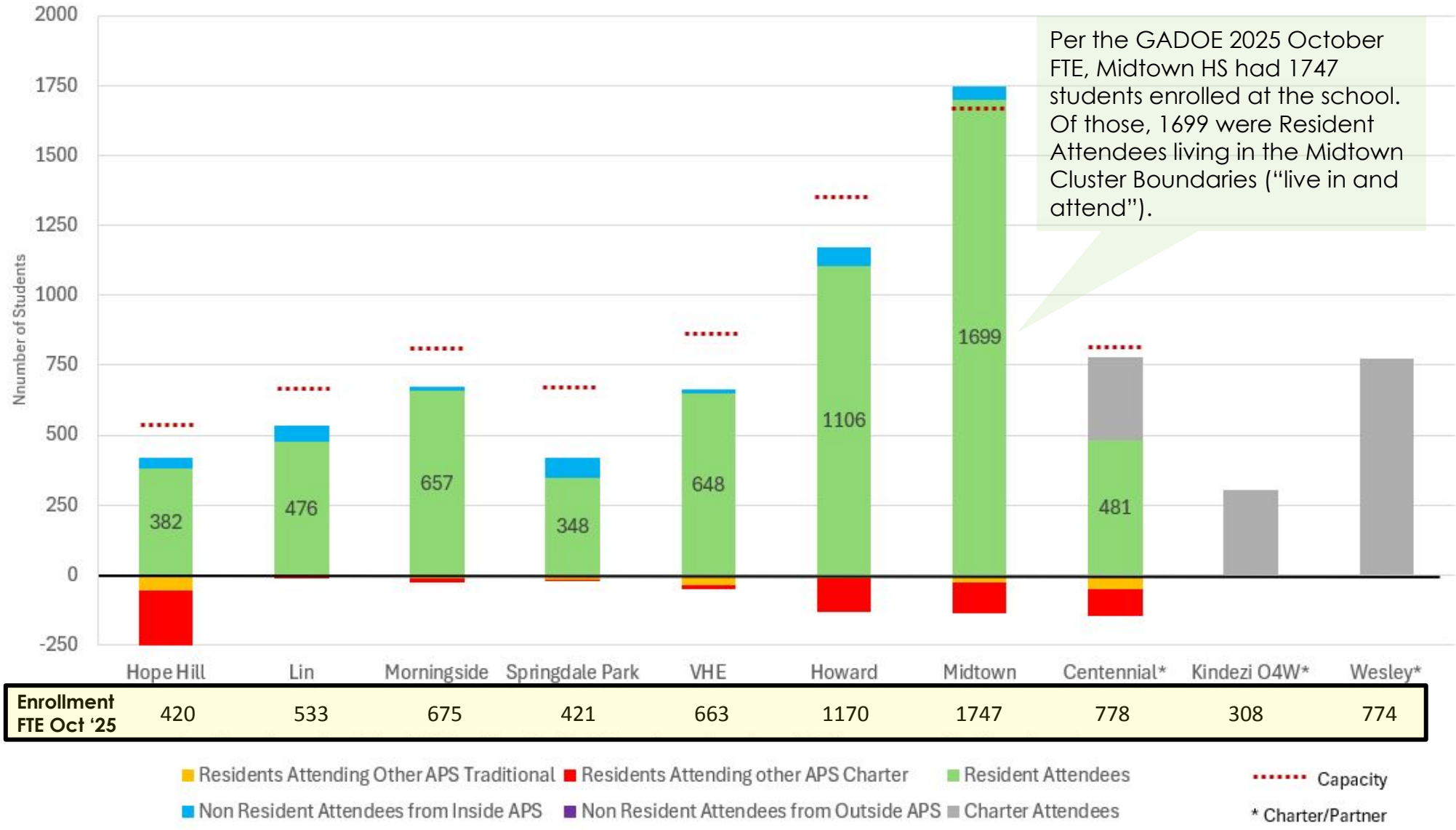
Note: *Possible reasons for discrepancies between live data include:*

- *A student must be present 1 of the 10 days prior to FTE count day to be counted on FTE count day.*
- *Students in APS Exceptional Education Regional Units are counted back towards their home/zoned school.*

Resource: *Explore October FTE Enrollment Data on APS Insights or GADOE Dashboard*

Midtown Cluster Boundary SY25/26 Enrollment: Live-in versus Out of Zone Attend

Per GADOE October FTE.

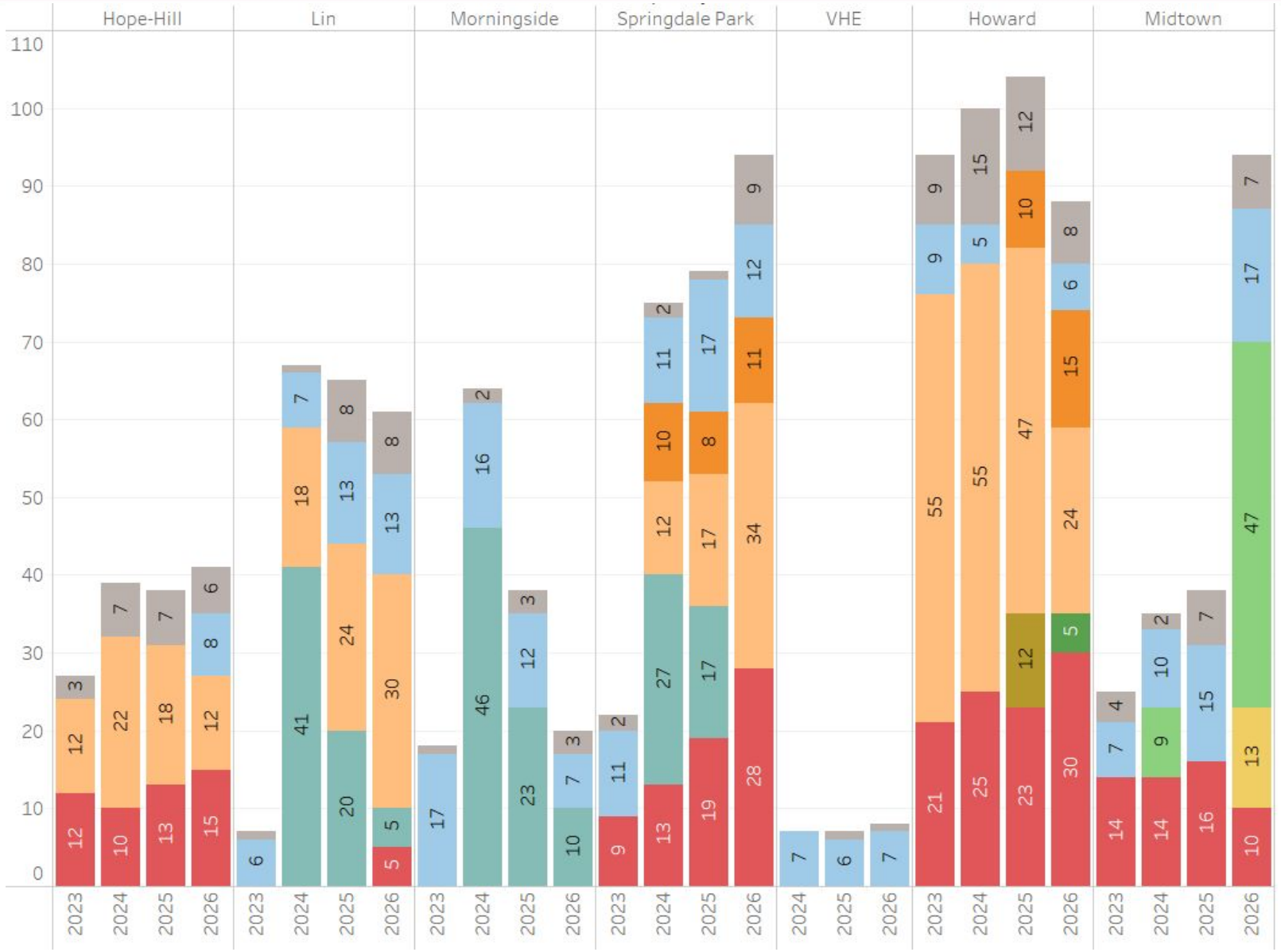


These bar graphs represent GADOE October 2025 FTE data and capacity presented in the SY25/26 APS State of Schools reported to the APS BOE in November 2025.

*These bar graphs do not include students who are enrolled in a APS Exceptional Education Regional Units at the School.

Non Resident: Attendance Permits

Midtown Cluster Traditional Schools Only



APS offers different types of Administrative transfers:

1. **General Administrative Transfers** – permits students to attend an out-of-zone school until the highest grade of school.
2. **Georgia Special Needs Scholarship Transfers** – permits eligible special education students to request a transfer to another APS school on the basis of special needs.
3. ***Other Attend Codes/Permits and/or Affidavits*** *may also be used to attend an out of zone school. See below.*

- Permit not Viewable
- Child of Board Employee/Worksite
- Employee Cluster Transfers
- Gen Administrative Transfer
- Health/Safety/Emergency
- Homeless
- Moved - 5th/8th Grade
- Moved after Jr Year
- Rezoning/Grandfathered
- Special Education Service/Unit*

** Some of the students assigned to regional units may still have an out of zone attendance code even after they have moved into the zone*

Permit
Child of Brd Employee/Worksite
Magnet Student
General Transfer with Tuition
Special Ed Service/Unit
Health/Safety/Emergency
Gen Administrative Transfer
Moved after Jr Year
Moved after Jr Year/Tuition Required
Moved – Eligible to Complete Semester
Instructional/Services Transfer
Zoning Error
End of Year Transfer
Moved - 5th/8th Grade
Moved-Tuition Required
Child of Brd Emp/Gen Transfer
Child of Brd Emp & Magnet Schl
School Staff Enrollment Error
Homeless
No Child Left Behind
Unsafe School Transfer
Victim of Violent Crime
Rezoning/Grandfathered

Note: *1.“Permit is not viewable” for that year if there are less than 10 students in that group. 2. Affidavits used to attend an out of zone school may not be represented in this data. (ex: kinship, grandparent etc)*

SY 25/26 APS Exceptional Education: Regional Units

EXCEPTIONAL EDUCATION

Why it matters: Educational spaces for students with identified needs require specialized space, equipment, and resources. As districts see rising enrollment among Exceptional Education students, APS must be intentional not only about where these spaces are located, but also about ensuring they are appropriate and meet student needs. As these space needs increase, there is an impact on capacity, level of renovation required, and how to place students and staff appropriately in the future.

Direction is to improve Exceptional Education delivery models that includes appropriate program spaces, staffing, and resource availability. This will be dependent upon school size, especially at the elementary and middle school levels.

Notes:

- Size and number of schools will matter to appropriately staff and resource



HIGH SCHOOLS

School	AU-SCS	AU-FCS	ETS	SID/PID	MOID	EBD	D/HH	Transition
Carver	●	●			●			
Carver EC	●	●			●			
Douglass	●	●		●	●			
BEST/CSK								
Maynard Jackson	●	●		●	●			
Mays	●	●	●	●	●			
Midtown	●	●			●			
North Atlanta	●	●	●		●	●		
Non-Traditional								●
South Atlanta			●	●	●	●	●	
Therrell	●	●			●			
Washington					●			

MIDDLE SCHOOLS

School	AU-SCS	AU-FCS	ETS	SID/PID	MOID	EBD	D/HH	Transition
Bunche	●	●		●				
BEST/CSK								
Howard	●	●	●		●	●		
JL Invictus	●	●		●	●			
Long	●	●	●		●	●		
ML King				●				
Price								
Herman J. Russell	●	●	●					
Sutton	●	●			●			
Sylvan Hills	●	●			●		●	
Young					●			

Subject to Change

EXCEPTIONAL EDUCATION (cont.)

ELEMENTARY SCHOOLS

School	AU-SCS	AU-FCS	ETS	SID/PID	MOID	EBD	D/HH	Pre-K	Pre-K Incl.	Pre-K D/HH	Pre-K AU	Headstart
Carver												
Finch	●						●	●		●		
Perkerson		●							●			●
Douglass												
Boyd												
FL Stanton		●										
Harper Archer		●						●				
Scott					●							
Usher	●	●										
Maynard Jackson												
Benteen			●			●						
Burgess								●	●			
BaMO Aca	●								●			
Dunbar		●										
Parkside				●					●			●
Toomer					●							
Mays												
Miles			●		●	●		●				
Beecher Hills		●										
Cascade	●			●								
Peyton Forest	●	●										
West Manor												
Midtown												
Hope Hill	●								●			
Mary Lin						●						
Morningside												
Springdale Park		●										
Virginia Highlands									●			
North Atlanta												
Bolton Acadamy		●		●					●		●	
Brandon	●											
Garden Hills					●							
Jackson								●	●			
Rivers	●											
Smith		●										
South Atlanta												
Cleveland Academy		●										
Dobbs	●											
Heritage				●				●				
Humphries					●							
Hutchinson								●				
Therrell												
Continental												
Deerwood Academy					●							
Fickett		●						●				
Kimberly	●											
Washington												
MA Jones	●											
Tuskeegee A.G.				●								

Subject to Change

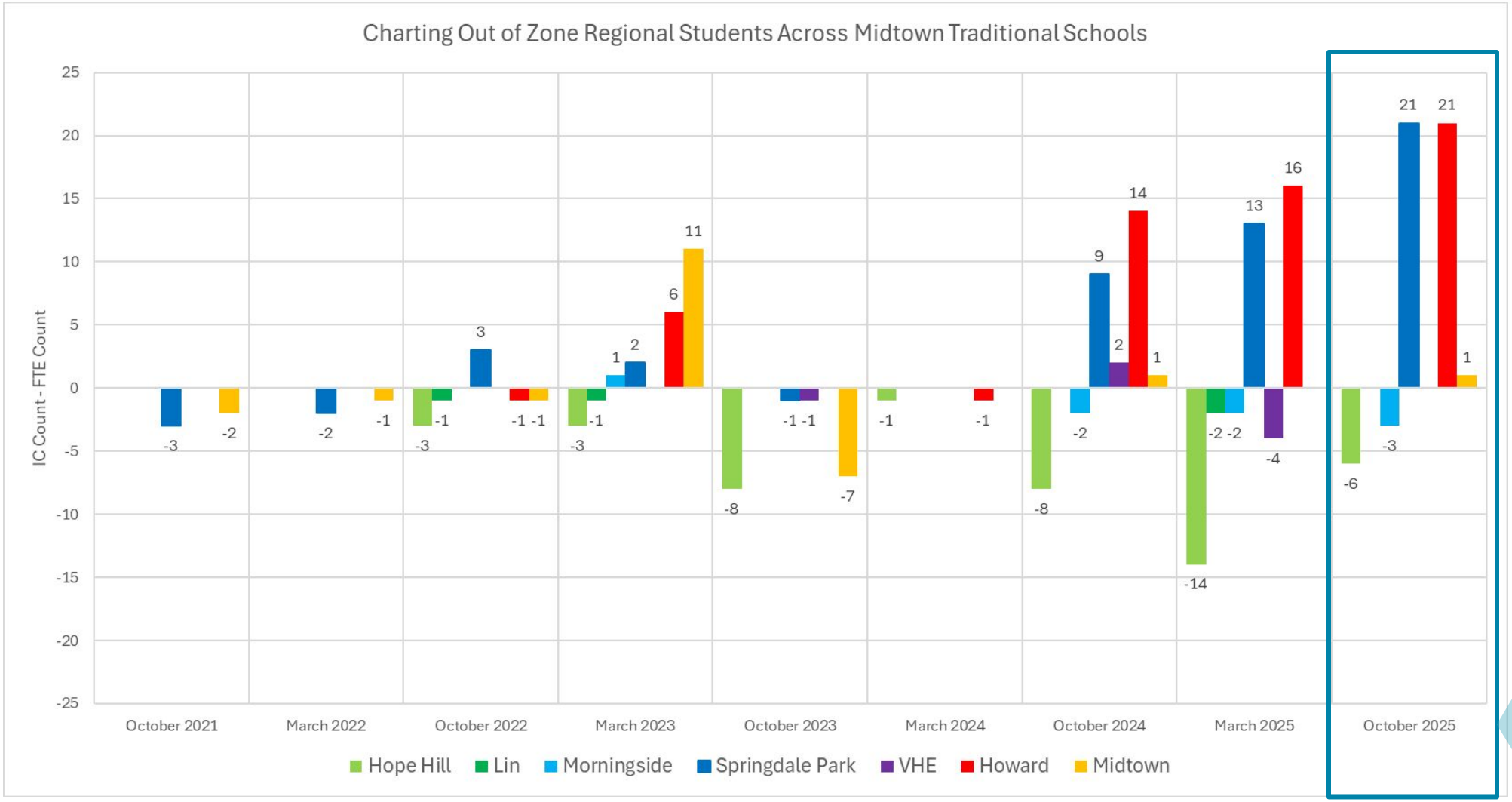
Exceptional Education was previously known as "Special Education" in APS.

Data on this slide was presented in the 2025 APS State of Schools Facilities Report, page 21 & 22

Resource: *APS Exceptional Education Information*

Non Resident: Regional Student Enrollment Differential

Midtown Cluster Traditional Schools Only



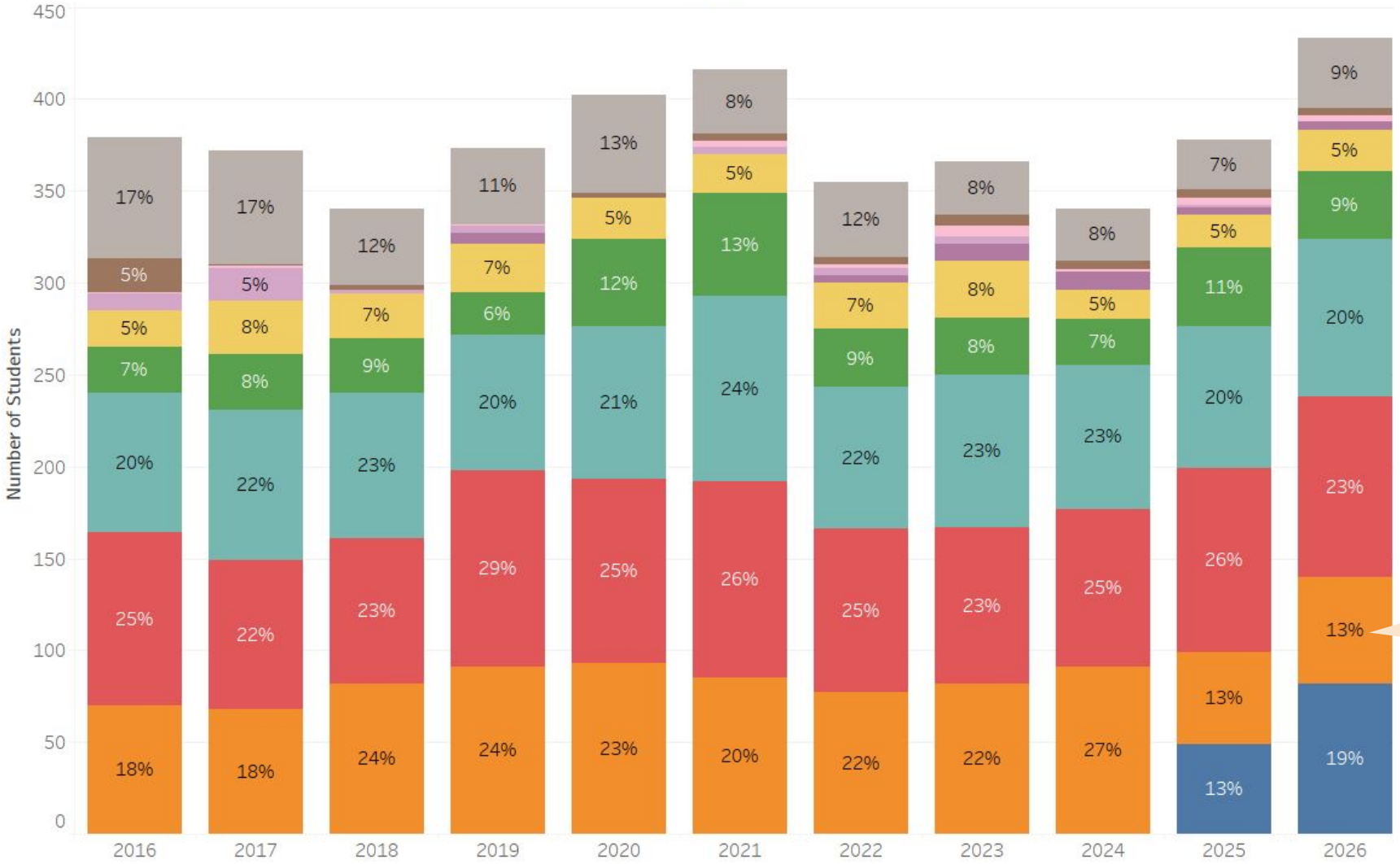
GADOE FTE enrollment counts do not include "non-resident" students (out of zone) who are enrolled in a Midtown Cluster Regional Unit.

This table does not include "resident" students (in zone) who are enrolled in a Midtown Cluster Regional Unit.

Example: For October 2025, Midtown Cluster Regional Units also have students that were residents (in zone) to their school (not pictured).
SPARK - 2
Howard - 6
Midtown - 8

Note: Students in APS Exceptional Education Regional Units are counted back toward their home/zoned school for the GADOE FTE Counts.

Feeder elementary schools of 6th grade at Howard Middle School



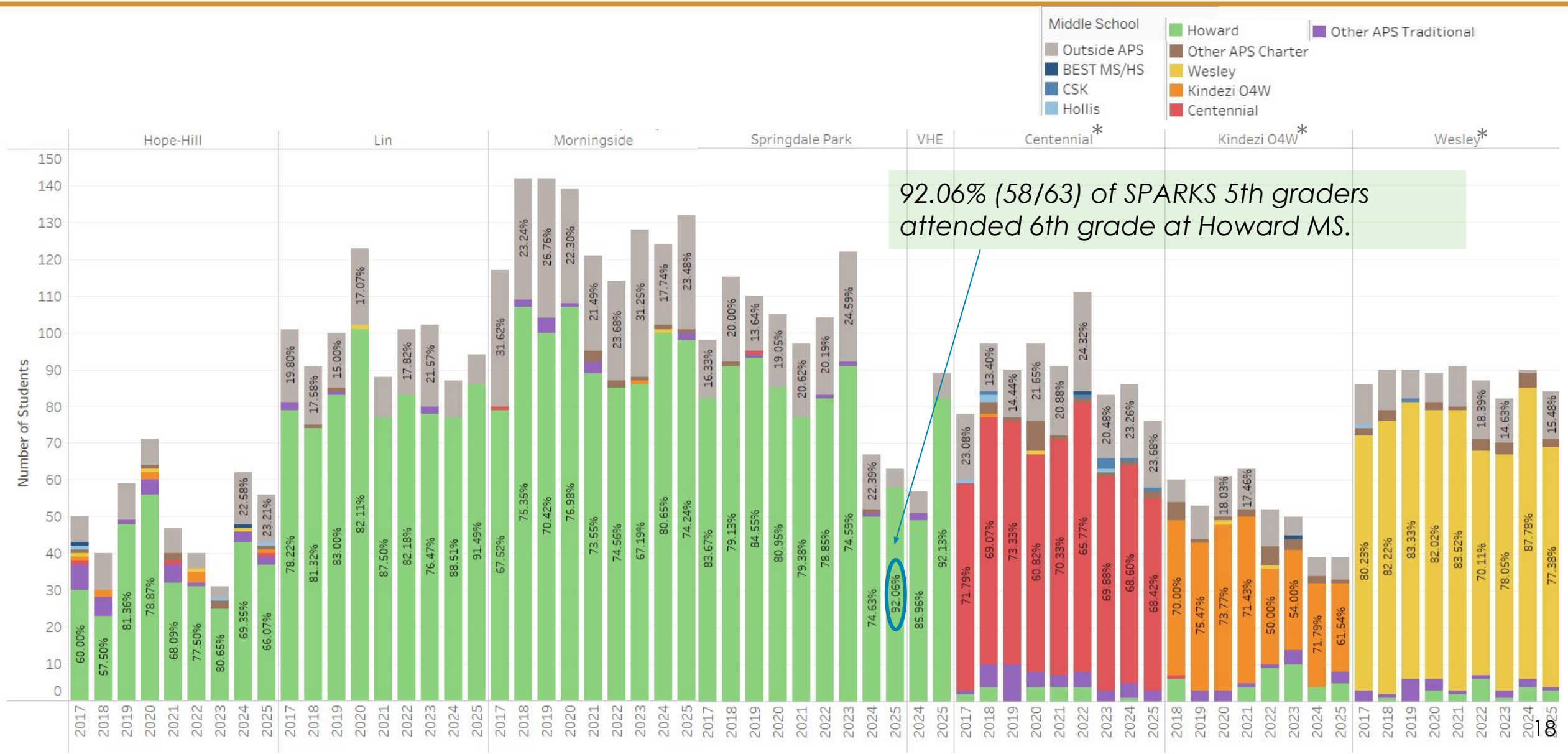


13% (58/431) of the current 6th graders at Howard MS attended 5th grade at Springdale Park.

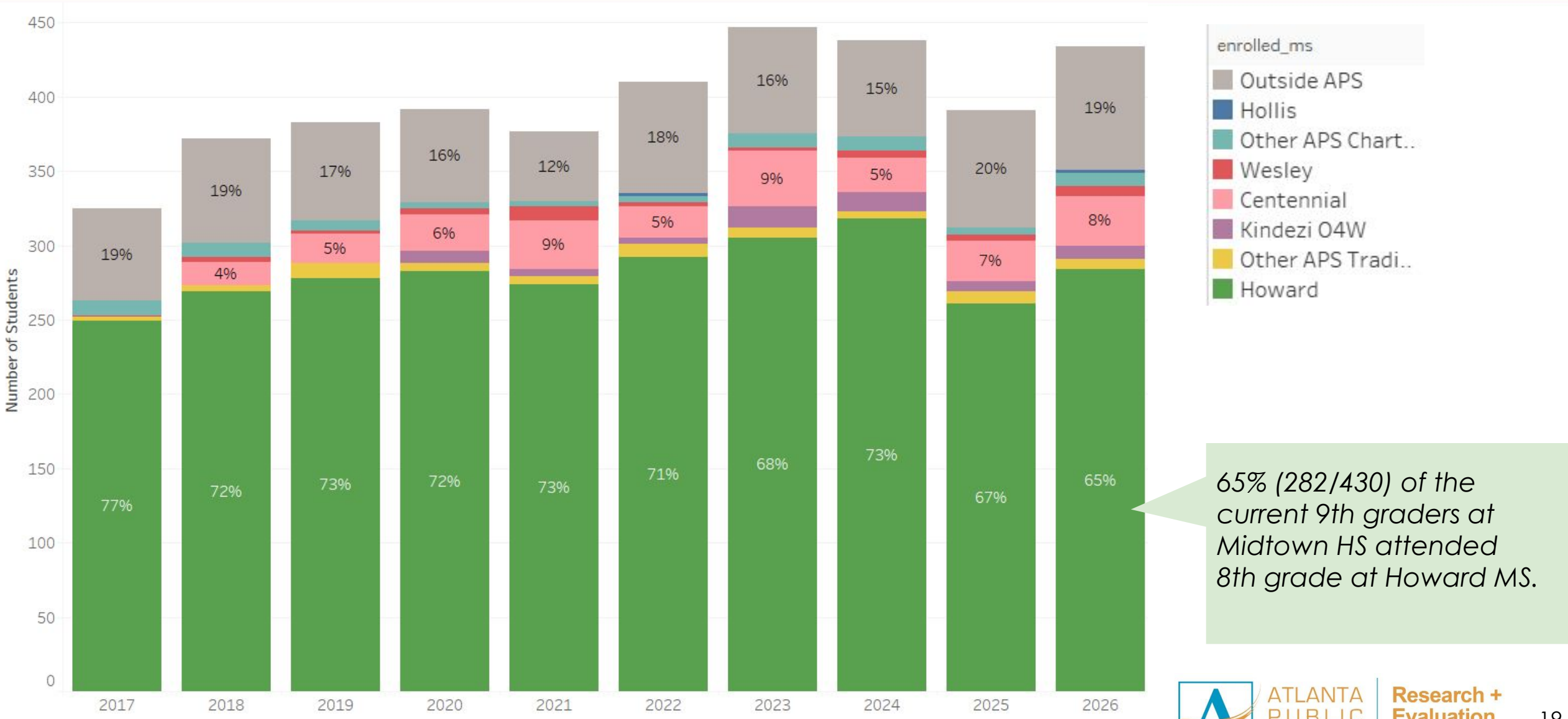
**Virginia Highland Elementary* *(VHE) opened SY23/24. Zoned attendance areas changed for Morningside, Mary Lin & Springdale Park. Legacy rules were available for 2 schools years.*

What Middle School do 5th graders attend?

Based on 5th grade end of year enrollment and subsequent October FTE 6th grade enrollment.



Feeder middle schools of 9th grade at Midtown High School

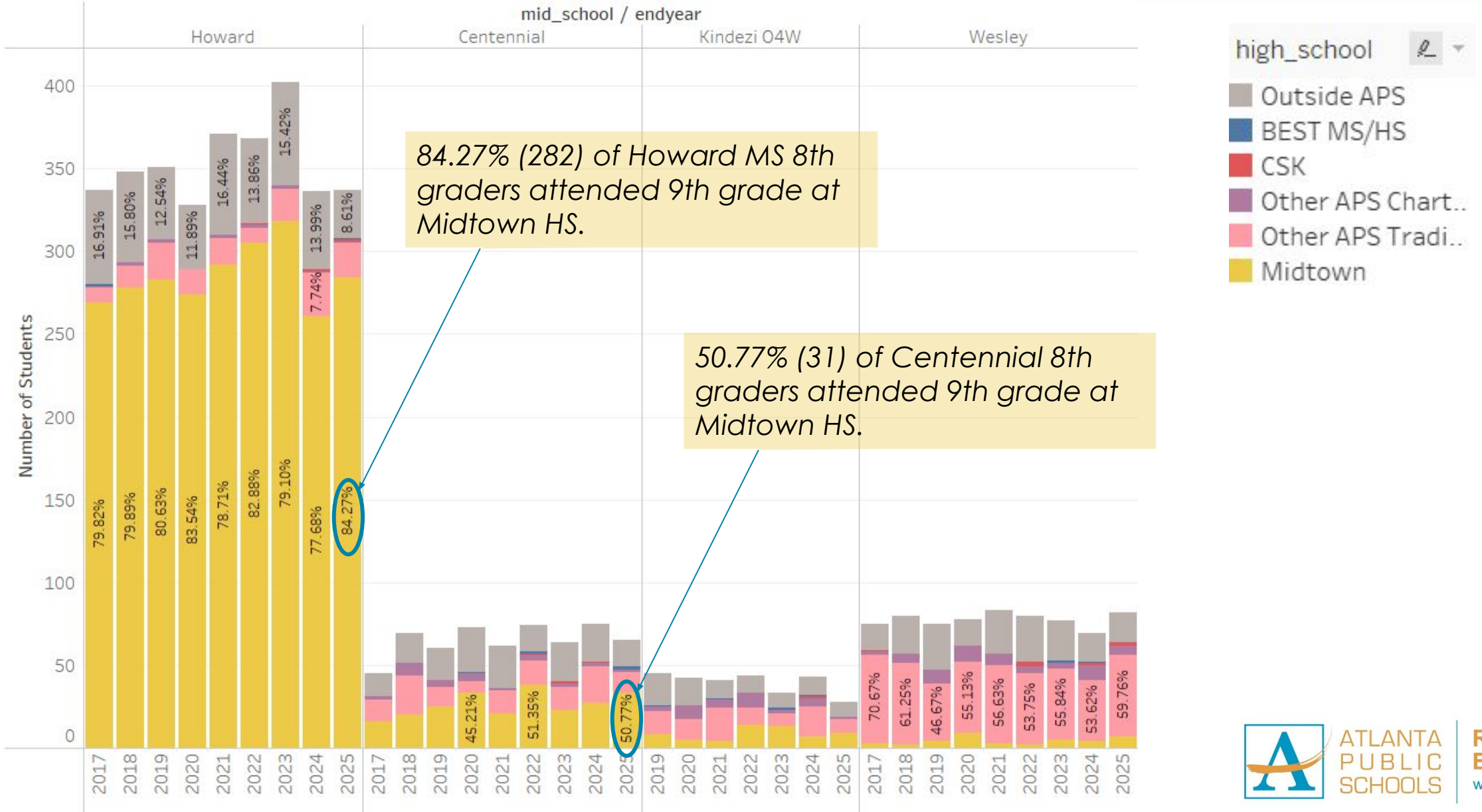


65% (282/430) of the current 9th graders at Midtown HS attended 8th grade at Howard MS.

Note: 2019, First 8th grade class graduate Centennial Academy

What High School do 8th graders attend?

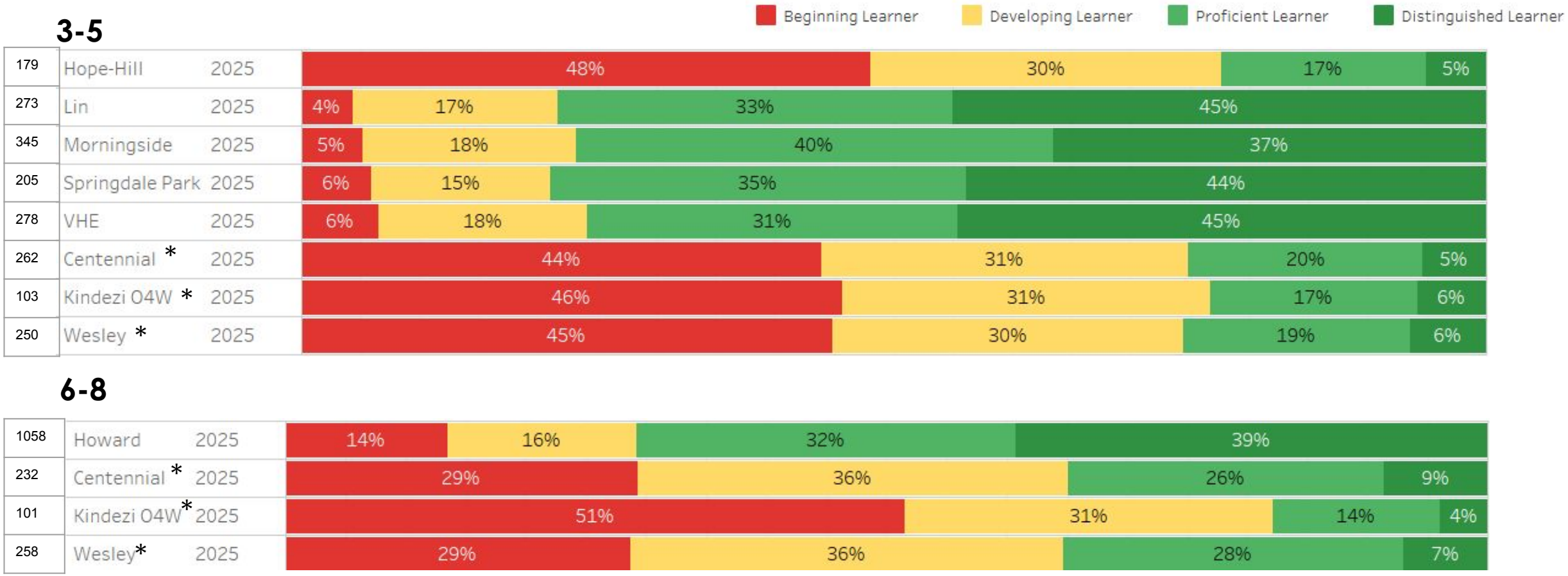
Based on 8th grade end of year enrollment and subsequent October FTE 9th grade enrollment.



84.27% (282) of Howard MS 8th graders attended 9th grade at Midtown HS.

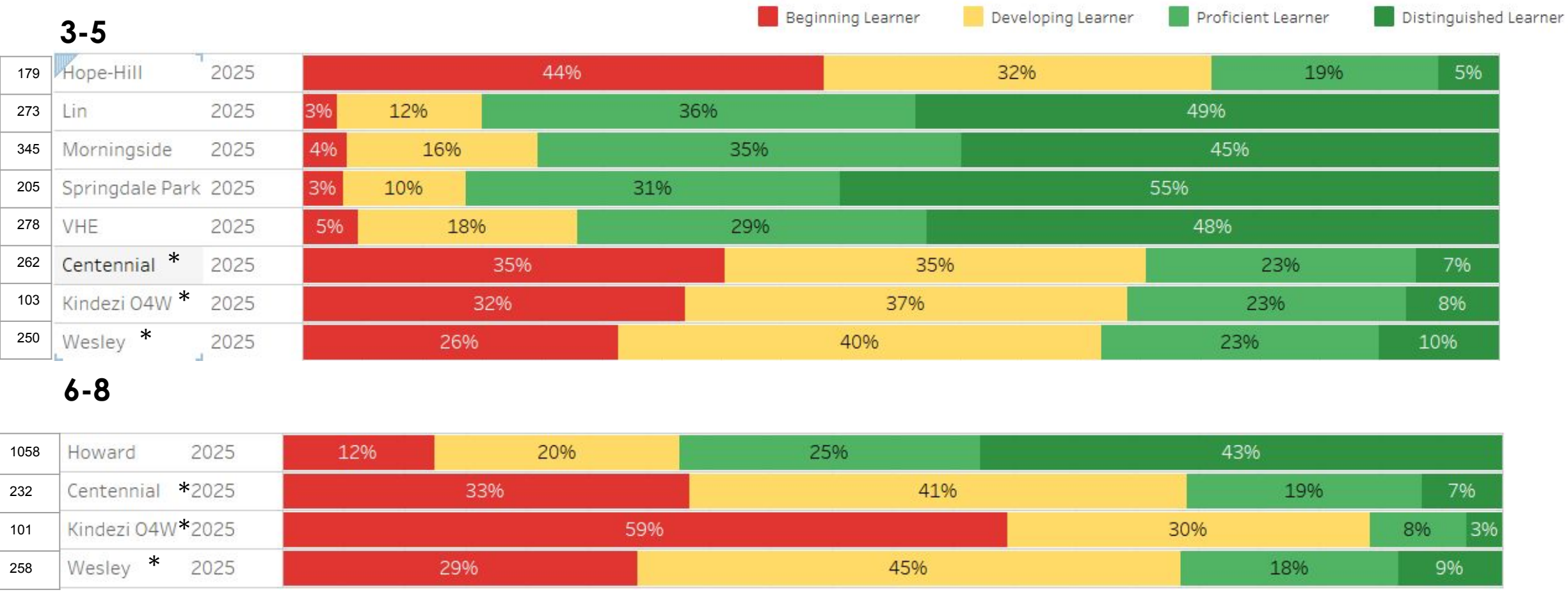
50.77% (31) of Centennial 8th graders attended 9th grade at Midtown HS.

Milestone EOG Reading (Grades 3-8), SY 24/25



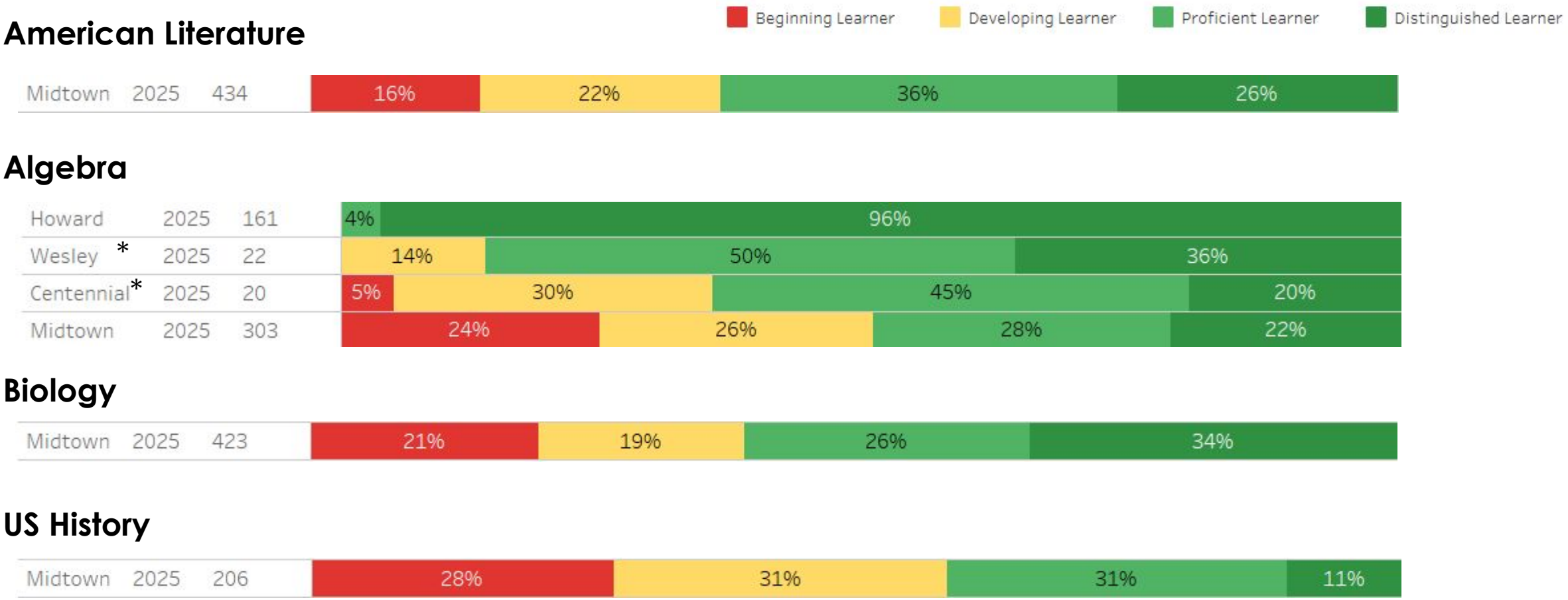
** non Traditional Schools, Charter and/or Conversion Charter Schools*

Milestone EOG Math (Grades 3-8), (SY 24/25)



** non Traditional Schools, Charter and/or Conversion Charter Schools*

Milestone EOC Performance - SY 24/25



** non Traditional Schools, Charter and/or Conversion Charter Schools*

ATLANTA PUBLIC SCHOOLS | Research + Evaluation
www.atlantapublicschools.us

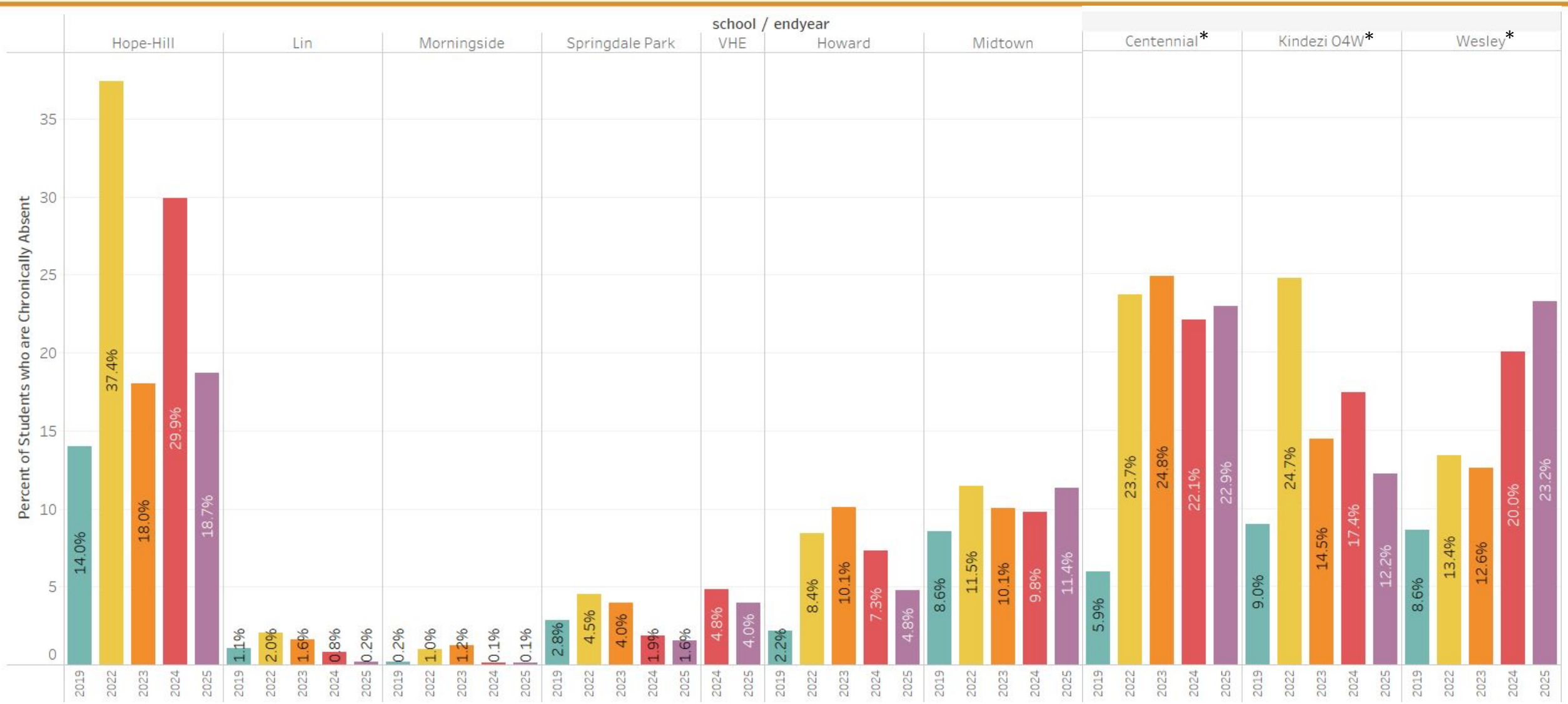
Chronic Absenteeism

Defined as students that have less than 90% attendance, whether those days are excused or unexcused.

Example: For a student enrolled for the entire 180 day school year, that means 18 or more days missed, which breaks down to roughly 2 a month.

Click to visit the
GADOE Attendance Dashboard

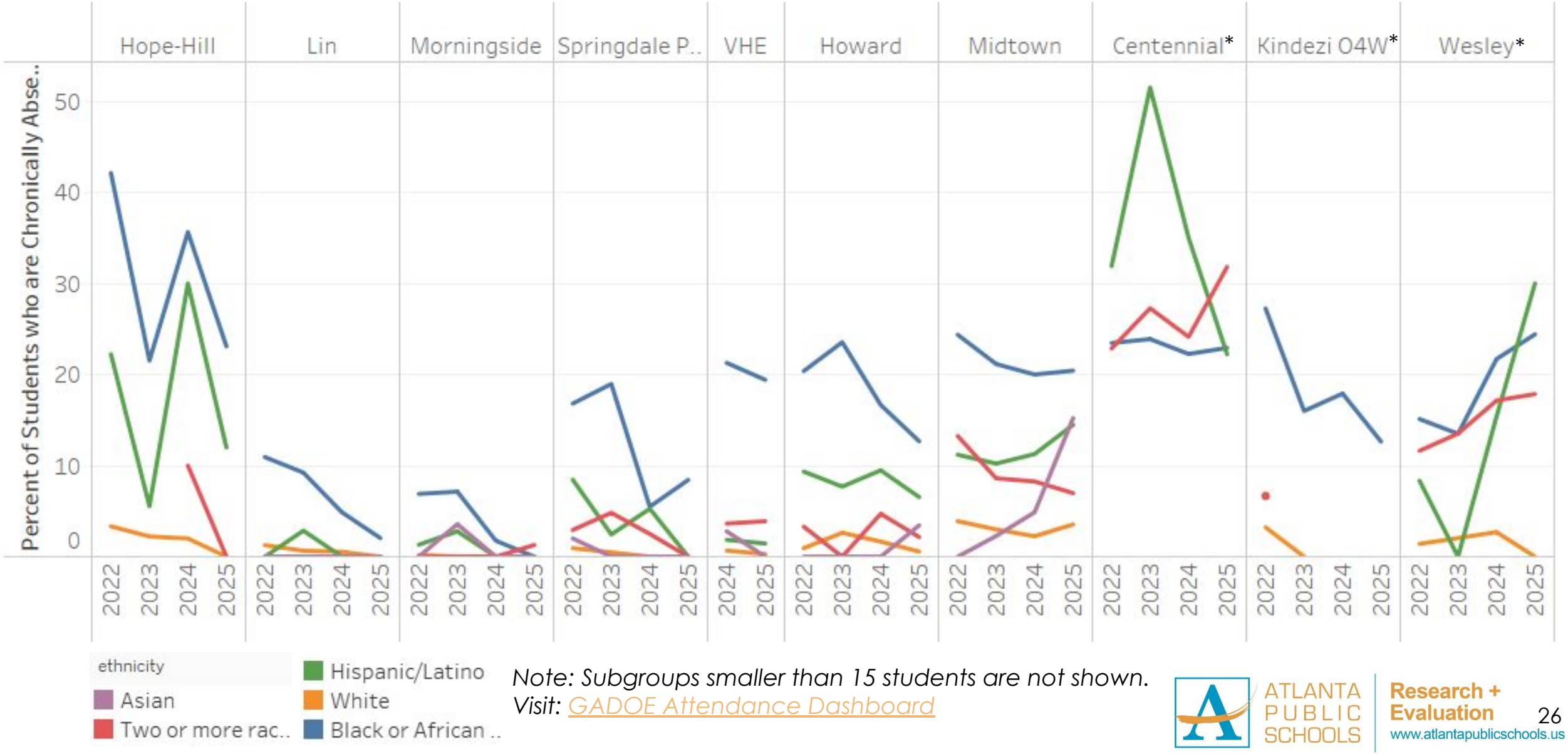
Percent of Students who are Chronically Absent



** Asterisk schools are non Traditional Schools, Charter and/or Conversion Charter Schools*
Visit: GADOE Attendance Dashboard

Chronic Absenteeism By

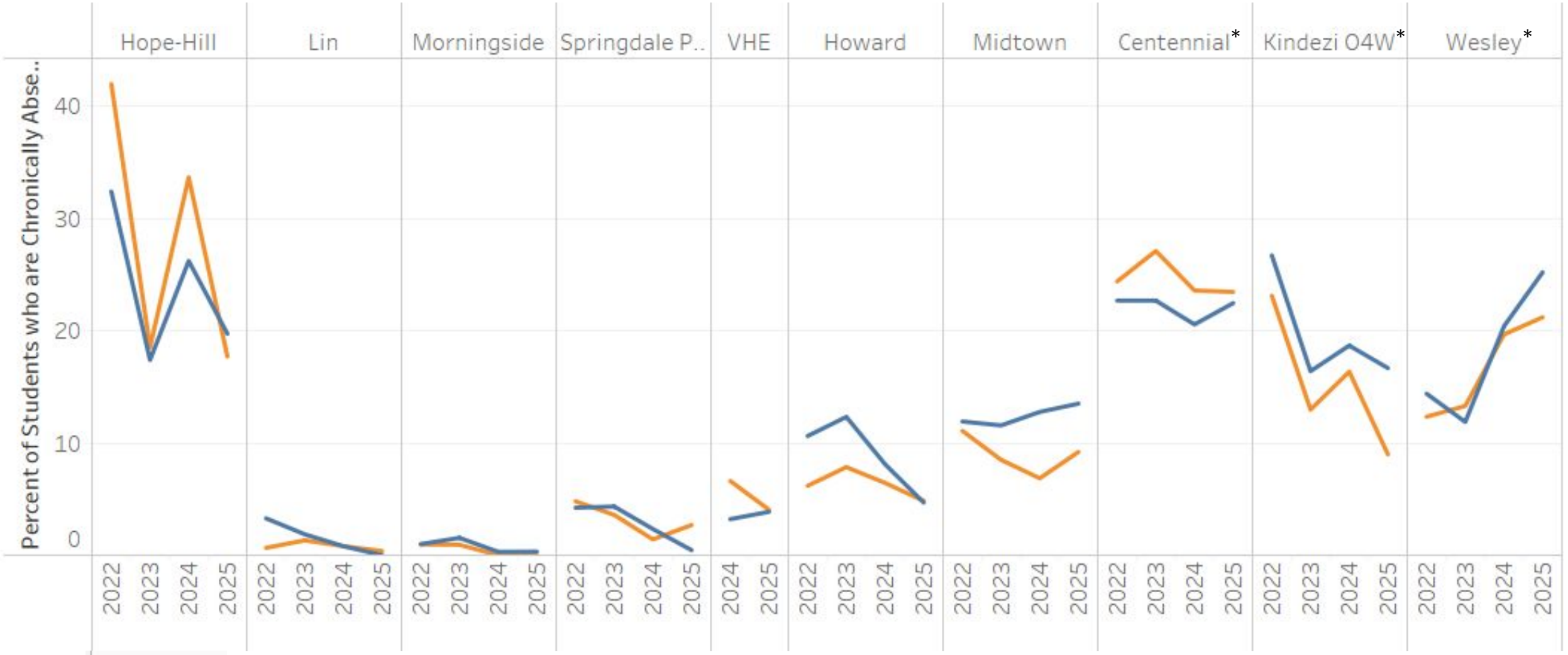
Ethnicity



Note: Subgroups smaller than 15 students are not shown.
Visit: GADOE Attendance Dashboard

Chronic Absenteeism By

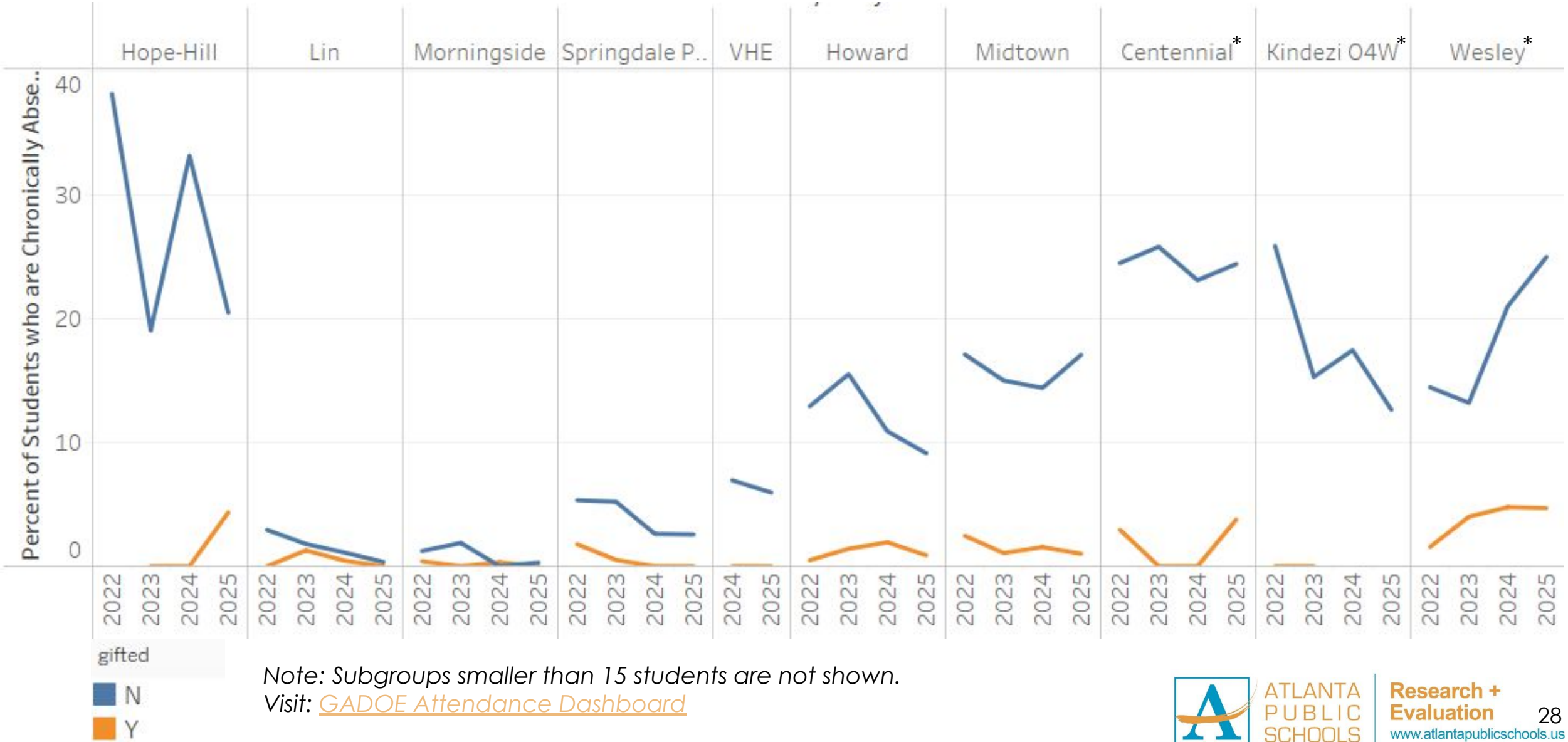
Gender



Note: Subgroups smaller than 15 students are not shown.
Visit: GADOE Attendance Dashboard

Chronic Absenteeism By

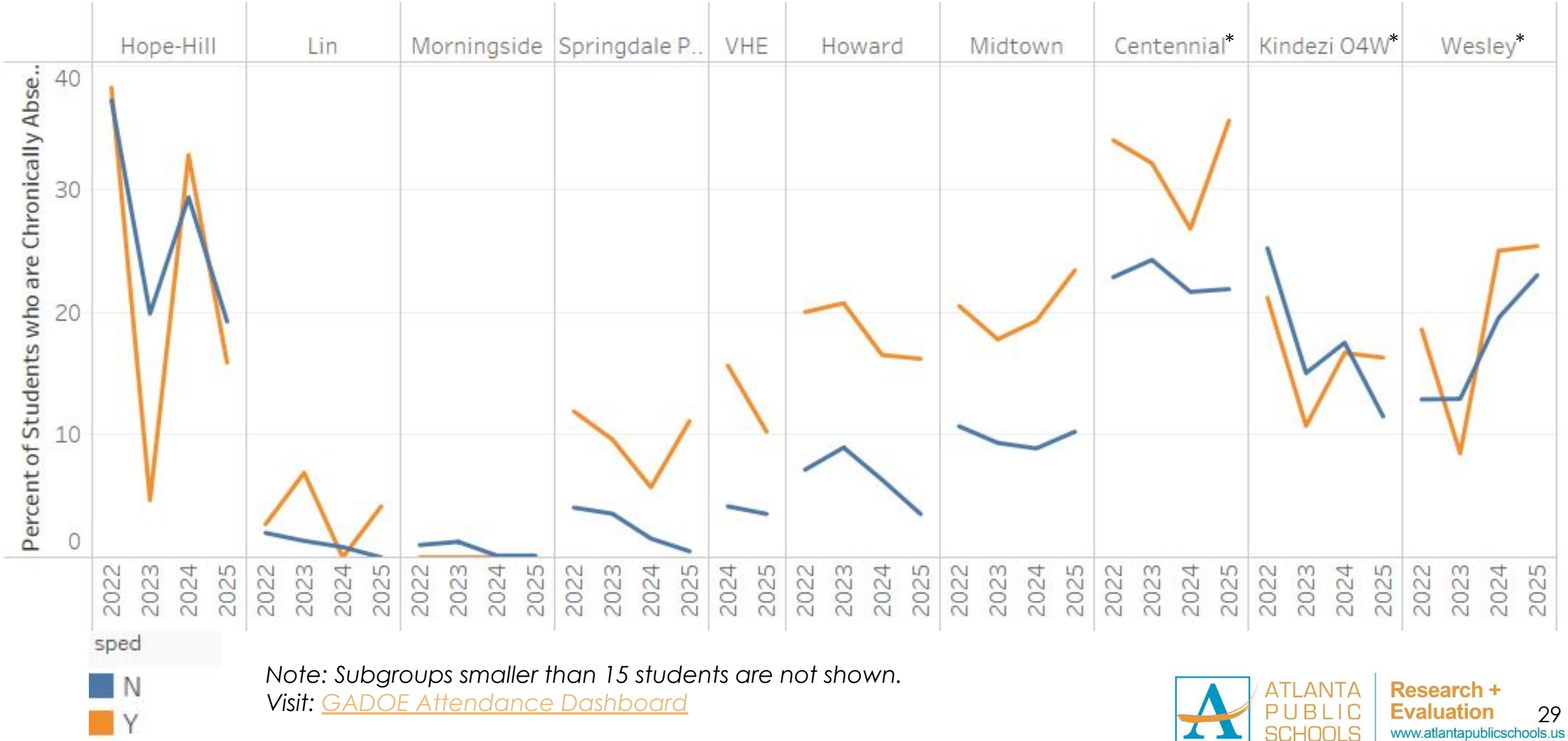
Gifted Status



Note: Subgroups smaller than 15 students are not shown.
Visit: GADOE Attendance Dashboard

Chronic Absenteeism By

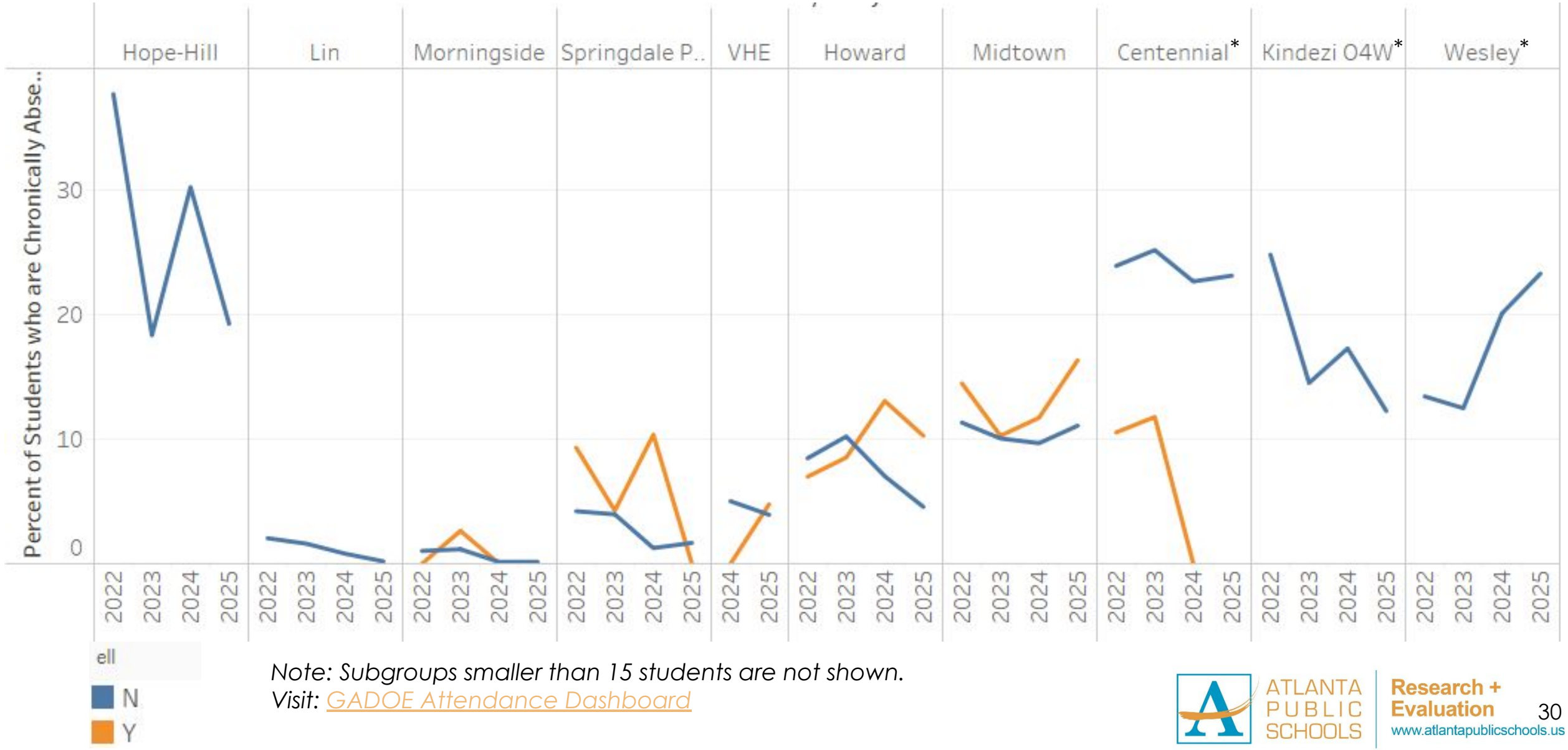
Students With Disabilities (SWD/SPED) Status



Note: Subgroups smaller than 15 students are not shown.
Visit: GADOE Attendance Dashboard

Chronic Absenteeism By

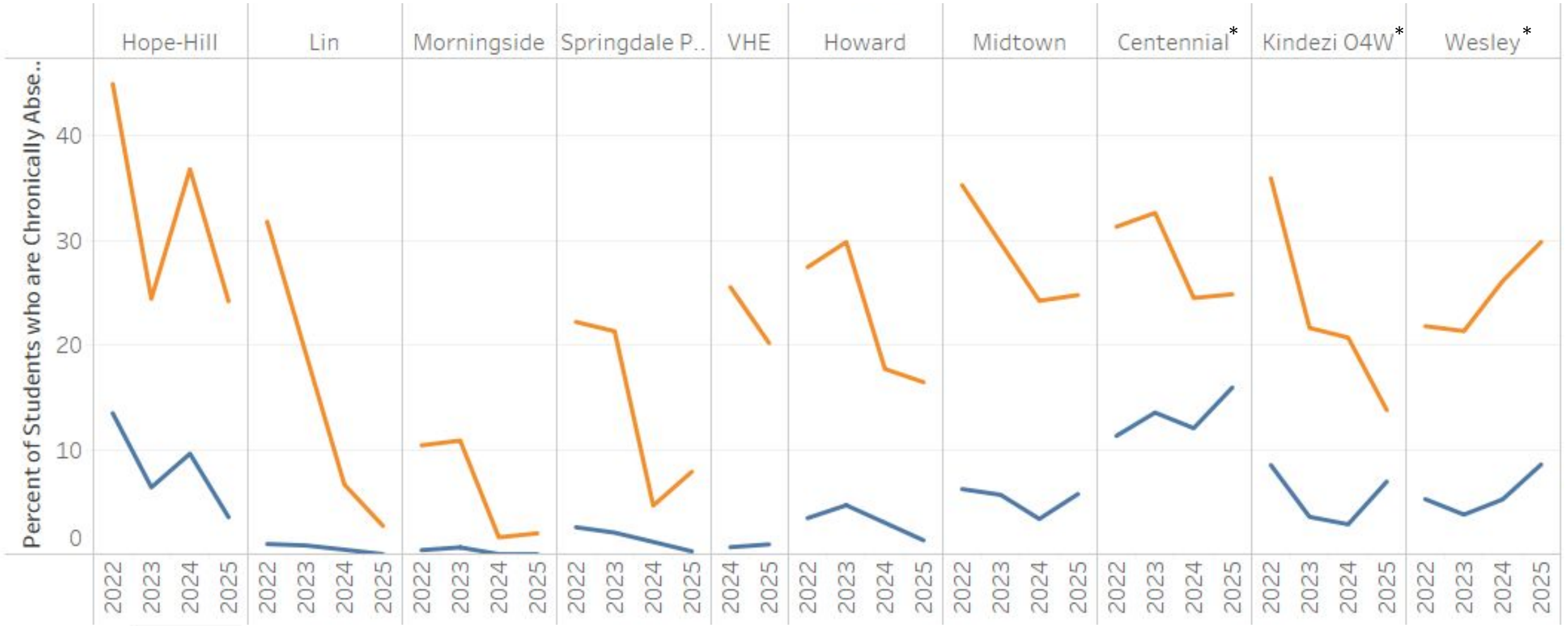
English Language Learners (ELL) Status



Note: Subgroups smaller than 15 students are not shown.
Visit: GADOE Attendance Dashboard

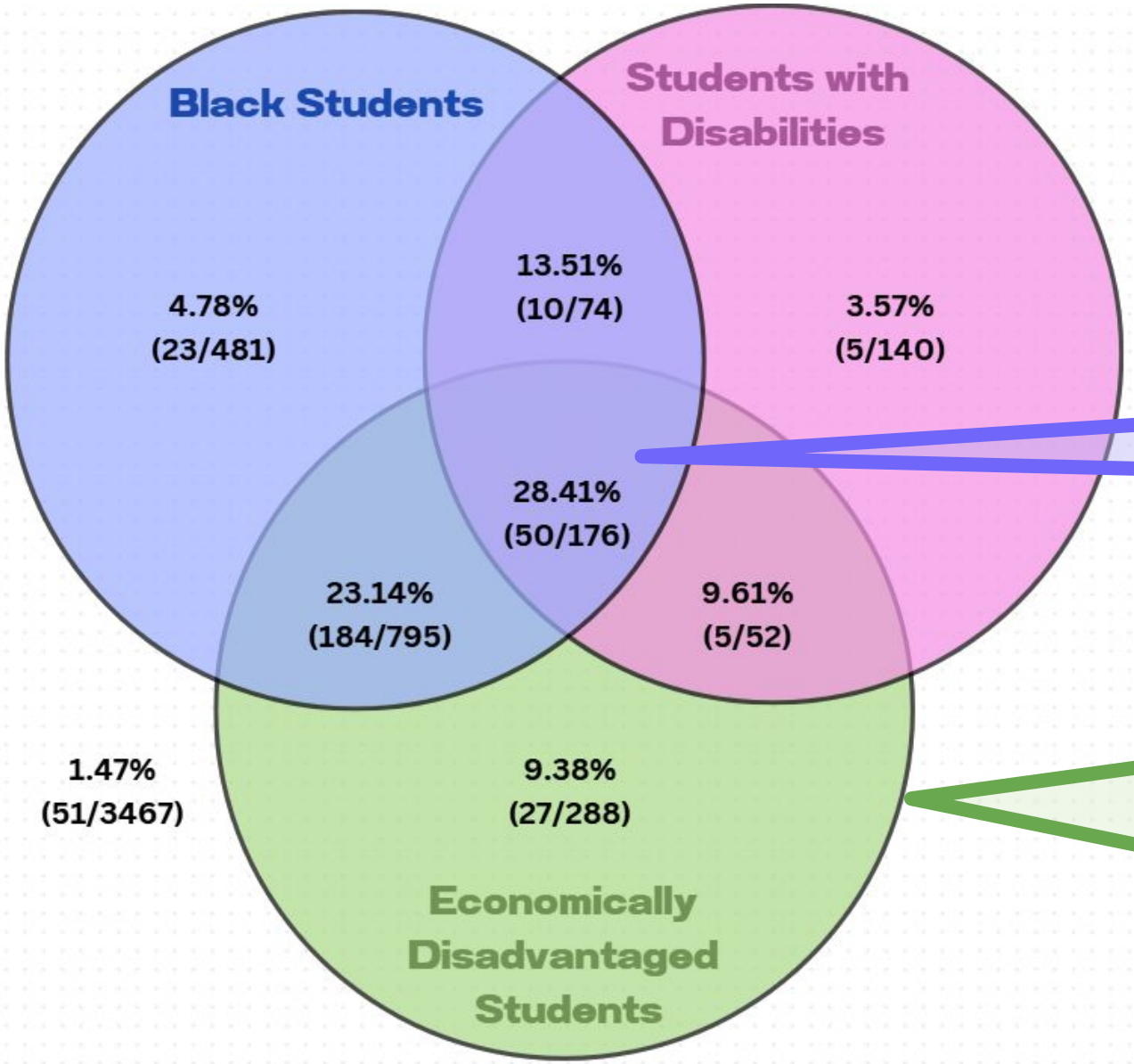
Chronic Absenteeism By

Economically Disadvantaged (ECON) Status



Note: Subgroups smaller than 15 students are not shown.
Visit: GADOE Attendance Dashboard

Chronic Absenteeism - All Traditional Midtown Cluster



Percentages indicate rate of chronic absenteeism among subgroups in the Midtown Cluster Traditional Schools. Circles indicate those subgroups having the most disproportionate rates of absenteeism.

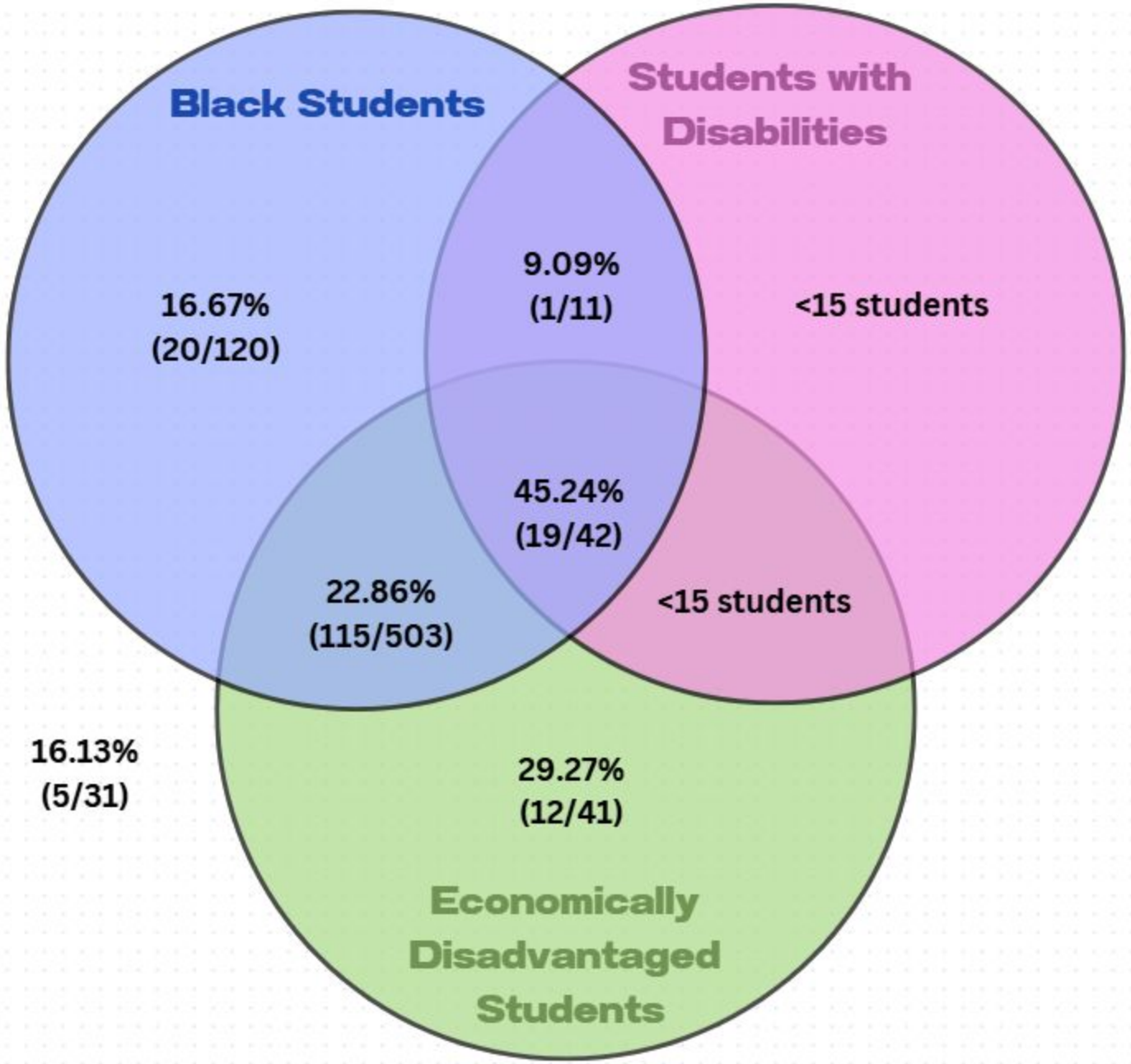
In the 24/25 school year there were 176 total students that were black **and** SWD **and** ED. 28.41% (50) of them were chronically absent.

The entire green circle encompasses all 1311 economically disadvantaged students in the Midtown Cluster Traditional Schools for the 24/25 school year.

Of these students 288 were economically disadvantaged but not black or SWD, of which 9.38% (27) were chronically absent.

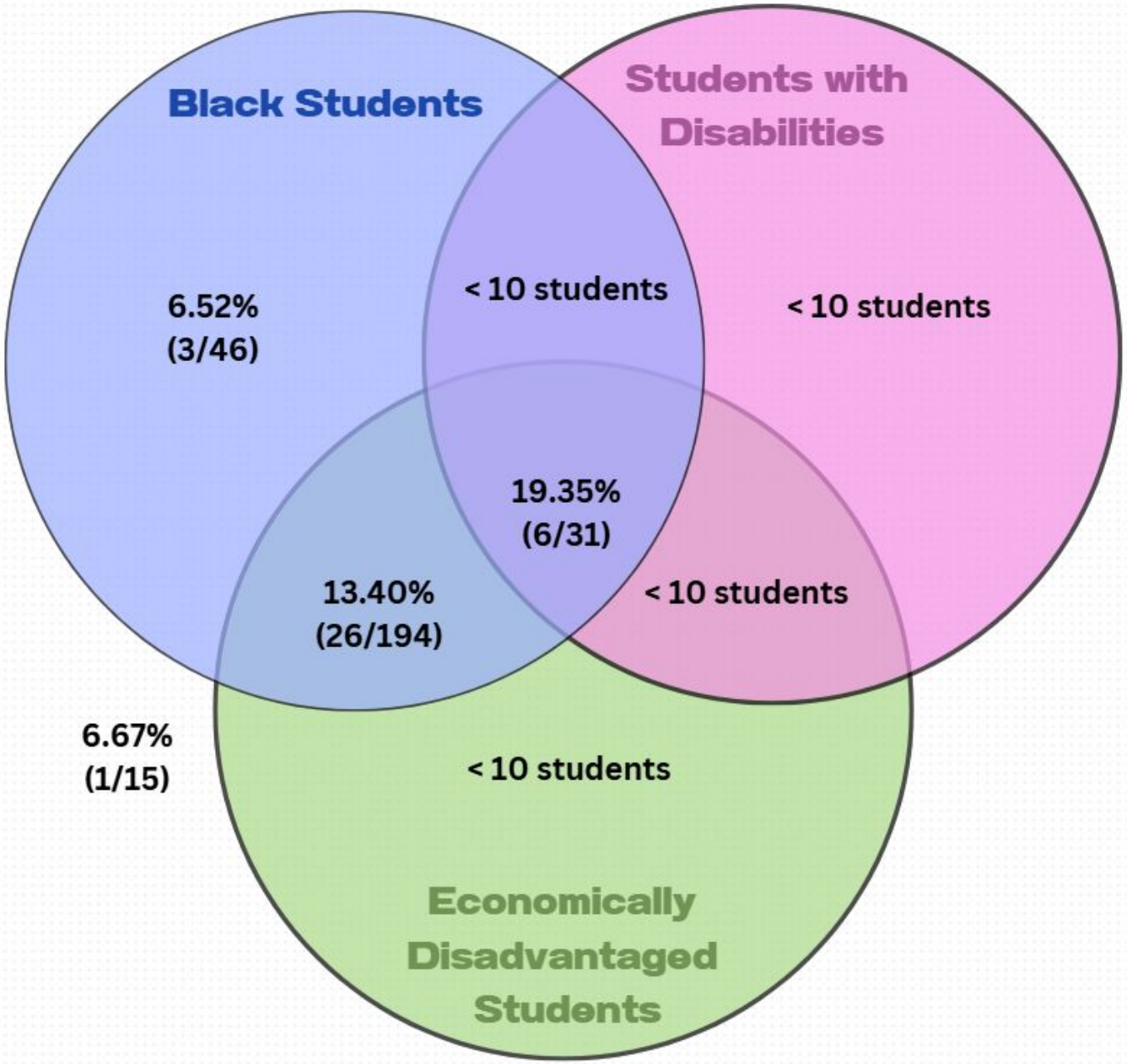
Visit: GADOE Attendance Dashboard

Chronic Absenteeism - Centennial



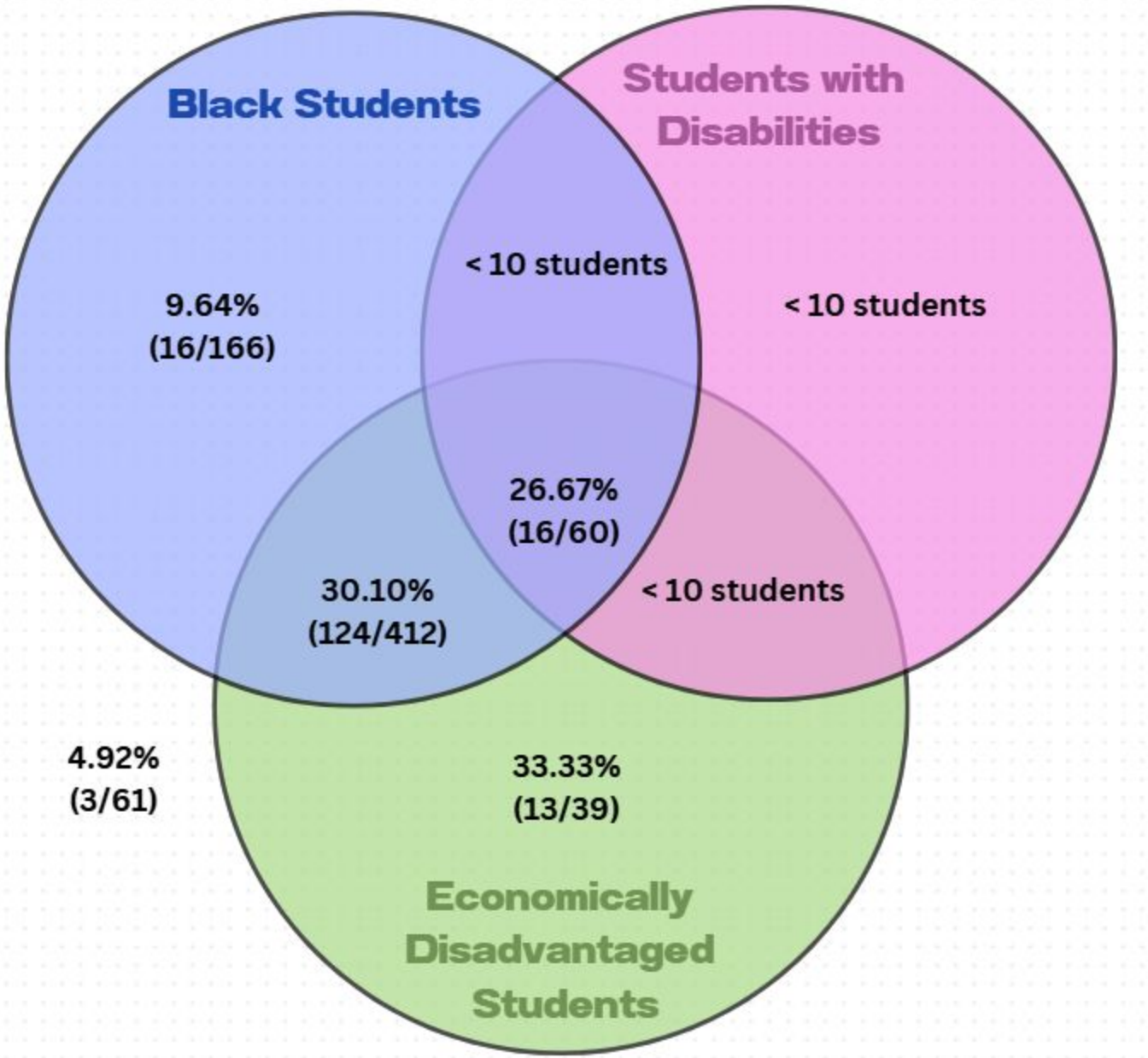
Visit: GADOE Attendance Dashboard

Chronic Absenteeism - Kindezi O4W



Visit: [GADOE Attendance Dashboard]

Chronic Absenteeism - Wesley



Visit: GADOE Attendance Dashboard

ATLANTA PUBLIC SCHOOLS | Research + Evaluation
www.atlantapublicschools.us

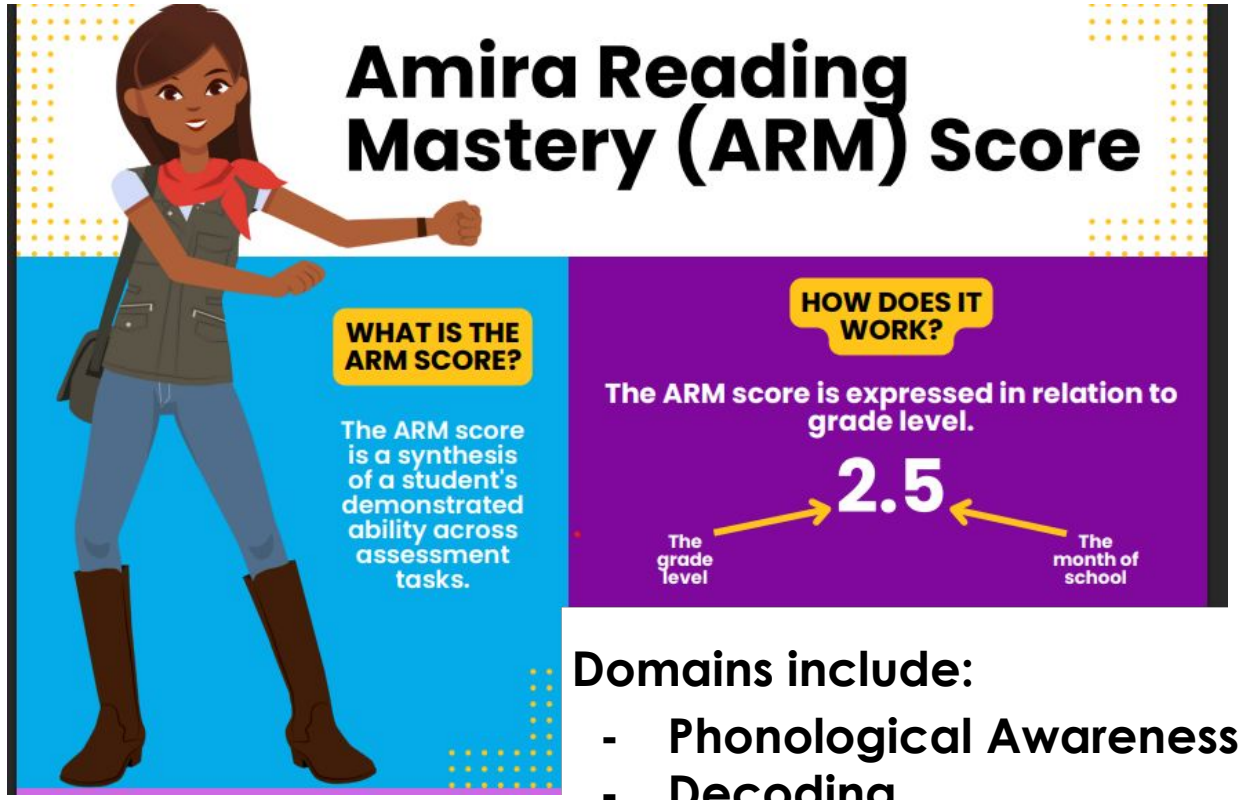
Reading / Literacy

- K-3: Amira Fall & Winter 25/26
- K-8: Lexile, MAP Spring 2025
- Challenge Index
- 10: PSAT
- 11-12: SAT, Best Overall Score
- 11-12: ACT, Best Overall Score

Resources:
APS Spring 2026 Updated Plan to Accelerate Literacy Prek - Secondary

GADOE: GADOE Reading Readiness

AMIRA Explained



Domains include:

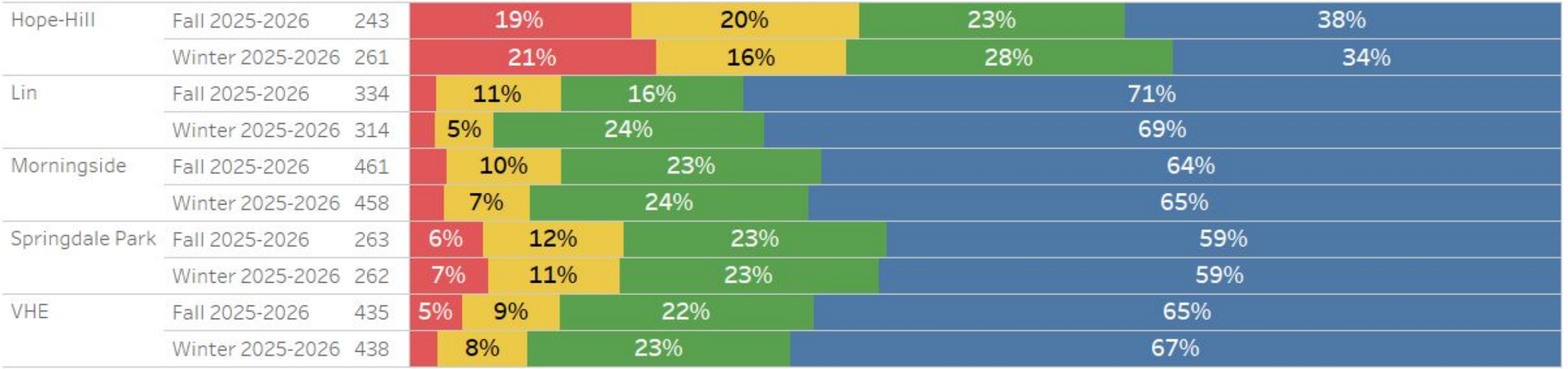
- **Phonological Awareness**
- **Decoding**
- **High Frequency Words**
- **Vocabulary**
- **Background Knowledge**
- **Comprehension**

APS started administering AMIRA in SY25-26 for K-3.

"The Amira Dyslexia Screener …provides parents with an overview of a student's reading performance and risk for reading difficulties, including dyslexia. The report typically shows a composite score like the Amira Reading Mastery (ARM) score to indicate overall reading ability and percentile rankings. It also includes details on foundational literacy skills, explanations of the results, and practical tips for supporting the child's reading at home. The report's **goal is to facilitate early intervention** by clearly communicating student needs and encouraging supportive home-based strategies."

Resource: Amira Metrics Guide

AMIRA Data from Fall and Winter (K-3)



Above	Approximately 5 or more school months ahead
On Track	~0-5 months ahead
Developing	~0-3 months behind
Catch Up	Approximately 3 or more school months behind

Resources:

- *APS Spring 2026 Plan to Accelerate Literacy Prek - High*
- ***GADOE:*** *GADOE Reading Readiness*

Resource: Amira Metrics Guide

Lexiles Explained

Lexile Measure: "A Lexile measure represents both the complexity of a text, such as a book or article, and an individual's reading ability. The Lexile scale ranges from below 0L for beginning readers and beginning reader materials to above 2000L for advanced readers and materials."

"GaDOE has worked with MetaMetrics®, the developers of the **Lexile® Framework for Reading**, to establish the link between the **Georgia Milestones** English language arts (ELA) assessments and the Lexile scale. Students who participate in the Georgia Milestones ELA assessments receive a Lexile measure, which describes reading ability, based on student achievement in the Reading and Vocabulary domain of the assessment.

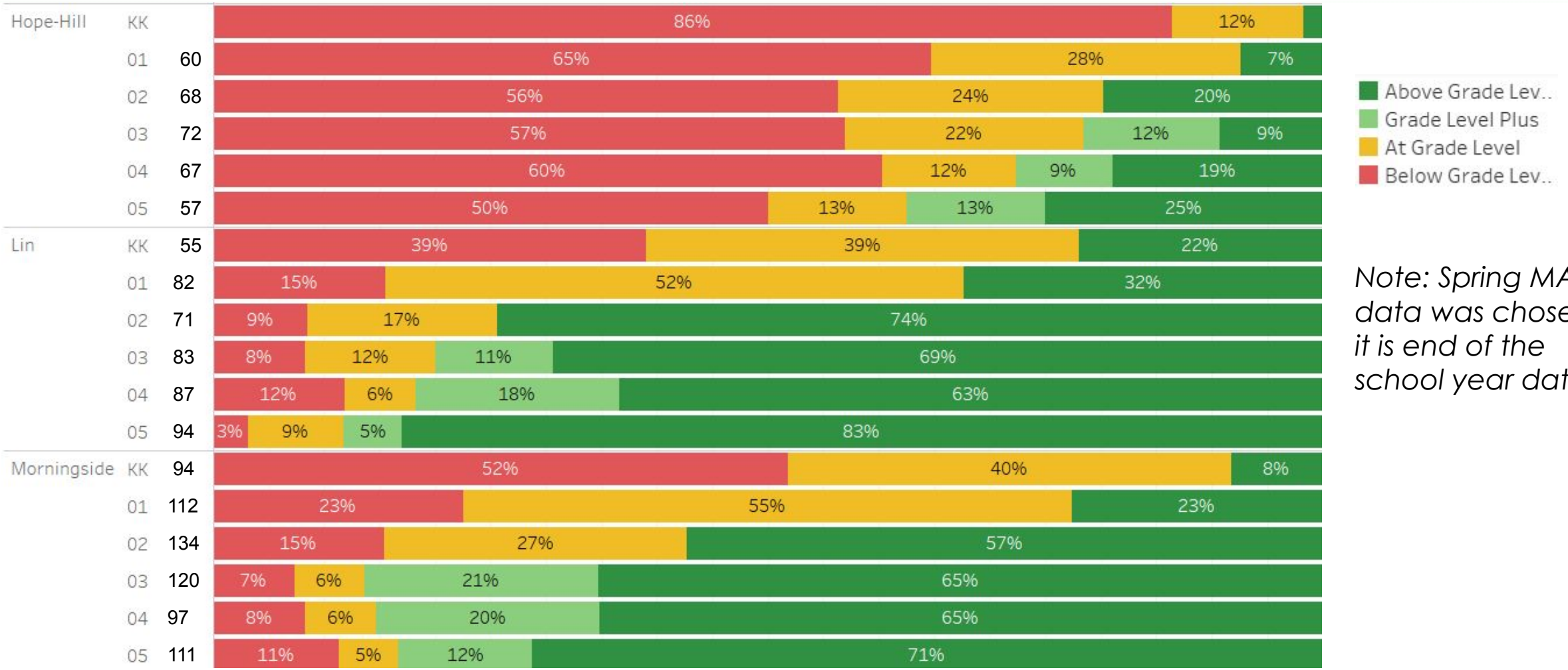
NWEA Measures of Academic Progress (MAP): is used as a predictor for performance on the Georgia Milestones

- **RIT Score:** works similarly to lexile as it grows with each grade
- **Test Percentile:** is based on / in comparison to all students in the nation and national norms

Grade	MetaMetrics Grade-Level Stretch Band
K	BR40L – 230L
1	190L – 530L
2	420L – 650L
3	520L – 820L
4	740L – 940L
5	830L – 1010L
6	925L – 1070L
7	970L – 1120L
8	1010L – 1185L

Resource: Lexile Grade Level Charts

Reading K-8 Traditional: Lexile* (MAP, Spring 2025)

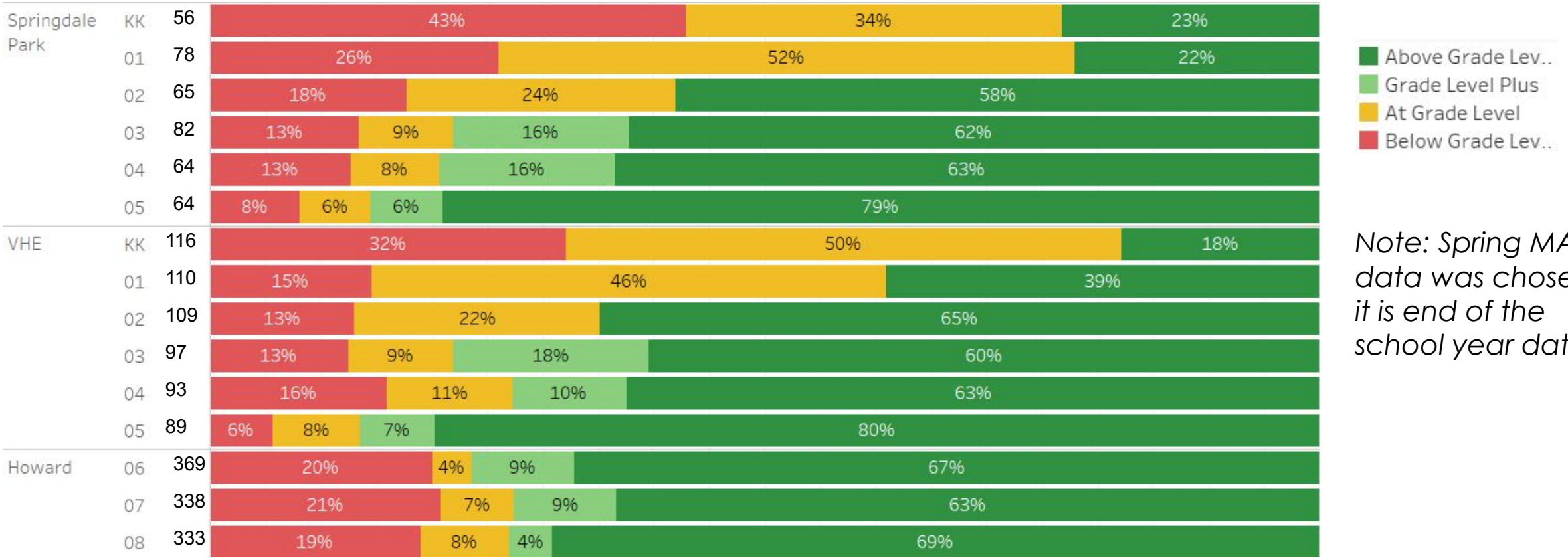


Note: Spring MAP data was chosen as it is end of the school year data.

Resources:

- GADOE Lexile® Framework for Reading Resources
- APS Spring 2026 Plan to Accelerate Literacy Prek-High School
- GADOE: GADOE Reading Readiness

Reading K-8 Traditional: Lexile* (MAP, Spring 2025)



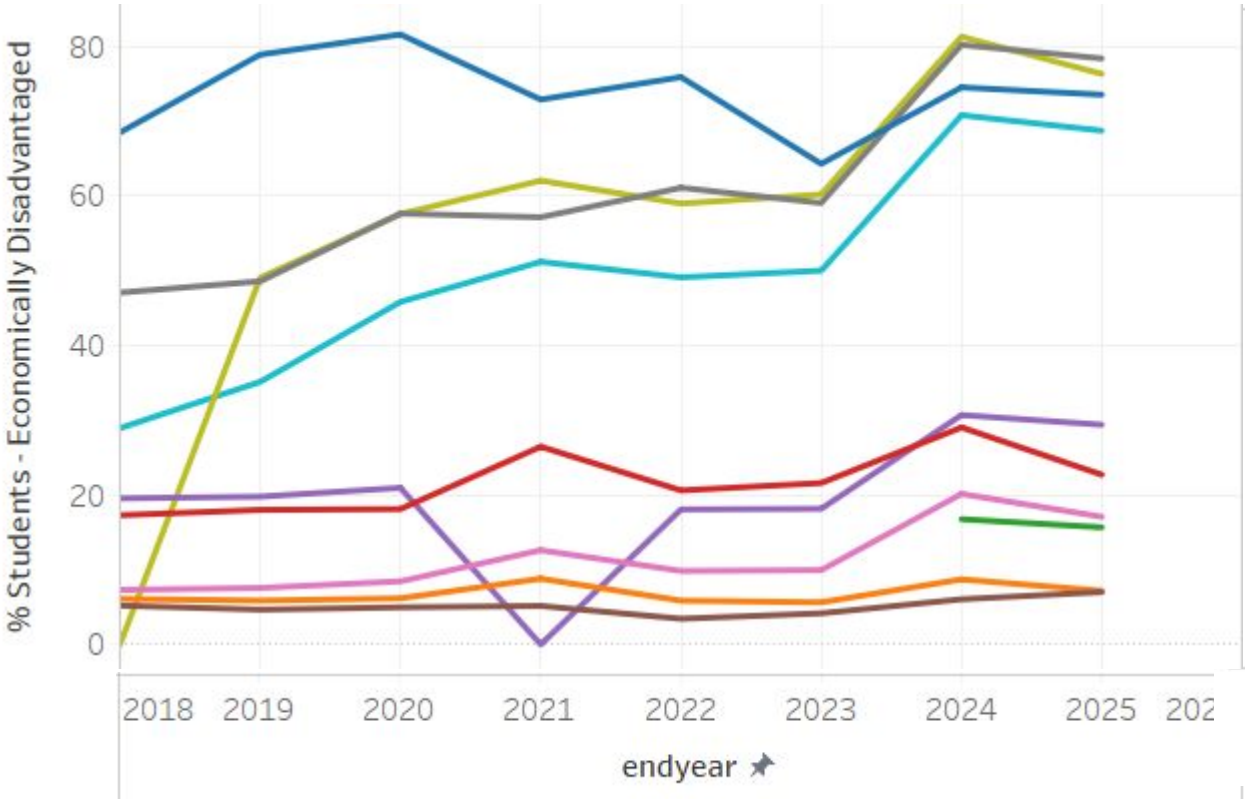
Note: Spring MAP data was chosen as it is end of the school year data.

Resources:

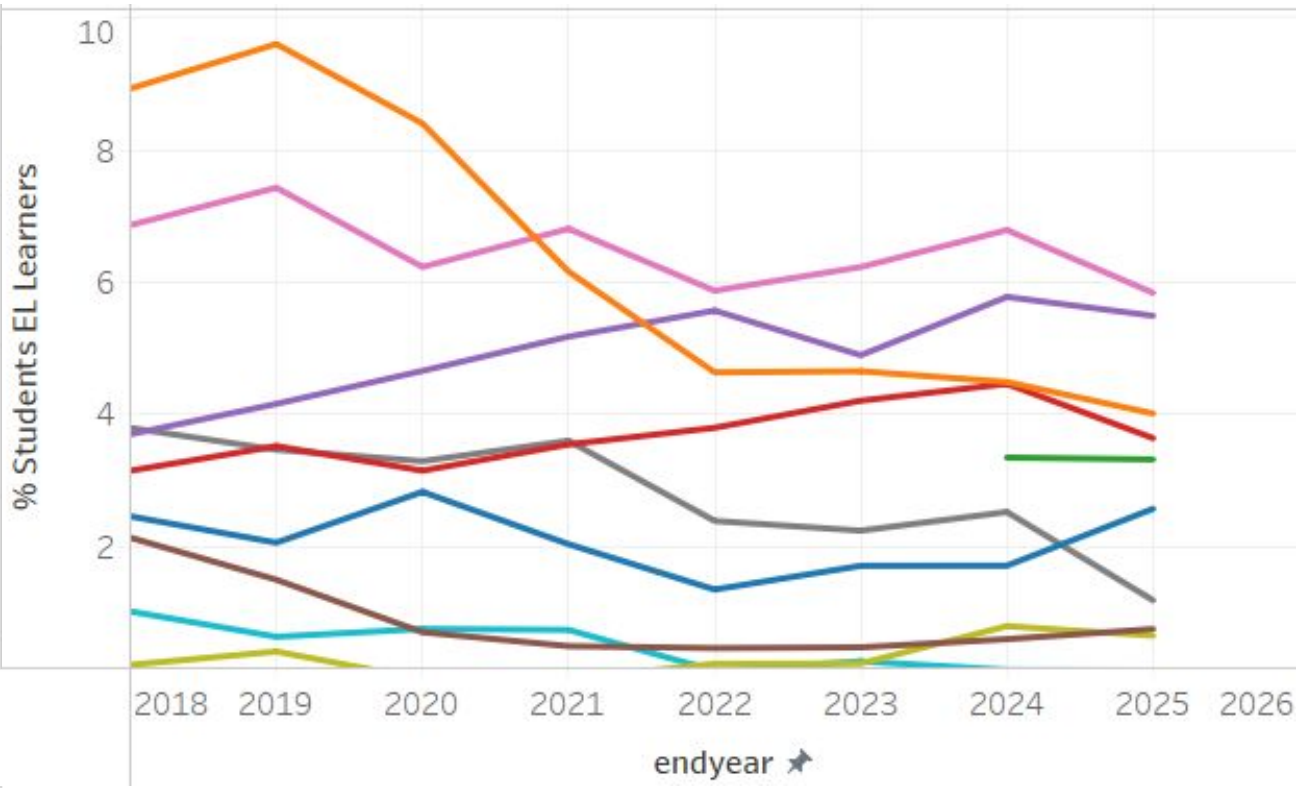
- *GADOE Lexile® Framework for Reading Resources*
- *APS Spring 2026 Plan to Accelerate Literacy Prek-High School*
- *GADOE: GADOE Reading Readiness*

What is Challenge Index and what factors come into play?

Percent of Students Economically Disadvantaged



Percent of Students English Language Learners

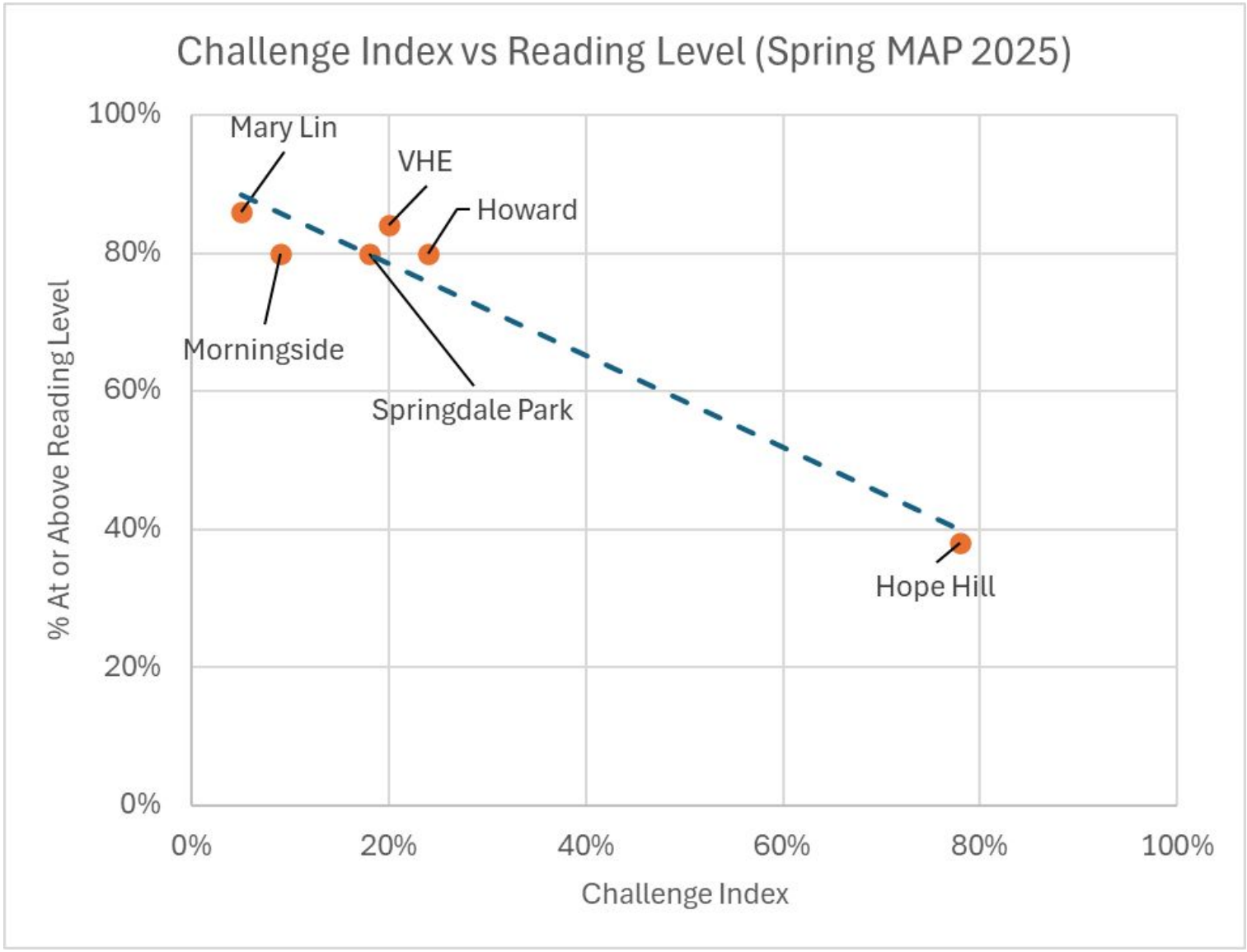




Challenge Index is defined as the percentage of the student population that is either economically disadvantaged or are English Language Learners

Resource: Refer to APS insights to get more challenge index data

Challenge Index vs Reading Level - Lexile (K-8 Traditional)

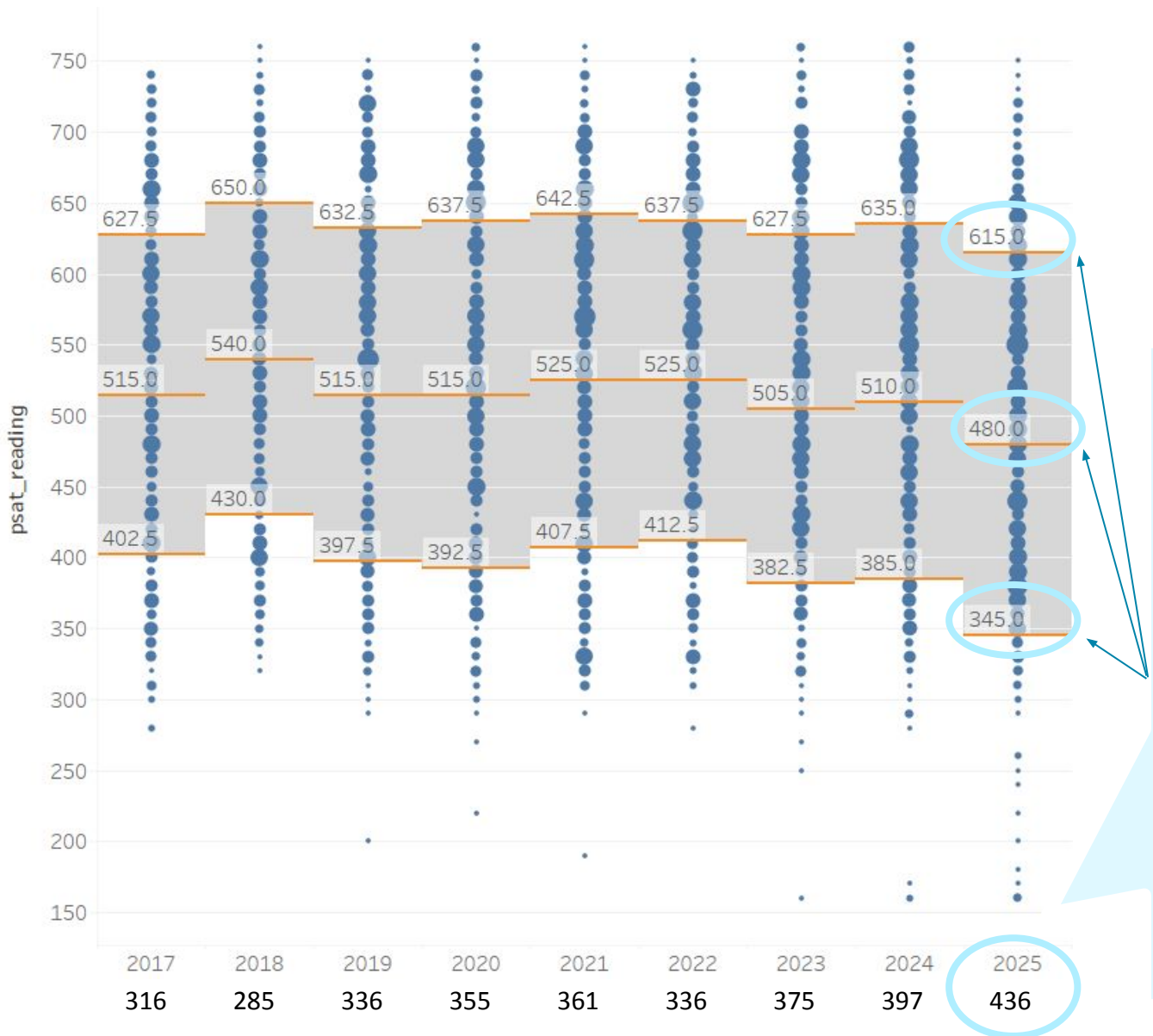


Challenge Index is defined as the percentage of the student population that is either economically disadvantaged or are English Language Learners

Resource: Refer to APS insights to get more challenge index data

Note: *MAP Lexile data is only available for traditional schools*

Reading: PSAT (10th grade only)



All Midtown 10th graders students have the opportunity to take PSAT during the school day in Fall semester.

- The **Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)** is a standardized test that prepares students for the SAT while qualifying high-achieving juniors for the National Merit Scholarship Program. It tests reading, writing, and math skills to help students identify areas for improvement and predict their SAT performance.

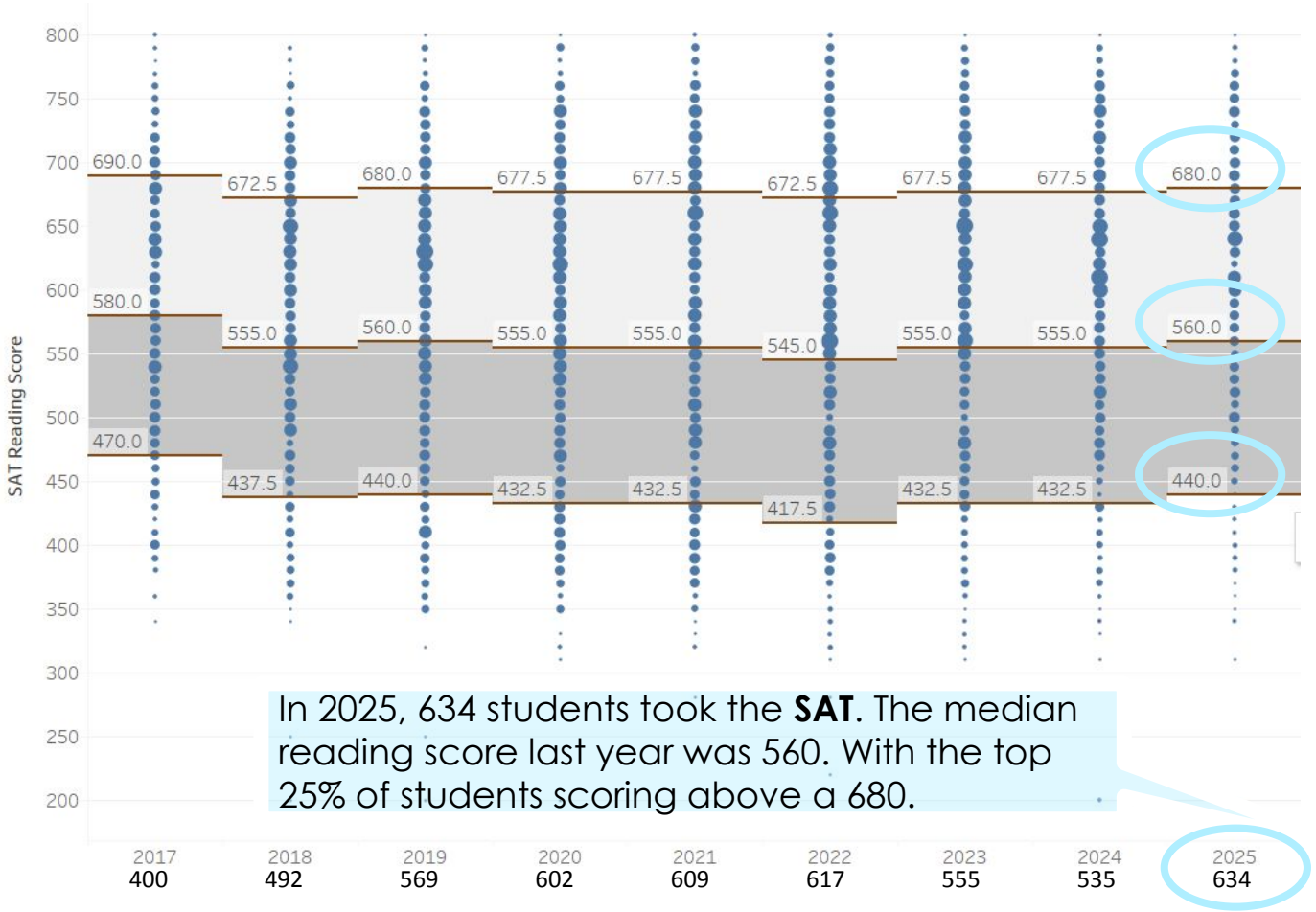
In 2025, 436 students took the PSAT with the median score being a 480. Students in the uppermost quartile (top 25%) scored above a 615. These students were in 5th grade in March 2020.

Since 2019…

- the uppermost quartile (top 25%) has decreased by 17 points (632 to 615)
- the median score has decreased by 35 points (515 to 480)
- the lowermost quartile (bottom 25%)has decreased by 52 points (397 to 345)

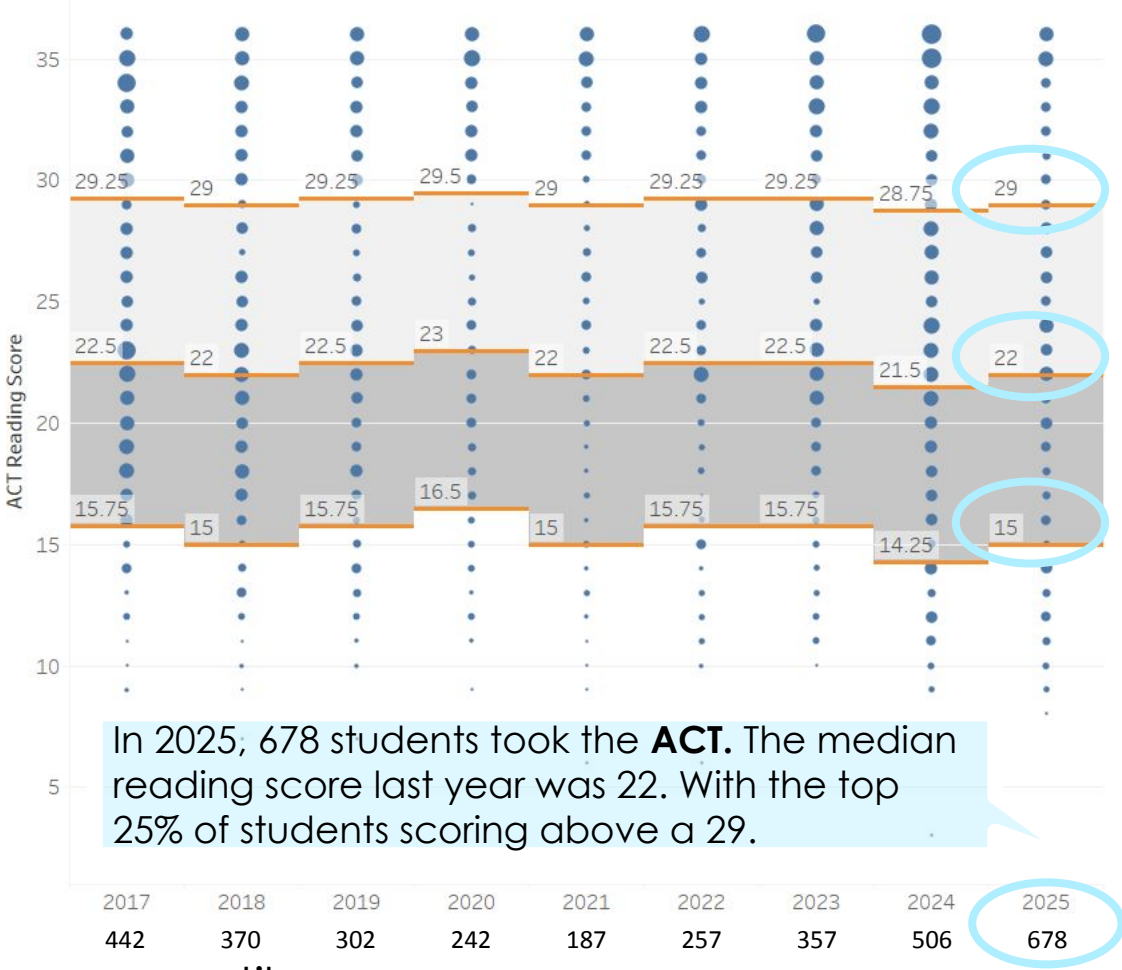
Reading: best overall SAT and ACT score (2017-2025)

SAT



In 2025, 634 students took the **SAT**. The median reading score last year was 560. With the top 25% of students scoring above a 680.

ACT



In 2025, 678 students took the **ACT.** The median reading score last year was 22. With the top 25% of students scoring above a 29.

- Orange cut lines show the upper quartile, median, and lower quartile
- Calculated from the best score from 11th and 12th grade students who took the exam for that year

ATLANTA PUBLIC SCHOOLS | Research + Evaluation
www.atlantapublicschools.us

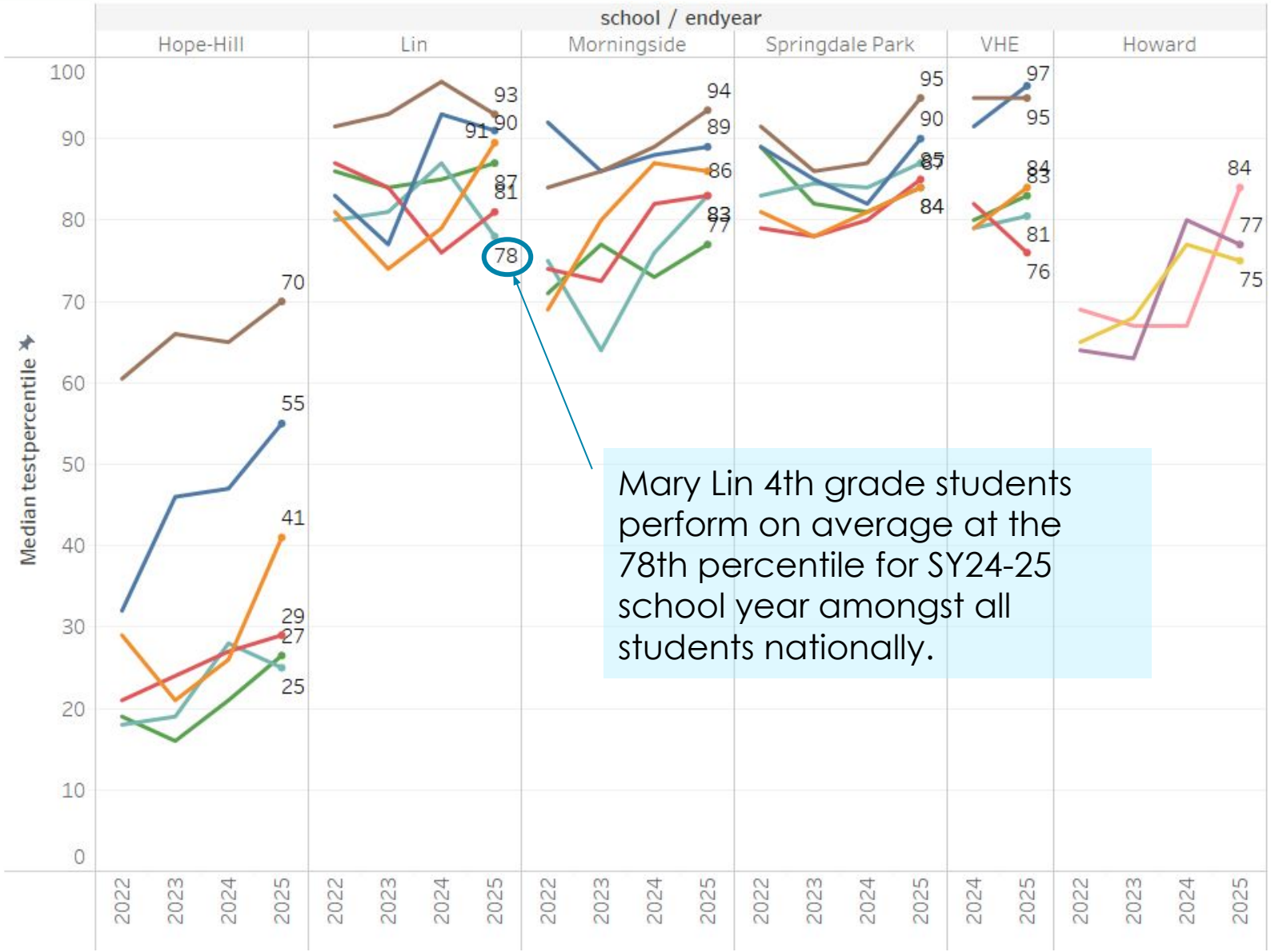
Math

- K-8: MAP Median Test Percentile
- 2-8: MAP Achievement Level, Spring 2025
- 2-8: Challenge Index: % Rank, Spring 2025
- 2-8: Challenge Index: % Proficient & Above, Spring 2025
- 10: PSAT
- 11-12: SAT, Best Overall Score
- 11-12: ACT, Best Overall Score

Resources:

- Website: APS Secondary Math
- Website: GADOE Math
- Midtown HS Course Catalog

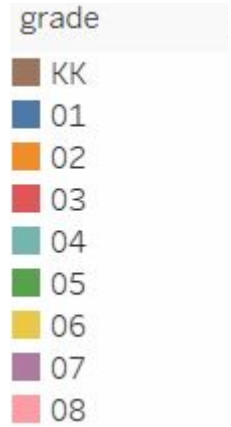
Math K-8: MAP Math Median Test Percentile (2022 - 2025, Spring)



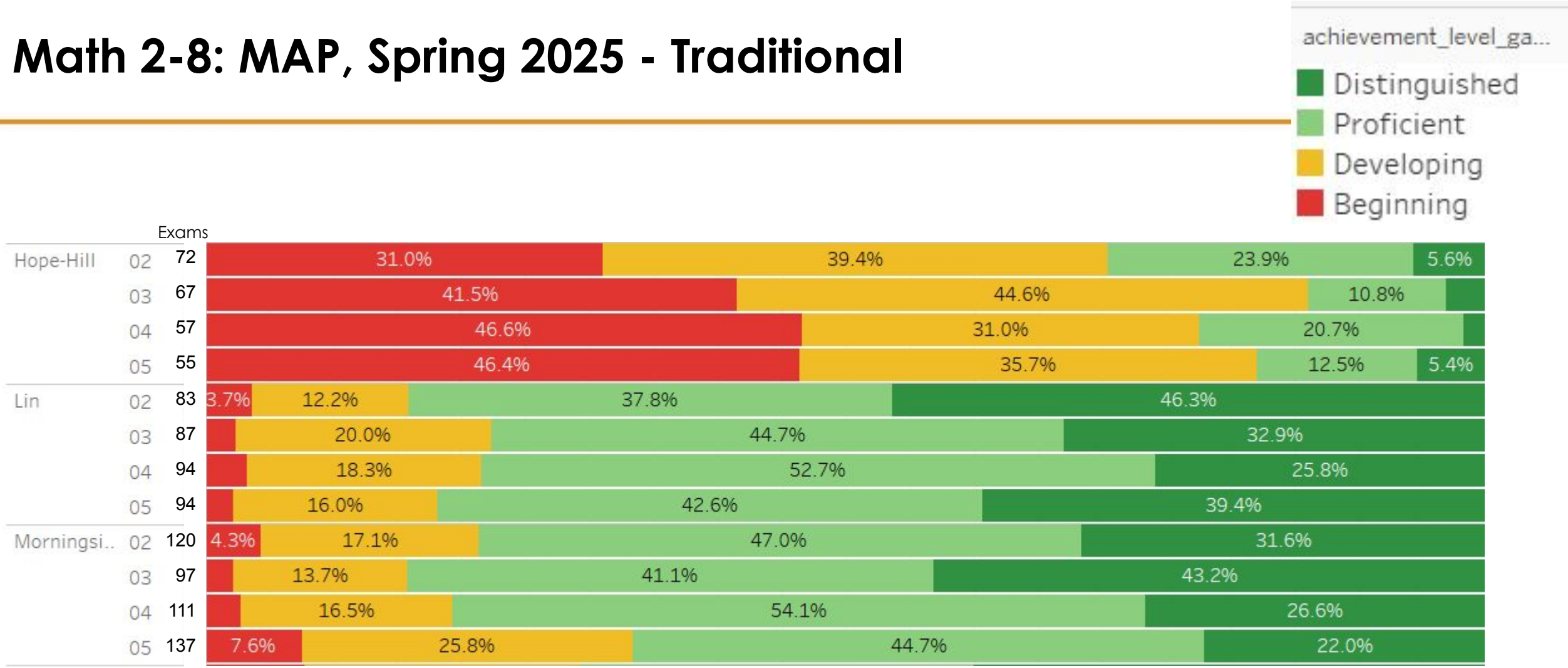
Mary Lin 4th grade students perform on average at the 78th percentile for SY24-25 school year amongst all students nationally.

Percentile is students rank compared to all students on a national level. It is NOT the percent correct or their raw score on the test.

Note: Median Math Percentiles not available for Charter

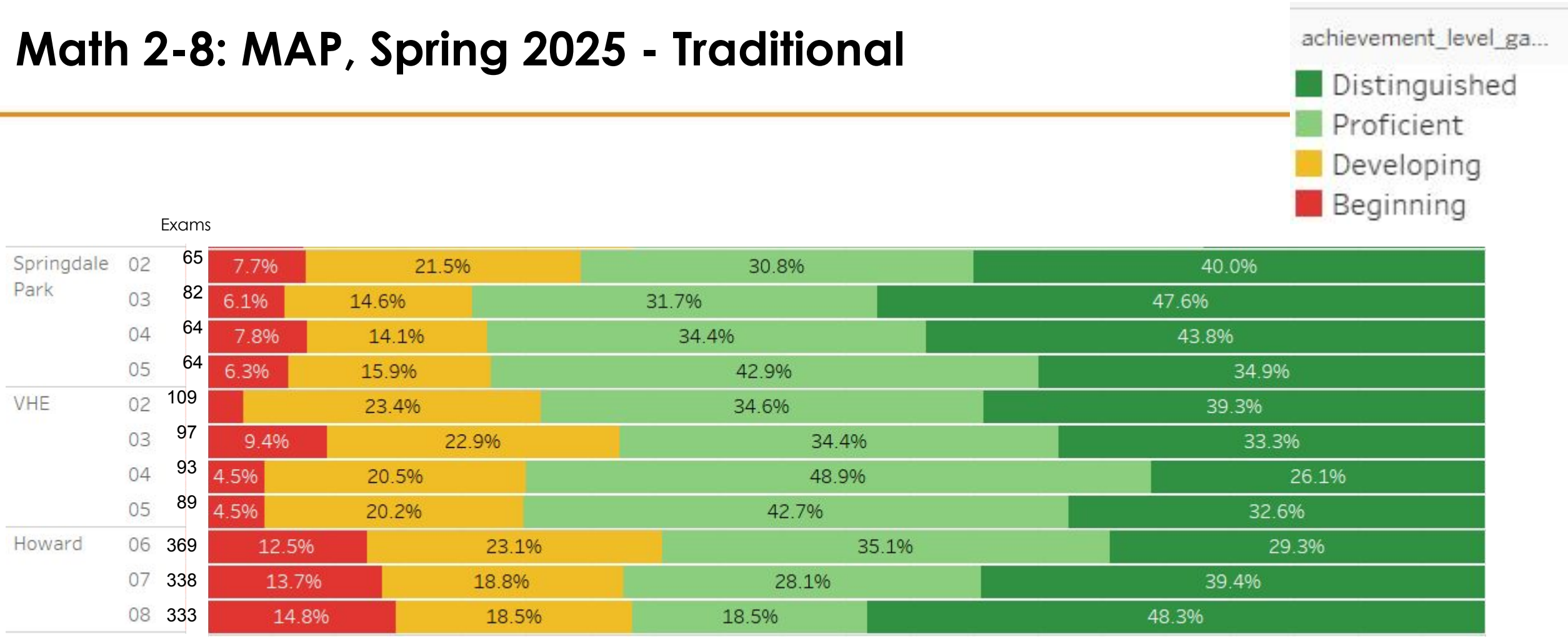


Math 2-8: MAP, Spring 2025 - Traditional



**These achievement levels are MAP's predictions for performance on the Georgia Milestones. They are not the same as "On Grade Level"*

Math 2-8: MAP, Spring 2025 - Traditional



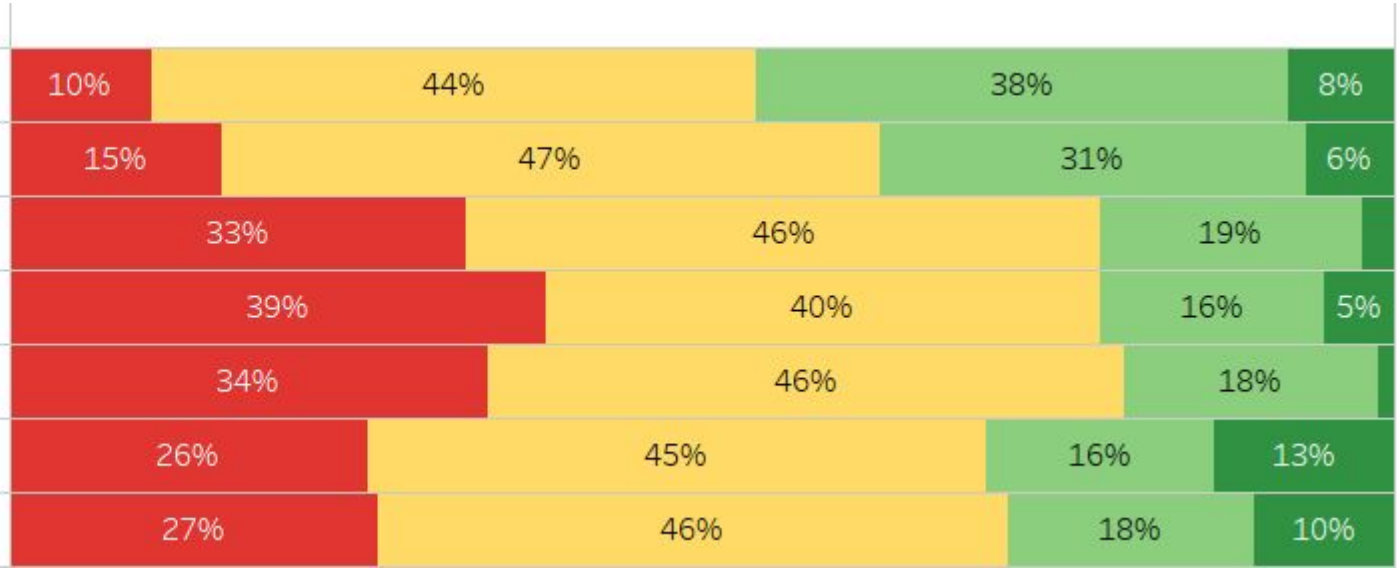
**These achievement levels are MAP's predictions for performance on the Georgia Milestones. They are not the same as "On Grade Level"*

Math 2-8: MAP, Spring 2025 - Charter & Conversion Charter

School	Grade	Exam	termname	Exams				
Centennial	02	Math	Spring 2024-2025	82	32%	39%	23%	6%
	03	Math	Spring 2024-2025	98	34%	42%	19%	5%
	04	Math	Spring 2024-2025	76	33%	49%	9%	9%
	05	Math	Spring 2024-2025	74	50%	38%	12%	
	06	Math	Spring 2024-2025	81	35%	47%	15%	4%
	07	Math	Spring 2024-2025	73	42%	36%	16%	5%
	08	Math	Spring 2024-2025	67	49%	28%	13%	9%
School	Grade	Exam	termname	Exams				
Kindezi O4W	02	Math	Spring 2024-2025	24	29%	38%	25%	8%
	03	Math	Spring 2024-2025	30	47%	30%	20%	3%
	04	Math	Spring 2024-2025	35	37%	31%	23%	9%
	05	Math	Spring 2024-2025	39	38%	41%	21%	
	06	Math	Spring 2024-2025	40	65%	28%	5%	
	07	Math	Spring 2024-2025	31	61%	39%		
	08	Math	Spring 2024-2025	28	36%	36%	21%	7%

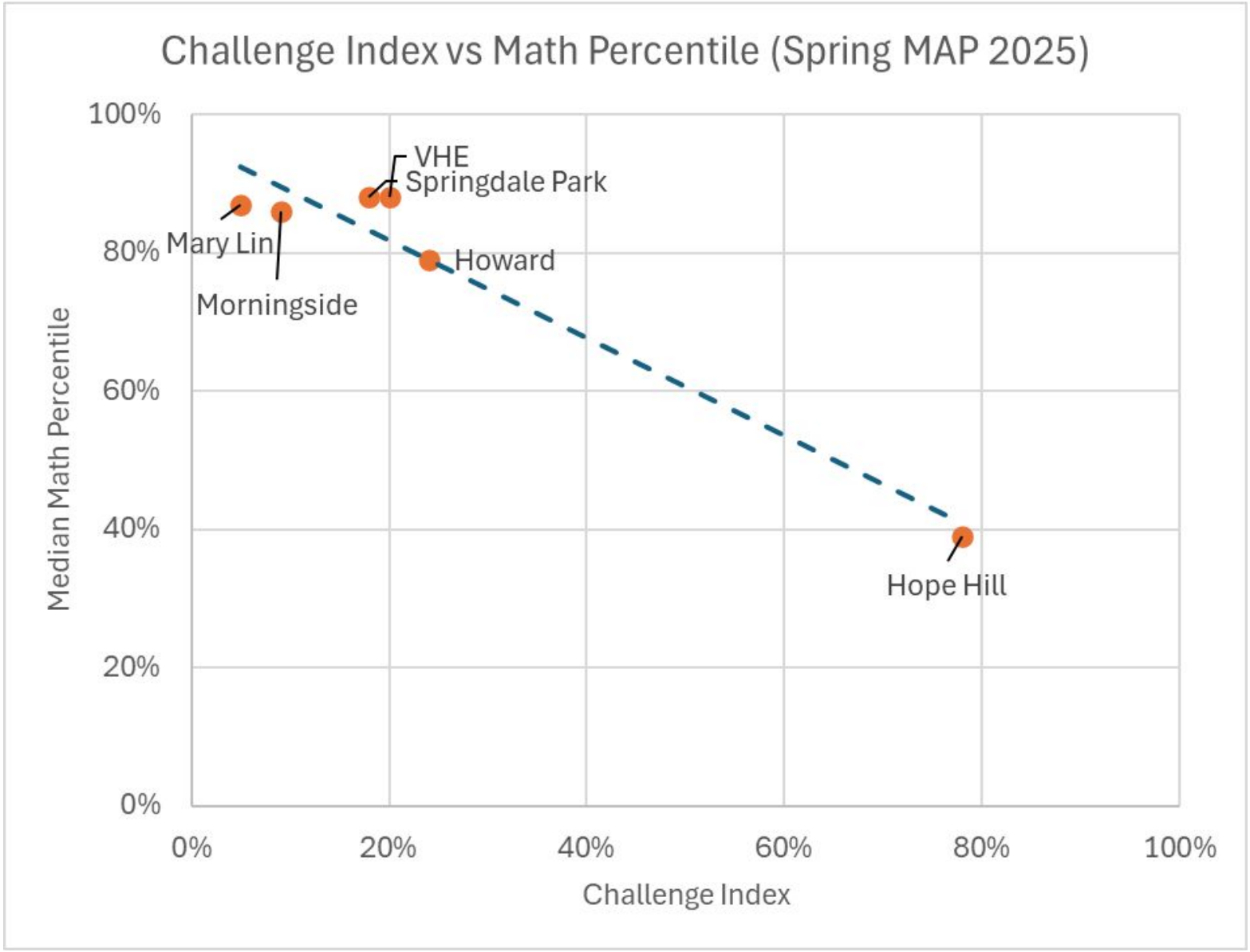
Math 2-8: MAP, Spring 2025 - Charter & Conversion Charter

School	Grade	Exam	termname	Exams
Wesley	02	Math	Spring 2024-2025	78
	03	Math	Spring 2024-2025	78
	04	Math	Spring 2024-2025	85
	05	Math	Spring 2024-2025	80
	06	Math	Spring 2024-2025	87
	07	Math	Spring 2024-2025	85
	08	Math	Spring 2024-2025	79



**These achievement levels are MAP's predictions for performance on the Georgia Milestones. They are not the same as "On Grade Level"*

Challenge Index vs % Rank in Math (Grades 2-8), Spring 2025

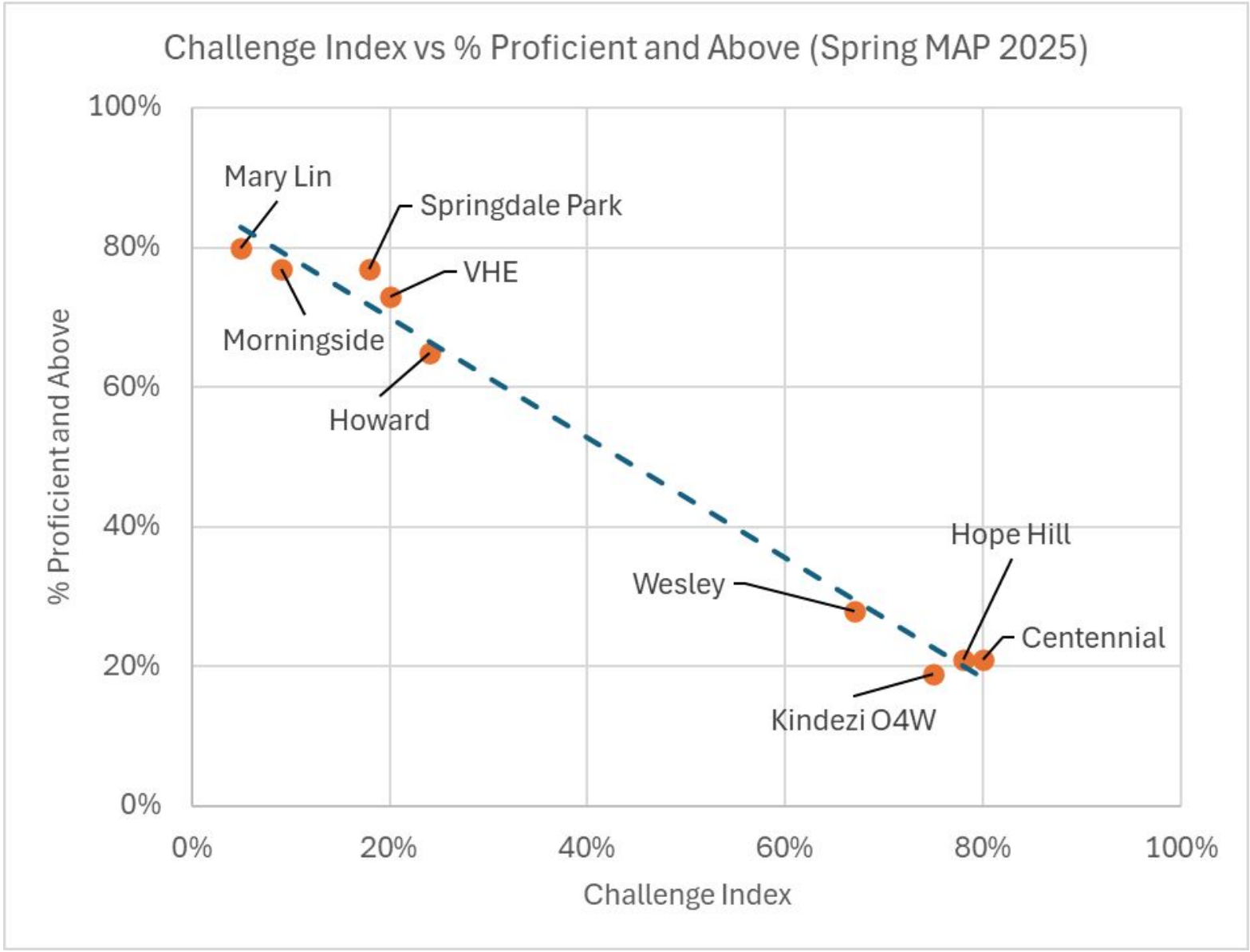


Challenge Index is defined as the percentage of the student population that is either economically disadvantaged or are English Language Learners

Resource: Refer to APS insights to get more challenge index data

Note: Median Percentile taken from only traditional schools

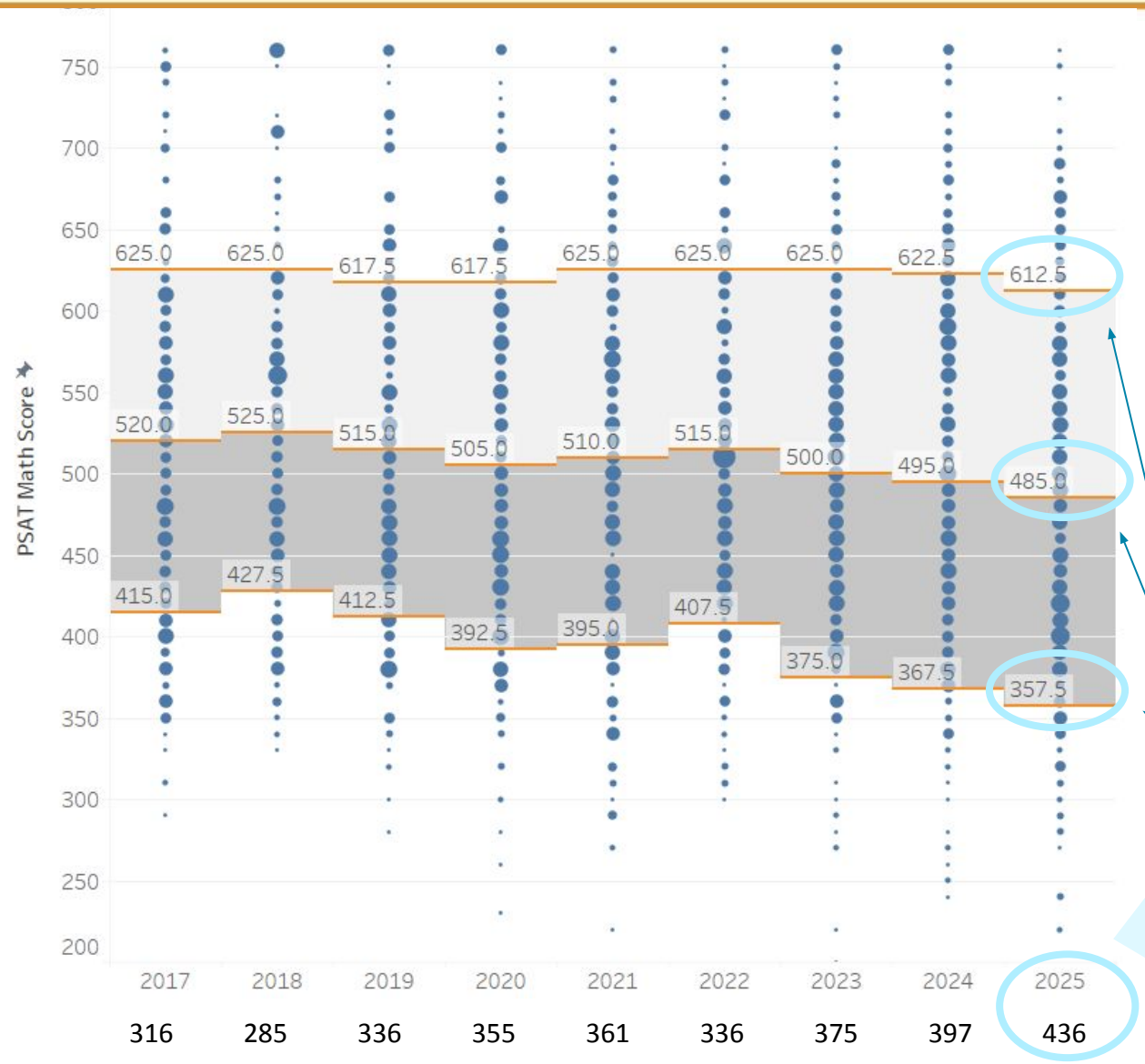
Challenge Index vs % Proficient and Above in Math (Grades 2-8)



Challenge Index is defined as the percentage of the student population that is either economically disadvantaged or are English Language Learners

Resource: Refer to APS insights to get more challenge index data

Math: PSAT (10th graders only)



All Midtown 10th graders students have the opportunity to take PSAT during the school day in Fall semester.

- The **Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)** is a standardized test that prepares students for the SAT while qualifying high-achieving juniors for the National Merit Scholarship Program. It tests reading, writing, and math skills to help students identify areas for improvement and predict their SAT performance.

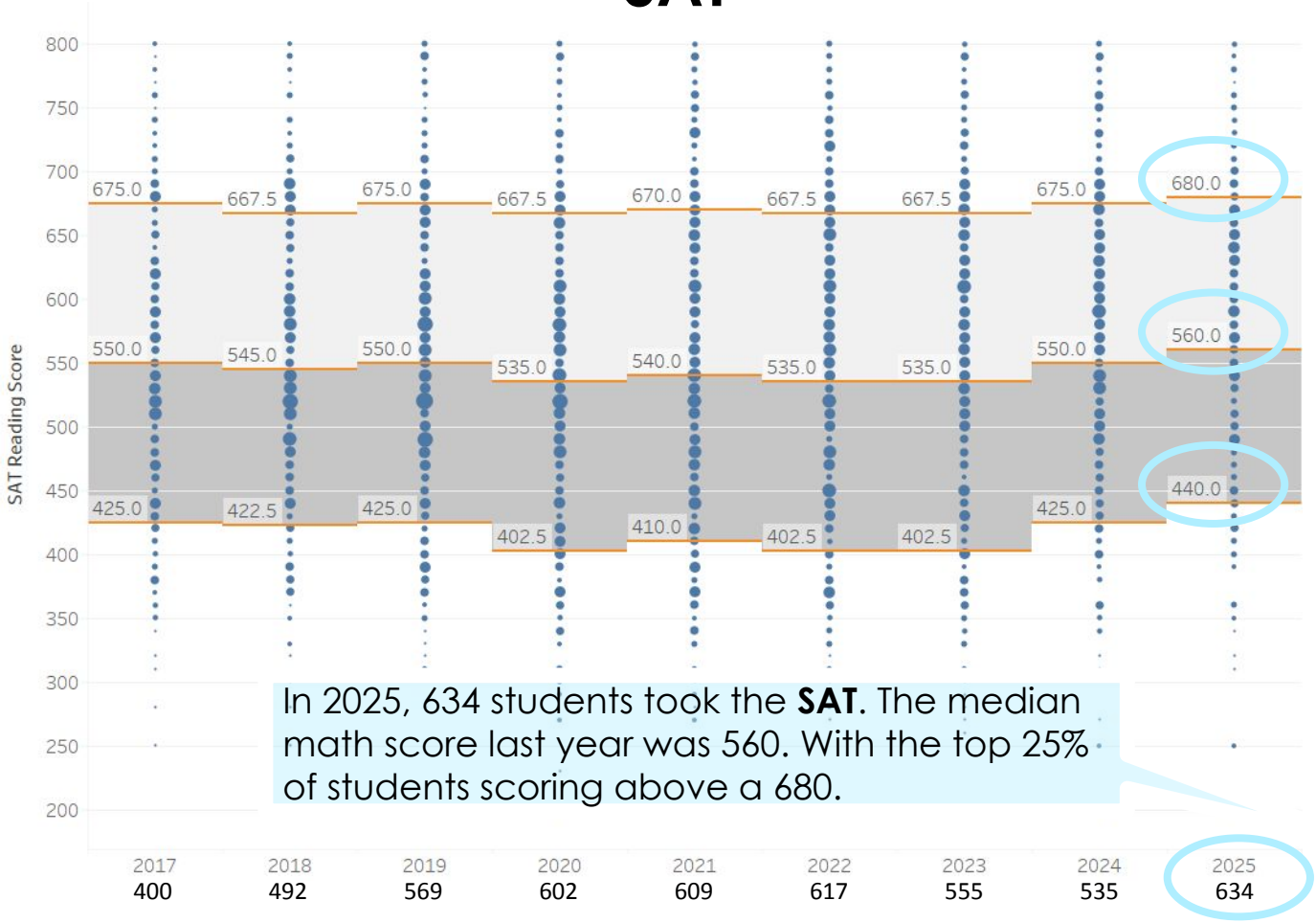
In 2025, 436 students took the PSAT with the median score being a 485. Students in the uppermost quartile (top 25%) scored above a 612.5. These students were in 5th grade in March 2020.

Since 2019

- the uppermost quartile (top 25%) has decreased by 5 points (617 to 612)
- the median score has decreased by 30 points (515 to 485)
- the lowermost quartile (bottom 25%)has decreased by 54.5 points (412.5 to 357.5)

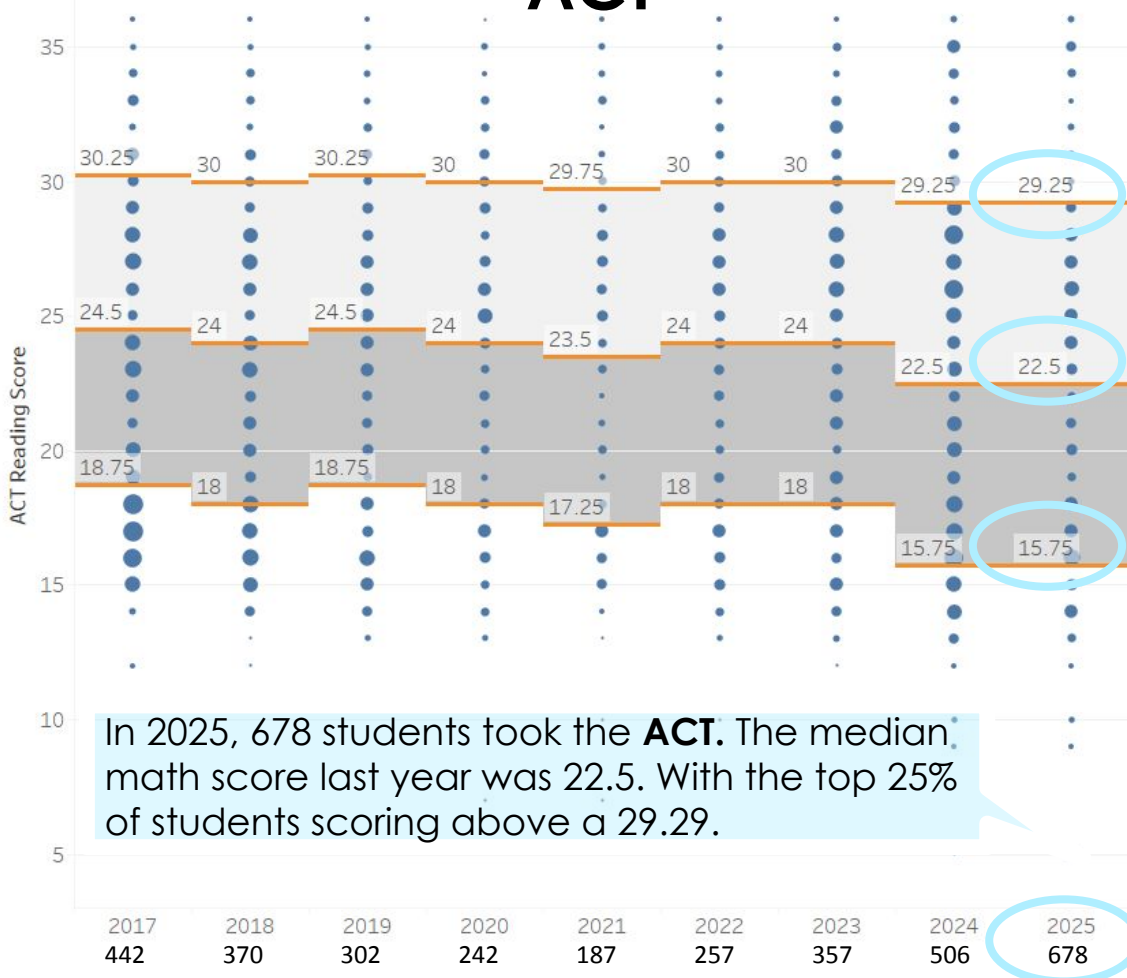
Math: best overall SAT and ACT score (2017-2025)

SAT



In 2025, 634 students took the **SAT**. The median math score last year was 560. With the top 25% of students scoring above a 680.

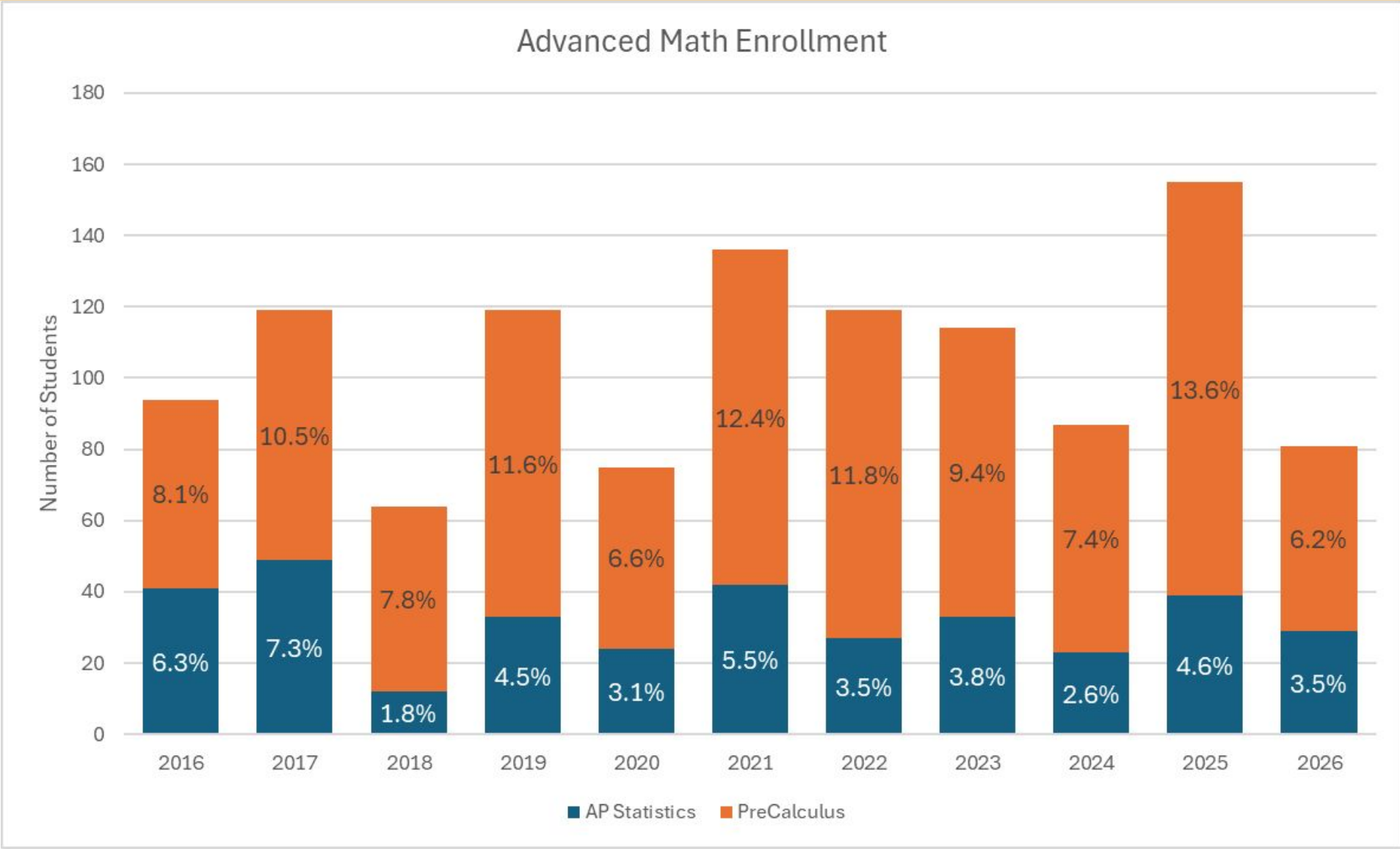
ACT



In 2025, 678 students took the **ACT.** The median math score last year was 22.5. With the top 25% of students scoring above a 29.29.

- Orange cut lines show the upper quartile, median, and lower quartile
- Calculated from the best score from 11th and 12th grade students who took the exam for that year

How many Midtown High School Students are taking PreCalc OR AP Stats in 10th grade?



In the Midtown Cluster

- Advanced Math was phased out of 4th & 5th grade in some schools starting in SY20/21
- The accelerated Algebra 1/Geometry course was removed from 8th grade in SY20/21

Visit: Midtown HS Math Course Offerings

ATLANTA PUBLIC SCHOOLS | Research + Evaluation
www.atlantapublicschools.us

Midtown High School Course Participation

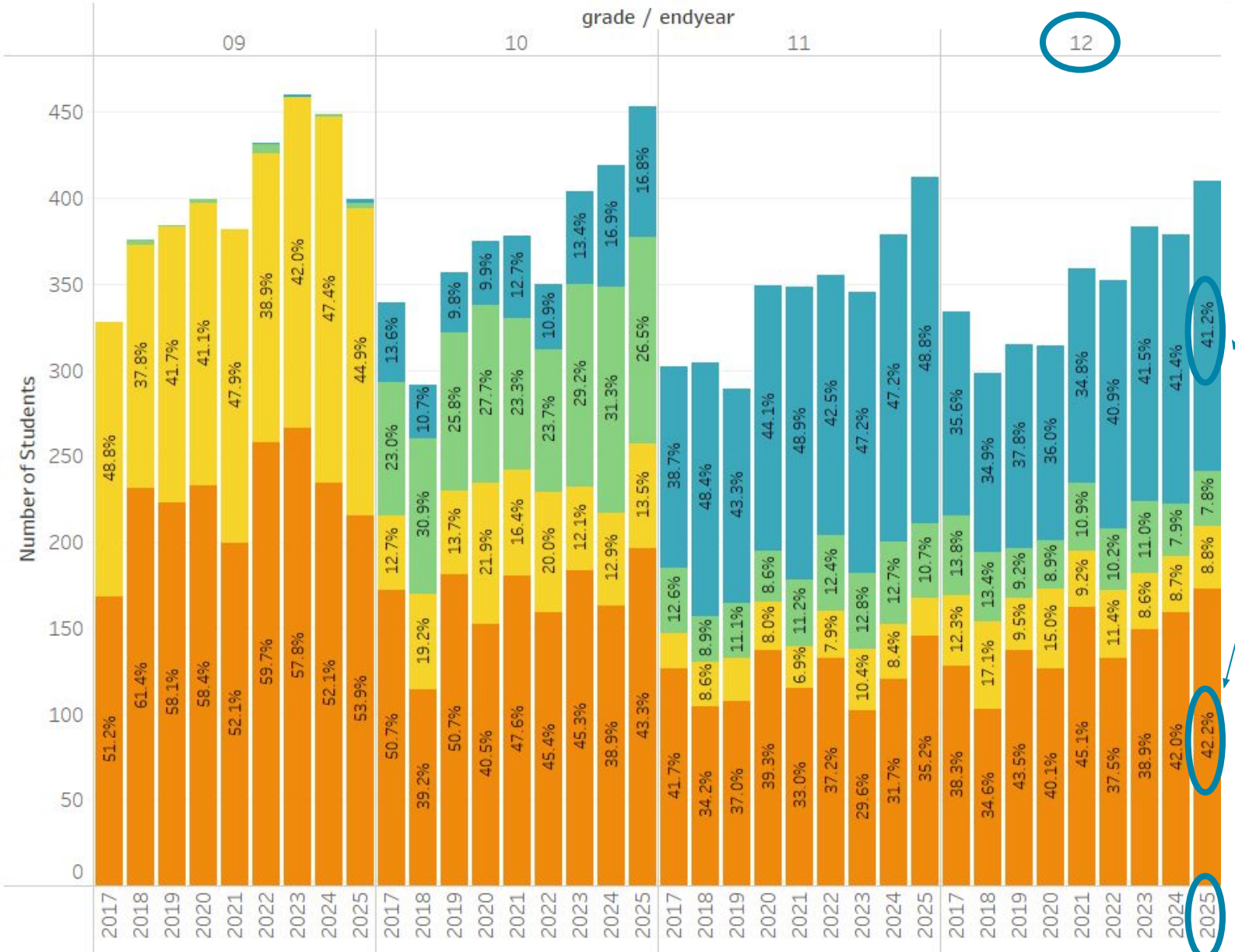
- Advanced Placement (AP)
- Dual Enrollment
- Atlanta College & Career Academy
- Early Release & Late Arrival

Midtown Cluster does not offer…

- *International Baccalaureate Program*
- *Dual Language Immersion*

Advanced Placement (AP): Class Enrollment

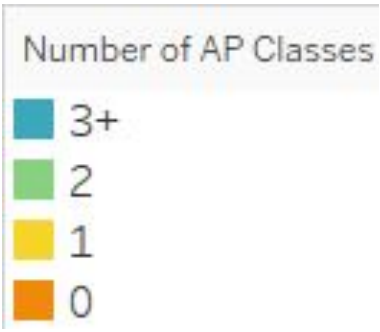
Midtown High School



AP Class Enrollment is based on number of AP Classes each student had taken at Midtown per end of year transcripts.

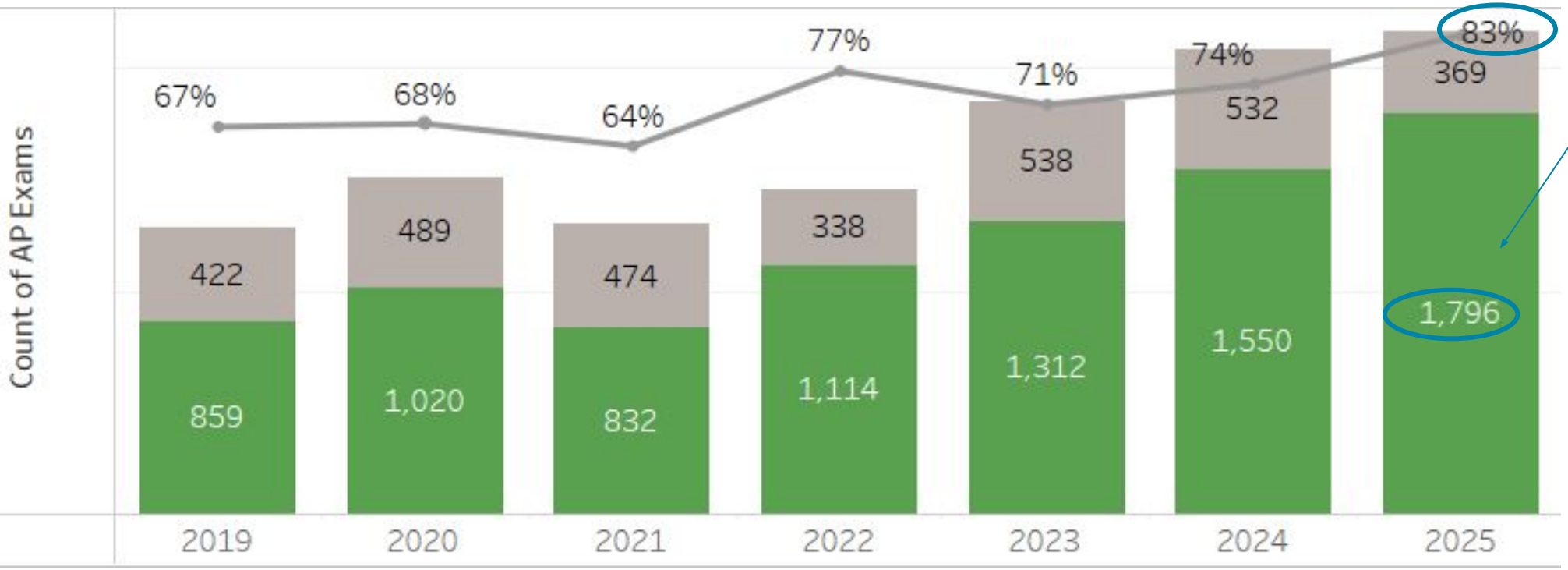
41.2% of seniors (169/410) took 3 or more AP classes last year.

42.2% of seniors (173/410) took zero AP classes last year



Advanced Placement (AP): Exam Pass Rate (score of 3 or greater)

Midtown High School



126/305	169/298	193/348	224/345	226/378	236/374	256/401

In 2025, 2165 total AP exams were taken.

- 83% Passed (1796/2165)
- 17% Not Passed: (369/2165)

In 2025, of the 401 total students enrolled in AP Courses, 256 (64%) students took at least one AP exam.

Bottom numbers indicate how many students took at least one AP Exam over the total number of students enrolled in at least one AP class. (Ex: 256/401)

***Note**: "Passing the AP exam" requires earning a score of at least 3 out of 5.*

Passed with 3 or higher

Did Not Pass

Advanced Placement (AP): Exam Pass Detailed Scores (2025)

Midtown High School

testsubject	% Pass	2025	
U.S. History	86	185	30
World History: Modern	85.2	178	31
English Language and Compositi..	90.3	187	20
Seminar	92.3	180	15
Human Geography	95.9	165	7
Psychology	77.4	120	35
English Literature and Compositi..	91.7	100	9
Statistics	72.2	78	30
Microeconomics	69.5	73	32
Environmental Science	86.9	86	13

testsubject	% Pass	2025	
Biology	84.3	75	14
United States Government and P..	97.7	86	
Macroeconomics	71.1	54	22
Calculus AB	50.8	33	32
Computer Science Principles	79.7	47	12
Research	89.6	43	
Calculus BC	53.8	21	18
Physics 1	66.7	24	12
Computer Science A	64.3	18	
European History	73.1	19	7
Spanish Language and Culture	55.6	8	
Latin	75	12	
Precalculus	100	1	
Physics C: Mechanics	0	1	
German Language and Culture	100	1	

In 2025, 99 students took the AP Environmental Science exam of which 86.9% (86) passed the AP Exam with a score of 3 or greater.

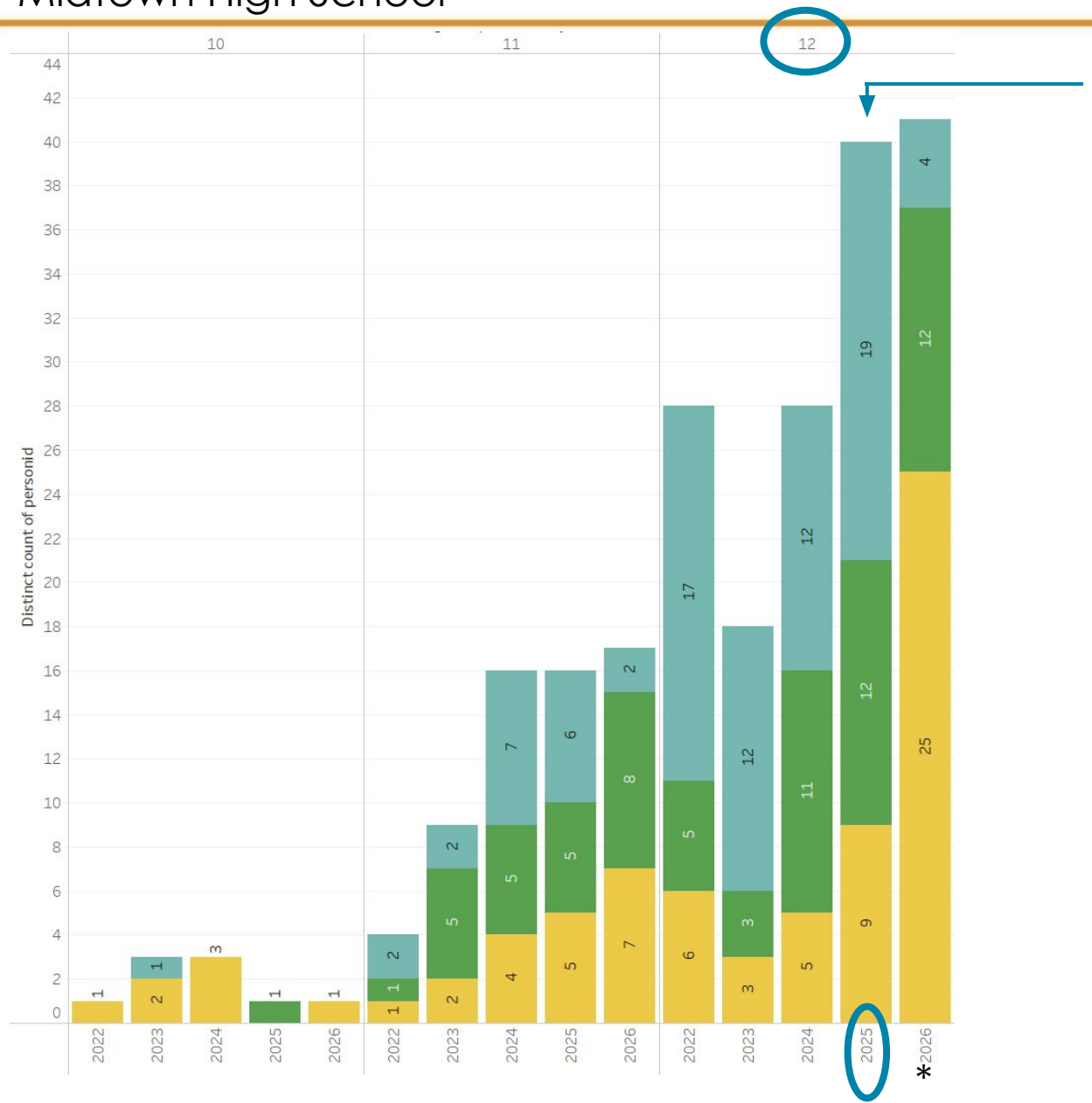
Passed with 3 or higher

Did Not Pass

Note: "Passing the AP exam" requires earning a score of at least 3 out of 5.

Dual Enrollment by Grade (2022-2025, 2026* partial)

Midtown High School



In SY2025, 40 Midtown Seniors completed at least one Dual Enrollment course.

- 9 students completed 1 course
- 12 students completed 2 courses
- 19 students completed 3 or more courses

2022 - 2025 Data excludes those that dropped a Dual Enrollment course.

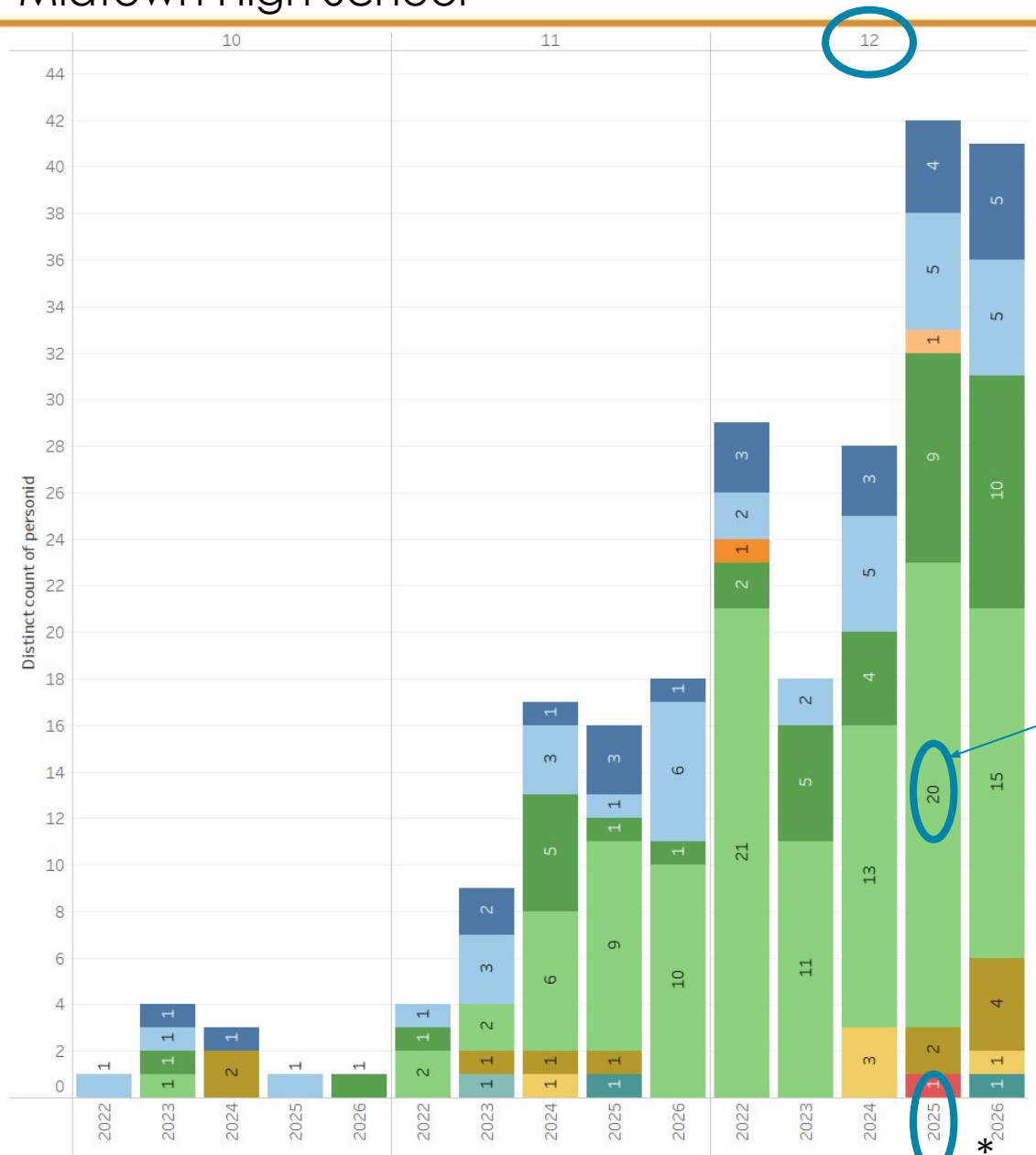
*2026 Data includes

- First semester data, excludes students that dropped a first semester course
- Second semester data, all students that enrolled in a course. Students may still drop.

3 or more courses
2 courses
1 course

Dual Enrollment by College Location, (2022-2025, 2026* partial)

Midtown High School

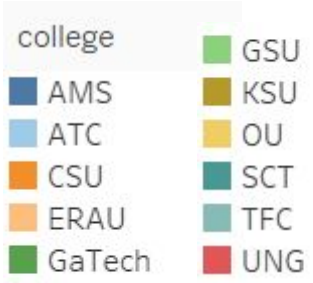


2022 - 2025 Data, excludes those that dropped a Dual Enrollment course.

*2026 Data includes

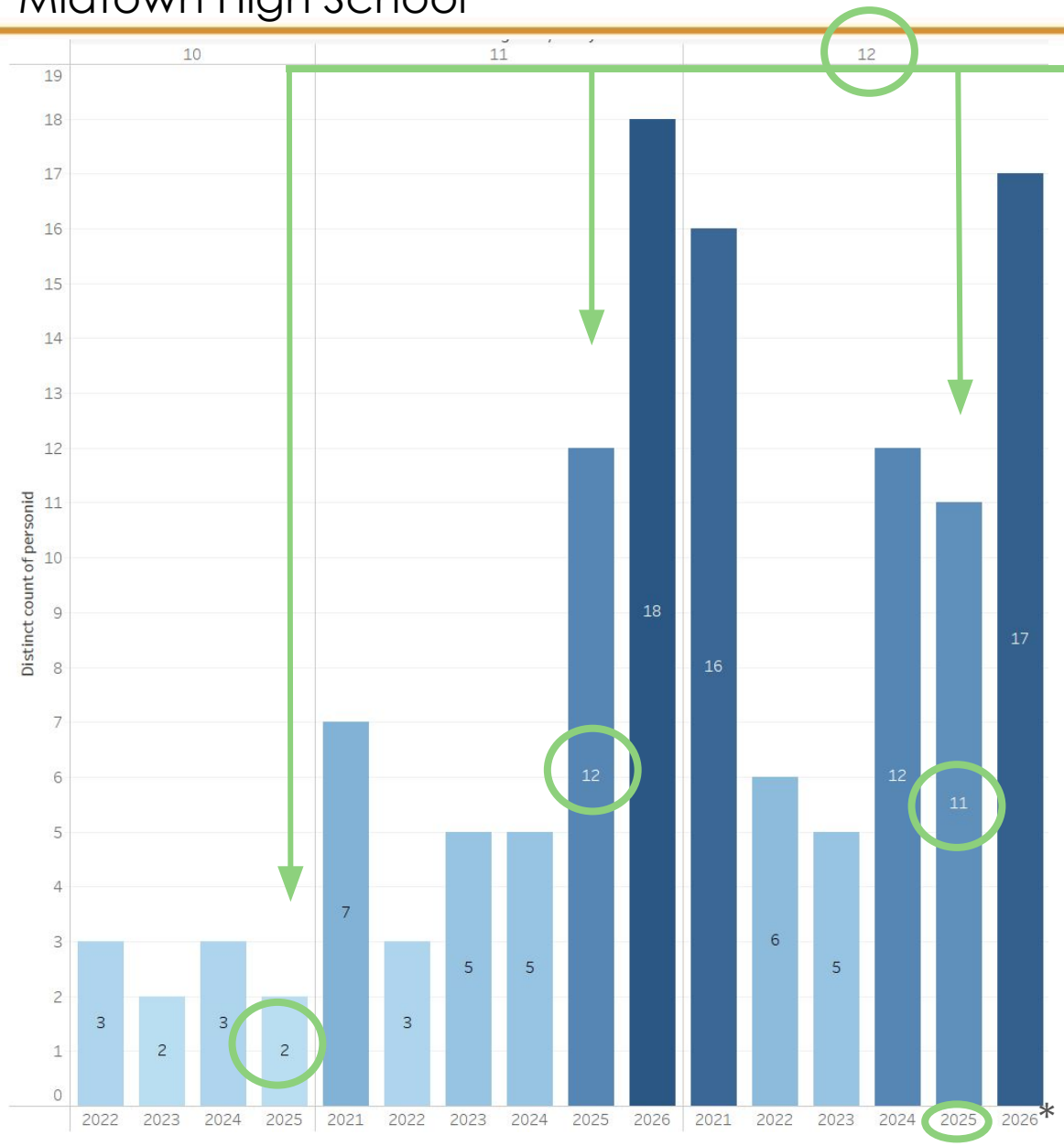
- First semester data: excludes those that dropped a first semester course
- Second semester data: all students that enrolled in a course. Students may still drop.

In 2025, there were 20 Midtown HS seniors enrolled in at least one Dual Enrollment course at GSU either first semester or second semester.



Atlanta College & Career Academy Enrollment (2022-2025, 2026* partial)

Midtown High School



In 2025, there were 25 Midtown HS students enrolled in at least one **ACCA** course.

- 2 sophomores
- 12 juniors
- 11 seniors

Atlanta College and Career Academy (ACCA): offers 13 pathways for students to earn accreditation in various trades and professions

CTAE Pathways:

- Criminal Investigations
- Culinary Arts
- Dental Science
- Graphic Design
- HVAC and Refrigeration
- Patient Care
- Teaching as a Profession

Dual Enrollment Pathways:

- Automotive Technology
- Certified Construction Workers
- Cybersecurity Fundamentals
- Infant/Toddler Care Specialist
- Early College Essentials
- Programming

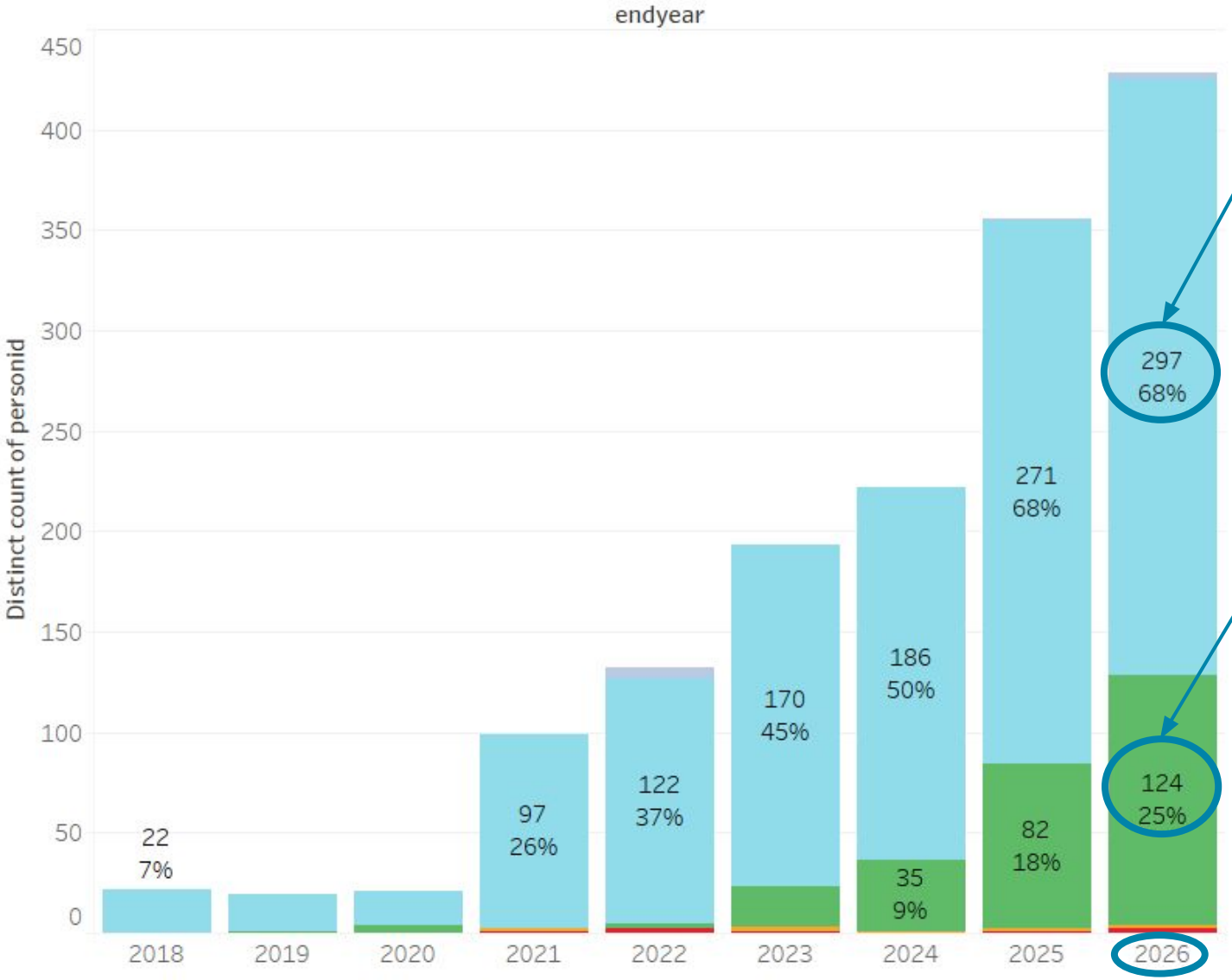
ACCA offers approximately 250 spots in the am & pm. APS students apply to a lottery for ACCA Pathway Courses.

2022 - 2025 Data, excludes those that dropped an ACCA course.
*2026 Data includes

- First semester data: excludes those that dropped a first semester course
- Second semester data: all students that enrolled in a course. Students may still drop.

Early Release / Late Arrival

Midtown High School

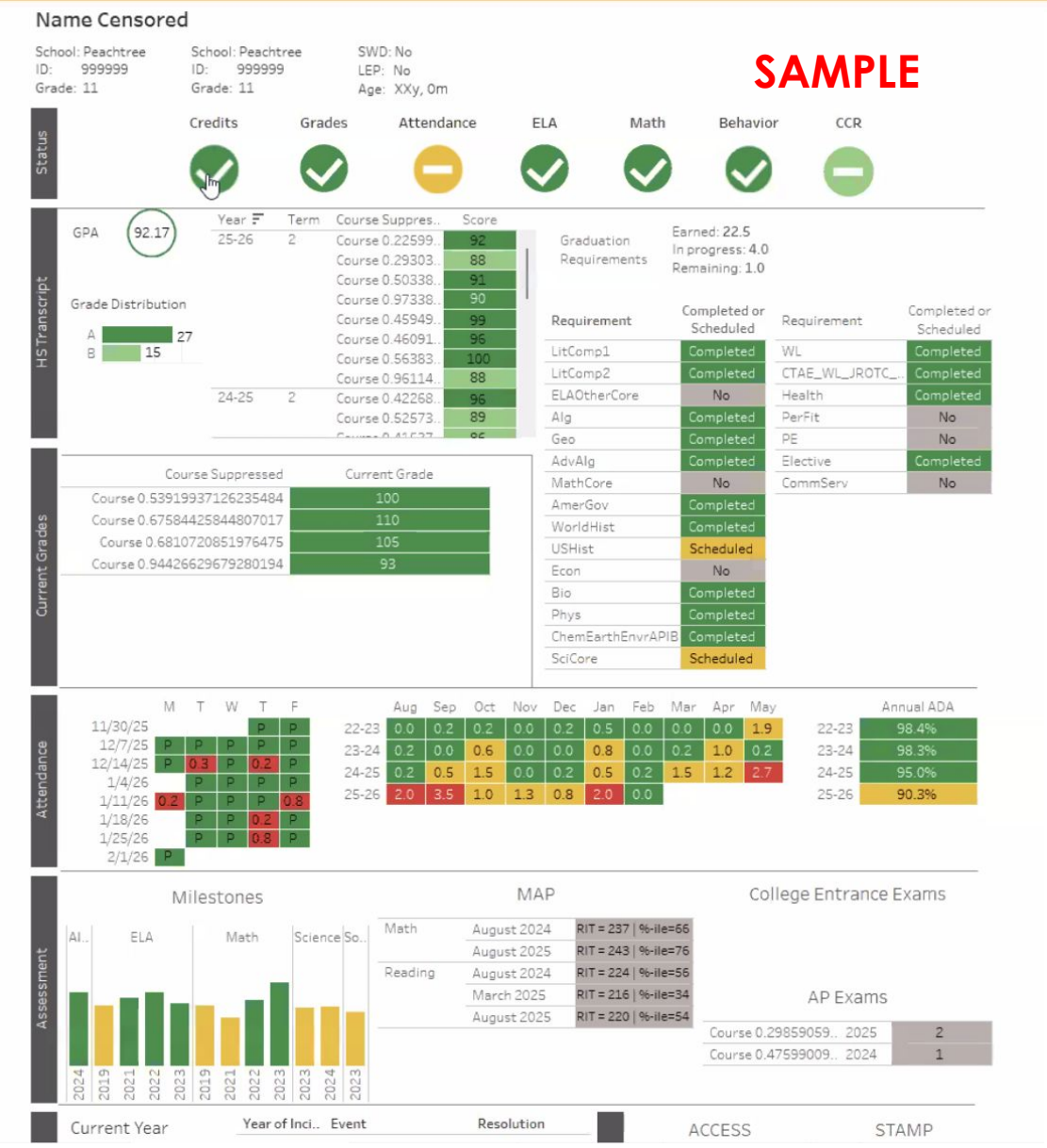


In 2026, 68% of Midtown Seniors (297/435) enrolled in at least one semester and at least one period of early release or late arrival.

In 2026, 25% of Midtown Juniors (124/488) enrolled in at least one semester and at least one period of early release or late arrival.

Resource: Student Performance Data Dashboard

Piloting to 9-12 students (Spring, 2026)



Student Performance Data Dashboards

- Match & Fit
- Student Data Profile

Per March 2026 Cluster Advisory Team Meeting: "The district has begun releasing student performance data, and the first set—**grades 9–12**—is now available. Students can log into **APSGraphs.com** with their APS username and password."

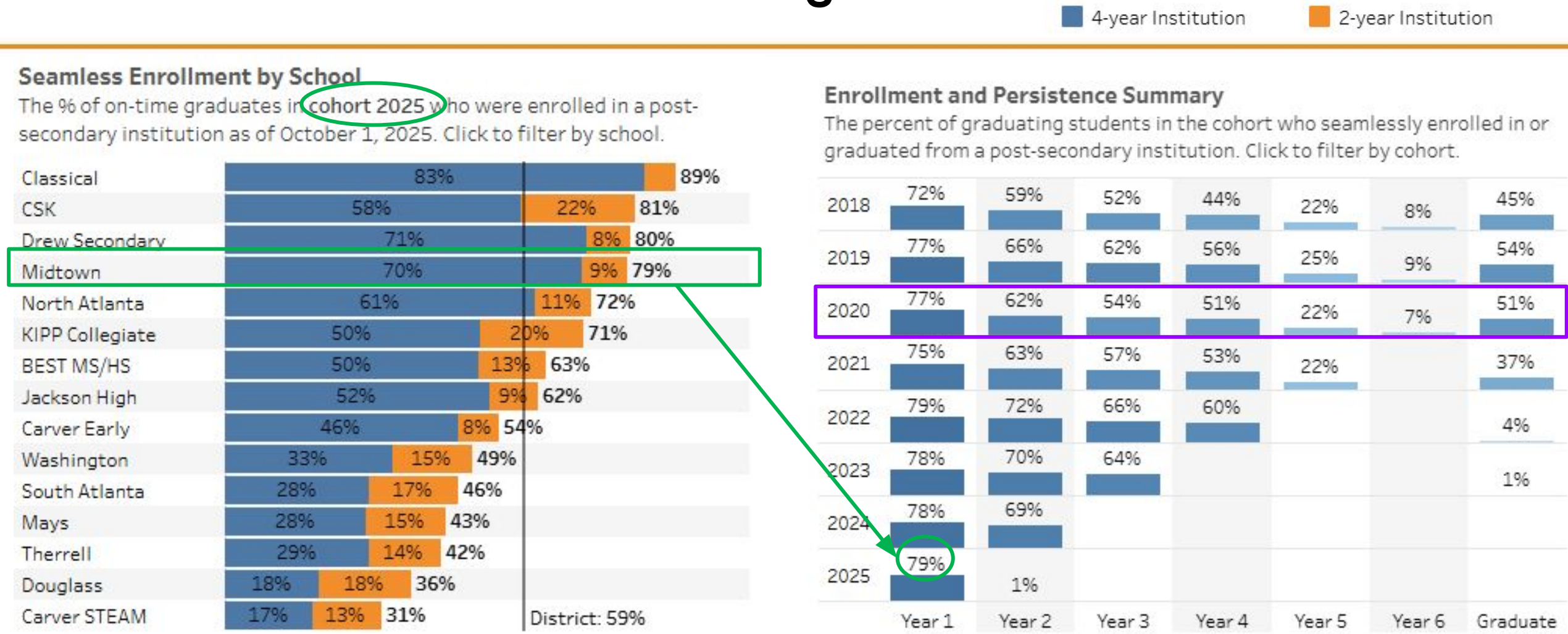
Provide **your feedback** about the Student Performance Data Dashboard

ATLANTA PUBLIC SCHOOLS | Research + Evaluation
www.atlantapublicschools.us

Beyond High School

- Seamless Enrollment
- College Remediation

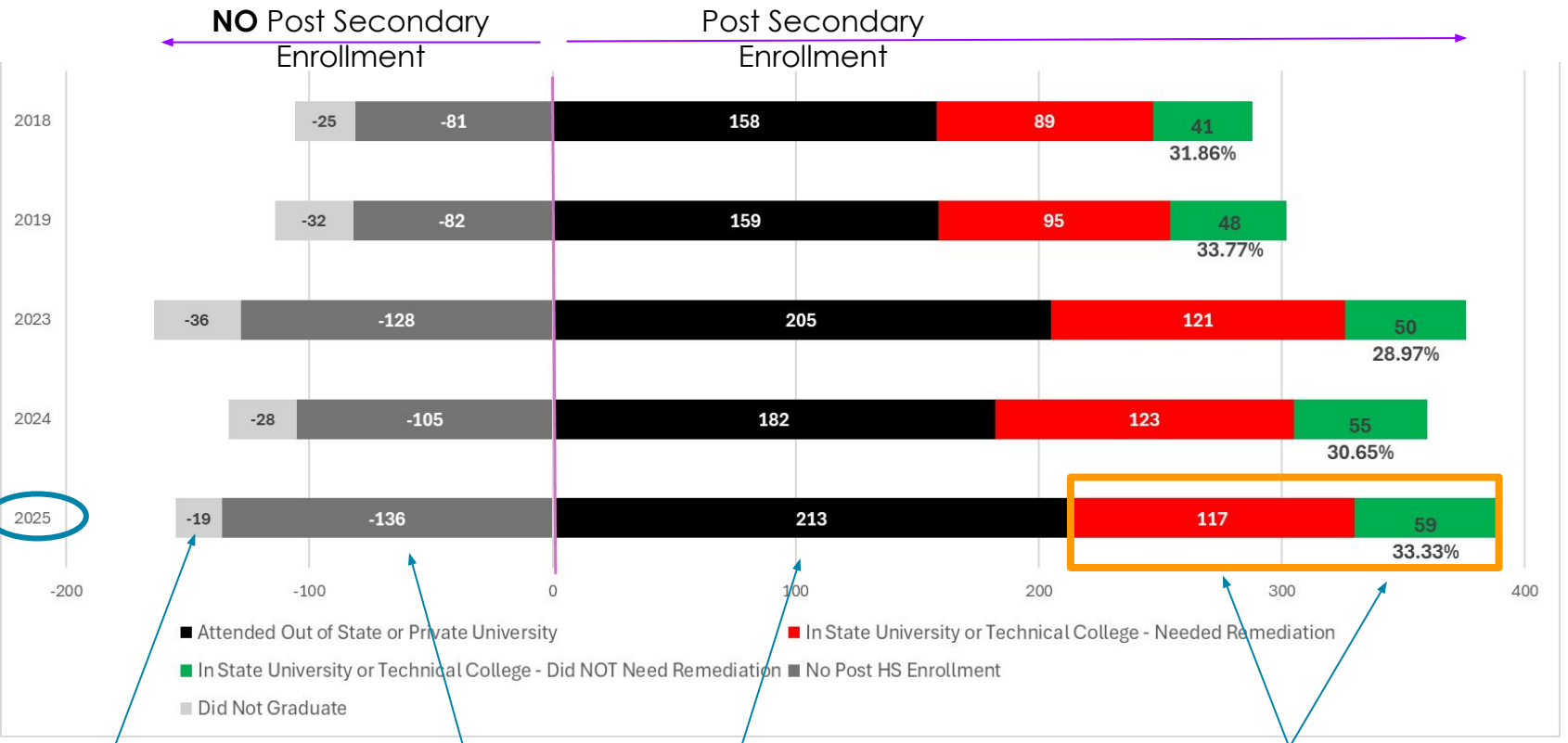
Seamless Enrollment for Midtown High School



Of all the 2025 Midtown High School graduates, 79% enrolled in a post-secondary institution as of October 1, 2025, with 70% enrolled in a 4 year institution and 9% enrolled in a 2 year institution .

In 2020, 77% enrolled in a post-secondary institution and as of October 1, 2025. 51% of them have since graduated.

Post Secondary Remediation for Midtown High School



19 students did not graduate Midtown HS.

136 MHS grads have no enrollment record for post secondary education.

213 MHS grads enrolled in non- TCSG or USG institutions. Remediation data is not available.

Of the total 176 MHS grads who attended a TCSG or USG,

- 59 students (33%) **did not** need remediation.
- 117 students (66%) **did** need remediation.

Entering the Technical College System of Georgia (TCSG) or University System of Georgia (USG) **without needing remediation** means a student is deemed "college-ready" in English and Mathematics upon admission, requiring no non-credit "learning support" or remedial courses

Students attending these in-state institutions post graduation are the **red** and **green** sections of the bar graph. Data on remedial needs of students attending out of state or private schools is not available.

Note: See Appendix for Post Secondary Remediation: Similar School Comparison 2025

ATLANTA PUBLIC SCHOOLS | Research + Evaluation
www.atlantapublicschools.us

Things to Consider to Add to Data Dig in Future Years

- Trends overtime: Gifted and Talented, SWD, 504 and EL
- K-12: Literacy Remediation, Participation & Data
- K-12: Participation in Clubs and Athletics
- Athletes and Academics Data Dashboard Review

ATLANTA PUBLIC SCHOOLS | Research + Evaluation

www.atlantapublicschools.us

APPENDIX

- Popular Links to School
- APS Definitions
- 2024 Facility Condition & Educational Suitability Assessment
- Utilization Reports
- Post Secondary Remediation
- ACCA Program Information
- APS Pathways Offered: SY25/26
- APS Accelerated Enrollment Offered: SY25/26
- GADOE Reading Readiness
- APS Accelerate Literacy Strategies, Spring 2026
- APS PreK Offered & Waitlist: SY25/26, 24/25
- APS Secondary Math
- APS Enrollment by Grade: All Schools
- Individual School Summaries
  - Hope Hill
  - Mary LIn
  - Morningside
  - Springdale Park
  - Virginia Highland
  - DT Howard Middle
  - Midtown High
  - Kindezi Old Fourth Ward
  - Centennial Academy
  - Wesley International Academy

MIDTOWN CLUSTER: TRADITIONAL SCHOOLS

ELEMENTARY

Hope Hill Elementary School: prek - 5

- About Us: https://hopehill.atlantapublicschools.us/our-school
- Go Team: https://hopehill.atlantapublicschools.us/community/go-team

Mary Lin Elementary School: prek - 5

- About Us: https://marylin.atlantapublicschools.us/our-school
- Go Team: https://marylin.atlantapublicschools.us/community/go-team

Morningside Elementary School: K - 5

- About Us: https://morningside.atlantapublicschools.us/our-school
- Go Team: https://morningside.atlantapublicschools.us/community/go-team-ar

Springdale Park Elementary School: prek - 5

- About Us: https://springdale.atlantapublicschools.us/our-school
- Go Team: https://springdale.atlantapublicschools.us/community/gc

Virginia Highlands Elementary School: prek - 5

- About Us: https://virginiahighland.atlantapublicschools.us/our-school
- Go Team: https://virginiahighland.atlantapublicschools.us/community/go-tean

MIDDLE

DT Howard Middle School: 6 - 8

- About Us: https://howard.atlantapublicschools.us/our-school
- Go Team: https://howard.atlantapublicschools.us/community/go-team-1

HIGH

Midtown High School: 9 - 12

- About Us: https://midtown.atlantapublicschools.us/our-school
- Go Team: https://midtown.atlantapublicschools.us/community/v

Traditional schools are neighborhood schools with defined attendance zones for the school and enrollment is open to any student living within that zone. They are supported and managed by Atlanta Public Schools.

WHAT IS A GO TEAM?

All school systems in the State of Georgia were required to select a new district operating model. As a result, beginning July 1, 2016, Atlanta Public Schools became a Charter System, which means our district is working to create more freedom and flexibility for our schools to find new ways to boost student achievement. The best part — parents, educators and community members now share in the decision-making process by joining the school's GO Team.

Midtown Cluster Advisory Team (CAT)

Our Cluster is made up of 7 traditional schools – Midtown High School, Howard Middle School, Hope Hill Elementary, Mary Lin Elementary, Morningside Elementary, Springdale Park Elementary, and Virginia-Highland Elementary. The purpose of working as a cluster is to ensure consistent high quality academics and focused programming. Working together provides the ability to enhance the alignment of schools within a cluster and increase the levels of flexibility and autonomy from the district-level to the cluster and school levels.

CONVERSION CHARTER & CHARTER SCHOOLS in Midtown Cluster Boundaries

CONVERSION CHARTER SCHOOL

Centennial Academy: K - 8

- About Us: https://www.centennialacademycharter.org/
- Board of Directors: https://www.centennialacademycharter.org/meet-our-crew/board-of-directors

*"A **Conversion Charter:** As a conversion charter school, Centennial Academy maintains an attendance zone serving as one of APS's public neighborhood schools. The school will accept admission to any student residing in the attendance zone. Although Centennial Academy is not required to take out-of-zone students, the school will maintain a certain number of out-of-zone students, lottery scholars, as part of the diverse population. A neighborhood school first and choice school second, Centennial Academy maintains a strong partnership with APS to meet the demands of its enrolled students."* *- from Centennial Academy website, 3/20/2025*

CHARTER SCHOOL

Kindezi Old Fourth Ward: K - 8

- About Us: https://kindezi.org/schools/old-fourth-ward/
- Board of Directors: https://kindezi.org/our-team/directors/

Wesley International Academy: K - 8

- About Us: https://www.wesleyacademy.org/
- Governing Body Information:

*"A **Charter School** is a public school that operates under contract with a local authorizer such as Atlanta Public Schools. Charter schools are governed by their own independent, non-profit boards with oversight from the authorizer and the Georgia Department of Education. Charter schools have district-wide enrollment zones and are allowed flexibility in their programming in exchange for specific performance goals."* *- from APS Charter & Partner Website, 3/20/2025*

APS Definitions

Charter System: The operating model chosen by Atlanta Public Schools, which affords each school greater decision-making autonomy as well as flexibility to innovate across the district. Atlanta Public Schools was fully transitioned to a charter system in the 2016-2017 school year. With a charter system, the district enters the contract with the state, and therefore the responsibilities for management and oversight remain with the elected system-level school board – the Atlanta Board of Education. Thus, the Atlanta Board of Education retains its legally granted authority for setting the vision and strategic plan for the district, hiring and holding the Superintendent accountable, maintaining district facilities, and a few other key responsibilities, while at the same time distributing a meaningful level of decision-making autonomy to the individual district schools.

Traditional School: Traditional schools are neighborhood schools with defined attendance zones for the school and enrollment is open to any student living within that zone. They are supported and managed by Atlanta Public Schools.

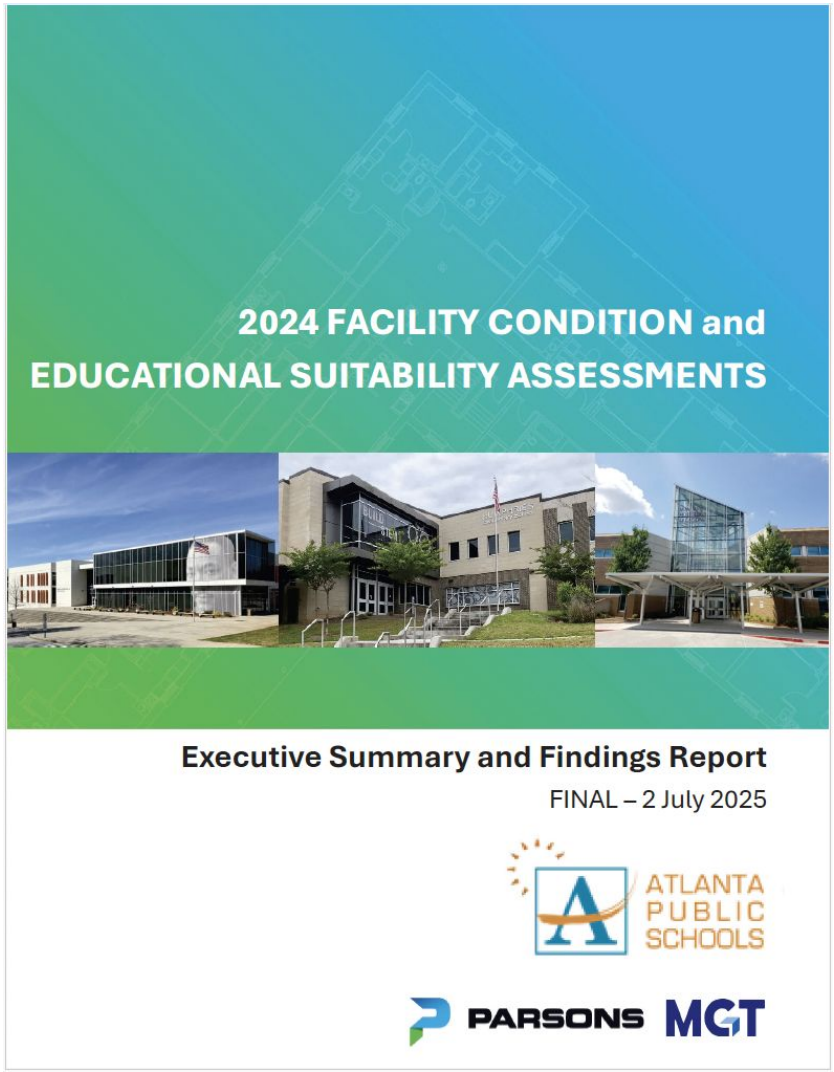
Conversion Charter School: Centennial Academy is the district's only conversion charter school. The school began as a traditional school and transitioned in 2014 for additional flexibility. It maintains a defined attendance zone.

Charter School: Charter schools in APS are authorized by the Atlanta Board of Education and the State Board of Education. A charter school is a public school of choice that operates under the terms of a charter, or contract, with an authorizer, such as the state and/or local board of education. The school is directly and individually accountable for meeting the requirements outlined in the contract. Charter schools are governed, not by a local board of education, but by an autonomous non-profit board of directors, and they receive flexibility from certain state and local rules and regulations in exchange for a higher level of accountability.

Partner School: Partner schools are neighborhood schools whose management has been transitioned to a qualified non-profit organization and who are accountable to the Atlanta Board of Education for results defined in their contracts. Each partner school serves all students in the district's defined attendance zone for the school and enrollment is open to any student living within that zone.

2024 Facility Condition & Educational Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*



Detailed Educational Suitability Assessment Reports for each Midtown Cluster Traditional School:

- Hope Hill
- Mary LIn
- Morningside
- Springdale Park
- Virginia Highlands
- DT Howard
- Midtown

Facility Condition (FCA Score)

Educational Suitability Assessment (Suitability Score)

Table 34 – Combined FCA and ESA Scores by School Type

School	FCA Score	Suitability Score	School Score @ 65/35
Elementary Schools			
Barack and Michelle Obama Academy	97.88	84.86	93.32
Beecher Hills Elementary School	91.50	86.18	89.64
Benteen Elementary School	95.15	87.26	92.39
Bolton Academy	86.49	86.39	86.46
Boyd Elementary School	96.52	92.92	95.26
Brandon Main ES	87.44	78.19	84.20
Brandon Primary ES	96.40	81.84	91.30
Burgess-Peterson Academy	89.63	88.91	89.38
Cascade Elementary School	87.53	94.18	89.86
Cleveland Avenue Elementary School	88.25	85.13	87.16
Continental Colony Elementary School	83.36	92.00	86.38
Deerwood Academy	79.92	78.04	79.26
Dobbs Elementary School	77.38	90.72	82.05
Dunbar Elementary School	82.87	86.92	84.29
Fickett Elementary School	82.57	71.05	78.54
Finch Elementary School	82.16	92.61	85.82
Garden Hills Elementary School	94.54	85.35	91.32
Gideons Elementary School	97.83	84.15	93.04
Harper-Archer Elementary School	93.10	83.16	89.62
Heritage Academy	75.23	87.62	79.57
Hollis Innovation Academy	86.87	89.54	87.80
Hope-Hill Elementary School	80.48	70.08	76.84
Humphries Elementary School	98.03	92.15	95.98
Hutchinson Elementary School	98.88	90.01	95.78
Jackson Main ES	98.16	82.28	92.61
Jackson Primary ES	94.05	81.82	89.77
Jones, M.A. Elementary School	92.51	94.30	93.14
Kimberly Elementary School	98.72	89.17	95.38
Lin, Mary Elementary School	96.11	85.49	92.39
Miles Elementary School	94.43	89.76	92.79
Morningside Elementary School	97.43	86.95	93.76
Parkside Elementary School	74.48	93.01	80.97
Perkerson Elementary School	80.26	86.14	82.32

School	FCA Score	Suitability Score	School Score @ 65/35
Peyton Forest Elementary School	82.56	84.44	83.22
Rivers, E Elementary School	99.83	90.36	96.52
Scott Elementary School	89.85	82.98	87.44
Slater Elementary School	74.75	82.28	77.38
Smith, Sara Intermediate ES	83.51	95.26	87.62
Smith, Sara Primary ES	81.67	77.63	80.25
Springdale Park Elementary School	94.51	81.74	90.04
Stanton, F. L. Elementary School	99.60	N/A	N/A
Toomer Annex (Whitefoord)	77.96	87.29	81.23
Toomer Elementary School	99.91	N/A	N/A
Tuskegee Airmen Global Academy	99.97	93.97	97.87
Usher-Collier Heights Elementary School	85.65	82.88	84.68
Virginia-Highland Elementary School	91.05	93.51	91.91
West Manor Elementary School	96.18	90.49	94.19
Woodson Park Academy	100.00	82.13	93.74
High Schools			
Carver High School	85.90	79.21	83.56
Douglass High School	81.30	93.74	85.66
Douglass HS 9th	82.33	95.14	86.81
Jackson, Maynard High School	91.25	92.13	91.56
Mays High School	96.33	92.42	94.96
Midtown High School	94.95	75.77	88.24
North Atlanta High School	99.60	86.29	94.94
South Atlanta High School	95.51	86.70	92.43
Therrell High School	89.87	83.21	87.54
Washington High School	77.53	80.40	78.54
Middle Schools			
Bunche Middle School	99.78	79.93	92.84
Howard, David T. Middle School	99.39	94.61	97.72
John Lewis Invictus Academy	88.00	88.98	88.34
King, M.L. Middle School	82.15	86.13	83.54
Long Middle School	92.45	79.58	87.95
Price Middle School	83.03	87.97	84.76
Russell, H. J. Academy	98.96	80.32	92.44
Sutton Middle School Seventh and Eighth Grade Campus	85.71	87.16	86.22

School	FCA Score	Suitability Score	School Score @ 65/35
Sutton Sixth Grade	89.00	85.08	87.63
Sylvan Hills Middle School	97.53	98.20	97.76
Young Middle School	91.01	89.80	90.58
Other Facilities			
Atlanta College and Career Academy	97.06	88.62	94.11
Atlanta Virtual Academy and Adult Ed	70.10	N/A	N/A
BEST Academy/King C.S.	90.27	81.00	87.02
East Atlanta Campus/Phoenix Academy	83.80	84.66	84.10
Hank Aaron Academy	88.34	85.96	87.50
Charter Schools			
Adamsville Elementary School (Kindezi West)	86.26	80.22	84.15
Archer High School (Westside Atlanta Charter)	69.38	82.46	73.96
Blalock (KIPP SOUL)	88.11	78.80	84.85
Centennial Place ES (Centennial Place Academy)	87.63	71.52	81.99
Cook ES (Wesley International Academy)	89.82	65.34	81.25
Herndon ES (KIPP Ways)	89.37	78.81	85.68
Hill, C.W. ES (Kindezi Old Fourth Ward)	92.70	76.55	87.05
Slaton ES (Atlanta Neighborhood Charter)	89.49	N/A	N/A
Turner MS (KIPP Atlanta Collegiate)	83.43	66.16	77.39
Waters ES (KIPP Visions Academy)	80.57	72.48	77.74
Relocation Sites			
Bethune Elementary School	97.54	81.54	91.94
Coan Building	93.68	75.62	87.36
Connally Elementary School	84.69	N/A	N/A
East Lake ES Facility	80.46	N/A	N/A
Thomasville Heights Elementary School	74.36	78.43	75.78
Towns Elementary School	93.63	N/A	N/A

*Facilities noted as N/A were not included in the Educational Suitability study due to mission or were under construction at the time of the assessment.

licschools.us

Educational Suitability Assessment by Cluster

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

Table 31 - Suitability Schore Ranges by Cluster

CLUSTER	SUITABILITY SCORE RANGE		AVERAGE
	LOW	HIGH	
Carver	78.43	98.20	86.40
Douglas	66.16	95.14	84.20
~~Middletown~~ Midtown	65.34	94.61	80.10
Jackson	75.62	93.01	86.73
Mays	80.22	94.18	88.44
N. Atlanta	77.63	95.26	84.80
S. Atlanta	66.39	92.15	83.42
Therrell	71.05	92.00	82.23
Washington	78.81	94.30	85.55

APS Utilization Reports:

March 3, 2025

- **Presentation from Simbli: (start on slide 55)** https://simbli.eboardsolutions.com/meetings/TempFolder/Meetings/March%202025%20Board%20Presentation_Strategic%20Funding%20Priorities%20(4)_1758225ebqhrrrenwm0gzmk35foyokk.pdf
- Recording Start @ 2:13:35: https://www.youtube.com/watch?v=Ds1wHOBN6Wg&t=8067s

December 2, 2024 APS BOE:

- Recording Start @ 1:25:16 **https://www.youtube.com/live/Fm4iNtnLR6s?si=ckJrYVFjLgEJ04bn**
- Presentation from Simbli: https://drive.google.com/file/d/1Ir87U_t4YA4S9o-7xnoz8TZVnVETx3--/view?usp=sharing
- 24/25 Enrollment and School Facility Utilization Report 2023-24 SY from Simbli: **https://drive.google.com/.../1at0PzO0fkTJmQh547jb.../view...**

October 7, 2024 APS BOE Meeting:

- Recording Start @ 14:11 **https://www.youtube.com/live/ZU2kySTNb40?si=1eYRQh_DrNYA1Oy_**
- Presentation from Simbli: https://drive.google.com/file/d/18FKhQ4qbt2GIBgAC2IJ5YZB6UrDdaXQW/view?usp=sharing

February 5, 2024 APS BOE Meeting Minutes:

- Enrollment and School Facility Utilization Report 2023-24 SY from Simbli: **https://drive.google.com/.../1uGueaBX7hAcj5YJly.../view...**

February 2023 APS BOE Meeting Minutes:

- Enrollment and School Facility Utilization Report 2022-23 SY from Simbli: **https://drive.google.com/.../1MgIjI0mJhNYLyOxDliQ.../view...**

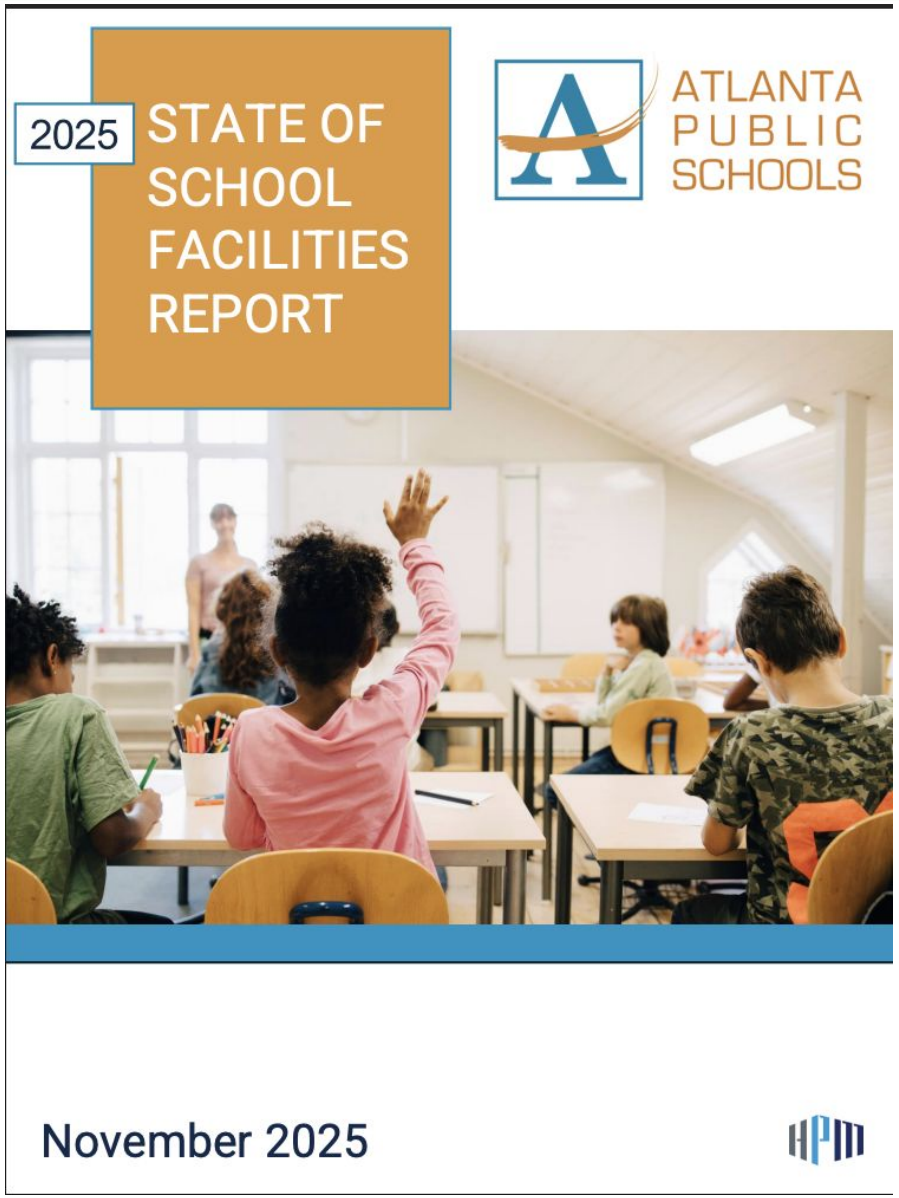
SY 21/22 Overview of Student Enrollment in the Cluster & Its impact on School Capacity.

- Midtown Cluster Report: **https://drive.google.com/.../1OQPkLI48T.../view...**
- All Clusters: **https://drive.google.com/.../18UOXHvAfJ6IfkehbUce.../view...**

Other Historical Resources:

- APS Facilities Master Plan Website with links: **https://www.atlantapublicschools.us/Page/60725**

2025 APS State of Schools



Click HERE for the full 2025 State of Schools Facilities Report.

Post Secondary Remediation: Similar School Comparison 2025

Match Level	District	School	% Black	% Hispanic	% Multi	% White	% ED	% SWD	% ELL	Total Enrollment	CCRPI Score	Grad Rate	Enter College w/o remediation
Reference	*Atlanta Public Schools*	*Midtown*	*39.0%*	*9.2%*	*7.4%*	*41.2%*	*32.1%*	*9.1%*	*3.1%*	*1811*	*91.1*	*95.1%*	*33.33%*
Very Strong	Cobb County	Hillgrove	36.3%	16.0%	5.4%	38.5%	32.0%	12.3%	4.2%	2347	90.8	96.1%	46.85%
	Henry	Ola	38.2%	10.1%	5.9%	43.9%	41.5%	18.3%	2.0%	1685	89.5	94.9%	32.21%
	Houston	Veterans	32.4%	9.4%	5.9%	50.6%	47.9%	12.4%	0.8%	2019	87.3	96.1%	45.43%
Strong	Cobb County	Kennesaw Mountain	32.3%	19.9%	5.8%	32.7%	42.5%	14.1%	8.3%	1761	89.3	95.0%	47.78%
	Columbia	Evans	24.3%	13.2%	7.9%	50.1%	37.2%	11.3%	3.6%	1892	75.2	93.4%	39.73%
	Columbia	Grovetown	43.9%	16.7%	8.0%	29.2%	41.7%	12.5%	4.5%	2362	73.4	90.5%	32.77%
Very Strong, except for ED	Carroll County	Villa Rica	35.9%	13.4%	7.6%	42.6%	100.0%	13.2%	4.5%	1797	76.2	96.7%	35.87%
	Muscogee	Northside	37.3%	12.5%	7.6%	39.4%	100.0%	14.0%	2.1%	1499	82.6	97.1%	48.20%
Good	Cobb County	Allatoona	19.3%	15.5%	5.3%	56.0%	30.8%	13.9%	5.2%	1609	84.8	94.2%	37.98%
	Columbia	Lakeside	17.2%	9.9%	6.5%	54.5%	27.9%	9.0%	4.1%	1927	83.2	94.6%	47.55%
	City Schools of Decatur	Decatur	23.6%	6.0%	7.6%	58.4%	17.7%	10.8%	3.1%	1939	88.1	96.3%	37.25%

Atlanta College & Career Academy (ACCA)

Presented APB BOE Meeting, November 2025 Strategy Update Presentation, Slide 26

ACCA Programs @ Michael Maze Campus

Pathway	Program Type	# AM Students	# PM Students	Total Students
Automotive Chassis Tech TCC	Dual Enrollment	14	12	26
C++ Programmer TCC	Dual Enrollment	7	14	21
Certified Construction Worker TCC	Dual Enrollment	16	16	32
Criminal Investigations	CTAE	24	25	49
Culinary Arts	CTAE	25	20	45
Cybersecurity Fundamentals TCC	Dual Enrollment	12	18	30
Early College Essentials	Dual Enrollment	42	24	66
Education as a Profession	CTAE	6	26	32
Dental Science	CTAE	26	23	49
Graphic Design	CTAE	21	25	46
HVAC-Refrigeration	CTAE	18	17	35
Infant/Toddler Child Care TCC	Dual Enrollment	23	17	40
Patient Care	CTAE	27	23	50

Total 521

All Dual Enrollment Programs are Accelerated Career pathways

26

ATLANTA PUBLIC SCHOOLS

Atlanta College & Career Academy (ACCA)

Taken form ACCA SY26/27 Application Website

ACCA Eligibility for SY27 Programs

CTAE Pathways: Students will earn high school elective credit for the pathways in this section.

- Criminal Investigations
- Culinary Arts
- Dental Science
- Graphic Design
- HVAC and Refrigeration
- Patient Care
- Teaching as a Profession

Dual Enrollment: Students will earn high school and college credit for the pathways in this section. Students must apply and meet admission criteria for Atlanta Technical College by March 6, 2026.

- Automotive Technology
- Certified Construction Workers
- Cybersecurity Fundamentals
- Infant/Toddler Care Specialist
- Early College Essentials
- Programming

2025/2026 APS Pathways Offered

Presented APS Board of Education Retreat, March 2026

Career Cluster	Agriculture, Food & Natural Resources			Architecture & Construction					Arts, AV Technology & Communications			Business Management & Administration			Education & Training		Finance		Healthcare Sciences						Hospitality & Tourism			Human Services	Law, Public Safety, Corrections, and Security		Information Technology							Marketing	Science, Technology, Engineering & Mathematics		Transportation, Distribution & Logistics
Pathway	Ag Leadership (Horticulture)	Ag Leadership (Plant Science)	Veterinary Science (ACP)	Carpentry	Electrical (CTAE+)	Heavy Equipment Operations	HVAC + Refrigeration (CTAE+)	HVAC + R--Electrical (CTAE+)	A/V Technology & Film (ACP) (CTAE+)	Graphic Communications (CTAE+)	Graphic Design (ACP)	Business & Technology (CTAE+)	Start Up Entrepreneurship	Entrepreneurship	Infant/Toddler Childcare	Teaching as a Profession (ACP)	Financial Services (ACP)	Financial Technology	Allied Health & Medicine (ACP)	Dental Science (ACP)	Patient Care	Phlebotomy	Public Health	Sports Medicine	Culinary Arts	Event, Sports & Ent. Mgmnt	Sports & Entertainment Marketing	Cosmetology	Criminal Investigations	Public Safety Comms	Artificial Intelligence	Computer Science (ACP)	Cybersecurity	Game Design	Programming	Web Development	Web & Digital Design (ACP)	Marketing Comms & Promo (CTAE+)	Engineering & Technology (ACP) (CTAE+)	Engineering Drafting & Design (CTAE+)	Automotive Technology
ACCA				DE			X	X		X	X				DE	X				X	X			X				X	X			DE		DE					DE
BEST Academy									X																														X		
CSKYWL Academy			X																			X								X	X									
Carver Early College											X																								X					
Carver STEAM		X							X					X																										
Douglass				o	o							X	o														#	X					X							
Jackson									X		X	X																										X		
Mays									X		X						X						X		o								X				X		
Midtown									X									X								X						o			#	X	X	X	
North Atlanta									X		X	X													o										#				
South Atlanta				o		o						X							X			X	#																
Therrell									X			X							X					X				X											
Washington	X																						X	X									X						

X--full pathway offered | o=pathway introduced | #=pathway phasing out | DE=Dual Enrollment

HDP=High Demand Pathway List | Academic Career Pathway | CTAE+

Accelerated Enrollment across the District, SY25/26

Presented APB BOE Meeting, November 2025 Strategy Update Presentation , Slide 33

Accelerated Enrollment

Accelerated Enrollment Participation by School 2026

Percent of Students (based on tentative October Enrollment Count) with Accelerated Enrollment Courses on their transcript (prior years) or schedule (current year)

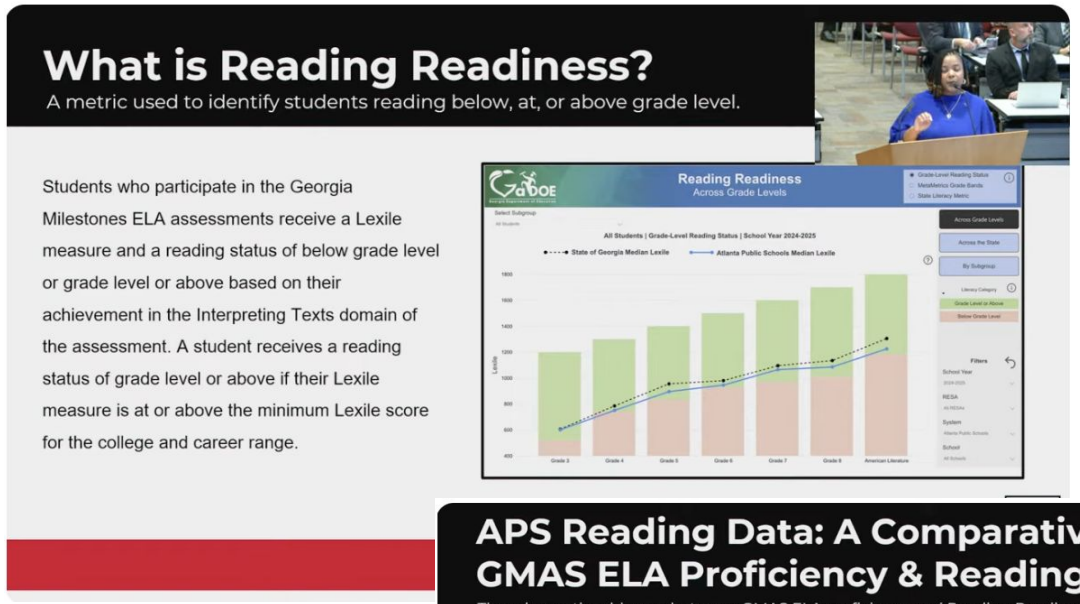
School	Any Accelerated Enrollment	Advanced Placement	Dual Enrollment	International Baccalaureate
BEST MS/HS	37.3% 62 / 166	36.7% 61 / 166	6.0% 10 / 166	0.0% 0 / 166
Carver Early	30.8% 161 / 522	12.8% 67 / 522	26.4% 138 / 522	0.0% 0 / 522
Carver STEAM	22.6% 127 / 561	21.4% 120 / 561	6.1% 34 / 561	0.0% 0 / 561
Classical	49.7% 92 / 185	49.7% 92 / 185	0.5% 1 / 185	0.0% 0 / 185
CSK	43.3% 84 / 194	42.3% 82 / 194	13.4% 26 / 194	0.0% 0 / 194
Douglass	17.7% 227 / 1,279	16.0% 205 / 1,279	2.7% 34 / 1,279	0.0% 0 / 1,279
Drew Secondary	71.3% 350 / 491	69.9% 343 / 491	18.5% 91 / 491	0.0% 0 / 491
Jackson High	52.9% 858 / 1,623	44.3% 719 / 1,623	5.3% 86 / 1,623	16.1% 261 / 1,623
KIPP Collegiate	37.3% 249 / 668	34.6% 231 / 668	9.6% 64 / 668	0.0% 0 / 668
Mays	22.4% 277 / 1,239	15.9% 197 / 1,239	4.3% 53 / 1,239	8.1% 100 / 1,239
Midtown	59.3% 1,037 / 1,749	57.7% 1,009 / 1,749	4.2% 73 / 1,749	0.0% 0 / 1,749
North Atlanta	58.6% 1,404 / 2,394	32.1% 768 / 2,394	4.1% 99 / 2,394	35.6% 852 / 2,394
South Atlanta	20.3% 186 / 915	19.3% 177 / 915	2.1% 19 / 915	0.0% 0 / 915
Therrell	32.0% 317 / 992	27.5% 273 / 992	2.6% 26 / 992	6.3% 62 / 992
Washington	27.0% 209 / 774	20.9% 162 / 774	10.1% 78 / 774	0.0% 0 / 774

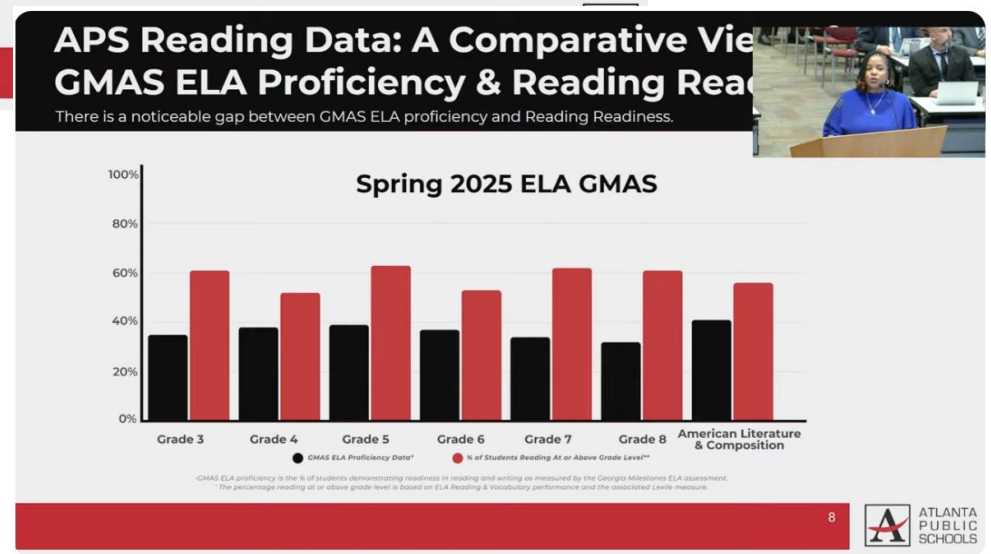
33

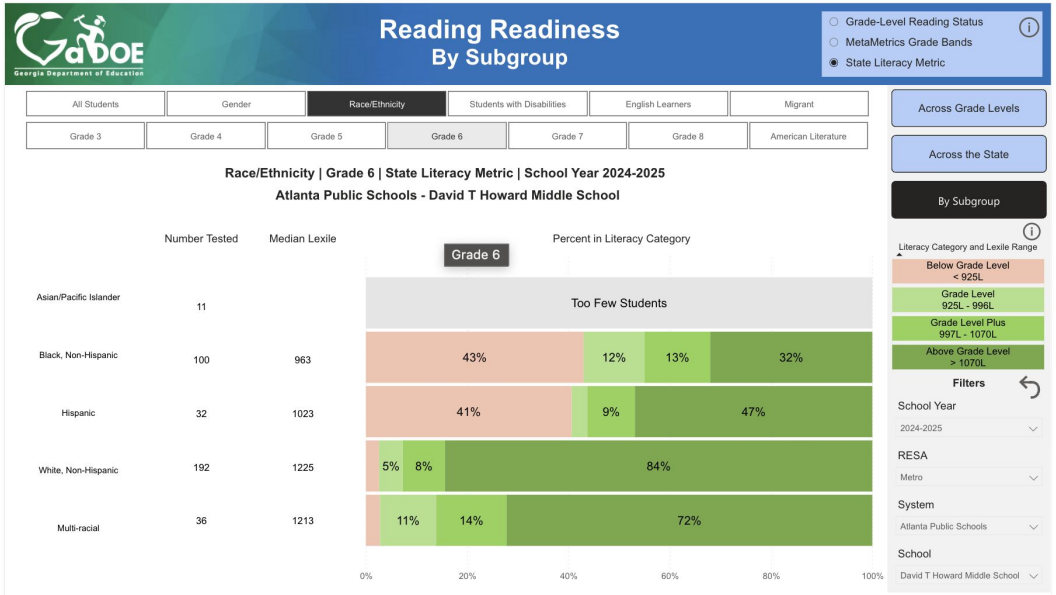
Reading Readiness

GADOE Reading Readiness Dashboard

Presentation: Strengthening LIteracy for Every Secondary Student, slide 7
Recording: APB BOE 1/12/2026 Accelerate LIteracy Presentation





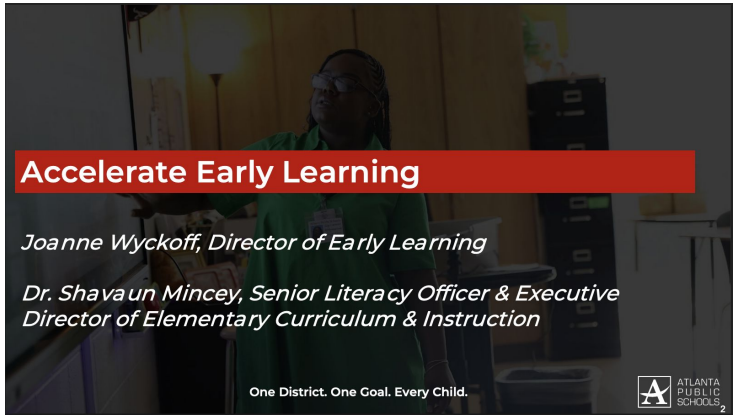


Visit the GADOE Reading Readiness Dashboard for more information

Accelerate Early Learning (PK)

February 2, 2026 APS BOE update - Prek Students

Presentation: Accelerate Early Learning Recording
Recording: APB BOE 2/2/2026 Accelerate Early Learning
Recording: APB BOE 1/12/2026 Accelerate LIteracy Presentation



2 **Provide high-quality curriculum, coaching, and instructional support to ensure all PK classrooms intentionally build the skills for students to show academic progress on the Kindergarten Readiness Inventory.**

Next Steps

- Full Heggerty Roll Out: All Pre-K Classrooms 26-27SY
- PreK teachers to enroll and complete Cox Campus course offerings
- Continue Alliance Theatre Partnership
- Facilitate specialized professional development for school principals to enhance their support of Pre-K programs.
  - Pilot Pre-K Principal Retreat (Summer '26)

15

ATLANTA PUBLIC SCHOOLS

PreKindergarten in APS: SY25/26

			Updated:	8/27/2025	12:49: PM		
Cluster	School NameSchool Level		Capacity	Seats Filled	Seats Available	Waitlisted Students	Notes
Jackson	Barack & Michelle Obama Academy	PreK Only, Inclusion Class (12 GE Seats & 6 EE Seats), LJFA	38	35	3	0	1 Inclusion Seat Available
Mays	Beecher Hills Elementary	PreK Only	20	20	0	15	
Jackson	Benteen Elementary	PreK Only, DLI Class (10 Zoned English Seats & 10 Zoned Spanish Seats)	40	36	4	0	3 DLI Zoned Spanish Seats Available
N. Atlanta	Bolton Academy	PreK Only	40	40	0	53	
Douglass	Boyd Elementary	Head Start	40	38	2	0	
Mays	Cascade Elementary	PreK Only, LJFA	20	13	7	0	
S. Atlanta	Cleveland Ave. Elementary	Head Start	20	18	2	0	
Therrell	Continental Colony Elementary	Head Start	40	27	13	0	
Therrell	Deerwood Academy	PreK Only, LJFA	40	40	0	1	
S. Atlanta	Dobbs Elementary	Head Start	20	20	0	1	
N. Atlanta	E. Rivers Elementary	PreK Only	40	40	0	59	
Therrell	Fickett Elementary	Head Start	20	19	1	0	
Carver	Finch Elementary	Head Start	20	15	5	0	
N. Atlanta	Garden Hills Elementary	PreK Only, DLI Class (10 Zoned English Seats & 10 Zoned Spanish Seats)	40	40	0	16	
Carver	Gideons (Kindezi) Elementary	PreK Only	20	20	0	0	
Douglass	Harper Archer Elementary	Head Start	40	28	12	0	
S. Atlanta	Heritage Academy	Head Start	20	19	1	0	
Washington	Hollis Innovation Academy	Inclusion Class (12 GE Seats & 6 EE Seats), Head Start	38	33	5	0	5 Inclusion Seats Available
Midtown	Hope-Hill Elementary	Inclusion Class (12 GE Seats & 6 EE Seats), PreK Only, LJFA	38	35	3	0	3 Inclusions Seats Available
S. Atlanta	Humphries Elementary	Head Start	20	18	2	0	
S. Atlanta	Hutchinson Elementary	Head Start	20	17	3	0	
N. Atlanta	Jackson Primary	PreK Only, Inclusion Class (12 GE Seats & 6 EE Seats)	38	35	3	23	3 Inclusions Seats Available
Washington	Jones Elementary	Head Start	40	39	1	0	

APS offers Prek at locations throughout the district. To learn about the application process visit the APS Early Learning Website.

PreKindergarten in APS: SY25/26

Therrell	Kimberly Elementary	Head Start	20	20	0	1	
Midtown	Mary Lin Elementary School	PreK Only	20	20	0	75	
Mays	Miles Elementary	Head Start	40	26	14	0	
N. Atlanta	Morris Brandon Elementary School	PreK Only	20	20	0	93	
Jackson	Parkside Elementary	PreK Only	40	40	0	21	
Jackson	Paul L. Dunbar Elementary School	PreK Only, LJFA	20	20	0	0	
Carver	Perkerson Elementary	Head Start	20	18	2	0	
Mays	Peyton Forest Elementary	Head Start	40	22	18	0	
N. Atlanta	Sarah Rawson Smith Elementary School	PreK Only, DLI Class (10 Zoned English Seats & 10 Zoned Spanish Seats)	40	38	2	30	2 DLI Zoned Spanish Seat Available
Douglass	Scott Elementary	Head Start	20	19	1	0	

			Updated:	8/27/2025	12:49: PM		
Cluster	School Name	School Level	Capacity	Seats Filled	Seats Available	Waitlisted Students	Notes
Midtown	Springdale Park Elementary School	PreK Only	20	20	0	77	
Washington	Tuskegee Airman Global Academy (T.A.G)	Head Start	20	20	0	0	
Douglass	Usher Elementary	Head Start	20	17	3	0	
Midtown	Virginia Highland Elementary	PreK Only	20	20	0	83	
Jackson	Whitefoord Early Learning Academy	PreK Only	60	56	4	0	

APS offers Prek at locations throughout the district. To learn about the application process visit the APS Early Learning Website.

PreKindergarten in APS: SY24/25

Pre-K Enrollment Data by Cluster

	SCHOOL NAME	# OF CLASSROOMS 24-25 SY	SITE CAPACITY 24-25 SY	Accepted as of 8/27/2024	Total on waiting list as of 08/27/2024	Total Vacancies	Percentage enrolled	Cluster	COMMENTS
1	Gideons Elem. (KINDEZI)	1	20	20	2	0	100.00%	Carver	
2	Finch Elem. *	1	20	19	0	1	95.00%	Carver	
3	Perkerson Elem. *	1	20	18	0	2	90.00%	Carver	
	Totals	**3**	**60**	**57**	**2**	**3**	**95%**		
4	Boyd Elem.*	2	40	40	1	0	100.00%	Douglass	
5	Scott Elem. *	1	20	20	4	0	100.00%	Douglass	
6	Usher Elem. *	1	20	20	4	0	100.00%	Douglass	
7	Harper Archer Elementary*	2	40	36	0	4	90.00%	Douglass	
	Totals	**6**	**120**	**116**	**9**	**4**	**96.67%**		
8	Benteen Elem.	2	40	40	6	0	100.00%	Jackson	
9	Parkside Elem.	2	40	40	33	0	100.00%	Jackson	
10	Whitefoord Early Learning	3	60	60	22	0	100.00%	Jackson	
11	Dunbar Elem.	1	20	19	0	1	95.00%	Jackson	
12	Barack and Michelle Obama	2	38	35	0	3	92.11%	Jackson	1 inclusion vacancy, 2 general
	Totals	**10**	**198**	**194**	**61**	**4**	**97.98%**		
13	Beecher Hills Elem.	1	20	20	12	0	100.00%	Mays	
14	Cascade Elem.	1	20	20	1	0	100.00%	Mays	
15	Miles Elem.*	2	40	34	0	6	85.00%	Mays	
16	Peyton Forest Elem.*	2	40	27	0	13	67.50%	Mays	
	Totals	**6**	**120**	**101**	**13**	**19**	**84.17%**		
17	Mary Lin	1	20	20	27	0	100.00%	Midtown	
18	Springdale Park	1	20	20	15	0	100.00%	Midtown	
19	Virginia Highland Elem.	1	20	20	42	0	100.00%	Midtown	
20	Hope-Hill Elem.	2	38	33	9	5	86.84%	Midtown	4 inclusion vacancies 1
	Totals	**5**	**98**	**93**	**93**	**5**	**94.90%**		
21	Bolton Academy	2	40	40	34	0	100.00%	N.Atlanta	
22	Brandon Primary	1	20	20	48	0	100.00%	N.Atlanta	
23	E. Rivers Elem.	2	40	40	5	0	100.00%	N.Atlanta	
24	Sarah Smith Elem.	2	40	40	31	0	100.00%	N.Atlanta	
25	Garden Hills Elem.	2	40	39	15	1	97.50%	N.Atlanta	Vacancy in DLI Spanish
26	Jackson Primary	2	38	33	18	5	86.84%	N.Atlanta	Vacancies are in inclusion
	Totals	**11**	**218**	**212**	**151**	**6**	**97.25%**		
27	Dobbs Elem.*	1	20	20	6	0	100.00%	S.Atlanta	
28	Heritage Elem.*	1	20	20	1	0	100.00%	S.Atlanta	
29	Humphries Elem.*	1	20	20	1	0	100.00%	S.Atlanta	
30	Hutchinson Elem.*	1	20	20	0	0	100.00%	S.Atlanta	
31	Cleveland Ave. Elem.*	1	20	19	0	1	95.00%	S.Atlanta	
	Totals	**5**	**100**	**99**	**8**	**1**	**99.00%**		
32	Fickett Elem. *	1	20	20	4	0	100.00%	Therrell	
33	Kimberly Elem. *	1	20	20	0	0	100.00%	Therrell	
34	Deerwood Academy	2	40	39	0	1	97.50%	Therrell	
35	Continental Colony Elem.*	2	40	31	0	9	77.50%	Therrell	
	Totals	**6**	**120**	**110**	**4**	**10**	**91.67%**		
36	Jones Elem.*	2	40	40	1	0	100.00%	Washington	
37	Tuskegee Airman Global	1	20	20	0	0	100.00%	Washington	
38	Hollis Innovation	2	38	33	0	5	86.84%	Washington	4 inclusion vacancies 1 general
	Totals	**5**	**98**	**93**	**1**	**5**	**95%**		

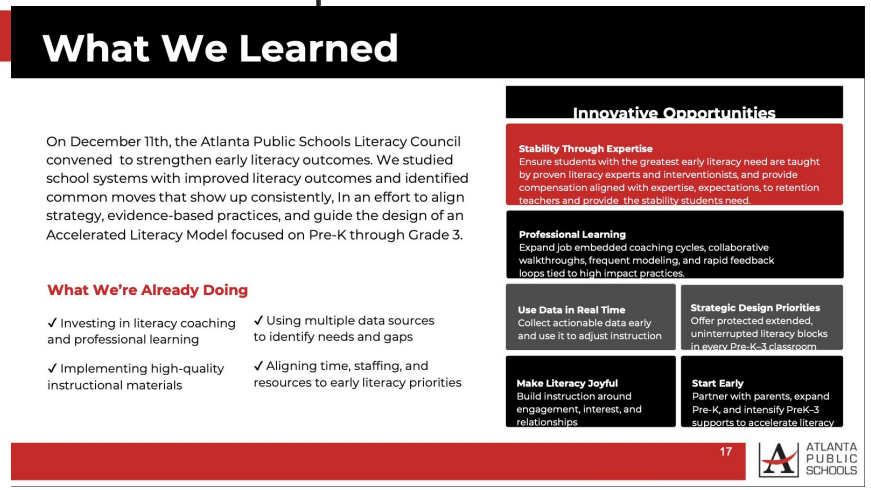
APS offers Prek at locations throughout the district. To learn about the application process visit the [APS Early Learning Website](#).

Accelerated Literacy, (PreK - 5)

January 12, 2026 APS BOE update - Elementary Students

Presentation: Strengthening LIteracy for Every Secondary Student, slide 23
Recording: APB BOE 1/12/2026 Accelerate LIteracy Presentation







"A high-intensity instructional model designed to fast-track foundational literacy skills in Pre-K through 3rd-grade students, prioritizing achievement and high-quality Tier 1 instruction grounded in the Science of Reading. 2 : A school design characterized by the rigorous alignment of specialized expertise, adaptive scheduling, intensive training, and caring culture."

Accelerated Literacy, (PreK - 5)

January 12, 2026 APS BOE update - Elementary Students

- Four Accelerate Literacy Schools are launching

ATLANTA PUBLIC SCHOOLS

Quicklinks + Calendars Employee Portal + Careers Select a School Translate Search

About APS Board of Education Families Schools Students Community

Accelerated Literacy Model

The Opportunity

Moving Beyond Incremental Progress

Atlanta Public Schools continues to face long-standing challenges in early literacy outcomes. Over the past decade, third-grade GMAS ELA proficiency rates have remained largely unchanged, with current data showing **34.9%** of students scoring proficient or above. While there has been some incremental progress, the data indicate that current approaches are not producing results at the scale or pace needed.

In response, APS is moving forward with a more intensive, targeted approach to early literacy. The **Accelerated Literacy Model (ALM)** is designed to strengthen foundational reading skills in Pre-K through third grade through concentrated instructional focus, aligned professional learning, and extended learning structures.

APS Accelerated Literacy Model

Atlanta Public Schools has identified four (4) schools to implement an Accelerated Literacy Model (ALM) beginning in August 2026. Developed in partnership with the APS Literacy Council, a group of district leaders, educators, researchers, and community partners focused on closing the early literacy gaps, the model is a research-based approach to strengthen literacy instruction. Through intentional school design and instructional focus, ALM is designed to accelerate literacy outcomes.

Following a districtwide application process, the selected schools are:

Heritage Academy, Principal Trennis Harvey

Hutchinson Elementary School, Principal Melissa St. Joy

Toomer Elementary School, Principal Caroline Brown; and

Tuskegee Airmen Global Academy, Principal Melanie Sithole

Chat with us!



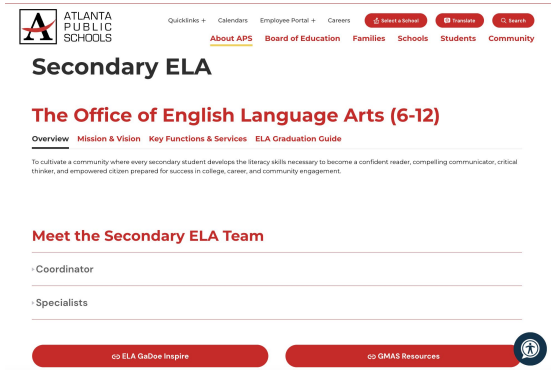
"A high-intensity instructional model designed to fast-track foundational literacy skills in Pre-K through 3rd-grade students, prioritizing achievement and high-quality Tier 1 instruction grounded in the Science of Reading. 2 : A school design characterized by the rigorous alignment of specialized expertise, adaptive scheduling, intensive training, and caring culture."

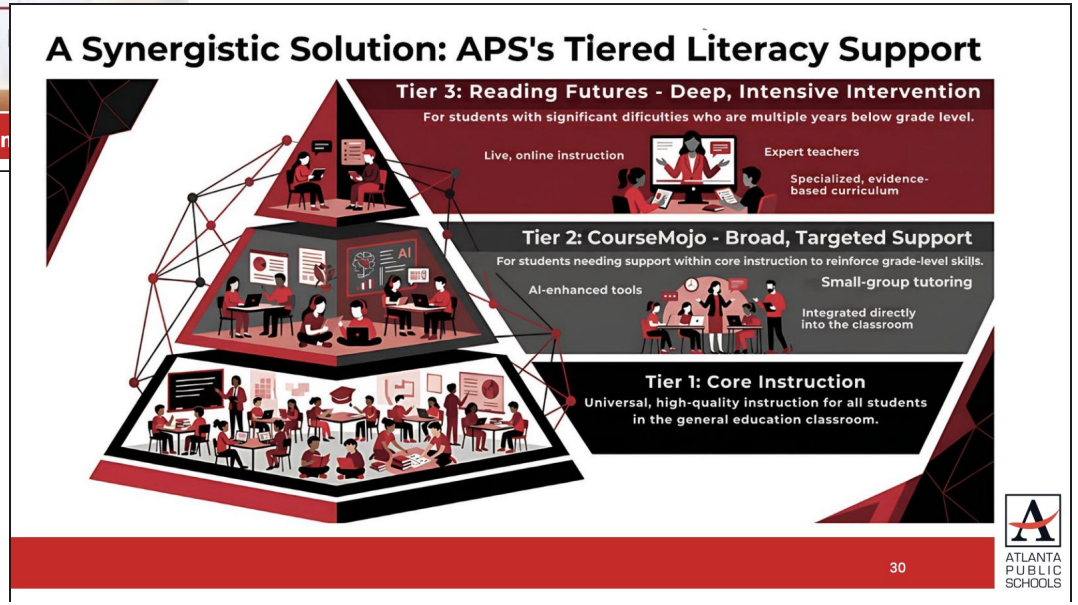
Strengthening Literacy for Every Secondary Student, (6-12)

January 12, 2026 APS BOE update - Middle & High Students

Presentation: Strengthening LIteracy for Every Secondary Student, slide 23
Recording: APB BOE 1/12/2026 Accelerate LIteracy Presentation
Website: APS Secondary ELA Website







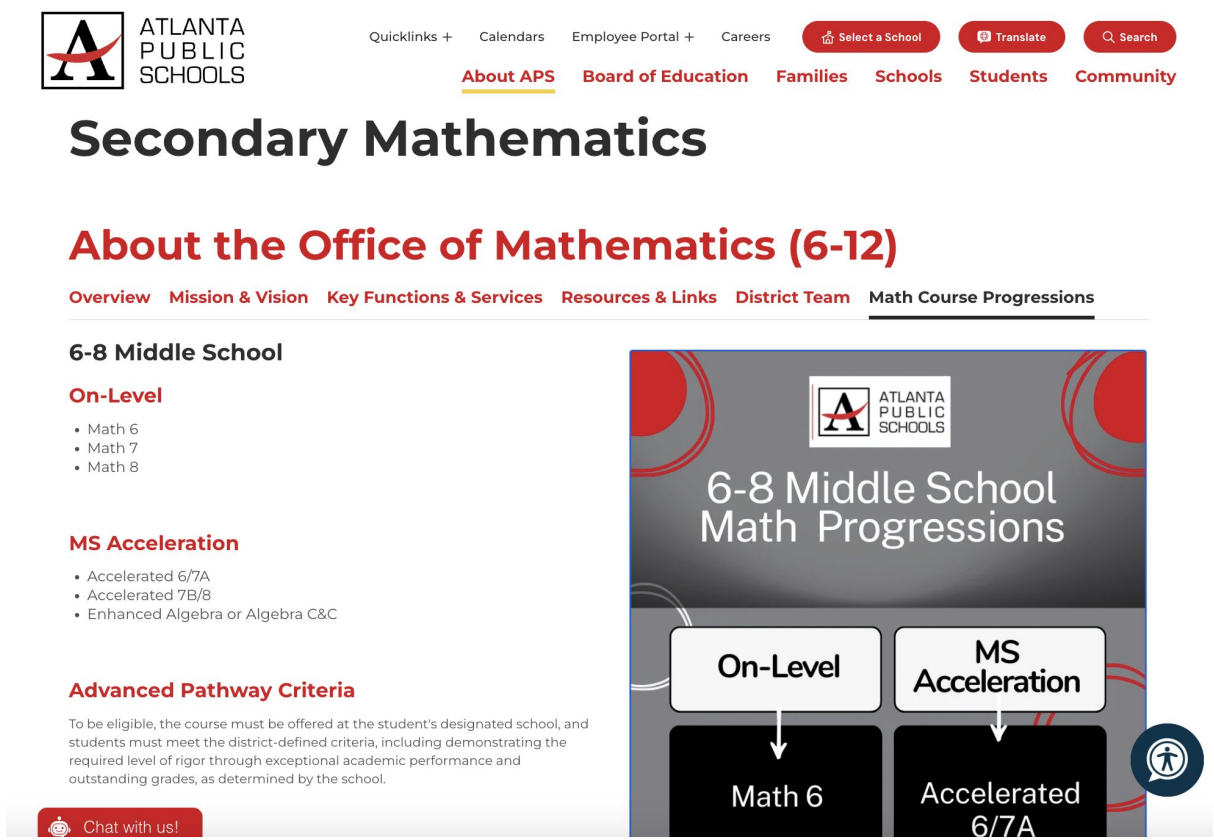


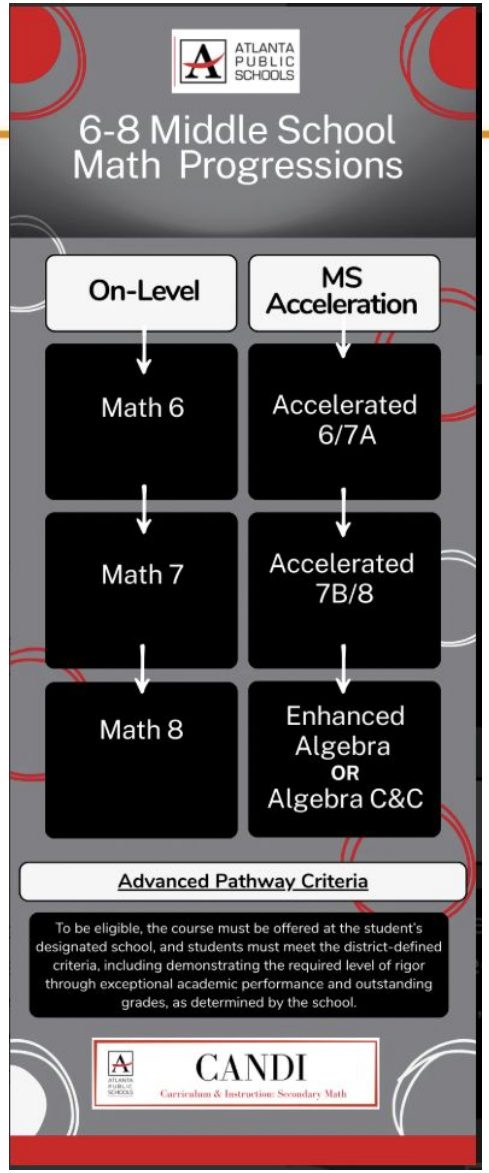
"A high-intensity instructional model designed to fast-track foundational literacy skills in Pre-K through 3rd-grade students, prioritizing achievement and high-quality Tier 1 instruction grounded in the Science of Reading. 2 : A school design characterized by the rigorous alignment of specialized expertise, adaptive scheduling, intensive training, and caring culture."

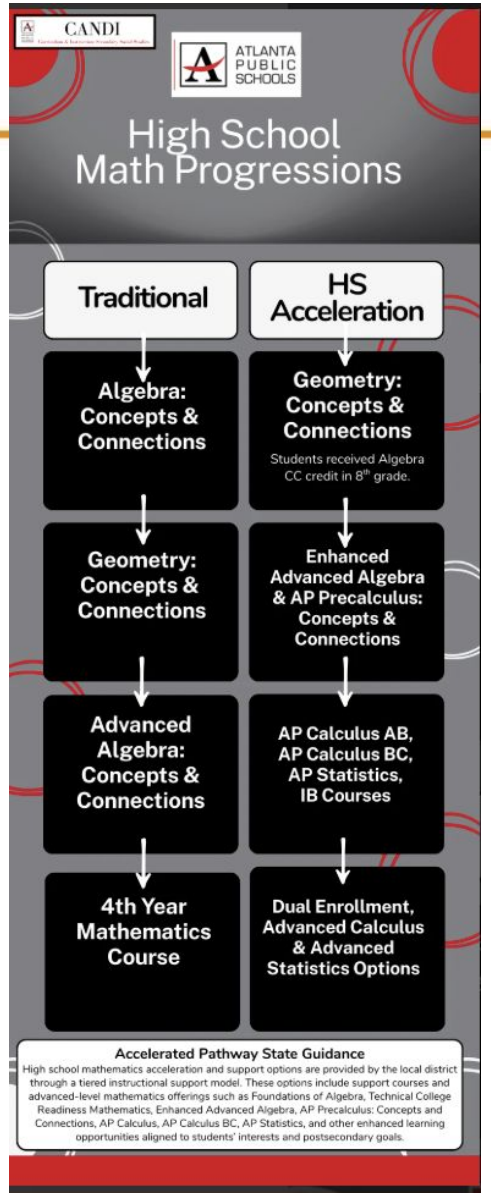
Secondary Math (6-12)

Resources:

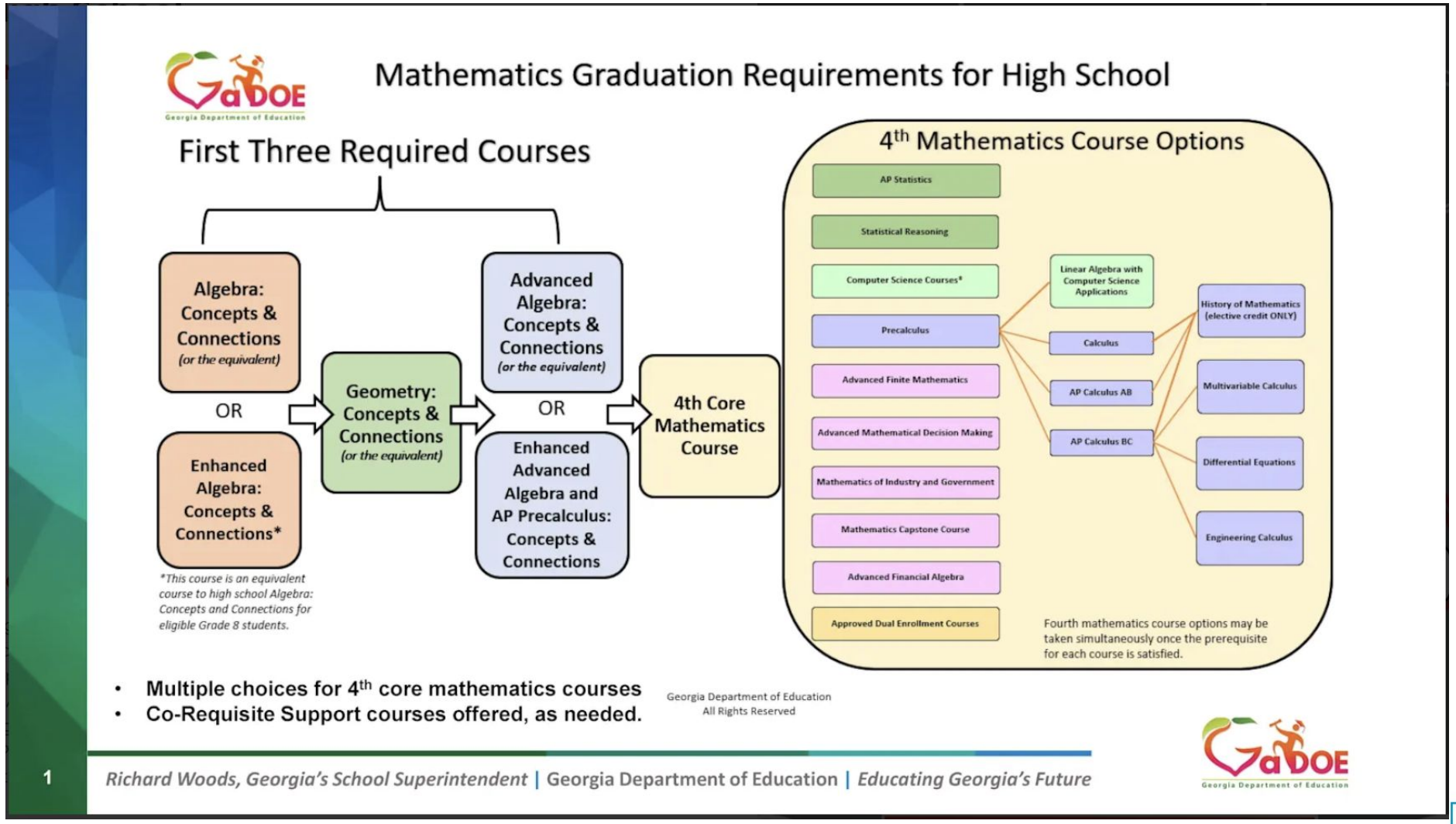
- Website: APS Secondary Math
- Website: GADOE Math
- Midtown HS Course Catalog







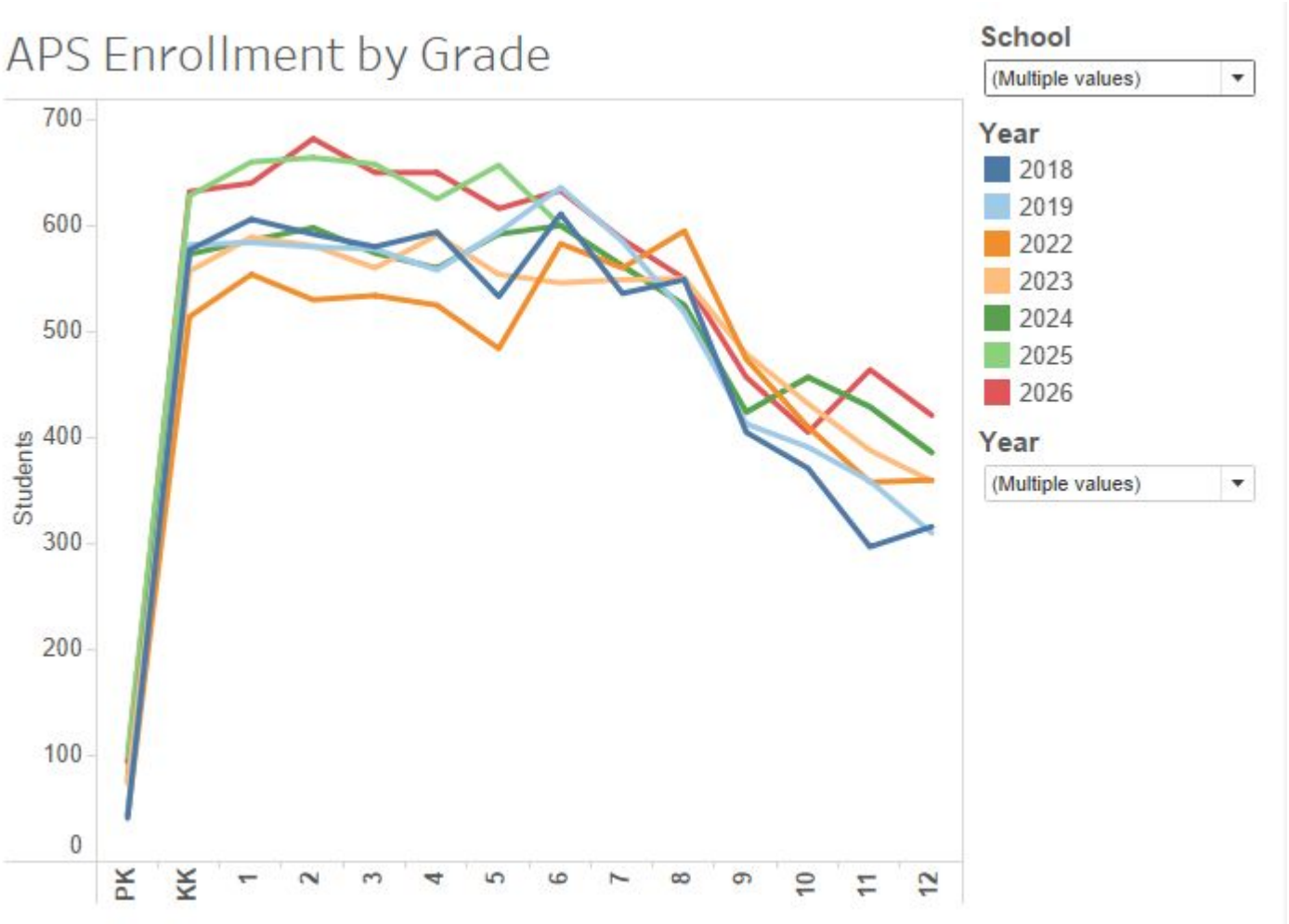
GADOE Math Graduation Requirements



Resources:

- APS Secondary Math
- GADOE Math

APS Enrollment by Grade - Combined Traditional & Charter



KPI Summary

Midtown Cluster

Select District, School, or Cluster:
Cluster > Midtown

ATLANTA PUBLIC SCHOOLS

Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance / 2030 Goal
District Goal	Literacy	% of 3rd grade students scoring proficient or above i..	61.6%	+ 17.4 pp	79.0%	61.6%
	Math	% of 8th grade students scoring proficient or above i..	73.8%	+ 13.3 pp	87.0%	73.8%
	College & Career Readiness*	% of students meeting at least one CCRPI College a..	70.7%	+ 16.3 pp	87.0%	70.7%
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding'..	67.8%	+ 15.8 pp	83.6%	67.8%
	Subgroup Proficiency: Black stude..	% of Black students scoring proficient and above on ..	35.1%	+ 25.1 pp	60.2%	35.1%
	Subgroup Proficiency: Students wit..	% of Students with Disabilities scoring proficient and..	28.0%	+ 10.0 pp	38.0%	28.0%
	Subgroup Proficiency: Economicall..	% of Economically Disadvantaged students scoring ..	25.0%	+ 26.0 pp	51.0%	25.0%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Gr..	69.8%	+ 10.7 pp	80.5%	69.8%
	Subgroup Growth: Students with Di..	% of Students with Disabilities students with a Typic..	66.4%	+ 10.5 pp	76.9%	66.4%
	Subgroup Growth: Economically Di..	% of Economically Disadvantaged students with a T..	67.2%	+ 10.7 pp	77.9%	67.2%
	English Learners	% of English Learners with a Typical or High ACCES..	68.4%	+ 9.1 pp	77.5%	68.4%
	State-Identified Schools	# of schools identified on the state lists (CSI, TSI, AT..	1	—	1	1
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	85.9%	+ 6.1 pp	92.0%	85.9%
	Discipline: All Students	% of students with no Out-of-School suspensions	96.0%	—	96.0%	96.0%
	Discipline: Black Students	% of Black students with no Out-of-School suspensi..	90.1%	+ 4.5 pp	94.6%	90.1%
	Discipline: Students with Disabilities	% of Students with Disabilities with no Out-of-School..	89.1%	+ 5.7 pp	94.8%	89.1%
	Student-Staff Relationships	% of students feeling comfortable going to most or al..	46.8%	+ 20.9 pp	67.7%	46.8%
	School Climate*	% of schools with 4 or 5 star climate rating	85.7%	+ 0.0 pp	85.7%	85.7%
We Are Sparking Student Curiosity	Beyond the Core: Elementary Scho..	Percentage of K-5 students meeting the CCRPI Bey..	99.5%	+ 0.1 pp	99.6%	99.5%
	Beyond the Core: Middle School*	Percentage of 6-8 students meeting the CCRPI Bey..	99.0%	+ 1.0 pp	100.0%	99.0%
	Pathway Completion*	% of students who complete a pathway in CTAE, Fin..	88.4%	+ 1.6 pp	90.0%	88.4%
	Accelerated Enrollment*	% of students earning HS credit in AP, IB, or Dual E..	70.5%	+ 7.0 pp	77.5%	70.5%
	Post-Secondary Enrollment*	% of on-time graduating seniors who enrolled in a 2-..	77.1%	+ 5.1 pp	82.2%	77.1%
Our Strength is Our Team	Staff Engagement	% of engaged staff	57.8%	+ 13.3 pp	71.1%	57.8%
	Teacher Experience	% of teachers with 3 or more years of experience	90.9%	—	90.9%	90.9%
	Teacher Retention	% of teachers returning the following year	84.8%	+ 5.2 pp	90.0%	84.8%
Our Responsibility Is Shared	Family Engagement: Support Stude..	% of favorable responses to "Supporting Student Su..	79.2%	+ 7.0 pp	86.2%	79.2%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	89.7%	—	89.7%	89.7%
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe t..	72.9%	+ 9.1 pp	82.0%	72.9%
	Safety Perception: Grades 6-12	% of students choosing very safe or extremely safe t..	59.1%	+ 13.0 pp	72.1%	59.1%
	Enrollment	% of schools meeting K-12 Enrollment Minimums	71.4%	+ 28.6 pp	100.0%	71.4%

* Where data from the SY2024-2025 school year has not been released, data from the prior year is used.

Updated 9/26/2025

Midtown Cluster Traditional Schools

John Hope-Charles Walter Hill Elementary School

Reach for the Stars — Mary Lin Est. 1929

Morningside Elementary School

Springdale Park Elementary

Virginia-Highland Elementary School

David T. Howard Middle School

Midtown High School — Atlanta, Georgia

SY 24/25 Midtown Cluster Budget Letter

April 14, 2025

To: Dr. Lisa Bracken, Dr. Bryan Johnson, Chiefs, and members of ABOE

Re: FY 26 Budget

Dear Dr. Bracken, Superintendent Johnson, and members of the Board,

The Midtown Cluster Advisory Team (CAT) would like to formally express concern over the budget process and adequacy for FY '26 to you and the Chiefs/cabinet, as well as the members of the Board of Education as you take up discussion of the district budget. Our Cluster Advisory Team voted to send this correspondence (minutes and recordings available on the district's website).

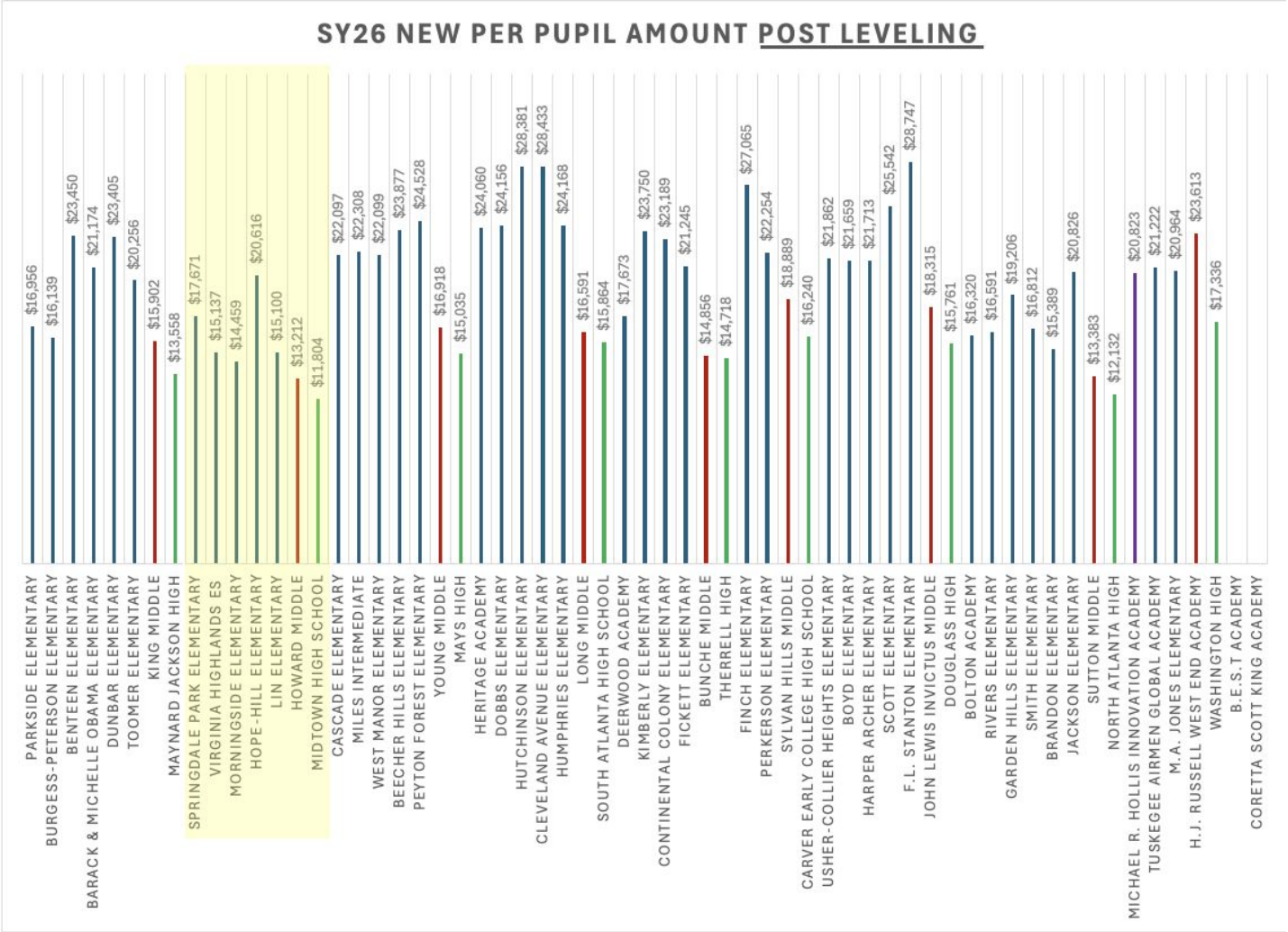
Despite the modification made to the "over capacity" weight in the Student Success Funding formula (SSF), which resulted in some appreciated additional dollars for Midtown High School, we remain very concerned over the adequacy of school based funding for next school year and the subsequent year. Our middle school did not receive this over-capacity funding, and despite the additional funds, the high school was forced to eliminate teaching positions. As you know, the overwhelming majority of the Midtown school-based allocation goes to fund staff salaries. We fundraise for most expenses that are not salaries, while also supporting SSF to allocate funding to schools in APS with student populations having greater needs.

The shifting of resources from middle and high schools to the elementary grades will continue to constrain the budgets for upper grades if no resource reallocation is made. The CATs were informed recently that no changes will be made next school year to close or consolidate the small schools the district says is driving the APS budget shortfalls. If no decisions are made at the district level to free up additional resources for school allocations, our GO Teams will go into next year's budget discussions under similar duress as this year.

Also, the reduction in Signature Funds for STEAM seems steeper than for IB. Some of the items the district is funding for IB high schools should also be funded for STEAM high schools, for example TurnItIn - a plagiarism prevention program - as it is also required for AP courses.

We appreciate that budgeting is always a difficult process and choices must be made. We remain hopeful that as the district continues to finalize the budget for next school year, additional funds may be found to make the schools more whole so that teachers and students do not bear the brunt of slow right-sizing. The Midtown Cluster has 1,370 students who are economically disadvantaged, most of whom attend a school that does not receive Title I funding.

Sincerely on the behalf of the Midtown Cluster Advisory Team,
Tamara Jones
Chair, on behalf of Midtown Cluster Advisory Team
mtwjones68@gmail.com 404-702-4901

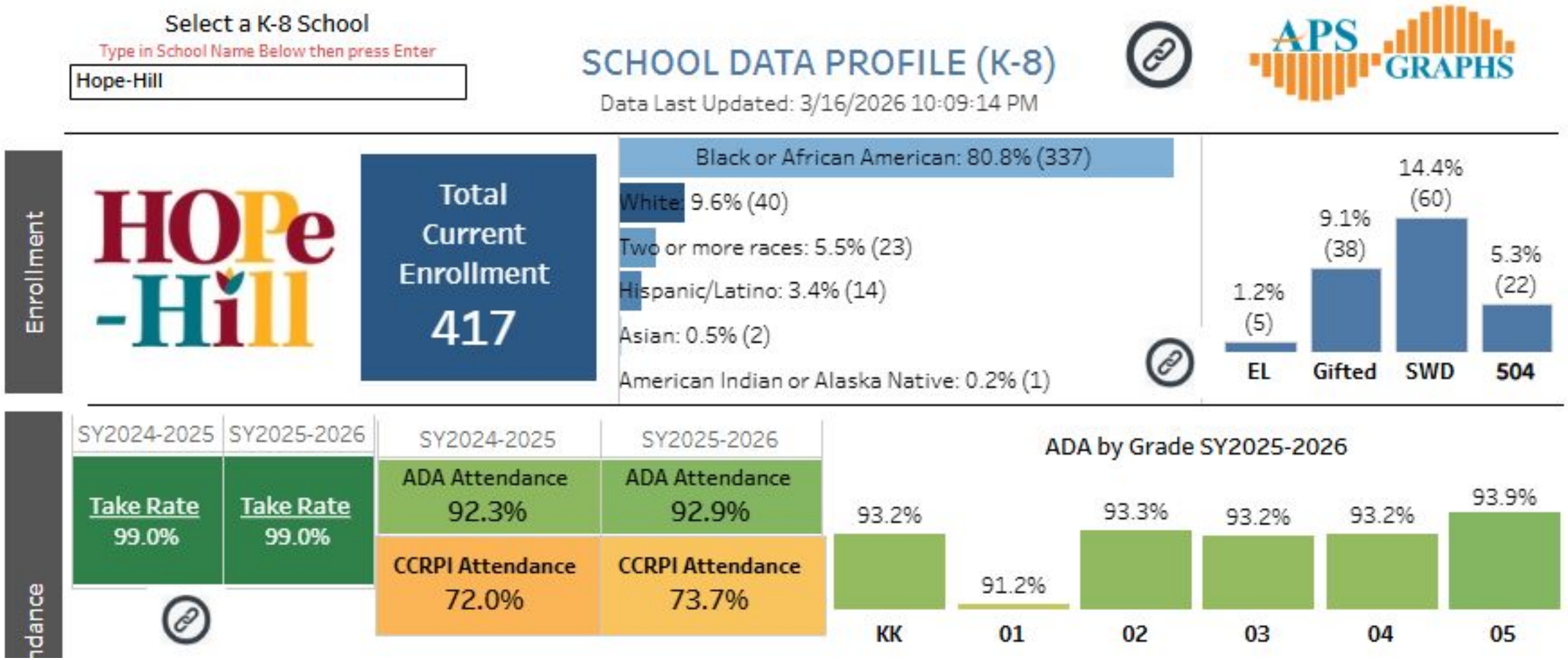


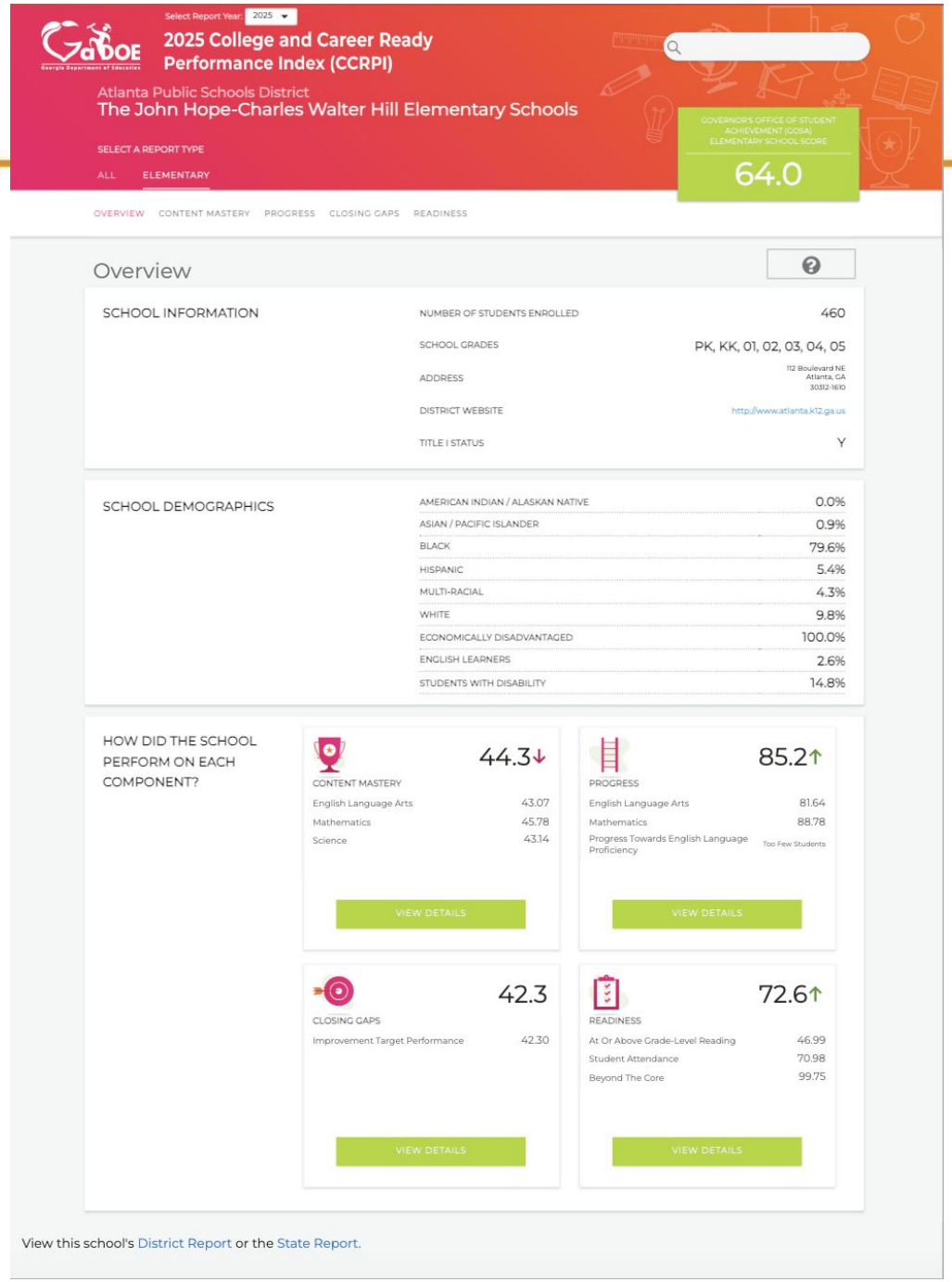
Note: *Data received via APS Open Records Request.*
Midtown CAT SY24/25 Budget Letter

Hope Hill Elementary: PK-5

About Us: https://hopehill.atlantapublicschools.us/our-school

Facility Condition Assessment (FCA):80.48
Educational Suitability Assessment (ESA):70.08





Resource: GADOE CCRPI Dashboard

KPI Summary

Hope-Hill Elementary School

ATLANTA PUBLIC SCHOOLS

Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance / 2030 Goal
District Goals	Literacy	% of 3rd grade students scoring proficient or above in ELA	13.6%	+ 21.4 pp	35.0%	13.6%
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	54.0%	+ 21.0 pp	75.0%	54.0%
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	16.1%	+ 26.0 pp	42.1%	16.1%
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	1.3%	+ 10.0 pp	11.3%	1.3%
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	13.0%	+ 26.0 pp	39.0%	13.0%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	63.9%	+ 10.7 pp	74.6%	63.9%
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	55.3%	+ 10.7 pp	66.0%	55.3%
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	64.6%	+ 10.7 pp	75.3%	64.6%
	State-Identified Schools	# of schools identified on the state lists (CSI, TSI, ATSI)	On List	-	Not On List	On List
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	68.0%	+ 15.0 pp	83.0%	68.0%
	Discipline: All Students	% of students without suspensions	98.0%	+ 0.5 pp	98.5%	98.0%
	Discipline: Black Students	% of Black students without suspensions (OSS)	97.5%	+ 1.0 pp	98.5%	97.5%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	94.0%	+ 4.5 pp	98.5%	94.0%
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	62.0%	+ 21.0 pp	83.0%	62.0%
	School Climate*	School climate star rating out of 5	3 ★	+ 1 ★	4 ★	3 ★
We Are Sparking Stu..	Beyond the Core: Elementary School*	% of K-5 students meeting the CCRPI Beyond the Core Component requirement	97.7%	+ 0.3 pp	98.0%	97.7%
Our Strength is Our Team	Staff Engagement	% of engaged staff	53.9%	+ 13.7 pp	67.6%	53.9%
	Teacher Experience	% of teachers with 3 or more years of experience	73.7%	+ 7.1 pp	80.8%	73.7%
	Teacher Compensation	Average teacher salary	$82,122	+ $17,878	$100,000	$82,122
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	87.8%	+ 2.2 pp	90.0%	87.8%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	53.5%	+ 18.5 pp	72.0%	53.5%
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe to location questions (ES)	53.5%	+ 10.0 pp	63.5%	53.5%
	Enrollment	School meeting K-12 Enrollment Minimums	387	+ 63 students	450	387

* Data for 2025 has not been released, so 2024 data is being used

School > Hope-Hill

Updated 9/26/2025

Hope-Hill Elementary School

2025-2030 Strategic Plan

Mission

Our mission is to inspire students to explore boldly, think critically, create with purpose, and work collaboratively to make a positive impact in their school, community, and world.

- Students explore, ask questions, and solve problems.
- Educators create a learning environment that cultivates curiosity while building literacy and numeracy skills to solve real world ...

Vision

Empowering all scholars to stay curious, solve everyday problems, and prepare for middle school and beyond through hands-on STEAM learning.

Strategic Goals

1. By 2030, increase the percentage of students performing at proficiency or above on the GMAS from 22% to 35%.
2. By 2030, increase the percentage of students performing at proficiency or above on the GMAS from 24% to 39%.
3. By 2030, the percent of students' CCRPI attendance will increase from 71 to 83%.
4. By the end of 2030 will be a reward school.

We Are Strengthening Our Instructional Core

* Maximize instructional time daily to provide engaging opportunities aligned to the standards
* Use data to determine instructional needs
* Demonstrate high levels of academic growth among all students

We Are Caring For Every Child

* Provide wrap around services to meet the needs of the whole child
* Ensure students attend school on time and daily in order to receive maximum instructional opportunities

We Are Sparking Student Curiosity

* Students explore, ask questions, and solve problems with others.
* Educators create a learning environment that cultivates curiosity while building literacy and numeracy skills to solve real world problems.

Our Strength is Our Team

* Recruit and retain staff members who put students first
* Create a staff culture of professional growth, engagement, and recognition.

Our Responsibility Is Shared

* Maintain a culture of peace, trust, transparency, and communication between all stakeholders(students, teachers, administrators, families and partners/communities)
* Families and community partners support learning through teamwork and shared experiences

Our School Is Efficient & Effective

* Advocate for school-wide equitable resources
* Maintain a school environment that is welcoming, inclusive, and engaging to all stakeholders

ATLANTA PUBLIC SCHOOLS

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Hope Hill Elementary School	**GSF:**	
Site Number:	2062	**Site size (acres):**	2
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	70.08%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Good**	**4**	**5**	
Interior Environment	**Good**	**1.6**	**2**	
Exterior Environment	**Good**	**1.2**	**1.5**	
General Classrooms				
Environment	**Good**	**3.92**	**4.9**	
Size	**Good**	**9.8**	**12.25**	
Location	**Good**	**2.94**	**3.675**	
Storage/Fixed Equip	**Good**	**2.94**	**3.675**	
Kindergarten				
Environment	**Good**	**0.3336**	**0.417**	
Size	**Excel**	**1.0425**	**1.0425**	
Location	**Good**	**0.2502**	**0.3128**	
Storage/Fixed Equip	**Poor**	**0.1564**	**0.3128**	**There is inadequate storage in the kindergarten classrooms. There is no sink, and there are no restrooms adjacent to the classrooms.**
ECE				
Environment	**Good**	**0.3999**	**0.4999**	
Size	**Good**	**0.9998**	**1.2498**	
Location	**Fair**	**0.2437**	**0.3749**	**There is no separate playground space for Pre-K.**
Storage/Fixed Equip	**Poor**	**0.1875**	**0.3749**	**There is no sink or kitchenette if the space. Restrooms are shared with kindergarten.**

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Hope Hill Elementary School	**GSF:**	
Site Number:	2062	**Site size (acres):**	2
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	70.08%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Self-Contained Special Ed				
Environment	**Good**	**0.384**	**0.48**	
Size	**Good**	**0.96**	**1.2**	
Location	**Good**	**0.288**	**0.36**	
Storage/Fixed Equip	**Poor**	**0.18**	**0.36**	**Space does not have dedicated restrooms, washer/dryer, or changing space.**
Instructional Resource Rooms				
Environment	**Unsat**	**0**	**0.72**	**There are no rooms designed for small group learning areas.**
Size	**Unsat**	**0**	**1.8**	**There are no rooms designed for small group learning areas.**
Location	**Unsat**	**0**	**0.54**	**There are no rooms designed for small group learning areas.**
Storage/Fixed Equip	**Unsat**	**0**	**0.54**	**There are no rooms designed for small group learning areas.**
Science				
Environment	**Good**	**0.4**	**0.5**	**Maker Space**
Size	**Fair**	**0.8125**	**1.25**	**75% of size requirement.**
Location	**Good**	**0.3**	**0.375**	
Storage/Fixed Equip	**Good**	**0.3**	**0.375**	
Music				
Environment	**Poor**	**0.3704**	**0.7408**	**HVAC is not working.**
Size	**Excel**	**1.8519**	**1.8519**	
Location	**Good**	**0.4445**	**0.5556**	
Storage/Fixed Equip	**Good**	**0.4445**	**0.5556**	

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Hope Hill Elementary School	**GSF:**	
Site Number:	2062	**Site size (acres):**	2
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	70.08%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	**Excel**	**0.4678**	**0.4678**	
Size	**Excel**	**1.1696**	**1.1696**	
Location	**Excel**	**0.3509**	**0.3509**	
Storage/Fixed Equip	**Excel**	**0.3509**	**0.3509**	
Computer Labs				
Environment	**NA**	**0**	**0.3411**	
Size	**NA**	**0**	**0.8528**	
Location	**NA**	**0**	**0.2559**	
Storage/Fixed Equip	**NA**	**0**	**0.2559**	
P.E.				
Environment	**Good**	**1.5361**	**1.9201**	
Size	**Good**	**3.8402**	**4.8003**	
Location	**Good**	**1.1521**	**1.4401**	
Storage/Fixed Equip	**Fair**	**0.9361**	**1.4401**	**Shared space with city of Atlanta. City limits access to areas for potential storage.**
Performing Arts				
Environment	**Unsat**	**0**	**0.6043**	**There is no Performing Arts space.**
Size	**Unsat**	**0**	**1.5108**	**There are no rooms designed for small group learning areas.**
Location	**Unsat**	**0**	**0.4532**	**There are no rooms designed for small group learning areas.**
Storage/Fixed Equip	**Unsat**	**0**	**0.4532**	**There are no rooms designed for small group learning areas.**

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Hope Hill Elementary School	**GSF:**	
Site Number:	2062	**Site size (acres):**	2
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	70.08%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	**Poor**	**0.4874**	**0.9747**	**HVAC does not work.**
Size	**Excel**	**2.4367**	**2.4367**	
Location	**Poor**	**0.3655**	**0.731**	**Shared space with city of Atlanta. It is not centrally located and is near the noisier spaces in the building.**
Storage/Fixed Equip	**Good**	**0.5848**	**0.731**	
Restrooms (Student)	**Fair**	**0.5766**	**0.887**	**The building is set up so that there are restrooms on each floor; however, there is a boys at one end and girls on the other end making it inconvenient for supervision. There is limited ventilation.**
Administration	**Fair**	**1.6627**	**2.558**	**There is no conference room and limited storage. Mailboxes are in the reception area.**
Counseling	**Unsat**	**0**	**0.2924**	**Counseling is located in a storage space.**
Clinic	**Poor**	**0.2924**	**0.5848**	**Placed in a small space on the second floor with only one cot. Restroom is not ADA compatible.**
Staff Lounge-WkRm	**Unsat**	**0**	**1.2671**	**There are only two staff restrooms and no general staff room. The media center workroom is a shared space and a copier is placed in the corner of the main office.**
Cafeteria	**Good**	**4**	**5**	
Food Service and Prep	**Good**	**4.9632**	**6.204**	
Custodial and Maintenance	**Excel**	**0.5**	**0.5**	
Outside				
Vehicular Traffic	**Unsat**	**0**	**2**	**The service lane is in conflict with the parking area and serves as the parent loading and unloading area. Service trucks have to back down a long drive and then turn 90 degrees into loading dock. The bus loading area is on the**

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

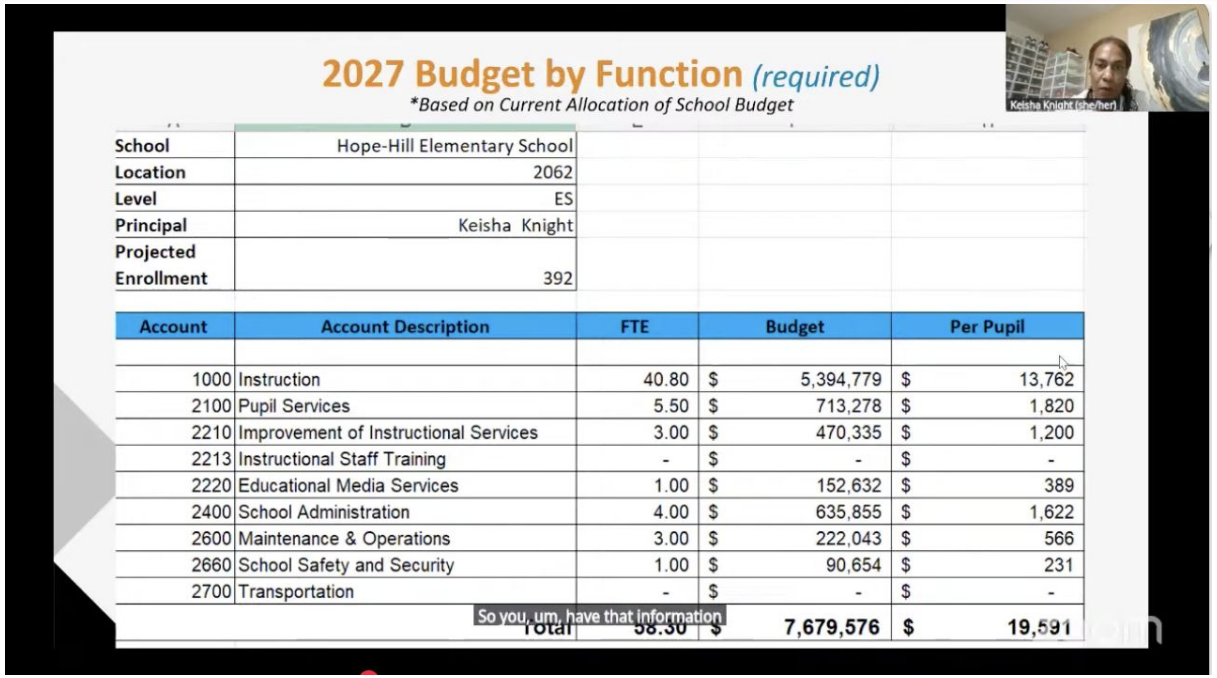
MGT CONSULTING

Site Name:	Hope Hill Elementary School	**GSF:**	
Site Number:	2062	**Site size (acres):**	2
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	70.08%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Outside				
				street. and blocks a lane of traffic.
Pedestrian Traffic	**Good**	**0.7784**	**0.973**	
Parking	**Poor**	**0.4061**	**0.8121**	**There is little parking on site and no dedicated visitor parking.**
Play Areas	**Fair**	**1.5215**	**2.3408**	**The school uses an adjacent park area and playground for recess. Students must cross driveway and parking lot to access. The playground surface is not ADA accessible.**
Safety and Security				
Fencing	**Good**	**0.6017**	**0.7521**	
Signage & Way Finding	**Poor**	**0.5**	**1**	**The required signage is not present. There is no signage for pedestrians or vehicles.**
Ease of Supervision	**Good**	**2.4**	**3**	
Controlled Entrances	**Poor**	**0.25**	**0.5**	**There is no security vestibule.**

FY27 Budget: Hope Hill Elementary School

March 11, 2026: Approved by GO Team

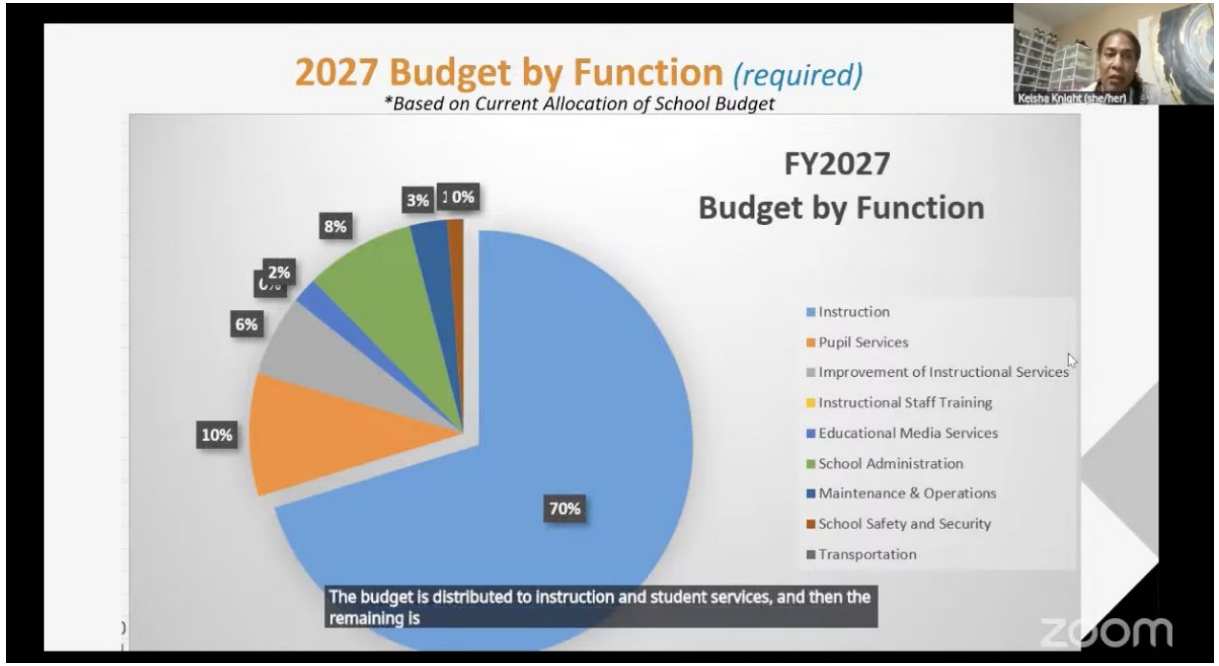


School	Hope-Hill Elementary School
Location	2062
Level	ES
Principal	Keisha Knight
Projected Enrollment	392

Account	Account Description	FTE	Budget	Per Pupil
1000	Instruction	40.80	$ 5,394,779	$ 13,762
2100	Pupil Services	5.50	$ 713,278	$ 1,820
2210	Improvement of Instructional Services	3.00	$ 470,335	$ 1,200
2213	Instructional Staff Training	-	$ -	$ -
2220	Educational Media Services	1.00	$ 152,632	$ 389
2400	School Administration	4.00	$ 635,855	$ 1,622
2600	Maintenance & Operations	3.00	$ 222,043	$ 566
2660	School Safety and Security	1.00	$ 90,654	$ 231
2700	Transportation	-	$ -	$ -
	Total	58.30	$ 7,679,576	$ 19,591

FY27 Budget Details:

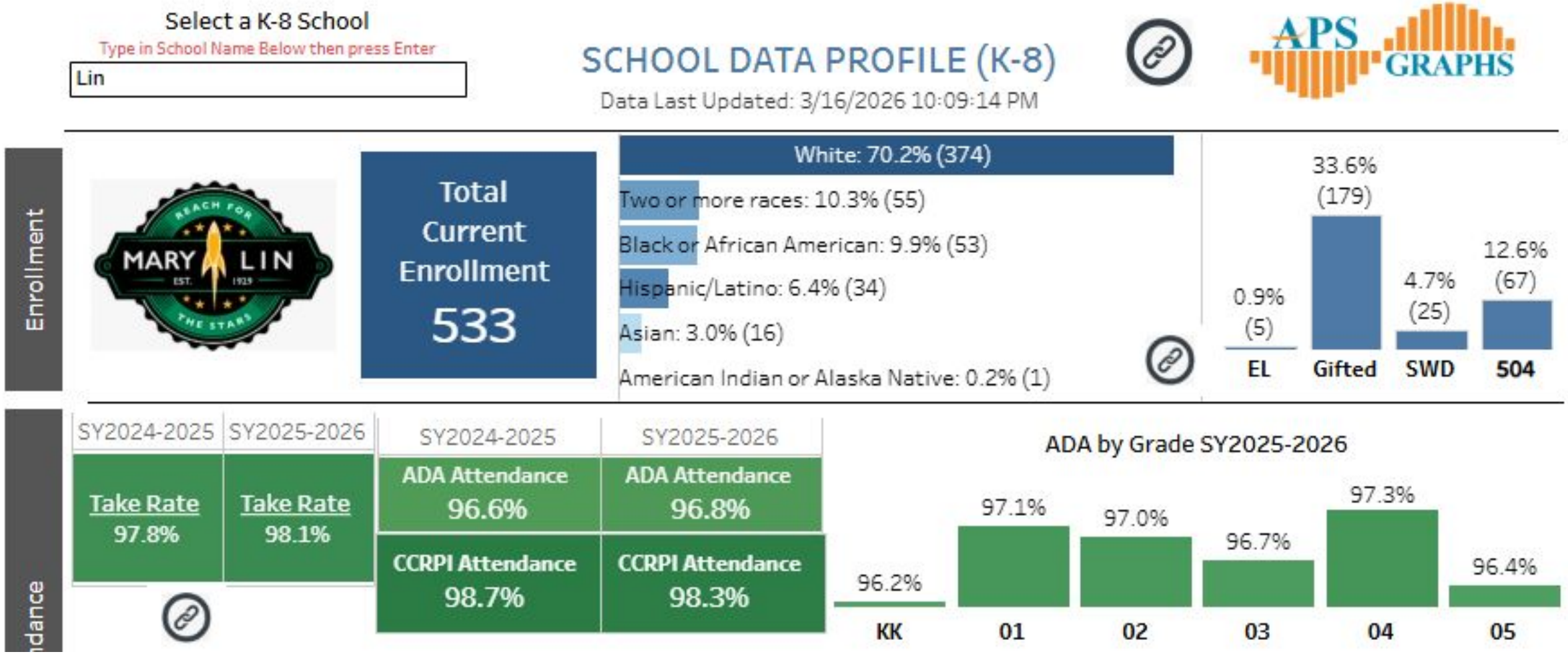
- Go Team
- Presentation
- Recording

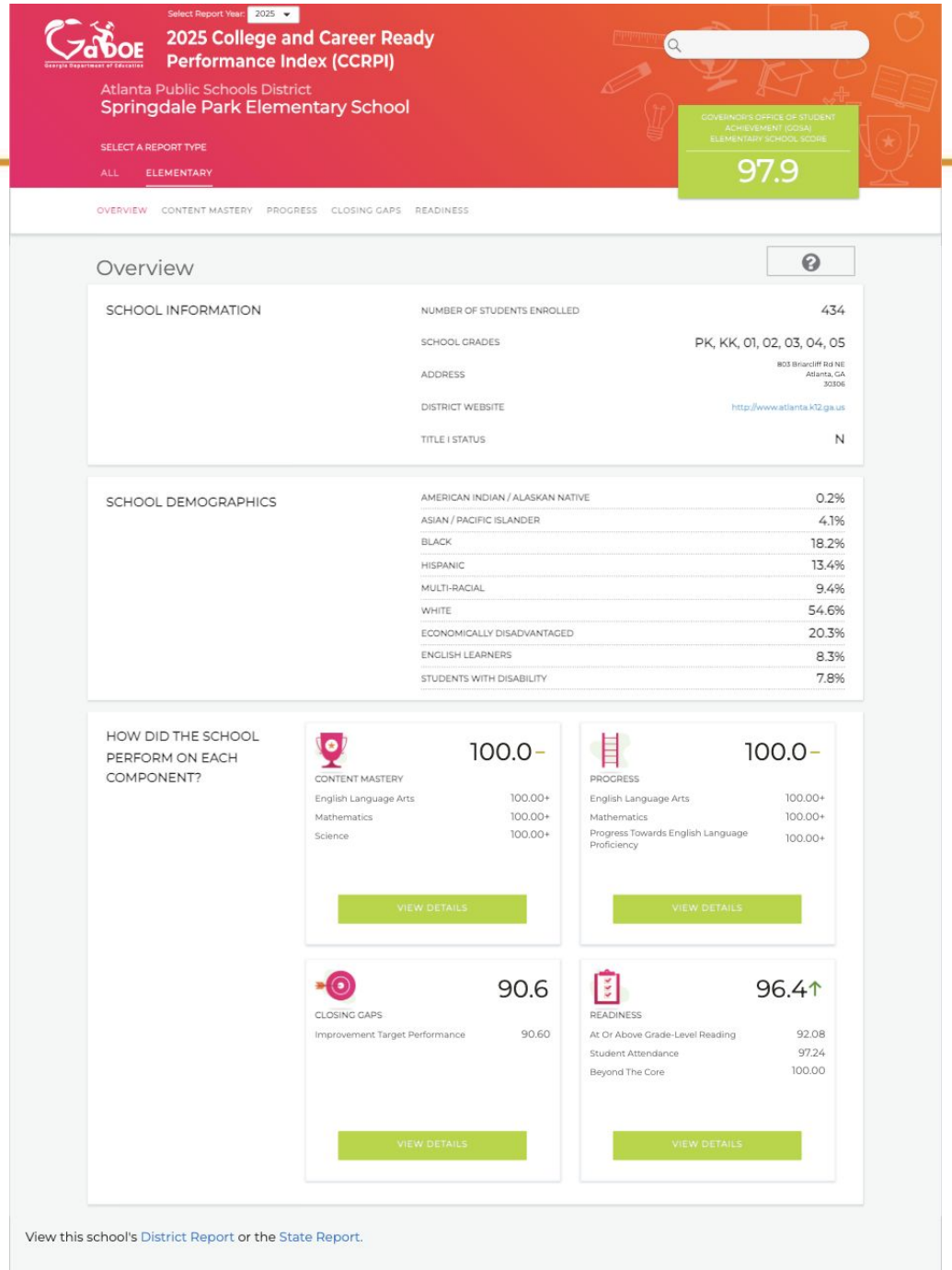


Mary Lin Elementary: PK-5

About Us: https://marylin.atlantapublicschools.us/our-school

Facility Condition Assessment (FCA):96.11
Educational Suitability Assessment (ESA):85.49





Resource: [GADOE CCRPI Dashboard]

KPI Summary

Mary Lin Elementary School

ATLANTA PUBLIC SCHOOLS

Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance / 2030 Goal
District Goal	Literacy	% of 3rd grade students scoring proficient or above in ELA	69.8%	+ 17.2 pp	87.0%	69.8%
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	69.1%	+ 17.9 pp	87.0%	69.1%
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	69.4%	+ 17.7 pp	87.0%	69.4%
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	45.5%	+ 10.0 pp	55.5%	45.5%
	Subgroup Proficiency: Economically Disadvantaged stud..	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	45.2%	+ 26.0 pp	71.2%	45.2%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	70.0%	+ 10.7 pp	80.7%	70.0%
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	65.0%	+ 10.7 pp	75.7%	65.0%
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	98.8%	—	98.8%	98.8%
	Discipline: All Students	% of students without suspensions	99.6%	—	99.6%	99.6%
	Discipline: Black Students	% of Black students without suspensions (OSS)	96.2%	+ 2.3 pp	98.5%	96.2%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	92.6%	+ 5.9 pp	98.5%	92.6%
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	61.2%	+ 21.0 pp	82.2%	61.2%
	School Climate*	School climate star rating out of 5	4 ★	—	4 ★	4 ★
We Are Sparking Stu..	Beyond the Core: Elementary School*	% of K-5 students meeting the CCRPI Beyond the Core Component requirement	100.0%	—	100.0%	100.0%
Our Strength is Our Team	Staff Engagement	% of engaged staff	79.6%	+ 10.4 pp	90.0%	79.6%
	Teacher Experience	% of teachers with 3 or more years of experience	94.4%	—	94.4%	94.4%
	Teacher Compensation	Average teacher salary	$94,993	+ $5,007	$100,000	$94,993
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	86.2%	+ 3.8 pp	90.0%	86.2%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	98.5%	—	98.5%	98.5%
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe to location questions (ES)	76.2%	+ 10.0 pp	86.2%	76.2%
	Enrollment	School meeting K-12 Enrollment Minimums	506	—	450	506

* Where data from the most recent school year has not been released, data from the prior year is used.

School > Midtown > Lin

Updated 9/26/2025

Mary Lin Elementary

2025-2030 Strategic Plan

Mission The mission of Mary Lin Elementary is to educate our students through meaningful, interdisciplinary experiences. Partnerships among students, teachers, and the community will prepare our students to be caring and creative risk-takers ready for the world.

Vision Our vision is to foster students who are lifelong, proactive learners. Our students will be clear communicators who use innovative problem-solving to address the complex issues facing our community and world.

Strategic Goals

1 By 2030, the percentage of 3rd-5th graders scoring proficient and above on the GMAS EOG Math will increase by 8% overall from 85% (2025) to 93%.
Subgroup goal (3rd-5th): The Black/AA subgroup will increase by 15.9% from 74.1% (2025) to 90% and the SWD subgroup ...

2 By 2030, the percentage of 3rd graders scoring proficient and above on the GMAS EOG ELA will increase by 17.2% from 69. 8% (2025) to 87%.
Subgroup goal (3rd-5th): The Black/AA subgroup will increase by 14.6% from 70.4% (2025) to 85% and the SWD subgroup ...

3 By 2030, the percentage of favorable responses to "Supporting Student Success" from the Family Engagement Survey will increase by 3.8 percentage points from 86.2% to 90.0%.

We Are Strengthening Our Instructional Core

Use data to inform instruction with a focus on both achievement and growth.
Choose interdisciplinary instructional resources that incorporate best-practices in teaching and learning which incorporate the principles of STEAM education.

We Are Caring For Every Child

Create an inclusive school culture that teaches the positive impact of diversity, equity, and justice.

We Are Sparking Student Curiosity

Adhere to the scope and sequence of the Georgia Standards of Excellence and supplement with STEAM-centered resources.
Provide unique learning opportunities to cultivate students' curiosity of learning.

Our Strength is Our Team

Prioritize students' social and emotional growth as a means of ensuring future success by building teacher capacity.

Our Responsibility Is Shared

Cultivate an environment that retains, empowers, motivates and inspires teachers to utilize their individual strengths.

Our School Is Efficient & Effective

Equitably align school resources with MLE mission and vision to become a STEAM certified school.

ATLANTA PUBLIC SCHOOLS

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Lin, Mary Elementary School	**GSF:**	
Site Number:	2564	**Site size (acres):**	5
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	85.49%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	Excel	5	5	
Interior Environment	Good	1.6	2	
Exterior Environment	Good	1.2	1.5	
General Classrooms				
Environment	Excel	4.9	4.9	
Size	Good	9.8	12.25	
Location	Fair	2.3888	3.675	There are several classrooms located near noisy areas including the cafeteria, gym, and music classrooms.
Storage/Fixed Equip	Good	2.94	3.675	
Kindergarten				
Environment	Excel	0.417	0.417	
Size	Excel	1.0425	1.0425	
Location	Excel	0.3128	0.3128	
Storage/Fixed Equip	Good	0.2502	0.3128	
ECE				
Environment	NA	0	0.4999	
Size	NA	0	1.2498	
Location	NA	0	0.3749	
Storage/Fixed Equip	NA	0	0.3749	

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Lin, Mary Elementary School	**GSF:**	
Site Number:	2564	**Site size (acres):**	5
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	85.49%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Self-Contained Special Ed				
Environment	NA	0	0.48	
Size	NA	0	1.2	
Location	NA	0	0.36	
Storage/Fixed Equip	NA	0	0.36	
Instructional Resource Rooms				
Environment	Excel	0.72	0.72	
Size	Excel	1.8	1.8	
Location	Good	0.432	0.54	
Storage/Fixed Equip	Good	0.432	0.54	
Science				
Environment	Excel	0.5	0.5	
Size	Fair	0.8125	1.25	The science room is 66% of the size standard.
Location	Good	0.3	0.375	
Storage/Fixed Equip	Good	0.3	0.375	
Music				
Environment	Excel	0.7408	0.7408	
Size	Good	1.4815	1.8519	
Location	Excel	0.5556	0.5556	
Storage/Fixed Equip	Good	0.4445	0.5556	

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Lin, Mary Elementary School	**GSF:**	
Site Number:	2564	**Site size (acres):**	5
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	85.49%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	Excel	0.4678	0.4678	
Size	Excel	1.1696	1.1696	
Location	Excel	0.3509	0.3509	
Storage/Fixed Equip	Fair	0.2281	0.3509	Kiln ventilation does not work.
Computer Labs				
Environment	NA	0	0.3411	
Size	NA	0	0.8528	
Location	NA	0	0.2559	
Storage/Fixed Equip	NA	0	0.2559	
P.E.				
Environment	Excel	1.9201	1.9201	
Size	Excel	4.8003	4.8003	
Location	Excel	1.4401	1.4401	
Storage/Fixed Equip	Good	1.1521	1.4401	The gym floor is made of wood, and is not rubberized.
Performing Arts				
Environment	Fair	0.3928	0.6043	The auditorium has large windows along one wall with no window coverings, creating a problem if the room needed to be darkened for projector use or for performances.
Size	Excel	1.5108	1.5108	
Location	Good	0.3626	0.4532	The auditorium is not located near restrooms for use during after school events and performances.
Storage/Fixed Equip	Poor	0.2266	0.4532	There is very little storage space for the auditorium or stage. The stage itself is being used as storage for chairs and other auditorium accessories.

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Lin, Mary Elementary School	**GSF:**	
Site Number:	2564	**Site size (acres):**	5
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	85.49%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	Excel	0.9747	0.9747	
Size	Fair	1.5839	2.4367	The media center is 69% of the size standard.
Location	Good	0.5848	0.731	
Storage/Fixed Equip	Good	0.5848	0.731	
Restrooms (Student)	Good	0.7096	0.887	
Administration	Good	2.0464	2.558	
Counseling	Good	0.2339	0.2924	
Clinic	Excel	0.5848	0.5848	
Staff Lounge-WkRm	Good	1.0137	1.2671	
Cafeteria	Good	4	5	
Food Service and Prep	Excel	6.204	6.204	
Custodial and Maintenance	Fair	0.325	0.5	There is no receiving and storage area for building maintenance and cleaning supplies and equipment.
Outside				
Vehicular Traffic	Good	1.6	2	
Pedestrian Traffic	Good	0.7784	0.973	
Parking	Good	0.6497	0.8121	
Play Areas	Good	1.8726	2.3408	

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Lin, Mary Elementary School	**GSF:**	
Site Number:	2564	**Site size (acres):**	5
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	85.49%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety and Security				
Fencing	**Excel**	**0.7521**	**0.7521**	
Signage & Way Finding	**Poor**	**0.5**	**1**	**There is inadequate vehicular wayfinding signage identifying where visitors can park and where the parent pick-up and drop-off areas are located. There is no wayfinding signage directing visitors to the main office. None of the required entrance signs are present.**
Ease of Supervision	**Fair**	**1.95**	**3**	**There are several areas in the building that students use as hiding areas. There is insufficient exterior lighting.**
Controlled Entrances	**Excel**	**0.5**	**0.5**	

FY27 Budget: Mary Lin Elementary School

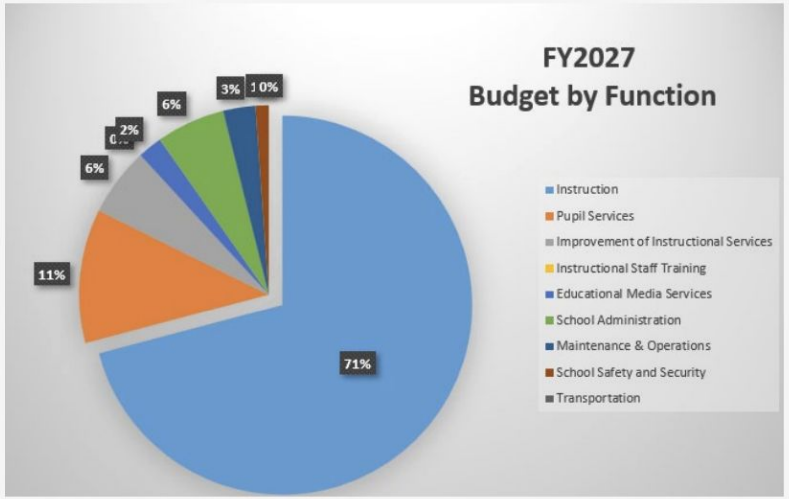
March 10, 2026: Approved by GO Team

FY27 BUDGET BY FUNCTION

(Required)

School	Lin Elementary School
Location	2564
Level	ES
Principal	Denise Bringslid
Projected Enrollment	503

Account	Account Description	FTE	Budget	Per Pupil
1000	Instruction	45.60	$ 5,710,016	$ 11,352
2100	Pupil Services	6.80	$ 923,431	$ 1,836
2210	Improvement of Instructional Services	3.00	$ 470,335	$ 935
2213	Instructional Staff Training	-	$ -	$ -
2220	Educational Media Services	1.00	$ 169,713	$ 337
2400	School Administration	3.00	$ 471,093	$ 937
2600	Maintenance & Operations	3.00	$ 221,693	$ 441
2660	School Safety and Security	1.00	$ 90,654	$ 180
2700	Transportation	-	$ -	$ -
	Total	**63.40**	**$ 8,056,936**	**$ 16,018**



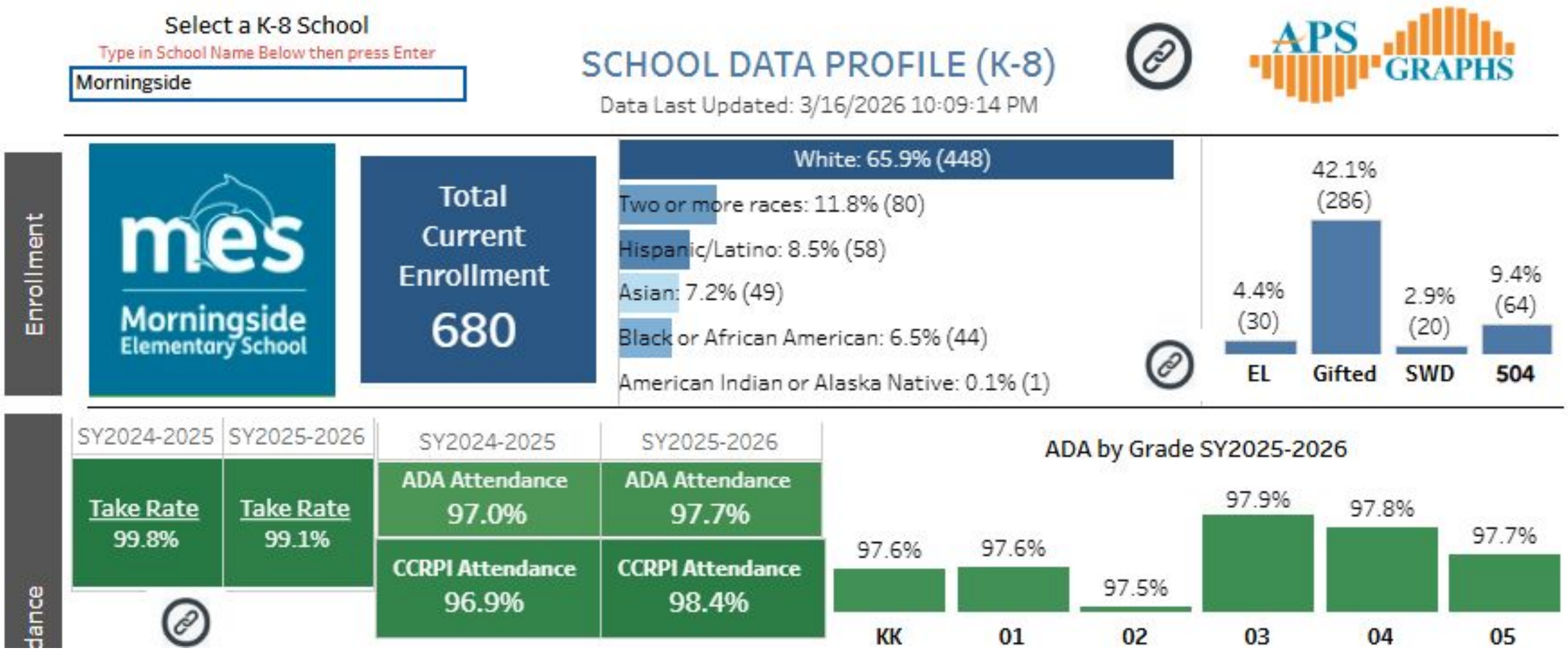
FY27 Budget Details:

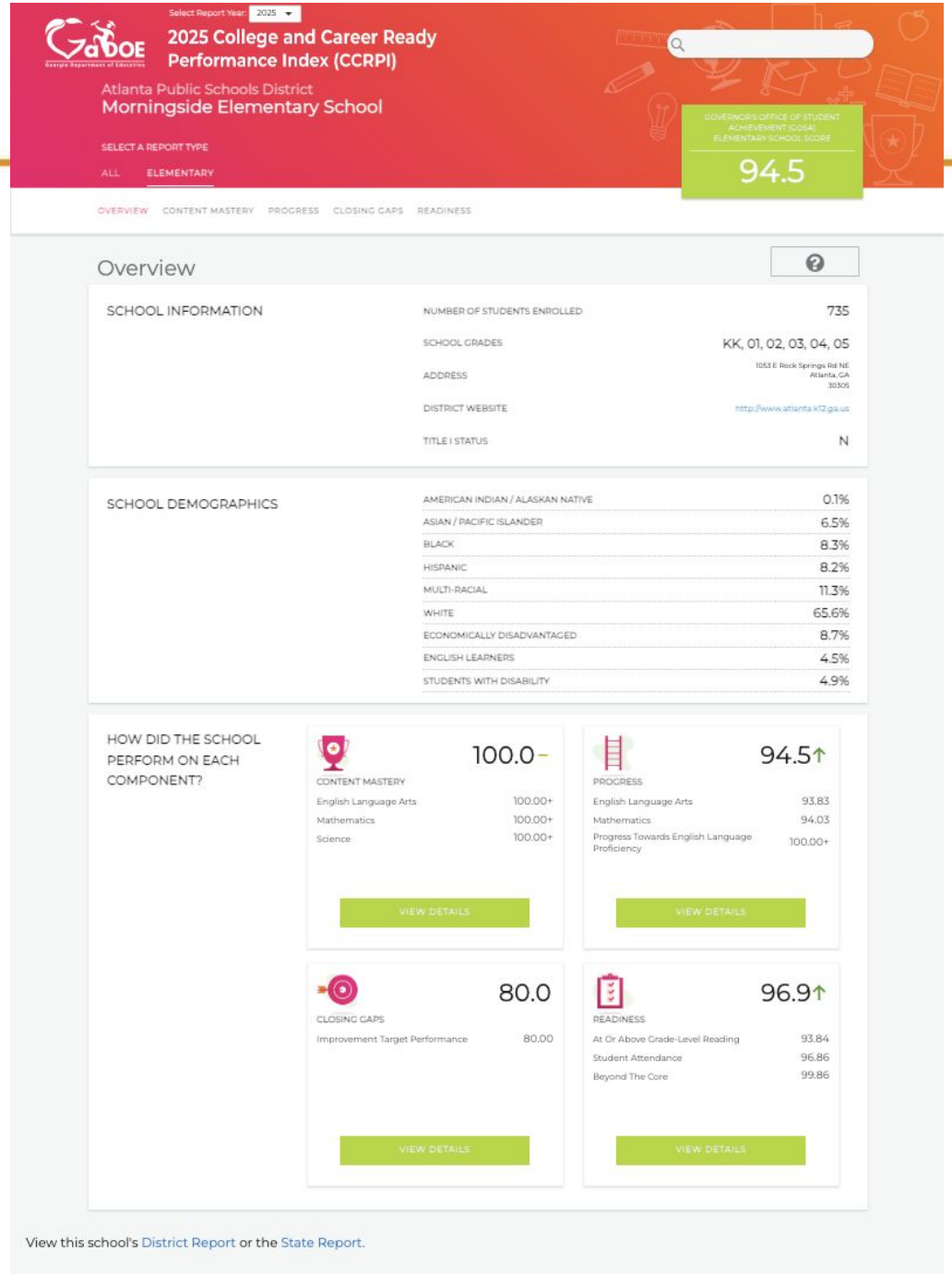
- Go Team
- Presentation
- Recording

Morningside Elementary: K-5

About Us: https://morningside.atlantapublicschools.us/our-school

Facility Condition Assessment (FCA):97.43
Educational Suitability Assessment (ESA):86.95





Resource: [GADOE CCRPI Dashboard]

KPI Summary

Morningside Elementary School

ATLANTA PUBLIC SCHOOLS

Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance / 2030 Goal
District Goals	Literacy	% of 3rd grade students scoring proficient or above in ELA	71.1%	+ 15.9 pp	87.0%	71.1%
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	83.2%	+ 3.8 pp	87.0%	83.2%
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	47.1%	+ 26.0 pp	73.1%	47.1%
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	32.1%	+ 10.0 pp	42.1%	32.1%
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	29.4%	+ 26.0 pp	55.4%	29.4%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	72.7%	+ 10.7 pp	83.4%	72.7%
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	63.9%	+ 10.7 pp	74.6%	63.9%
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	65.8%	+ 10.7 pp	76.5%	65.8%
	English Learners	% of English Learners with a Typical or High ACCESS Student Growth Percentile	68.0%	+ 10.7 pp	78.7%	68.0%
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	96.6%	—	96.6%	96.6%
	Discipline: All Students	% of students without suspensions	99.3%	—	99.3%	99.3%
	Discipline: Black Students	% of Black students without suspensions (OSS)	96.7%	+ 1.8 pp	98.5%	96.7%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	97.0%	+ 1.5 pp	98.5%	97.0%
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	61.7%	+ 21.0 pp	82.7%	61.7%
	School Climate*	School climate star rating out of 5	4 ★	—	4 ★	4 ★
We Are Sparking Stu..	Beyond the Core: Elementary School*	% of K-5 students meeting the CCRPI Beyond the Core Component requirement	99.7%	+ 0.1 pp	99.8%	99.7%
Our Strength is Our Team	Staff Engagement	% of engaged staff	55.4%	+ 13.6 pp	68.9%	55.4%
	Teacher Experience	% of teachers with 3 or more years of experience	92.0%	—	92.0%	92.0%
	Teacher Compensation	Average teacher salary	$90,240	+ $9,760	$100,000	$90,240
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	78.9%	+ 7.0 pp	86.0%	78.9%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	94.4%	—	94.4%	94.4%
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe to location questions (ES)	75.5%	+ 10.0 pp	85.5%	75.5%
	Enrollment	School meeting K-12 Enrollment Minimums	722	—	450	722

* Data for 2025 has not been released, so 2024 data is being used

School > Morningside

Updated 9/26/2025

Morningside Elementary

2025-2030 Strategic Plan

Mission With a foundation of collaboration and accountability, all students will be empowered and prepared for their future.

Vision A community of diverse individuals who inspire, engage, and are committed to pursuing excellence.

Strategic Goals

1 By 2030, 3rd - 5th grade students will increase proficiency levels by 2% in ELA annually to an 87% proficiency or above as measured by Georgia Milestones.

2 By 2030, 3rd -5th grade students will increase proficiency levels by 2% in MATH annually to a 90% proficiency or above as measured by Georgia Milestones.

3 By 2030, we will increase parent engagement by 10% annually on the Georgia School Climate Survey from 5% in 2025, resulting in actionable feedback working toward a 5 star climate rating.

We Are Strengthening Our Instructional Core

1. Focus on eliminating academic achievement gaps.
2. Imbed a data-driven multi-tier system of support to proactively intervene with individual as well as student groups.
3. Focus on individual student needs by strengthening our academic and social emotional programs.

We Are Caring For Every Child

2. Imbed a data-driven multi-tier system of support to proactively intervene with individual as well as student groups.
3. Focus on individual student needs by strengthening our academic and social emotional enrichment programs for all.
4. Create a welcoming, inclusive, and responsive culture that ensures families are empowered to engage in school-family activities, reflecting the diversity of our school.

We Are Sparking Student Curiosity

3. Focus on individual student needs by strengthening our academic and social emotional enrichment programs for all.
4. Create a welcoming, inclusive, and responsive culture that ensures families are empowered to engage in school-family activities, reflecting the diversity of our school.

Our Strength is Our Team

1. Focus on eliminating academic achievement gaps.
2. Imbed a data-driven multi-tier system of support to proactively intervene with individual as well as student groups.
4. Create a welcoming, inclusive, and responsive culture that ensures families are empowered to engage in school-family activities, reflecting the diversity of our school.

Our Responsibility Is Shared

1. Focus on eliminating academic achievement gaps.
2. Imbed a data-driven multi-tier system of support to proactively intervene with individual as well as student groups.
4. Create a welcoming, inclusive, and responsive culture that ensures families are empowered to engage in school-family activities, reflecting the diversity of our school.

Our School Is Efficient & Effective

2. Imbed a data-driven multi-tier system of support to proactively intervene with individual as well as student groups.
3. Focus on individual student needs by strengthening our academic and social emotional enrichment programs for all.

ATLANTA PUBLIC SCHOOLS

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Morningside Elementary School	**GSF:**	
Site Number:	1664	**Site size (acres):**	0
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	86.95%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Excel**	**5**	**5**	
Interior Environment	**Excel**	**2**	**2**	
Exterior Environment	**Good**	**1.2**	**1.5**	
General Classrooms				
Environment	**Excel**	**4.9**	**4.9**	
Size	**Good**	**9.8**	**12.25**	
Location	**Excel**	**3.675**	**3.675**	
Storage/Fixed Equip	**Excel**	**3.675**	**3.675**	
Kindergarten				
Environment	**Excel**	**0.417**	**0.417**	
Size	**Good**	**0.834**	**1.0425**	
Location	**Excel**	**0.3128**	**0.3128**	
Storage/Fixed Equip	**Excel**	**0.3128**	**0.3128**	
ECE				
Environment	**NA**	**0**	**0.4999**	
Size	**NA**	**0**	**1.2498**	
Location	**NA**	**0**	**0.3749**	
Storage/Fixed Equip	**NA**	**0**	**0.3749**	

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Morningside Elementary School	**GSF:**	
Site Number:	1664	**Site size (acres):**	0
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	86.95%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Self-Contained Special Ed				
Environment	**NA**	**0**	**0.48**	
Size	**NA**	**0**	**1.2**	
Location	**NA**	**0**	**0.36**	
Storage/Fixed Equip	**NA**	**0**	**0.36**	
Instructional Resource Rooms				
Environment	**Good**	**0.576**	**0.72**	
Size	**Good**	**1.44**	**1.8**	
Location	**Good**	**0.432**	**0.54**	
Storage/Fixed Equip	**Excel**	**0.54**	**0.54**	
Science				
Environment	**Good**	**0.4**	**0.5**	**Maker Space**
Size	**Good**	**1**	**1.25**	
Location	**Good**	**0.3**	**0.375**	
Storage/Fixed Equip	**Excel**	**0.375**	**0.375**	
Music				
Environment	**Excel**	**0.7408**	**0.7408**	
Size	**Good**	**1.4815**	**1.8519**	
Location	**Excel**	**0.5556**	**0.5556**	
Storage/Fixed Equip	**Excel**	**0.5556**	**0.5556**	

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Morningside Elementary School	**GSF:**	
Site Number:	1664	**Site size (acres):**	0
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	86.95%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	**Excel**	**0.4678**	**0.4678**	
Size	**Good**	**0.9357**	**1.1696**	
Location	**Good**	**0.2807**	**0.3509**	
Storage/Fixed Equip	**Excel**	**0.3509**	**0.3509**	
Computer Labs				
Environment	**NA**	**0**	**0.3411**	
Size	**NA**	**0**	**0.8528**	
Location	**NA**	**0**	**0.2559**	
Storage/Fixed Equip	**NA**	**0**	**0.2559**	
P.E.				
Environment	**Good**	**1.5361**	**1.9201**	
Size	**Good**	**3.8402**	**4.8003**	
Location	**Good**	**1.1521**	**1.4401**	
Storage/Fixed Equip	**Good**	**1.1521**	**1.4401**	
Performing Arts				
Environment	**Excel**	**0.6043**	**0.6043**	
Size	**Excel**	**1.5108**	**1.5108**	
Location	**Excel**	**0.4532**	**0.4532**	
Storage/Fixed Equip	**Excel**	**0.4532**	**0.4532**	

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Morningside Elementary School	**GSF:**	
Site Number:	1664	**Site size (acres):**	0
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	86.95%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety and Security				
Controlled Entrances	**Good**	**0.4**	**0.5**	

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Morningside Elementary School	**GSF:**	
Site Number:	1664	**Site size (acres):**	0
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	86.95%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	**Excel**	**0.9747**	**0.9747**	
Size	**Excel**	**2.4367**	**2.4367**	
Location	**Excel**	**0.731**	**0.731**	
Storage/Fixed Equip	**Good**	**0.5848**	**0.731**	
Restrooms (Student)	**Excel**	**0.887**	**0.887**	
Administration	**Excel**	**2.558**	**2.558**	
Counseling	**Excel**	**0.2924**	**0.2924**	
Clinic	**Good**	**0.4678**	**0.5848**	
Staff Lounge-WkRm	**Excel**	**1.2671**	**1.2671**	
Cafeteria	**Good**	**4**	**5**	
Food Service and Prep	**Good**	**4.9632**	**6.204**	
Custodial and Maintenance	**Good**	**0.4**	**0.5**	
Outside				
Vehicular Traffic	**Poor**	**1**	**2**	**Buses are limited to a location bisecting the main building, the arts building, and playing fields.**
Pedestrian Traffic	**Good**	**0.7784**	**0.973**	
Parking	**Fair**	**0.5279**	**0.8121**	**Insufficient parking for staff and visitors.**
Play Areas	**Good**	**1.8726**	**2.3408**	
Safety and Security				
Fencing	**Good**	**0.6017**	**0.7521**	
Signage & Way Finding	**Good**	**0.8**	**1**	
Ease of Supervision	**Good**	**2.4**	**3**	

FY27 Budget: Morningside Elementary School

March 11, 2026: Approved by GO Team

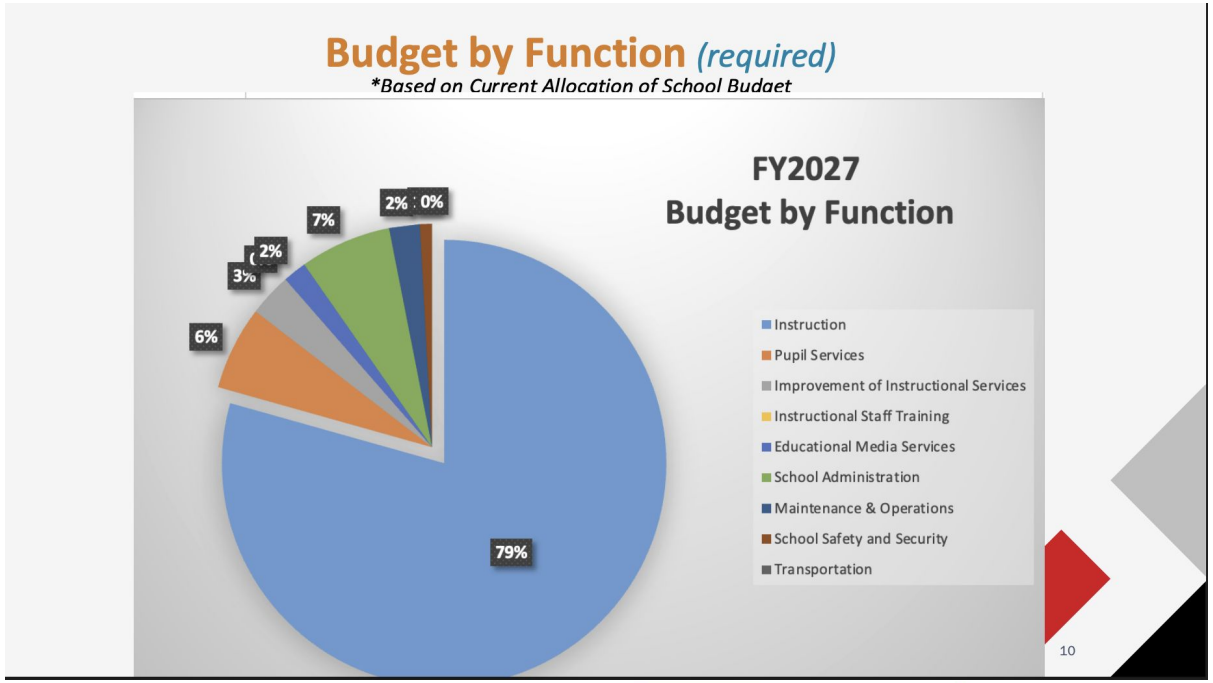
Budget by Function

**Based on Current Allocation of School Budget*

Account Description	FTE	Budget	Per Pupil
Instruction	61.40	$ 7,832,059	$ 11,795
Pupil Services	4.00	$ 598,290	$ 901
Improvement of Instructional Services	2.00	$ 309,078	$ 465
Instructional Staff Training	-	$ -	$ -
Educational Media Services	1.00	$ 169,713	$ 256
School Administration	4.00	$ 656,265	$ 988
Maintenance & Operations	3.00	$ 220,043	$ 331
School Safety and Security	1.00	$ 86,654	$ 131
Transportation	-	$ -	$ -
Total	**76.40**	**$ 9,872,103**	**$ 14,868**

FY27 Budget Details:

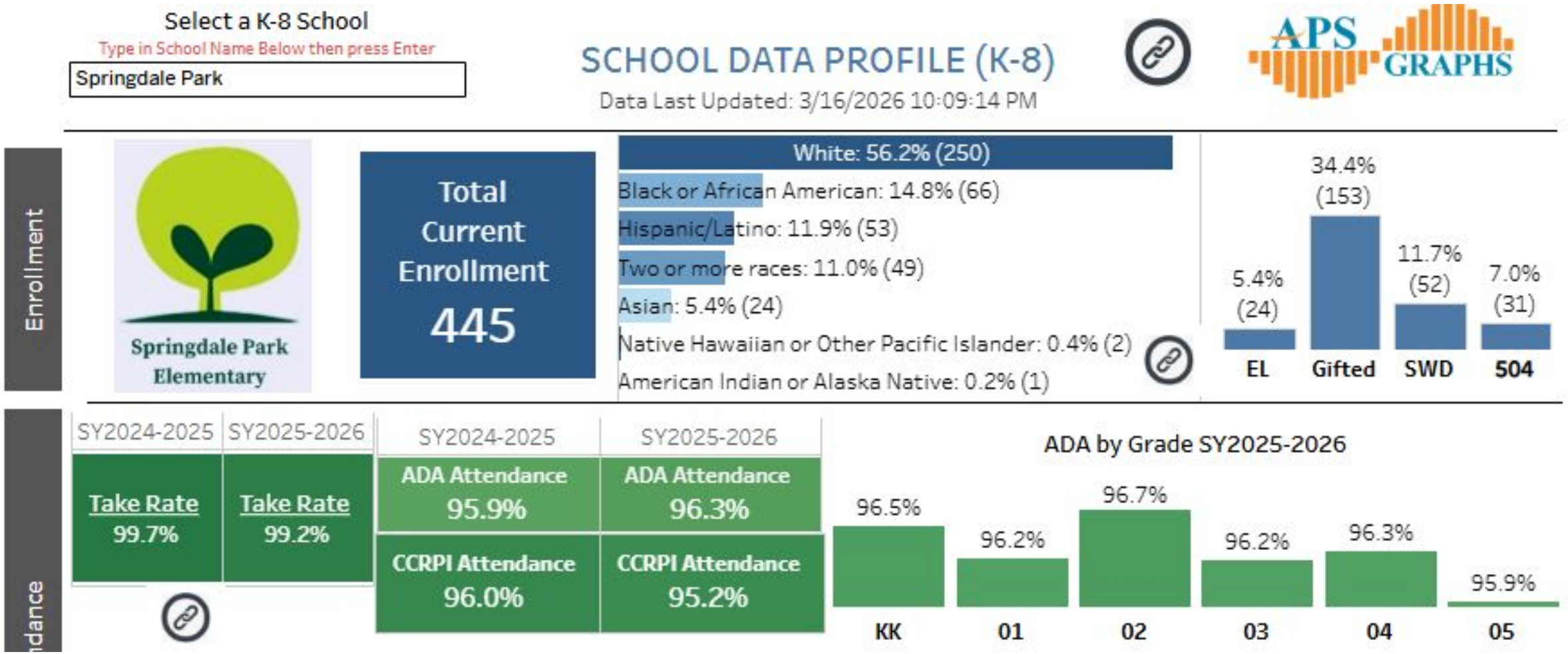
- Go Team
- Presentation
- Recording

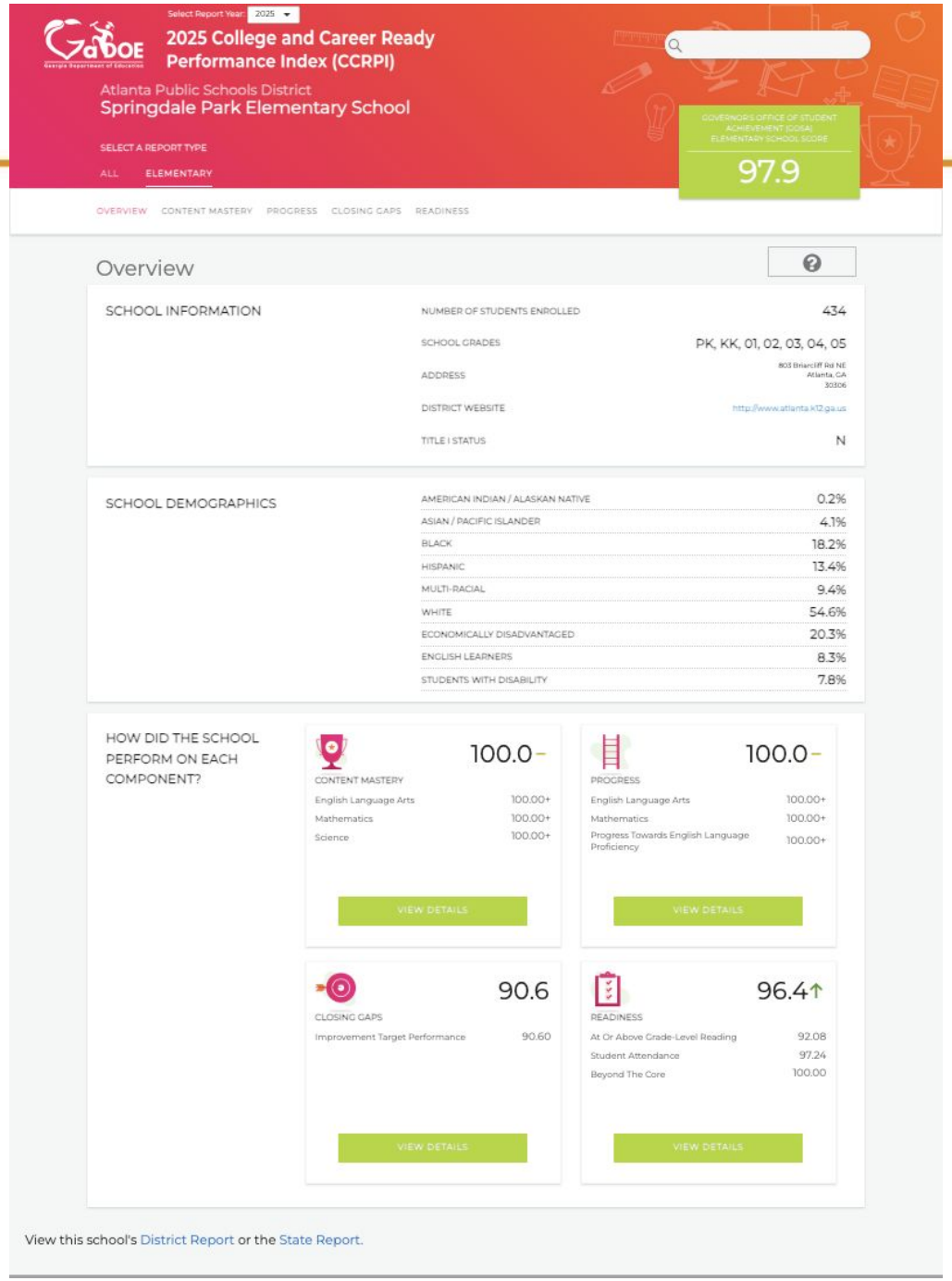


Springdale Park Elementary: PK-5

About Us: https://springdale.atlantapublicschools.us/our-school

Facility Condition Assessment (FCA):94.51
Educational Suitability Assessment (ESA):81.74





SPRINGDALE PARK ELEMENTARY

Resource: GADOE CCRPI Dashboard

KPI Summary

Springdale Park Elementary School

ATLANTA PUBLIC SCHOOLS

Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance / 2030 Goal
District Goals	Literacy	% of 3rd grade students scoring proficient or above in ELA	71.6%	+ 15.4 pp	87.0%	71.6%
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	51.8%	+ 21.0 pp	72.8%	51.8%
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	70.0%	+ 17.0 pp	87.0%	70.0%
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	59.4%	+ 10.0 pp	69.4%	59.4%
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	48.0%	+ 26.1 pp	74.0%	48.0%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	70.0%	+ 10.7 pp	80.7%	70.0%
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	77.8%	+ 7.2 pp	85.0%	77.8%
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	67.5%	+ 10.7 pp	78.2%	67.5%
	English Learners	% of English Learners with a Typical or High ACCESS Student Growth Percentile	73.7%	+ 10.7 pp	84.4%	73.7%
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	97.2%	—	97.2%	97.2%
	Discipline: All Students	% of students without suspensions	99.3%	—	99.3%	99.3%
	Discipline: Black Students	% of Black students without suspensions (OSS)	96.6%	+ 1.9 pp	98.5%	96.6%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	100.0%	—	100.0%	100.0%
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	75.4%	+ 8.6 pp	84.0%	75.4%
	School Climate*	School climate star rating out of 5	4 ★	—	4 ★	4 ★
We Are Sparking Stu..	Beyond the Core: Elementary School*	% of K-5 students meeting the CCRPI Beyond the Core Component requirement	99.8%	+ 0.1 pp	99.8%	99.8%
Our Strength is Our Team	Staff Engagement	% of engaged staff	84.1%	+ 5.9 pp	90.0%	84.1%
	Teacher Experience	% of teachers with 3 or more years of experience	91.4%	—	91.4%	91.4%
	Teacher Compensation	Average teacher salary	$89,258	+ $10,742	$100,000	$89,258
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	93.7%	—	93.7%	93.7%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	94.3%	—	94.3%	94.3%
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe to location questions (ES)	85.6%	+ 4.4 pp	90.0%	85.6%
	Enrollment	School meeting K-12 Enrollment Minimums	413	+ 37 students	450	413

* Data for 2025 has not been released, so 2024 data is being used

School > Springdale Park

Updated 9/26/2025

Mission We are committed to developing the whole child and empowering students to achieve excellence by engaging them in their learning

Springdale Park

2025-2030 Strategic Plan

Vision Our vision is to create lifelong learners, critical thinkers, and responsible citizens through interdisciplinary STEAM instruction. We strive to foster an appreciation for the differences that make us unique, while promoting a global perspective and a commitment to protecting our environment.

Strategic Goals

1 By Spring 2030, Springdale Park will increase the percentage of students scoring in the Proficient and Distinguished categories on the Georgia Milestones Math assessment from 86% to at least 92%, while reducing the percentage of students in the Developing and Beginning Learner categories ...

2 By Spring 2030, Springdale Park will increase the percentage of students scoring at the Distinguished level on the Georgia Milestones ELA assessment from 44% to at least 50%, while increasing overall Proficient and Distinguished performance from 79% to 88% by reducing the percentage of students in ...

3 By 2030, Springdale Park will cultivate a safe, inclusive, and nurturing learning environment where every child is known, supported, and challenged through intentional social-emotional learning practices that honor student voice, promote mental wellness, and foster strong relationships ...

We Are Strengthening Our Instructional Core

1. Offer an academically challenging curriculum that prepares students for college, career, and citizenship.

We Are Caring For Every Child

2. Create a collaborative, inclusive, and responsive school culture that embraces the diverse communities that make up the Springdale Park family.
3. Provide necessary and meaningful resources to meet the diverse social and academic needs of students. Embed a data-driven, multi-tier system of support to ensure equitable gains for vulnerable student populations.

We Are Sparking Student Curiosity

4. Ensure a safe and effective learning environment that promotes the use of the engineering design process across all content areas, allowing for more personalized and meaningful learning experiences.
5. Ensure interdisciplinary learning that builds critical thinking through multiple perspectives.

Our Strength is Our Team

6. Build teacher capacity with the ability to meet the diverse social and academic needs of students.
7. Create an environment that motivates and retains staff members.

Our Responsibility Is Shared

8. Build and sustain parent and engagement, community partnerships, and student voice.

Our School Is Efficient & Effective

9. Optimize class sizes and supports to allow staff to support every student.

ATLANTA PUBLIC SCHOOLS

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Springdale Park Elementary School	**GSF:**	
Site Number:	1001	**Site size (acres):**	6
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.74%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Good**	**4**	**5**	
Interior Environment	**Good**	**1.6**	**2**	
Exterior Environment	**Excel**	**1.5**	**1.5**	
General Classrooms				
Environment	**Good**	**3.92**	**4.9**	
Size	**Excel**	**12.25**	**12.25**	
Location	**Good**	**2.94**	**3.675**	
Storage/Fixed Equip	**Good**	**2.94**	**3.675**	
Kindergarten				
Environment	**Good**	**0.3336**	**0.417**	
Size	**Excel**	**1.0425**	**1.0425**	
Location	**Good**	**0.2502**	**0.3128**	
Storage/Fixed Equip	**Good**	**0.2502**	**0.3128**	
ECE				
Environment	**NA**	**0**	**0.4999**	
Size	**NA**	**0**	**1.2498**	
Location	**NA**	**0**	**0.3749**	
Storage/Fixed Equip	**NA**	**0**	**0.3749**	

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Springdale Park Elementary School	**GSF:**	
Site Number:	1001	**Site size (acres):**	6
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.74%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Self-Contained Special Ed				
Environment	**Good**	**0.384**	**0.48**	
Size	**Good**	**0.96**	**1.2**	
Location	**Good**	**0.288**	**0.36**	
Storage/Fixed Equip	**Good**	**0.288**	**0.36**	
Instructional Resource Rooms				
Environment	**Good**	**0.576**	**0.72**	
Size	**Fair**	**1.17**	**1.8**	**There are not enough instructional resource rooms in the building.**
Location	**Good**	**0.432**	**0.54**	
Storage/Fixed Equip	**Good**	**0.432**	**0.54**	
Science				
Environment	**Good**	**0.4**	**0.5**	
Size	**Fair**	**0.8125**	**1.25**	**The science classroom is 77% of the size standard.**
Location	**Good**	**0.3**	**0.375**	
Storage/Fixed Equip	**Good**	**0.3**	**0.375**	
Music				
Environment	**Good**	**0.5926**	**0.7408**	
Size	**Excel**	**1.8519**	**1.8519**	
Location	**Excel**	**0.5556**	**0.5556**	
Storage/Fixed Equip	**Good**	**0.4445**	**0.5556**	

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Springdale Park Elementary School	**GSF:**	
Site Number:	1001	**Site size (acres):**	6
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.74%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	**Good**	**0.3742**	**0.4678**	
Size	**Excel**	**1.1696**	**1.1696**	
Location	**Good**	**0.2807**	**0.3509**	
Storage/Fixed Equip	**Good**	**0.2807**	**0.3509**	
Computer Labs				
Environment	**NA**	**0**	**0.3411**	
Size	**NA**	**0**	**0.8528**	
Location	**NA**	**0**	**0.2559**	
Storage/Fixed Equip	**NA**	**0**	**0.2559**	
P.E.				
Environment	**Good**	**1.5361**	**1.9201**	
Size	**Excel**	**4.8003**	**4.8003**	
Location	**Fair**	**0.9361**	**1.4401**	**The gym is located near several general classrooms.**
Storage/Fixed Equip	**Good**	**1.1521**	**1.4401**	
Performing Arts				
Environment	**Good**	**0.4834**	**0.6043**	
Size	**Excel**	**1.5108**	**1.5108**	
Location	**Fair**	**0.2946**	**0.4532**	**The gym/auditorium is located near several general classrooms.**
Storage/Fixed Equip	**Good**	**0.3626**	**0.4532**	

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Springdale Park Elementary School	**GSF:**	
Site Number:	1001	**Site size (acres):**	6
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.74%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	**Fair**	**0.6336**	**0.9747**	**The media center is walled up into several smaller areas, making the space difficult to use and creating supervision challenges.**
Size	**Excel**	**2.4367**	**2.4367**	
Location	**Poor**	**0.3655**	**0.731**	**The media center is not centrally located.**
Storage/Fixed Equip	**Poor**	**0.3655**	**0.731**	**There is no media center work room. The media center space is not flexible. The media center does not have high ceilings. There is no secure equipment storage in the media center.**
Restrooms (Student)	**Good**	**0.7096**	**0.887**	
Administration	**Poor**	**1.279**	**2.558**	**The administration area is spread throughout the school. The main reception is located near the front door, but it is small. The teacher mailboxes are in the reception area. The principal's office and conference room are in a building in the back of the school. The staff restroom is down the hall from the reception area.**
Counseling	**Good**	**0.2339**	**0.2924**	
Clinic	**Good**	**0.4678**	**0.5848**	
Staff Lounge-WkRm	**Fair**	**0.8236**	**1.2671**	**There is not enough teacher lounge space, and there are not enough teacher workrooms.**
Cafeteria	**Good**	**4**	**5**	
Food Service and Prep	**Good**	**4.9632**	**6.204**	**No locker space for staff.**
Custodial and Maintenance	**Good**	**0.4**	**0.5**	
Outside				
Vehicular Traffic	**Fair**	**1.3**	**2**	**The delivery lane is in conflict with the bus lane. Delivery trucks have to back through a turn, which has resulted in a damaged gate multiple times.**
Pedestrian Traffic	**Good**	**0.7784**	**0.973**	

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Springdale Park Elementary School	**GSF:**	
Site Number:	1001	**Site size (acres):**	6
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.74%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Outside				
Parking	**Fair**	**0.5279**	**0.8121**	**There is insufficient parking for staff and visitors.**
Play Areas	**Good**	**1.8726**	**2.3408**	
Safety and Security				
Fencing	**Excel**	**0.7521**	**0.7521**	
Signage & Way Finding	**Poor**	**0.5**	**1**	**There is inadequate vehicular and pedestrian wayfinding signage. The required entrance signage is not present.**
Ease of Supervision	**Poor**	**1.5**	**3**	**There are a number of areas where students are difficult to supervise both inside and out. Sometimes students move between the four different buildings on site, which is often challenging with groups of students. There are small buildings near the playground area, which create opportunities for hiding places during outdoor activities. The older buildings are maze-like with numerous small rooms.**
Controlled Entrances	**Good**	**0.4**	**0.5**	

FY27 Budget: Springdale Park Elementary School

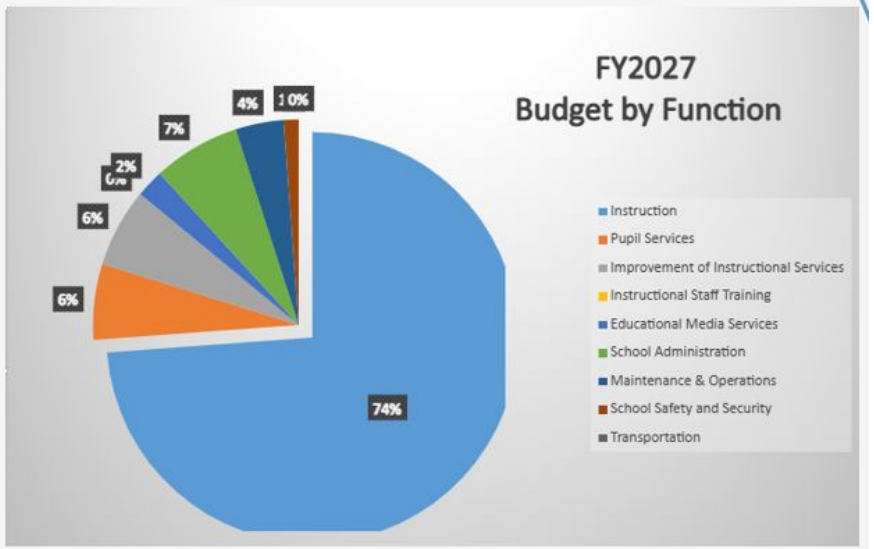
March 9, 2026: Approved by GO Team

FY27 BUDGET BY FUNCTION

(Required)

School	Springdale Park Elementary
Location	0116
Level	ES
Principal	Jennifer Toney
Projected Enrollment	420

Account	Account Description	FTE	Budget	Per Pupil
1000	Instruction	44.60	$ 5,711,933	$ 13,600
2100	Pupil Services	3.20	$ 461,162	$ 1,098
2210	Improvement of Instructional Services	3.00	$ 478,856	$ 1,140
2213	Instructional Staff Training	-	$ -	$ -
2220	Educational Media Services	1.00	$ 169,632	$ 404
2400	School Administration	4.00	$ 529,585	$ 1,261
2600	Maintenance & Operations	4.00	$ 293,462	$ 699
2660	School Safety and Security	1.00	$ 90,654	$ 216
2700	Transportation	-	$ -	$ -
	Total	60.80	$ 7,735,284	$ 18,417



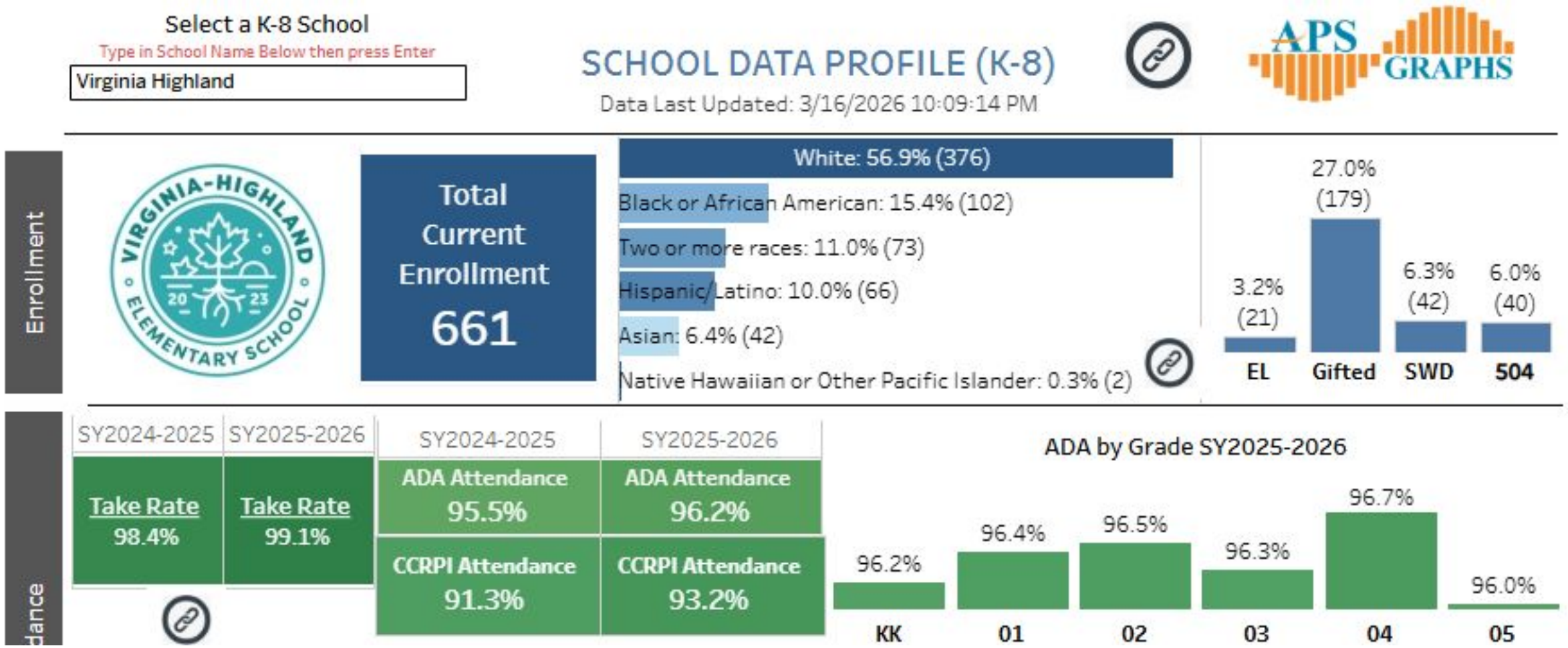
FY27 Budget Details:

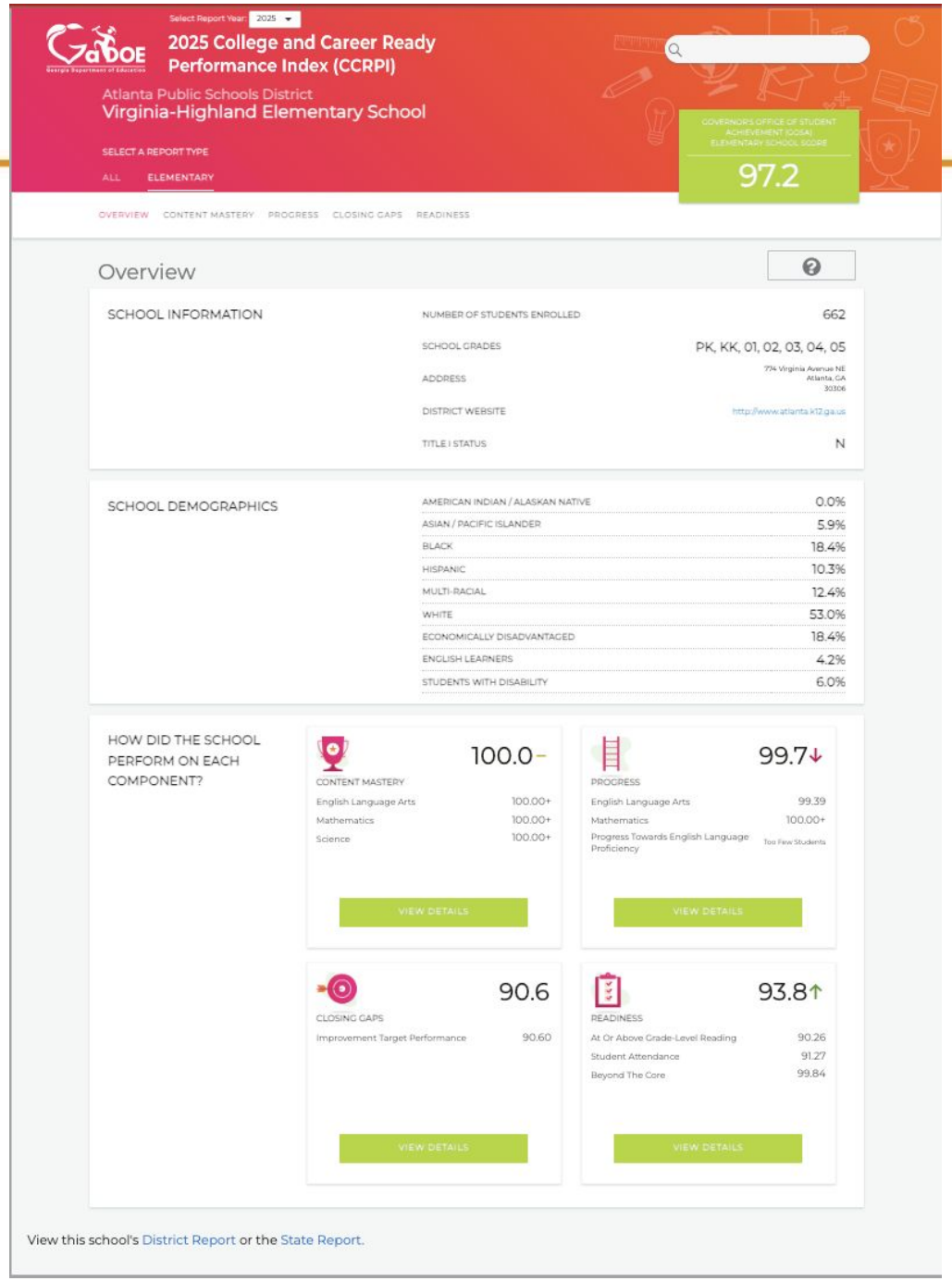
- Go Team
- Presentation
- Recording

Virginia Highland Elementary: PK-5

About Us: https://virginiahighland.atlantapublicschools.us/our-school

Facility Condition Assessment (FCA):91.05
Educational Suitability Assessment (ESA):93.51





Resource: [GADOE CCRPI Dashboard]

KPI Summary

Virginia-Highland Elementary School

ATLANTA PUBLIC SCHOOLS

Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance / 2030 Goal
District Goal	Literacy	% of 3rd grade students scoring proficient or above in ELA	69.1%	+ 17.9 pp	87.0%	69.1%
We Are Strengthening Our Instructional Core	Kindergarten ELA	% of students scoring 'Demonstrating' or 'Exceeding' on all ELA domains in Spring GKIDS 2.0	67.0%	+ 21.0 pp	88.0%	67.0%
	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	50.4%	+ 26.0 pp	76.4%	50.4%
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	35.7%	+ 10.0 pp	45.7%	35.7%
	Subgroup Proficiency: Economically Disadvantaged stud..	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	41.8%	+ 26.0 pp	67.8%	41.8%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	73.1%	+ 10.7 pp	83.8%	73.1%
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	68.2%	+ 10.7 pp	78.9%	68.2%
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	90.0%	+ 4.0 pp	94.0%	90.0%
	Discipline: All Students	% of students without suspensions	99.7%	—	99.7%	99.7%
	Discipline: Black Students	% of Black students without suspensions (OSS)	99.2%	—	99.2%	99.2%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	100.0%	—	100.0%	100.0%
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	53.2%	+ 21.0 pp	74.2%	53.2%
	School Climate*	School climate star rating out of 5	4 ★	—	4 ★	4 ★
We Are Sparking Stu..	Beyond the Core: Elementary School*	% of K-5 students meeting the CCRPI Beyond the Core Component requirement	99.8%	+ 0.1 pp	99.9%	99.8%
Our Strength is Our Team	Staff Engagement	% of engaged staff	62.3%	+ 12.9 pp	75.1%	62.3%
	Teacher Experience	% of teachers with 3 or more years of experience	93.2%	—	93.2%	93.2%
	Teacher Compensation	Average teacher salary	$90,529	+ $9,471	$100,000	$90,529
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	87.0%	+ 3.0 pp	90.0%	87.0%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	91.6%	—	91.6%	91.6%
Our System Is Efficient & Effective	Safety Perception: Grades 3-5	% of students choosing very safe or extremely safe to location questions (ES)	70.0%	+ 10.0 pp	80.0%	70.0%
	Enrollment	School meeting K-12 Enrollment Minimums	625	—	450	625

* Where data from the most recent school year has not been released, data from the prior year is used.

School > Midtown > VHE

Updated 9/26/2025

Virginia-Highland Elementary

2025-2030 Strategic Plan

Mission

Our mission is to nurture and empower our diverse student population while fostering critical thinking, creativity, and a deep understanding of others through STEAM education.

Vision

Our vision is to cultivate an authentic and relevant learning environment through an investigative approach, empowering all students to empathize, problem solve, explore, discover, and innovate collaboratively.

Strategic Goals

1. Increase cohesion in instructional approaches and curriculum both horizontally & vertically.
2. Increase overall attendance rates in all grade levels from our baseline of 2023.24school year.
3. Implement MTSS using research-based interventions to move students toward on-grade level performance.
4. Increase family engagement across all grade levels to actively participate in their child's literacy and numeracy development.

We Are Strengthening Our Instructional Core

1. Improve academic achievement in Math, Reading, and Science by increasing the % of students scoring in the proficient & distinguished categories on MAP & Milestones
2. Close academic gaps, in Math & Reading, for our school subgroups. (ESOL, ...

We Are Caring For Every Child

3. Create an Inclusive School Environment: Foster a culture of belonging where every student feels safe, valued, and supported.
4. Implement a Comprehensive Multi-Tiered System of Supports (MTSS): Address academic, behavioral, and social-emotional needs through evidence-based interventions, enrichment and other supports.

We Are Sparking Student Curiosity

5. Virginia-Highland Elementary will provide students with meaningful learning experiences that extend beyond the classroom by intentionally connecting instruction to real-world applications and enriching activities through Project Based Learning. 100% of all students will participate in a project-based learning opportunities.
6. In alignment with Georgia's CCRPI Beyond the Core indicators, our school will ensure that students have opportunities to engage in fine arts, world languages, physical education, career awareness, and other ...

Our Strength is Our Team

7. Build Capacity Across All Grade Levels: Develop comprehensive training and mentorship programs that empower teachers & future leaders to drive school improvement, foster innovation, and implement equity-focused practices.
8.Enhance Teacher and Staff Retention Efforts: Create a supportive work environment through recognition programs, and initiatives that promote work-life balance and long-term commitment.

Our Responsibility Is Shared

9. Develop Cross-School Collaboration Networks Establish professional learning communities (PLCs) and inter-school partnerships to share best practices, resources, and innovative solutions.
10. Foster a Culture of Shared Accountability Engage all stakeholders—teachers, staff, families, and community members—in setting and achieving common goals for student success.
11. Empower Students & Parents as Active Participants in their child's education while implementing programs that encourage student voice, leadership, and ownership of their learning journey.

Our School Is Efficient & Effective

12. Equitable Resources: Distribute resources strategically based on student and school needs to ensure equitable support for underserved populations and maximize educational outcomes for all students.
13. Emergency Preparedness: Each year, Virginia-Highland Elementary will fully implement a comprehensive, "all-hazards" emergency preparedness system aligned with the Ready Georgia Seal of Preparedness standards.

ATLANTA PUBLIC SCHOOLS

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Virginia Highlands Elementary School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	93.51%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Excel**	**5**	**5**	
Interior Environment	**Excel**	**2**	**2**	
Exterior Environment	**Excel**	**1.5**	**1.5**	
General Classrooms				
Environment	**Excel**	**4.9**	**4.9**	
Size	**Excel**	**12.25**	**12.25**	
Location	**Excel**	**3.675**	**3.675**	
Storage/Fixed Equip	**Excel**	**3.675**	**3.675**	
Kindergarten				
Environment	**Excel**	**0.417**	**0.417**	
Size	**Excel**	**1.0425**	**1.0425**	
Location	**Excel**	**0.3128**	**0.3128**	
Storage/Fixed Equip	**Excel**	**0.3128**	**0.3128**	
ECE				
Environment	**Excel**	**0.4999**	**0.4999**	
Size	**Excel**	**1.2498**	**1.2498**	
Location	**Excel**	**0.3749**	**0.3749**	
Storage/Fixed Equip	**Excel**	**0.3749**	**0.3749**	

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Virginia Highlands Elementary School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	93.51%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Self-Contained Special Ed				
Environment	**Excel**	**0.48**	**0.48**	
Size	**Excel**	**1.2**	**1.2**	
Location	**Excel**	**0.36**	**0.36**	
Storage/Fixed Equip	**Excel**	**0.36**	**0.36**	
Instructional Resource Rooms				
Environment	**Excel**	**0.72**	**0.72**	
Size	**Excel**	**1.8**	**1.8**	
Location	**Excel**	**0.54**	**0.54**	
Storage/Fixed Equip	**Excel**	**0.54**	**0.54**	
Science				
Environment	**NA**	**0**	**0.5**	
Size	**NA**	**0**	**1.25**	
Location	**NA**	**0**	**0.375**	
Storage/Fixed Equip	**NA**	**0**	**0.375**	
Music				
Environment	**Excel**	**0.7408**	**0.7408**	
Size	**Excel**	**1.8519**	**1.8519**	
Location	**Excel**	**0.5556**	**0.5556**	
Storage/Fixed Equip	**Excel**	**0.5556**	**0.5556**	

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Virginia Highlands Elementary School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	93.51%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	**Excel**	**0.4678**	**0.4678**	
Size	**Excel**	**1.1696**	**1.1696**	
Location	**Excel**	**0.3509**	**0.3509**	
Storage/Fixed Equip	**Excel**	**0.3509**	**0.3509**	
Computer Labs				
Environment	**NA**	**0**	**0.3411**	
Size	**NA**	**0**	**0.8528**	
Location	**NA**	**0**	**0.2559**	
Storage/Fixed Equip	**NA**	**0**	**0.2559**	
P.E.				
Environment	**Good**	**1.5361**	**1.9201**	
Size	**Excel**	**4.8003**	**4.8003**	
Location	**Excel**	**1.4401**	**1.4401**	
Storage/Fixed Equip	**Fair**	**0.9361**	**1.4401**	**Ceiling leaks, basketball backboard do not go up.**
Performing Arts				
Environment	**Excel**	**0.6043**	**0.6043**	
Size	**Excel**	**1.5108**	**1.5108**	
Location	**Excel**	**0.4532**	**0.4532**	
Storage/Fixed Equip	**Excel**	**0.4532**	**0.4532**	

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

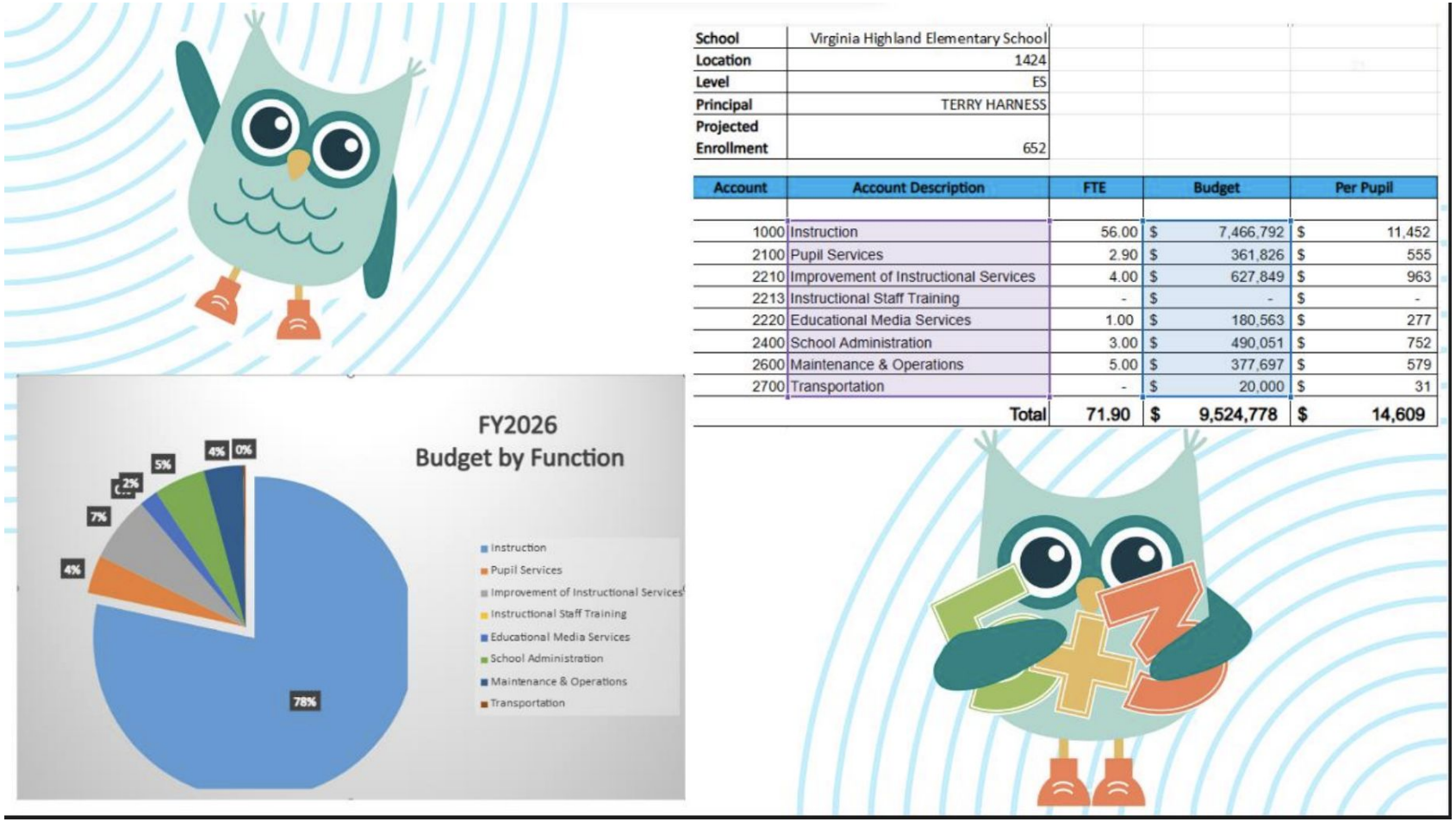
MGT CONSULTING

Site Name:	Virginia Highlands Elementary School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	93.51%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	**Excel**	**0.9747**	**0.9747**	
Size	**Excel**	**2.4367**	**2.4367**	
Location	**Excel**	**0.731**	**0.731**	
Storage/Fixed Equip	**Excel**	**0.731**	**0.731**	
Restrooms (Student)	**Good**	**0.7096**	**0.887**	
Administration	**Good**	**2.0464**	**2.558**	
Counseling	**Excel**	**0.2924**	**0.2924**	
Clinic	**Fair**	**0.3801**	**0.5848**	**Clinic has space for one cot.**
Staff Lounge-WkRm	**Good**	**1.0137**	**1.2671**	
Cafeteria	**Excel**	**5**	**5**	
Food Service and Prep	**Good**	**4.9632**	**6.204**	
Custodial and Maintenance	**Good**	**0.4**	**0.5**	
Outside				
Vehicular Traffic	**Fair**	**1.3**	**2**	**Buses must load on-street.**
Pedestrian Traffic	**Good**	**0.7784**	**0.973**	
Parking	**Good**	**0.6497**	**0.8121**	
Play Areas	**Good**	**1.8726**	**2.3408**	
Safety and Security				
Fencing	**Fair**	**0.4889**	**0.7521**	**School has fencing but gates must be opened regularly for outdoor activities.**
Signage & Way Finding	**Good**	**0.8**	**1**	
Ease of Supervision	**Good**	**2.4**	**3**	
Controlled Entrances	**Poor**	**0.25**	**0.5**	**School does not have secured entry breezeway.**

FY27 Budget: Virginia Highland Elementary School

March 5, 2026: Approved by GO Team



School	Virginia Highland Elementary School
Location	1424
Level	ES
Principal	TERRY HARNESS
Projected Enrollment	652

Account	Account Description	FTE	Budget	Per Pupil
1000	Instruction	56.00	$ 7,466,792	$ 11,452
2100	Pupil Services	2.90	$ 361,826	$ 555
2210	Improvement of Instructional Services	4.00	$ 627,849	$ 963
2213	Instructional Staff Training	-	$ -	$ -
2220	Educational Media Services	1.00	$ 180,563	$ 277
2400	School Administration	3.00	$ 490,051	$ 752
2600	Maintenance & Operations	5.00	$ 377,697	$ 579
2700	Transportation	-	$ 20,000	$ 31
	Total	71.90	$ 9,524,778	$ 14,609

FY27 Budget Details:

- Go Team
- Presentation
- Recording

David T Howard Middle School: 6-8

About Us: https://howard.atlantapublicschools.us/our-school

Facility Condition Assessment (FCA):99.39
Educational Suitability Assessment (ESA):94.61

Select a K-8 School

Type in School Name Below then press Enter

Howard

SCHOOL DATA PROFILE (K-8)

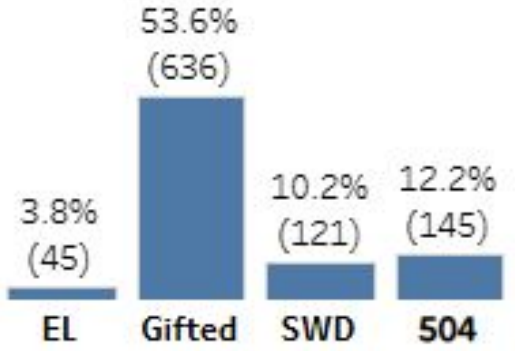
Data Last Updated: 3/16/2026 10:09:14 PM

APS GRAPHS

Enrollment

Total Current Enrollment
1,186

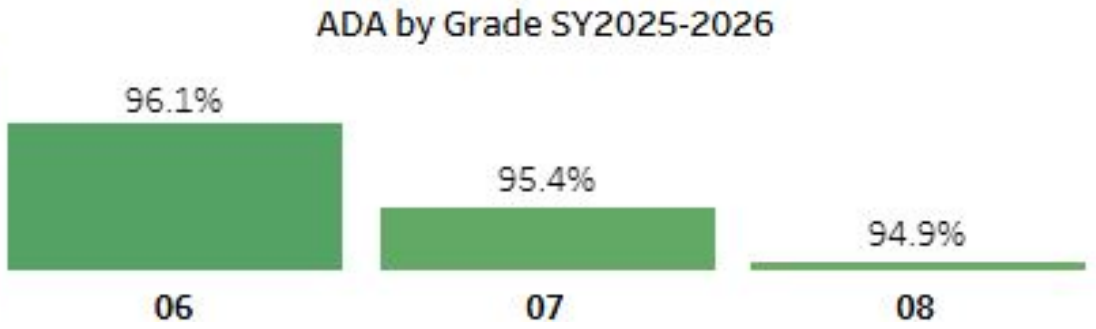
- White: 49.0% (581)
- Black or African American: 29.6% (351)
- Hispanic/Latino: 8.6% (102)
- Two or more races: 8.4% (100)
- Asian: 4.0% (47)
- American Indian or Alaska Native: 0.3% (3)
- Native Hawaiian or Other Pacific Islander: 0.2% (2)

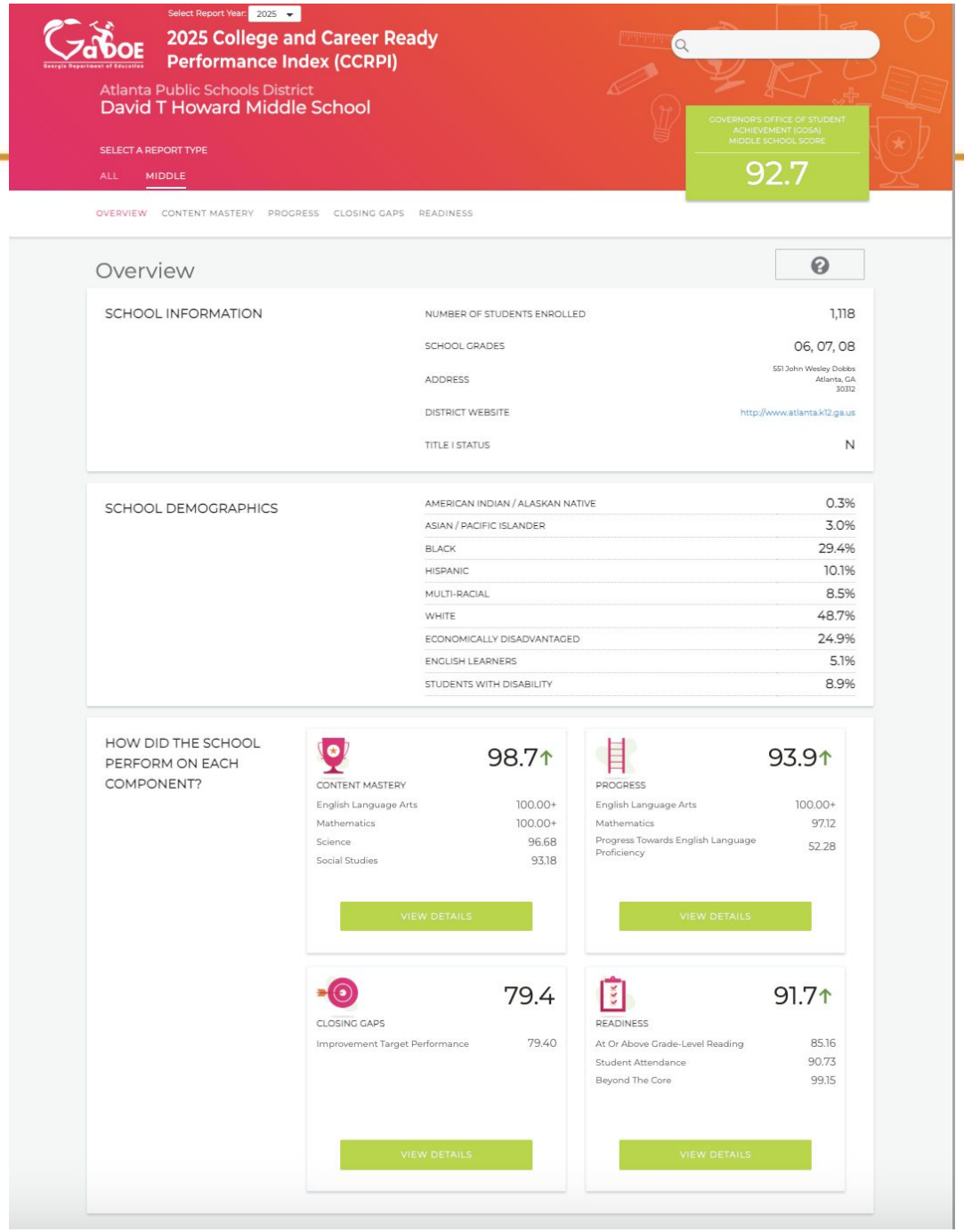


Attendance

SY2024-2025	SY2025-2026
Take Rate 99.0%	Take Rate 99.0%

SY2024-2025	SY2025-2026
ADA Attendance 95.3%	ADA Attendance 95.5%
CCRPI Attendance 90.1%	CCRPI Attendance 90.1%





DAVID T. HOWARD MIDDLE SCHOOL

Resource: [GADOE CCRPI Dashboard]

KPI Summary

David T. Howard Middle School

ATLANTA PUBLIC SCHOOLS

Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance / 2030 Goal
District Goals	Math	% of 8th grade students scoring proficient or above in Math	73.8%	+ 13.3 pp	87.0%	73.8%
We Are Strengthening Our Instructional Core	Subgroup Proficiency: Black students	% of Black students scoring proficient and above on End of Grade Milestones Exams	33.0%	+ 26.0 pp	59.0%	33.0%
	Subgroup Proficiency: Students with Disabilities	% of Students with Disabilities scoring proficient and above on End of Grade Milestones Exams	28.0%	+ 10.0 pp	38.0%	28.0%
	Subgroup Proficiency: Economically Disadvantaged students	% of Economically Disadvantaged students scoring proficient and above on End of Grade Milestones Exams	24.1%	+ 26.0 pp	50.1%	24.1%
	Subgroup Growth: Black students	% of Black students with a Typical or High End of Grade Milestones Student Growth Percentile	70.9%	+ 10.7 pp	81.6%	70.9%
	Subgroup Growth: Students with Disabilities	% of Students with Disabilities students with a Typical/High EOG Milestones Student Growth Percentile	69.7%	+ 10.7 pp	80.4%	69.7%
	Subgroup Growth: Economically Disadvantaged students	% of Economically Disadvantaged students with a Typical/High EOG Milestones Student Growth Percentile	68.2%	+ 10.7 pp	78.9%	68.2%
	English Learners	% of English Learners with a Typical or High ACCESS Student Growth Percentile	63.6%	+ 10.7 pp	74.3%	63.6%
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	90.2%	+ 3.8 pp	94.0%	90.2%
	Discipline: All Students	% of students without suspensions	93.0%	—	93.0%	93.0%
	Discipline: Black Students	% of Black students without suspensions (OSS)	82.6%	+ 9.4 pp	92.0%	82.6%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	83.8%	+ 8.2 pp	92.0%	83.8%
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	45.2%	+ 21.0 pp	66.2%	45.2%
	School Climate*	School climate star rating out of 5	5 ★	—	5 ★	5 ★
We Are Sparking Stu..	Beyond the Core: Middle School*	% of 6-8 students meeting the CCRPI Beyond the Core Component requirement	99.0%	+ 1.0 pp	100.0%	99.0%
Our Strength is Our Team	Staff Engagement	% of engaged staff	50.6%	+ 14.0 pp	64.6%	50.6%
	Teacher Experience	% of teachers with 3 or more years of experience	88.6%	+ 1.4 pp	90.0%	88.6%
	Teacher Compensation	Average teacher salary	$91,607	+ $8,393	$100,000	$91,607
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	56.8%	+ 9.3 pp	66.1%	56.8%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	94.8%	—	94.8%	94.8%
Our System Is Efficient & Effective	Safety Perception: Grades 6-12	% of students choosing very safe or extremely safe to location questions (MS/HS)	61.3%	+ 13.0 pp	74.3%	61.3%
	Enrollment	School meeting K-12 Enrollment Minimums	1073	—	900	1073

* Data for 2025 has not been released, so 2024 data is being used

Updated 9/26/20205

Mission We educate all students through authentic, rigorous, and relevant learning experiences grounded in our signature STEAM programming

DT Howard MS

2025-2030 Strategic Plan

Vision All David T Howard students become critically thinking, responsible citizens and empowered innovators ready to shape the future in a rapidly changing world.

Strategic Goals

1 By Spring 2030, the percentage of proficient and above learners as assessed by the GMAS EOG ELA will increase by 15% overall from 73% (2025) to 88%. Sub Goal: Subgroups Black will increase by 20% from 36% (2025) to 56%, and SWD will increase by 20% from 24% (2025) to 44%.

2 By Spring 2030, the percentage of proficient and above learners as assessed by the GMAS EOG Math will increase by 15% overall from 68% (2025) to 83%. Sub Goal: Subgroups Black will increase by 20% from 30% (2025) to 50%, and SWD will increase by 20% from 26% (2025) to 46%.

3 By Spring 2030, the CCRPI attendance rate will remain at or above 90%, by ensuring chronic absenteeism as determined by GADOE does not exceed 10% days absent for the student's enrollment period greater than 30 days, with an emphasis the Black subgroups from 74%(2025) to 85% .

We Are Strengthening Our Instructional Core

-Ensure students receive intervention and enrichment to demonstrate mastery on essential standards.
-Utilize Academic Universal Screener data to drive instructional practices to address struggling learners and gifted/advanced students.

We Are Caring For Every Child

Implement PBIS and SEL programming for all students in grades 6-8.

We Are Sparking Student Curiosity

-Expand opportunities to Advanced Content courses for at least 5% of non-gifted identified students.
-Provide the necessary supports and resources to implement STEAM program.

Our Strength is Our Team

-Build teacher capacity and leadership opportunities across the Professional Learning Community (PLC) to meet the diverse social and academic needs of students.
-Create an environment that motivates and retains staff members.

Our Responsibility Is Shared

-Develop a safe, positive, informed and engaged school culture.
-Increase the diversity of families who engage with the school through various activities.

Our School Is Efficient & Effective

Provide consistent two-way communication, programming, and staffing to keep all stakeholders proactively informed and supported.

ATLANTA PUBLIC SCHOOLS

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Howard Middle School	**GSF:**	
Site Number:	1070	**Site size (acres):**	0
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	94.61%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Excel**	**5**	**5**	
Interior Environment	**Excel**	**2**	**2**	
Exterior Environment	**Good**	**1.2**	**1.5**	
General Classrooms				
Environment	**Excel**	**3.9**	**3.9**	
Size	**Excel**	**9.75**	**9.75**	
Location	**Excel**	**2.925**	**2.925**	
Storage/Fixed Equip	**Good**	**2.34**	**2.925**	
Self-Contained Special Ed				
Environment	**Excel**	**0.5458**	**0.5458**	
Size	**Excel**	**1.3646**	**1.3646**	
Location	**Excel**	**0.4094**	**0.4094**	
Storage/Fixed Equip	**Good**	**0.3275**	**0.4094**	
Instructional Resource Rooms				
Environment	**Excel**	**0.8188**	**0.8188**	
Size	**Excel**	**2.0469**	**2.0469**	
Location	**Excel**	**0.6141**	**0.6141**	
Storage/Fixed Equip	**Good**	**0.4913**	**0.6141**	

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Howard Middle School	**GSF:**	
Site Number:	1070	**Site size (acres):**	0
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	94.61%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Science				
Environment	**Excel**	**0.9543**	**0.9543**	
Size	**Excel**	**2.3857**	**2.3857**	
Location	**Excel**	**0.7157**	**0.7157**	
Storage/Fixed Equip	**Excel**	**0.7157**	**0.7157**	
Music				
Environment	**Excel**	**0.7356**	**0.7356**	
Size	**Excel**	**1.8389**	**1.8389**	
Location	**Excel**	**0.5517**	**0.5517**	
Storage/Fixed Equip	**Excel**	**0.5517**	**0.5517**	
Art				
Environment	**Excel**	**0.645**	**0.645**	
Size	**Excel**	**1.6126**	**1.6126**	
Location	**Excel**	**0.4838**	**0.4838**	
Storage/Fixed Equip	**Good**	**0.387**	**0.4838**	
Career Tech Ed				
Environment	**Excel**	**1.3489**	**1.3489**	
Size	**Excel**	**3.3723**	**3.3723**	
Location	**Good**	**0.8094**	**1.0117**	
Storage/Fixed Equip	**Good**	**0.8094**	**1.0117**	

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Howard Middle School	**GSF:**	
Site Number:	1070	**Site size (acres):**	0
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	94.61%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Computer Labs				
Environment	NA	0	0.3	
Size	NA	0	0.75	
Location	NA	0	0.225	
Storage/Fixed Equip	NA	0	0.225	
P.E.				
Environment	Excel	2.4	2.4	
Size	Excel	6	6	
Location	Excel	1.8	1.8	
Storage/Fixed Equip	Fair	1.17	1.8	Limited storage.
Performing Arts				
Environment	Excel	0.4187	0.4187	
Size	Excel	1.0468	1.0468	
Location	Excel	0.314	0.314	
Storage/Fixed Equip	Good	0.2512	0.314	
Media Center				
Environment	Excel	0.928	0.928	
Size	Excel	2.3199	2.3199	
Location	Excel	0.696	0.696	
Storage/Fixed Equip	Excel	0.696	0.696	

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Howard Middle School	**GSF:**	
Site Number:	1070	**Site size (acres):**	0
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	94.61%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Restrooms (Student)	Excel	0.928	0.928	
Administration	Excel	2.096	2.096	
Counseling	Excel	0.4244	0.4244	
Clinic	Excel	0.3395	0.3395	
Staff Lounge-WkRm	Excel	0.9053	0.9053	
Cafeteria	Good	3.2	4	
Food Service and Prep	Excel	5.716	5.716	
Custodial and Maintenance	Excel	0.5	0.5	
Outside				
Vehicular Traffic	Good	3.2	4	
Pedestrian Traffic	Good	0.3456	0.432	
Parking	Good	0.6882	0.8603	
Athletic Courts and Fields	Good	0.8376	1.047	
Safety and Security				
Fencing	Good	0.6209	0.7761	
Signage & Way Finding	Good	0.8	1	
Ease of Supervision	Good	2.4	3	
Controlled Entrances	Excel	0.5	0.5	

FY27 Budget: David T Howard Middle School

March 9, 2026: Approved by GO Team

Budget by Function *(required)*

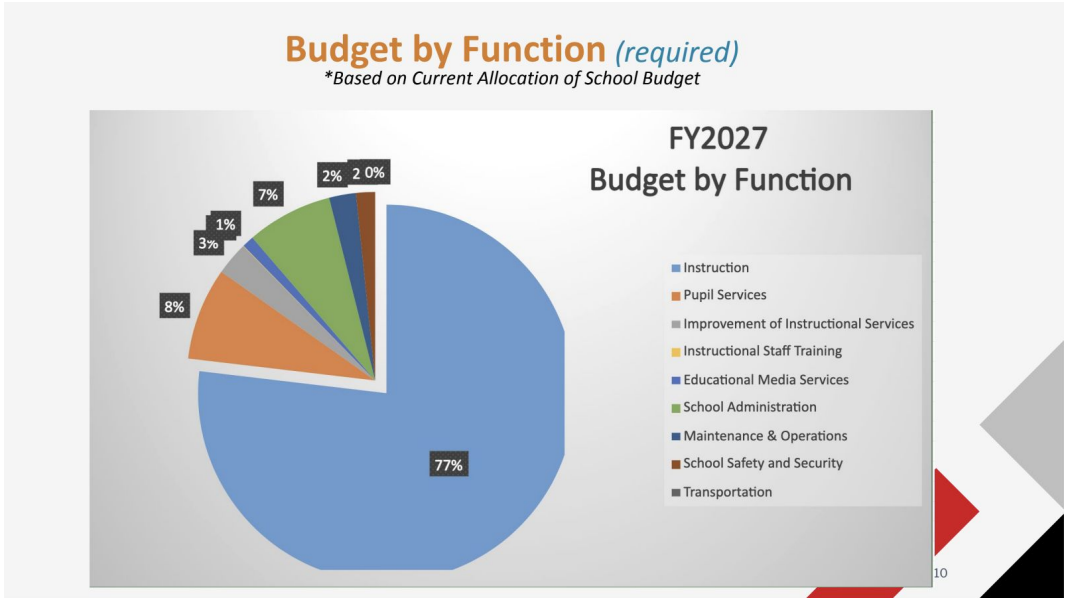
**Based on Current Allocation of School Budget*

School	Howard Middle School
Location	1563
Level	MS
Principal	Tekeshia Hollis
Projected Enrollment	1221

Account	Account Description	FTE	Budget	Per Pupil
1000	Instruction	97.25	$ 12,704,038	$ 10,405
2100	Pupil Services	10.45	$ 1,309,138	$ 1,072
2210	Improvement of Instructional Services	3.00	$ 471,856	$ 386
2213	Instructional Staff Training	-	$ 7,000	$ 6
2220	Educational Media Services	1.00	$ 166,726	$ 137
2400	School Administration	9.00	$ 1,218,141	$ 998
2600	Maintenance & Operations	5.00	$ 379,792	$ 311
2660	School Safety and Security	2.00	$ 270,818	$ 222
2700	Transportation	-	$ -	$ -
	Total	**127.70**	**$ 16,527,509**	**$ 13,536**

FY27 Budget Details:

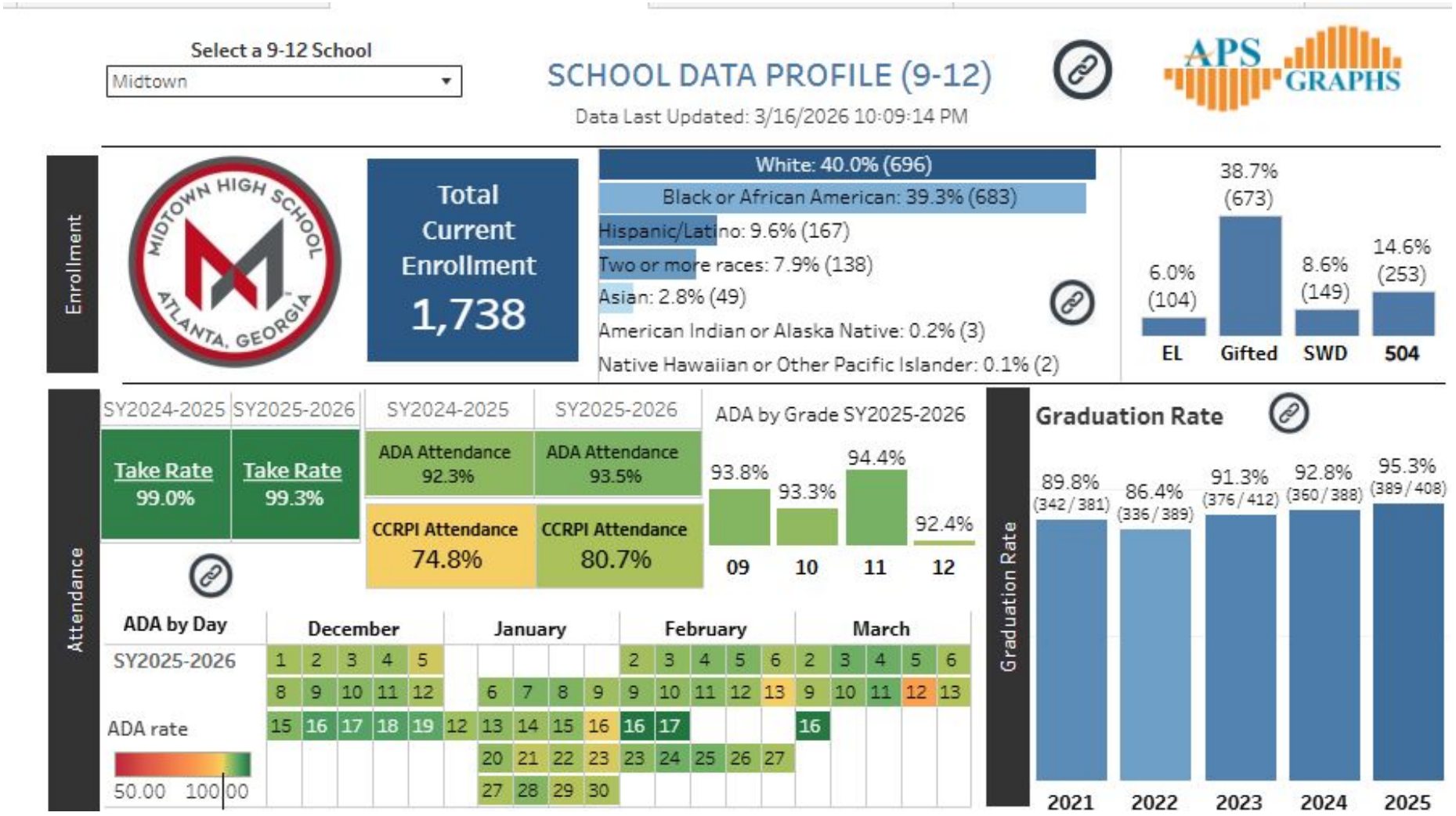
- Go Team
- Presentation
- Recording

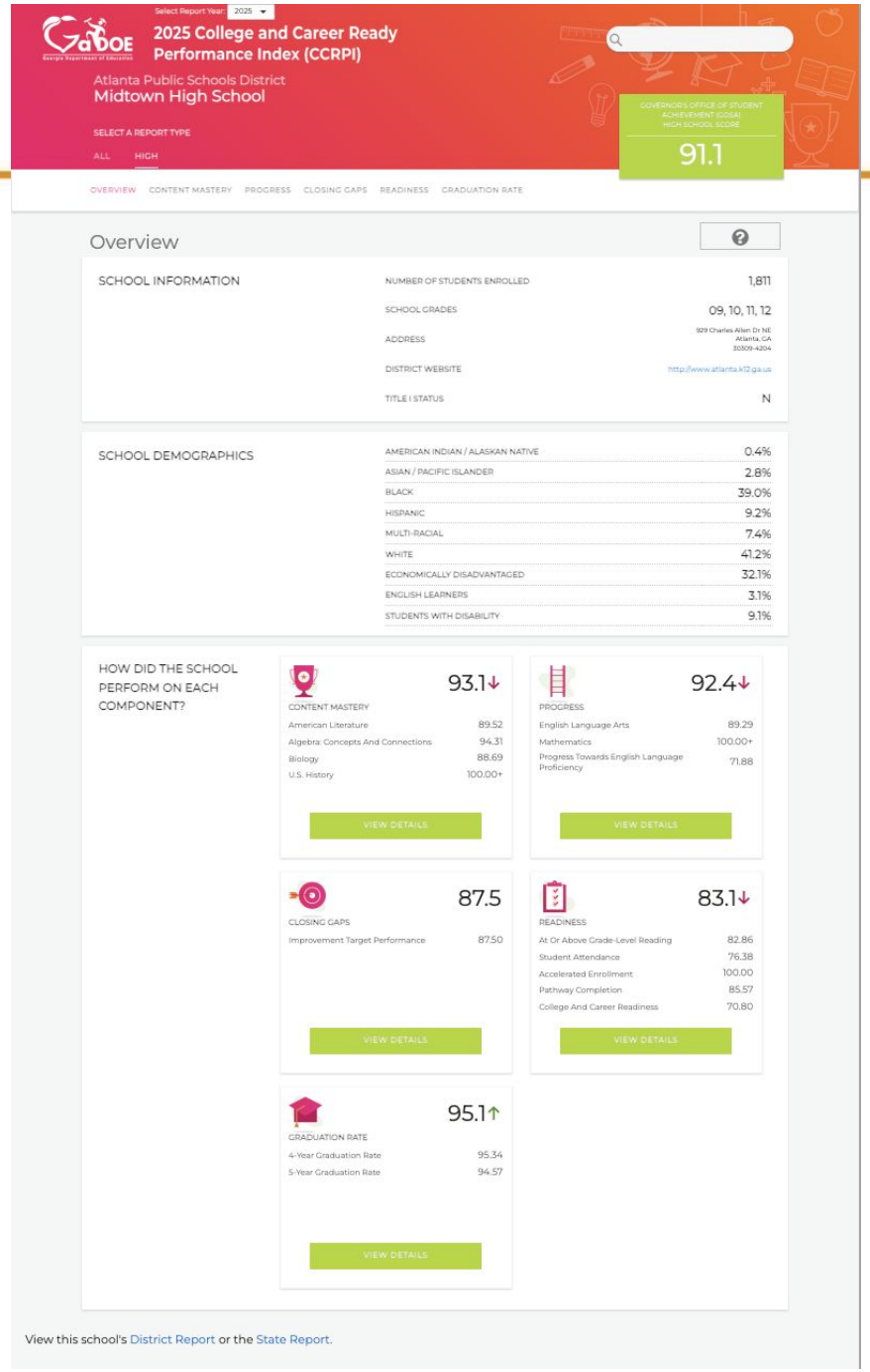


Midtown High School: 9-12

About Us: https://midtown.atlantapublicschools.us/our-school

Facility Condition Assessment (FCA):94.95
Educational Suitability Assessment (ESA):75.77





Resource: [GADOE CCRPI Dashboard]

KPI Summary

Midtown High School

ATLANTA PUBLIC SCHOOLS

Focus Area	Category	Metric	Current KPI	2030 Goal Change	2030 Goal	Current District Performance / 2030 Goal
District Goals	College & Career Readiness*	% of students meeting at least one CCRPI College and Career Readiness Indicator	70.7%	+ 16.3 pp	87.0%	70.7%
We Are Strengthening Our Instructional Core	English Learners	% of English Learners with a Typical or High ACCESS Student Growth Percentile	60.0%	+ 10.7 pp	70.7%	60.0%
We Are Caring For Every Child	Attendance	% of students who are not chronically absent	75.5%	+ 15.0 pp	90.5%	75.5%
	Discipline: All Students	% of students without suspensions	92.9%	—	92.9%	92.9%
	Discipline: Black Students	% of Black students without suspensions (OSS)	86.7%	+ 5.3 pp	92.0%	86.7%
	Discipline: Students with Disabilities	% of Students with Disabilities students without suspensions (OSS)	83.7%	+ 8.3 pp	92.0%	83.7%
	Student-Staff Relationships	% of students feeling comfortable going to most or all of the adults in the school for help	33.2%	+ 22.8 pp	56.0%	33.2%
	School Climate*	School climate star rating out of 5	4 ★	—	4 ★	4 ★
We Are Sparking Student Curiosity	Pathway Completion*	% of students who complete a pathway in CTAE, Fine Arts, Advanced Academics, or World Language	88.4%	+ 1.6 pp	90.0%	88.4%
	Accelerated Enrollment*	% of students earning HS credit in AP, IB, or Dual Enrollment	70.5%	+ 7.0 pp	77.5%	70.5%
	Post-Secondary Enrollment*	% of on-time graduating seniors who enrolled in a 2-year or 4-years institution the October following graduation	77.1%	+ 5.1 pp	82.2%	77.1%
Our Strength is Our Team	Staff Engagement	% of engaged staff	45.4%	+ 14.6 pp	59.9%	45.4%
	Teacher Experience	% of teachers with 3 or more years of experience	96.1%	—	96.1%	96.1%
	Teacher Compensation	Average teacher salary	$94,969	+ $5,031	$100,000	$94,969
Our Responsibility Is Shared	Family Engagement: Support Student Success	% of favorable responses to "Supporting Student Success" (Family Engagement Survey)	82.7%	+ 6.7 pp	89.3%	82.7%
	Family Engagement: Parent Portal	% of Infinite Campus Parent Portal accounts	88.8%	—	88.8%	88.8%
Our System Is Efficient & Effective	Safety Perception: Grades 6-12	% of students choosing very safe or extremely safe to location questions (MS/HS)	57.5%	+ 13.0 pp	70.5%	57.5%
	Enrollment	School meeting K-12 Enrollment Minimums	1696	—	1200	1696

* Data for 2025 has not been released, so 2024 data is being used

School > Midtown

Updated 9/26/2025

Mission To cultivate lifelong learners ready for college, career, and community life who are confident, capable, and connected through rigorous academics and responsive student support systems.

Midtown High School

2025-2030 Strategic Plan

Vision To be a dynamic learning community where inclusivity, high expectations, and family collaboration create a student-centered environment that fosters well-being and student voice.

Strategic Goals

1. By May 2030, the percentage of students graduating in 4 years will maintain 94% or higher.
2. By May 2030, Midtown High School will increase the CCRPI Content Mastery score for students scoring proficient and above in the following areas: Algebra Concepts & Connections- 71%, US History: 59%, and Biology .....
3. By August 2030, Midtown High School will increase the percentage of students enrolled in Dual Enrollment, AP, and industry-certified CTAE programs by 20% from the 24-25 baseline, while maintaining at least an 85% AP ...
4. By May 2030, Midtown High School will be a STEAM Certified school from the GADOE.

We Are Strengthening Our Instructional Core

Offer a rigorous and culturally sustainable curriculum that prepares students for college, career, and civic engagement.
Use existing and appropriate tools to measure, analyze, and communicate student progress.

We Are Caring For Every Child

Ensure a safe, inclusive, and effective learning environment that supports the needs of every child while encouraging student engagement, high-quality work, and a sense of belonging.

We Are Sparking Student Curiosity

Provide a robust and engaging offering of courses that appeal to student interests while emphasizing learning, integrity, and mastery

Our Strength is Our Team

Create a collaborative school culture where teachers and students have meaningful voice in decisions, learn from one another, and work together to improve teaching, learning, and well-being

Our Responsibility Is Shared

Ensure parents and guardians of all students feel welcomed and represented at school functions, while fostering meaningful engagement that strengthens families' ability to support their students' learning and success.

Our School Is Efficient & Effective

Use systems, structures, and effective allocation of resources to create a safe and effective learning environment aligned to strategic priorities

ATLANTA PUBLIC SCHOOLS

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Midtown High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	75.77%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	Good	4	5	
Interior Environment	Good	1.6	2	
Exterior Environment	Good	1.2	1.5	
General Classrooms				
Environment	Good	3.12	3.9	
Size	Good	7.8	9.75	
Location	Good	2.34	2.925	
Storage/Fixed Equip	Good	2.34	2.925	
Self-Contained Special Ed				
Environment	Good	0.426	0.5325	
Size	Good	1.065	1.3313	
Location	Good	0.3195	0.3994	
Storage/Fixed Equip	Good	0.3195	0.3994	
Instructional Resource Rooms				
Environment	Unsat	0	0.7988	Do not have dedicated spaces for these services.
Size	Unsat	0	1.997	Do not have dedicated spaces for these services.
Location	Unsat	0	0.5991	Do not have dedicated spaces for these services.
Storage/Fixed Equip	Unsat	0	0.5991	Do not have dedicated spaces for these services.

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Midtown High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	75.77%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Science				
Environment	Good	0.6638	0.8298	
Size	Good	1.6596	2.0745	
Location	Good	0.4979	0.6224	
Storage/Fixed Equip	Good	0.4979	0.6224	
Music				
Environment	Good	0.475	0.5938	
Size	Excel	1.4846	1.4846	
Location	Excel	0.4454	0.4454	
Storage/Fixed Equip	Good	0.3563	0.4454	
Art				
Environment	Good	0.5321	0.6651	
Size	Excel	1.6627	1.6627	
Location	Good	0.399	0.4988	
Storage/Fixed Equip	Good	0.399	0.4988	
Career Tech Ed				
Environment	Good	1.3672	1.709	
Size	Excel	4.2725	4.2725	
Location	Good	1.0254	1.2817	
Storage/Fixed Equip	Good	1.0254	1.2817	

Education Suitability Assessment

Full Summary Report: *2024 Facility Condition Assessment & Educationlal Suitability Assessment*

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Midtown High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	75.77%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Computer Labs				
Environment	NA	0	0.3	
Size	NA	0	0.75	
Location	NA	0	0.225	
Storage/Fixed Equip	NA	0	0.225	
P.E.				
Environment	Good	1.92	2.4	
Size	Poor	3	6	Gym meets 50% of size requirement.
Location	Excel	1.8	1.8	
Storage/Fixed Equip	Good	1.44	1.8	
Performing Arts				
Environment	Good	0.2565	0.3206	
Size	Good	0.6413	0.8016	
Location	Good	0.1924	0.2405	
Storage/Fixed Equip	Fair	0.1563	0.2405	Sound and Drapes do not work.
Media Center				
Environment	Excel	0.8432	0.8432	
Size	Good	1.6864	2.108	
Location	Excel	0.6324	0.6324	
Storage/Fixed Equip	Good	0.5059	0.6324	

ATLANTA PUBLIC SCHOOLS

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Midtown High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	75.77%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Restrooms (Student)	Good	0.7302	0.9127	
Administration	Good	2.088	2.61	
Counseling	Good	0.6057	0.7571	
Clinic	Good	0.19	0.2375	
Staff Lounge-WkRm	Good	0.5701	0.7126	
Cafeteria	Good	3.2	4	
Food Service and Prep	Good	4.0848	5.106	
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Fair	0.65	1	Parking issues impact traffic issues.
Pedestrian Traffic	Good	0.784	0.98	
Parking	Poor	1.0542	2.1083	Insufficient staff parking and very limited student parking.
Athletic Courts and Fields	Good	2.212	2.765	
Safety and Security				
Fencing	Fair	0.5504	0.8467	Gates are often propped open for students to go to class at stadium.
Signage & Way Finding	Good	0.8	1	
Ease of Supervision	Fair	1.95	3	Many blind spots and need for additional cameras.
Controlled Entrances	Good	0.4	0.5	

FY27 Budget: Midtown High School

March 9, 2026: Approved by GO Team

Budget by Function

**Based on Current Allocation of School Budget*

School	Midtown High
Location	4560
Level	HS
Principal	Elizabeth Bockman
Projected Enrollment	1,785

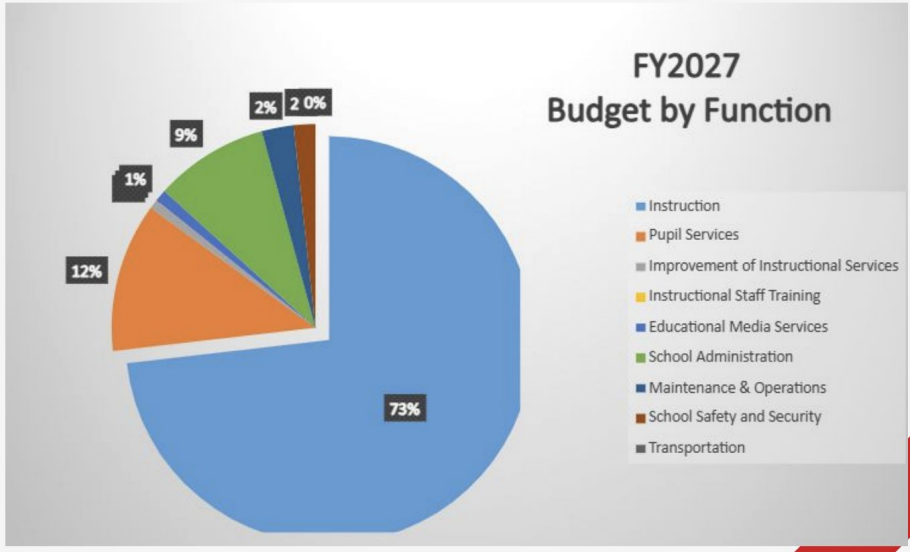
Account Description	FTE	Budget	Per Pupil
Instruction	112.00	$ 15,024,907	$ 8,417
Pupil Services	19.65	$ 2,431,054	$ 1,362
Improvement of Instructional Services	1.00	$ 152,300	$ 85
Instructional Staff Training	-	$ -	$ -
Educational Media Services	1.50	$ 194,297	$ 109
School Administration	15.00	$ 1,855,018	$ 1,039
Maintenance & Operations	7.00	$ 522,130	$ 293
School Safety and Security	3.00	$ 351,337	$ 197
Transportation	-	$ -	$ -
Total	**159.15**	**$ 20,531,042**	**$ 11,502**

FY27 Budget Details:

- GO Team
- Presentation
- Recording

Budget by Function

**Based on Current Allocation of School Budget*



9



MIDTOWN HIGH SCHOOL

ABOUT US:
Midtown High School is a four-year college preparatory and career technology high school located within midtown Atlanta. Our school's rigorous curriculum includes Honors, Advanced Placement, and Dual Enrollment options. Midtown's school year is comprised of 180 days. Students have a total of 8 classes with 4 classes meeting each day on an A/B schedule. Midtown High School is ranked in the "Best 25 Public High Schools in Georgia" and "Best High School for the Arts in Georgia" by niche.com for 2025!

STE(A)M SIGNATURE PROGRAM:
Midtown High School is committed to preparing students for college and 21st century careers by providing high quality educational experiences through our Science, Technology, Engineering, Arts, & Mathematics Signature Program.

VISION

A high performing school where students love to learn, educators inspire, families engage, and communities trust in the system

MISSION

A caring culture of equity, trust, and collaboration, graduating every student for college, career, and life.

GRADUATE PROFILE

Midtown High School graduates will be....

- academically prepared.
- engaged learners and critical thinkers.
- community focused and globally aware.
- skilled problem solvers.
- effective communicators.
- confident, resourceful, and responsible.
- technologically savvy.
- collaborative leaders.

CEEB CODE: 110170

ADMINISTRATION

Dr. Betsy Bockman | Principal

Ms. Jennifer Cappelli | Asst. Principal
Dr. Melissa Davis | Asst. Principal
Mr. Rodney Howard | Asst. Prinicpal
Ms. Carrie MacBrien | Asst. Principal
Mr. Willie Vincent | Asst. Principal

COUNSELING DEPARTMENT

Ms. Tina Pellechia
Mr. Amari BenLevi
Ms. Christina Brantley
Dr. Chelsea Falcone
Ms. Katrina Rucker

REGISTRAR

Ms. Stephanie Case

ACADEMIC ACHIEVEMENT

Spring 2025 Advanced Placement Results: 2,134 total AP exams completed. 91% of test takers scored a 3+
2025 AP Honor Roll: Gold Tier
2025 SAT Results:
Midtown: 1151
Georgia: 1029
National: 996
2025 ACT Results: Mean Composite Score
Midtown: 23
Georgia: 21.4
National: 19.4
2025 Graduation Rate: 95.3%
2024-25 Dual Enrollment:
Summer 2025: 8 students
2025-26 Dual Enrollment:
Fall 2025: 53 students

Class of 2025: $40,451,400 in scholarships
66% HOPE Eligible Scholars
Zell Miller: 115 3.7+ GPA
HOPE: 270 3.0+ GPA
Overall college acceptance rate:
University of Georgia (UGA) acceptance rate: 73 our of 146 total applicants; Fall 2024 50% acceptance rate
Georgia Institute of Technology acceptance rate: 33 out of 95 applicants; Fall 2024 35% acceptance rate (22% is average GA Tech acceptance rate)
2024 GADOE College Board Recognition
AP School Distinction
AP STEM Achievement
AP STEM School
AP Humanities
2025 Governor's Honors Program Finalists- 11 students
2025 NMSC Finalists- 5 students
2025 APS Seal of Biliteracy- 11 students
2025 AP Capstone Diploma- 34 students

MIDTOWN SPORTS

39 Teams
20 GHSA Sanctioned Events
500+ Student Athletes

2025-2026 RECOGNITIONS

13 Programs qualified for GHSA State Playoffs

MIDTOWN DRAMA PRODUCTIONS 25-26

Main Stage
The Miraculous Journey of Edward Tulane
She Kills Monsters
Rent
Mean Girls
Midtown Film Festival

Coffeehouse Theatre

Scan the QR Code to view our Cohort 2025 College Acceptances!

GRADUATION REQUIREMENTS

For students to obtain a high school diploma in the state of Georgia and Midtown High School, students must successfully complete specific courses in certain subject areas. Students must complete **24 total credits** to earn their diploma.

Language Arts: **4**
Mathematics: **4**
Science: **4**
Social Studies: **3**
World Language: **2**
Career, Technical & Agriculture Education: **1**
Modern Language/Latin/ or Fine Arts: **1**
Health: **1/2**
Physical Education: **1**
Electives: 3
Community Service: **1/2**

ADVANCED PLACEMENT COURSES

A College Board AP Capstone school that offers the following AP level courses: African American Studies, Biology, Calculus AB, Calculus BC, Computer Science A, Computer Science Principles, Cybersecurity, English Literature, English Language, Environmental Science, Human Geography, US Government Politics, Latin, Macroeconomics, Microeconomics, Physics, Psychology, Research, Seminar, Spanish Language, Statistics, U.S. History, & World History

AP Courses: 10-point weight is added to individual semester course grades of 70 and above on the transcript. 10-point weight is also added to the final grade for each core content/ world language dual enrollment course with a grade of 70 and above.

SCHOOL DEMOGRAPHICS

Total Population sustains enrollment of **1750+**
Asian: **3%**
Black: **39%**
Hispanic: **10%**
Multi- Ethn.: **7%**
White: **41%**



GRADING SCALE

A: 100-90: 3.7 and above
B: 89-80: 2.7-3.6
C: 79-70: 1.7-2.6
F: 69-0: below 1.7

Class rank shown on the transcript is calculated using numeric grades. Valedictorian and Salutatorian are determined using class rank following the posting of senior year semester 1 / quarter 2 grades.

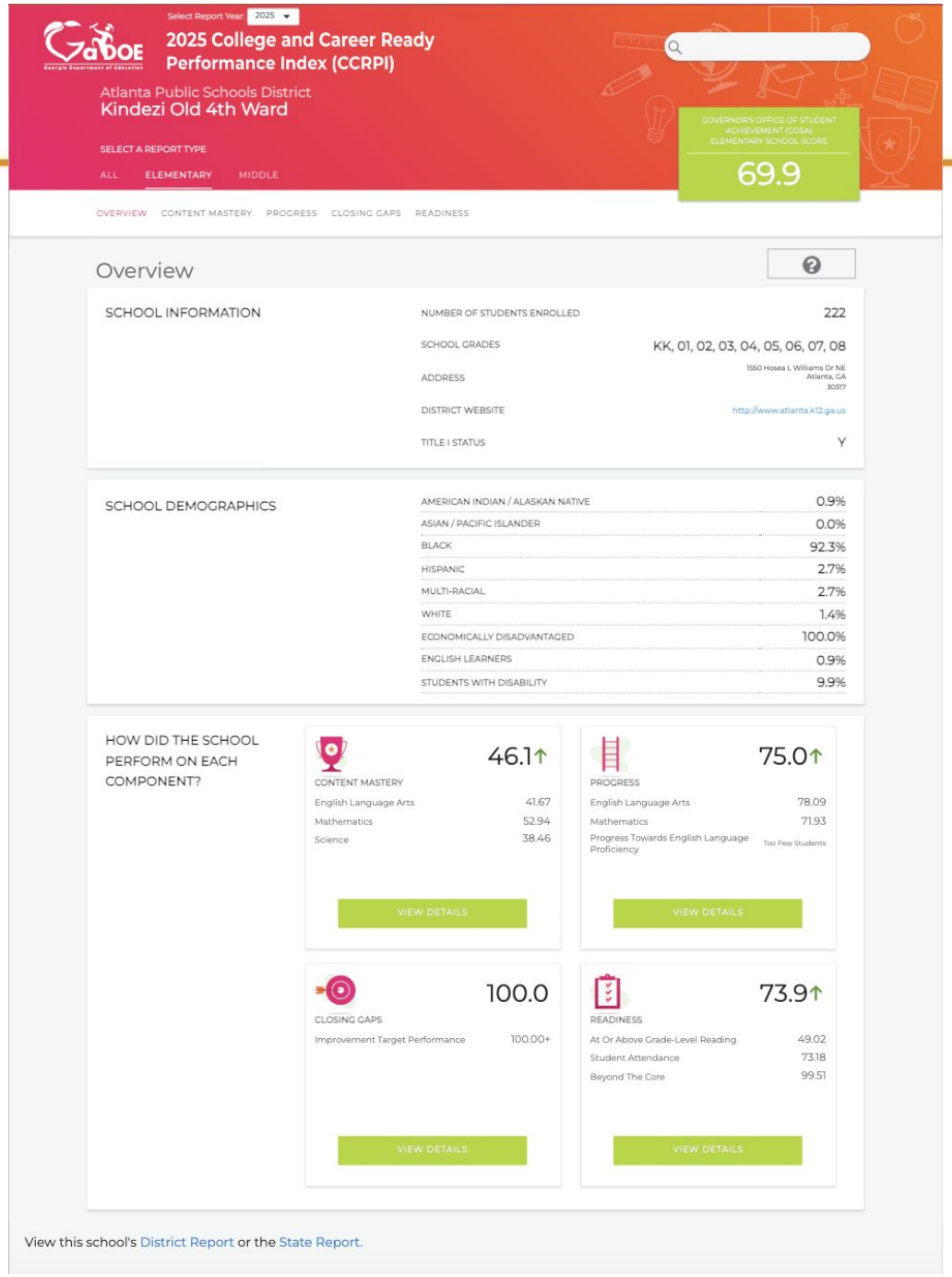
MIDTOWN HIGH SCHOOL

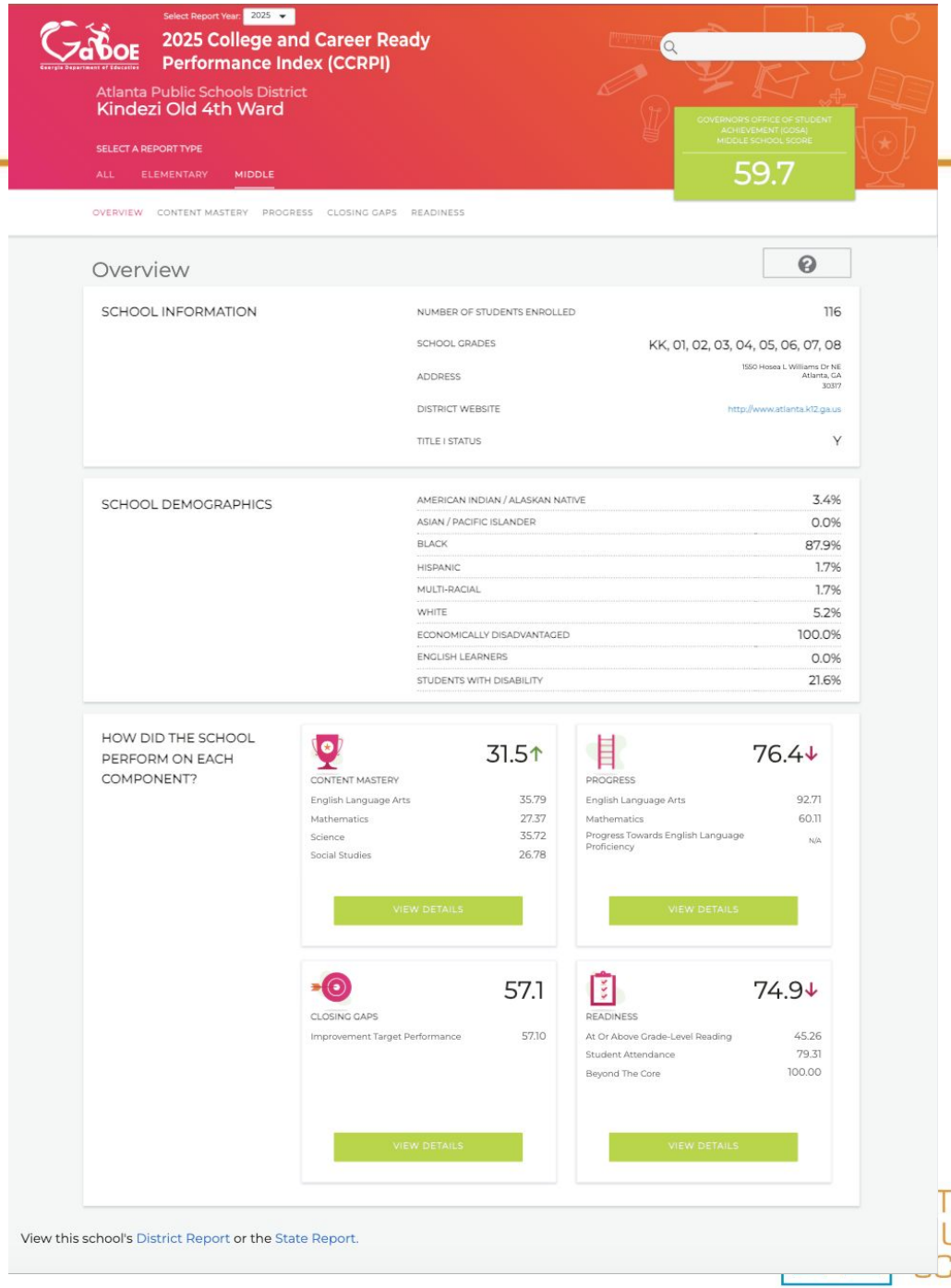
404-802-3000
atlantapublicschools.us/midtown
929 Charles Allen Drive, Atlanta, Georgia 30309

Kindezi Old Fourth Ward:K-8

Facility Condition Assessment (FCA):92.70
Educational Suitability Assessment (ESA):76.55

The Kindezi Schools





The Kindezi Schools

Resource:
GADOE CCRPI Dashboard

TRANSFORMATION 2025 STRATEGIC PLAN



Our Next Chapter

As we enter this next chapter, it is essential for us to reflect on our lessons learned so we continue to build on our strengths and make the necessary shifts to fully realize our mission for Kindezi geniuses and families.

Kindezi was founded in 2010 on a vision of providing all students with a "genius awakening" and holistic education in family-sized classrooms. Over the past decade, this model has resulted in academic performance that outperforms the district and matches statewide results, strong waitlists at both charter schools, and a talented and committed staff.

In April 2020, we launched a strategic planning process to clarify our identity as a school community and collectively re-imagine our future. We are proud to say that nearly 250 Kindezi community members—including students, families, staff, and board members—participated in interviews, joined focus groups, completed surveys, and served on working groups throughout the process to help define our path forward.

Together we refined our mission, crafted a new set of core values, created the Kindezi Graduate Profile, and established a road map for the shifts we will make over the next three years to our academic, talent, and organizational development strategy.









STRATEGIC PLANNING PROCESS OUTCOMES

ENGAGEMENT We had broad engagement and gathered lots of feedback from staff, families, and board members as part of the process	**SELF REFLECTION** We reflected deeply on our values and infused these values into our mission statement, core values, equity commitments, and organizational goals	**GRADUATE PROFILE** We defined the knowledge and skills our geniuses will need to thrive and shape the 21st century via a profile of a graduate, serving as our north star for all academic programming and decisions
CLASS SIZE We decided to begin gathering community input on increasing class sizes from 8:1 to 10:1 in the elementary school to support long-term financial sustainability and 16:1 in the middle school to align with research on age appropriate class sizes for middle school	**CLARIFIED VISION** We sharpened our vision for genius awakening education through designing a set of classroom look fors, and clarified our vision for Math, ELA, and core academic systems (curriculum, coaching, professional development, data use)	**TALENT STRATEGY** We designed a talent philosophy and shifts to our recruitment, hiring, development, and retention practices to align with our equity commitments
OPERATIONS We developed a clear vision for school operations excellence to inform operations coaching, professional learning, and continuous improvement	**TIME & COST EFFICIENCIES** We identified several activities being done by schools to centralize at the network level to save time and costs	**FINANCIAL SUSTAINABILITY** We evaluated multiple options to ensure Kindezi's long-term financial sustainability and designed a robust financial model and roadmap to continue to evaluate these options
	STRATEGIC INITIATIVES ROADMAP We developed a roadmap of strategic initiatives to prioritize over the next 3 years to accelerate our progress towards our mission	









Strategic Planning Process

An intentional focus was placed on amplifying the voices of the Kindezi community.



4 stakeholder groups were engaged throughout the strategic planning process...

Geniuses	Flip grids, art work, essays, and focus groups
Guiding Team	Monthly meetings to guide the strategic planning process
Families	Surveys, focus groups
Teacher Focus Groups & Working Groups	Bi-weekly meetings: Identity/ DEI, academics, talent, finance, and operations

The strategic planning process had four phases...

01 PHASE — Center KZDI in the strategic planning process

02 PHASE — Conduct current state assessment

03 PHASE — Identity development & strategic planning

04 PHASE — Post-project implementation support

CORE VALUES

Who must we be to achieve our mission?

Core values are the deeply ingrained, shared principles that guide all of our organization's actions at the network, school, and classroom levels.

AUDACITY
We boldly do what's right for our geniuses, confronting oppressive mindsets head on, and standing for justice in all that we do. We are not constrained by convention or perceived limits and do whatever it takes to provide a genius-awakening education.



COLLECTIVE RESPONSIBILITY
We are a community sharing the responsibility and privilege of educating and empowering our children. We are accountable to one another and achieve results as an interdependent team. I am because we are, and we succeed together.

EXCELLENCE
We put forth our best effort and achieve big things. We set and pursue ambitious goals, so our community thrives and our Geniuses are on a path to choice-filled lives. We never stop learning and growing, as scholars and as people .

JOY
We find, bring, and share joy in our work every day. We practice gratitude, celebrate wins, and offer praise.

LOVE
We do everything with love and compassion. Our geniuses, colleagues, and community feel cared for, respected, and valued by our words and actions.

WHOLENESS
We understand the importance of balancing and integrating different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We provide a holistic education for our geniuses, and we support each other to be and care for our whole selves.

Equity Beliefs and Commitments

Our equity beliefs and commitments serve as our north star for our schools and organization.

"I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them."
— Asa Hilliard

At Kindezi, we model the world we wish to see; specifically, we hold and act upon the following beliefs about our geniuses, staff, families, communities, and partners.

01 EQUITY BELIEF
We believe every child is innately gifted with genius.

Our Commitments:

1. Culture: We commit to ensuring every genius and staff member is seen, valued, and loved for their unique identities and experiences; identities include race, ability, gender, sexual orientation, and socioeconomic status. Our community is steeped in respect, trust, and love. In schools, we commit to replacing all punitive discipline practices with practices that are restorative and support social emotional growth. For staff, we commit to creating a safe environment where every individual can bring their full identity to school and work.
2. Academic expectations: We commit to a truly inclusive culture, holding the highest expectations for ALL of our students, regardless of their background, needs, prior education, or circumstances. Our expectations will be reflected in ensuring all geniuses access the highest-quality instructional materials, teachers, leaders, extra curriculars, and course work.
3. Genius awakening experiences for all: We commit to delivering genius-awakening learning experiences every day, in every school, in every classroom, for every child. This means our geniuses receive experiences that align with our graduate profile and expose them to new perspectives and possibilities.



02 EQUITY BELIEF
We believe equity and inclusion begins with staff mindsets and must translate into all of our systems.

Our Commitments:

1. Self-reflection: We commit to engaging in self-reflection, modeling equitable behavior, and operating in alignment with our beliefs, commitments, and core values. Our work together is distinguished by relationships, respect, and excellence.
2. Liberatory systems: We commit to analyzing all of our systems (e.g., hiring, coaching, performance management, decision making, behavior systems) to identify and dismantle oppression, racism, and bias that stifle the authenticity, distinctiveness, and creativity of our staff and students. We are transparent about our data and decisions. We share power and decision-making.
3. Resource allocation: We commit to ensuring our resources—talent, time, financial, material—are allocated with an equity lens, ensuring unique student and community needs are identified, centered, and acted upon. students, regardless of their background, needs, prior education, or circumstances. Our expectations will be reflected in ensuring all geniuses access the highest-quality instructional materials, teachers, leaders, extra curriculars, and course work.

03 EQUITY BELIEF
We believe our families, communities, and partners make our schools stronger.

Our Commitments:

1. Families as true partners: We commit to integrating family and community contributions, knowledge, and expertise into everything we do. We celebrate the beauty and power of our communities, including their histories and lived experiences.
2. Individualized approach: We commit to understanding and meeting the individual needs of each member of our community and remove barriers to their success. We exhaust all possibilities in service of our geniuses and their families.

Our Mission

Our refreshed mission statement defines our fundamental purpose and how we achieve it.



Our mission is to provide every child---regardless of background, need, or identity---a holistic genius-awakening education, built on family-sized classrooms, conscious diversity, and scholarly excellence.

GRADUATE PROFILE

Our graduate profile is the collective knowledge, skills, and mindsets we want our graduating 8th graders geniuses to possess in order to meet the challenges of high school, college, and the world.

CRITICAL THINKER
Geniuses analyze, evaluate, and reason effectively. They consider multiple perspectives, ask questions, construct arguments, and solve problems. They develop, refine, and revise ideas based on the best information available.

EMPOWERED LEARNER
Geniuses are proficient in all academic core subjects, demonstrating high individualized growth. They apply that knowledge to real-world scenarios and challenges. Geniuses continuously seek learning opportunities and knowledge to better themselves, others, and their community.



PERSISTENT PROBLEM SOLVER
Geniuses know how to take on challenges and navigate difficult situations. They are tenacious, creative, and often collaborative, when applying their holistic set of skills to find solutions to complex problems.

LEADER
Geniuses have vision and the courage to take initiative. They lead by example and by working with others to achieve a goal and/or serve their community. They are risk-takers and know how to try something new or go against the grain. Geniuses work alongside others as global citizens to pursue justice with shared respect for human dignity. Geniuses stick up for themselves and for other people – both individuals and groups.

SAVVY
Geniuses can read the world around them and make appropriate adaptations with love and authenticity. They have proficient technology skills, awareness of the digital world, and a working knowledge of basic finance. They can make informed, strategic decisions as they mature.

SELF-CONFIDENT & SELF-LOVING
Geniuses know their voice and ideas matter. They have a strong sense of who they are, their strengths and challenges, what they can contribute to their community, and who they want to become. Geniuses ask for what they need. They practice self-compassion and self-regulation. Geniuses know they are inherently valuable and worthy of love.



ORGANIZATIONAL OUTCOMES

We will track multiple data points aligned to the 5 questions below to evaluate our progress towards our 2025 goals.

01 Who is our student community?

02 Are we creating positive school cultures where students stay and thrive?

03 Are our students learning and mastering Graduate Profile Outcomes?

04 Are we building a diverse and inclusive talent model?

05 Are we building a sustainable financial model?

Strategic Priorities



IF WE... THEN...

IDENTITY

Clarify who we are and what we stand for:

- Design and internalize equity commitments, core values, holistic graduate aims, and a refreshed mission statement
- Integrate our beliefs and values into all academic, cultural, talent, operational, and financial systems and processes

All geniuses, staff, and families will:

- Believe in what we stand for and how we show up for all student, staff, and families
- our values will be evident in every classroom, school, interaction, policy, and system

ACADEMICS

Commit to genius awakening education for all:

- Design an instructional vision that aligns with our graduate aims, maximizes our small class sizes and diversity, and results in a joy filled, genius awakening education
- Ensure all geniuses have access to rich experiences, inside and outside the classroom, to spark curiosity and apply learning
- Adopt equitable curriculums and assessments where Geniuses see themselves and their interests in their learning
- Implement a system of academic support that deepens teacher content knowledge, pedagogy, and bite of teaching

All geniuses will:

- Experience genius awakening education that cultivates a love + ownership over their own learning, regardless of classroom, school, or starting point
- Have unique experiences inside and outside the classroom that spark joy, curiosity, passion for learning
- Benefit from strong relationships with highly skilled teachers with deep content expertise

TALENT

Create a great place to work:

- Build opportunities for every staff member to grow and develop in the direction aligned to their personal and professional goals and to the needs of the school
- Interrogate and restructure all talent practices, systems, and policies to evaluate staff members beliefs about equity and inclusion in a means of ensuring we are building a safe, and compassionate organization for all
- Define sustainable staffing, compensation and rewards, and talent systems structures to ensure rewards and incentives are transparent, fair, and sustainable, and ultimately helping us to fulfill our mission

All staff members will:

- See the targeted, personalized investment we are making in their growth, while ensuring the school is set up for success for years to come
- Aspire and work to embody our beliefs and take responsibility for their impact when they do not
- Feel understood in their roles and responsibilities, valued for their contributions, and able to balance their professional and personal lives with success

ORGANIZATIONAL SUSTAINABILITY

Design a Learning Community built to last:

- Develop and execute a financial strategy - inclusive of optimal scale, facilities, staffing, and budget - to ensure long-term sustainability
- Re-vision student recruitment and enrollment strategy and ownership
- Refresh operating model to centralize functions at the network level and clarify decision rights

All community members will:

- Feel secure in the belief that Kindezi schools are sustainable for the long-term
- Have their voices heard in the decision-making process
- Have the tools, systems, resources, and physical environments to support student learning

BY 2025...

Geniuses will be better prepared for high school, college, and choice-filled lives.

Develop the knowledge and skills necessary to excel in the high school of their choice and compete globally

+

Make progress towards our graduate profile outcomes: Critical Thinker, Problem Solver, Leader, Empowered Learner, Advocate, Confident, Self-loving & Self Aware

+

Earn "Proficient" or above on Georgia Milestone assessments

+

Demonstrate high-levels of individual growth

STRATEGIC INITIATIVES

To accelerate our progress towards our mission, we developed strategic initiatives in four key areas: Identity, Academics, Talent, and Organizational Development.



VISION
Our deepest held values live in all of our systems, processes, and talent.

VISION
Our students are challenged with rigorous and relevant content in every classroom, every day. We anchor all of our work with students in trusting and caring relationships.





VISION
We proactively recruit, intentionally develop, and deeply value all members of our diverse and highly talented staff community. Our work environment fosters inclusion and authenticity, supporting all staff to thrive in their roles and maximize their impact on our students.

VISION
Every member of our community is secure in the belief that Kindezi is sustainable for the long term and has the tools, systems, and resources to support a genius awakening educational experience.



Identity Strategy

OUR VISION

Our deepest held values live in all of our systems, processes, and talent.

MEASURES OF SUCCESS

- % of equity commitments achieved annually based on audit by cross-functional Kindezi team
- % of staff that know and are committed to Kindezi's core values
- Core talent, academic, financial, and operational processes reflect updated mission, equity commitments, and core values

MISSION
Launch and internalize mission statement

- Launch: Update all communication materials (e.g., websites, signage, stationary, proposals) with new mission statement. Execute communication plan to launch mission statement to families, parents, and students.
- Learn: Lead informational sessions with families, parents, and students to unpack mission statement.
- Leverage: Integrate reflecting and discussing progress against mission statement into staff meetings, Senior Leadership Team meetings, satisfaction surveys, and annual strategic planning

EQUITY COMMITMENTS
Launch and internalize equity commitments

- Launch: Update all communication materials (e.g., websites, proposals) with equity commitments. Execute communication plan to launch equity commitments to families, parents, and students.
- Learn: Develop supporting assets to unpack equity commitments (e.g., "what does it look like in action?") and launch multi-year scope and sequence with staff.
- Leverage: Refresh core processes through equity lens; launch annual external audit and continuous improvement process.

CORE VALUES
Launch and internalize core values

- Launch: Update all communication materials (e.g., websites, signage, stationary, proposals) with new core values. Execute communication plan to launch core values with families, parents, and students.
- Learn: Lead informational sessions with families, parents, and students to unpack core values.
- Leverage: Integrate core values into talent processes (hiring, onboarding, coaching, development, recognition) and staff culture (e.g., staff meetings, awards)

ENABLERS | ACADEMIC STRATEGY, ORGANIZATIONAL DEVELOPMENT STRATEGY, TALENT STRATEGY

Academic Strategy

OUR VISION

Our students are challenged with rigorous and relevant content in every classroom, every day. We anchor all of our work with students in trusting and loving relationships.

MEASURES OF SUCCESS

- % of students achieving MAP Math and Reading Growth Goals
- % of students in high average or high quintile category
- % of students proficient+ on Georgia Milestones
- % of students demonstrating growth on Graduate Profile Aims

CURRICULUM & ASSESSMENT

- **Genius Awakening Experience:** Define the specific components that differentiate Kindezi's Genius Awakening experience that are expected across the network.
- **Curriculum:** Define high quality curricula for all academic areas, that aligns with the instructional Vision and develop a curriculum review process for continually reviewing, assessing and adopting
- **Assessment:** Develop a comprehensive and streamlined assessment strategy

ACADEMIC SYSTEMS
Align Instructional Systems towards Rigor, Focus, Data, & Relationships

- **Coaching:** Define the Kindezi coaching model for the short & long term future
- **PLC:** Set the structures & foci for PLCs and train the talent that will lead them.
- **Data Use:** Analyze data weekly, monthly & quarterly through an equity lens.
- **PD:** Set the scope & sequence for the yearlong PDs.
- **SPED Model:** Set the vision & structures for the SPED Model including staffing & budget implications.

RELATIONSHIPS
Create flourishing school communities

- **Student Culture:** Strengthen and align K-8 cultural practices to achieve grad profile outcomes and implement SEL curriculum, restorative practices and behavior management systems.
- **Family Engagement:** Develop a strategy to engage parents in academics, deepen a sense of community, and leverage parent voice.

RELEVANCE
Provide holistic and memorable learning experiences

- **Genius Awakening Experiences:** Develop a K-8 sequence of experiences aligned to grad profile outcomes and curriculum.
- **Extracurriculars:** Strengthen and align K-8 performing arts programming, athletics, and extra-curricular offerings to achieve grad profile outcomes.

ENABLERS | IDENTITY, ORGANIZATIONAL DEVELOPMENT STRATEGY

Talent Strategy

OUR VISION

As the architects of awakening genius within our students, our vision is that Kindezi staff come for the mission, stay for the consistent opportunities for individualized growth and development, and meaningfully contribute to the community while maintaining their own satisfaction and balance.

MEASURES OF SUCCESS

- 100% of known vacancies filled with diverse, high-quality staff by May 15th
- 90% of high-performing staff retained annually, with no gaps by race/ethnicity and other demographic identities
- Disparity between staff members' overall satisfaction is neutralized, when looked at across racial/ethnic and demographic identities
- % of staff members identifying "professional growth opportunities" as an area for growth decreases by 10pp
- 80%+ of employees agree that the system for compensation and promotions is fair and equitable

DEFINE EXCELLENCE
Align on a clear, equity-centered vision of excellence

- **Competency Models:** Update competency models, aligned to talent philosophy, role responsibilities, and equity commitments, for teachers, leaders, and staff
- **Calibration:** Lead professional development with staff to unpack competencies, align on vision of excellence, and make connections to their day-to-day job functions.
- **Leadership Framework:** Create and launch leadership framework that sets expectations and principles for Kindezi leaders

STRENGTHEN SYSTEMS
Build systems and structures to ensure healthy and sustained talent operations over time

- **Systems Refresh:** Infuse talent philosophy, equity commitments, and recommendations from the strategic plan into all core talent processes (recruitment, hiring, on-boarding, development, and retention)
- **Compensation Philosophy:** Develop a compensation philosophy that ensures staff are paid competitively for their work, ensuring that roles and responsibilities are right-sized to ensure sustainability and predictability over time.
- **Data:** Build an intuitive and sustainable dashboard to house key metrics across the talent function, collecting, cutting and delivering actionable talent data explicitly to surface gaps by race/sub-group and drive equity-focused actions.; tie to org health survey

DEVELOP THE TEAM
Architect routines that ensure consistent growth for all staff

- **Culture of Feedback:** Establish a culture of consistent, relevant, and actionable feedback to ensure staff members are receiving consistent insight into their strengths and areas for growth.
- **Career Pathways:** Architect formal programs and processes for internal mobility, including leadership preparation programs and individualized coaching roadmaps.

ENABLERS | IDENTITY, ORGANIZATIONAL DEVELOPMENT STRATEGY, ACADEMIC STRATEGY

THE KINDEZI SCHOOL

Organizational Development Strategy

OUR VISION

Every member of our community is secure in the belief that Kindezi is sustainable for the long term and has the tools, systems, and resources to support a genius awakening educational experience.

MEASURES OF SUCCESS

- Continued clean audits with no material deficiencies or weaknesses
- Total actual enrollment is within 3% of projected enrollment
- Gideons enrollment stays above 175
- Remain within 10% of total expense budget without going over budget
- Average cash on hand is 90 days or greater AND does not dip below 60 days

OPTIMAL SCALE

- **Execute optimal scale recommendations:** Adjust class size ratios, open separate MS campus, renegotiate Gideons contract

FINANCIAL PLANNING

- **Implement a sustainable financial model and processes:** Use 5-year financial model tool to assist with annual planning and budgeting
- **Conduct a deep dive into compensation strategy:** Work with compensation consultants, Edgility, to reset comp strategy (with focus on teacher salary)

OPERATIONS MODEL

- **Execute a comprehensive annual student enrollment strategy:** Enrollment at Charters remains at 900 cap with strong waitlist & enrollment at Gideons increases year over year
- **Implement a best in class operations model:** Use ops vision of excellence to strengthen coaching, PD, and continuous improvement systems

ENABLERS | IDENTITY, ORGANIZATIONAL DEVELOPMENT STRATEGY, ACADEMIC STRATEGY

Working Groups

ED/Identity
- Dr. Kelly Gunn, Executive Director
- Heidi Williams-Cooper, Sr. Director of Culture & Com. Wellness
- Shalonda Miller, Parent
- Tiambi Walker, Principal Kindezi at Gideons
- Sophie King, Social Worker Kindezi OHW
- Andy Redman, Board Member
- Latricia Barksdale, Board Member
- Joe Loveland, Board Member
- Erika Sharp, Teacher

Academics
- Hyla-Monet Hardrick Penn, Principal Kindezi West
- Tricia Farquharson, CAP
- Colleen Bolton, Math Content Director
- Tia Jamieson, Teacher Kindezi Gideons
- Sally Westmoreland, Board Member
- Sarah Cash, Board Member

Talent
- Faith Wilbanks, ELA Content Director
- Martine Robinson, HR/Talent Consultant
- Hunter Pierson, Board Member
- Rebecca Cagle, Board Chair

Finance
- Drew Waddell, CFO
- Ashli Allen, Teacher Kindezi OHW
- Brett Lasher, Board Member
- Erick Nelson, Board Member
- Derick Schaulies, Board Member

Operations
- Ryan Free, Principal Kindezi OHW
- Kim Green, COO
- Sean McCants

Identity
- Heidi Williams-Cooper, Sr. Director of Culture & Com. Wellness
- Dr. Kelly Gunn, Executive Director

GRATITUDE

Executive Leadership Team

- Dr. Kelly Gunn, Executive Director
- Tricia Farquharson, Chief of Academic Programming
- Kimberly Green, Chief of Operations
- Tiambi Walker, Principal of Kindezi at Gideons
- Hyla-Monet Hardrick Penn, Principal of Kindezi West
- Ryan Free, Principal of Kindezi Old fourth Ward
- Heidi Williams-Cooper, Sr. Director of Culture & Community Wellness
- Shannon Echols, Chief of Staff
- Drew Waddell, Chief Financial Officer
- Antoinette Guest, Data Analyst
- Elizabeth Talaska, Director of Development
- Bianca Griffin-Richards, Recruiter

Guiding Team

- Dr. Kelly Gunn, Executive Director
- Hyla- Monet Hardrick Penn, Principal of Kindezi West
- Tricia Farquharson, Chief of Academic Programming
- Martine Robinson, Hr/Talent Consultant
- Nayende Bailey, Teacher Kindezi West
- Ryan Lisbon-, Teacher Kindezi at Gideons
- Kimberly Green, Chief of Operations
- Drew Waddell, Chief Financial Office
- Rebecca Cagle, Board Chair
- LaNeisha Cobb Sanders, Board Member



The Kindezi school at old fourth ward
[illegible]

The Kindezi school west
[illegible]

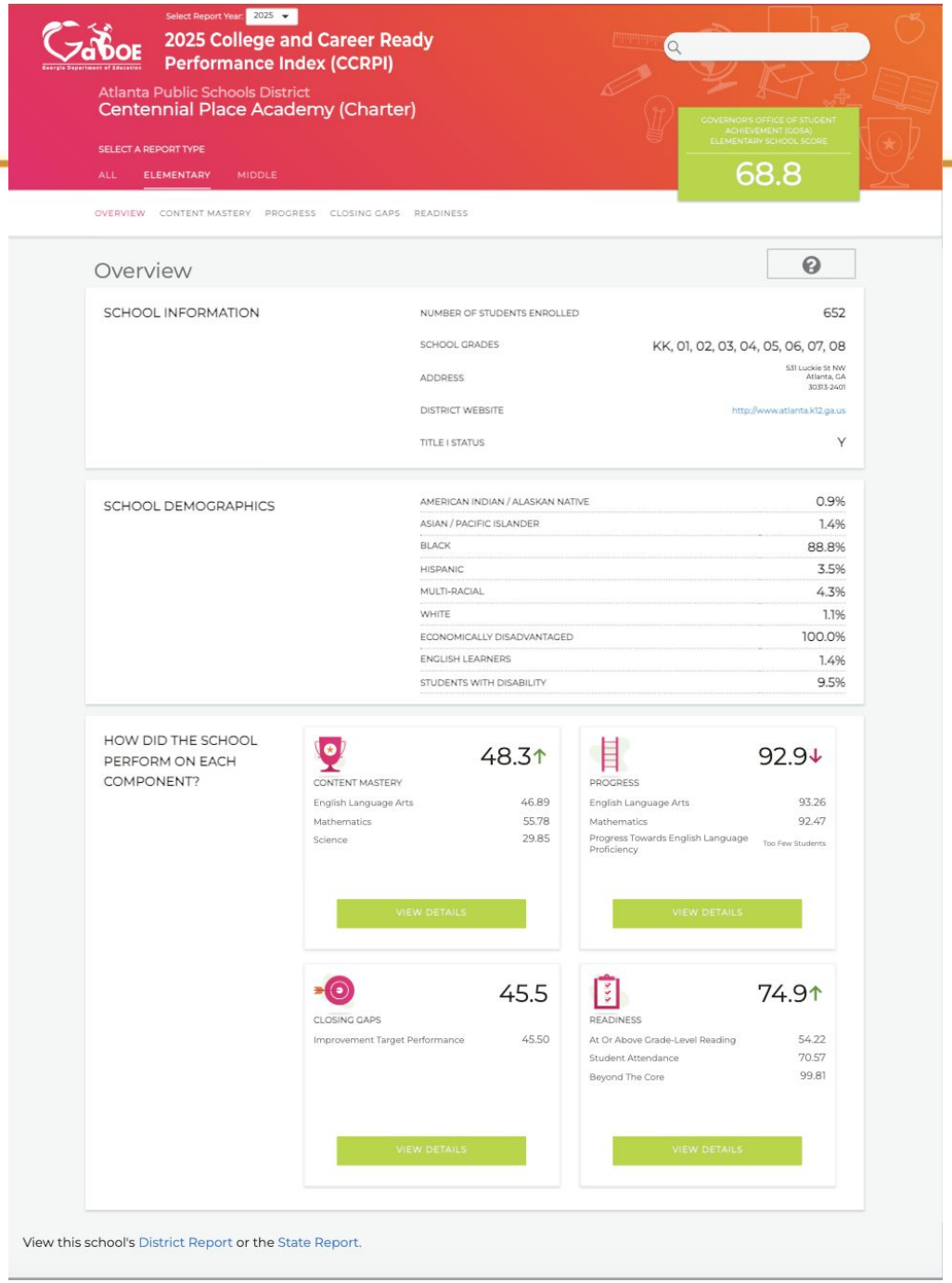
The Kindezi school at cideons
[illegible]

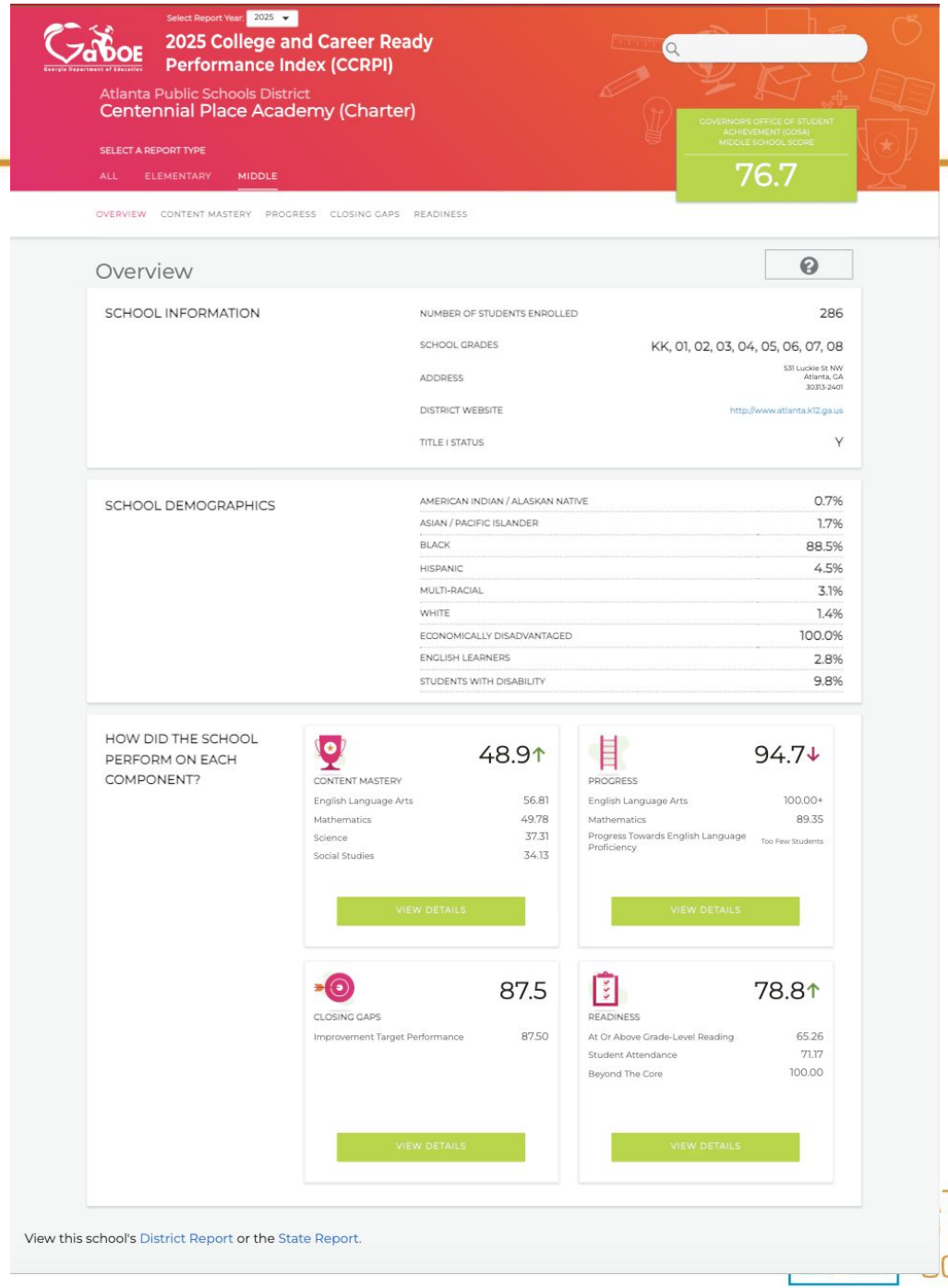
KindeziLorg

Centennial Academy:K-8

Facility Condition Assessment (FCA):87.63
Educational Suitability Assessment (ESA):71.52







Resource:
GADOE CCRPI Dashboard

Centennial Academy

STRATEGIC PLAN

2025-2030



Table of Contents

Who We Are
- Mission and Core Values
- Community and Context
- Graduate Profile

Where We Are Now
- Current Scholar Outcomes
- Organizational Strengths and Opportunities

Where We Are Going
- Intended Impact
- Priorities and Initiatives
- Implementation Plan



Executive Summary - Narrative

- Centennial Academy is a conversion charter school in Atlanta, GA, serving over 700 scholars in K-8.
- Centennial is deeply rooted in its local community, reflecting the legacy and promise of Atlanta's revitalization.
- Centennial Academy, where scholars are 90% Black and 100% from economically-disadvantaged backgrounds, outperforms its near-peer schools.
- To bring this vision to life, Centennial has adopted a set of knowledge, skills and mindsets centered on cultivating:

  Skilled Scholars | Empowered Innovators | Mindful Contributors
- By 2030, Centennial Academy will stand as a **model of excellence and innovation** in urban education where scholars are critical thinkers, creators, and compassionate leaders who **shape the future of Atlanta and beyond**. Fueled by deep community partnerships and a relentless commitment to excellence and achievement, we will cultivate a school where **academic success, bold ideas, and civic responsibility are the norm,** not the exception, for every scholar, staff member, and family.
- To achieve this impact, Centennial has identified a focused set of priorities, and accompanying specific initiatives, for the next five years, in the areas of:

  Academics | Staff Investment & Alignment | School Culture | Community Partnerships
- By successfully implementing this plan, Centennial will serve as a model of excellence both within and beyond Atlanta – an inspiring example of what's possible when community, innovation, and equity come together in service of scholar success.

3

WHO WE ARE



Our Mission & Vision





Our Mission

The mission of Centennial Academy is to provide all scholars access to a rigorous STEAM curriculum that inspires curiosity, fuels achievement, and prepares them for success.

Our Vision

We envision Centennial Academy scholars and educators as high achievers, critical thinkers, lifelong learners, and ethical leaders in a global society.

Located in the heart of Atlanta, Centennial Academy prepares scholars academically as future global leaders.

The mission of Centennial Academy is to provide all scholars access to a **rigorous STEAM curriculum** that inspires **curiosity**, fuels **achievement** and prepares them for **success**.

We envision Centennial Academy scholars and educators as **high achievers, critical thinkers, lifelong learners, and ethical leaders in a global society**.

As a community school, Centennial Academy **extends beyond its campus borders**, creating **strong partnerships** with institutions of early and higher learning, industry, and social service that support an **expansive curriculum**.



8

Centennial Academy opened in 2014 as a conversion charter school serving 700+ scholars in grades K-8

1996

Centennial Place neighborhood established as nation's first comprehensive sustainable mixed-income, mixed-use community

2011

Centennial Place Elementary leaders and families join forces with The Integral Group to reimagine the school in order to meet scholar needs

2014

Centennial Place Elementary becomes **Centennial Academy (CA), the first conversion charter school in the Atlanta** Public School System

2019

First 8th grade class graduates, becoming Legends (alumni)

CA begins **new 5-year charter contract**

2022

CA offers **inaugural college scholarships** to first Legends who graduated from high school

2024

CA begins **most recent 5-year charter contract**

2025

CA receives **district recognition** at the APS Board Meeting in January for its **CCRPI Closing the Gaps score of 100+** in both Elementary and Middle School.

CA is **recognized as a Math Leader by GaDOE** and the state superintendent for growth on the HS Algebra GMAS

9

Centennial Place, located in downtown Atlanta, is a dynamic neighborhood where history, innovation, and opportunity meet

1.1K	510K	47%
Total Population in Centennial Place	Total Population in Atlanta, GA	% of Atlanta's population who are Black/African American

Centennial Place is a 60-acre **community at the intersection of Atlanta's history and future.** Redeveloped as one of the first mixed-income communities in the country, its transformation – completed in time for the 1996 Olympic Games – drew national attention for its forward-thinking approach to urban revitalization. Bordering Georgia Tech and Centennial Olympic Park, it sits within one of the city's most dynamic and evolving districts.[1]

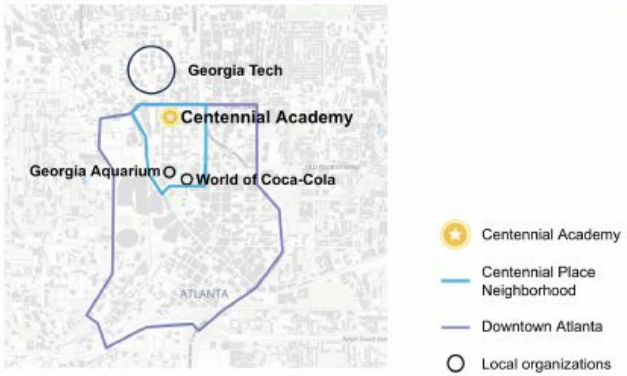
Surrounded by research institutions, Fortune 500 companies like Coca-Cola, and cultural landmarks, Centennial Place offers daily access to innovation, civic life, and opportunity. The neighborhood's design and location naturally support connection, exploration, and growth—creating a setting where learning and development are deeply tied to place.[2]



Sources: Atlanta downtown [1]; Atlanta History Center [2]

10

Centennial Place in downtown Atlanta is a hub of innovation and development

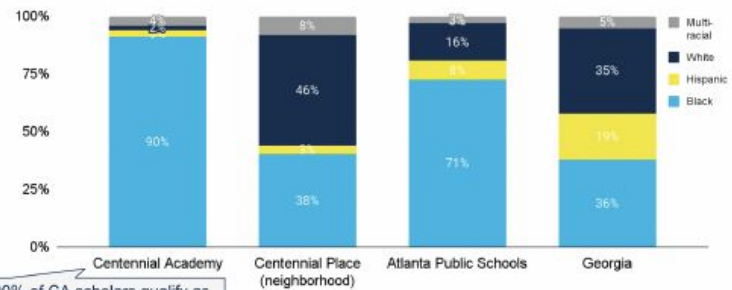


- Centennial Academy
- Centennial Place Neighborhood
- Downtown Atlanta
- Local organizations

Note: Centennial Place outline approximated to align with Census blocks
Source: GADOE; City Data; Census

Centennial serves a predominantly Black scholar population (90%), a rate well above local and state levels

Student ethnic/ racial distribution (2024)



100% of CA scholars qualify as economically disadvantaged

Note: Centennial Place outline designed to align with Census blocks
Source: GADOE; Census

Our Graduate Profile

Centennial Academy scholars...

Skilled Scholars	• **Perform on or above grade level** across all subject areas, equipped with the knowledge, skills and academic habits to **excel in a rigorous high school environment** • Maximize **personal, educational and pre-professional experiences** to cultivate a mindset of **self-efficacy and ambition** for their success in high school and beyond • **Communicate effectively and responsibly** in speech and writing across multiple mediums
Empowered Innovators	• Make **productive decisions**, using creativity to **engineer solutions for themselves and others** • Possess a **growth mindset of "I can,"** regularly **asking for help and leveraging resources** to make productive decisions • **Think critically** about the world around them, with the ability to **respectfully challenge and be challenged by others** • **Exhibit perseverance**, with the motivation and confidence to make multiple attempts until a challenge is overcome
Mindful Contributors	• **Advocate for themselves and others** to contribute to a positive school culture and thriving community • Can **see the world from multiple perspectives** and **value the opinions and beliefs of others** • **Collaborate effectively** across lines of difference to **build relationships and produce the best possible results**



Our Core Values

Our Habits of Scholarship & Character reflect our core value of EXCELLENCE and embody what it means to be a Centennial Academy Hero.

Habits of Character	
Helpful	• Helps others with learning and contributes to academic conversations • Encourages others to solve conflicts peacefully • Helps others in need • Supports others to be their best selves
Engaged	• Asks and answers appropriate questions at the appropriate time • Volunteers to assist others in class • Demonstrates the work ethic needed to achieve goals • Displays attentive and positive body language
Responsible	• Follows Rules and expectations • Is on time and prepared for class • Completes and submits assignments on time • Treats scholars and staff with respect
Open Minded	• Supports classmates who are different than themselves • Seeks to understand others' unique perspectives • Embraces new activities with a positive attitude • Challenges self to learn new concepts that are difficult for them



Our Core Values

Our **Habits of Scholarship & Character** reflect our core value of EXCELLENCE and embody what it means to be a Centennial Academy Hero.

Habits of Scholarship	
Critical thinking	We tackle challenges by integrating knowledge from various subjects and disciplines, engaging deeply with content, reflecting on our learning, and applying our understanding to make thoughtful and informed decisions.
Collaboration	We work together to achieve a common goal by combining effort, talent, and expertise while sharing ideas, listening to different perspectives, and supporting one another.
Communication	We share ideas, thoughts, and solutions in clear, open, and honest ways by listening carefully, expressing ourselves confidently, and engaging in conversations that help solve problems and deepen understanding.
Creativity	We explore new ways to solve problems, take risks, and learn from our mistakes without fear of failure in order to generate innovation and invention.
Commitment	We show up every with day with purpose, work hard, and maintain a positive attitude toward learning and growth. Even in the face of challenges, difficulties, or setbacks we persevere, stay focused, and remain motivated.
Compassion	We show kindness, understanding, and empathy toward each other by offering support, considering feelings, practicing patience, and encouraging others, to create a caring community where everyone feels valued and heard.

OUR BELIEFS

We believe...

- **Every moment counts.** We maximize every opportunity to learn, grow, and lead with purpose because every interaction, lesson, and choice shapes the scholars and leaders we are becoming. It's a reminder that time is valuable, and we use it intentionally to pursue excellence.
- **All scholars CAN & WILL achieve at high standards given the right time and right support.** We meet each scholar where they are and push them to where they can go. Because potential is nurtured, not predetermined.
- **All educators CAN & WILL teach to high standards given time and the right assistance.** We hold ourselves accountable to ensuring that every educator grows and thrives through the right support, time, and resources, because we are committed to teaching at the highest level for every scholar, every day.
- **High Expectations and early and ongoing intervention are essential.** We set high expectations for every scholar and take early, consistent action through targeted support and interventions, because we know this proactive approach is essential to helping all scholars succeed.
- **We own all the faces.** We build strong relationships, collaborate across teams, and stay deeply connected to every scholar's progress because we believe every child is our responsibility, not just the ones in our classroom.

The HERO Creed

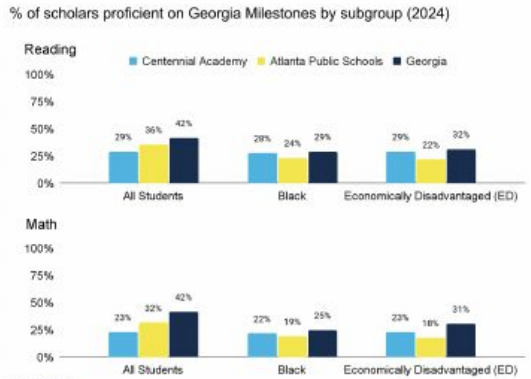
As a Centennial Academy HERO, I pledge to be a **helpful** and **engaged** learner. I promise to show respect by being **responsible** and **open-minded**. I am a **creative** and **critical thinker**. I will perform my best by **collaborating** and positively **communicating** with my Crew. I will show **commitment** and **compassion** in all that I do.
I am proud to be a Centennial Academy HERO!



WHERE WE ARE NOW



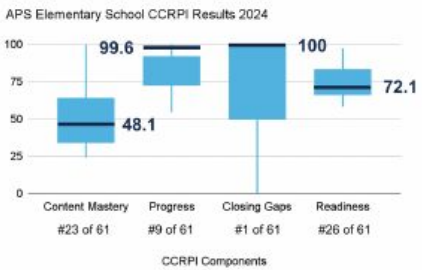
Centennial's highest subgroup populations outperform district peers

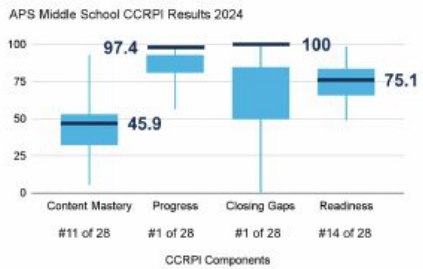


Source: GADOE



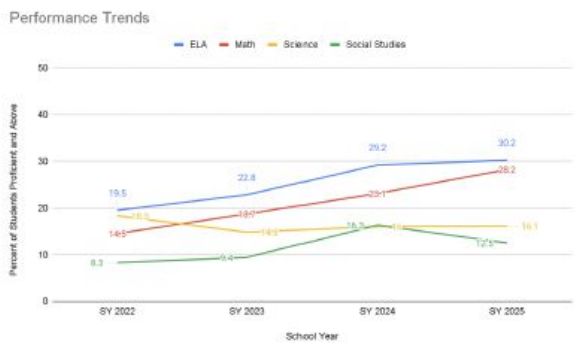
CCRPI component data reflects successful growth and gap closure for Centennial when compared to other APS schools





Source: GADOE

Year-over-Year Progress



An external review of Centennial identified key areas of strengths for the school

RELATIONSHIP BETWEEN STAFF AND SCHOLARS

Strong positive relationships between staff and scholars. Scholars feel **comfortable approaching staff** for support.

SCHOLAR SUPPORT

A **codified MTSS** and dedicated support staff to provide additional academic and behavioral support for diverse learners. "Whole Child" meetings providing **dedicated time for academy leaders** to discuss how to best support scholars.

STRONG INSTRUCTIONAL SYSTEMS

Centennial provides a **rigorous set of curricular materials** for teachers in phonics, reading, math, and science. Coaches provide regular support around implementation, including differentiation across grade levels.

TALENT STRATEGY

Various candidate pools to diversify recruitment pipeline, including partnerships and staff referrals. Hiring process has a structured protocol that is clear to staff and potential new hires.

The external review also provided some areas of growth to focus on over the next five years

STAFF COLLABORATION & TEAMWORK

Improving staff cohesion across grades, roles, and tenures will maximize scholar impact and reduce silos.

COMMUNICATION (TRANSPARENCY/ BALANCE)

Focusing on clear communication, internally and externally, and closing decision loops will create a greater sense of transparency.

ORGANIZATION ROLES AND DECISION-MAKING

Defining roles and responsibilities, along with providing staff opportunities to give additional feedback, will provide the staff clarity on leadership decisions.

VISION ALIGNMENT ACROSS SCHOOL ELEMENTS

Establishing a connection across all elements of school vision will strengthen the goals and aspirations of the school.

18

WHERE WE ARE GOING



READY, SET *Accelerate*

Every year , every day, every second counts!

YOU ARE HERE

YEAR 1 2024-2025 — Accelerate

- 1st year of our new charter contract
- Newly Accredited with quality
- Develop new strategic plan
- 2nd year as ATSI school
- Must meet charter goals every year of data counts

YEAR 2 2025-2026 — Exit ATSI

- ATSI exit year or become a CSI school- **THIS GMAS WILL BE USED FOR ATSI EXIT**
- Launch new strategic plan
- Must meet charter goals every year of data counts

YEAR 3 2026-2027 — Strong Data

- **ATSI CCRPI announced in January**
- Implement Strategic plan
- Must meet charter goals every year of data counts

YEAR 4 2027-2028 — Charter App

- Strategic plan implementation continued.
- Begin new strategic plan development
- New Charter Application opens Dec. 2027
- Begin Charter writing process

YEAR 5 2028-2029 — Renewal year

- Charter App submitted Aug 2028
- District Charter vote Oct 2028
- State Charter vote Nov/Dec 2028

Centennial Academy North Star

Centennial GMAS Proficient/Distinguished Historical Data					
Content Area	23-24 Actuals	24-25 Targets	25-26	26-27 (+47% total)	27-28
ELA	28.7%	43(+15)	59(+16)	(+16) 75%	**Maintain or Increase** Data goes into the first year of the new charter
	ELA 47% growth over 4 years				
Math	19 (22-23)	37% (+18)	56(+18)	(+19) 75%	**Maintain or Increase** Data goes into the first year of the new charter
	Math 58% growth over 4 years				
Science	13.9%	34%(+20)	54%(+20)	(+21) 75%	**Maintain or Increase** Data goes into the first year of the new charter
	Science 61% growth over 4 years				
Social Studies	16.9%	35%(+18)	55%(+18)	(+20) 75%	**Maintain or Increase** Data goes into the first year of the new charter
	Social Studies 58% growth over 4 years				



Intended Impact

By 2030, Centennial Academy will stand as a **model of excellence and innovation** in urban education where scholars are critical thinkers, creators, and compassionate leaders who **shape the future of Atlanta and beyond**. Fueled by deep community partnerships and a relentless commitment to excellence and achievement, we will cultivate a school where **academic success, bold ideas, and civic responsibility are the norm,** not the exception, for every scholar, staff member, and family.

In order to achieve Centennial's intended impact, we will focus on four strategic priorities over the next five years

Academics	Staff Investment & Alignment	School Culture	Community Partnership
Delivering aligned instruction through clear vision, strong materials, and experiential learning ensures scholars meet/ exceed expectations at Centennial and beyond.	A united team – deeply invested in scholar success, grounded in shared priorities, and operating with clear roles – makes the school's vision a daily reality.	A strong school culture fosters safety, belonging, and leadership, empowering scholars to persevere, own their learning, and advocate for themselves and others.	Building authentic, sustained partnerships connects scholars to real-world learning, mentorship, and community impact that reflect Atlanta's innovation.

Operating Conditions

Realizing our impact requires financial sustainability, strong talent systems, and an optimal physical environment.

Priority 1 Focus: Clear academic vision, effective instruction, and a refined assessment approach

Priority 1: Academics

Initiative
Set a clear academic vision
Refine instructional materials, expectations, and practices
Strengthen PD and coaching to support academic vision
Refine our assessment approach
Develop and implement a comprehensive experiential-learning plan, encompassing multiple approaches to reinforce and accelerate scholar learning and preparation

Priority 2 Focus: Effective communication and collaboration across roles, teams, and Academies

Priority 2: Staff Investment & Alignment

Initiative
Establish respectful, transparent, and open communication practices between leadership and staff
Establish explicit decision-making processes across program and operations
Define roles, responsibilities, distributed leadership, and accountability structures
Strengthen staff collaboration, unity, and inclusivity across roles and among teams

Priority 3 Focus: Define culture, foster relationships, and create a consistent experience for scholars, staff, and the CA community

Priority 3: School Culture

Initiative
Set a clear culture vision for the school community
Align culture practices (including PBIS) to CA's vision for school culture to ensure consistency and continuous demonstration across roles and teams
Foster staff, scholar, and parent relationships through effective communication and intentional collaboration
Create systems for measuring and continuously improving CA culture

Priority 4 Focus: Cultivating and stewarding current and future partners for meaningful, sustainable collaboration

Priority 4: Community Partnerships

Initiative
Reimagine existing relationships with local organizations for greater impact and sustainability
Build and implement systems to actively pursue, vet, and maintain new partnerships that enhance scholar experiences and preparation
Create sustained and impactful family engagement by fostering a welcoming and inclusive environment

In order to achieve Centennial's intended impact over the next five years, we must build a **financially sustainable model**.



Appendix

CENTENNIAL ACADEMY LEADERSHIP



Stephanie Hodges, k-5 Principal



Jessica Olowoyo, Head of School



Cedric Thorbes, 6-8 Principal

We are **ONE** school, with **TWO** principals, and **THREE** academies.

Heroes Today, Legends Tomorrow!

A committed team of Centennial Academy community members led the development of this strategic plan

Steering Committee Members

- Jessica Olowoyo ✢
- Stephanie Hodges ✢
- Cedric Thorbes ✢
- Zeke Alejandro ✢
- Steven Pressas ✢
- Julien Siah ✢
- Renarta Freeman ✢
- Erica Ware ✢
- Summer Blackmon
- Angel Hendricks
- Trawick Boger
- Kortney Lewis
- Terion Woods
- Jennitra Zachery
- Shava Clark
- Jessica Whitfield
- Raquel Horowitz
- Tanetta Carter
- Alisha Jones-Caldwell
- Sunceary Sellars
- Renée Bush
- Adina Wade



✢ Working Group members

The core team also engaged with a wide variety of stakeholders to inform the plan



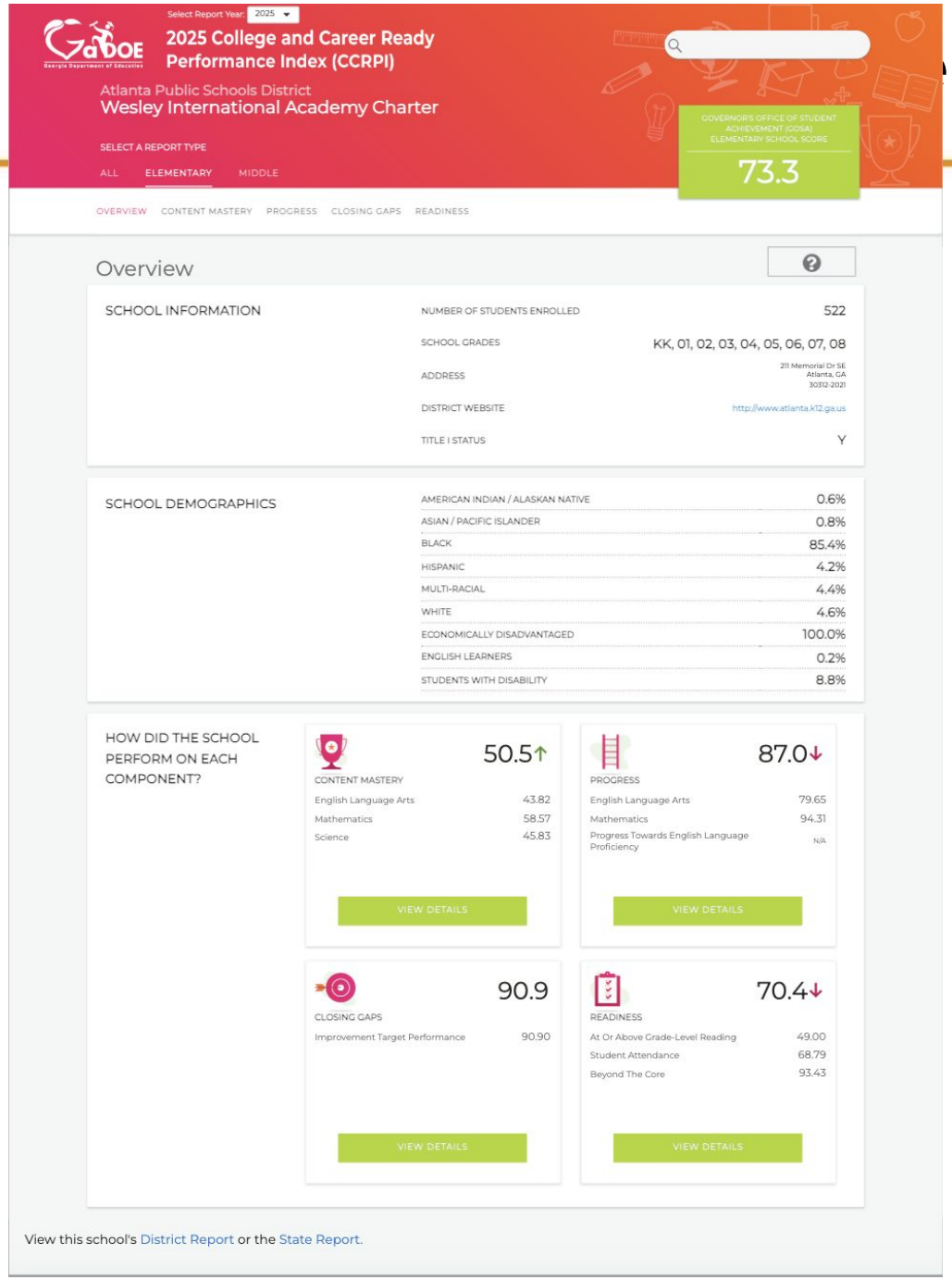
Staff	1:1 Interviews	8 Executive School leaders 8 Core Leadership members
	Focus Groups	20 teachers
scholars & Families	Focus Groups	14 scholars
	1:1 Interviews	4 parents
External & Other	1:1 Interviews	3 board members 2 partners
	Weekly meetings	6 weekly advising calls 2 working group meetings 2 steering committee meetings

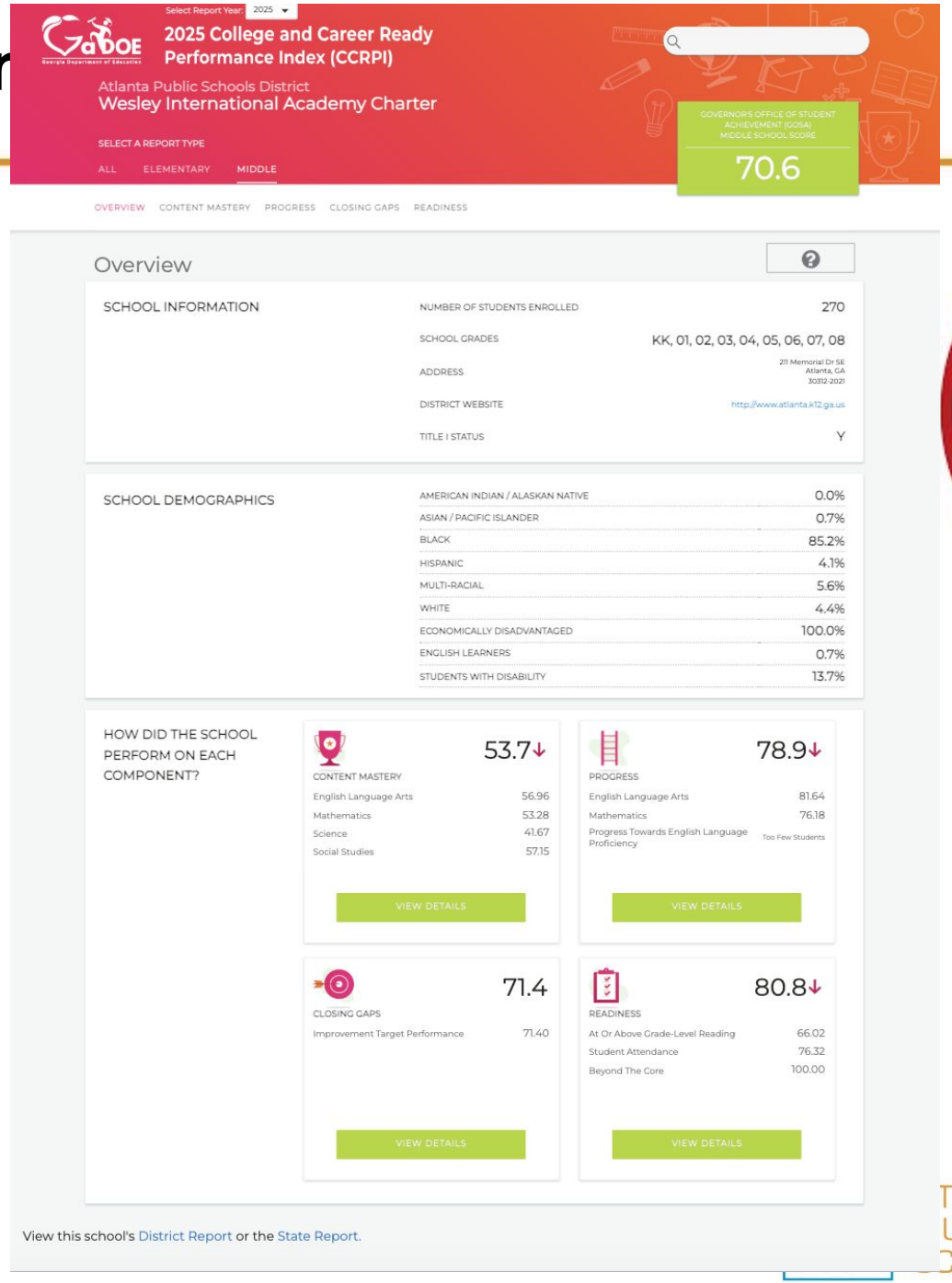
HEROES TODAY • LEGENDS TOMORROW •
Centennial Academy
A CONVERSION CHARTER SCHOOL
SINCE 2014

Wesley International Academy:K-8

Facility Condition Assessment (FCA):89.82
Educational Suitability Assessment (ESA):65.34







Resource:
[GADOE CCRPI Dashboard]