

2025

# STATE OF SCHOOL FACILITIES REPORT



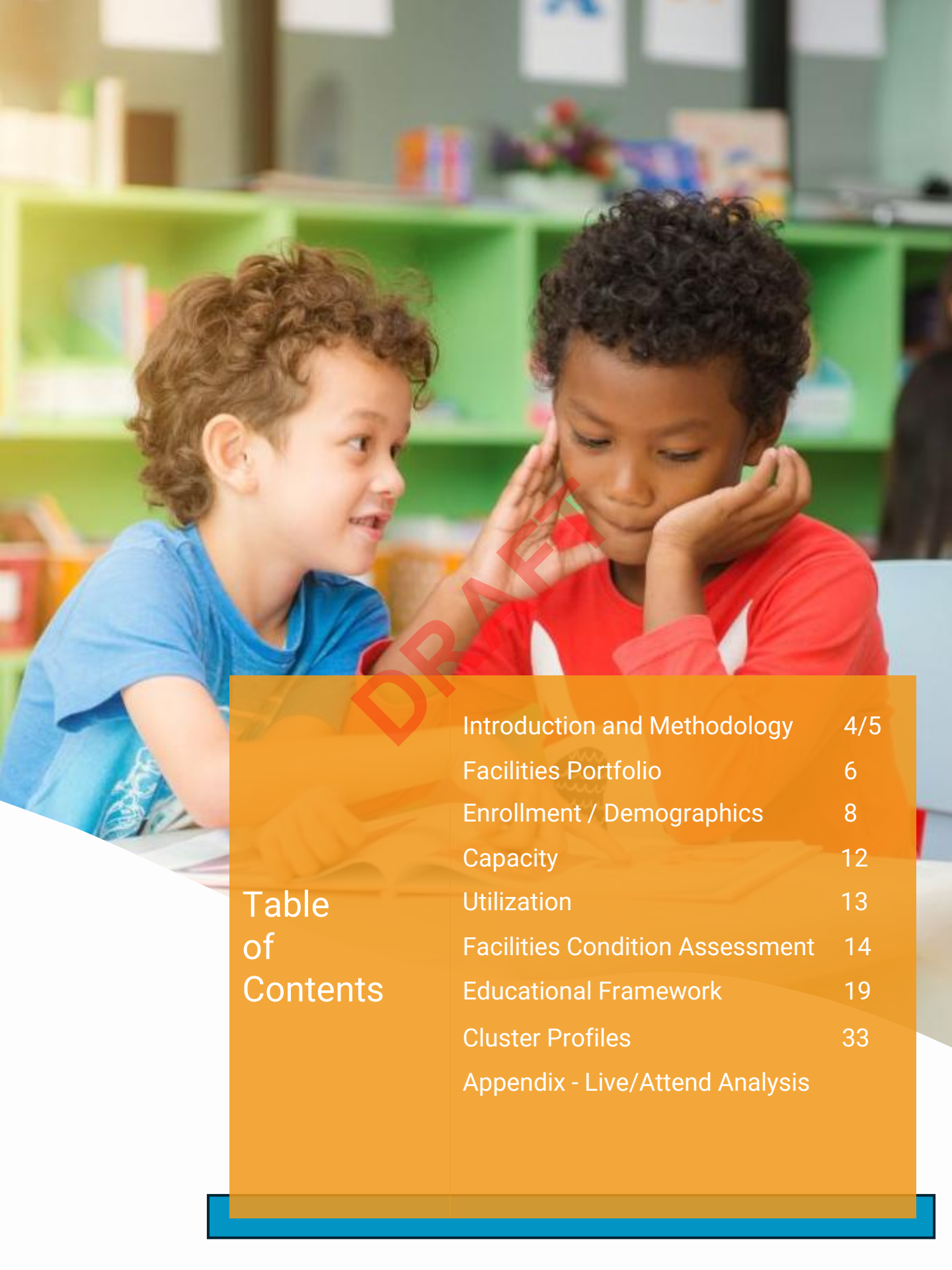
ATLANTA  
PUBLIC  
SCHOOLS



May 2025



DRAFT



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# Introduction and Methodology

## INTRODUCTION

The intent of this process is to create a comprehensive facilities plan, this is not an Education Special Purpose Local Option Sales Tax (E-SPLOST) planning exercise. A E-SPLOST program can only be conducted by reviewing the entire portfolio of facilities and developing a prioritization matrix to determine what can be accomplished within the finance and resource means of Atlanta Public Schools (APS). The facilities plan, not only identifies actionable items, but sets a vision for the future portfolio of facilities needed to accommodate trends in enrollment/demographics and academic programming and delivery models.

We often use the analogy of a four-legged stool in which the seat represents the facilities, and that seat is supported by four legs of equal importance. The legs include:

- Educational Framework: Curriculum, Programs, Delivery Models, and Policy
- Demographics: Enrollment and the data that impact enrollment
- Condition: Physical Condition and Educational Suitability
- Funding: Ability to fund and sources of funding

Though one of the legs of the stool often necessitates the call for a plan, each of these legs carries an equal amount of importance when developing a facilities master plan. Add the element of community and stakeholder involvement that reflects the culture and values of Atlanta Public Schools and that sets the foundation for a successful planning process.

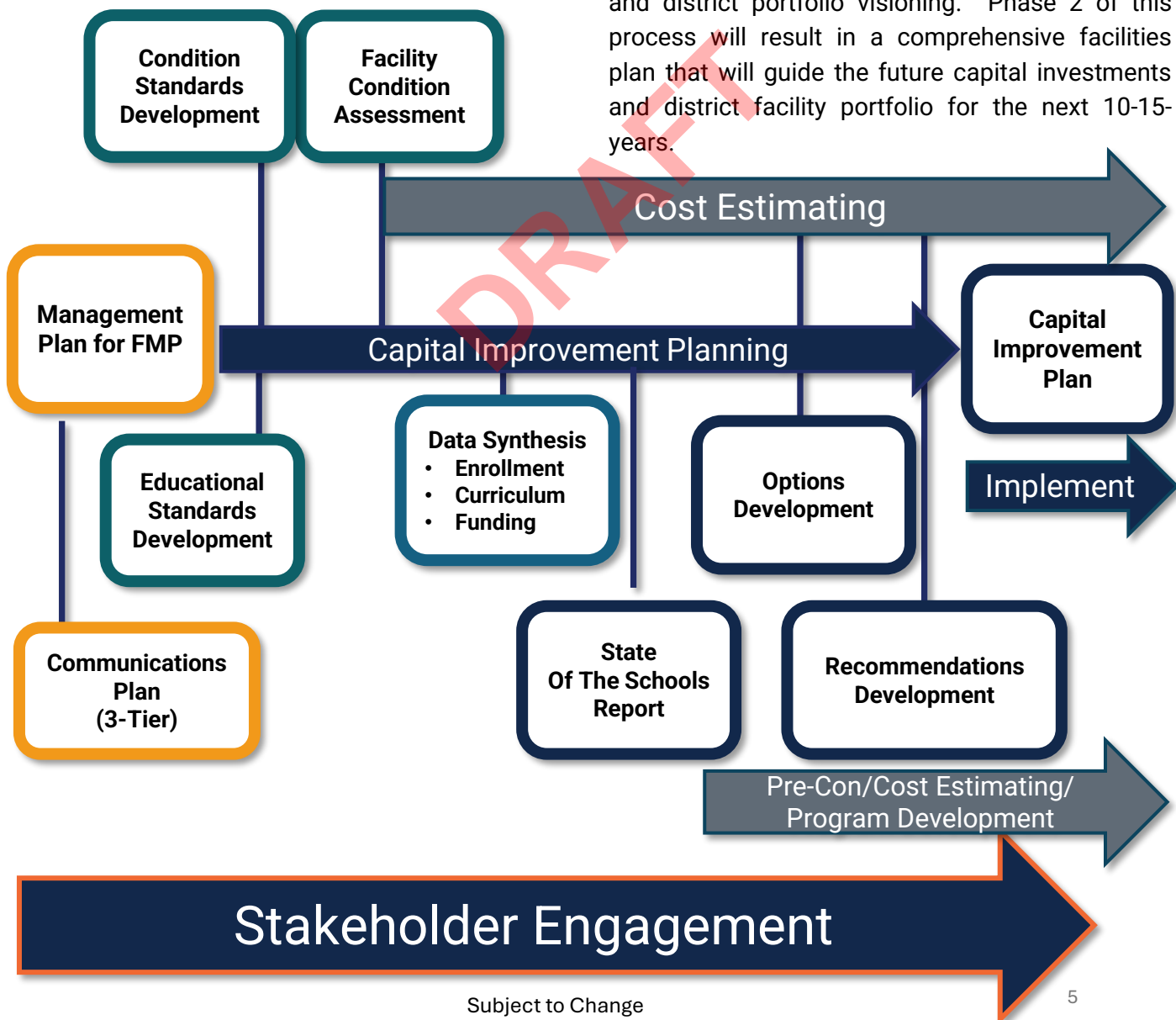


## METHODOLOGY

Comprehensive facility planning is an iterative process essential to maintaining the short and long-term well-being of a District's infrastructure. There is no 'boiler plate' approach to planning as every school district has a unique set of characteristics that set it apart from others. However, there are commonalities in the types of data and information that should be used to make both fact based and community stakeholder-based decisions when the plan is developed. The process is essentially a 2-phase approach.

Phase 1 of the facilities planning process for APS focused on discovery and review of district portfolio and operational optimization. This phase will conduct a comprehensive data analysis of demographics and utilization, physical and educational condition, academic programs and curriculum, and financial overview.

Phase 2 is the Facilities Master Planning phase that includes a significant community engagement and data transparency process. The result of this phase will provide a 10–15-year facilities master plan, providing recommendations for future school improvement projects, maintenance prioritization, and district portfolio visioning. Phase 2 of this process will result in a comprehensive facilities plan that will guide the future capital investments and district facility portfolio for the next 10-15 years.





# FACILITIES PORTFOLIO

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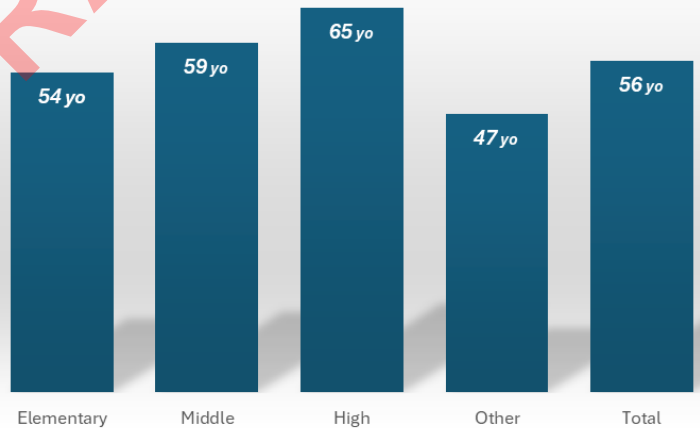
Atlanta Public Schools maintains over 10.2 million square feet of educational space across 75 educational facilities.

Facility Type	Facility Count	Average Original Year Built	Total Square Feet
Elementary/K-8	49	1971	4,381,520
Middle	11	1966	2,134,582
High	10	1960	3,004,804
Other	5	1978	727,174
<b>Total</b>	<b>75</b>	<b>1969</b>	<b>10,248,080</b>

## CAMPUS AGE

APS school facilities average 56 years of age. However, the District has invested in renovations and modernizations with citizen approved E-SPLOST Programs. E-SPLOST 2022 budgeted nearly \$595 million dollars. Although the charts indicate original build date, significant facilities improvements have continued over the years.

Average Age of Original Construction

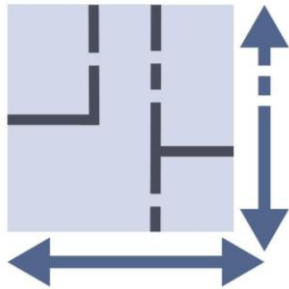


# FACILITIES OVERVIEW

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10,248,080  
Educational facility  
square footage



75 Educational  
Facilities



801,076  
SF in Administrative  
facilities



49  
Elementary/  
K-8 Facilities

11  
Middle  
Facilities



10  
High School  
Facilities

5  
Other  
Facilities

1969

Average Year Built of  
Educational Facilities

966,206

Square feet leased to  
Charters by APS  
(excluding  
Centennial Academy)



1,634  
Total Acreage



657,250

Additional  
Square Footage



12,672,612

Total APS building square feet

# ENROLLMENT & DEMOGRAPHICS

## Page 8

Understanding that projecting enrollment is more than just a number, it is about understanding what is in the number that helps us better understand facilities planning from a student level perspective.

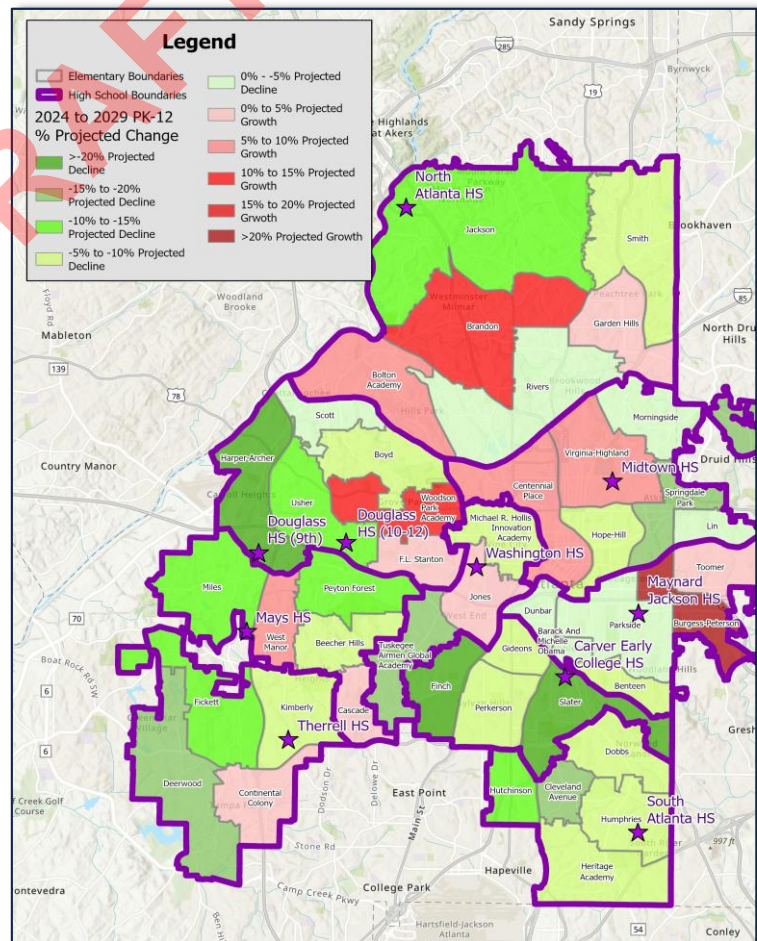
## PROJECTION PROCESS

The methodology for this enrollment projection study is based on student residence (live-in), **not** where a student attends school. Ten years of student database records were matched to an address through a process called geocoding. This allows us to count the number of students residing within each attendance boundary, by school year and grade.

We can use these counts to calculate a “survival ratio” of how many students progress from one grade to the next, which becomes the basis for projecting future enrollment. For example, if we observe that every year there are fewer 6<sup>th</sup> graders residing in attendance boundary than there were 5<sup>th</sup> graders the year prior, that calculates a 5<sup>th</sup> to 6<sup>th</sup> grade survival ratio of less than 100%.

Although not a direct input, housing development and building permits were tracked to determine their impact on student enrollment. Historical housing growth in an area could result in increased survival ratios, which may project an increase in enrollment. However, housing development is one of many factors in projecting enrollment, and an increase in development may only have the impact of slowing the decline of enrollment in an area due to other factors such as declining birth rates.

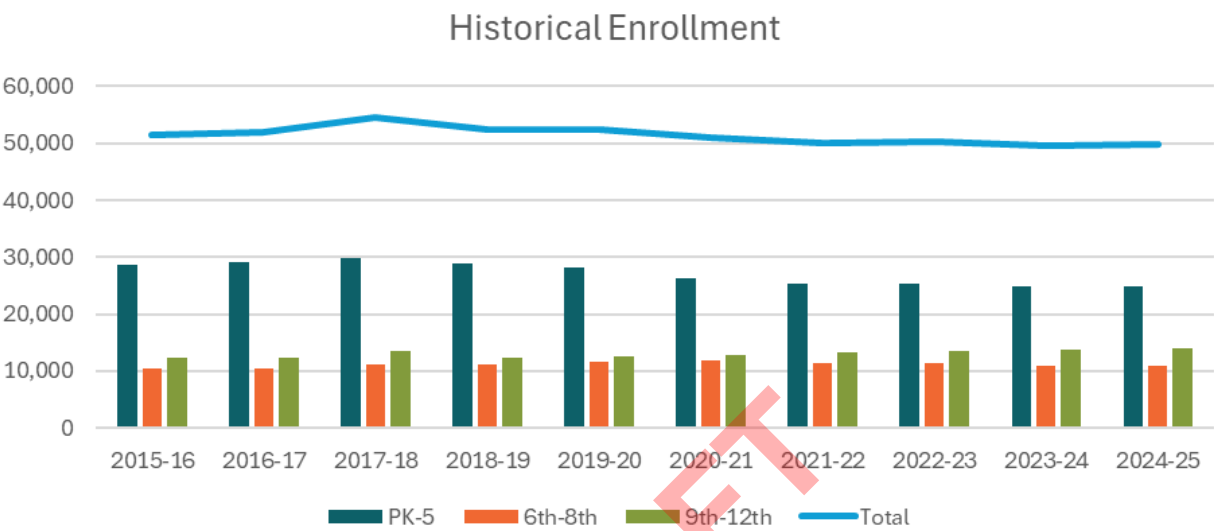
Historical birth data by elementary attendance area is used to calculate survival ratios for Kindergarten, by comparing the number of births within an elementary attendance area to the number of Kindergarten students that reside in that attendance area five years later. These trends are observed for all grade levels and attendance boundaries and can be applied to future years to help project enrollment.



Map illustrates PK-12 live-in projection trend by Cluster feeders



# HISTORIC ENROLLMENT



## BIRTH DATA

Birth data by elementary attendance area was collected for the years 2011-12 through 2022-23. For the purposes of enrollment projections, birth counts are taken from September 2<sup>nd</sup> to September 1<sup>st</sup> of the following year. The birth counts listed in the table on the following page were used to calculate historical birth-to-kindergarten survival ratios. For example, the students born between September 2<sup>nd</sup>, 2011 and September 1<sup>st</sup>, 2012 are compared to the kindergarten enrollment in the 2017-18 school year. These historical survival ratios are used to project future kindergarten enrollments. From 2011-12 to 2022-23 number of live births within APS have decreased by 814, or 13.2%. After the 2022-23 year, birth data is projected by taking an average of the previous three years.

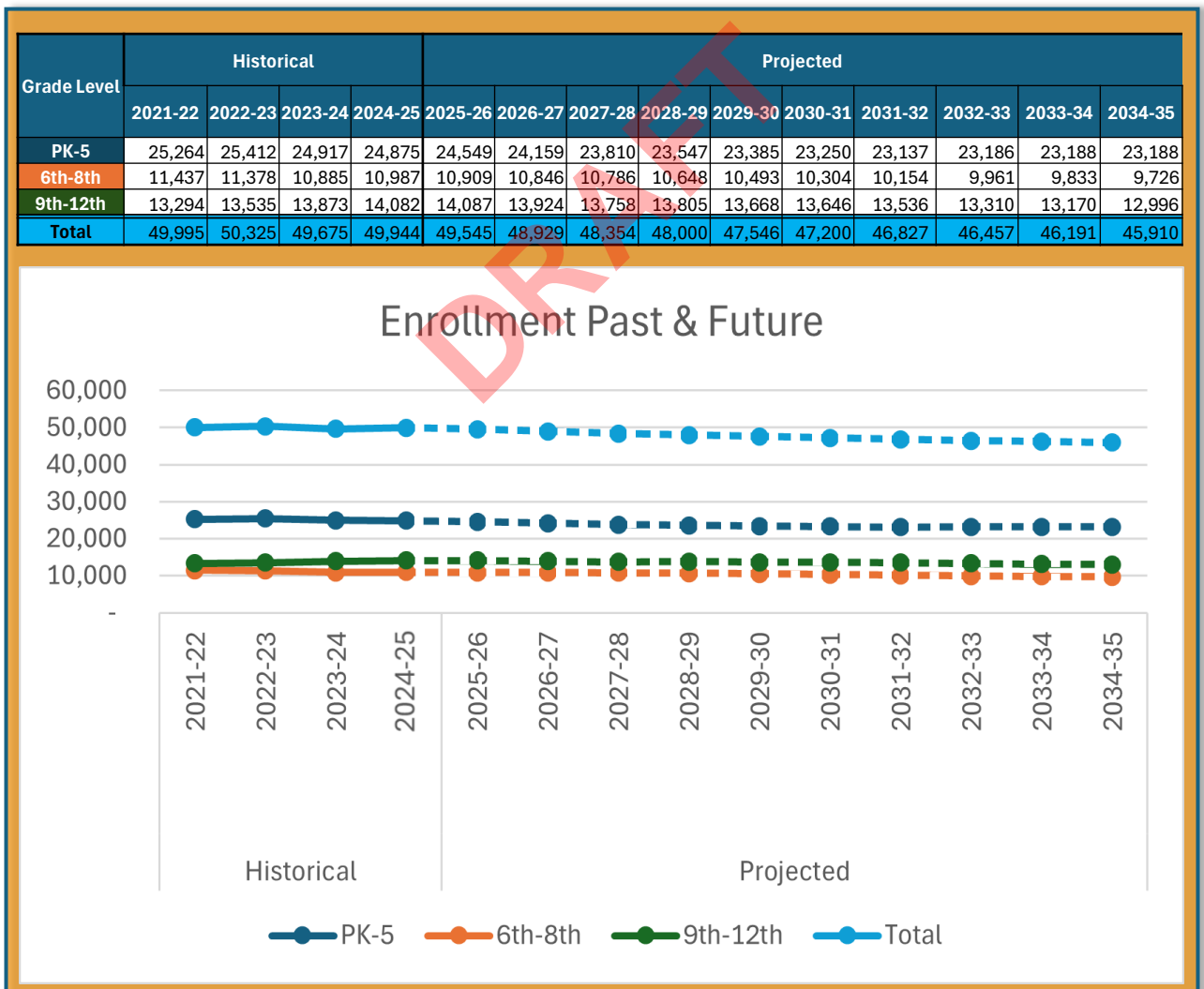
# Live Births by Elementary Attendance Zone

Elementary Boundary	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Barack And Michelle Obama ES	58	26	55	59	66	48	42	48	36	39	36	45
Beecher Hills ES	33	42	35	37	35	36	32	42	35	42	44	46
Benteen ES	64	65	57	62	58	49	45	44	50	39	49	43
Bolton Academy	191	184	185	156	157	156	150	160	170	151	177	176
Boyd ES	137	147	126	156	129	165	136	127	127	110	130	133
Brandon ES	218	202	232	234	190	211	221	205	235	223	220	248
Burgess-Peterson ES	130	127	135	115	149	128	152	143	167	165	167	171
Cascade ES	90	81	79	94	89	84	70	75	82	74	87	79
Centennial Academy (K-8)	171	152	191	168	164	167	155	158	162	157	172	177
Cleveland Avenue ES	60	46	57	48	52	81	46	43	38	47	48	46
Continental Colony ES	95	71	96	95	83	121	111	87	94	89	83	104
Deerwood Academy	168	119	180	142	127	143	109	127	148	126	109	119
Dobbs ES	102	104	111	101	104	86	78	93	78	65	78	76
Dunbar ES	99	95	74	91	59	85	64	73	58	53	69	50
F.L. Stanton ES	88	80	75	73	97	74	67	74	78	70	74	74
Fickett ES	90	88	113	106	99	108	117	114	106	92	93	90
Finch ES	95	111	96	102	99	96	82	74	74	74	84	83
Garden Hills ES	200	193	235	217	250	199	210	194	210	195	210	206
Gideons ES	101	101	94	95	92	82	79	86	78	77	74	62
Harper-Archer ES	193	164	159	173	158	173	146	140	122	91	100	108
Heritage Academy ES	95	87	88	100	92	74	88	80	82	84	72	82
Hope-Hill ES	198	198	213	204	210	184	189	190	194	164	173	162
Humphries ES	65	60	80	64	59	54	45	34	42	47	41	43
Hutchinson ES	89	83	78	85	83	68	75	60	55	69	48	55
Jackson ES	127	132	125	104	112	107	119	122	129	121	125	135
Jones ES	125	137	236	161	141	110	144	242	133	198	142	121
Kimberly ES	87	112	100	90	83	80	82	80	89	76	88	88
Lin ES	103	83	107	94	88	86	92	85	86	78	77	78
Michael R. Hollis Innovation Academy (K-8)	129	125	141	154	124	103	108	112	101	99	92	106
Miles ES	139	148	157	172	141	161	145	148	141	141	137	140
Morningside ES	142	138	142	159	150	137	157	148	120	126	115	109
Parkside ES	339	325	293	283	265	282	273	279	274	254	259	235
Perkerson ES	124	121	106	112	128	108	101	98	104	84	99	101
Peyton Forest ES	73	82	69	76	92	83	75	79	96	65	79	75
Rivers ES	309	309	295	307	303	326	303	311	279	316	299	308
Scott ES	75	79	72	80	74	65	69	66	81	54	63	74
Slater ES	203	180	189	203	182	180	176	174	135	130	120	110
Smith ES	249	272	267	238	259	252	261	253	231	239	284	284
Springdale Park ES	149	146	154	132	127	112	142	130	101	111	104	114
Toomer ES	290	311	280	288	305	282	289	292	279	294	294	263
Tuskegee Airmen Global Academy ES	184	165	159	169	184	170	145	154	133	137	140	144
Usher-Collier ES	106	119	95	88	91	101	88	91	87	83	74	76
Virginia-Highland ES	239	231	241	234	236	239	247	241	287	221	215	184
West Manor ES	49	49	39	35	39	38	55	41	41	34	46	36
Woodson Park Academy (K-8)	100	100	78	102	90	99	87	77	85	82	84	98
<b>Total</b>	<b>6171</b>	<b>5990</b>	<b>6189</b>	<b>6058</b>	<b>5915</b>	<b>5793</b>	<b>5667</b>	<b>5694</b>	<b>5533</b>	<b>5286</b>	<b>5374</b>	<b>5357</b>

## Projected Enrollment

Enrollment is projected to decline from 49,944 students in the 2024-25 school year to 48,000 students in the 2028-29 school year. The largest percentage decrease over this time is projected at the elementary school level. While a 10-year enrollment projection was completed that shows a continued enrollment decline, the five-year 2029-30 school year projection is considered to be more accurate. The further out from 2029-30 the projections advance, the more years of projected birth data are factored into the enrollment projections.

Since Atlanta Public Schools has committed to 100% aligned K-12 feeder patterns, enrollment can be projected at the elementary boundary level and rolled up to the middle and high schools within their respective high school clusters. The high school cluster totals, and students attending from outside the district boundary, can then be rolled up to get a district-wide total. While overall the district is continued to decline, there are individual boundaries that are projected to increase in student population. The 5-year live-in projections for each school can be found in the Cluster Profiles starting on page 33.



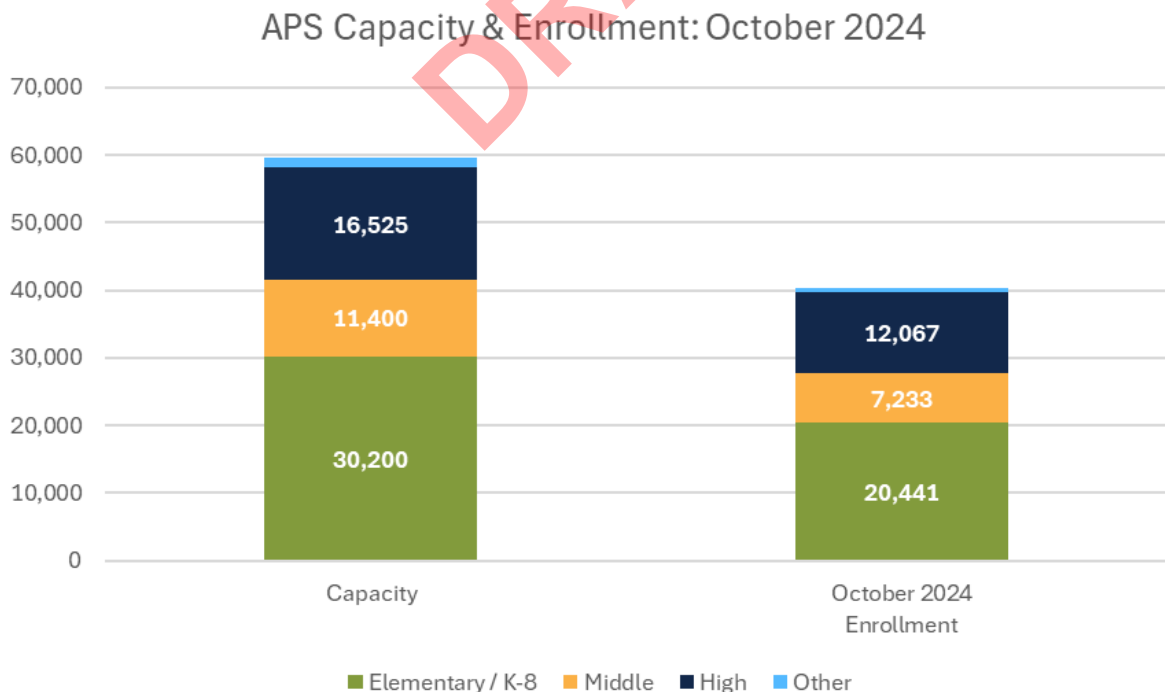
# CAPACITY

Capacity of a facility is a dynamic number that will change based on programs and delivery models. We should think of capacity as a range and not a fixed number.

## CALCULATING CAPACITY

Capacity was calculated based on the instructional unit (IU) allocations from the Georgia Department of Education Guideline for Square Footage Requirements for Educational Facilities. An Instructional Unit is generally all classrooms in the building, plus the media center and gymnasium, but excluding the auditorium. The Georgia guidelines identify a low, high, and mid-range capacity based on the total IU's at a building, and the grade level that building serves. For this study the mid-range capacity was used.

The chart below shows the total capacity and enrollment by building type within APS. Building level capacity data for each school can be found in the cluster level data starting on page 33.





# UTILIZATION

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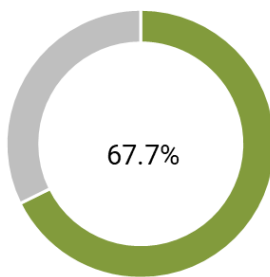
When developing a comprehensive vision of the District's future facilities portfolio, it is often the District wide utilization versus an individual school utilization that drives decisions.

## SEAT UTILIZATION

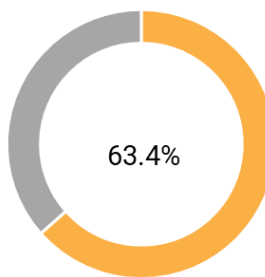
Seat Utilization is calculated by dividing the number of students within a building by the capacity of the building.

Facility Type	Capacity	October 2024 Enrollment	Empty Seats	Utilization
Elementary / K-8	30,200	20,441	9,759	67.7%
Middle	11,400	7,233	4,167	63.4%
High	16,525	12,067	4,458	73.0%
Other	1,475	645	830	43.7%
<b>Total</b>	<b>59,600</b>	<b>40,386</b>	<b>19,214</b>	<b>67.8%</b>

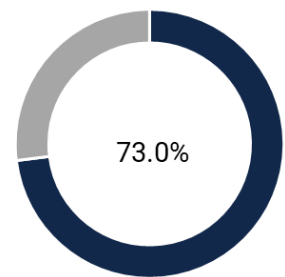
2024 Elementary  
& K-8 Utilization



2024 Middle School  
Utilization



2024 High School  
Utilization



# FACILITIES CONDITION ASSESSMENT

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Conditions assessment was completed by Parsons in 2024. In order to maintain continuity this report relies on data from their assessments.

## ASSESSMENT OVERVIEW

Parsons\* assessed the condition of each a campus by evaluating the inventory, life-cycle, and condition of the major systems for the built environment organized according to the UNIFORMAT II Elemental Classification system.

$$FCI = \frac{\text{Repair Cost}}{\text{Current Replacement Value}}$$

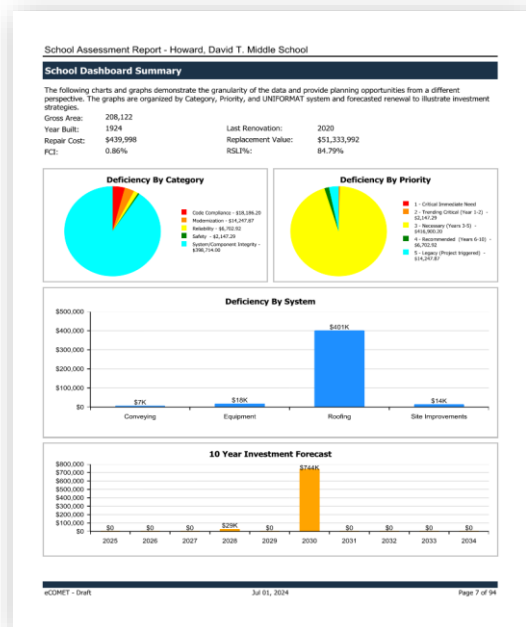
### Calculating FCA

Facility Condition Index (FCI) is an industry-standard measurement of a facility's condition calculated as the ratio of the costs to correct a facilities deficiencies to the facility's current replacement value. The FCI is weighted to emphasize the critical systems and the investment required, while also reducing the impact of components that are not time-sensitive such as appearance or desired upgrades. The goal is to reflect a true score where investment is most needed.

The term FCA Score is the inverse of the Total FCI and calculated as  $(1 - FCI) * 100$  where 100 is best and 0 is worst score.

Parsons's evaluation process involved identifying and recording conditions that need remediation to ensure optimal operations. Deficiencies were ranked based on severity from Priority 1 – Critical to Priority 5 – Project Triggered. Cost and budget estimates were reported for full or partial replacement of expired systems, based on the current replacement value. Localized or out-of-cycle deficiencies were estimated based on tasks required to address the defect.

While the FCA provides essential insights, other factors such as potential future additions due to enrollment changes, educational program adjustments, or unforeseen circumstances like calamities also influence cost and must be included in the total asset management plan.



SAMPLE DRAFT REPORT

\*Parsons Environment and Infrastructure Group, Inc., is the APS hired consultant that provides services for Facilities Condition Assessment. The reported data is from the 2024 Assessment Report.

# SUMMARY OF FACILITY CONDITION BY SCHOOL TYPE

## ELEMENTARY / K-8 FACILITIES CONDITION

The following tables summarize the needs by campus.

Asset Name	Built Year	Gross Area (S.F.)	Last Reno Year	Repair Cost	Replacement Value	FCA Score
Barack and Michelle Obama Academy ES	1958	83,194	2020	\$849,148	\$40,000,111	97.9
Beecher Hills ES	1959	60,241	2019	\$2,807,804	\$33,015,330	91.5
Benteen ES	1957	80,434	2023	\$1,883,224	\$38,834,128	95.2
Bolton Academy ES	2003	83,653		\$5,549,656	\$41,082,453	86.5
Boyd ES	1971	74,427	2016	\$1,337,467	\$38,482,744	96.5
Brandon Main ES (03-05)	1947	76,672	2005	\$5,045,445	\$40,171,404	87.4
Brandon Primary ES (PK-02)	1954	77,002	2009	\$1,539,344	\$42,765,112	96.4
Burgess-Peterson Academy ES	1993	85,836		\$4,263,771	\$41,112,917	89.6
Cascade ES	1995	70,101	2025	\$5,344,905	\$42,853,958	87.5
Centennial Academy (K-8)	1998	63,806		\$3,914,075	\$31,644,325	87.6
Cleveland Avenue ES	1996	75,286		\$4,535,146	\$38,606,455	88.3
Continental Colony ES	1963	85,562	2011	\$7,133,016	\$42,854,469	83.4
Deerwood Academy ES	2004	89,980		\$8,963,972	\$44,632,441	79.9
Dobbs ES	2003	86,370		\$9,749,681	\$43,095,690	77.4
Dunbar ES	1969	98,959	2009	\$9,001,996	\$52,545,815	82.9
Fickett ES	1972	86,490	1994	\$8,037,511	\$46,118,806	82.6
Finch ES	2004	95,024		\$8,017,219	\$44,935,577	82.2
Garden Hills ES	1938	82,176	2025	\$2,442,849	\$44,722,264	94.5
Gideons ES	1958	94,040	2017	\$998,632	\$45,960,477	97.8
Harper-Archer ES	1963	238,123	2019	\$8,015,111	\$116,235,312	93.1
Heritage Academy ES	2002	80,864		\$9,570,590	\$38,638,177	75.2
Hollis Innovation Academy (K-8)	1963	228,355	2020	\$16,133,751	\$122,835,575	86.9
Hope-Hill ES	1994	82,429		\$7,741,762	\$39,653,667	80.5
Humphries ES	1940	67,333	2020	\$641,136	\$32,623,263	98.0

## ELEMENTARY / K-8 FACILITIES CONDITION (cont.)

The following tables summarize the needs by campus.

Asset Name	Built Year	Gross Area (S.F.)	Last Reno Year	Repair Cost	Replacement Value	FCA Score
Hutchinson ES	1955	70,797	2020	\$399,549	\$35,725,002	98.9
Jackson ES (02-05)	1967	95,591	2024	\$887,986	\$48,384,492	98.2
Jackson Primary ES (PK-01)	1959	48,982		\$1,539,895	\$25,884,375	94.1
Jones, M.A. ES	2005	92,272		\$3,268,039	\$43,653,014	92.5
Kimberly ES	1958	64,526	2016	\$428,762	\$33,622,916	98.7
Lin, Mary ES	1930	93,338	2014	\$1,866,726	\$47,935,815	96.1
Miles ES	2003	82,211	2026	\$2,249,308	\$40,376,091	94.4
Morningside ES	1930	130,458	2022	\$1,591,324	\$61,982,827	97.4
Parkside ES	2010	80,836		\$10,437,741	\$40,903,566	74.5
Perkerson ES	1994	75,297		\$7,219,148	\$36,573,970	80.3
Peyton Forest ES	1968	64,300	1999	\$6,442,105	\$36,948,571	82.6
Rivers, E ES	2015	112,098		\$90,616	\$54,529,511	99.8
Scott ES	1951	72,891		\$3,634,942	\$35,801,612	89.8
Slater ES	1952	78,232		\$10,017,856	\$39,671,134	74.7
Smith, Sara Intermediate ES (03-05)	2010	78,173		\$6,191,089	\$37,533,323	83.5
Smith, Sara Primary ES (PK-02)	1952	70,545		\$6,981,473	\$38,077,555	81.7
Springdale Park ES	1902	95,455	2012	\$2,596,052	\$47,294,638	94.5
Stanton, F. L. ES	1928	59,610	2024	\$117,979	\$29,398,871	99.6
Toomer Annex ES (PK)	1928	59,438		\$6,722,573	\$30,501,282	78.0
Toomer ES	1967	88,182	2024	\$34,475	\$39,198,971	99.9
Tuskegee Airmen Global Academy ES	2019	101,167		\$15,336	\$49,250,691	100.0
Usher-Collier Heights ES	1987	102,962		\$7,366,276	\$51,350,626	85.7
Virginia-Highland ES	1923	151,713	2023	\$6,333,341	\$70,751,773	91.0
West Manor ES	1956	51,461	2021	\$1,115,184	\$29,175,651	96.2
Woodson Park Academy (K-8)	2020	114,630		\$1,948	\$49,753,232	100.0
<b>Total/Average</b>	<b>1971</b>	<b>4,381,522</b>	<b>-</b>	<b>\$ 221,066,934</b>	<b>\$ 2,197,699,979</b>	<b>89.9</b>



## MIDDLE FACILITIES CONDITION

The following tables summarize the needs by campus.

Asset Name	Built Year	Gross Area (S.F.)	Last Reno Year	Repair Cost	Replacement Value	FCA Score
Bunche MS	1979	147,385	2016	\$167,214.24	\$77,748,560.00	99.8
Howard, David T. MS	1924	208,122	2020	\$602,199.27	\$99,099,933.00	99.4
John Lewis Invictus Academy MS	2009	217,578		\$12,557,601.07	\$104,606,083.00	88.0
King, M.L. MS	1973	250,626	2004	\$22,385,795.99	\$125,429,642.00	82.2
Long MS	1959	160,051	2015	\$5,981,976.59	\$79,242,319.00	92.5
Price MS	1972	167,168	2002	\$13,143,188.05	\$77,430,837.00	83.0
Russell, H. J. Academy MS	1928	177,462	2017	\$914,348.30	\$87,969,027.00	99.0
Sutton MS (07-08)	1951	306,506	2011	\$21,111,213.90	\$147,756,402.00	85.7
Sutton MS (6th)	1960	160,667		\$8,558,902.16	\$77,835,656.00	89.0
Sylvan Hills MS	2015	156,267		\$1,877,359.52	\$75,972,225.00	97.5
Young MS	1951	199,012	2009	\$8,887,366.95	\$98,831,012.00	91.0
<b>Total/Average</b>	<b>1966</b>	<b>2,150,844</b>	<b>-</b>	<b>\$96,187,166</b>	<b>\$1,051,921,696</b>	<b>90.9</b>



## HIGH FACILITIES CONDITION

The following tables summarize the needs by campus.

Asset Name	Built Year	Gross Area (S.F.)	Last Reno Year	Repair Cost	Replacement Value	FCA Score
Carver HS	1920	271,429	2005	\$19,176,453	\$136,038,857	85.9
Douglass HS (10-12)	1968	336,101	2004	\$31,055,009	\$166,096,730	81.3
Douglass HS (9th)	1987	83,782	2009	\$8,020,087	\$45,376,745	82.3
Jackson, Maynard HS	1986	314,550	2014	\$13,882,049	\$158,654,173	91.3
Mays HS	1981	339,758	2011	\$6,602,001	\$179,722,631	96.3
Midtown HS	1924	296,329	2021	\$6,849,486	\$135,624,639	94.9
North Atlanta HS	1977	581,004	2013	\$1,123,212	\$281,967,210	99.6
South Atlanta HS	1973	277,779	2026	\$6,242,955	\$139,186,824	95.5
Therrell HS	1960	242,803	2011	\$12,726,228	\$125,615,885	89.9
Washington HS	1924	261,269	2006	\$28,506,252	\$126,879,084	77.5
<b>Total/Average</b>	<b>1960</b>	<b>3,004,804</b>	<b>-</b>	<b>\$134,183,729</b>	<b>\$1,495,162,778</b>	<b>91.0</b>



# EDUCATIONAL FRAMEWORK

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## Form Follows Function

Educational Framework is the cornerstone of creating a facilities master plan. The educational framework serves as the guiding principles of a comprehensive plan.

## FRAMEWORK PARAMETERS

The educational framework of a district is perhaps the key characteristic that makes all District's unique. The framework is what provides the 'rules' for planning, developing options and ultimately recommendations. This section will give an overview of what framework parameters that this process will explore. This list is not inclusive until it is discussed with the Community Task Force and is vetted through a community survey.

There are two categories of framework: Programmatic and Operational. Both should be considered when developing parameters for planning, level of prioritization will be determined as the process moves forward.

### PROGRAMMATIC PARAMETERS



**School  
Size**



**Exceptional  
Education**



**Early  
Childhood**



**Fine  
Arts**



**Athletics**



**Multi-  
Lingual**



**CTAE**



**Signature  
Programs**

### OPERATIONAL PARAMETERS



**Renovate  
vs.  
Replace**



**Level**



**Portfolio  
Right-  
Sizing**



## SCHOOL SIZE

**Why it matters:** The enrollment size of schools is ultimately a programming and staffing matter. The size of schools will determine how many schools will be required in the future; operational efficiencies of the district are determined by school size (i.e., staffing, transportation, food services, etc.); and will allow the district to work toward an equitable delivery model for all schools in the District, while still focusing on specific needs of each community.



### ELEMENTARY / K-8 SCHOOLS

APS has identified that elementary school size should be determined by number of teaching units there should be at each grade level that will provide full-service support and resources for all students. APS goals will be 4 to 6 grade level unit teachers, that translates to approximately 530 to 790 students per school.

#### Notes:

- Of the 49 elementary/K-8 facilities with an attendance boundary, 30 of them have less than 500 students enrolled at the school.
- 40 of the 49 boundary elementary school facilities have the capacity to hold 500 or more students

### MIDDLE SCHOOLS

Middle school size should align with equitable program offerings for all middle schools across the district. The preferred school size for APS middles schools is between 750 and 900 enrollment, ensuring fully funded program offerings for each middle school. There should be more consistency in the size of middle schools. There should also be consistent cluster feeder patterns that middle school is a feeder to a high school within the cluster. Other than this, there is no current direction on middle school size.

#### Notes:

- 3 boundary middle schools have enrollments between 240 and 450 students, 3 have enrollments of 750 or greater.
- All grades 6-8 boundary middle school facilities have the capacity to hold 750 or more students

### HIGH SCHOOLS

Goal is to balance program offerings across all high schools. This can be achieved by either balancing enrollment (challenged by current cluster system) or co-locating program offerings into boundary high schools.



## 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					●			

# 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
<b>Carver</b>												
Finch	●						●	●		●		
Perkerson		●							●			●
<b>Douglass</b>												
Boyd												
FL Stanton		●										
Harper Archer		●						●				
Scott					●							
Usher	●	●										
<b>Maynard Jackson</b>												
Benteen			●			●						
Burgess								●	●			
BaMO Aca	●								●			
Dunbar		●										
Parkside				●					●			●
Toomer					●							
<b>Mays</b>												
Miles			●		●	●		●				
Beecher Hills		●										
Cascade	●			●								
Peyton Forest	●	●										
West Manor												
<b>Midtown</b>												
Hope Hill	●								●			
Mary Lin						●						
Morningside												
Springdale Park		●										
Virginia Highlands									●			
<b>North Atlanta</b>												
Bolton Academy		●		●					●		●	
Brandon	●											
Garden Hills					●							
Jackson								●	●			
Rivers	●											
Smith		●										
<b>South Atlanta</b>												
Cleveland Academy		●										
Dobbs	●											
Heritage				●				●				
Humphries					●							
Hutchinson								●				
<b>Therrell</b>												
Continental												
Deerwood Academy					●							
Fickett		●						●				
Kimberly	●											
<b>Washington</b>												
MA Jones	●											
Tuskegee A.G.				●								

## EARLY CHILDHOOD / PRE-K

**Why it matters:** Atlanta Public Schools like many large school district has experienced increasing demands for early childhood services. This is also important from an educational and developmental perspective to engage students as early as possible. This will have an impact on future facilities, and the model of delivery will impact how future facilities are used.



Atlanta Public Schools is committed to being a universal Pre-K district. Direction is to be able to offer boundary and regional level Pre-K offerings.

### Notes:

- Challenge - ability to staff Pre-K resources at all boundary elementary schools. Lends itself to exploring a more regional based model for staffing efficiency
- Explore opportunities to maximize early childhood partnerships

The Atlanta Public Schools' Pre-Kindergarten program is funded by the Georgia State Lottery, governed by Bright from the Start and partners with Head Start at selected locations. The APS Pre-K program is an age-appropriate instructional program that prepares students for a successful transition to kindergarten and beyond. Additionally, this nurturing environment addresses students' academic, social and emotional needs while preparing for kindergarten readiness. Our goal is to ensure that all students gain the needed foundational skills to propel them into a successful future.

Atlanta Public Schools serves approximately 1,350 Pre-K children each year. Due to a limited number of seats, a lottery process is used as the fairest method of filling classes.

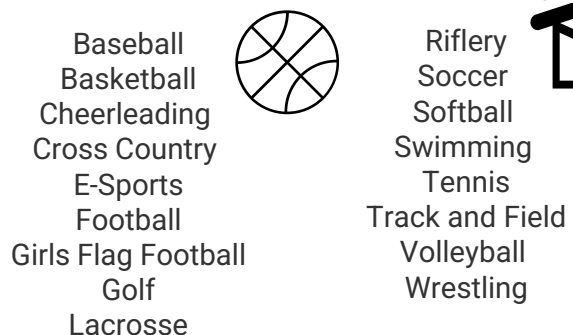
## ATHLETICS

**Why it matters:** The Department of Athletics offers a wide variety of interscholastic opportunities for our students. It is our goal that all of our students get involved in our athletic program. There are so many lessons that can be gained from being a part of something bigger than yourself. There is a place for everyone. The qualities that can be learned include team work, dedication, desire, hard work and accomplishing things one never thought they could accomplish. Our responsibility to each of you is to provide the very best we can for each of our student-athletes.

### Middle School Offerings



### High School Offerings



## FINE ARTS

**Why it matters:** The mission of the Fine and Performing Arts Department in Atlanta Public Schools consists of a balanced program divided into three distinct parts: all students will have a world class fine arts education in our schools, enrichment experiences in the Atlanta arts community and extension opportunities for learning that ensure a lifetime of involvement in and enjoyment of the arts.

Arts programs require specialized spaces that are often used beyond the traditional school day at all grade levels.



**Elementary Fine Arts** - Direction is to offer a minimum of one music and one art space, dependent upon enrollment and capacity. Direction is also to explore opportunities for performance and presentation spaces.

**Middle Fine Arts** - Direction is that every middle school has the ability to offer and staff Band and Choir/Theatre/Dance. Direction is also to provide an auditorium for performances.

**High School Fine Arts** - Direction is that every high school has the ability to offer and staff Band, Choir, Orchestra, Theatre. Direction is also to provide an auditorium and black box theater for performances.

## MULTILINGUAL PROGRAMS

### Dual Language Immersion

**Why it matters:** The purpose of the Dual Language Immersion program in APS is to move students toward biliteracy through engaging instruction with inspiring teachers.

The goals of the Dual Language Immersion program are:

- To equip students with the skills that will enable them to function successfully in two languages
- To develop communication skills that allow students to compete effectively in the global community
- To develop listening, speaking, reading, writing and cultural competence skills in two languages
- To develop academic proficiency in all content areas
- To use technology and other non-print sources to absorb information
- To increase awareness of students' own culture and appreciate the culture of others





## CAREER TECHNICAL & AGRICULTURAL EDUCATION



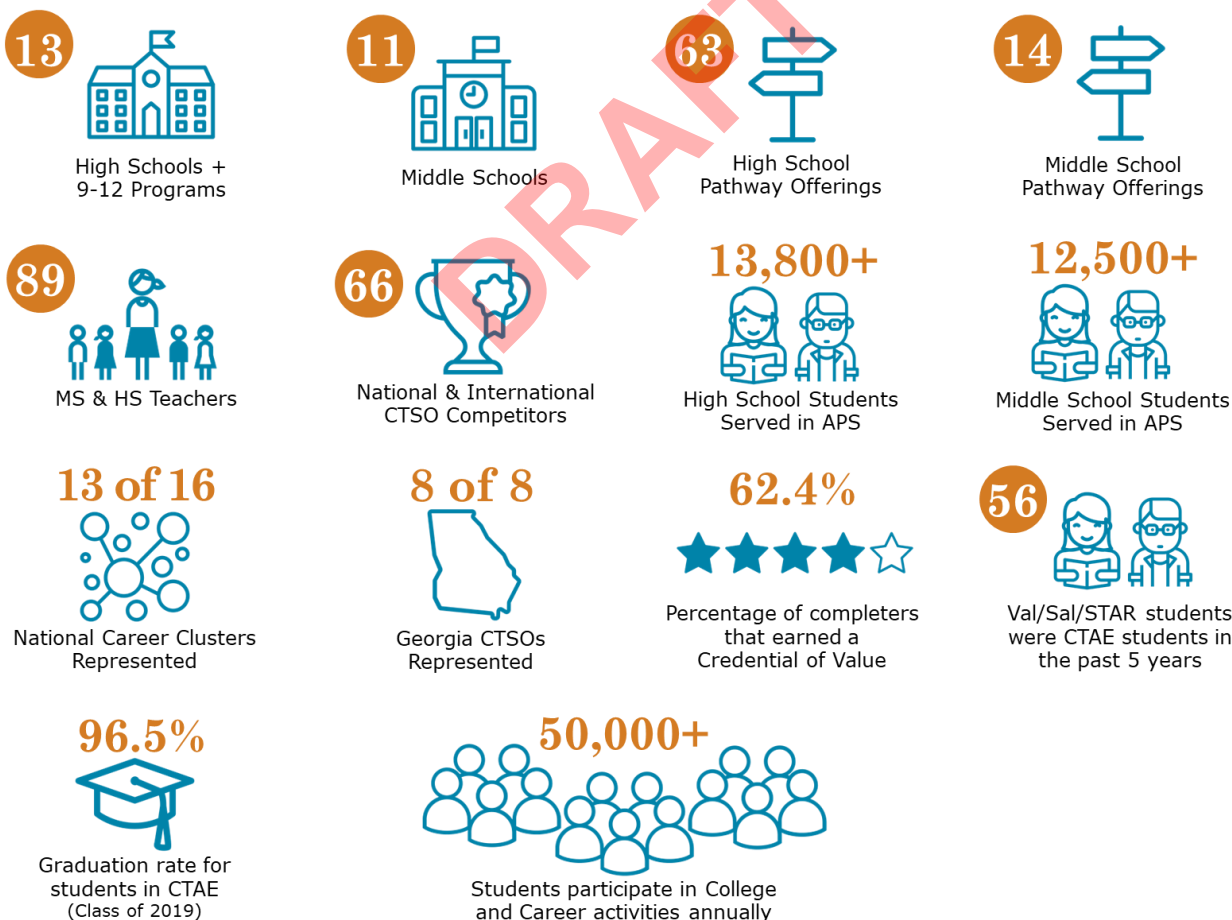
**Why it matters:** Increased demand for a skilled work force can only be met by robust and expanding programs in APS career and technical program.

CTAE research indicates higher rates of graduation that lead to higher placements of students either in post-secondary opportunities or directly into the workforce.

APS will commit to growth of CTAE offerings that will begin to be offered even at the middle grades level.

**Middle School CTAE** - Ability to push more CTAE exploratory program offerings into middle school curriculum.

**High School CTAE** - Ability to offer boundary CTAE programs and more specialized regional or centralized programs or schools.



## SIGNATURE PROGRAMS

**Why it matters:** APS has three distinct signature programs across the nine clusters and single-gender schools. The signature programs allow for the vertical and horizontal alignment of academic programs for schools and neighborhoods. These programs also provide rigor, structure, focus and accountability across the cluster.



Jackson  
Mays  
North Atlanta  
Therrell



BEST/CSK  
Carver  
Douglass  
Midtown  
South Atlanta  
Washington



## CHARTER SCHOOLS

**Why it matters:** Charter Schools offer alternative educational opportunities that may not exist in the neighborhood school. These schools are important to APS in that student retention and success are often increased when students have opportunities to either follow their interests or excel in certain areas.

Atlanta Public Schools conducts a charter petition process each year, reviewing requests to establish new charters or renew existing charters that are coming to term and then makes recommendations to the APS superintendent regarding the viability of each charter request. Currently there are 18 non boundary charters schools

Charter School	Grades	Enrollment Cap	2024-25 Enrollment	Cluster
Atlanta Classical Academy	KK-12	698	697	North Atlanta
Atlanta Neighborhood Charter - Elementary	KK-05	628	394	Jackson
Atlanta Neighborhood Charter - Middle	06-08	(2 Schools)	233	Jackson
Charles R. Drew Charter School	PK-05	2010	941	Jackson
Charles Drew Charter JA/SR Academy	06-12	(2 Schools)	961	Jackson
Wesley International Academy Charter	KK-08	824	776	Midtown
Westside Atlanta Charter School	KK-08	378	349	Douglass
KIPP Atlanta Collegiate Charter School	09-12	4550 (9 Schools)	874	Douglass
KIPP SOUL Primary*	KK-05		505	Douglass
KIPP SOUL Academy*	06-08		285	Douglass
KIPP STRIVE Primary Charter School	KK-05		627	Washington
KIPP STRIVE Charter School	06-08		312	Washington
KIPP Vision Primary Charter School*	KK-05		562	South Atlanta
KIPP Vision Charter School*	06-08		300	South Atlanta
KIPP WAYS Primary Charter School*	KK-05		559	Washington
KIPP WAYS Academy Charter School*	06-08		289	Washington
The Kindezi Old 4th Ward*	KK-08	900	321	Midtown
The Kindezi School*	KK-08	(2 Schools)	360	Mays

\*Charter is on probationary status until June 2027, along with Centennial Place Academy K-8.

<b>KIPP</b>
<b>Kindezi</b>

\*\* Centennial Academy is included in Midtown cluster because it has an attendance boundary

## FACILITY CONDITION ASSESSMENT THRESHOLD

**Why it matters:** Maintaining a moderate to high Facilities Condition Assessment (FCA) score is essential to providing appropriate learning environments for students and staff. If the FCA score decreases too dramatically, affordable maintenance will only become further out of reach.

Notes:

- Facility Condition Assessment is the level of renovation vs. replacement
- District-wide in 2024 the deferred maintenance of APS facilities is \$672 million.

Strategies and priorities to maintain an appropriate district-wide level

- Increase funding - this is dependent upon either operational budgeting or through E-SPLIST funding
- Decrease the number of facilities the district operates
- Focus on decreasing deferred maintenance
- Replacing or comprehensive renovation of older facilities



## RENOVATION vs. REPLACEMENT STANDARDS

**Why it matters:** Setting standards or even policy for determining when a building needs replaced based on agreed upon data points should be a standard practice in facilities planning. Though nothing can eliminate the emotional attachment that goes along with a facility having standards of replacement that consider student/staff safety and health, changing programmatic demands, and systems condition will allow for more objective decisions.

Factors

- Historic or Community Significance
- Geographical or Logistic
- Funding

### Historic Preservation

APS and the Atlanta Preservation Center partnered to review and rank all APS schools 40+ years old considering significance to communities and to Atlanta's history, achievements by alumni and former faculty, architectural significance, and industry standards for historic preservation. Facilities were scored on a 1-10 scale and sorted into three tiers for significance based on National Register Standards.





## PORTFOLIO RIGHT-SIZING

**Why it matters:** Determining the optimal number and size of facilities is crucial for the educational and operational success of a school district. Operating too many facilities can stretch resources like teachers, maintenance, and food services thin, negatively impacting the educational process. Conversely, operating too few facilities can have a similar detrimental effect.

In a district the size of APS, the decision to increase or decrease the number of facilities depends on the school's location within the district. External factors such as economic or housing development, city/county zoning policies, and neighborhood gentrification rates also play a significant role in these decisions.

Right-sizing a district should never be driven by financial savings. Prioritizing resources, staffing, and program offerings is essential when determining the appropriate number of facilities a district should operate.

### **Decision threshold for when district should consider reduction or increases in building portfolio:**

- Capacity
- Enrollment thresholds to maximize educational and operational opportunities
- Physical/Educational Adequacy condition
- Geography and impact on feeder pattern
- District-wide utilization of facilities
- Programmatic impacts (ESL, Exceptional Education, etc.)

### **Strategies for when consolidation or reduction occurs:**

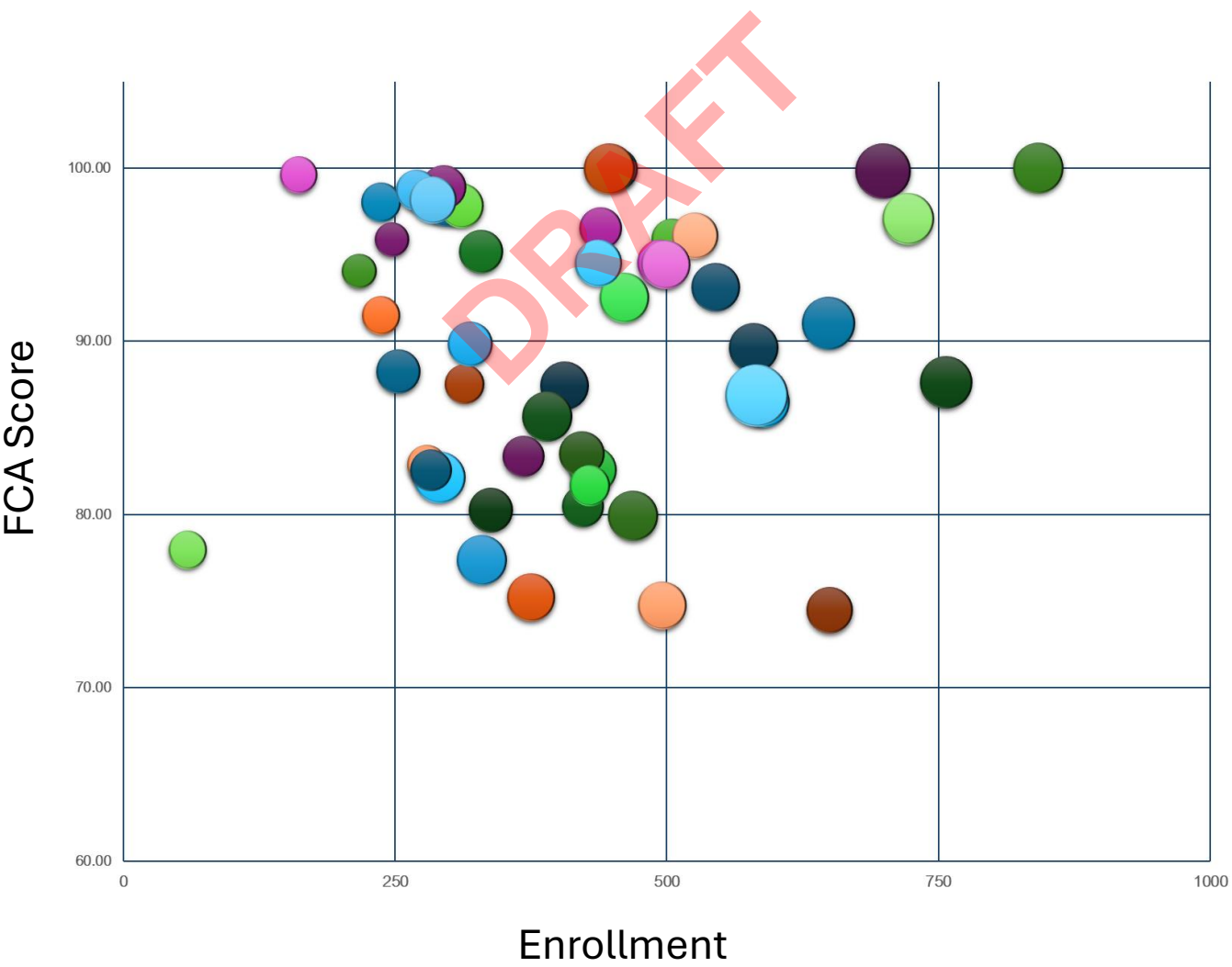
- Move students to a new or fully renovated facility  
eg. Close two buildings and move students to one new facility
- Addressing community needs
- Boundary change
- Strategically co-locate programs
- Strategically use buildings for operational or admin services (professional development)



# ELEMENTARY ENROLLMENT TO CONDITION DIAGRAM

The bubble diagram below is a visualization of the FCA and current enrollment of an elementary school, in comparison to all other elementary schools in the district. The size of the bubble is relative to the capacity of the building, with larger bubbles being able to house more students. This helps visualize the FCA and enrollment at a district level.

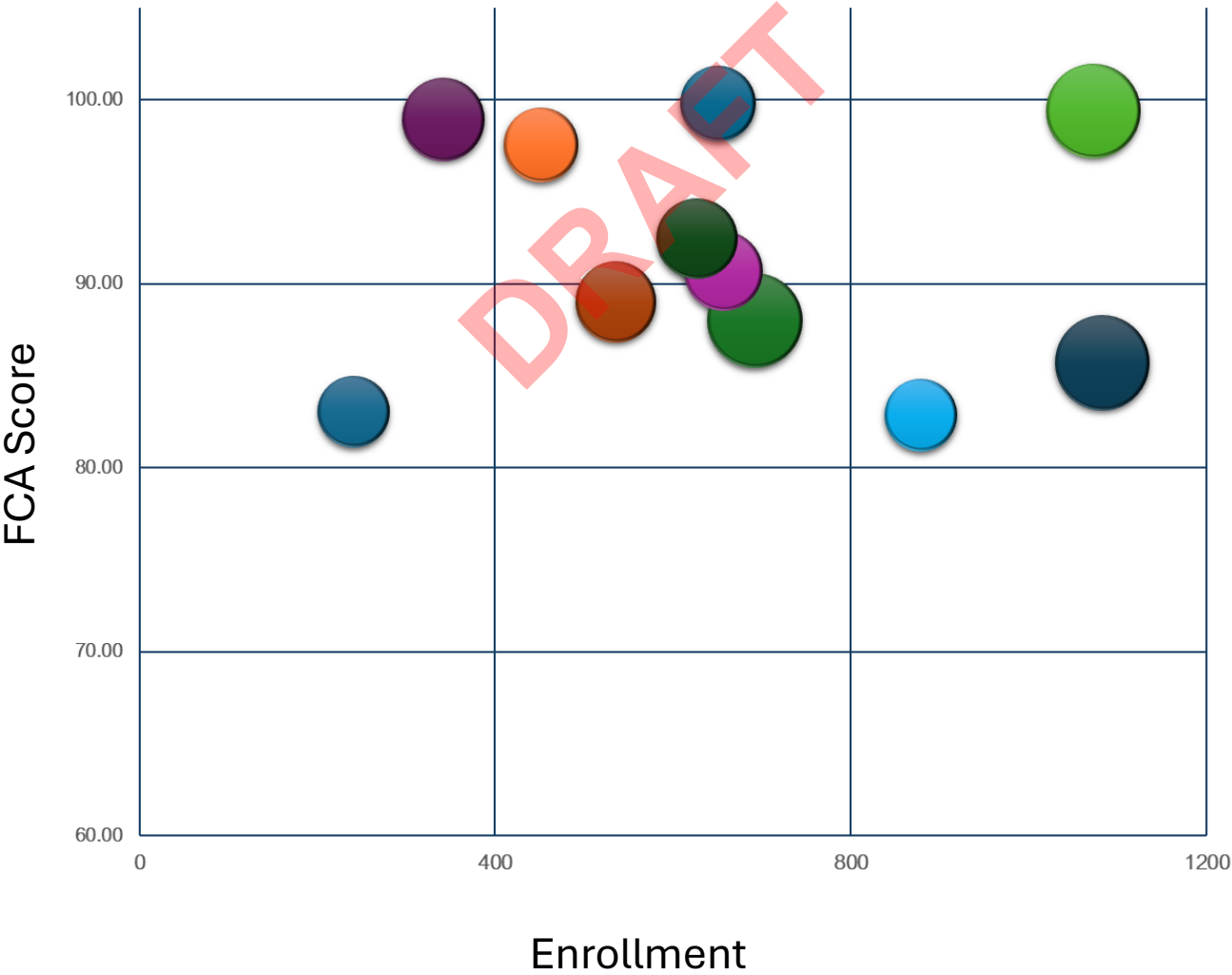
ELEMENTARY SCHOOL FCA & CURRENT ENROLLMENT



# MIDDLE SCHOOL ENROLLMENT TO CONDITION DIAGRAM

The bubble diagram below is a visualization of the FCA and current enrollment of a middle school, in comparison to all other middle schools in the district. The size of the bubble is relative to the capacity of the building, with larger bubbles being able to house more students. This helps visualize the FCA and enrollment at a district level.

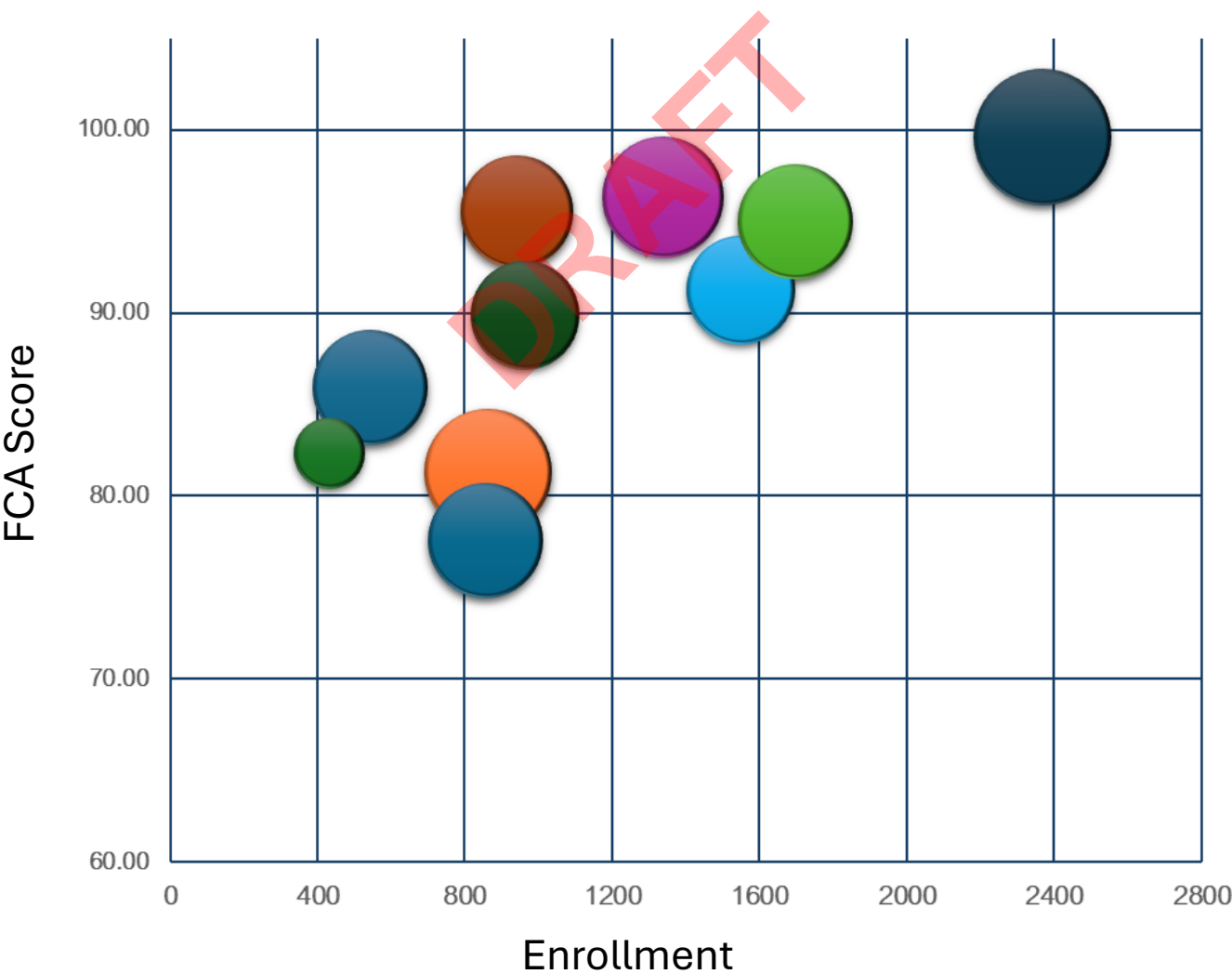
MIDDLE SCHOOL FCA & CURRENT ENROLLMENT



# HIGH SCHOOL ENROLLMENT TO CONDITION DIAGRAM

The bubble diagram below is a visualization of the FCA and current enrollment of a high school, in comparison to all other high schools in the district. The size of the bubble is relative to the capacity of the building, with larger bubbles being able to house more students. This helps visualize the FCA and enrollment at a district level.

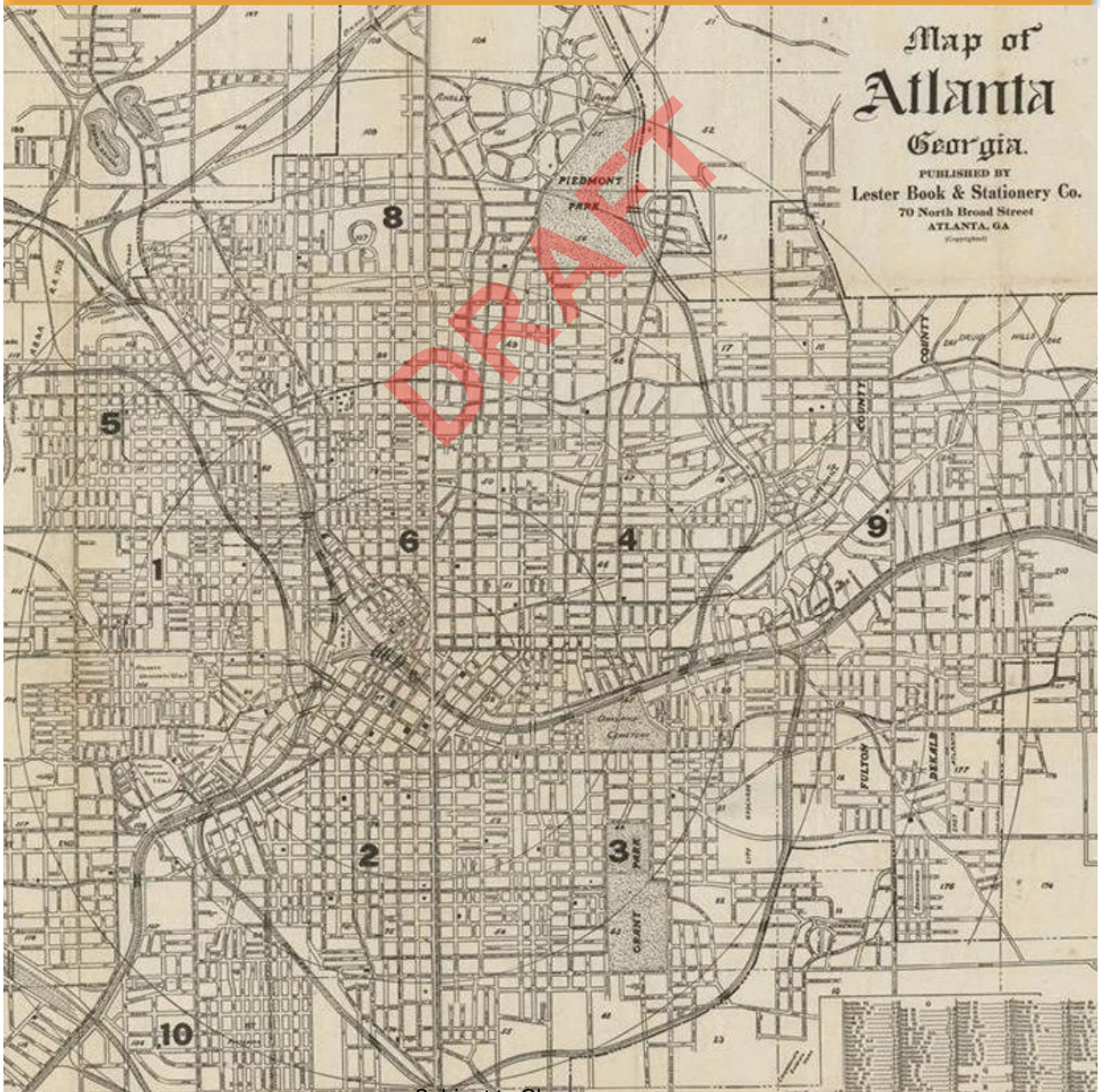
HIGH SCHOOL FCA & CURRENT ENROLLMENT



# CLUSTER PROFILES

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APS is committed to a core system of high-quality public neighborhood schools. Aligned feeder patterns strengthen the district's ability to provide academic program continuity, build community/school spirit, and proactively anticipate future needs.

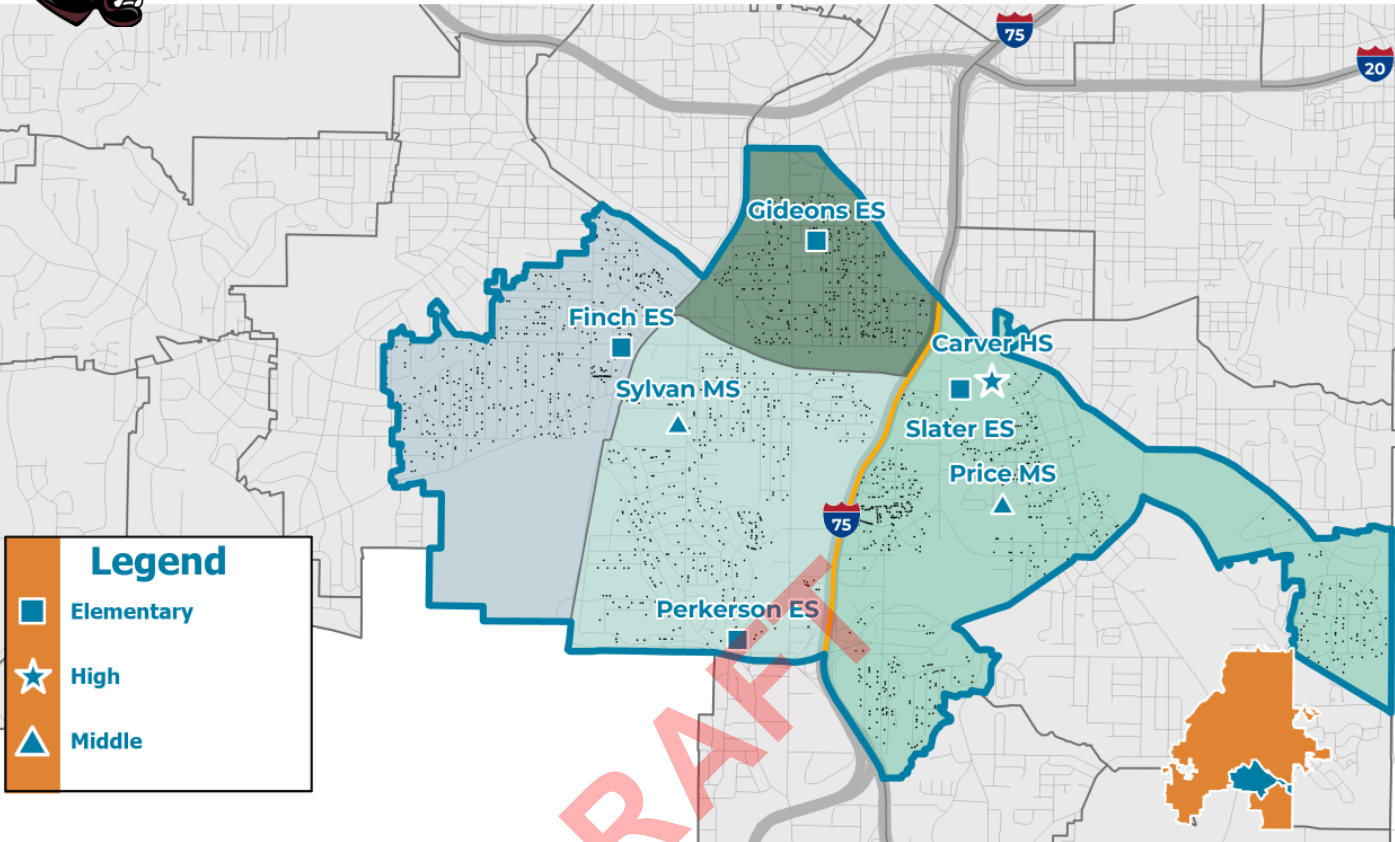


Subject to Change





# CARVER CLUSTER



DRAFT

4

ES  
Facilities

2

MS  
Facilities

1

HS Facility  
(2 Schools)

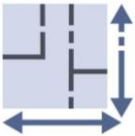


1974

Average Campus  
Year Built

937,457

Square Feet







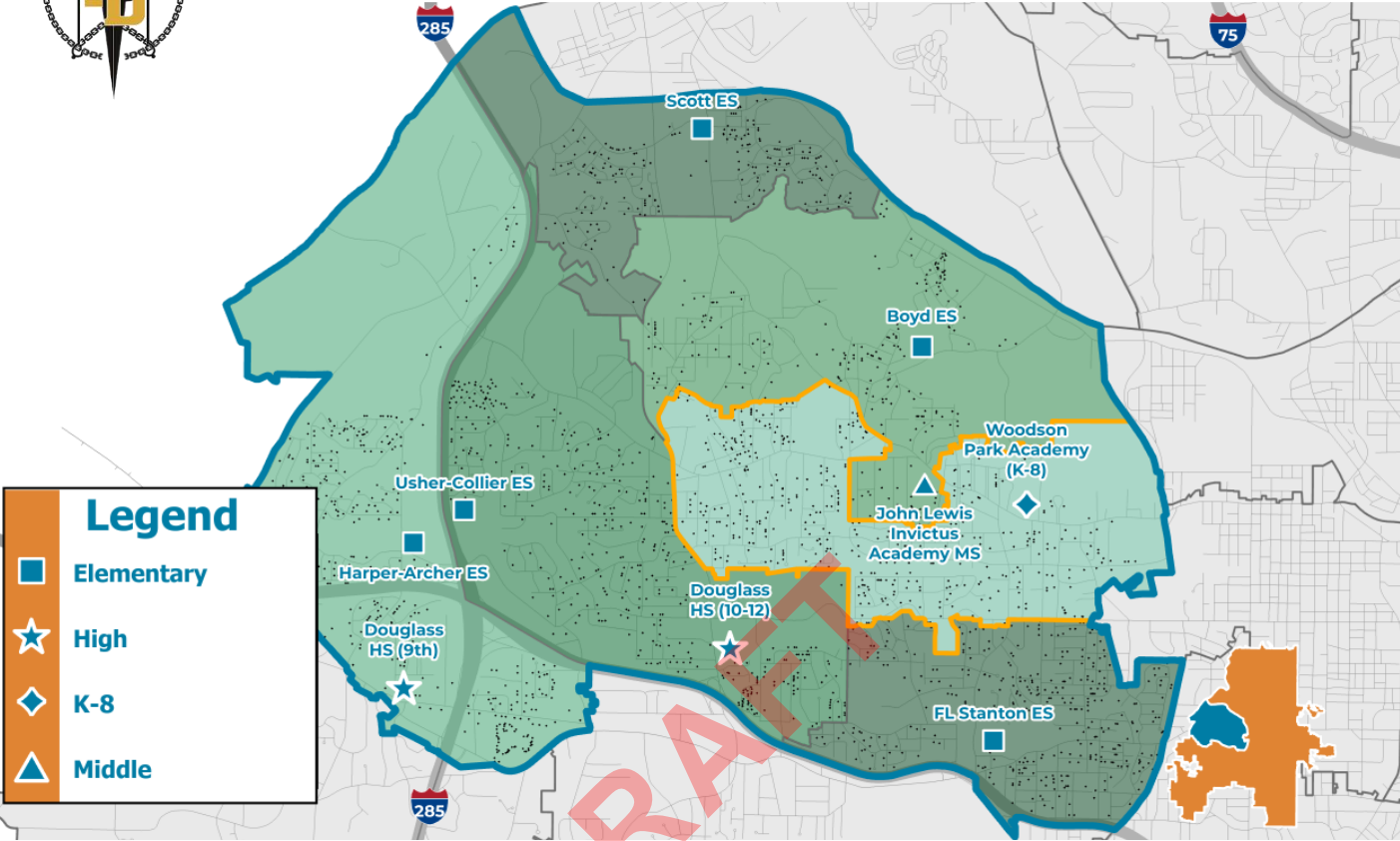
# CARVER CLUSTER

Elementary School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Finch ES	775	291	37.5%	354	45.7%	279	75	295	38.1%	223	28.8%	82.16
Gideons ES	575	311	54.1%	401	69.7%	303	98	322	56.0%	235	40.9%	97.83
Perkerson ES	575	338	58.8%	495	86.1%	379	116	462	80.3%	333	57.9%	80.26
Slater ES	675	496	73.5%	686	101.6%	523	163	456	67.6%	349	51.7%	74.75
<b>ES Total</b>	<b>2600</b>	<b>1436</b>	<b>55.2%</b>	<b>1936</b>	<b>74.5%</b>	<b>1484</b>	<b>452</b>	<b>1535</b>	<b>59.0%</b>	<b>1140</b>	<b>43.8%</b>	-
Middle School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Price MS	775	241	31.1%	346	44.6%	247	99	246	31.7%	170	21.9%	83.03
Sylvan Hills MS	850	452	53.2%	607	71.4%	467	140	545	64.1%	404	47.5%	97.53
<b>MS Total</b>	<b>1625</b>	<b>693</b>	<b>42.6%</b>	<b>953</b>	<b>58.6%</b>	<b>714</b>	<b>239</b>	<b>791</b>	<b>48.7%</b>	<b>574</b>	<b>35.3%</b>	-
High School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Carver Early College HS	1675	514	63.2%	1150	68.7%	1013	137	976	58.3%	802	47.9%	85.90
Carver HS		544										





# DOUGLASS CLUSTER

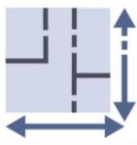


6 ES / K-8 Facilities  
1 MS Facilities  
2 HS Facilities (1 School)



1976 Average Campus Year Built

1,300,104 Square Feet





# DOUGLASS CLUSTER

Elementary School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Boyd ES	525	439	83.6%	653	124.4%	495	158	620	118.1%	425	81.0%	96.52
F. L. Stanton ES	400	161	40.3%	343	85.8%	255	88	343	85.8%	239	59.8%	99.60
Harper-Archer ES	675	545	80.7%	695	103.0%	542	153	474	70.2%	348	51.6%	93.10
Scott ES	575	319	55.5%	399	69.4%	317	82	336	58.4%	283	49.2%	89.85
Usher-Collier ES	725	390	53.8%	515	71.0%	396	119	428	59.0%	304	41.9%	85.65
Woodson Park Academy (K-8)	750	842	112.3%	873	116.4%	728	145	1002	133.6%	845	112.7%	100.00
<b>ES Total</b>	<b>3650</b>	<b>2696</b>	<b>73.9%</b>	<b>3478</b>	<b>95.0%</b>	<b>2733</b>	<b>745</b>	<b>3203</b>	<b>87.8%</b>	<b>2444</b>	<b>67.0%</b>	-

\*2024 Live-In and 2029-30 Projected Live-In for Boyd, F.L. Stanton, and Woodson Park are based on approved boundary changes for the 2025-26 school year.

Middle School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
John Lewis Invictus Academy MS	1375	692	50.3%	1209	87.9%	890	319	1107	80.5%	780	56.7%	88.00

\*2024 Live-In and 2029-30 Projected Live-In for John Lewis Invictus Academy are based on approved boundary changes for the 2025-26 school year.

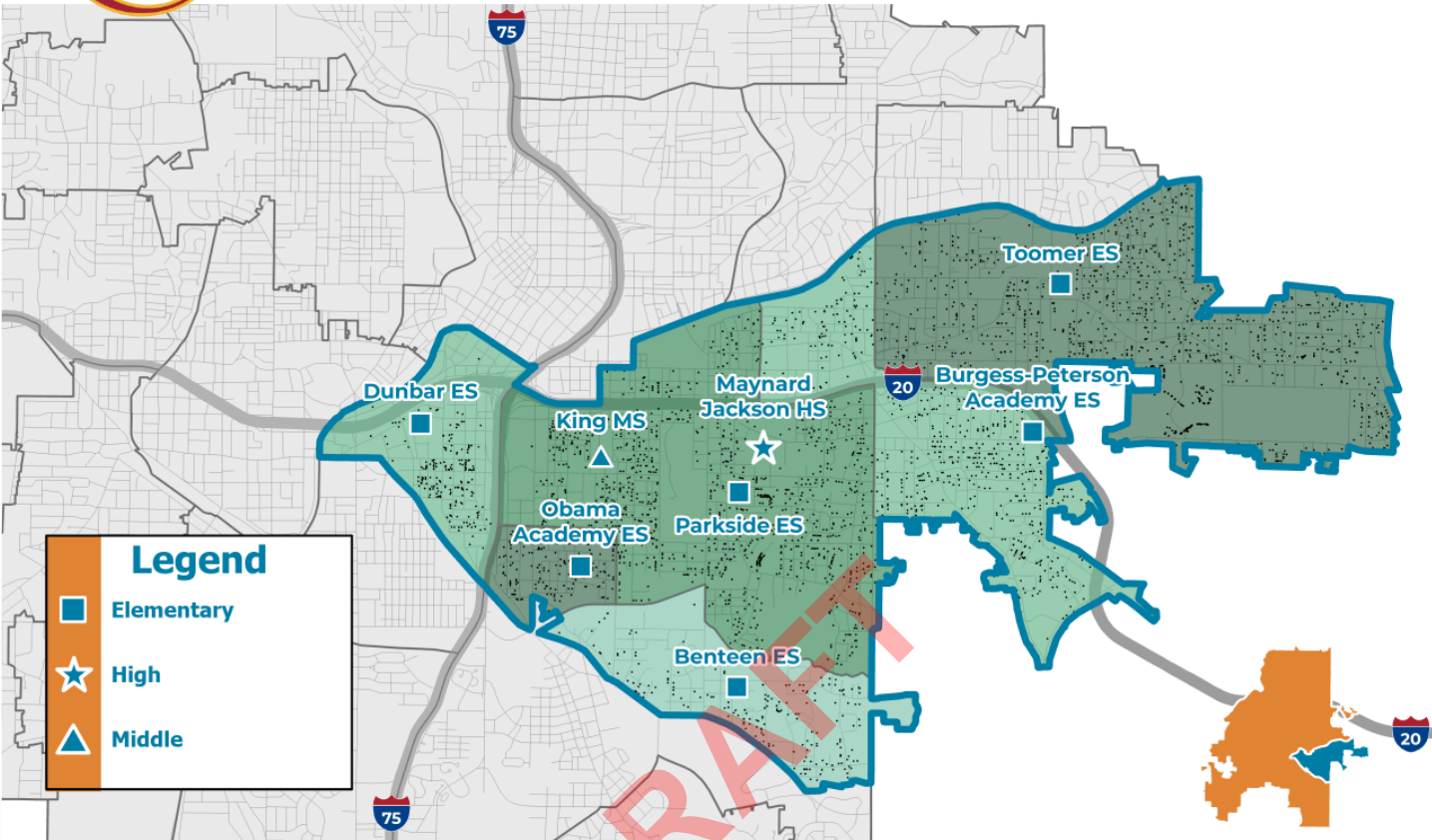
High School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Douglass HS (9th)	625	432	69.1%	568	90.9%	508	60	538	86.1%	403	64.5%	82.33
Douglass HS (10-12)	2050	864	42.1%	1178	57.5%	1021	157	1199	58.5%	930	45.4%	81.30
<b>Douglass High Total</b>	<b>2675</b>	<b>1296</b>	<b>48.4%</b>	<b>1746</b>	<b>65.3%</b>	<b>1529</b>	<b>217</b>	<b>1737</b>	<b>64.9%</b>	<b>1333</b>	<b>49.8%</b>	-







# JACKSON CLUSTER



7

ES Facilities  
(6 Schools)

1

MS  
Facility

1

HS  
Facility

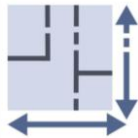


1971

Average Campus  
Year Built

1,142,055

Square Feet





# JACKSON CLUSTER

Elementary School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Barack & Michelle Obama ES	550	297	54.0%	299	54.4%	237	62	268	48.7%	206	37.5%	97.88
Benteen ES	550	329	59.8%	253	46.0%	217	36	242	44.0%	200	36.4%	95.15
Burgess-Peterson ES	725	580	80.0%	593	81.8%	547	46	709	97.8%	673	92.8%	89.63
Dunbar ES	450	279	62.0%	457	101.6%	310	147	352	78.2%	261	58.0%	82.87
Parkside ES	625	650	104.0%	1122	179.5%	695	427	1051	168.2%	691	110.6%	74.48
Toomer Annex (PK)	425	59	13.9%	95	22.4%	38	57	95	22.4%	38	8.9%	77.96
Toomer ES	525	454	86.5%	1196	227.8%	476	720	1160	221.0%	491	93.5%	99.91
<b>ES Total</b>	<b>3850</b>	<b>2648</b>	<b>68.8%</b>	<b>4015</b>	<b>104.3%</b>	<b>2520</b>	<b>1495</b>	<b>3877</b>	<b>100.7%</b>	<b>2560</b>	<b>66.5%</b>	-

Middle School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
King MS	800	879	109.9%	1623	202.9%	904	719	1690	211.3%	1000	125.0%	82.15

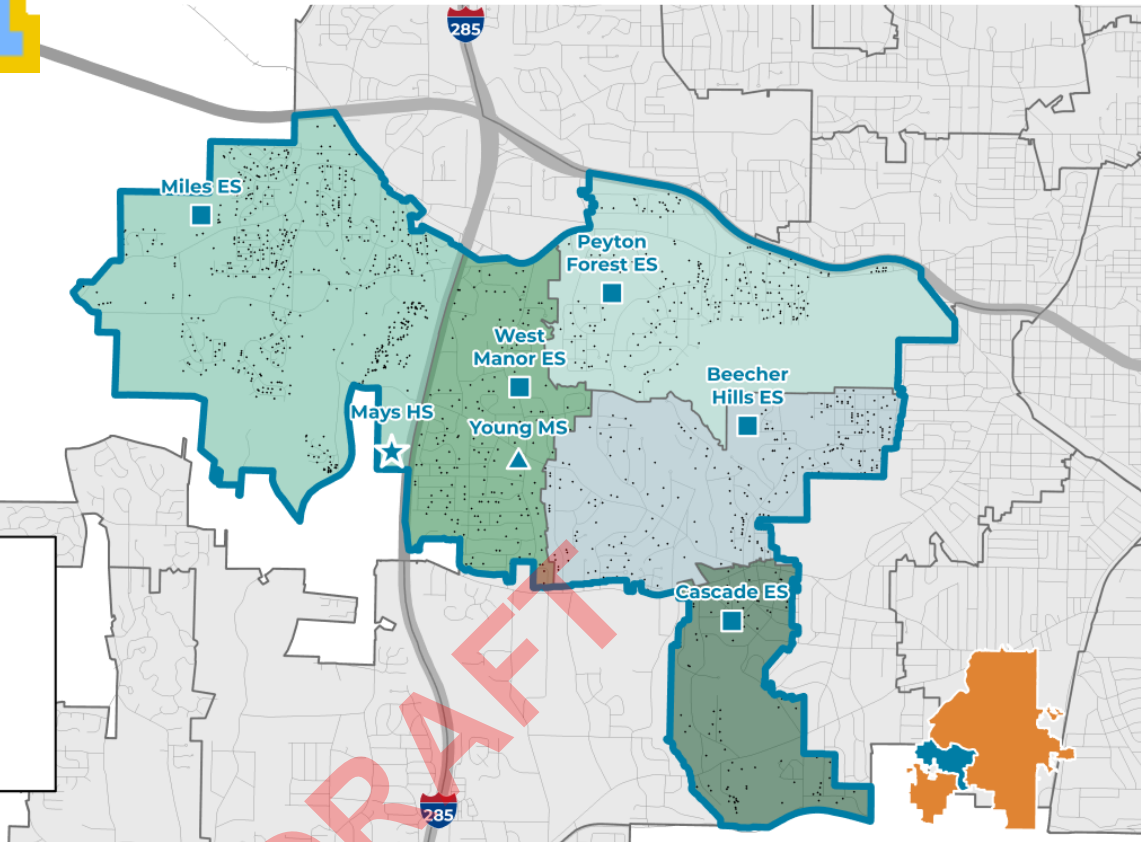
High School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Maynard H Jackson HS	1475	1549	105.0%	1958	132.7%	1589	369	2315	156.9%	2018	136.8%	91.25







## MAYS CLUSTER



5

ES  
Facilities

1

MS  
Facility

1

HS  
Facility

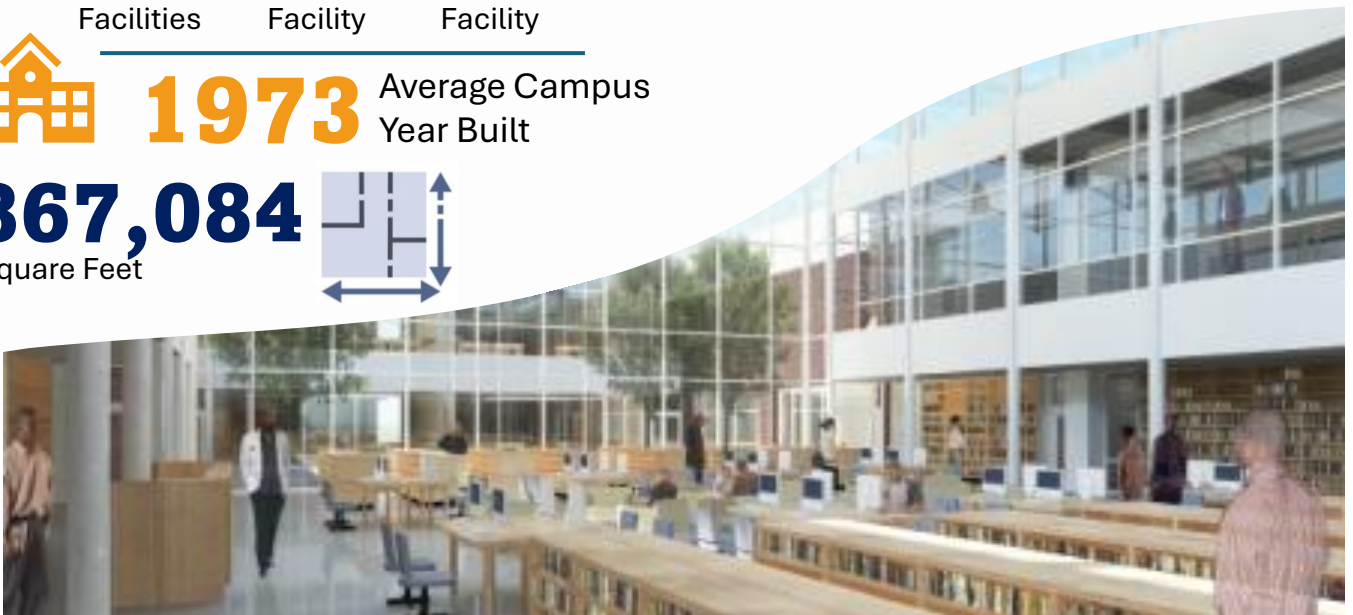
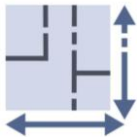


1973

Average Campus  
Year Built

867,084

Square Feet





## MAYS CLUSTER

Elementary School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Beecher Hills ES	425	237	55.8%	188	44.2%	147	41	227	53.4%	194	45.6%	91.50
Cascade ES	450	314	69.8%	359	79.8%	311	48	391	86.9%	340	75.6%	87.53
Miles ES	700	499	71.3%	712	101.7%	529	183	594	84.9%	427	61.0%	94.43
Peyton Forest ES	500	283	56.6%	396	79.2%	296	100	375	75.0%	264	52.8%	82.56
West Manor ES	350	247	70.6%	308	88.0%	244	64	314	89.7%	258	73.7%	96.18
<b>ES Total</b>	<b>2425</b>	<b>1580</b>	<b>65.2%</b>	<b>1963</b>	<b>80.9%</b>	<b>1527</b>	<b>436</b>	<b>1901</b>	<b>78.4%</b>	<b>1483</b>	<b>61.2%</b>	-

Middle School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Young MS	950	657	69.2%	984	103.6%	741	243	871	91.7%	626	65.9%	91.01

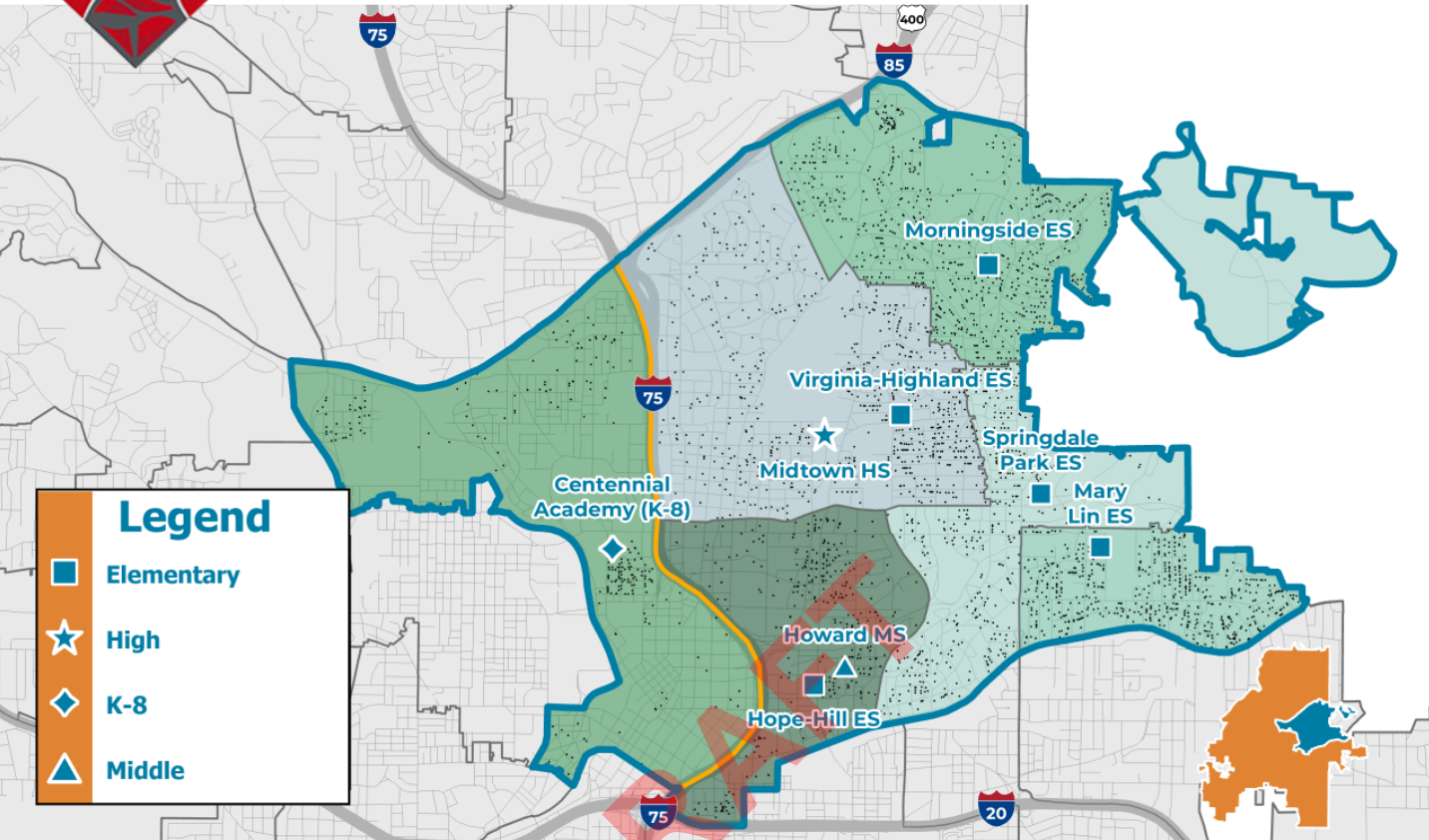
High School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Mays HS	1875	1338	71.4%	1467	78.2%	1313	154	1311	69.9%	1049	55.9%	96.33

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# MIDTOWN CLUSTER



6

ES / K-8  
Facilities

1

MS  
Facility

1

HS  
Facility

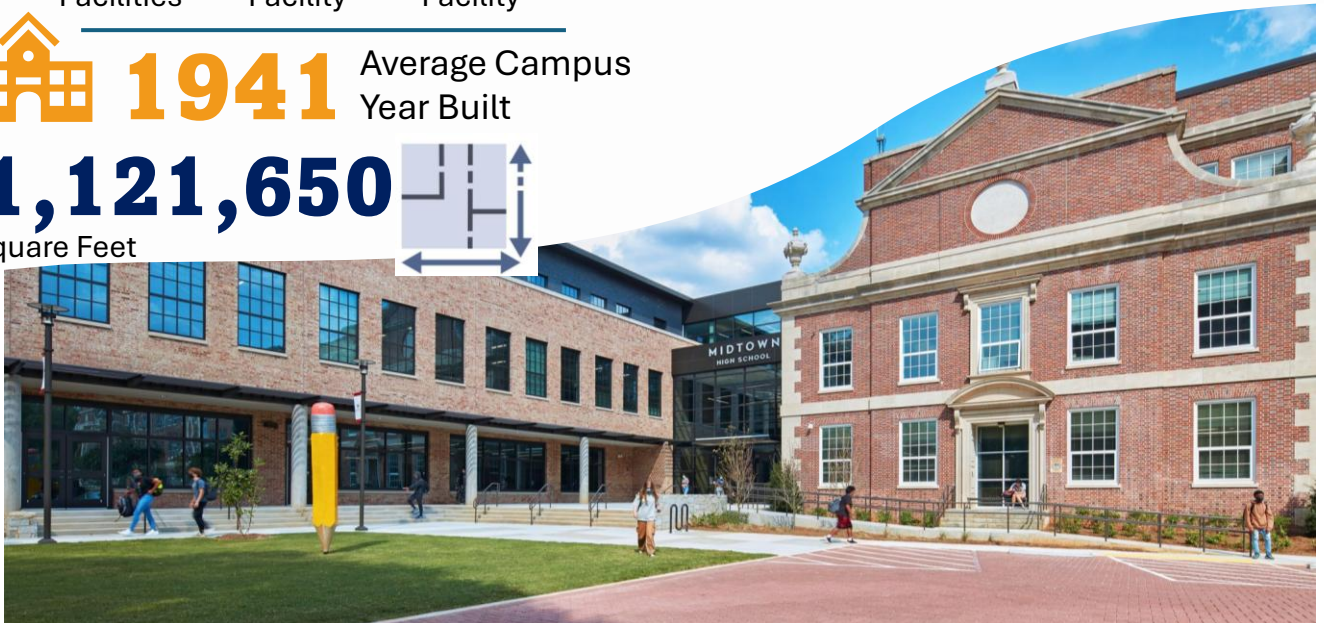
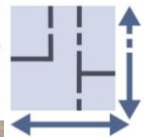


1941

Average Campus  
Year Built

1,121,650

Square Feet







# MIDTOWN CLUSTER

Elementary School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Centennial Academy (K-8)	800	757	94.6%	574	71.8%	495	79	637	79.6%	551	68.9%	87.63
Hope-Hill ES	500	423	84.6%	637	127.4%	429	208	580	116.0%	360	72.0%	80.48
Lin ES	625	526	84.2%	471	75.4%	469	2	433	69.3%	407	65.1%	96.11
Morningside ES	775	722	93.2%	702	90.6%	694	8	595	76.8%	584	75.4%	97.43
Springdale Park ES	650	437	67.2%	404	62.2%	401	3	303	46.6%	299	46.0%	94.51
Virginia Highlands ES	825	649	78.7%	701	85.0%	686	15	684	82.9%	673	81.6%	91.05
<b>ES Total</b>	<b>4175</b>	<b>3514</b>	<b>84.2%</b>	<b>3489</b>	<b>83.6%</b>	<b>3174</b>	<b>315</b>	<b>3232</b>	<b>77.4%</b>	<b>2874</b>	<b>68.8%</b>	

Middle School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Howard MS	1350	1073	79.5%	1132	83.9%	1028	104	1254	92.9%	1159	85.9%	99.39

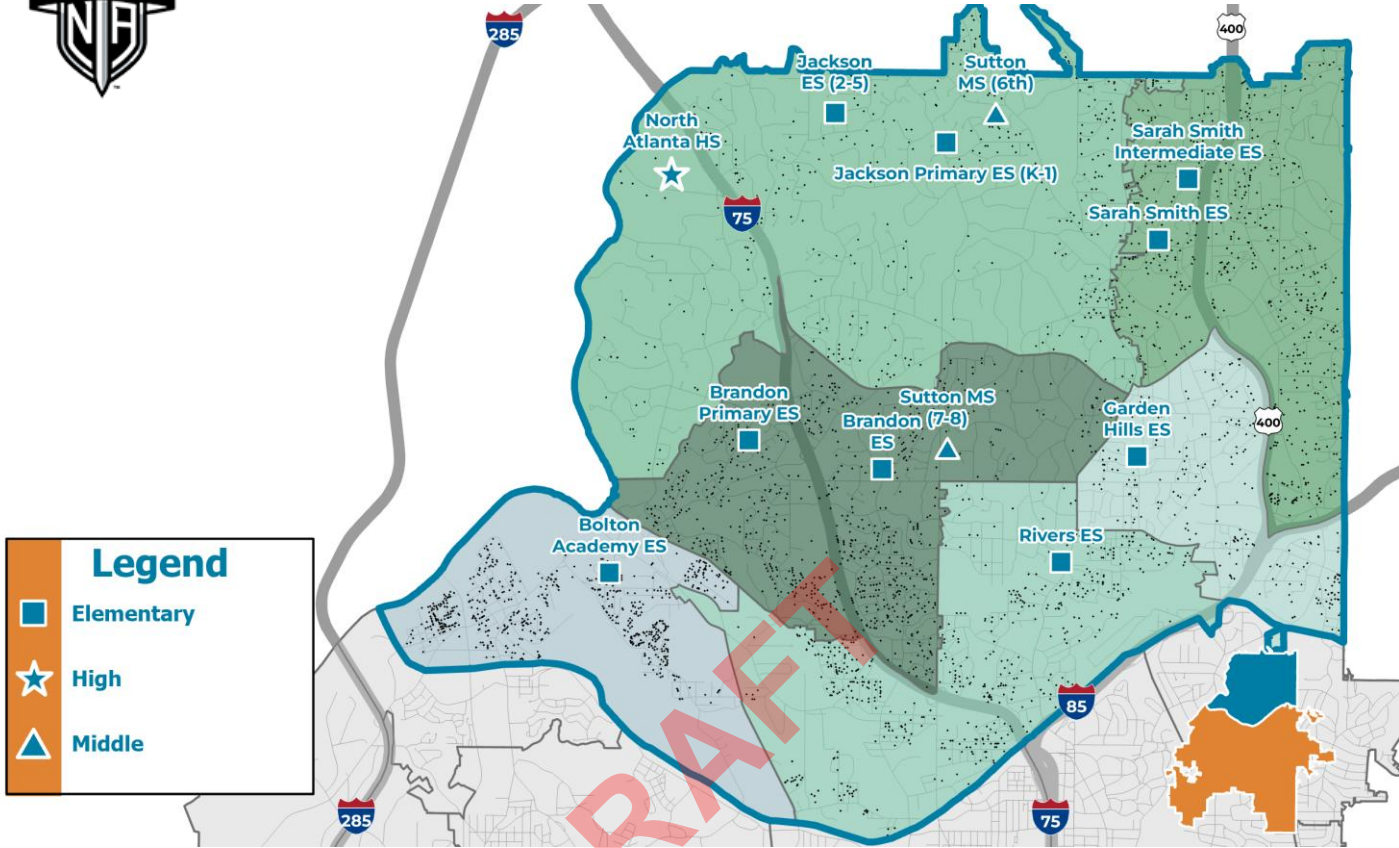
High School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Midtown HS	1675	1696	101.3%	1775	106.0%	1739	36	1756	104.8%	1712	102.2%	94.95

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# NORTH ATLANTA CLUSTER



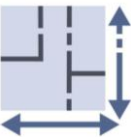
9      2      1  
ES Facilities   MS Facilities   HS  
(6 Schools)   (1 School)   Facility



**1969** Average Campus  
Year Built

**1,772,887**

Square Feet







# NORTH ATLANTA CLUSTER

Elementary School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Bolton Academy ES	725	590	81.4%	607	83.7%	557	50	618	85.2%	599	82.6%	86.49
Brandon Primary ES (PK-02)	500	505	101.0%	530	106.0%	497	33	589	117.8%	549	109.8%	96.40
Brandon ES (03-05)	675	406	60.1%	426	63.1%	384	42	507	75.1%	478	70.8%	87.44
Garden Hills ES	625	494	79.0%	487	77.9%	470	17	512	81.9%	510	81.6%	94.54
Jackson Primary ES (PK-01)	350	217	62.0%	201	57.4%	186	15	206	58.9%	191	54.6%	94.05
Jackson ES (02-05)	650	285	43.8%	288	44.3%	263	25	321	49.4%	291	44.8%	98.16
Rivers ES	900	699	77.7%	774	86.0%	712	62	774	86.0%	711	79.0%	99.83
Smith ES (PK-02)	475	429	90.3%	425	89.5%	410	15	478	100.6%	464	97.7%	81.67
Smith Intermediate ES (03-05)	600	422	70.3%	438	73.0%	417	21	363	60.5%	352	58.7%	83.51
<b>ES Total</b>	<b>5500</b>	<b>4047</b>	<b>73.6%</b>	<b>4176</b>	<b>75.9%</b>	<b>3896</b>	<b>280</b>	<b>4368</b>	<b>79.4%</b>	<b>4145</b>	<b>75.4%</b>	-

Middle School	Building Capacity	2024-25 Enroll	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA
Sutton MS (6th)	1000	536	53.6%	576	57.6%	518	58	554	55.4%	516	51.6%	89.00
Sutton MS (07-08)	1375	1083	78.8%	1164	84.7%	1043	121	1061	77.2%	972	70.7%	85.71
<b>Sutton MS Total</b>	<b>2375</b>	<b>1619</b>	<b>68.2%</b>	<b>1740</b>	<b>73.3%</b>	<b>1561</b>	<b>179</b>	<b>1615</b>	<b>68.0%</b>	<b>1488</b>	<b>62.7%</b>	-

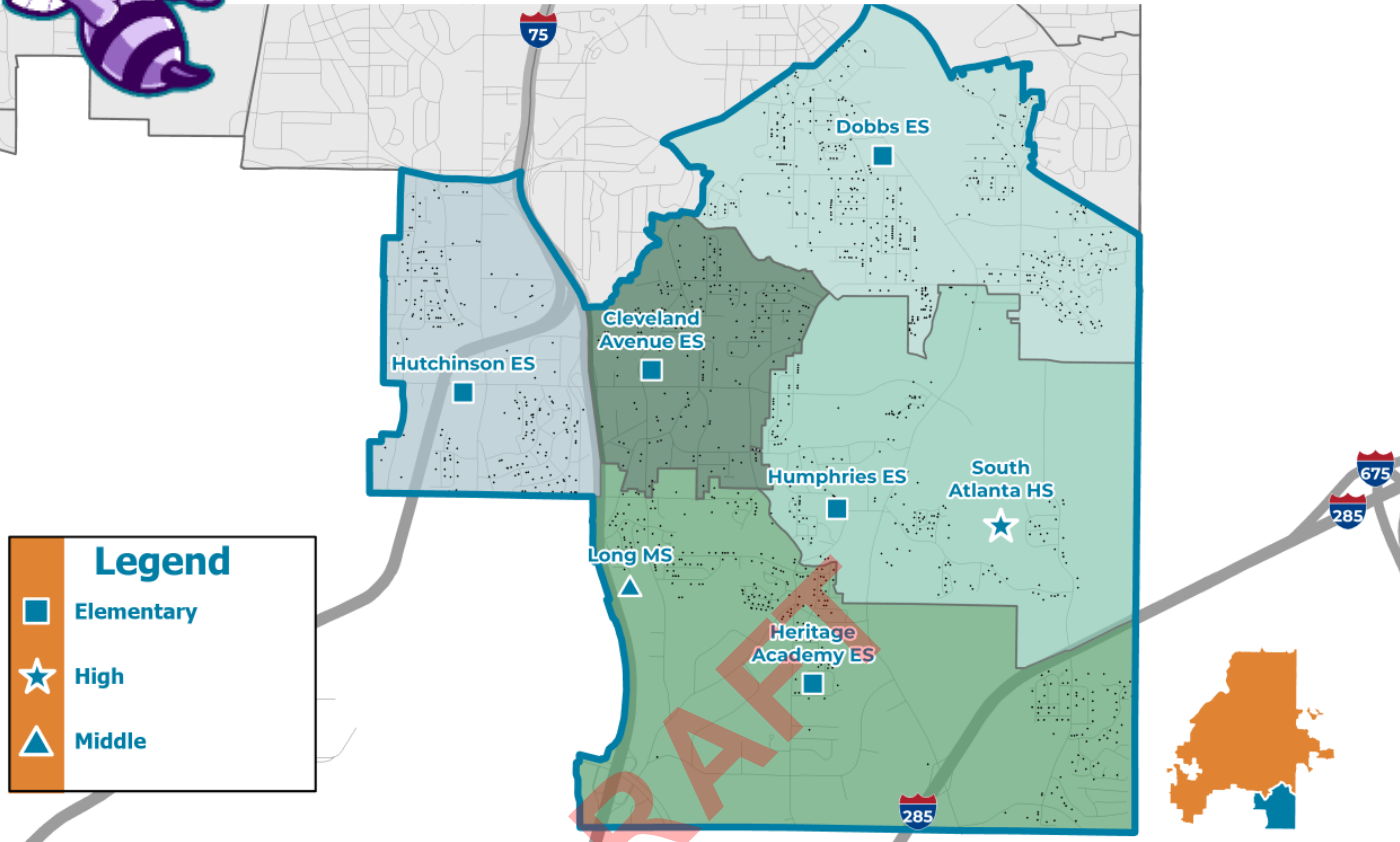
High School	Building Capacity	2024-25 Enroll	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA
North Atlanta HS	2375	2368	99.7%	2460	103.6%	2333	127	2382	100.3%	2262	95.2%	99.60

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# SOUTH ATLANTA CLUSTER



5

ES  
Facilities

1

MS  
Facility

1

HS  
Facility

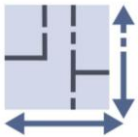


1975

Average Campus  
Year Built

818,480

Square Feet







## SOUTH ATLANTA CLUSTER

Elementary School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Cleveland ES	575	253	44.0%	278	48.3%	228	50	230	40.0%	182	31.7%	88.25
Dobbs ES	725	330	45.5%	530	73.1%	359	171	439	60.6%	305	42.1%	77.38
Heritage Academy ES	675	375	55.6%	526	77.9%	416	110	484	71.7%	384	56.9%	75.23
Humphries ES	450	237	52.7%	305	67.8%	231	74	274	60.9%	216	48.0%	98.03
Hutchinson ES	575	295	51.3%	353	61.4%	283	70	292	50.8%	261	45.4%	98.88
<b>ES Total</b>	<b>3000</b>	<b>1490</b>	<b>49.7%</b>	<b>1992</b>	<b>66.4%</b>	<b>1517</b>	<b>475</b>	<b>1719</b>	<b>57.3%</b>	<b>1348</b>	<b>44.9%</b>	-

Middle School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Long MS	1000	627	62.7%	941	94.1%	662	279	883	88.3%	584	58.4%	92.45

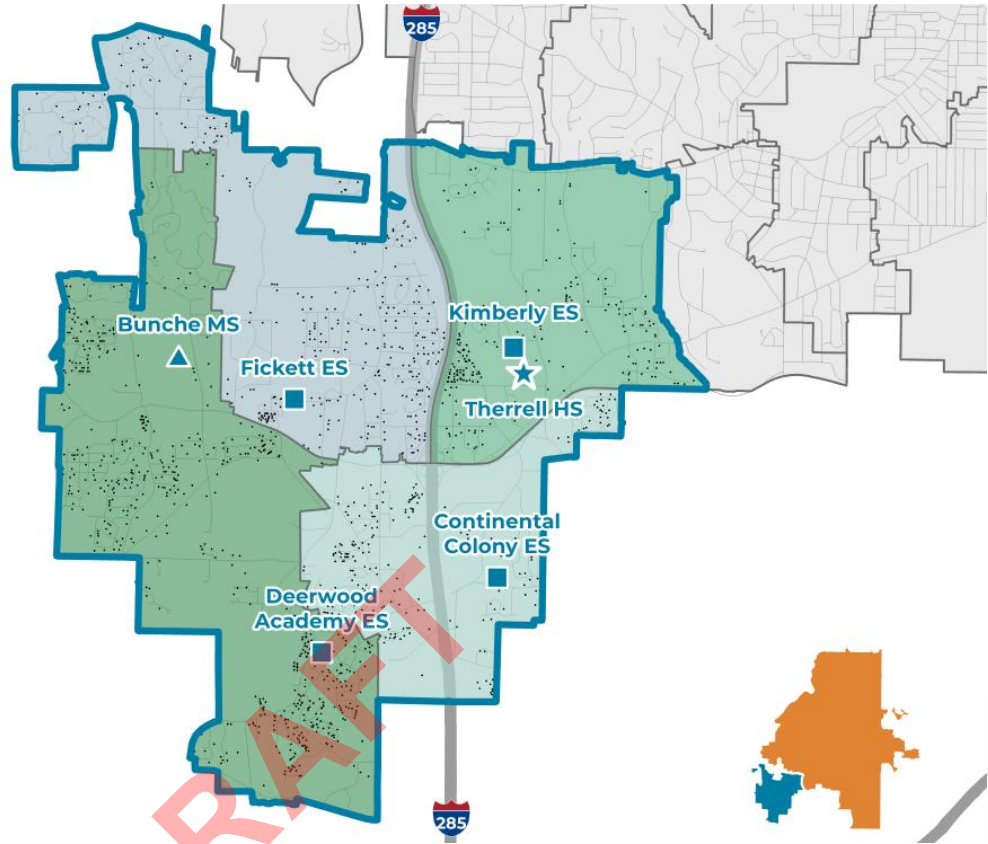
High School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
South Atlanta HS	1625	942	58.0%	1149	70.7%	1023	126	1117	68.7%	857	52.7%	95.51

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# THERRELL CLUSTER

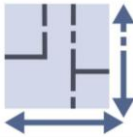


4	1	1
ES	MS	HS
Facilities	Facility	Facility



**1973** Average Campus  
Year Built

**716,746**  
Square Feet





# THERRELL CLUSTER

Elementary School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Continental Colony ES	500	368	73.6%	491	98.2%	417	74	461	92.2%	372	74.4%	83.36
Deerwood Academy ES	725	469	64.7%	541	74.6%	451	90	517	71.3%	423	58.3%	79.92
Fickett ES	650	432	66.5%	509	78.3%	448	61	411	63.2%	325	50.0%	82.57
Kimberly ES	500	270	54.0%	356	71.2%	259	97	384	76.8%	309	61.8%	98.72
ES Total	2375	1539	64.8%	1897	79.9%	1575	322	1773	74.7%	1429	60.2%	-

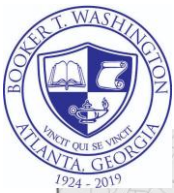
Middle School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Bunche MS	875	651	74.4%	893	102.1%	699	194	813	92.9%	638	72.9%	99.78

High School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Therrell HS	1475	964	65.4%	1154	78.2%	1030	124	974	66.0%	793	53.8%	89.87

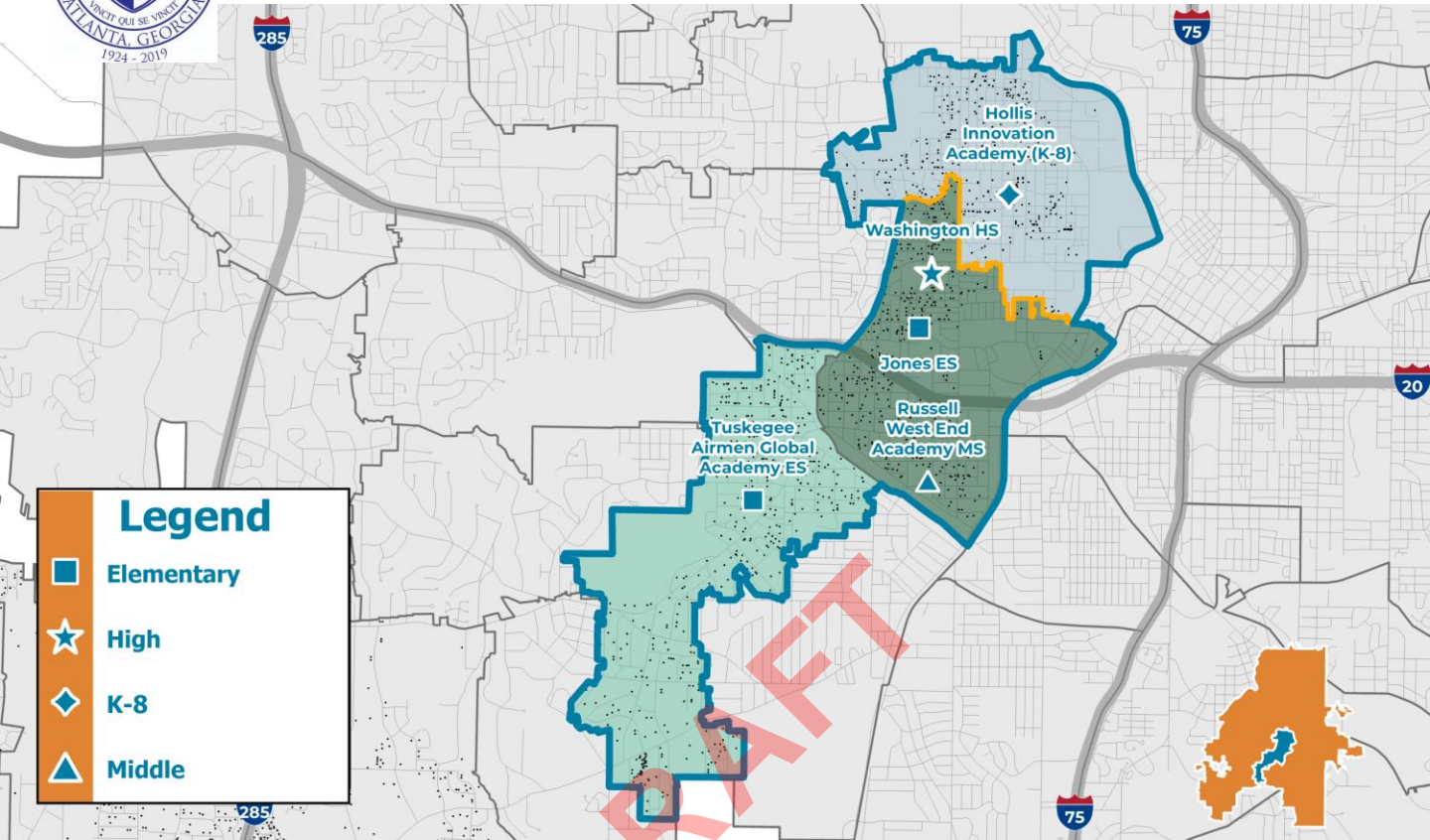
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# WASHINGTON CLUSTER



3

ES / K-8  
Facilities

1

MS  
Facility

1

HS  
Facility

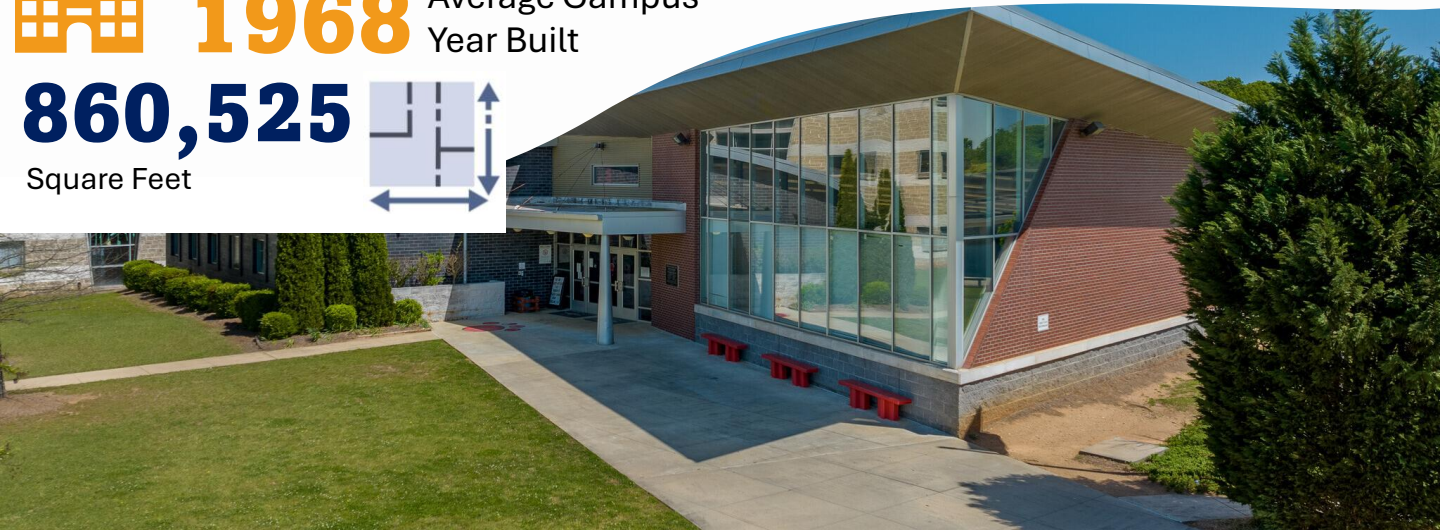
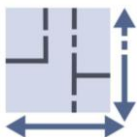


1968

Average Campus  
Year Built

860,525

Square Feet





# WASHINGTON CLUSTER

Elementary School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
M. A. Jones ES	725	461	63.6%	615	84.8%	380	235	661	91.2%	499	68.8%	92.51
Hollis Innovation Academy (K-8)	1150	583	50.7%	845	73.5%	691	154	783	68.1%	501	43.6%	86.87
Tuskegee Airman Academy ES	750	447	59.6%	610	81.3%	447	163	497	66.3%	367	48.9%	99.97
<b>ES Total</b>	<b>2625</b>	<b>1491</b>	<b>56.8%</b>	<b>2070</b>	<b>78.9%</b>	<b>1518</b>	<b>552</b>	<b>1941</b>	<b>73.9%</b>	<b>1367</b>	<b>52.1%</b>	-
Middle School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Russell West End MS	1050	342	32.6%	545	51.9%	385	160	502	47.8%	340	32.4%	98.96
High School	Building Capacity	2024-25 Enrollment	2024-25 Utilization	2024 Live-In	2024 Live-In Utilization	2024 Non-Charter Live-In	2024 Charter Live-In	2029-30 Projected Live-In	2029-30 Projected Live-In Utilization	2029-30 Projected Non-Charter Live-In	2029-30 Projected Non-Charter Live-In Utilization	FCA (Condition)
Washington HS	1675	856	51.1%	1036	61.9%	814	222	913	54.5%	706	42.1%	77.53

DRAFT





## OTHER EDUCATIONAL PROGRAMS

School/Facility	Capacity	2024-25 Enrollment	2024-25 Utilization	FCA (Condition)
Atlanta College & Career Academy	-	-	-	97.06
Atlanta Virtual Academy	-	-	-	70.10
BEST Academy	675	268	39.7%	90.27
CSK Young Women's Leadership Academy	800	377	47.1%	
Hank Aaron Academy	475	147	30.9%	88.34
Phoenix Academy	-	-	-	83.80

5 Facilities  
(6 Schools)

 **1978** Average Campus  
Year Built

**727,174**   
Square Feet





# LIVE / ATTEND ANALYSIS

## Appendix

School choice and transfers across boundaries are a normal part of today's educational landscape.



[illegible]





