Grady Cluster Community Conversation
February 25, 2020

Norms

- Assume best intentions
- Be transparent and dispel uncertainty
- Build long-term solutions
- Embrace diversity and equity
- Trust one another
- Embed stakeholder engagement and collaboration
- Make recommendations based on accurate data
- Think broader than your child or your school
- Please use the notecards for any questions you have regarding the presentation

These Norms were developed by the Grady Cluster Long-range Planning Committee
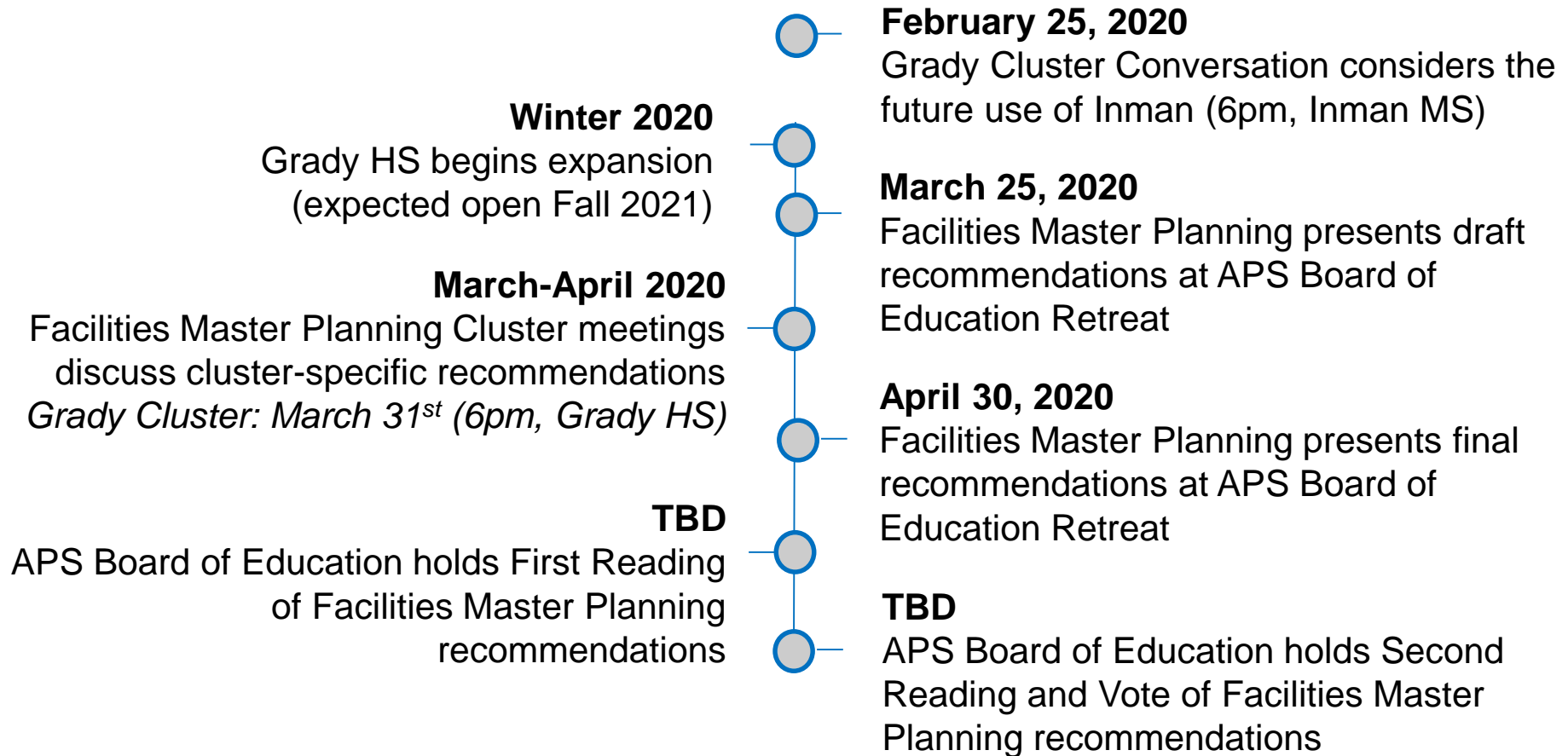
Objective

To engage the community in conversations on how to address the impact of overcrowding in the Grady Cluster, specifically regarding the future use of the Inman MS building.

Reminder
This conversation is part of the larger APS Facilities Master Planning (FMP) Process

Going Forward

February 25, 2020
Grady Cluster Conversation considers the future use of Inman (6pm, Inman MS)

Winter 2020
Grady HS begins expansion
(expected open Fall 2021)

March 25, 2020
Facilities Master Planning presents draft recommendations at APS Board of Education Retreat

March-April 2020
Facilities Master Planning Cluster meetings discuss cluster-specific recommendations
Grady Cluster: March 31st (6pm, Grady HS)

April 30, 2020
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TBD
APS Board of Education holds First Reading of Facilities Master Planning recommendations

TBD
APS Board of Education holds Second Reading and Vote of Facilities Master Planning recommendations

Setting the Stage

No specific options or recommendations have been established by APS. The ideas we are discussing today are directly from the community. Proposed scenarios or recommendations will be developed following this meeting and presented at a Board Retreat on March 25 and community meetings in late March and early April.

The scenarios/recommendations will be grounded on the Goals, Existing Conditions, and Guardrails. They will leverage opportunities to accommodate Future Enrollment within APS (active and inactive) properties. The ultimate objective is to create best learning environment with the resources available.

Specific considerations may include: programmatic / administrative accommodations, additions, renovations, re-activation of schools, new construction, re-delineation of school zone within an existing cluster, or re-delineation of cluster boundaries.

Appendix

See appendix for the breakdown of the February 2020 survey results

Assumptions for our Conversation: School Capacity

Current

(SY17/18-19/20)
APS Operations uses the following ratios for school capacity:
- K-5: 21 to 1
- 6-8: 24 to 1
- 9-12: 25 to 1

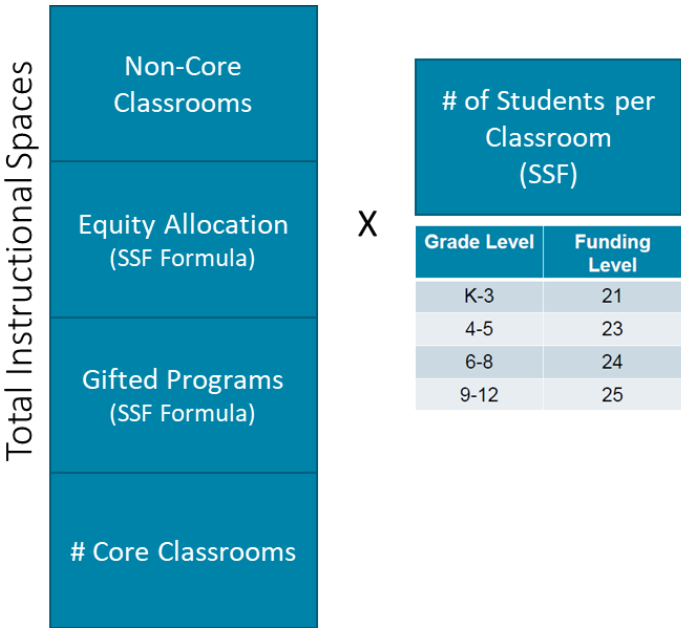(SY15/16 and prior)
- K-12: 25 to 1

The proposed new methodology seeks to align how school capacity is calculated and how the budget allocates teachers through the Student Success Funding (SSF) Formula

Proposed

Why this proposed methodology?
The new methodology aims to address three things for every school:

- Provide Baseline – spaces that every school should have
- Provide Flexibility – giving some autonomy to schools
- Address Equity – provide extra space based on need for wrap-around services, etc.

Total Instructional Spaces

| Non-Core Classrooms |
| Equity Allocation (SSF Formula) |
| Gifted Programs (SSF Formula) |
| # Core Classrooms |

X

# of Students per Classroom (SSF)	
Grade Level	**Funding Level**
K-3	21
4-5	23
6-8	24
9-12	25

The total number of Instructional Units remaining after excluding the non-core classrooms, Equity Allocation (Psychological and Social support), and Gifted Programs multiplied by the number of students per classroom. The number of students per classroom is determined using the Funding Level numbers used for each respective grade level.

Assumptions for our Conversation: School Capacity

Non-Core Classrooms:

Elementary
Music (1), Art (1), Media (Computer Lab) (1), Science (1), Self Contained Classroom (Varies), Gym (1), Media Center (1)

Middle School
Fine Arts Suite (4), CTAE labs (2), Gym (1), Health (2), Self Contained Classroom (Varies), Auditorium (1), General Lab (1) , Media Center (1)

High School
Competition Gym (1), Practice Gym (1), Health (2), JROTC Suite (2), Fine Arts Suite (Art, Music, etc.)(6), Self Contained Classroom (Varies), Auditorium (1), CTAE Labs (3), Media Center (1)

Total Instructional Spaces

| Non-Core Classrooms |
| Equity Allocation (SSF Formula) |
| Gifted Programs (SSF Formula) |
| # Core Classrooms |

X

of Students per Classroom (SSF)

Grade Level	Funding Level
K-3	21
4-5	23
6-8	24
9-12	25

= **School Capacity**   Vs.   **Current Year Enrollment (FTE-1)**

Note: SSF – number students was done by prorating distribution by grade.
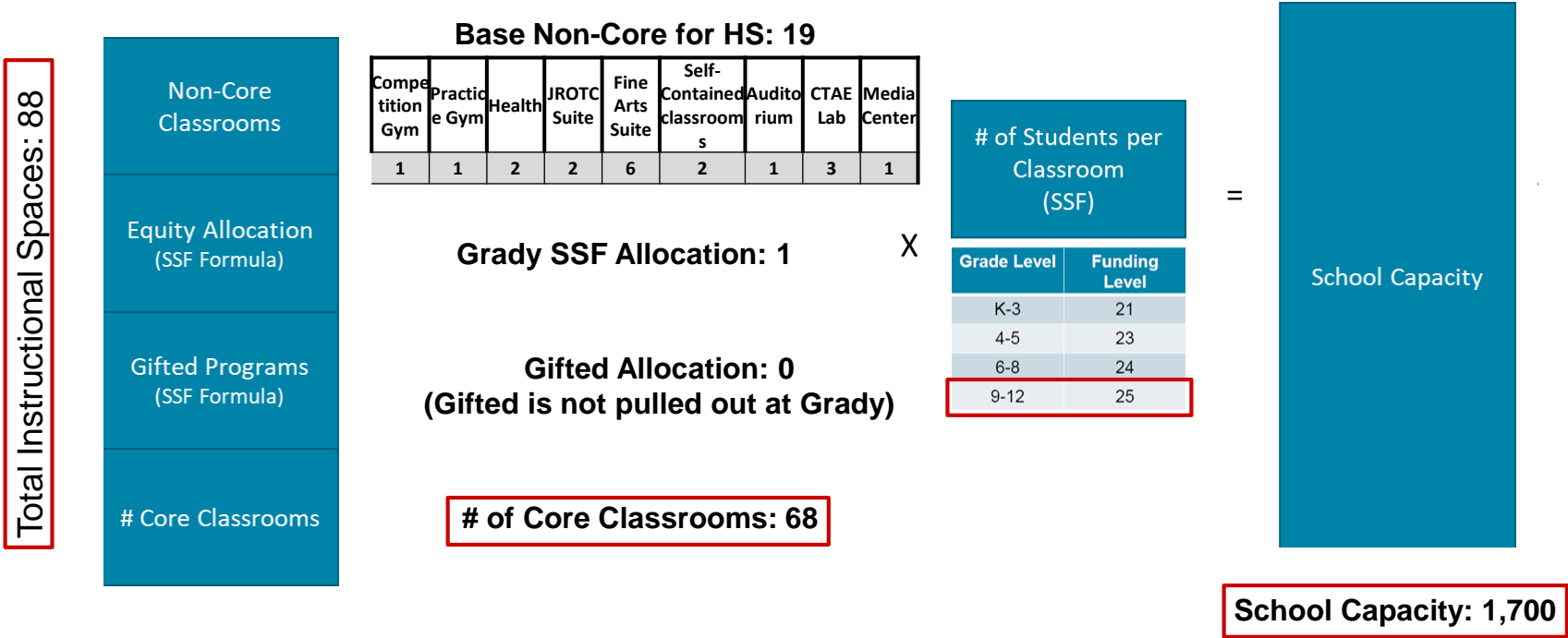
Note: # Core Classrooms assumes spaces are used as originally intended/designed

Note: Self-contained classrooms vary based on school and regional Special Education program designations (see appendix)

Keep in Mind
Throughout this process, you may see School Capacity calculations shift as we fine tune the methodology.

Assumptions for our Conversation: School Capacity at Grady HS (when complete)

Total Instructional Spaces: 88

Non-Core Classrooms
Equity Allocation (SSF Formula)
Gifted Programs (SSF Formula)
Core Classrooms

Base Non-Core for HS: 19

Competition Gym	Practice Gym	Health	JROTC Suite	Fine Arts Suite	Self-Contained classrooms	Auditorium	CTAE Lab	Media Center
1	1	2	2	6	2	1	3	1

Grady SSF Allocation: 1

**Gifted Allocation: 0
(Gifted is not pulled out at Grady)**

# of Core Classrooms: 68

X

# of Students per Classroom (SSF)

Grade Level	Funding Level
K-3	21
4-5	23
6-8	24
9-12	25

=

School Capacity

School Capacity: 1,700

Assumptions for our Conversation: School Capacity at Howard MS (when complete)

Total Instructional Spaces: 84

Non-Core Classrooms

Equity Allocation (SSF Formula)

Gifted Programs (SSF Formula)

Core Classrooms

Base Non-Core for MS: 14

Fine Arts Suite	CTAE Labs	Gym	Health	Self-Contained Classrooms	Auditorium	General Lab	Media Center
4	2	1	2	2	1	1	1

Howard SSF Allocation: 1

X

Gifted Allocation: 0
(Gifted is not pulled out at Howard)

# of Core Classrooms: 69

# of Students per Classroom (SSF)

Grade Level	Funding Level
K-3	21
4-5	23
6-8	24
9-12	25

=

School Capacity

School Capacity: 1,656

Assumptions for our Conversation:
Current School Capacity and Enrollment for 2019-20

School (K-5)	2019-2020 Enrollment (Modified FTE-1)	Current School Capacity (SSF)	% Fill (Enrollment/ Capacity)
HOPE-HILL	336	475	71%
MARY LIN	708	737	96%
MORNINGSIDE	946	758	124%
SPRINGDALE PARK	782	737	106%

School (6-8)			
INMAN	1,120	888	126%

School (9-12)			
GRADY	1,468	1,325	111%

School			
CENTENNIAL	799	584	137% *

	< 65% Capacity
	Between 65% and 84% Capacity
	Between 85% and 100% Capacity
	>100% Capacity

Note: **2019-2020 Enrollment** provided by APS. Enrollment shows adjustments made to reflect where a special education student is actually attending. Hence title – Modified FTE-1.

These capacity calculations are for the 2019-2020 school year. This does not take into account Morningside ES, Howard MS, or Grady HS renovations.

*Centennial student enrollment include a high percentage of students that come from outside the Centennial school zone
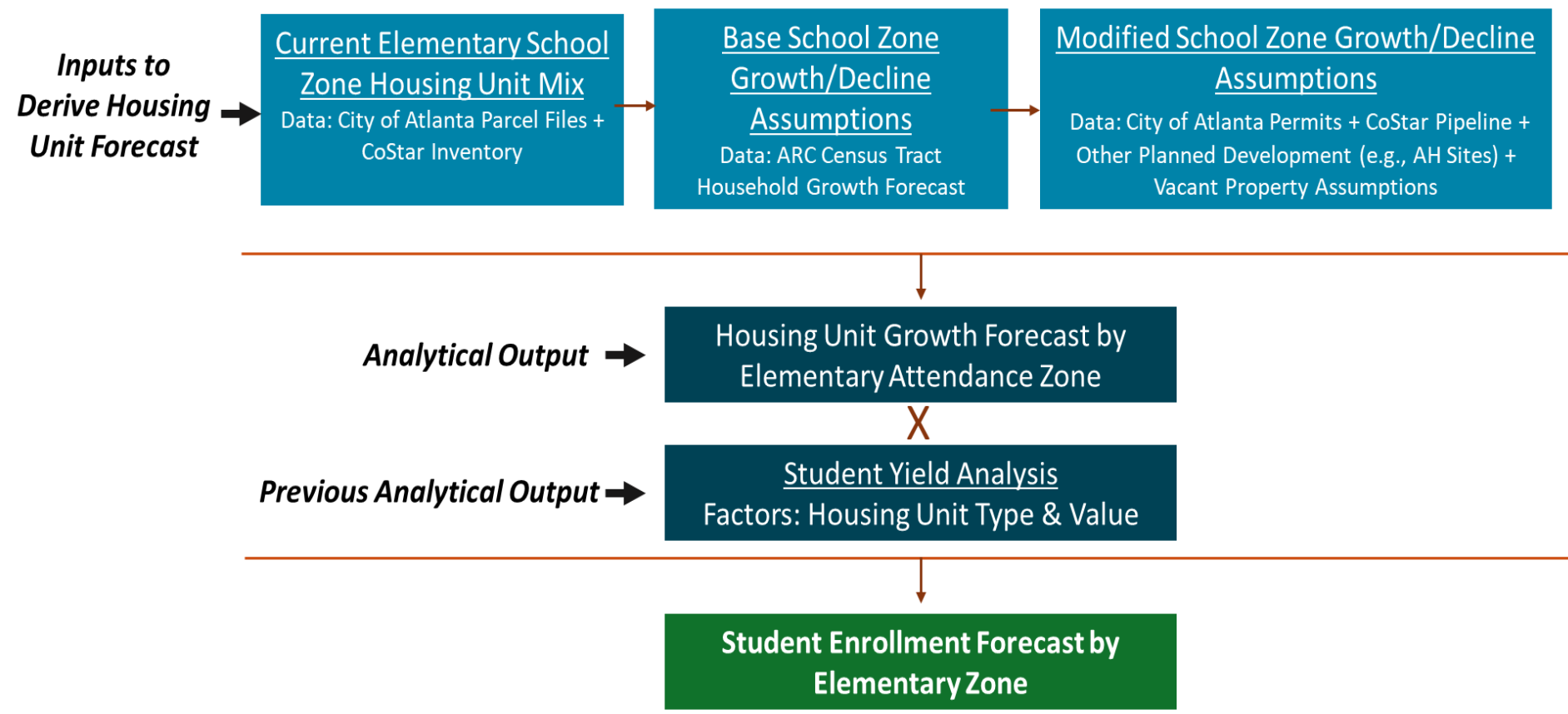
Grady High School capacity does not include portable classrooms.

Grady High School: "Gifted Allocation" includes AP courses and are not allocated separately from the core classrooms.

Appendix

See appendix for breakdown of students living in zone not attending zoned schools

Assumptions for our Conversation: Methodology for How Projections are Calculated

Inputs to Derive Housing Unit Forecast →

Current Elementary School Zone Housing Unit Mix	Base School Zone Growth/Decline Assumptions	Modified School Zone Growth/Decline Assumptions
Data: City of Atlanta Parcel Files + CoStar Inventory	Data: ARC Census Tract Household Growth Forecast	Data: City of Atlanta Permits + CoStar Pipeline + Other Planned Development (e.g., AH Sites) + Vacant Property Assumptions

Analytical Output →
Housing Unit Growth Forecast by Elementary Attendance Zone

X

Previous Analytical Output →
Student Yield Analysis
Factors: Housing Unit Type & Value

Student Enrollment Forecast by Elementary Zone

Assumptions for our Conversation: Current and Forecasted Student Yields

FMP Current Housing Units (All Housing Types)

Cluster	Tax Parcels	APS Students	Dwelling Units	2019 APS Student Yield
Grady	33,989	6,227	63,241	0.10

Student Yield = APS Students / Dwelling Units

Single-Family Homes

Units	Students	Student Yield
7,651	1,958	0.26

Multifamily Apartment

Units	Students	Student Yield
13,827	600	0.04

FMP Housing Unit Forecast (2020-2040)

	New Units	New Students	Forecast Imputed Yield
Grady	23,305	1,221	0.05

Assumptions for our Conversation: Formula for How Projections are Calculated

Housing + Demographic Enrollment Projection

| Student Yield Analysis |
| Large Development Housing Unit Growth/Decline |
| School Zone Housing Unit Growth/Decline |
| Current Elementary School Zone Housing Mix |

=> Students by Grade X Student Cohort Survival Ratio = Enrollment Projection Forecast by School
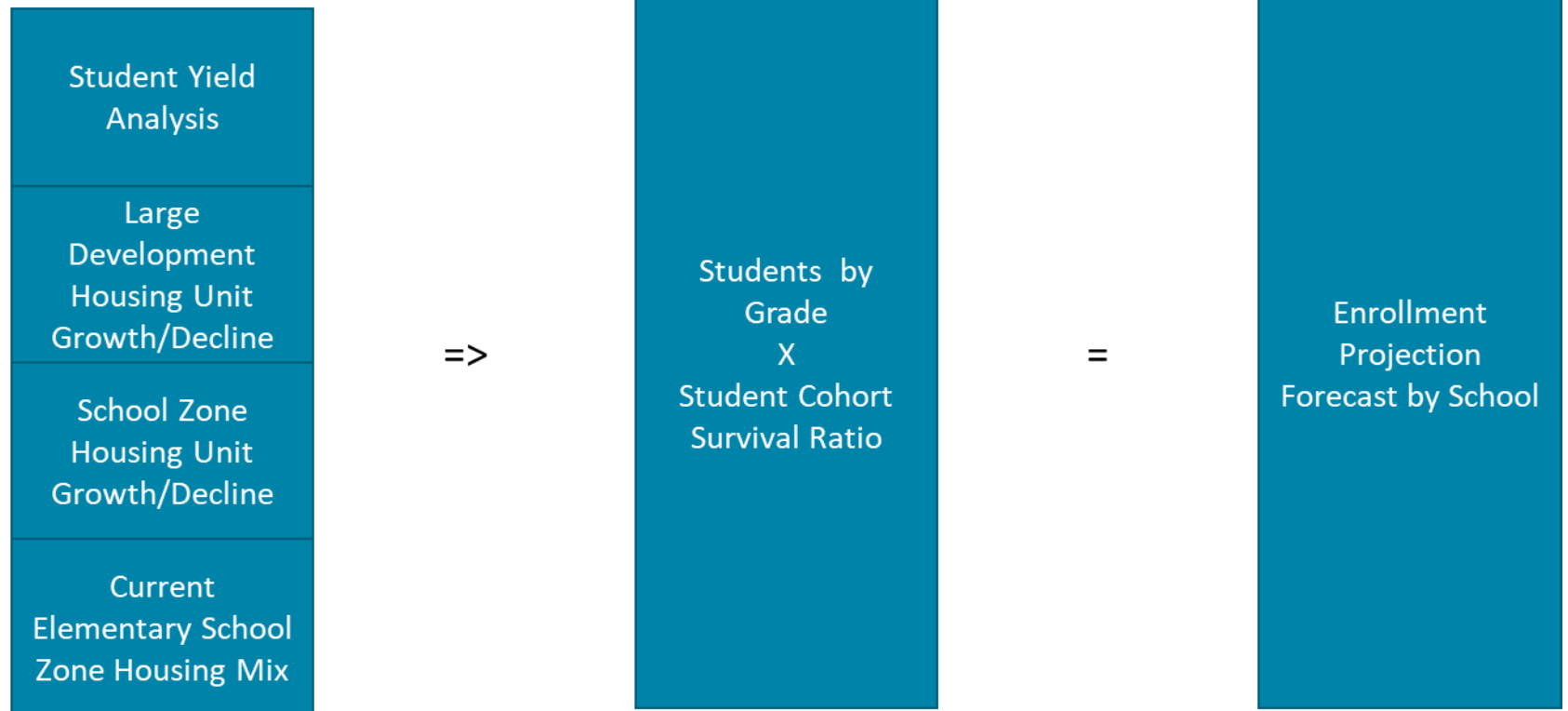
Assumptions for our Conversation: Enrollment Projections by Cluster (5 years)

STUDENT ENROLLMENT PROJECTION BY CLUSTER

STUDENT ENROLLMENT	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
WASHINGTON	2,905	2,971	3,043	3,077	3,113	3,112	3,120
THERRELL	3,777	3,808	3,813	3,858	3,872	3,890	3,888
SOUTH ATLANTA	3,405	3,350	3,357	3,363	3,455	3,494	3,534
NORTH ATLANTA	8,020	8,140	8,321	8,535	8,618	8,736	8,831
MAYS	3,968	4,044	4,226	4,352	4,446	4,506	4,588
M. JACKSON	4,508	4,662	4,770	4,816	4,890	4,955	5,081
GRADY	6,159	6,341	6,464	6,560	6,674	6,794	6,941
DOUGLASS	4,652	4,716	4,764	4,823	4,939	5,052	5,174
CARVER	3,707	3,626	3,706	3,781	3,870	3,964	4,102

SCHOOL YEAR

Appendix
See appendix for non-zoned school enrollment & enrollment caps (Charter Schools)

Assumptions for our Conversation: Enrollment Change by Cluster (10 year Projections)

ENROLLMENT CHANGE (TOTAL AND BY CLUSTER): 2019-20 to 2030-31

Legend: ENROLLMENT CHANGE (10 YEARS) • PERCENT CHANGE (10 YEARS)

School Cluster	Enrollment Change (10 years)	Percent Change (10 years)
CARVER	587	16%
DOUGLASS	897	19%
GRADY	1,120	18%
MAYNARD JACKSON	941	21%
MAYS	696	18%
NORTH ATLANTA	1,314	16%
SOUTH ATLANTA	217	6%
THERRELL	220	6%
WASHINGTON	355	12%
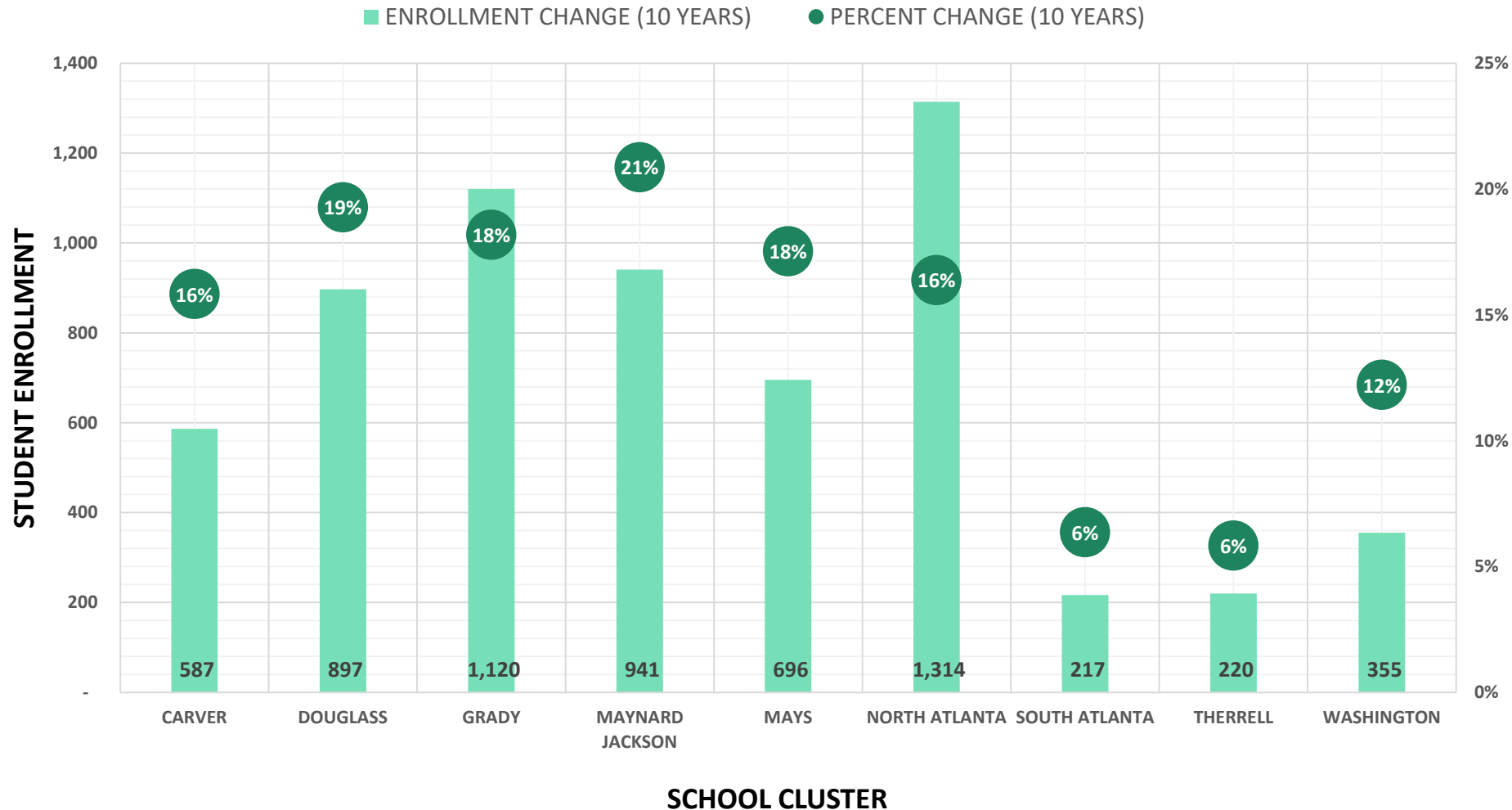
Assumptions for our Conversation:
Future Capacity and Projected Enrollment at 10 years (2030/31)

10 YEAR ENROLLMENT VS. CAPACITY (K-5, 6-8, 9-12)			
School (K-5)	**Enrollment**	**Capacity**	**UTILIZATION %**
HOPE-HILL	444	475	93%
MARY LIN	831	737	113%
MORNINGSIDE	1,048	975*	107%
SPRINGDALE PARK	957	737	130%

School (6-8)			
HOWARD	1,435	1,656*	87%

School (9-12)			
GRADY	1,737	1,700*	102%

School			
CENTENNIAL	828	561	148%

	< 65% Capacity
	Between 65% and 84% Capacity
	Between 85% and 100% Capacity
	>100% Capacity

*Asterisk notes planned school capacity following renovations

This does not include the use of the Inman MS building or any other changes addressing school capacity or enrollment

Appendix

See appendix for 5 and 10 year projection by grade

Ideas for the Inman MS Building Generated by the Community

Idea A: Open a K-5 Elementary School

Idea B: Open a 4-5 Campus

Idea C: Open a 5-6 Campus

Idea D: Address Capacity

Idea E: Address Enrollment

Why these ideas?

We are exploring these ideas because they were most suggested ideas by the Grady Cluster community and seek to address overcrowding and capacity issues within the cluster.

Idea A: Open a K-5 Elementary School (at Inman)

10 YEAR ENROLLMENT VS. CAPACITY (K-5, 6-8, 9-12)			
School (K-5)	Enrollment	Capacity	UTILIZATION %
HOPE-HILL		475	
MARY LIN		737	
MORNINGSIDE		975	
SPRINGDALE PARK		737	
INMAN		932	
Totals - ELEM	3,280	3,856	85%

School (6-8)			
HOWARD	1,435	1,656	87%

School (9-12)			
GRADY	1,737	1,700	102%

School			
CENTENNIAL	828	561	148%

	< 65% Capacity
	Between 65% and 84% Capacity
	Between 85% and 100% Capacity
	>100% Capacity

Assumptions

- Middle School, High School, and Charter School grade configurations remain the same
- Cluster lines do not change, but Elementary School lines would change to create a new Elementary School zone

Idea B: Open a 4-5 Campus (at Inman)

10 YEAR ENROLLMENT VS. CAPACITY (K-3,4-5, 6-8, 9-12)			
School (K-3)	Enrollment	Capacity	UTILIZATION %
HOPE-HILL	306	460	67%
MARY LIN	540	714	76%
MORNINGSIDE	689	945	73%
SPRINGDALE PARK	657	714	92%
Totals - ELEM	2,192	2,833	77%

School (4-5)			
INMAN	1,087	989	110%

School (6-8)			
HOWARD	1,435	1,656	87%

School (9-12)			
GRADY	1,737	1,700	102%

School			
CENTENNIAL	828	561	148%

	< 65% Capacity
	Between 65% and 85% Capacity
	Between 85% and 100% Capacity
	>100% Capacity

Assumptions

- Middle School, High School, and Charter School grade configurations remain the same
- Cluster lines do not change

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Idea C: Open a 5-6 Campus (at Inman)

10 YEAR ENROLLMENT VS. CAPACITY (K-4,5-6, 7-9, 10-12)			
School (K-4)	**Enrollment**	**Capacity**	**UTILIZATION %**
HOPE-HILL	377	469	**80%**
MARY LIN	679	728	**93%**
MORNINGSIDE	853	963	**89%**
SPRINGDALE PARK	810	728	**111%**
Totals - ELEM	2,720	2,888	**94%**

School (5-6)	**Enrollment**	**Capacity**	**UTILIZATION %**
INMAN	1,044	1,011	**103%**

School (7-9)	**Enrollment**	**Capacity**	**UTILIZATION %**
HOWARD	1,405	1,679	**84%**

School (10-12)	**Enrollment**	**Capacity**	**UTILIZATION %**
GRADY	1,283	1,700	**75%**

School	**Enrollment**	**Capacity**	**UTILIZATION %**
CENTENNIAL	828	561	**148%**

	< 65% Capacity
	Between 65% and 85% Capacity
	Between 85% and 100% Capacity
	>100% Capacity

Assumptions

- Middle School becomes 7-9
- High School becomes 10-12
- Charter School grade configurations remain the same (projections include Centennial 9th graders going to Howard)
- Cluster lines do not change

Idea D: Address Capacity

Capacity could be addressed through the following ways:

- Use the existing buildings more efficiently

- Use other buildings/resources in the cluster

- Use modular classrooms

- Build additions or make other capital improvements

- Other ideas

Idea E: Address Enrollment

Enrollment could be addressed through adjusting/re-zoning school and/or cluster boundaries

Activity

- Review the idea and related data

- Provide feedback on the following questions:

  ✓ What do you see? What stands out?

  ✓ What questions do you have?

  ✓ What are the "pros" of this idea?

  ✓ What are the "cons" of this idea?

We will use the "pros" and "cons" of each idea to gather feedback from the larger community. That feedback will guide our next steps.

Going Forward

These pros and cons will be used in conjunction to similar conversations with APS Operations and APS Schools & Academics as part of the development of recommendations.

February 25, 2020
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(expected open Fall 2021)

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Grady Cluster: March 31st (6pm, Grady HS)

April 30, 2020
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TBD
APS Board of Education holds First Reading of Facilities Master Planning recommendations

TBD
APS Board of Education holds Second Reading and Vote of Facilities Master Planning recommendations

Questions

We have people available in the corners of the room to answer specific questions you may have.

We will collect that information to create a set of Questions & Answers to share with the wider community.

Thank You!

Appendix

- Timeline
- 2019-20 Special Education Regional Programs
- Breakdown of students living in zone not attending zoned schools
- Non-Zoned School Enrollment & Enrollment Caps
- 10 Year Projection by Grade
- Magnitude of Impact Based on Classrooms Required
- February 2020 Survey Results

Background

December 2017
APS Board of Education approves process to develop long-range plan for relieving overcrowding in the Grady Cluster by March 2020

Spring 2018 – Spring 2019
Grady Cluster Long-Range Planning Committee meets to identify Guiding Principles, Scope, Causes of Overcrowding, Existing and Potential Ideas to Address Overcrowding

2018

Fall 2018
Howard MS begins construction (expected open Fall 2020)

Morningside ES opens K-Center Annex

Fall 2019
The work of the Long-Range Planning Committee is incorporated into the launch of the district Facilities Master Planning Process

2019

October 2019
Facilities Master Planning 1st round of regional meetings discuss context and existing conditions

October 2019
Grady Cluster Letter communicates that no decision has been made on the future use of Inman MS building,

November 2019
Grady Cluster Letter communicates that Morningside K-Center is relocating with the rest of Morningside ES to the Inman MS building during renovations

December 2019
Grady Cluster Letter communicates APS is recommending using the K-Center for Springdale Park to address capacity challenges

2020

January 2020
Facilities Master Planning 2nd round of regional meetings discuss guardrails and plan for forecasting enrollment

January 21, 2020
Grady Cluster Advisory Team discusses future use of Inman

February 5-20, 2020
Facilities Master Planning 3rd round of regional meetings discuss guardrails and plan for forecasting enrollment

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2019-20 Special Education Regional Programs

Department of Special Education: 2019-20 Regional Programs
Director: Emmaundia Ford
Assistant Directors: Anne Dirden & Troy Keller

School	Regional Programs	School	Regional Programs	School	Regional Programs
MAYNARD JACKSON- Massey(K-8) Sims(9-12)		**GRADY-** Brown(K-8) Sims(9-12)		**CARVER-** Brown(K-8) Sims(9-12)	
Maynard J.	1 AU, 1 MOID, 1 SID/PID	Grady	1 AU, 1 MOID	Carver EC	1 AU, 1 MOID
ML King	1 SID/PID, 1 D/HH	Inman	1 AU, 1 MOID	Sylvan	
Benteen	1 EBD	Hope Hill		Finch	1 PreK, 1 D/HH PreK, 1 D/HH, 1 MOID
Burgess P.	1 PreK, 1 PreK AU, 2 AU	Mary Lin	2 AU	Perkerson	Sylvan Headstart- 3 PreK Incl
BaMO Aca.	1 GNETS OP, 1 AU, 2 PreK Incl.	Morningside		**MAYS -** Battle(K-8) Sims(9-12)	
Dunbar		Springdale P.	1 AU	Mays	1 AU, 2 MOID, 1 SID/PID
Parkside	2 PreK Incl. (Guice Headstart)	**NORTH ATLANTA -** Usher(K-8) Sims(9-12)		Young	1 MOID
Toomer	1 MOID, 1 SID/PID	North Atlanta	1 MOID, 1 AU, 1 GNETS OP	Miles	1 PreK, 1 MOID
DOUGLASS- Massey(K-8) Sims(9-12)		Sutton	1 MOID, 1 AU	Beecher Hills	2 AU
Douglass	2 MOID, 1 AU	Bolton Acad.	1 SID/PID, 2 PreK Incl (Chatt.), 1 PreK AU	Cascade	2 SID/PID
BEST/CSK HS		Brandon	1 MOID	Peyton Forest	1 EBD, 1 AU
J.L. Invictus	1 MOID, 1 SID/PID, 1 AU	Garden Hills		West Manor	
BEST/CSK MS		Jackson	1 PreK, 1 PreK Inclusion	**SOUTH ATLANTA -** Battle(K-8) Sims(9-12)	
Boyd	1 SID/PID	Rivers	3 AU	South Atlanta	1 SID/PID, 2 MOID, 1 D/HH, 1 GNETS OP
FL Stanton	1 MOID	Smith		Long	1 MOID, 1 AU, 1 GNETS OP
Harper Archer	1 PreK, 1 EBD	**THERRELL-** Usher(K-8) Sims(9-12)		Cleveland A.	2 AU
Scott	1 MOID	Therrell	1 AU, 1 MOID, 1 SID/PID	Dobbs	1 AU
Usher	3 AU	Bunche	1 AU	Heritage A.	1 EBD
WASHINGTON- Brown(K-8) Sims(9-12)		Continental	1 D/HH	Humphries	2 MOID
Washington	1 MOID, 1 SID/PID	Deerwood A.	1 MOID	Hutchinson	
Brown	1 AU	Fickett	1 PreK, 2 AU	**LEGEND**	
Hollis Academy	1 PreK Incl, 2 MOID (K-5 & 6-8), 1 AU	Kimberly	1 EBD, 1 AU	**CLUSTER-** Associate Superintendent (Grade Level)	
MA Jones	1 EBD	**NON-TRADITIONAL-** Sims (Phoenix Academy, FHA)		High Schools	
Tuskegee A. G.		Phoenix Academy		Middle Schools	
		Forrest Hill Acad.		Elementary Schools	
		North Metro	GNETS Center Based	AU- Social Communication Skills (SCS) Class	
		Hillside	Residential	AU- Functional Communication Skills (FCS) Class	
Last Updated: 07/25/19		BaMO ES	GNETS Outpost	AU- Both Programs Offered	
		North Atlanta HS	GNETS Outpost		
		South Atlanta HS	GNETS Outpost		
		Long MS	GNETS Outpost		

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Breakdown of students living in zone not attending zoned schools

School (K-5)	2019-2020 Enrollment (Modified FTE-1)	School Capacity (SSF)	% Fill (Enrollment/ Capacity)	Administrative Transfers Living in Zone	Charter Students Living in Zone	Private School Students Living in Zone	2019-2020 Total Students Living in Zone Not Attending Zoned School
HOPE-HILL	336	475	71%	51	273	23	347
MARY LIN	708	737	96%	8	5	83	96
MORNINGSIDE	946	758	124%	6	12	207	225
SPRINGDALE PARK	782	737	106%	4	12	151	167

School (6-8)							
INMAN	1,120	888	126%	20	93	314	427

School (9-12)							
GRADY	1,468	1,325	111%	36	42	444	522

School							
CENTENNIAL	799	584	137%	32	82	26	140

Based on APS Enrollment Data, this chart represents the breakdown of those students reported as living in the zone and not attending the school within that zone.

Non-Zoned School Enrollment & Enrollment Caps

CHARTER SCHOOL NAME	2019-2020 ENROLLMENT	FUTURE ENROLLMENT CAP
Atlanta Classical Academy	680	698
Kindezi (System Total)	932	900
Wesley International	805	824
Atlanta Neighborhood Charter	626	675
Drew Charter	1,795	2,140
Kipp (System Total)	3,656	4,550
Westside Atlanta Charter	336	378
SUBTOTAL (NON-ZONED CHARTER)	8,830	10,165

OTHER NON-ZONED SCHOOLS	2019-2020 ENROLLMENT	FUTURE ENROLLMENT
Forrest Hills Academy	139	139
Hillside Conant School	45	45
Crim High School	85	85
Best Academy	287	287
Coretta Scott King	337	337
SUBTOTAL (OTHER NON-ZONED SCHOOLS)	893	893

GRAND TOTAL NON-ZONED SCHOOLS	9,723	11,058

Facilities **M**aster **P**lanning

Additional Data (5 Year Projection by Grade)

GRADY CLUSTER 5 YEAR ENROLLMENT PROJECTIONS													
School	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
HOPE-HILL														
2030-31	75	67	73	72	66	42	-	-	-	-	-	-	-	394
MARY LIN														
2030-31	141	130	128	127	118	136	-	-	-	-	-	-	-	781
MORNINGSIDE														
2030-31	221	163	169	164	159	176	-	-	-	-	-	-	-	1,053
SPRINGDALE PARK														
2030-31	174	152	145	138	130	144	-	-	-	-	-	-	-	882
Totals - ELEM	611	512	515	501	473	499	-	-	-	-	-	-	-	3,110

School	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
HOWARD														
2030-31	-	-	-	-	-	-	457	433	447	-	-	-	-	1,337
Totals - MID	-	-	-	-	-	-	457	433	447	-	-	-	-	1,337

School	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
GRADY														
2030-31	-	-	-	-	-	-	-	-	-	467	396	429	412	1,703
Totals - HIGH	-	-	-	-	-	-	-	-	-	467	396	429	412	1,703

School	K	Gr	2	3	4	5	6	7	8	9	10	11	12	TOTAL
CENTENNIAL														
2030-31	96	65	83	73	110	92	92	102	91	-	-	-	-	802
Totals - K-8	96	65	83	73	110	92	92	102	91	-	-	-	-	802
GRAND TOTAL	706	577	598	574	583	591	548	536	538	467	396	429	412	6,952

Additional Data (10 Year Projection by Grade)

GRADY CLUSTER 10 YEAR ENROLLMENT PROJECTIONS													
School	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
HOPE-HILL													
2030-31	78	75	78	75	71	67	-	-	-	-	-	-	-	444
MARY LIN													
2030-31	128	130	142	139	139	152	-	-	-	-	-	-	-	831
MORNINGSIDE													
2030-31	181	176	170	162	165	194	-	-	-	-	-	-	-	1,048
SPRINGDALE PARK													
2030-31	176	169	160	152	153	147	-	-	-	-	-	-	-	957
Totals - ELEM	**564**	**550**	**550**	**529**	**528**	**560**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**3,280**

School	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
HOWARD													
2030-31	-	-	-	-	-	-	484	477	473	-	-	-	-	1,435
Totals - MID	**-**	**-**	**-**	**-**	**-**	**-**	**484**	**477**	**473**	**-**	**-**	**-**	**-**	**1,435**

School	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
GRADY													
2030-31	-	-	-	-	-	-	-	-	-	454	450	423	410	1,737
Totals - HIGH	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**454**	**450**	**423**	**410**	**1,737**

School	**K**	**Gr**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
CENTENNIAL													
2030-31	91	98	98	101	100	108	72	86	74	-	-	-	-	828
Totals - K-8	**91**	**98**	**98**	**101**	**100**	**108**	**72**	**86**	**74**	**-**	**-**	**-**	**-**	**828**
GRAND TOTAL	**655**	**648**	**648**	**630**	**628**	**668**	**556**	**563**	**547**	**454**	**450**	**423**	**410**	**7,279**

Idea A: Open a K-5 Elementary School Classrooms Required

10 YEAR ENROLLMENT VS. CAPACITY (K-5, 6-8, 9-12)				# of Classrooms Required to get to below 100%	# of Classrooms Required to get to 85%
School (K-5)	Enrollment	Capacity	UTILIZATION %		
HOPE-HILL		475			
MARY LIN		737			
MORNINGSIDE		975			
SPRINGDALE PARK		737			
INMAN		932			
Totals - ELEM	3,280	3,856	85%		

School (6-8)					
HOWARD	1,435	1,656	87%		1

School (9-12)					
GRADY	1,737	1,700	102%	3	14

School					
CENTENNIAL	828	561	148%	13	17

Idea B: Open a 4-5 Campus Classrooms Required

10 YEAR ENROLLMENT VS. CAPACITY (K-3,4-5, 6-8, 9-12)				# of Classrooms Required to get to below 100%	# of Classrooms Required to get to 85%
School (K-3)	Enrollment	Capacity	UTILIZATION %		
HOPE-HILL	306	460	67%		
MARY LIN	540	714	76%		
MORNINGSIDE	689	945	73%		
SPRINGDALE PARK	657	714	92%		
Totals - ELEM	2,192	2,833	77%		

School (4-5)					
INMAN	1,087	989	110%	6	12

School (6-8)					
HOWARD	1,435	1,656	87%		1

School (9-12)					
GRADY	1,737	1,700	102%	3	13

School					
CENTENNIAL	828	561	148%	13	17

Idea C: Open a 5-6 Campus Classrooms Required

10 YEAR ENROLLMENT VS. CAPACITY (K-4, 5-6, 7-9, 10-12)				# of Classrooms Required to get to below 100%	# of Classrooms Required to get to 85%
School (K-4)	Enrollment	Capacity	UTILIZATION %		
HOPE-HILL	377	469	80%		
MARY LIN	679	728	93%		
MORNINGSIDE	853	963	89%		
SPRINGDALE PARK	810	728	111%	5	10
Totals - ELEM	2,720	2,888	94%		

School (5-6)	Enrollment	Capacity	UTILIZATION %		
INMAN	1,044	1,011	103%	3	9

School (7-9)	Enrollment	Capacity	UTILIZATION %		
HOWARD	1,405	1,679	84%		

School (10-12)	Enrollment	Capacity	UTILIZATION %		
GRADY	1,283	1,700	75%		

School	Enrollment	Capacity	UTILIZATION %		
CENTENNIAL	828	561	148%	13	17

February 2020 Survey Results based on the Grady Cluster Advisory Team January 21, 2020 Meeting

Total Survey Responses: 469

Which stakeholder group do you most identify?

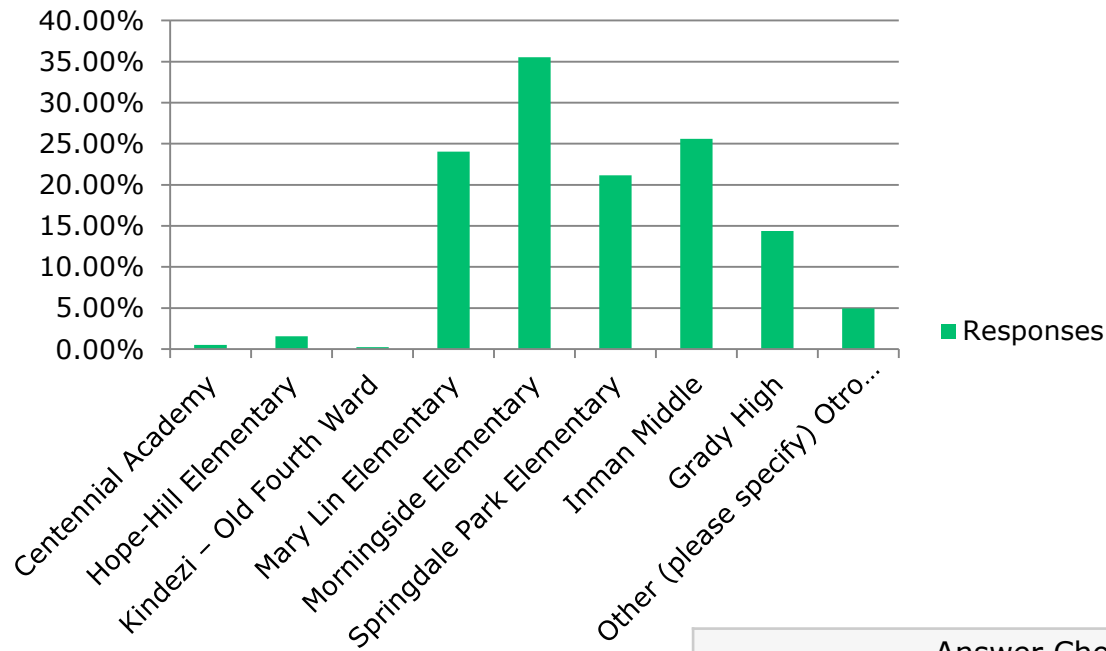| Answer Choices	Responses	
Parent	87.21%	409
Staff	4.90%	23
Community	7.89%	37

What grade(s) is/are your child/children in this School Year (2019-2020)?

Answer Choices	Responses	
Future Parent	15.28%	57
PK	12.06%	45
K	23.86%	89
1	18.23%	68
2	20.64%	77
3	18.23%	68
4	15.01%	56
5	13.14%	49
6	9.92%	37
7	11.26%	42
8	6.43%	24
9	4.02%	15
10	3.22%	12
11	4.02%	15
12	1.88%	7
None of the Above	0.54%	2
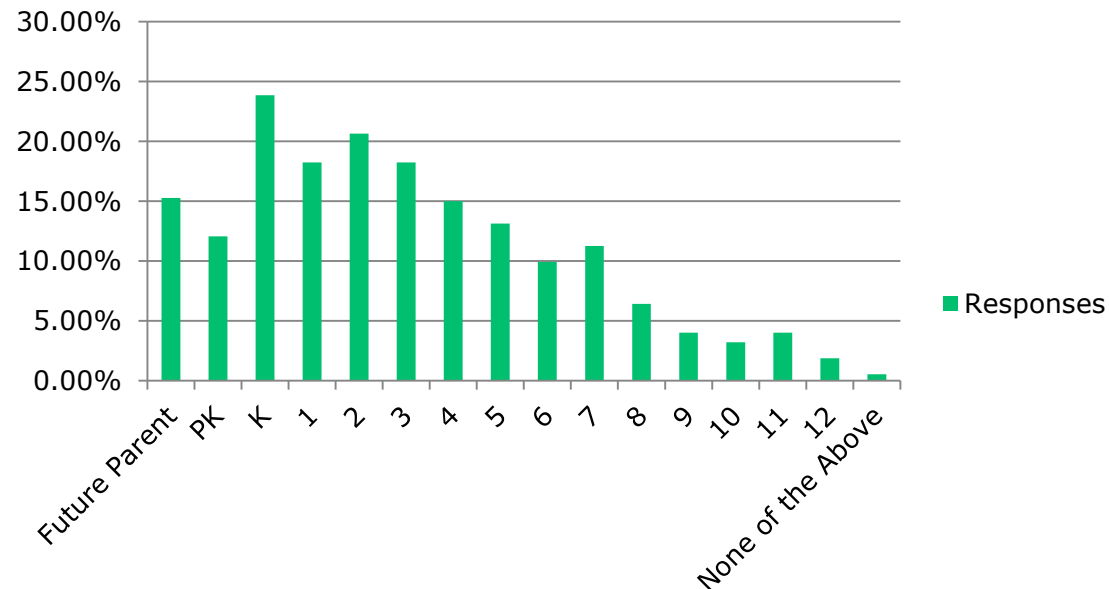
February 2020 Survey Results based on the Grady Cluster Advisory Team January 21, 2020 Meeting

Which Schools?

Answer Choices	Responses	
Centennial Academy	0.52%	2
Hope-Hill Elementary	1.57%	6
Kindezi – Old Fourth Ward	0.26%	1
Mary Lin Elementary	24.02%	92
Morningside Elementary	35.51%	136
Springdale Park Elementary	21.15%	81
Inman Middle	25.59%	98
Grady High	14.36%	55
Other (please specify) Otro (por favor especifique)	4.96%	19

February 2020 Survey Results based on the Grady Cluster Advisory Team January 21, 2020 Meeting

Priorities

It is important to me that we address current elementary school capacity.

Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Total	Weighted Average
2.40%	10	2.40%	10	10.10%	42	41.35%	172	43.75%	182	416	**4.22**

It is important we enable more interaction from students and families across the cluster earlier in their K-12 experience.

Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Total	Weighted Average
6.75%	28	11.81%	49	34.22%	142	31.08%	129	16.14%	67	415	**3.38**

It is important that we address equity and diversity across the cluster schools.

Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Total	Weighted Average
4.58%	19	8.43%	35	22.65%	94	42.65%	177	21.69%	90	415	**3.68**

It is important for students and families to be able to walk to their zoned school.

Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Total	Weighted Average
1.45%	6	6.30%	26	15.01%	62	29.06%	120	48.18%	199	413	**4.16**

February 2020 Survey Results based on the Grady Cluster Advisory Team January 21, 2020 Meeting

Priorities

It is important to me that we address future capacity challenges at Grady HS and David T. Howard MS.

Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Total	Weighted Average
0.96%	4	2.17%	9	4.82%	20	41.69%	173	50.36%	209	415	**4.38**

It is important that we reduce the number of school transitions students experience through their K-12 journey.

Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Total	Weighted Average
6.52%	27	19.32%	80	29.95%	124	24.88%	103	19.32%	80	414	**3.31**

It is important that we eliminate portables and secondary campuses (eg. K-Center).

Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Total	Weighted Average
1.94%	8	11.17%	46	24.03%	99	37.38%	154	25.49%	105	412	**3.73**

It is important that this decision unites the Grady Cluster.

Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Total	Weighted Average
1.20%	5	5.06%	21	25.54%	106	42.17%	175	26.02%	108	415	**3.87**

February 2020 Survey Results based on the Grady Cluster Advisory Team January 21, 2020 Meeting

Priorities

It is important that we make decisions based on enrollment projections.

Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Total	Weighted Average
0.97%	4	2.91%	12	13.80%	57	49.15%	203	33.17%	137	413	**4.11**

It is important to address future growth in the cluster.

Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Total	Weighted Average
0.24%	1	0.96%	4	5.54%	23	45.54%	189	47.71%	198	415	**4.4**

It is important that solutions are made in partnership with the surrounding communities, city, and relevant organizations.

Strongly Disagree		Disagree		Neither Agree/Disagree		Agree		Strongly Agree		Total	Weighted Average
1.45%	6	4.36%	18	16.95%	70	44.79%	185	32.45%	134	413	**4.02**

February 2020 Survey Results based on the Grady Cluster Advisory Team January 21, 2020 Meeting

Which one priority is most important to you?

Answer Choices	Responses	
Walkable communities	27.23%	113
Address future middle school and high school capacity	20.00%	83
Address elementary school capacity	15.66%	65
Addressing future increases in growth	11.08%	46
Address equity and diversity	8.67%	36
Unite the cluster	5.30%	22
Enrollment projections	3.37%	14
Eliminate portables and secondary campuses	3.13%	13
Reduce school transitions	2.89%	12
Partner with communities, city, and organizations	1.45%	6
Enable student/family interaction earlier across the cluster	1.20%	5

February 2020 Survey Results based on the Grady Cluster Advisory Team January 21, 2020 Meeting

Which one priority is most important to you?
(by number of parent respondents by grade level)

	PK-2	3-5	6-8	9-12
Walkable communities	71	39	19	12
Address future middle school and high school capacity	55	42	31	8
Address elementary school capacity	55	21	11	10
Addressing future increases in growth	33	19	14	4
Address equity and diversity	23	16	5	4
Unite the cluster	9	11	10	3
Enrollment projections	11	3	5	3
Eliminate portables and secondary campuses	6	7	2	2
Reduce school transitions	8	9	4	0
Partner with communities, city, and organizations	3	3	1	2
Enable student/family interaction earlier across the cluster	4	3	1	1