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Midtown Cluster Data Dig

Research and Evaluation

March, 24, 2025

Nik Patel, Data Strategist
Midtown and Jackson Clusters



**MIDTOWN
CLUSTER**

— ATLANTA PUBLIC SCHOOLS —



CINS COUNCIL OF INTOWN NEIGHBORHOODS AND SCHOOLS

Midtown Cluster Advisory Team (CAT)

- **Midtown CAT:** comprised of 1 GO Team member and 1 principal from each Midtown Cluster Traditional School. Charter and Conversion Charter Schools are invited to participate.
- **Midtown CAT Engagement Committee** was established by a majority vote of the Midtown CAT members during the September 18, 2024 meeting
 - **Task:** organize Midtown Cluster engagement so that any and all stakeholders are afforded the opportunity to provide input on identified topics of cluster interest.
 - **Action:** collect & share raw feedback data to the Midtown CAT & district, including to any known task forces established by the district to advise on topics.

Click to learn more about the
Midtown Cluster Advisory Team (CAT)

Council of Intown Neighborhoods & Schools (CINS)

CINS was founded in 1978 to serve the Midtown Cluster and now represents school communities and neighborhoods within the Midtown Cluster boundaries. CINS continues to educate, advocate, and engage community through a lens of equity.

Click to learn more about the
**Council of Intown
Neighborhoods & Schools**

Midtown Cluster Data Dig

- **Today:** is an opportunity for you to learn more about the Midtown Cluster Schools.
- **Agenda:**
 - APS Data Team will present the complete Midtown Cluster Data Dig
 - Q&A to follow after the presentation is completed.
 - Participants may raise their hand during the Q&A period.
 - Questions may be submitted in the chat.
 - Questions may be submitted in the [Google Doc Feedback](https://forms.gle/ESqzokpkGJkJPCXcA) form:
<https://forms.gle/ESqzokpkGJkJPCXcA>
- **Reminders:**
 - *Assume everyone has best intentions.*
 - *Everyone's input is important.*
 - *Please be respectful.*
 - *We are asking you not discuss specific teachers in this forum*



Feedback Form



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Midtown Cluster Data Dig

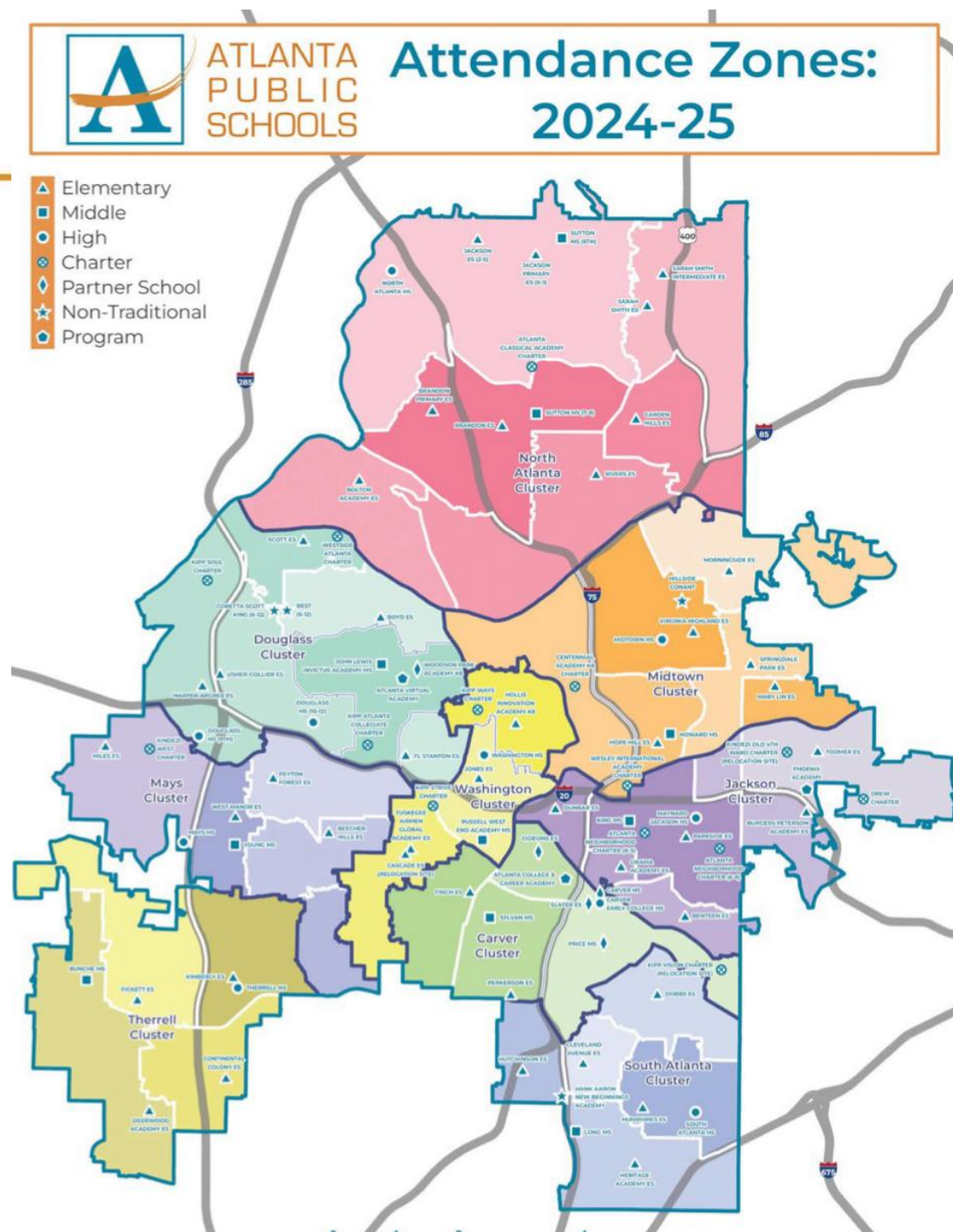
Hot Topics:

- Enrollment
- Chronic Absenteeism
- Reading
- Mathematics
- Advanced Placement
- Beyond High School Graduation

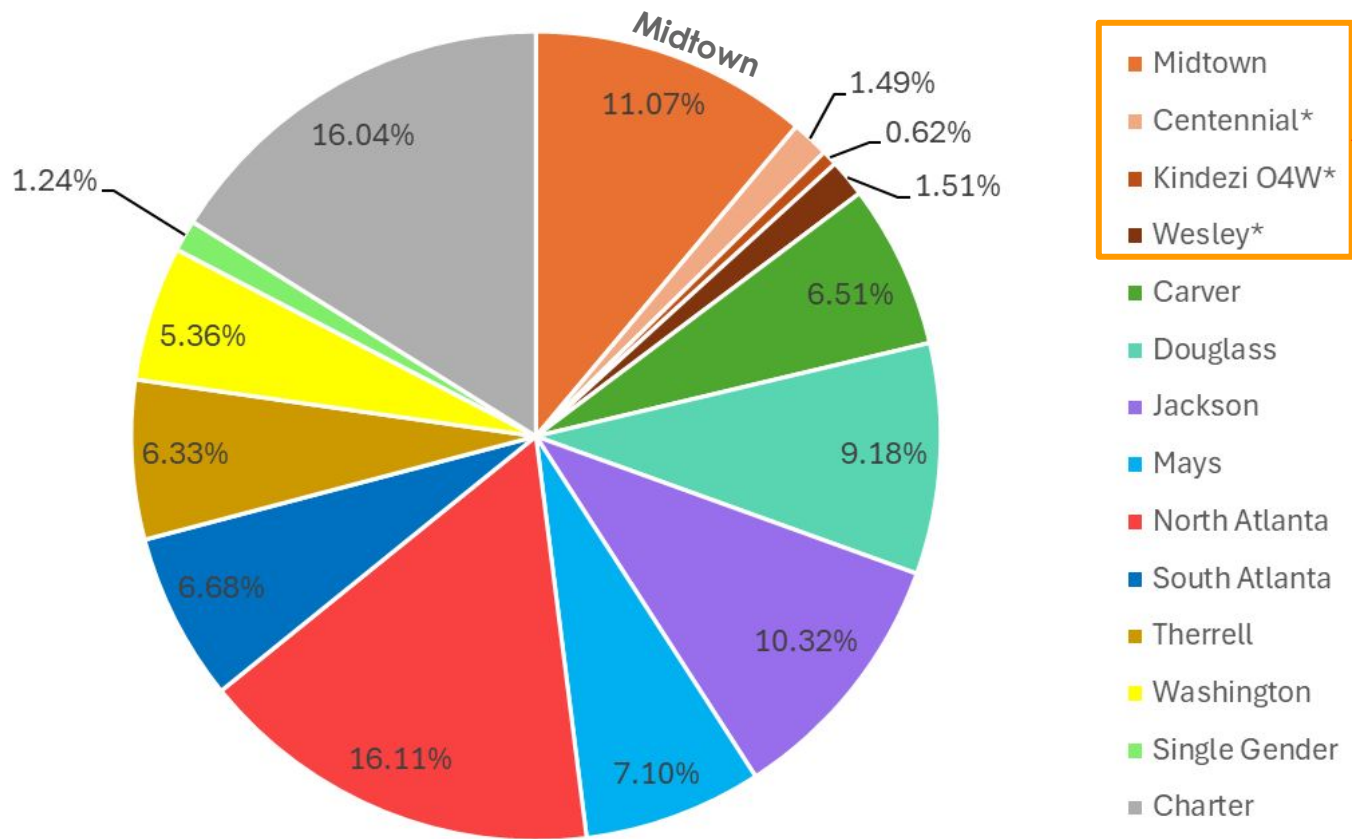
Data Sources:

- APS Data DIG team
- APS Insights
- Georgia Department of Education (GADOE) Insights*

* Similar subgroup categorization used by GADOE will be presented.

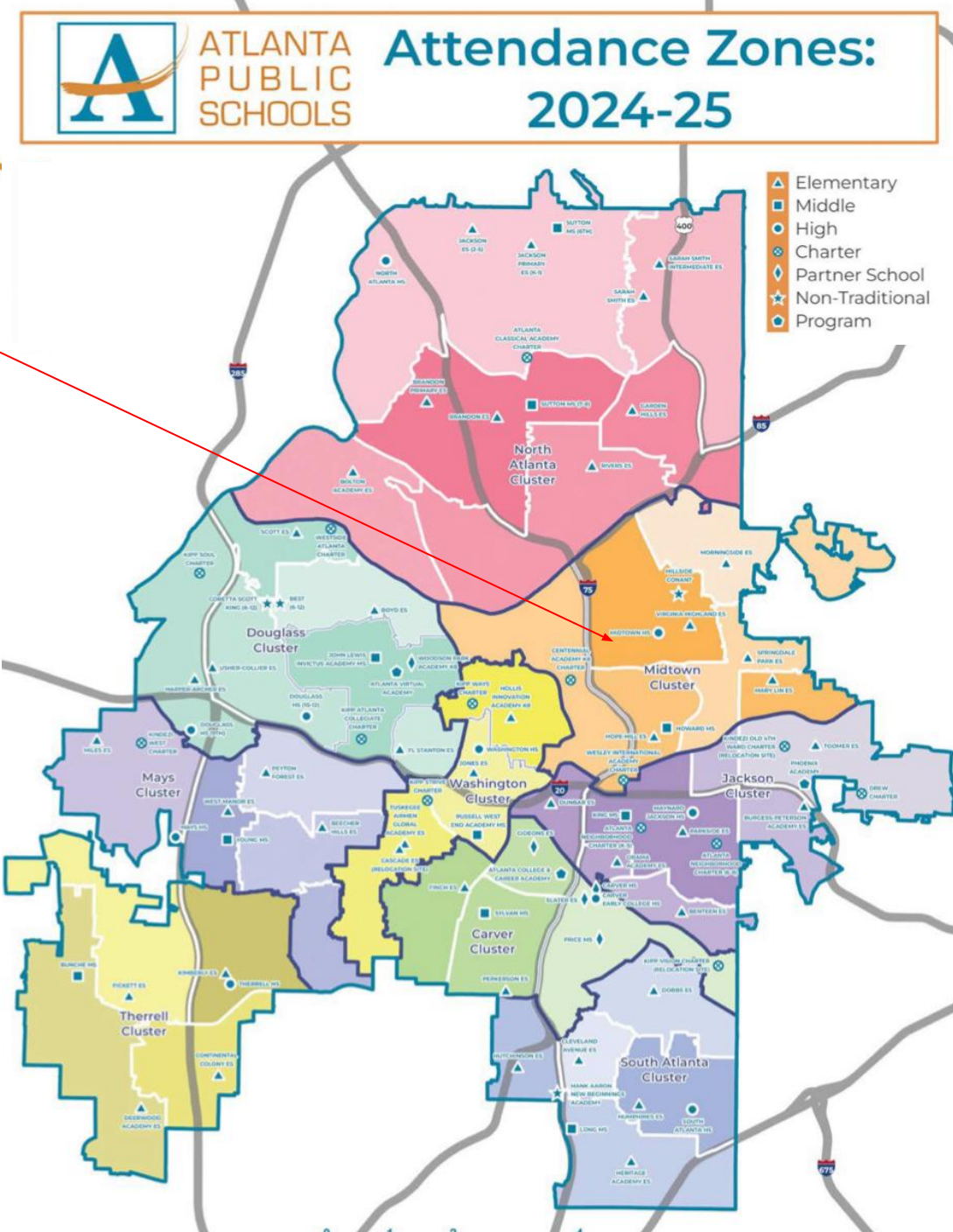


APS Overall Enrollment by Cluster October 2024 (n=49,664)

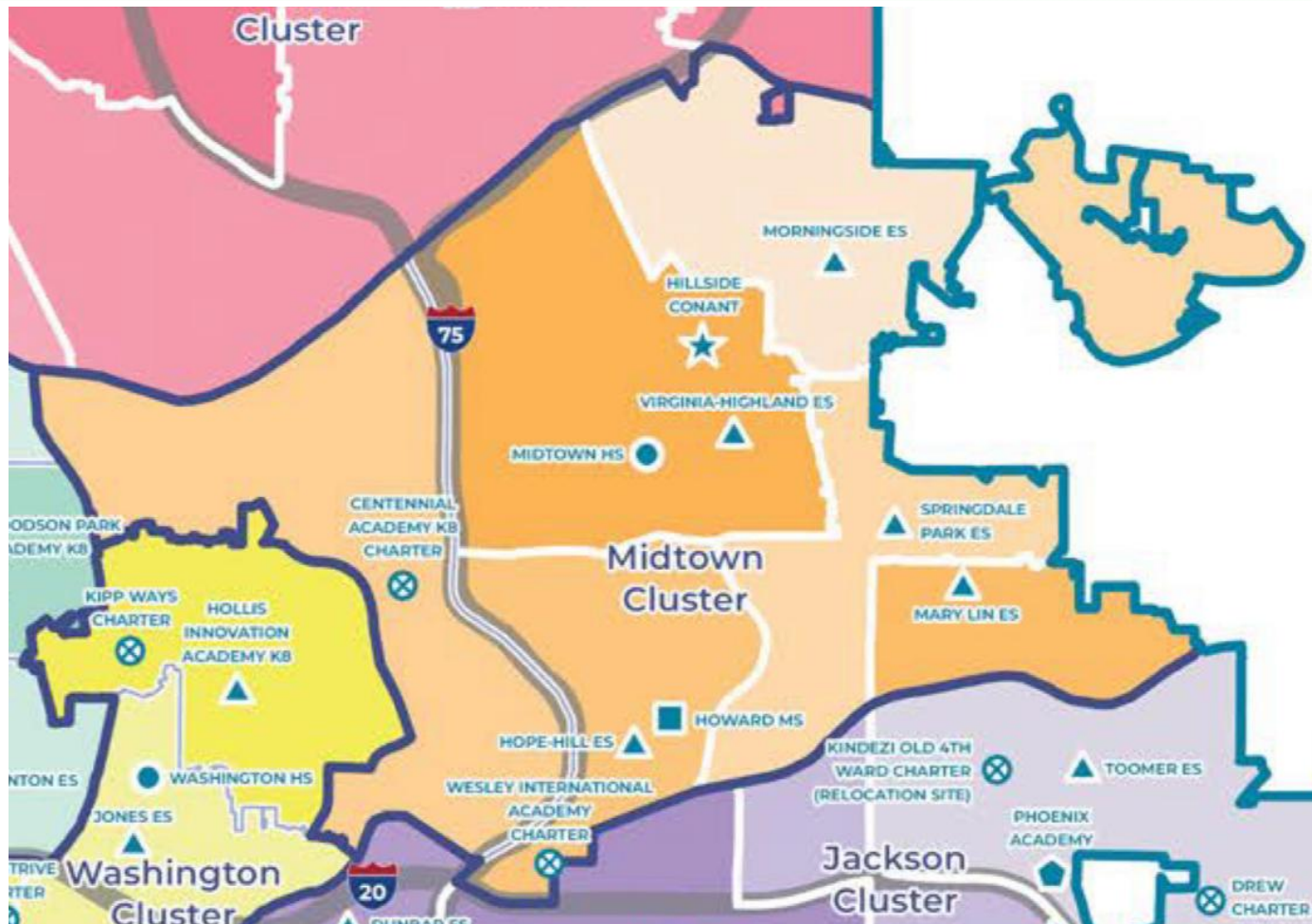


“Midtown” includes all Midtown Cluster Traditional Schools only. For the purpose of this pie chart, Centennial, Kindezi O4W and Wesley were separated out from the “Charter” grey pie slice.

Data from the October 2024 [GADOE FTE Day](#) also known as APS “Leveling Day” is reported



Overview of APS Schools located in Midtown Cluster boundaries



Traditional Schools:

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

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

Conversion Charter School:

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

- K-8: Centennial

Charter:

No defined attendance zone. School of choice.

- K-8: Kindezi Old Fourth Ward (O4W)
- K-8: Wesley International Academy

To learn more about Partner & Charter Schools visit:

<https://sites.google.com/view/aps-charter-partner-schools/about>

- The new cluster middle school, David T Howard opened in SY20/21 is located in Old Fourth Ward.
- In 2021, Grady High School was renamed Midtown High School.
- A new elementary school, Virginia Highland Elementary opened in SY23/24 is located in the previous cluster middle school space, Inman Middle School.



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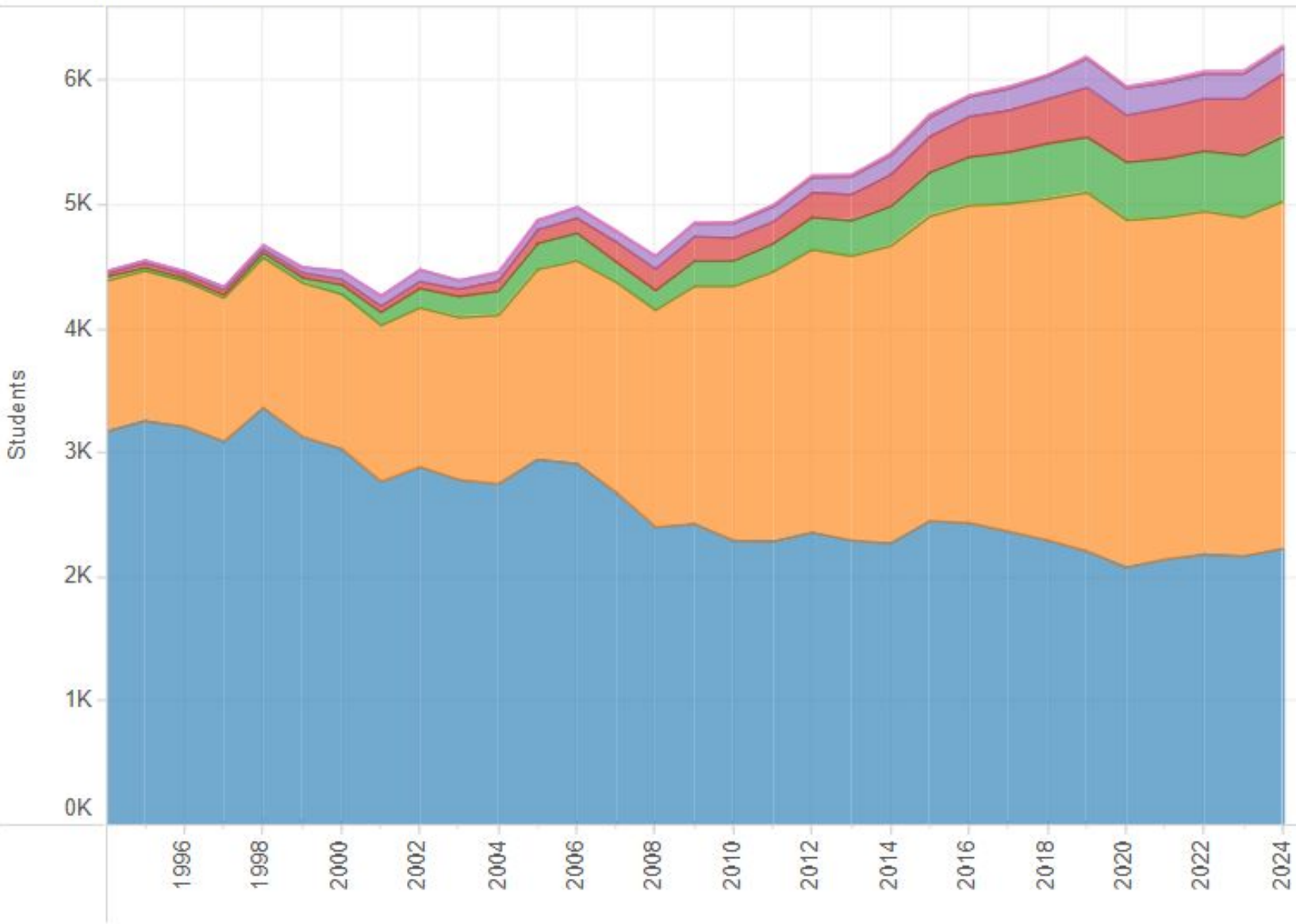
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Enrollment

Click to explore data on the
APS Insights - Enrollment

Click to explore data on the
**GADOE Insights
Data Reports - Enrollment**

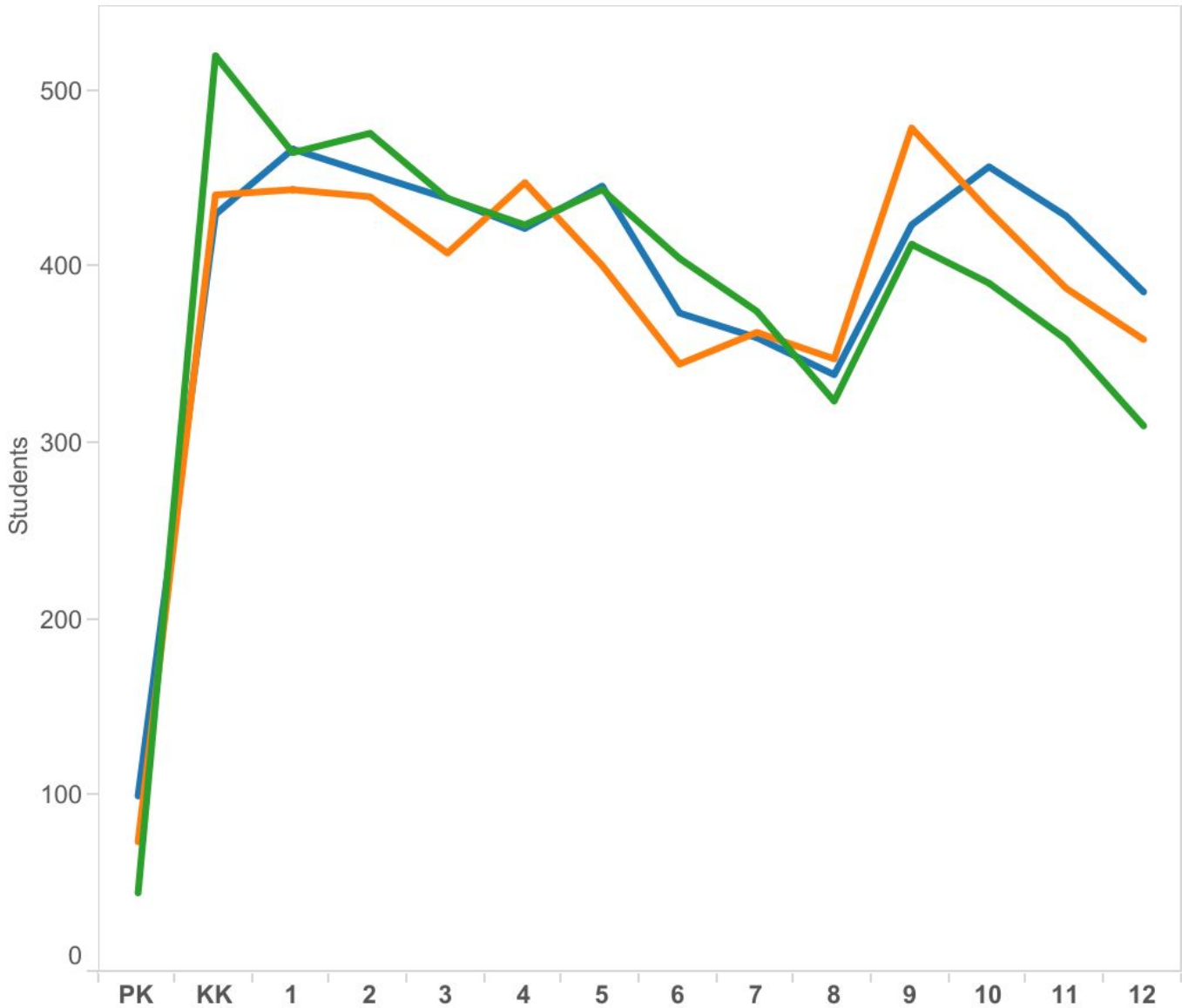
Midtown Cluster: Total Traditional School Enrollment Over Time



Per [APS Insights](#): "School cluster assignment is based on 2024 clusters. Centennial is assigned to the charter cluster for all years for consistency. Partner schools are assigned to their traditional school clusters"

School Year (SY) 2024 is the School Year that starts August 2023 and ends May 2024.

Midtown Cluster: Traditional School Enrollment by Grade



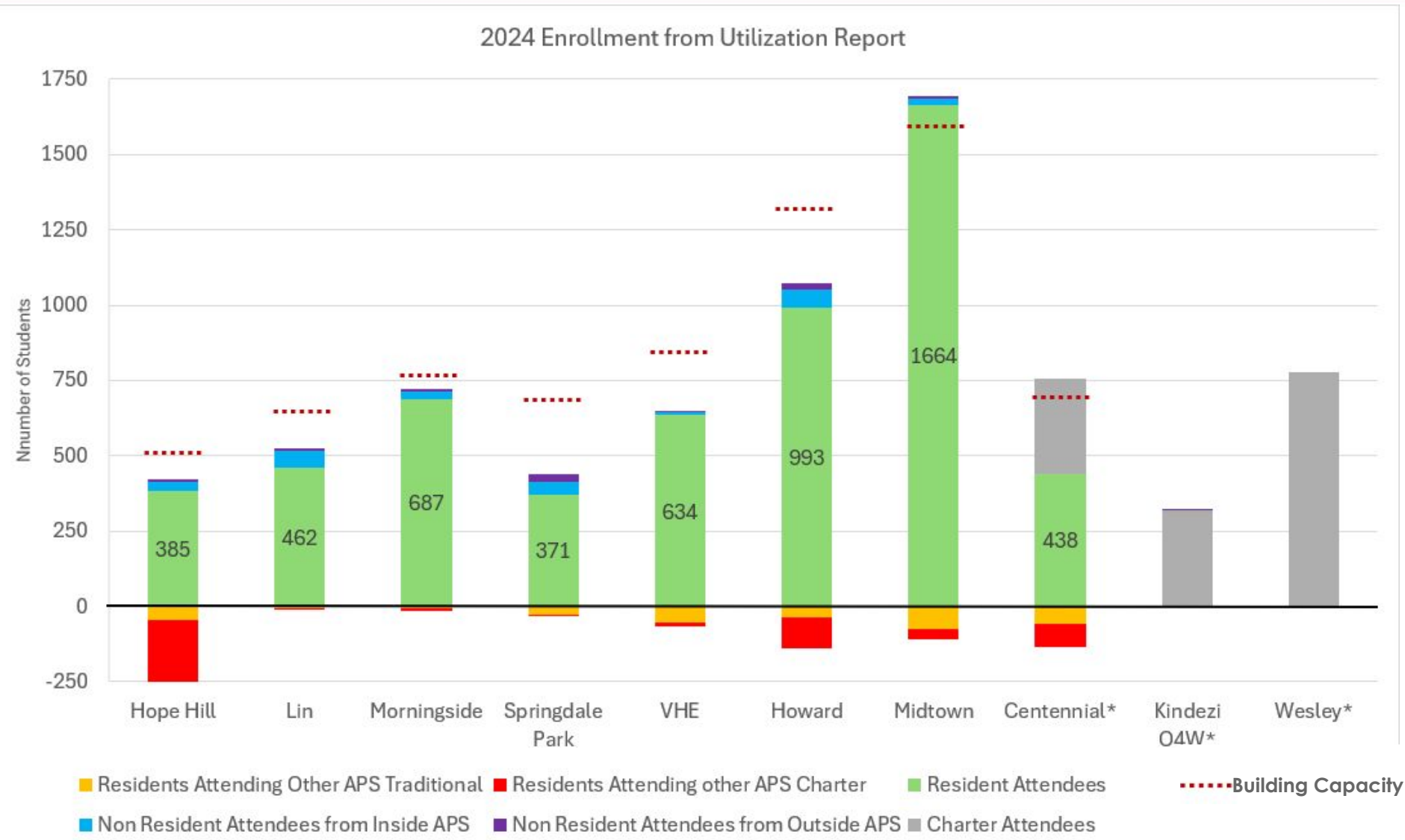
Year

- 2019
- 2023
- 2024

Per [APS Insights](#): "School cluster assignment is based on 2024 clusters. Centennial is assigned to the charter cluster for all years for consistency. Partner schools are assigned to their traditional school clusters"

School Year (SY) 2024 is the School Year that starts August 2023 and ends May 2024.

Midtown Cluster: SY24/25 Enrollment Data per APS Utilization Report



Bar graphs represent data from the SY24-25 Utilization Report, [APS Board of Education December 2, 2024](#)

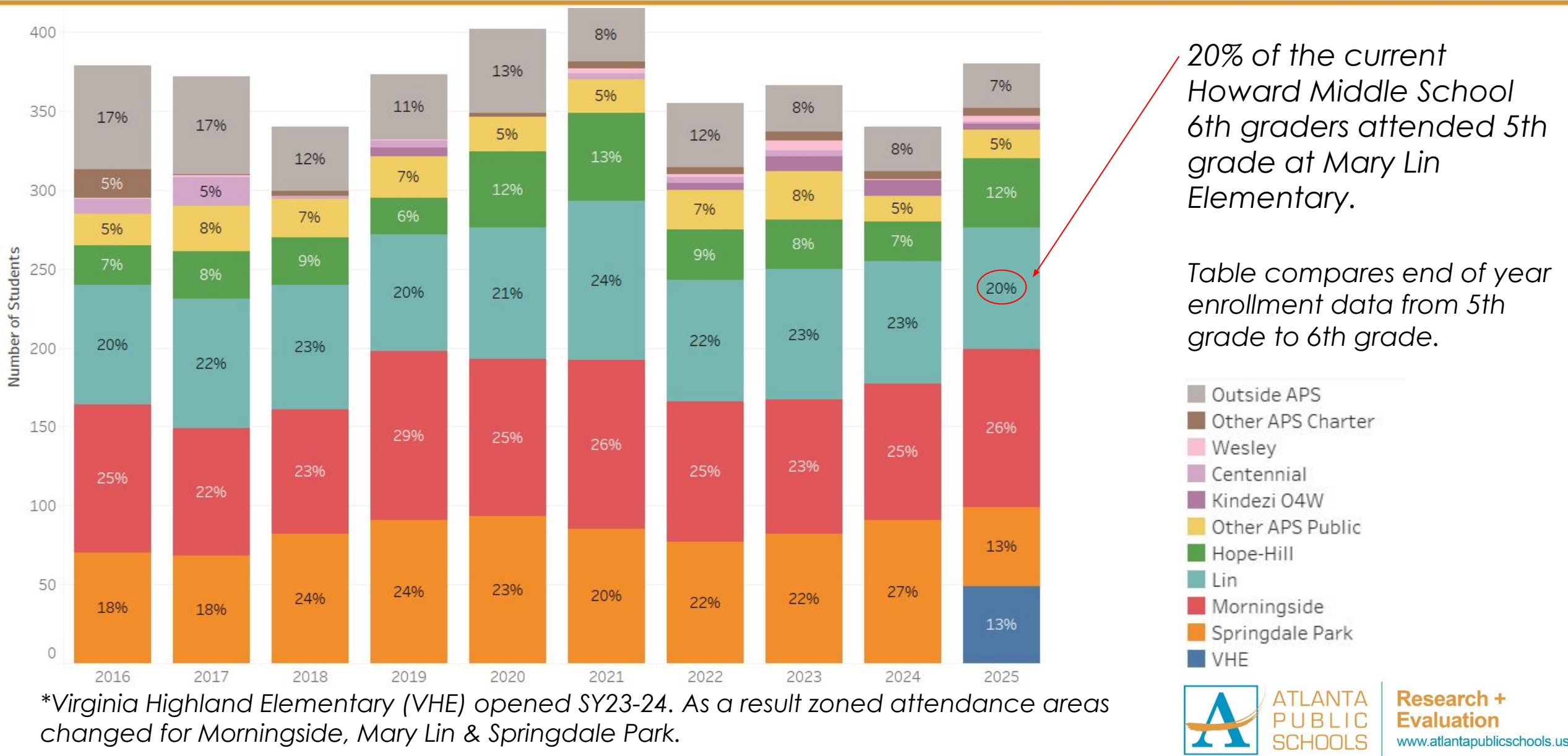
APS started sharing [Annual Utilization Reports](#) in 2022 which provide greater transparency around APS school enrollment.

*Kindezi O4W and Wesley are School Choice. Centennial has an attendance zone & School Choice options.

Kindezi O4W reports 200 students have Midtown Cluster addresses.

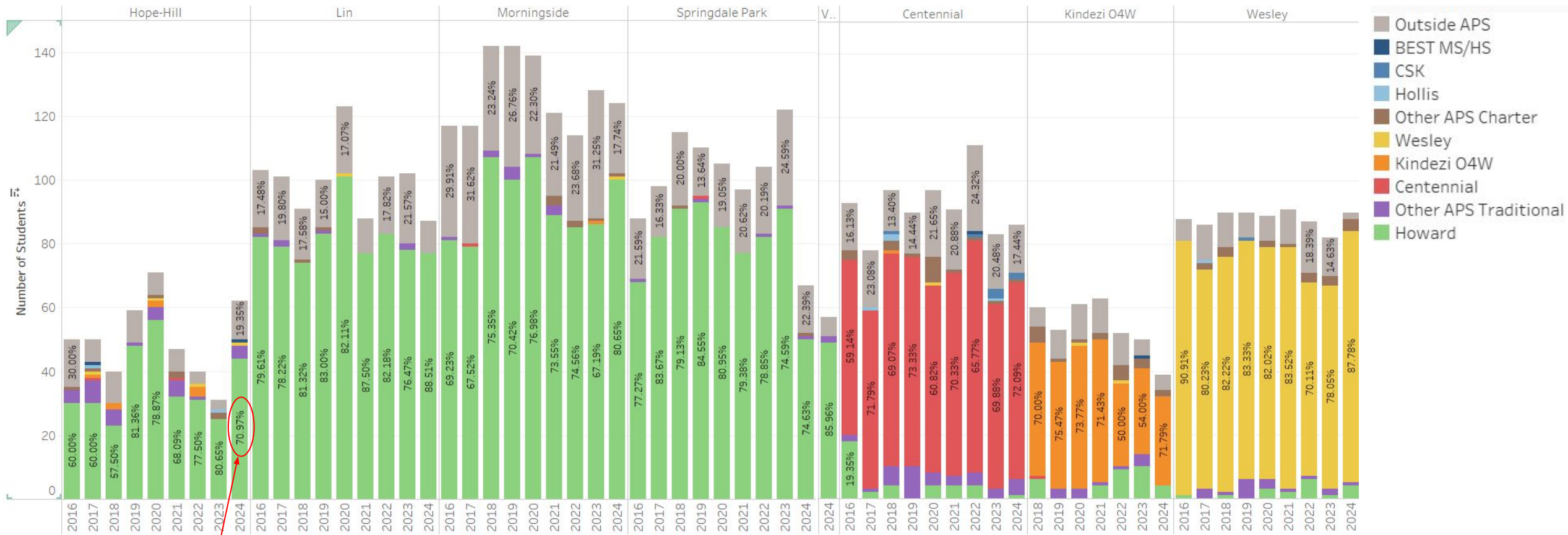
Date used for Utilization Report corresponds to "Leveling Day", October date used by [GADOE for FTE](#).

What elementary school did Howard Middle School 6th graders attend for 5th grade?



Where do 5th graders go for 6th grade?

Table compares end of year enrollment data from 5th grade to 6th grade.



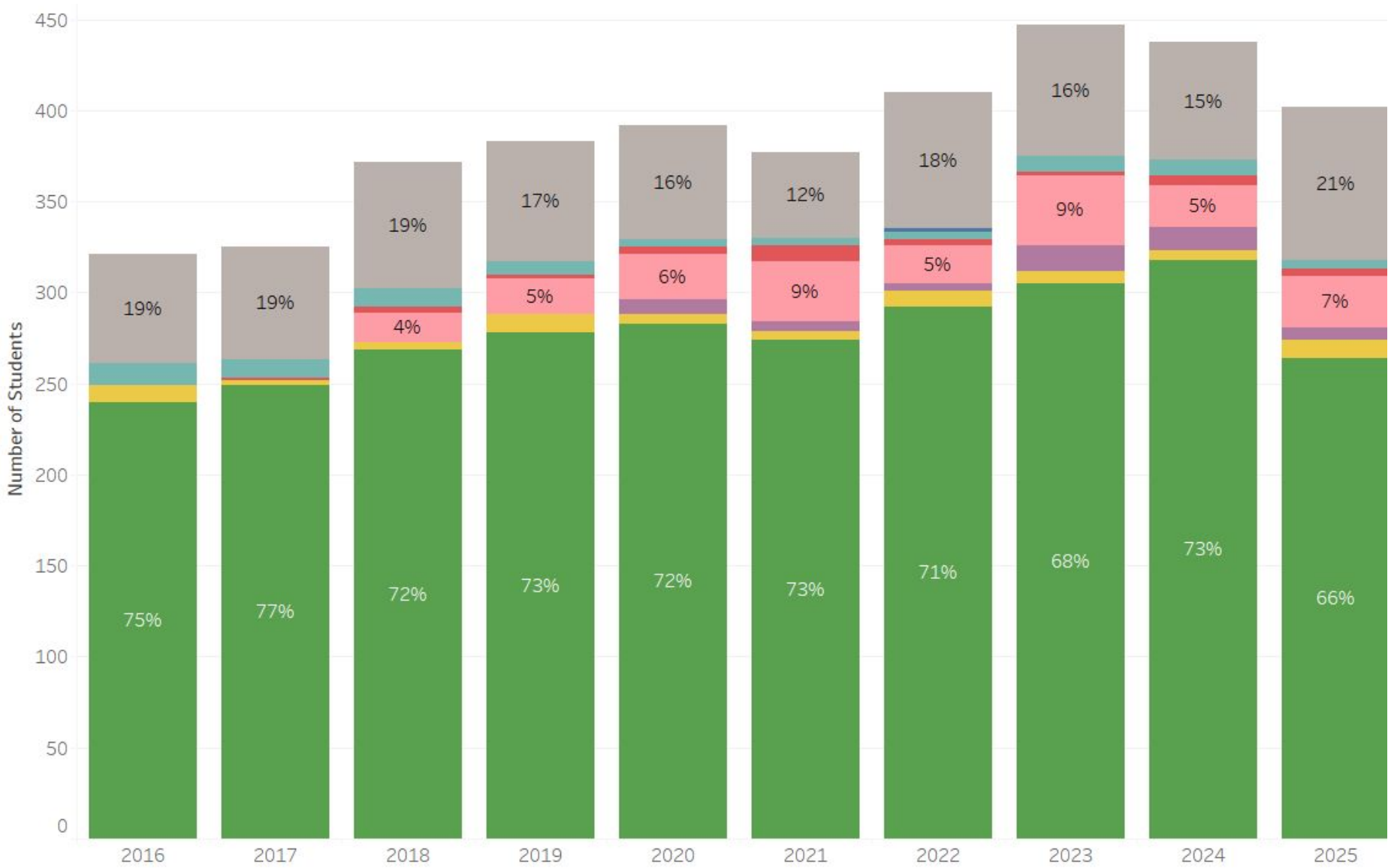
70.97% of the 5th graders at Hope Hill Elementary in SY22/23 were enrolled at Howard Middle school in 6th grade (SY23/24).



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What middle school did Midtown High School 9th graders attend for 8th grade?

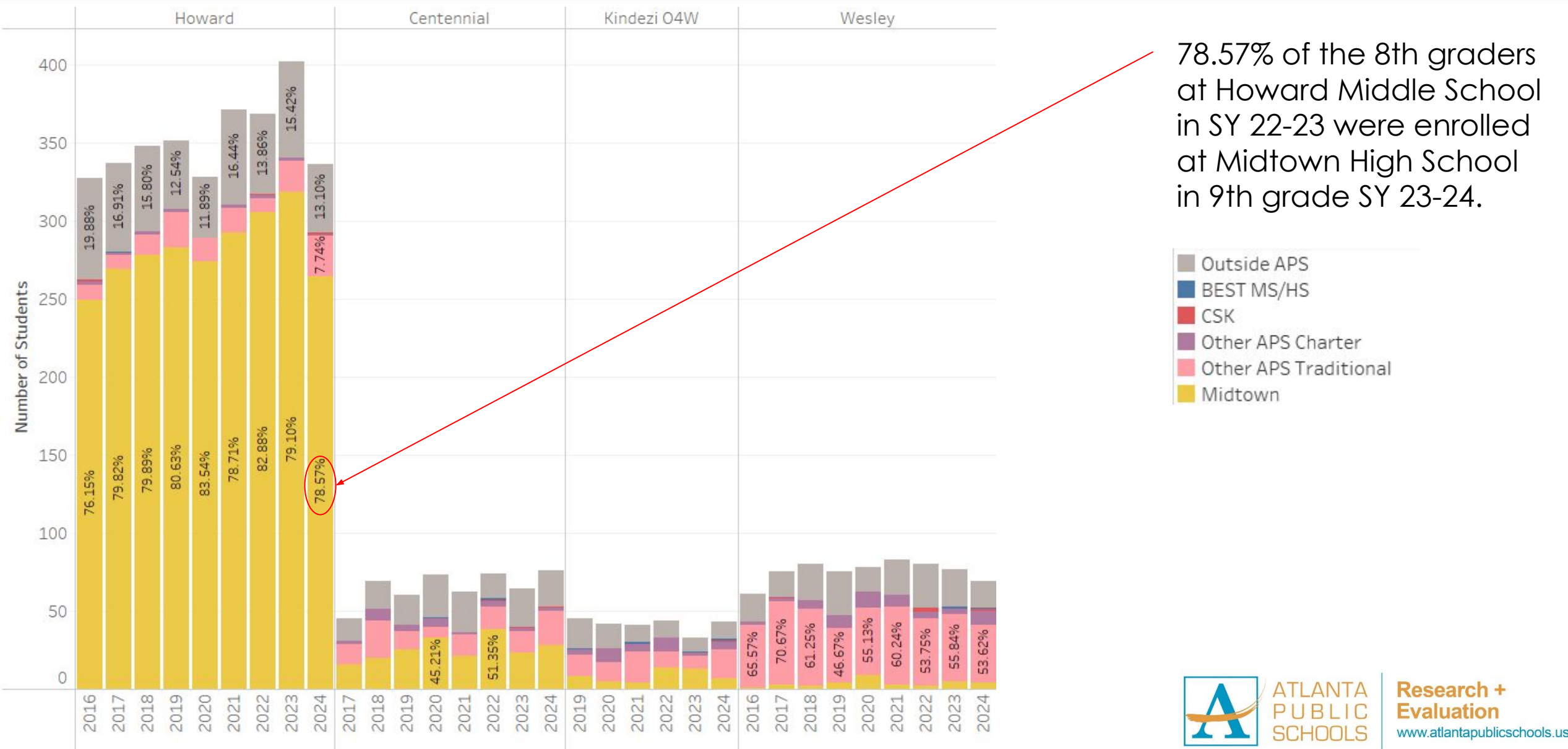


Centennial became a K-8 conversion charter school in 2014. APS Board of Education made Centennial a zoned middle school for SY17-18. Before that, students living in the Centennial zone had the option of attending Inman Middle School for grades 6-8.

Table compares end of year enrollment data from 8th grade to 9th grade.

Where do 8th graders go for 9th grade?

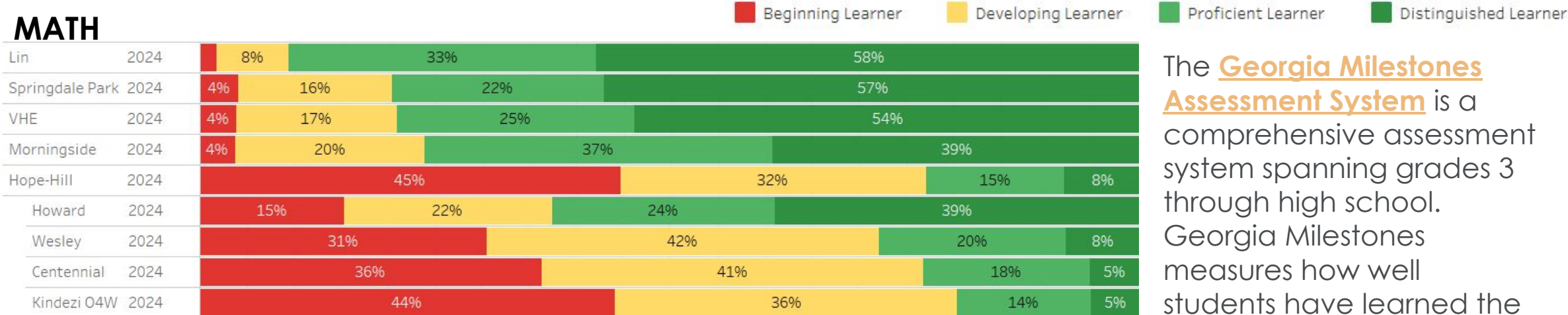
Table compares end of year enrollment data from 8th grade to 9th grade.



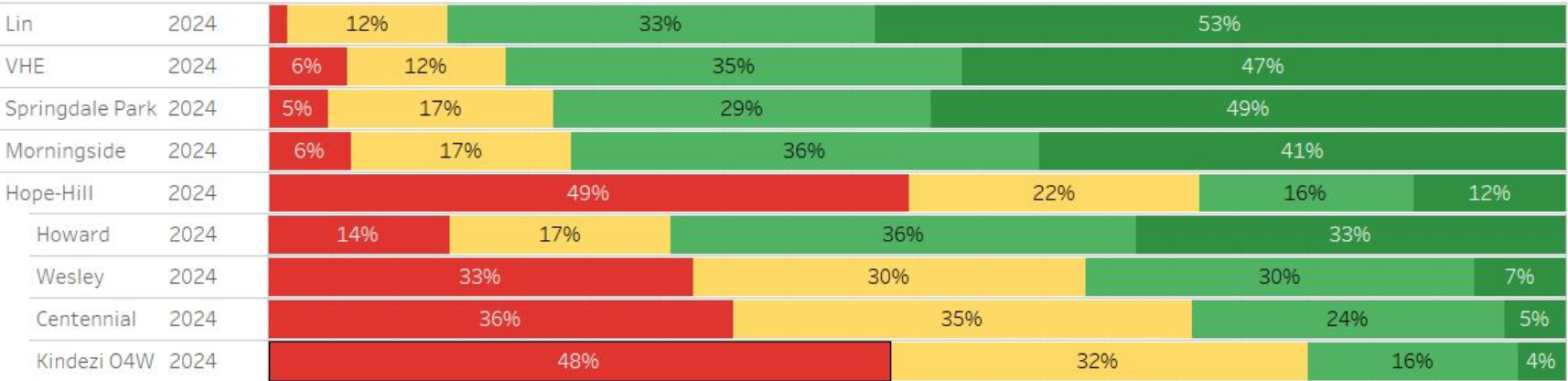
Georgia Milestone End-of-Grade (EOG) Performance

Grades 3 - 8

MATH



READING



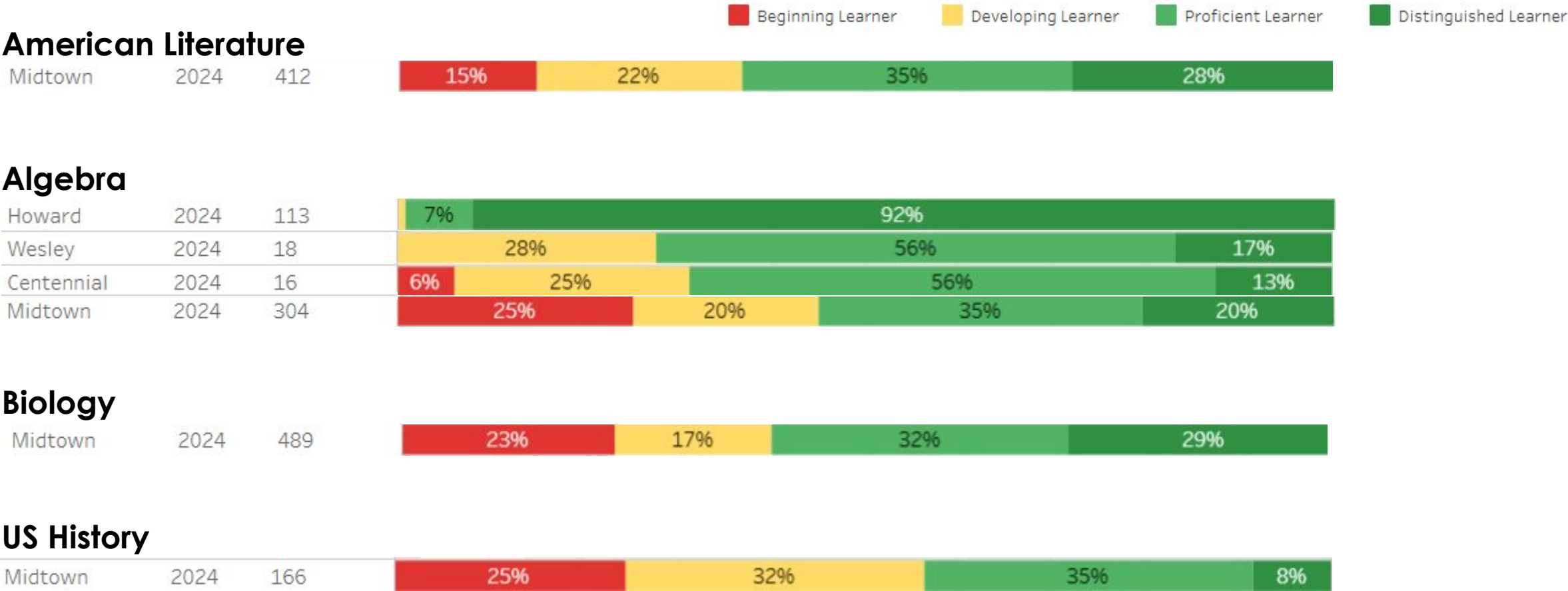
The [Georgia Milestones Assessment System](#) is a comprehensive assessment system spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English language arts, mathematics, science, and social studies.

Click to explore data on [APS Insights - Milestones](#)

End-of-Grade (EOG) Students in grades 3 through 8 take End-of-Grade (EOG) assessments in English language arts and mathematics. Students in grades 5 and 8 take the EOG assessment in science, and students in grade 8 take the EOG assessment in social studies.

Georgia Milestone End-of-Course (EOC) Performance

Middle or High School



Click to explore data on
APS Insights - Milestones

End-of-Course (EOC): High school or middle school students enrolled in courses designated by the State Board of Education take End-of-Course (EOC) assessments.



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Chronic Absenteeism

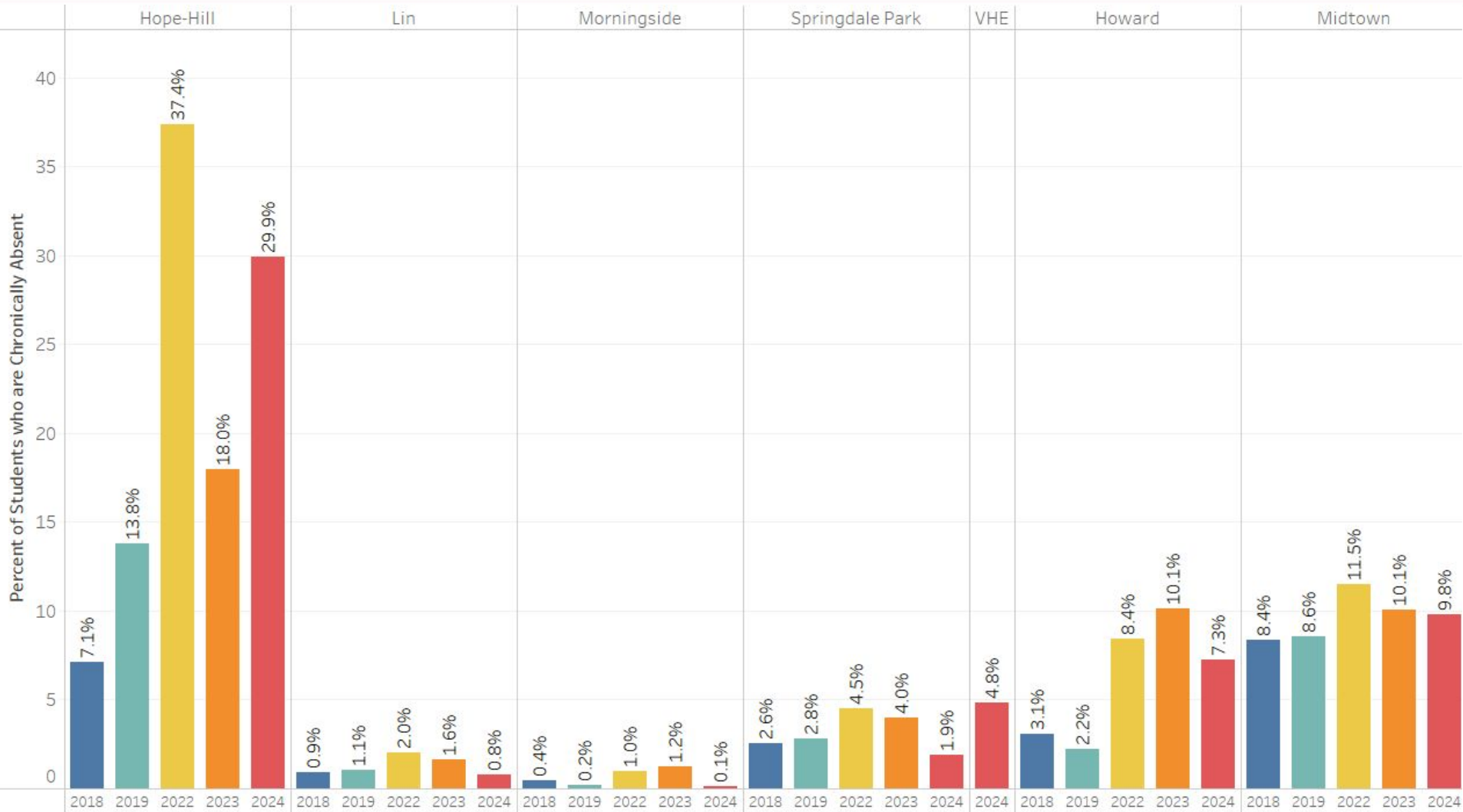
Defined as students that have less than 90% attendance for days enrolled, whether those days are excused or unexcused.

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

Click to explore data on the
GADOE Attendance Dashboard

Click to visit the
**GADOE January 2025 Press Release
Chronic Absenteeism Supports**

Chronic Absenteeism: by School Year

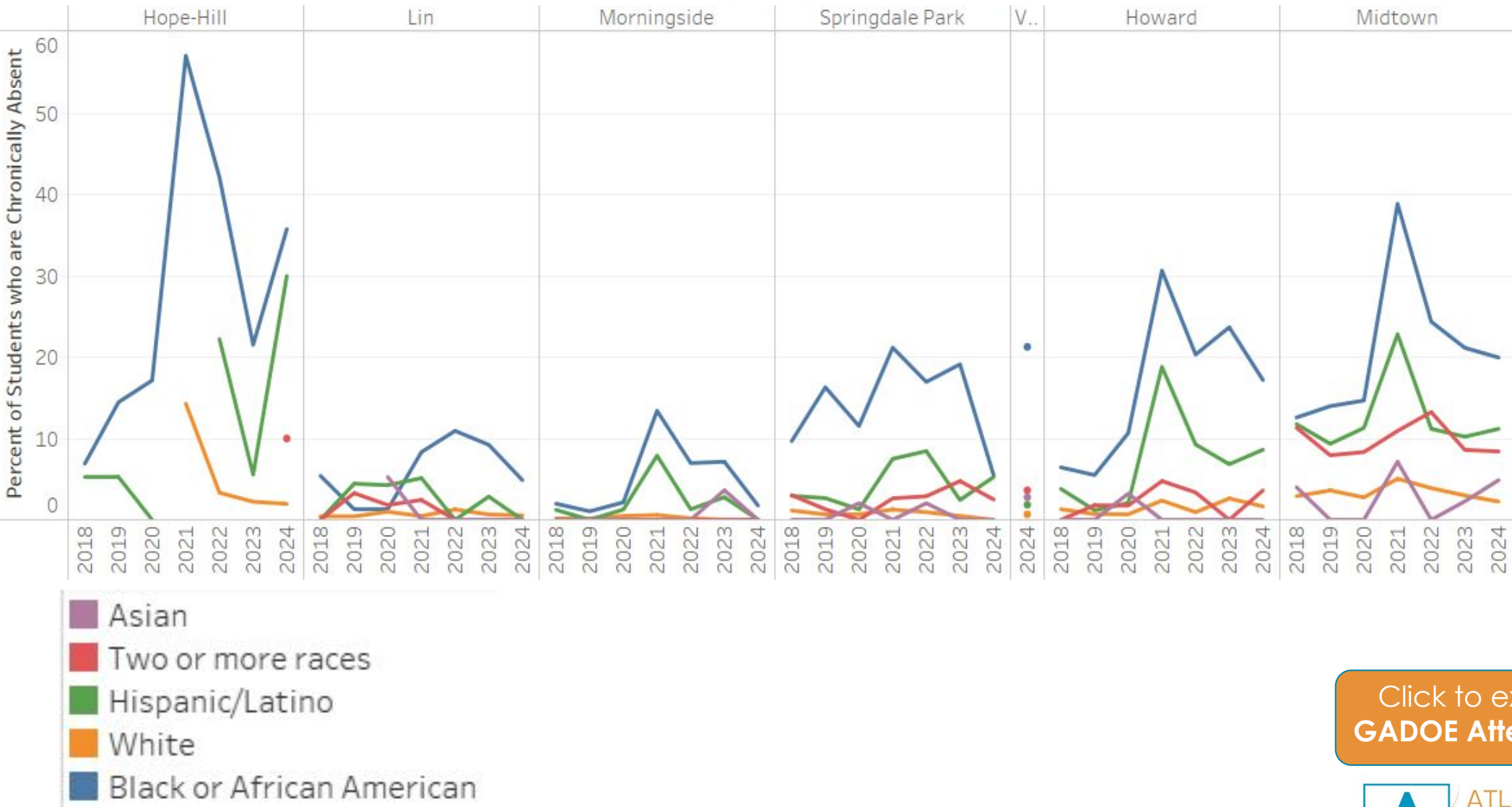


A quick snapshot of chronic absenteeism pre and post covid amongst all Midtown Traditional School students.

The subsequent slides will describe Chronic Absenteeism by the subgroups that GADOE defines.

“2024” represents School Year (SY) 23-24.

Chronic Absenteeism By Ethnicity



Midtown Cluster Traditional School students that are Black or Hispanic appear to have higher than average rates of chronic absenteeism, particularly in the upper grades (middle and high).

Click to explore data on the **GADOE Attendance Dashboard**

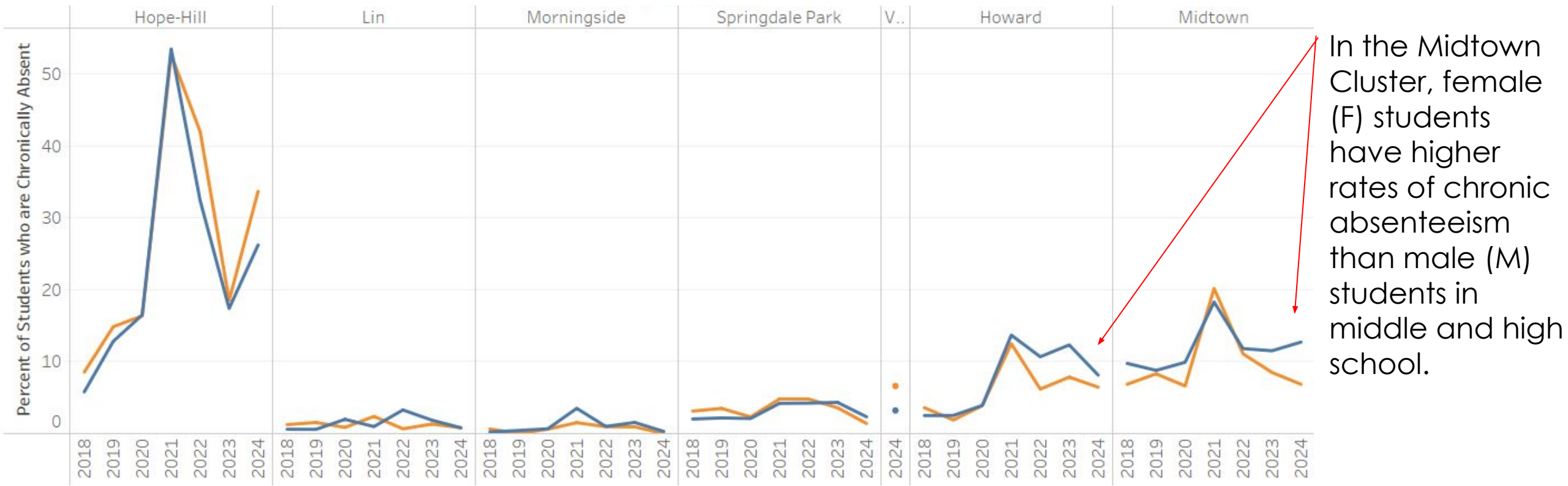


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Groups that are smaller than 15 students are not shown, hidden.

Chronic Absenteeism By Gender



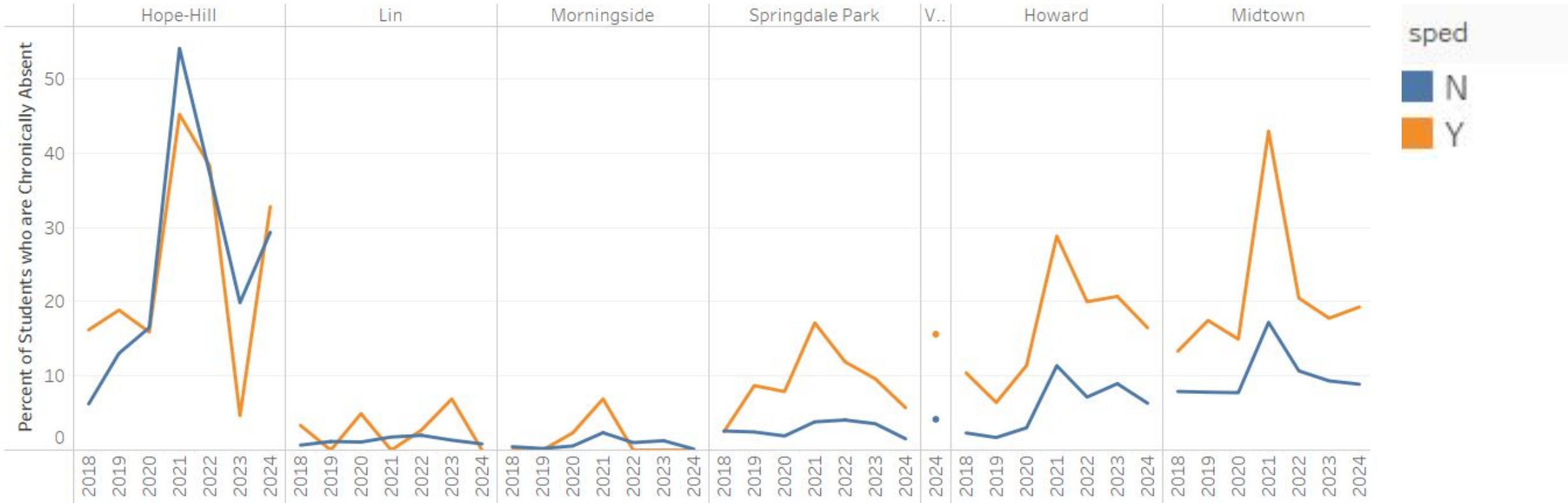
gender

- F
- M
- N

Groups that are smaller than 15 students are not shown, hidden.

Click to explore data on the **GADOE Attendance Dashboard**

Chronic Absenteeism By Students With Disabilities (SWD/SPED) Status

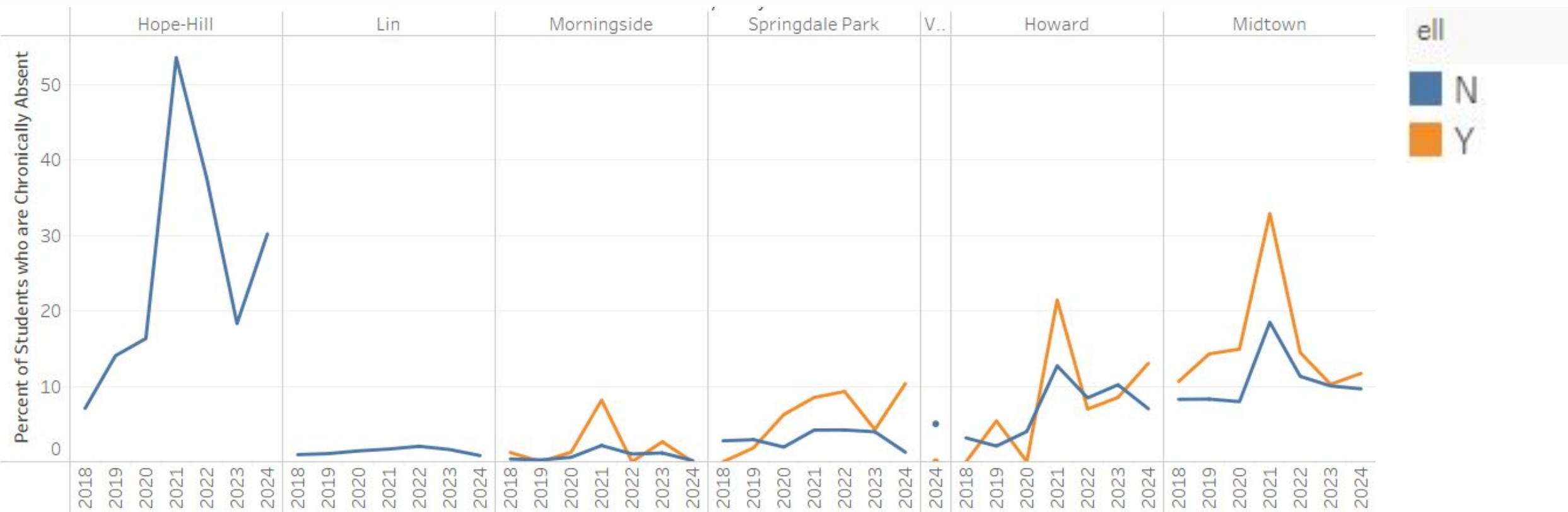


Midtown Cluster Traditional School students with disabilities appear to have high rates of chronic absenteeism, across majority of schools.

Click to explore data on the **GADOE Attendance Dashboard**

Groups that are smaller than 15 students are not shown, hidden.

Chronic Absenteeism By English Language Learners (ELL) Status



Midtown Cluster Traditional School students who are identified as English Language Learners have had varying rates of chronic absenteeism.

Click to explore data on the **GADOE Attendance Dashboard**

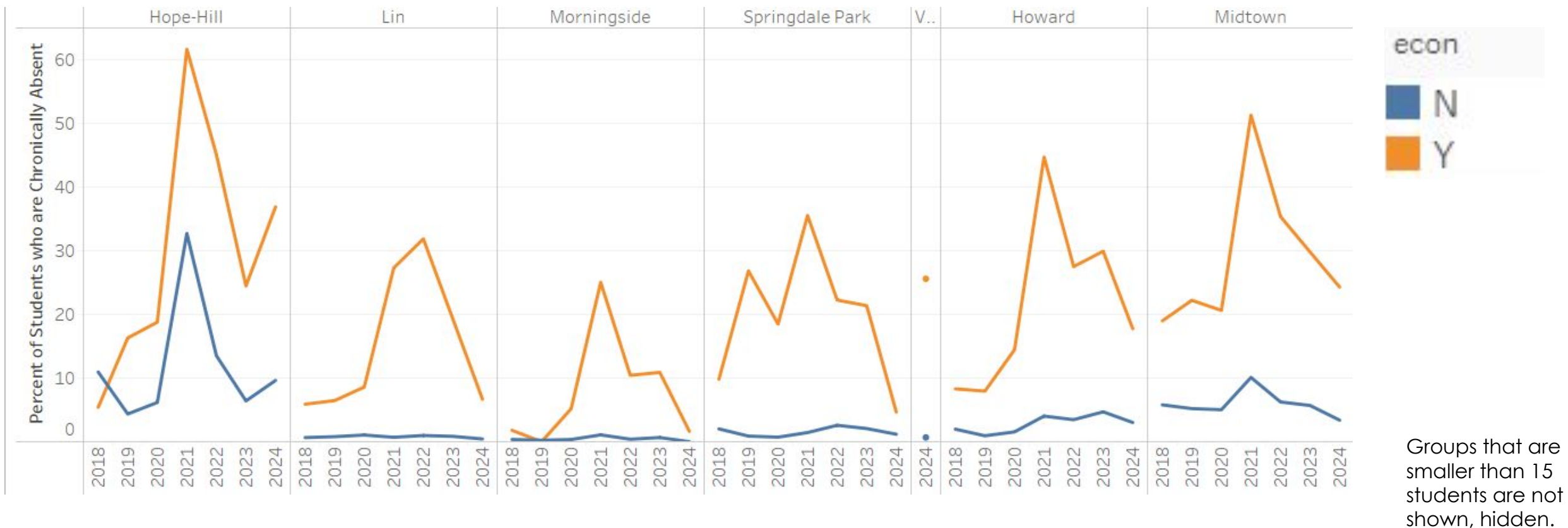
Groups that are smaller than 15 students are not shown, hidden.



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Chronic Absenteeism By Economically Disadvantaged (ECON/ED) Status

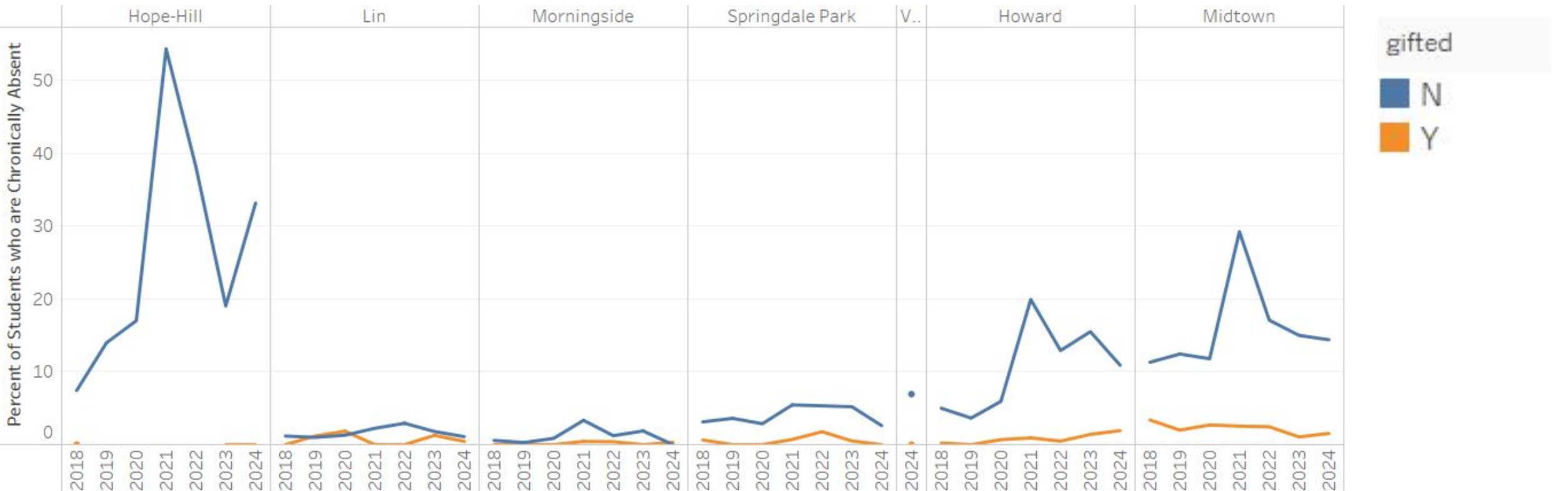


Midtown Cluster Traditional School students who are classified as Economically Disadvantaged have greater rates of chronic absenteeism.

Direct Certification (DC) is used to measure poverty levels of students in Georgia. The definition of Direct Certification expanded to include four categories in 2023-24. APS uses Direct Certification to identify students as Economically Disadvantaged (ED)

Click to explore data on the **GADOE Attendance Dashboard**

Chronic Absenteeism By Gifted Status



Midtown Cluster Traditional School students who are not identified as gifted and talented have higher rates of chronic absenteeism at most schools.

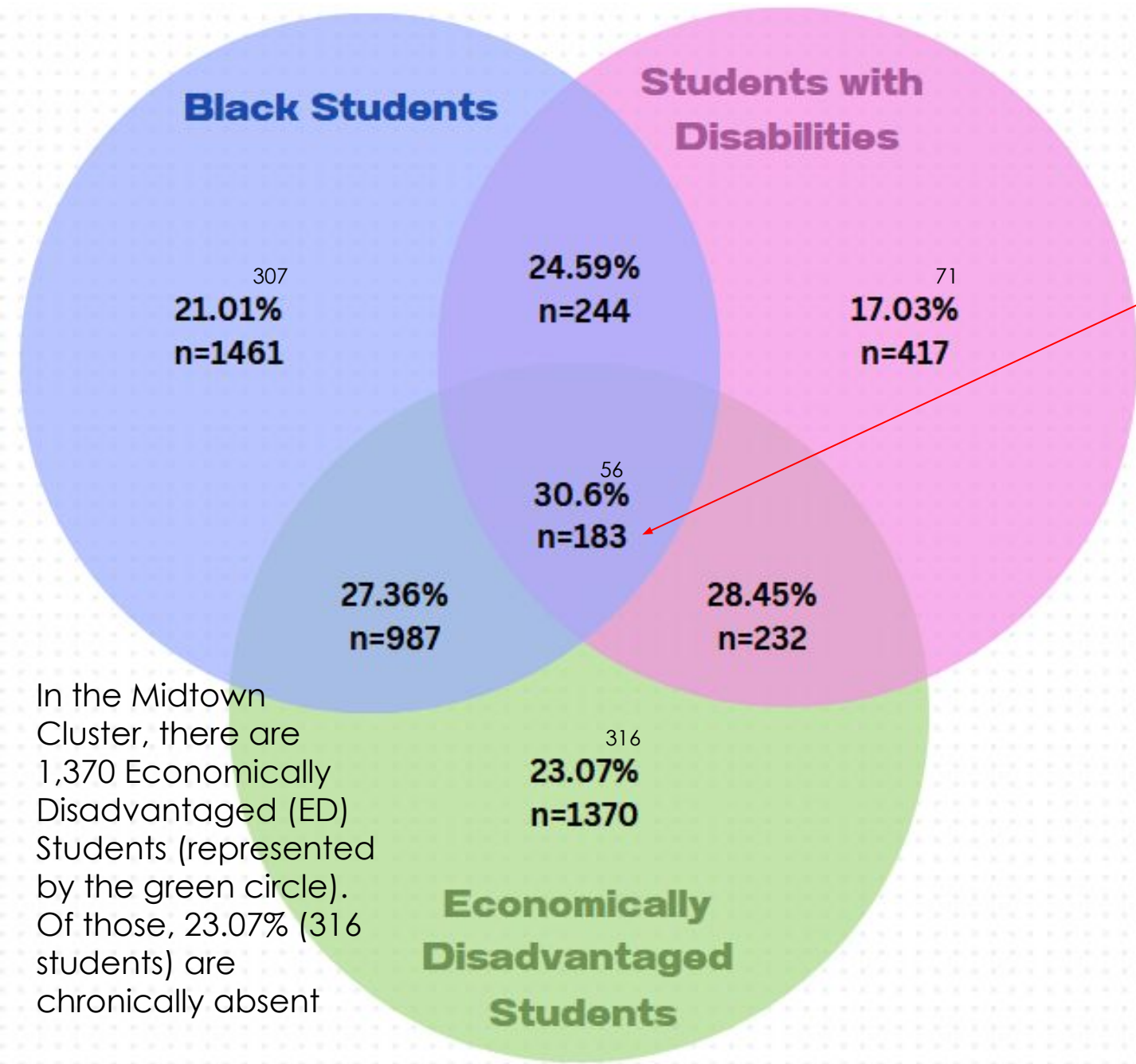
Refer to appendix for [Gifted and Talented enrollment summary](#).

Groups that are smaller than 15 students are not shown, hidden.

Click to explore data on the **GADOE Attendance Dashboard**

Chronic Absenteeism: (SY 23-24)

Midtown Cluster Traditional Schools



Of the 183 total K-12 students in the Midtown Cluster Traditional Schools that are Black **and** SWD **and** ED, 56 (30.6%) of them are chronically absent.

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

In the Midtown Cluster, there are 1,370 Economically Disadvantaged (ED) Students (represented by the green circle). Of those, 23.07% (316 students) are chronically absent



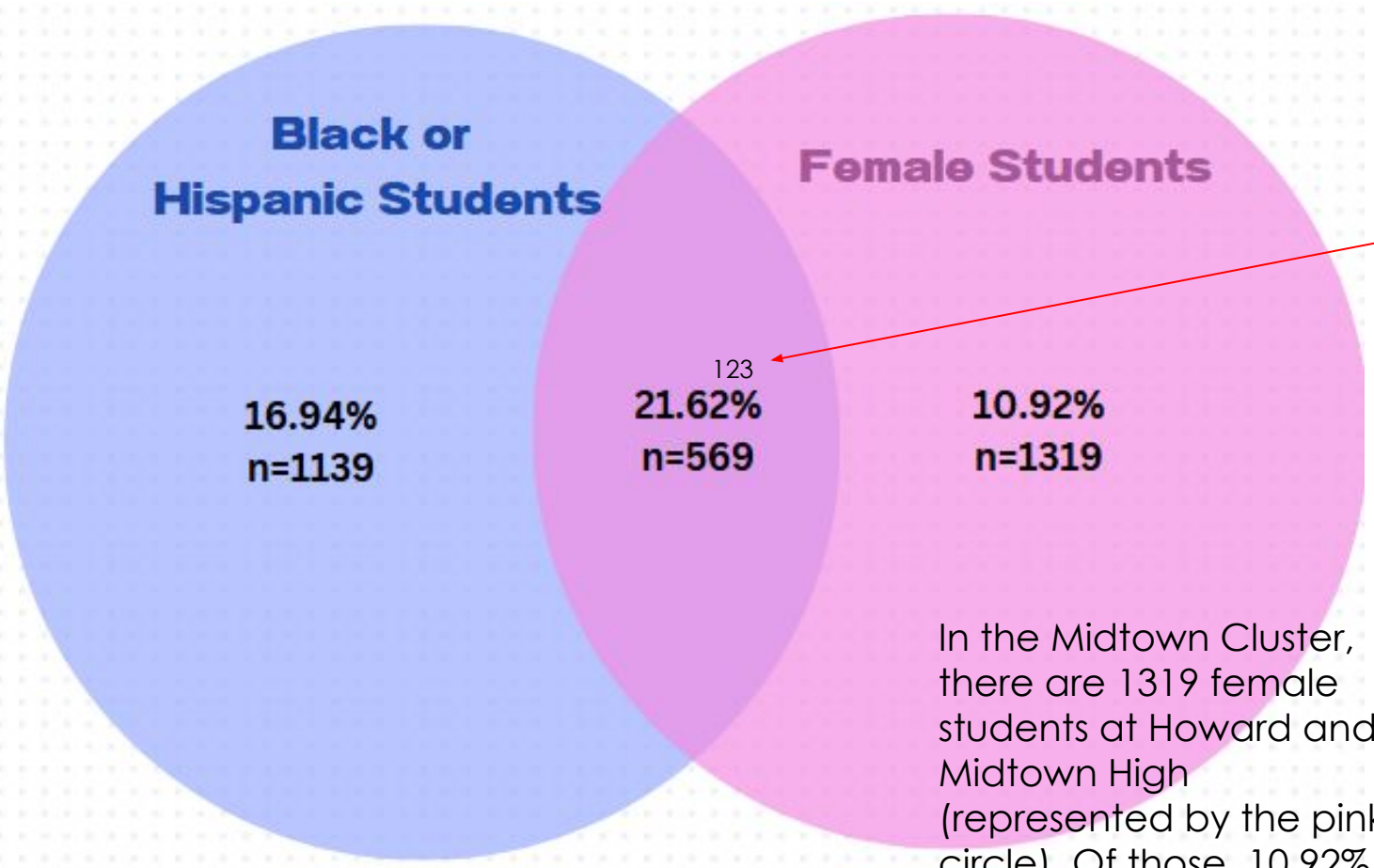
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Chronic Absenteeism: (SY 23-24)

Midtown Cluster Traditional Schools - Middle & High Schoolers only



If we focus on middle school **and** high school students, we are seeing more female students absent.

Of the 569 total 6-12 students in the Midtown Cluster Traditional Schools that are Black **OR** Hispanic **and** Female, 123 (21.62%) of them are chronically absent.

In the Midtown Cluster, there are 1319 female students at Howard and Midtown High (represented by the pink circle). Of those, 10.92% (144 students) are chronically absent

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



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Reading

Measures of Academic Progress (MAP) Growth

is a nationally normed, dynamic adaptive assessment that measures your students' achievement and growth.

Atlanta Public Schools administer MAP assessments multiple times a year dependent upon grade. Review the [APS Test & Assessment Parent Guide](#) for details.

Click to explore data on
APS Insights: MAP, Spring 2024

Click to visit the
GADOE Lexile Framework for Reading

Click to explore data on the
GADOE Readiness Dashboard

Reading: Lexile`

The [Lexile Framework for Reading](#) measures student ability and text complexity on the same scale.

The **Lexile** student measure can also be used to monitor a reader's growth in reading ability over time and connect them to the reading demands of the real world.

Georgia has undergone several recent developments that have impacted literacy policy and practice statewide. The [Aligning State Literacy Policies & Practices](#) guidance document provides key connections and information to support school districts in effectively and efficiently implementing these new expectations with the ultimate goal of increasing literacy outcomes for Georgia's students.

In December 2023, Atlanta Public School's Board of Education developed [Board Policy ID: Curriculum Design](#) that established goals and strategies to address the District's literacy challenges.

Lexile Grade Level Chart

Grade	MetaMetrics Grade-Level Stretch Band
K	BR40L – 230L
1	190L – 530L
2	420L – 650L
3	520L – 820L
4	740L – 940L
5	830L – 1010L
6	925L – 1070L
7	970L – 1120L
8	1010L – 1185L
9	1050L – 1260L
10	1080L – 1335L
11 & 12	1185L – 1385L

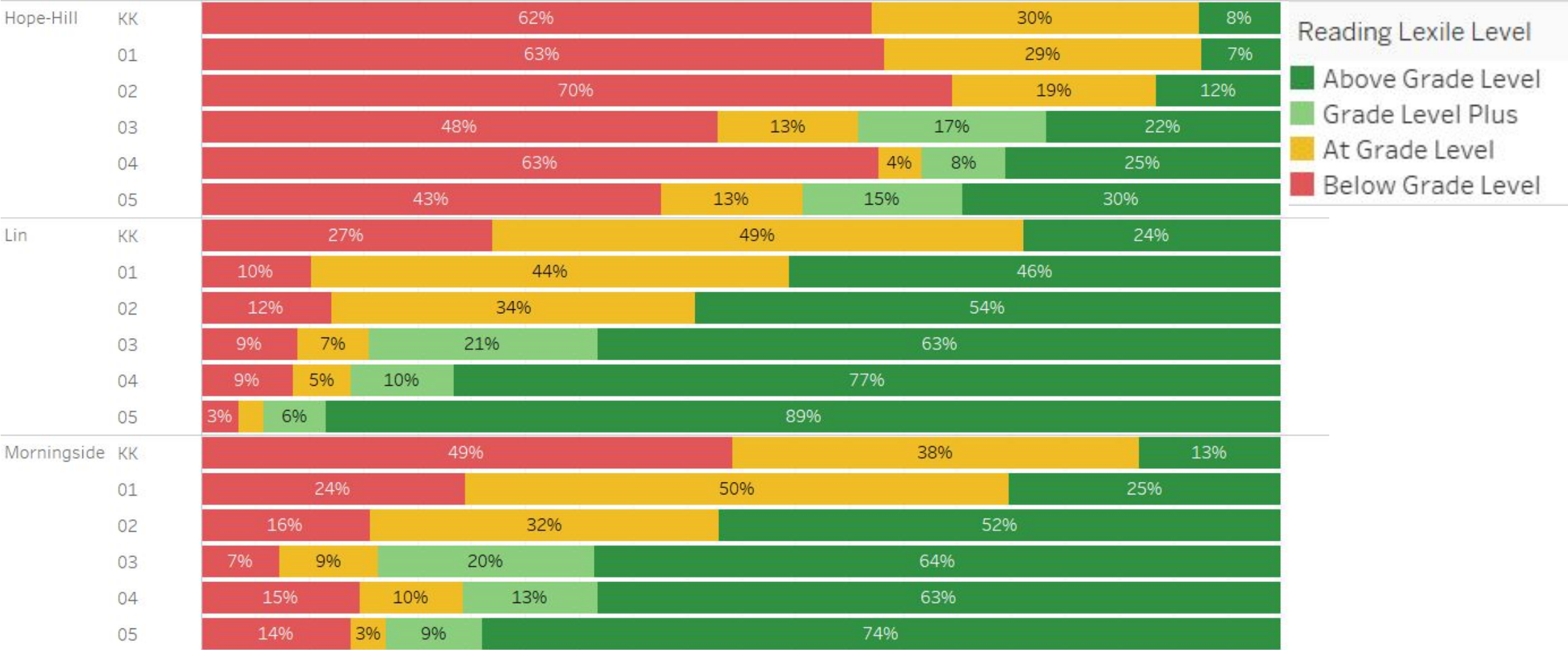
Click to visit the
**Comprehensive Grade Level
Lexile Charts**



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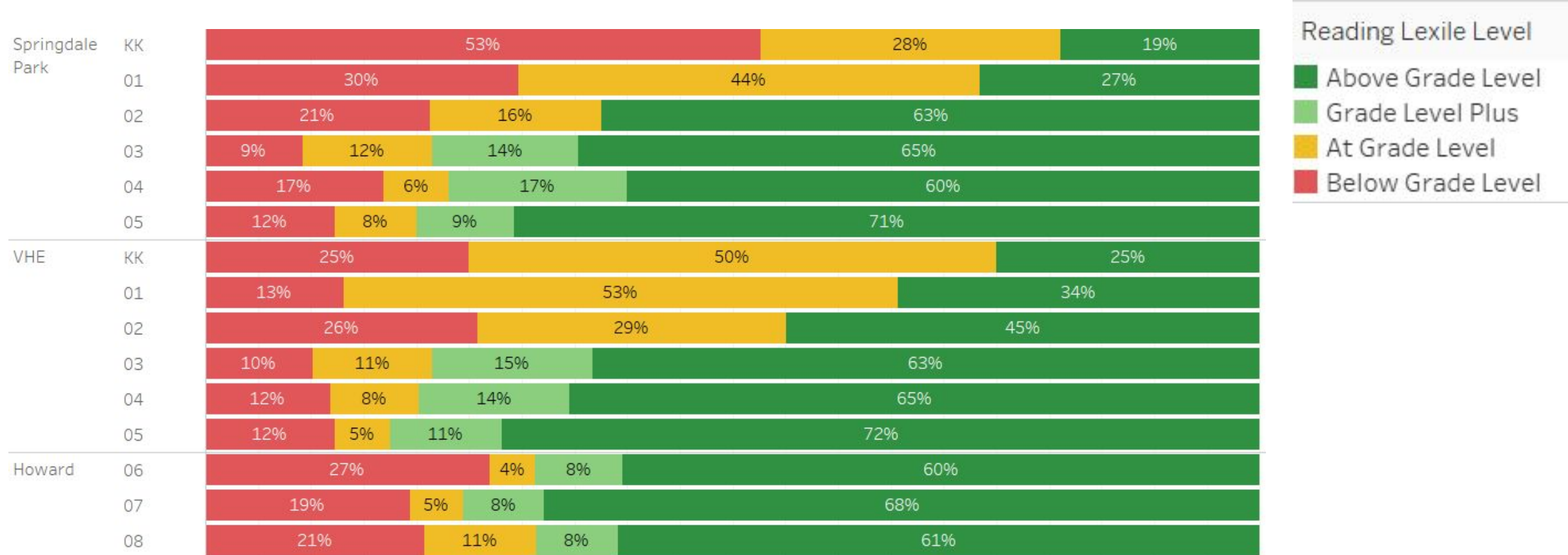
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Reading K-5: Lexile* (MAP, Spring 2024)



*Breakdown of additional [K-5 MAP Reading Data](#) may be found in appendix.

Reading K-5: Lexile* (MAP, Spring 2024)

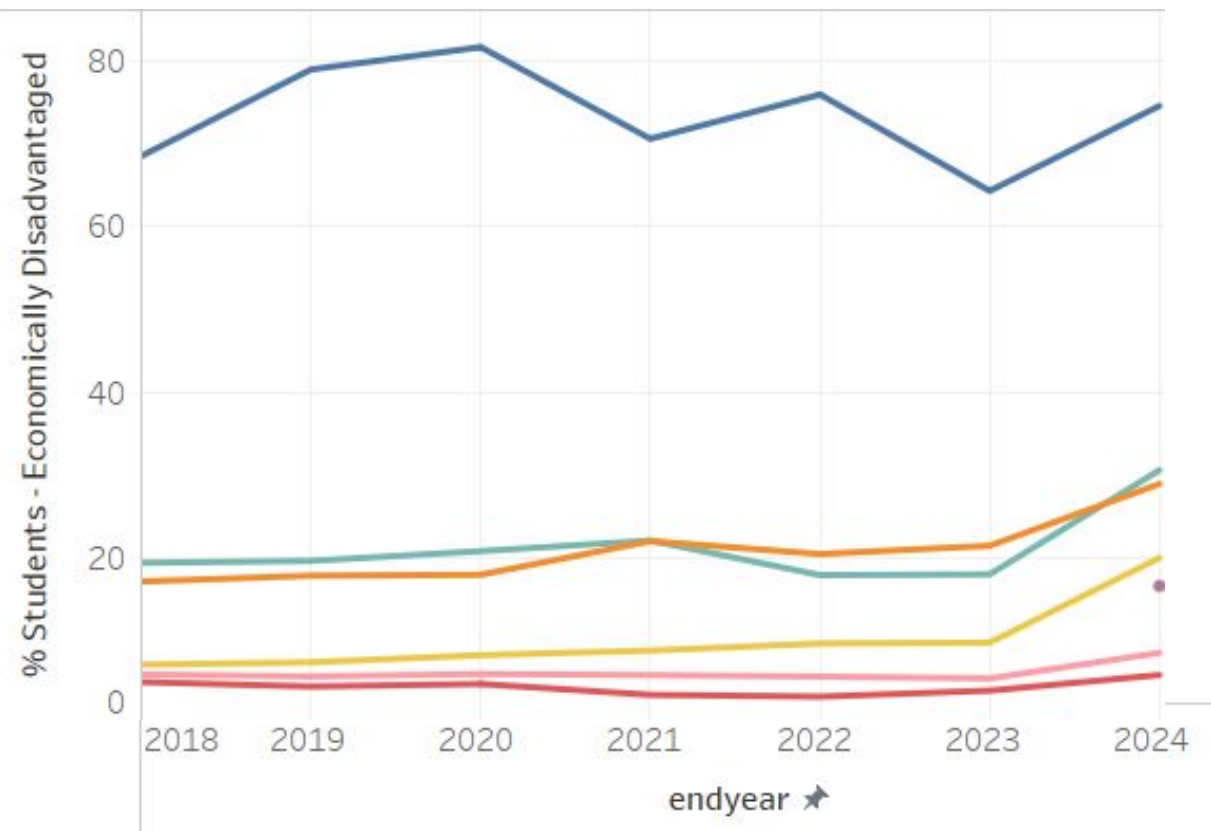


*Breakdown of additional [K-5 MAP Reading Data](#) may be found in appendix.

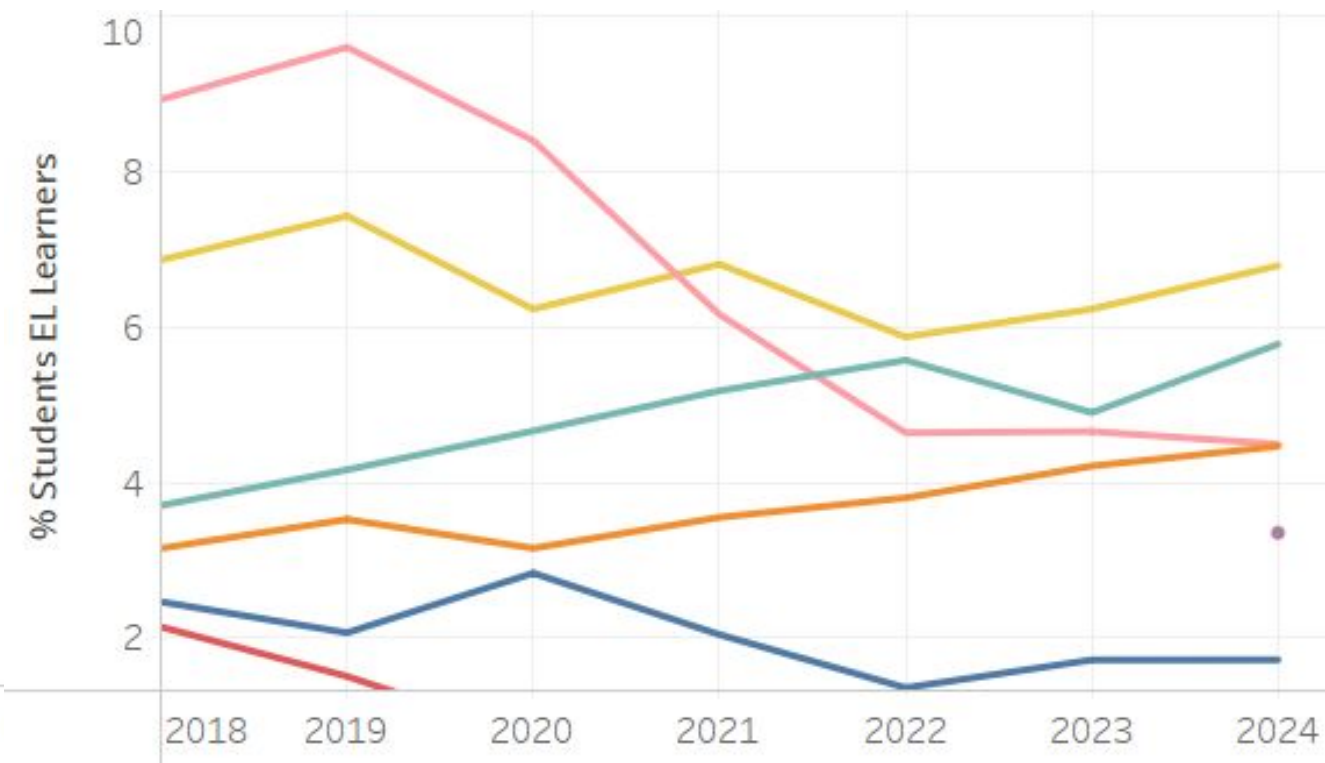


What is the Challenge Index?

Percent of Students Economically Disadvantaged



Percent of Students English Language Learners



Direct Certification (DC) is used to measure poverty levels of students in Georgia. The definition of Direct Certification expanded to include four categories in 2023-24. APS uses Direct Certification to identify students as Economically Disadvantaged (ED)

- school

 - Hope-Hill
 - Howard
 - Lin
- Midtown
 - Morningside
 - Springdale Park
 - VHE

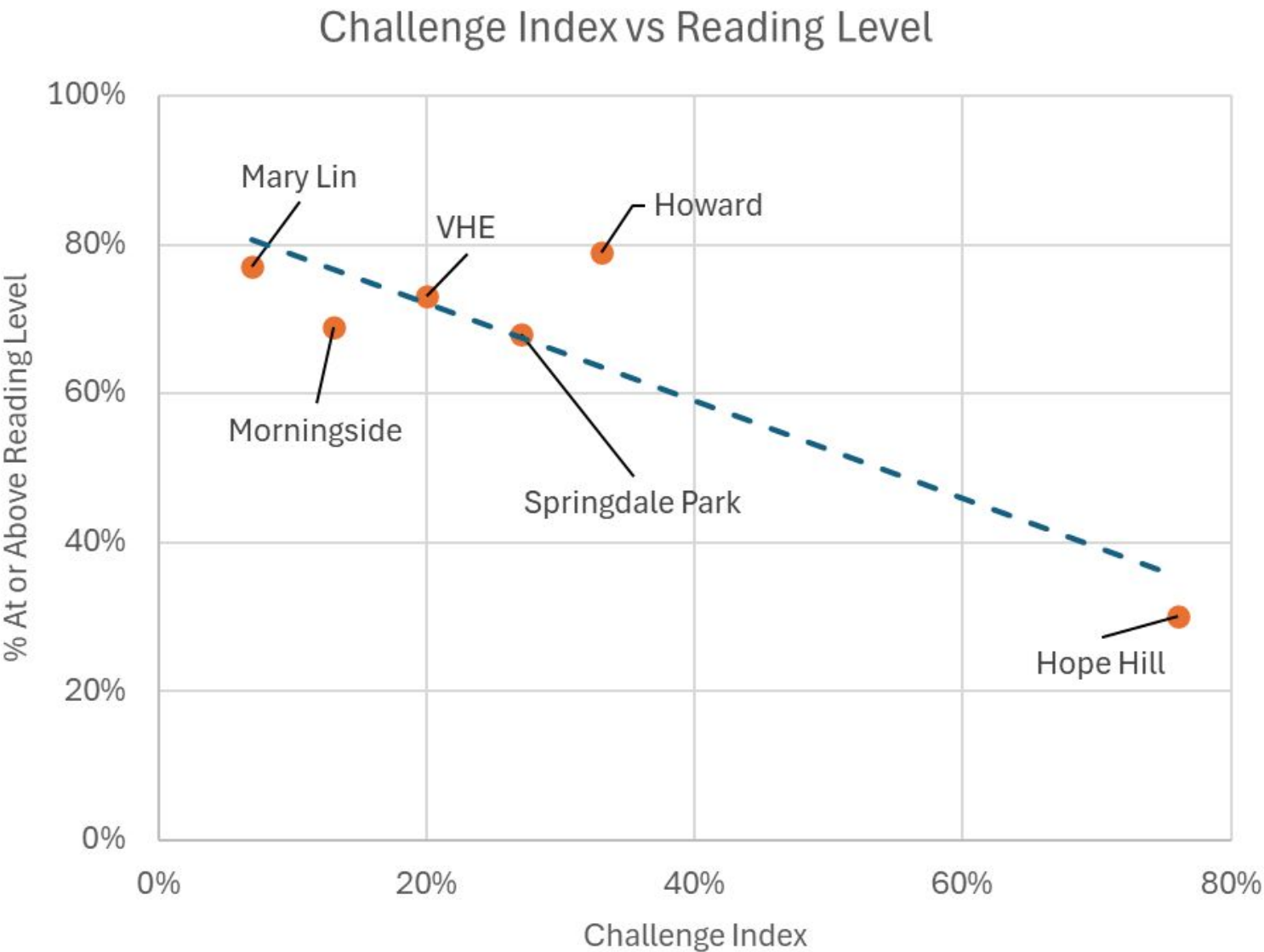


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Relationship between Challenge Index vs Reading Level (Lexile)

(K-8 Traditional, MAP Spring 2024)



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

Also referred to as “Beating the Odds” if performance is above the line.

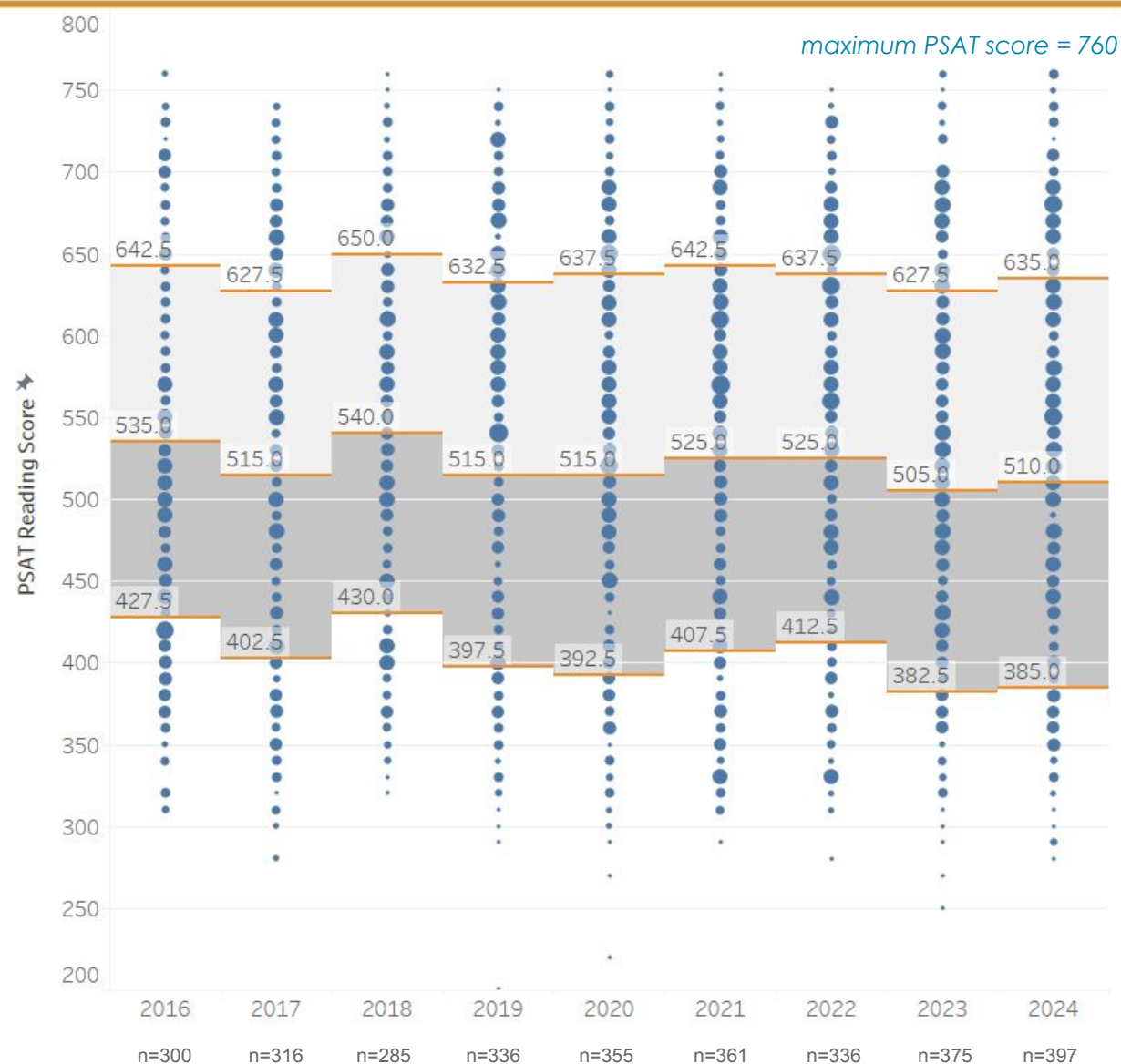
Click to explore data on
**APS Insights - Relationship between
School Performance & Poverty**



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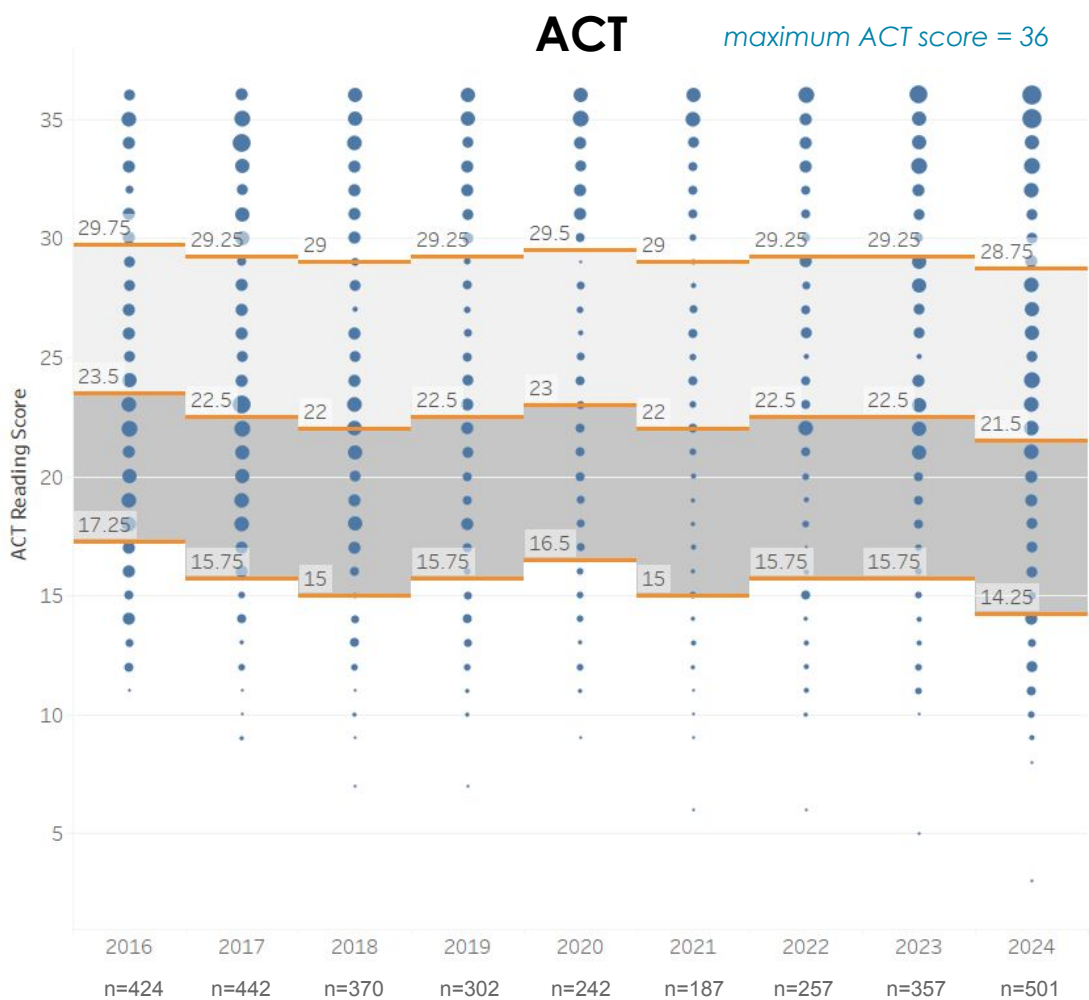
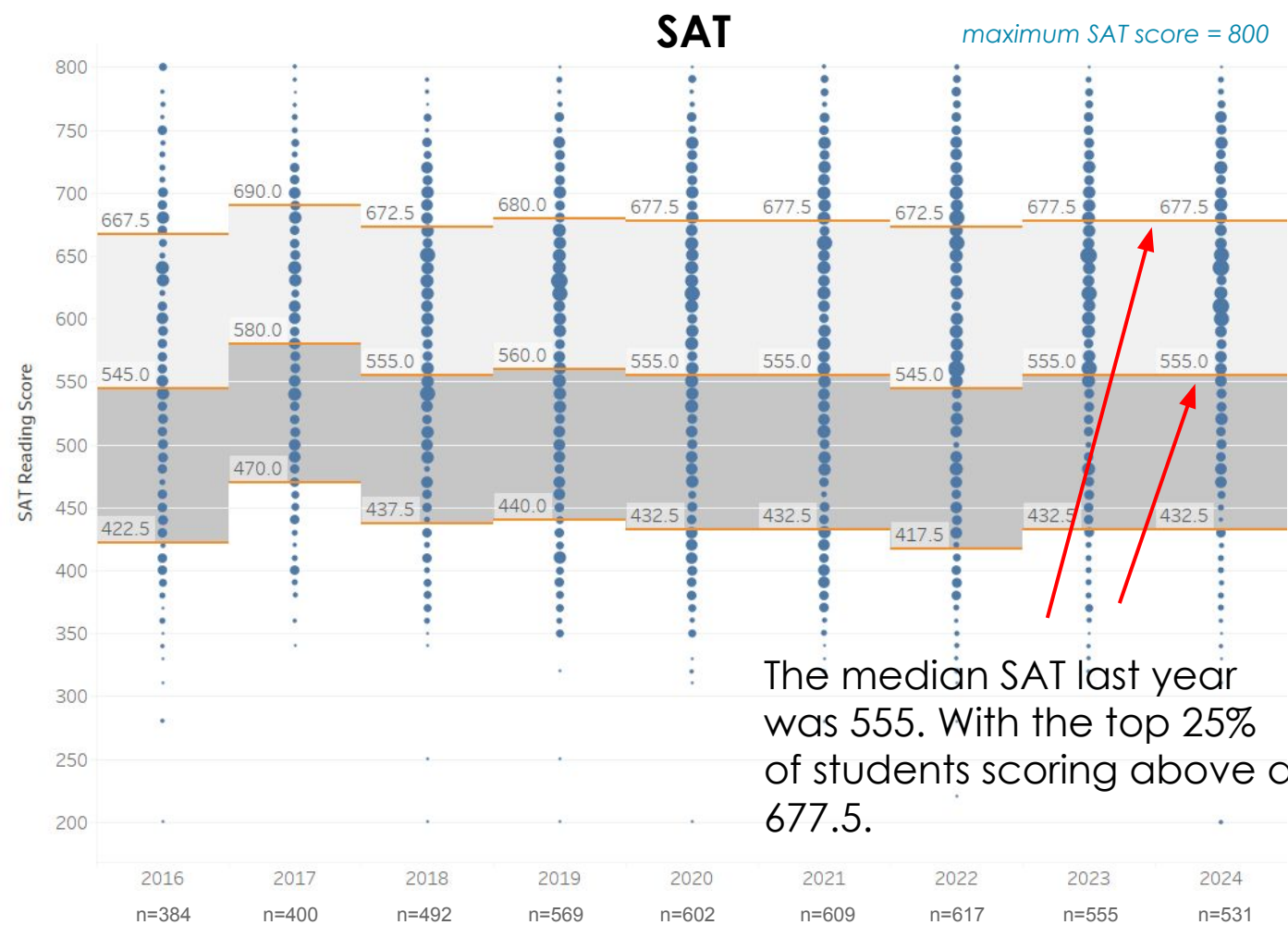
Reading: PSAT (10th grade only)



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

Reading: Best Overall SAT and ACT Score (2016-2024)

(11th & 12th grade students who elected to take exam)



Lines show the upper quartile, median, and lower quartile



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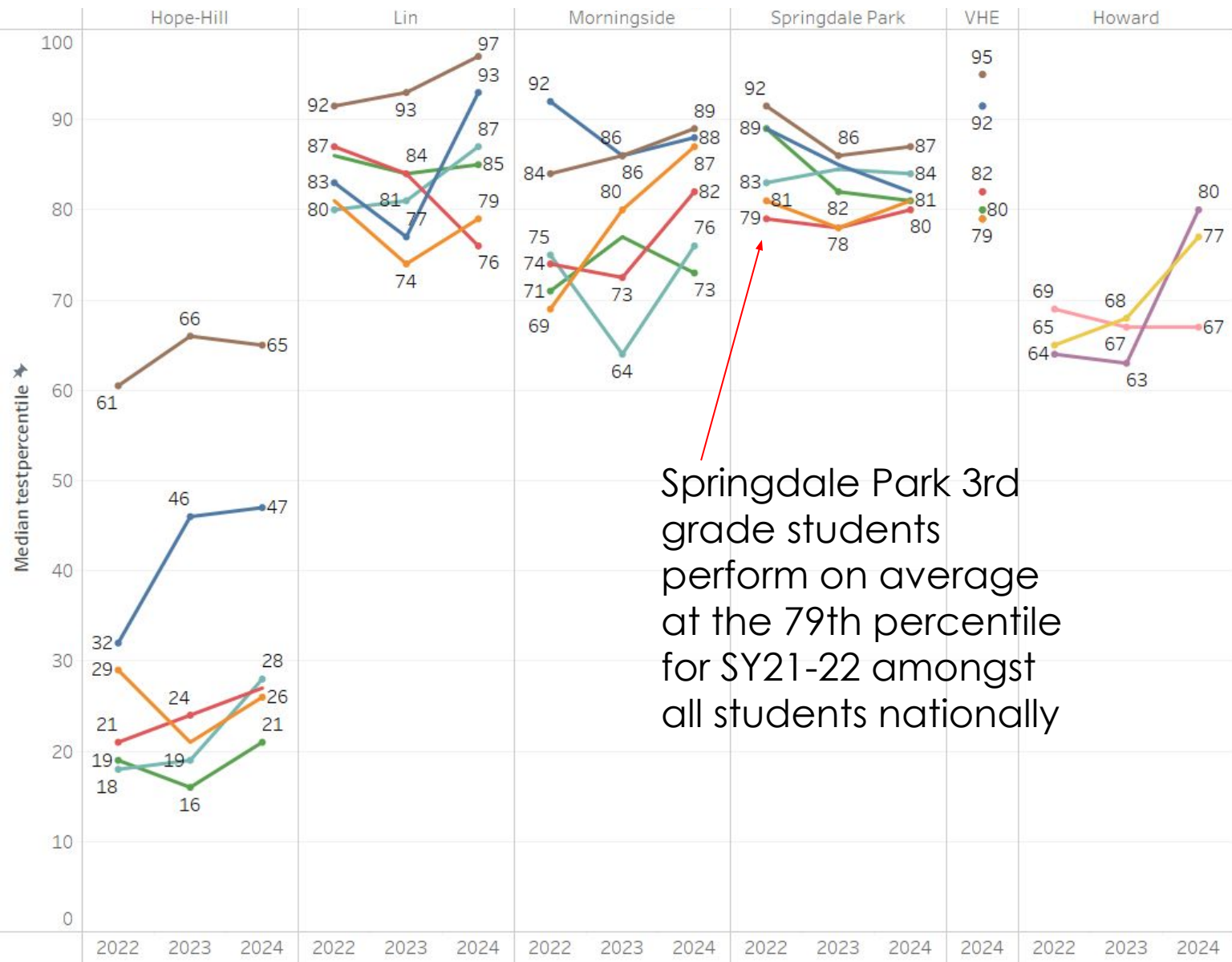
Mathematics

[Measures of Academic Progress \(MAP\) Growth](#) is a nationally normed, dynamic adaptive assessment that measures your students' achievement and growth.

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Click to explore data on
APS Insights: MAP, Spring 2024

Math K-8: Median Test Percentile (MAP, Spring 2024)



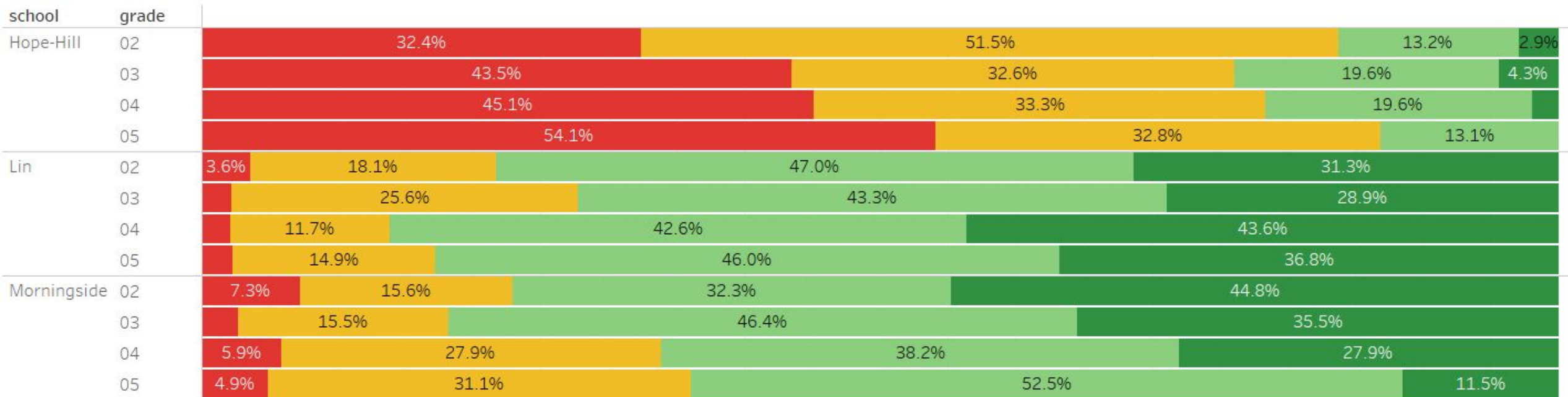
Median Test Percentile is students' rank compared to all students on a national level.

It is NOT the percent correct or their raw score on the test.

Math 2-8: Math Achievement (MAP, Spring 2024)

achievement_level_ga...

- Distinguished
- Proficient
- Developing
- Beginning



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

Math 2-8: Math Achievement (MAP, Spring 2024)

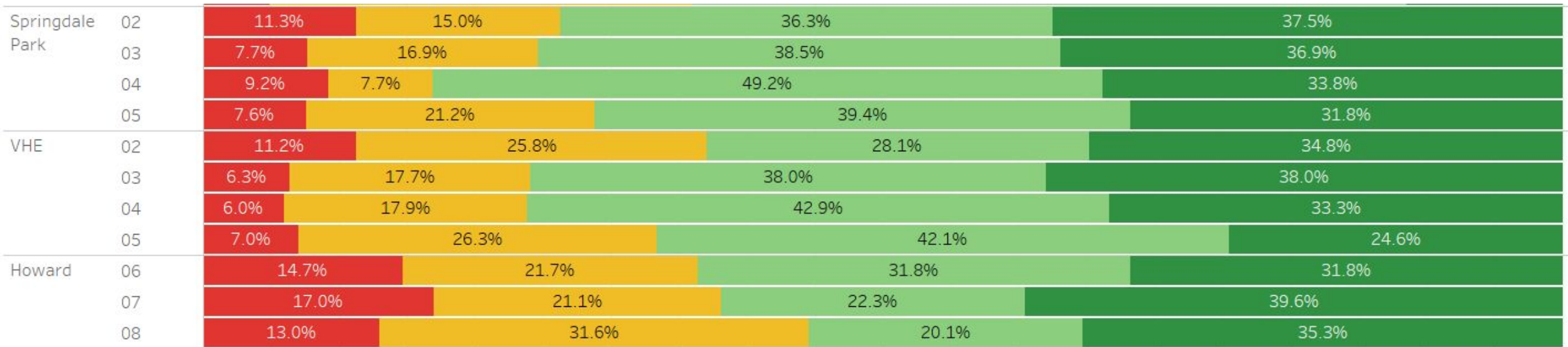
achievement_level_ga...

Distinguished

Proficient

Developing

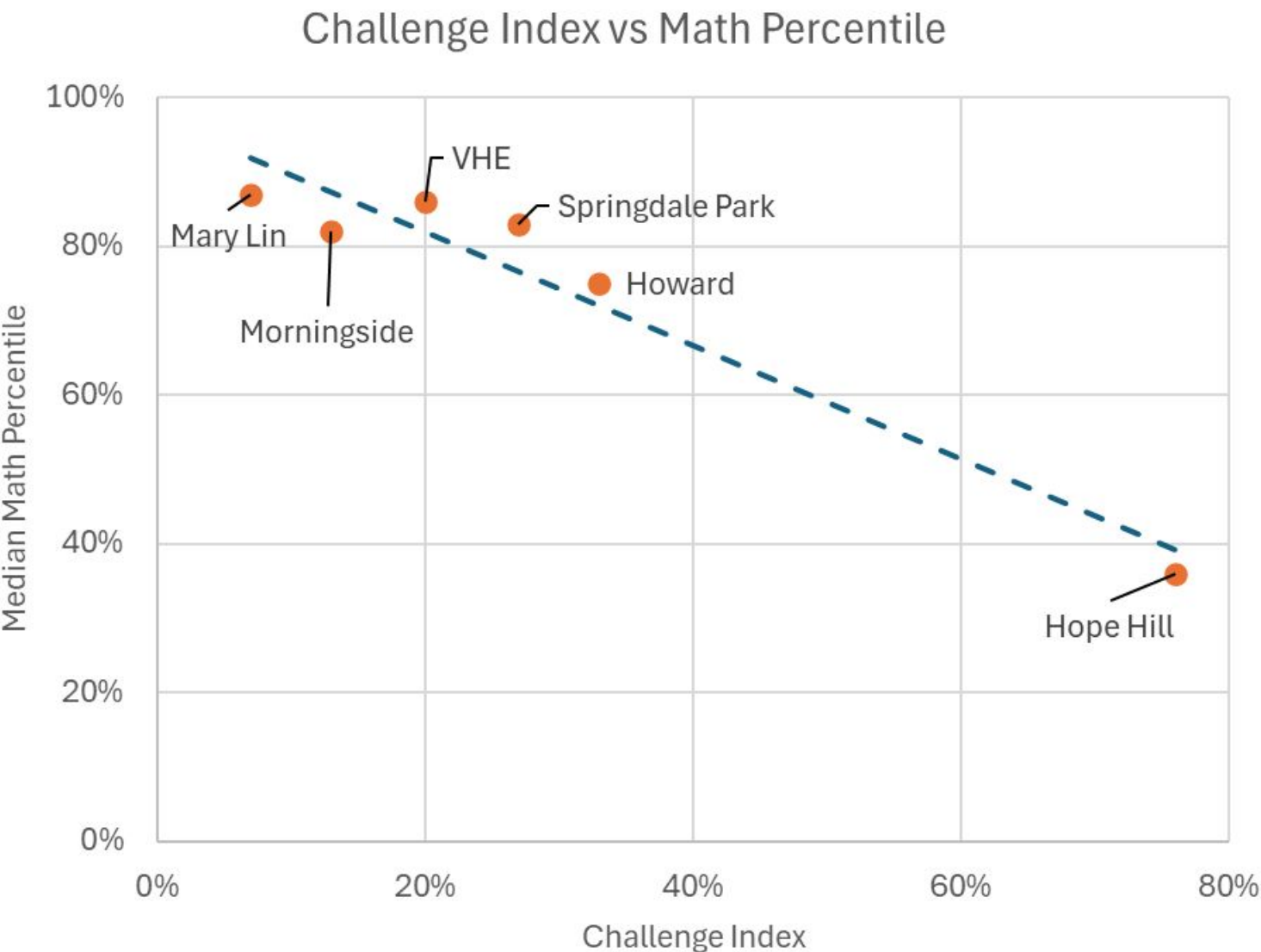
Beginning



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

Relationship between Challenge Index vs % Rank in Math

(grades 2-8 Traditional, MAP Spring 2024)



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

Direct Certification (DC) is used to measure poverty levels of students in Georgia. The definition of Direct Certification expanded to include four categories in 2023-24. APS uses Direct Certification to identify students as Economically Disadvantaged (ED)

Also referred to as “Beating the Odds” if performance is above the line.

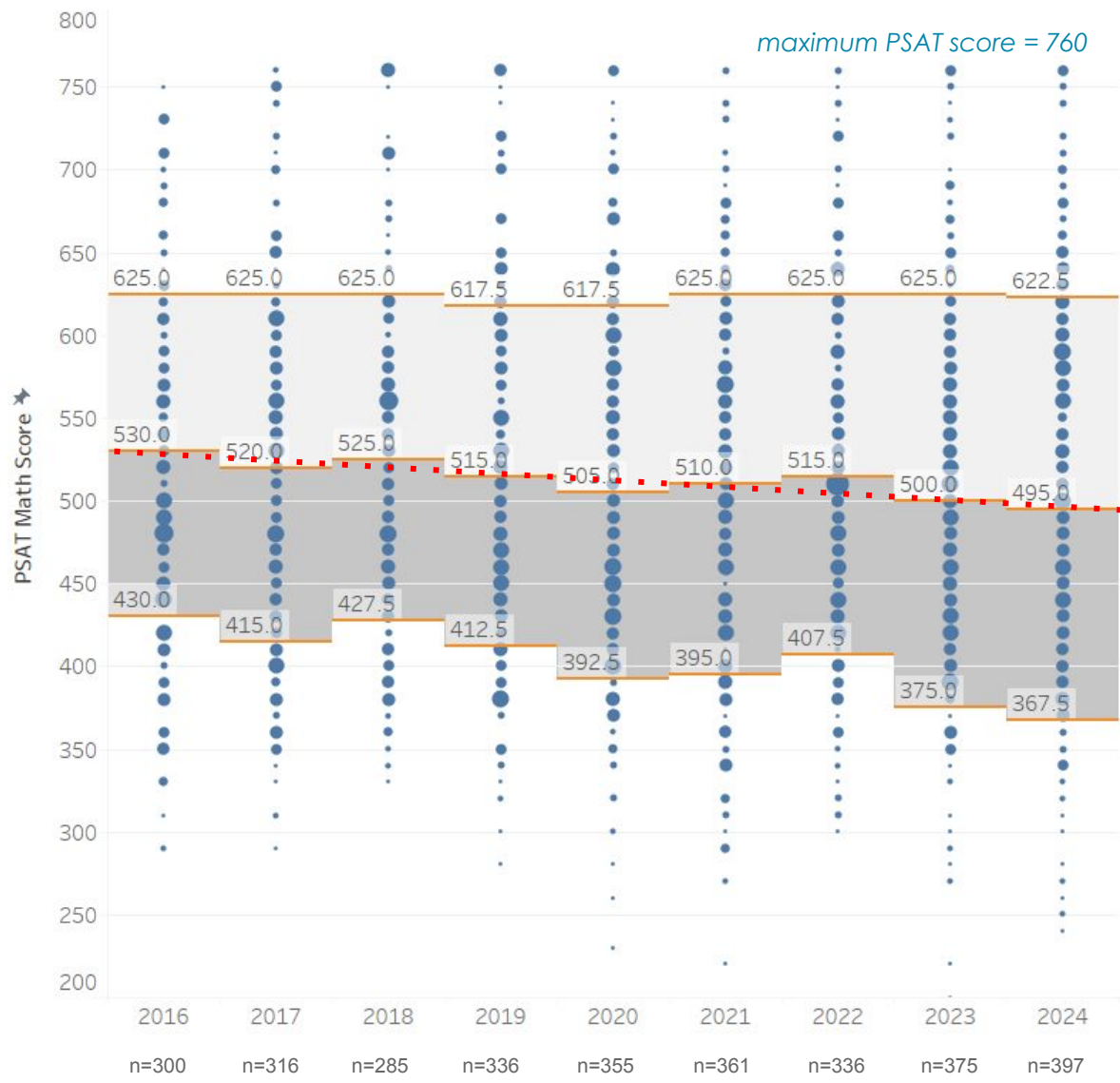
Click to explore data on
APS Insights - Relationship between School Performance & Poverty



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Math: PSAT (10th graders only)



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

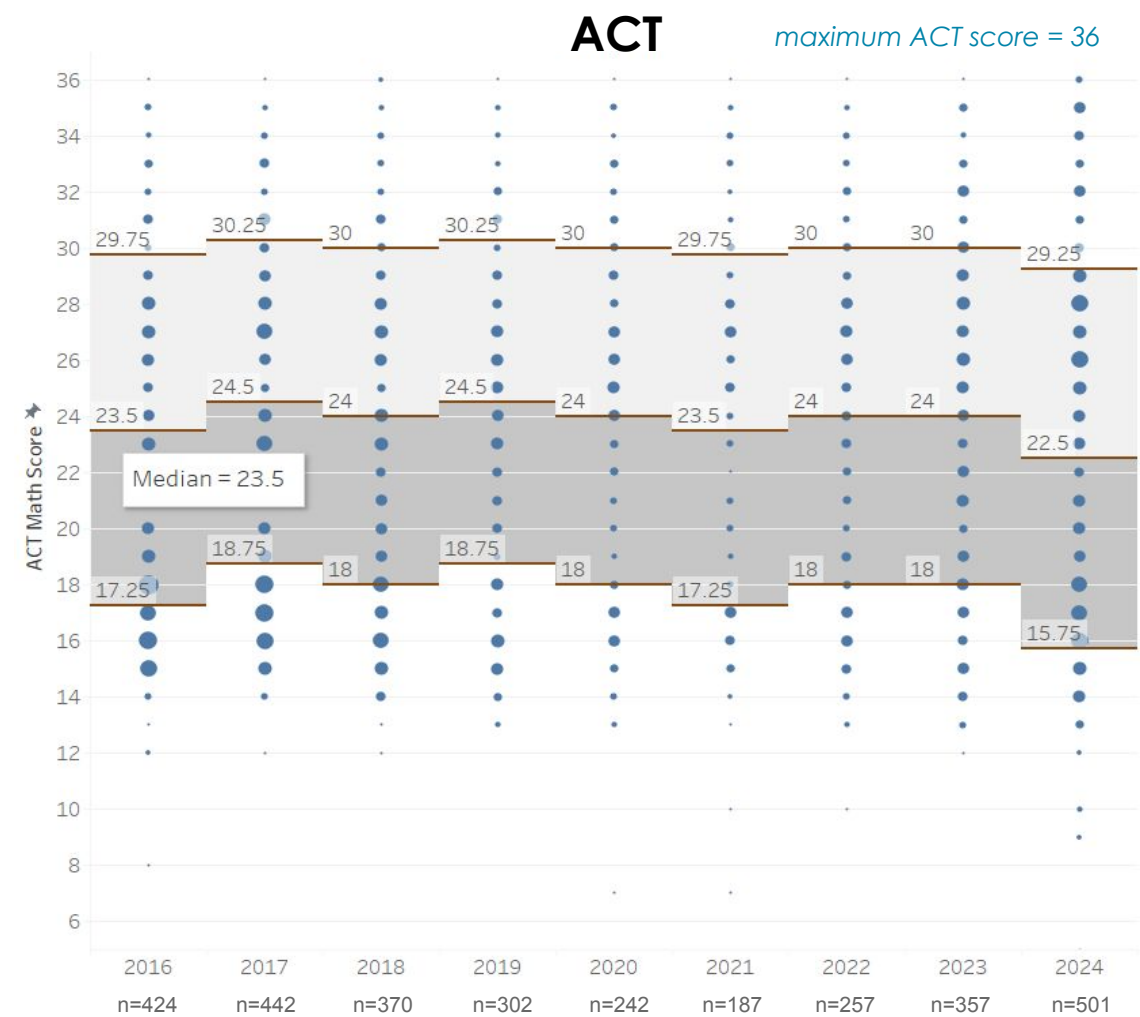
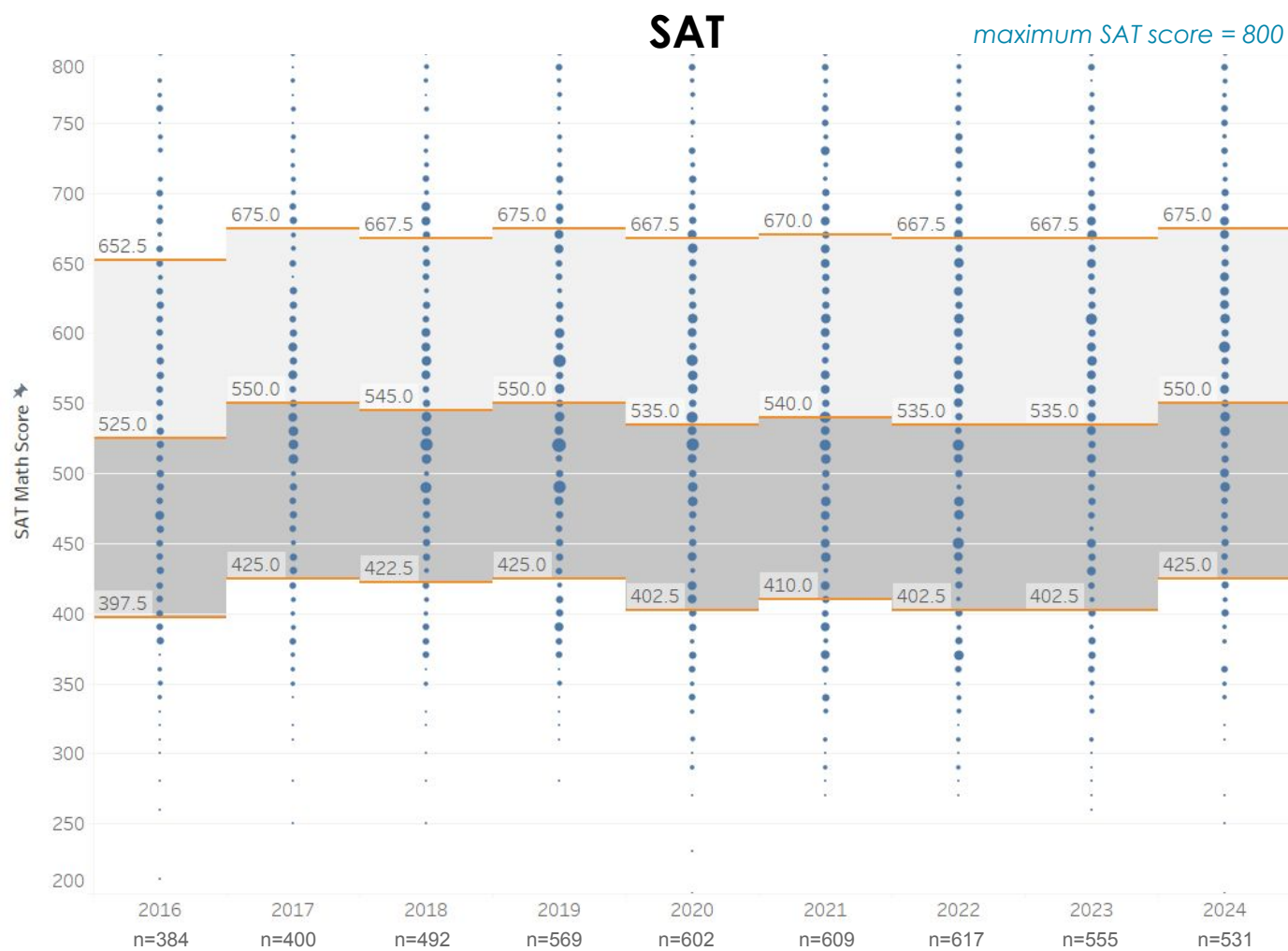
Upper quartile math PSAT scores have remained consistent

Median PSAT math scores have declined 35 points from 2016-2024 because the score gap between high and low has widened

Lower quartile scores have declined 64 points

Math: best overall SAT and ACT score

(11th & 12th grade students who elected to take exam)



Lines show the upper quartile, median, and lower quartile

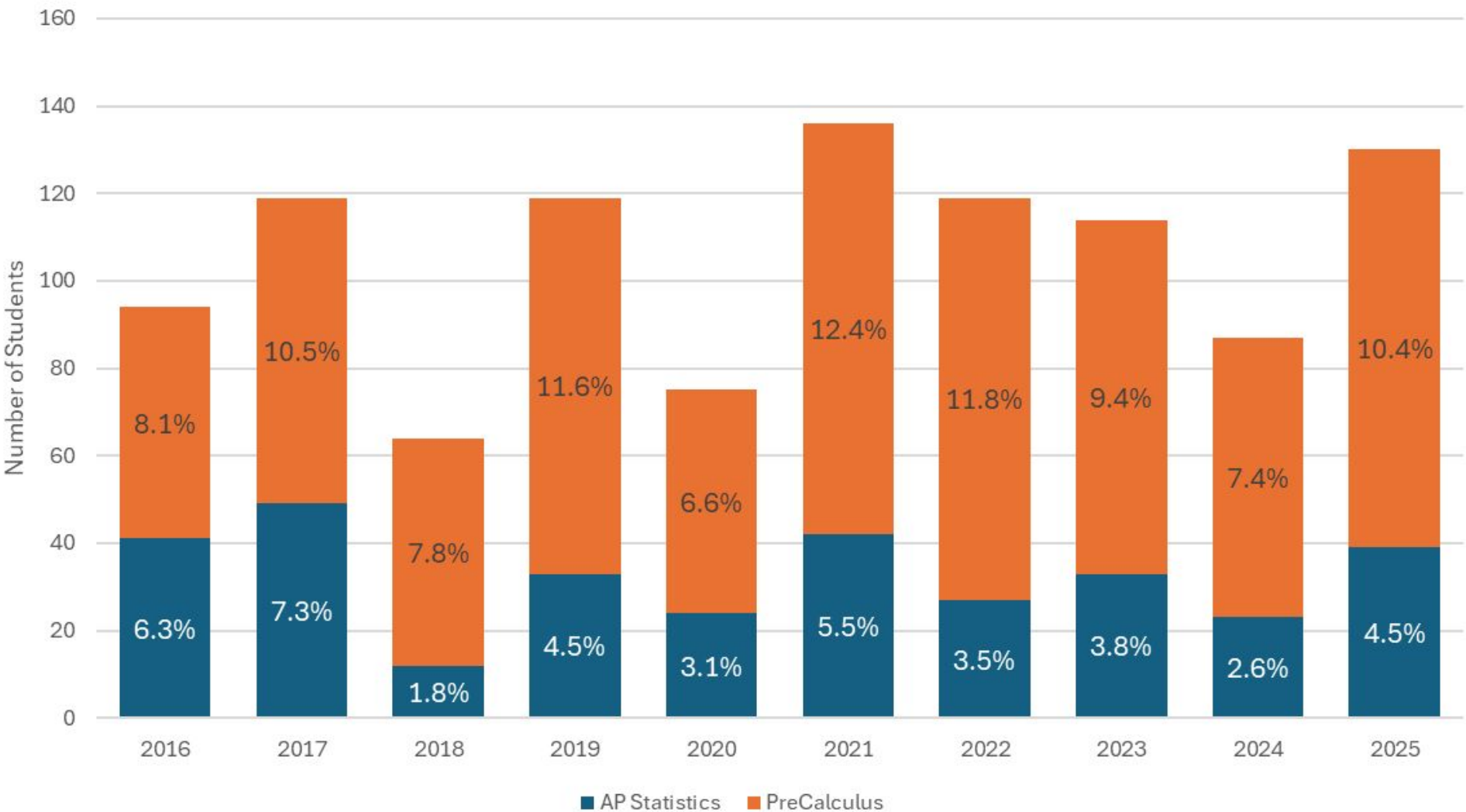
How many Midtown High School Students are taking PreCalc OR AP Stats in 10th grade?

In the Midtown Cluster, math course offerings and sequence have varied over time.

Some changes include:

- 4th & 5th grade Advanced Math
- 8th grade Algebra 1 & Geometry
- 9th grade Double math: Algebra II & Geometry
- AP course offers
- Dual enrollment

Review the [school's website](#) for current course offerings.



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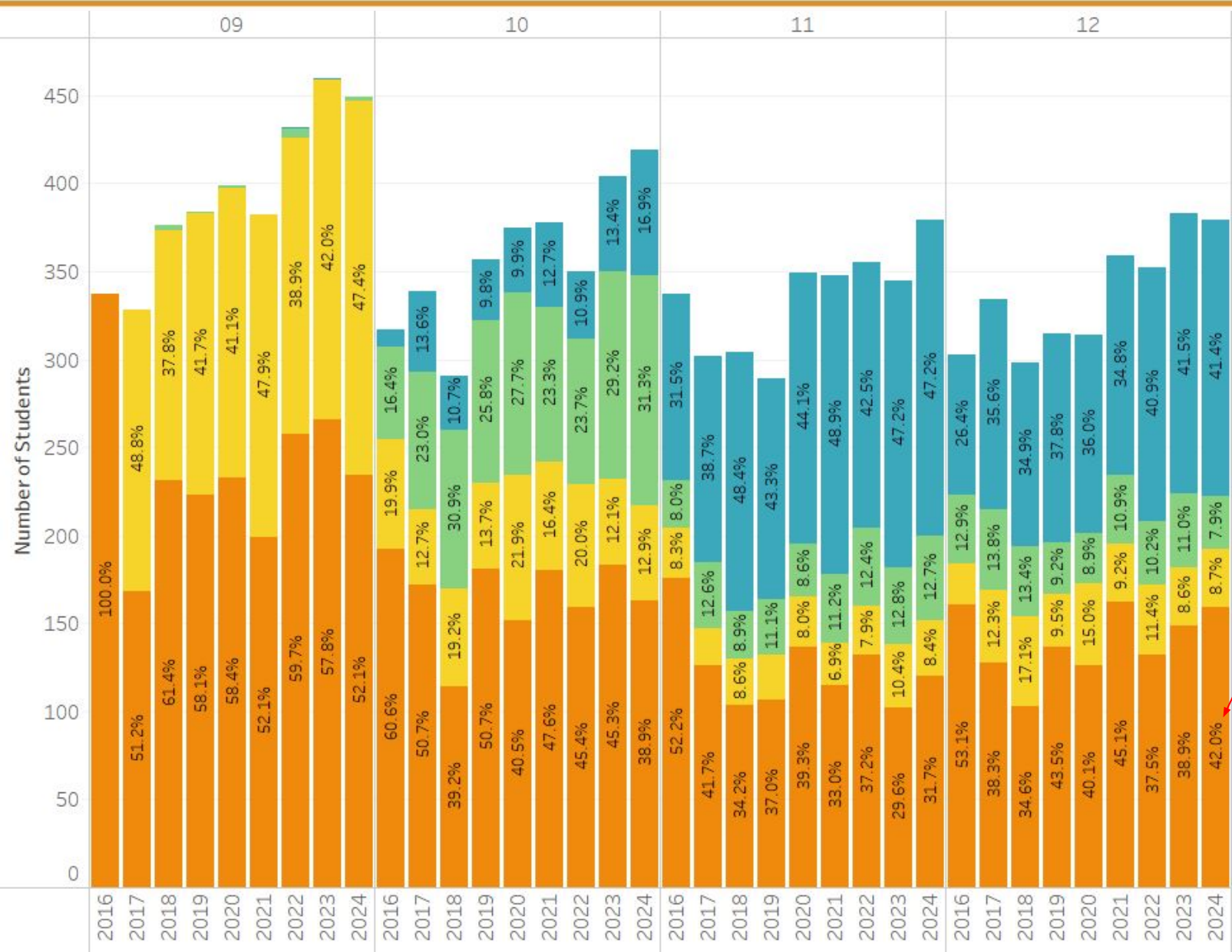
www.atlantapublicschools.us

Advanced Placement (AP) Coursework

Click to learn more about
Advance Placement (AP)
from CollegeBoard.org

Midtown HS: AP Class Enrollment

based on end of year transcripts



School year 2016-2017 was the first year AP Human Geography was offered, the first course available to 9th graders

42% of seniors (159 students) took zero AP classes in SY 23-24.

Number of AP Classes



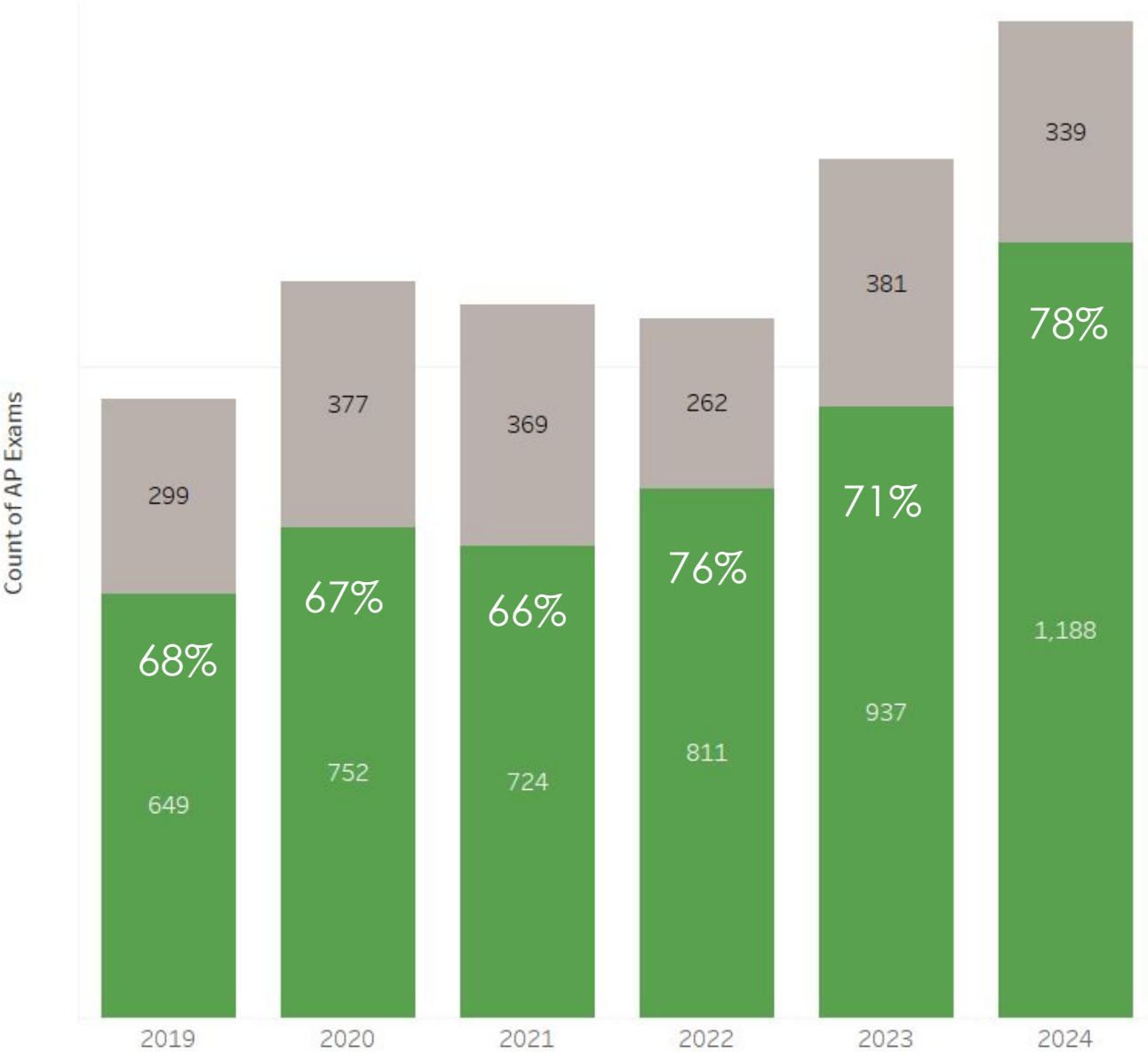
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Midtown HS: Overall AP Exam Pass Rate

“AP Exam pass” = score of 3 or above



In SY 23-24, 1527 total AP tests were taken at Midtown High School. Of those 78% (1188) passed the AP test, received a score of 3 or above.

AP Exam Pass = score of 3 or above.

AP Exam scores can range from 1 to 5.

Not all students who take AP courses choose to take the AP Exam.

Test Passed

Not Passed

Passed



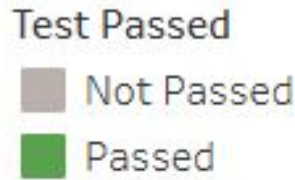
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Midtown HS: AP Exam Pass Rate by Course

“AP Exam pass” = score of 3 or above

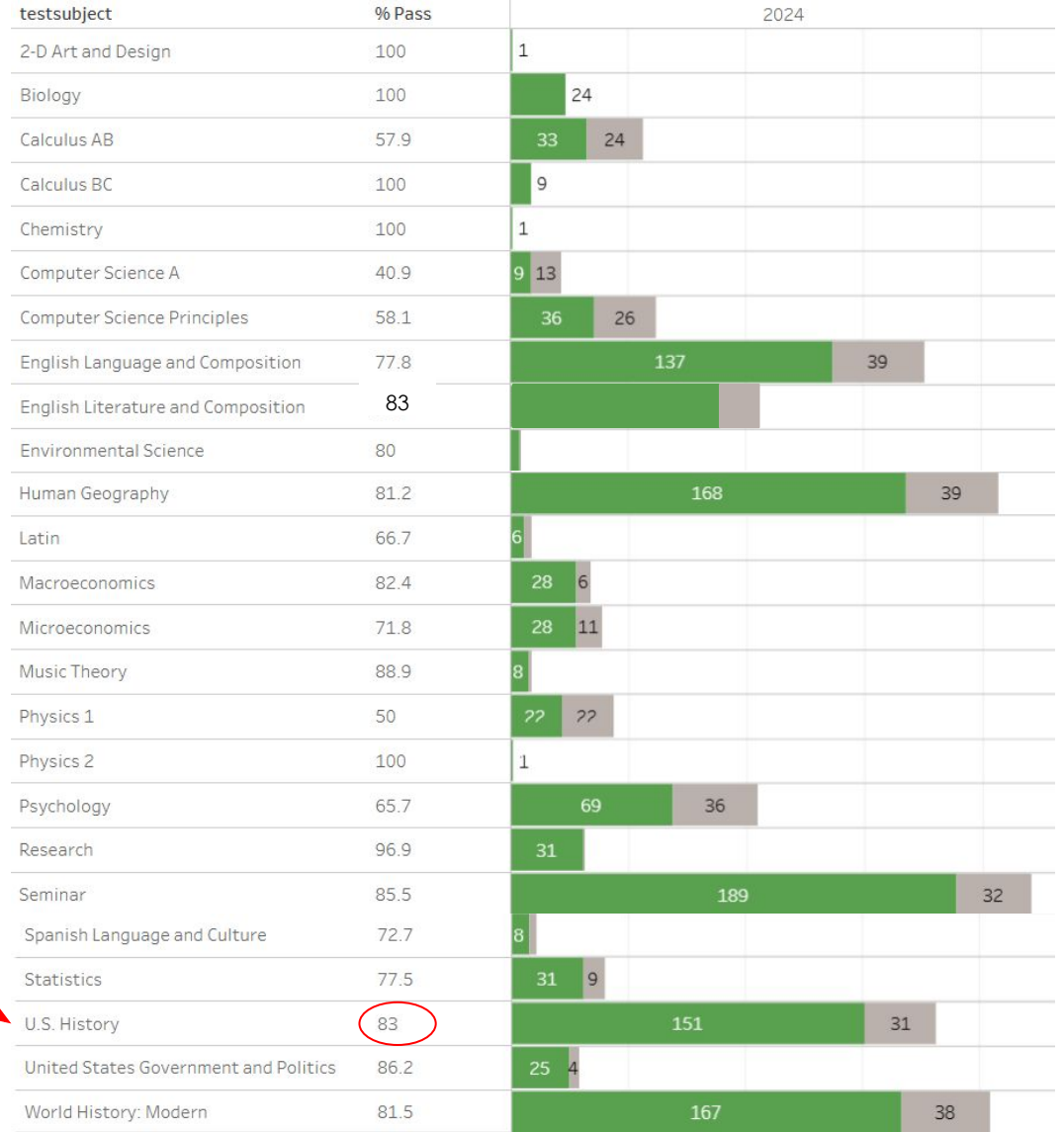


2019 Exams, 22 unique AP exams taken



In SY 23-24, 60 more students took the US History AP exam **and** the pass rate increased to 83%.

2024 Exams, 25 unique AP exams taken





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Seamless Enrollment

Seamless enrollment means a student enrolled in a post-secondary institution by October 1st following their high school graduation. Enrolled students who disenroll before October 1st are not counted as seamless enrollees. Seamless enrollment encompasses both full-time and part-time enrollment. This includes 2-year and 4-year collegiate programs as well as certificate programs.

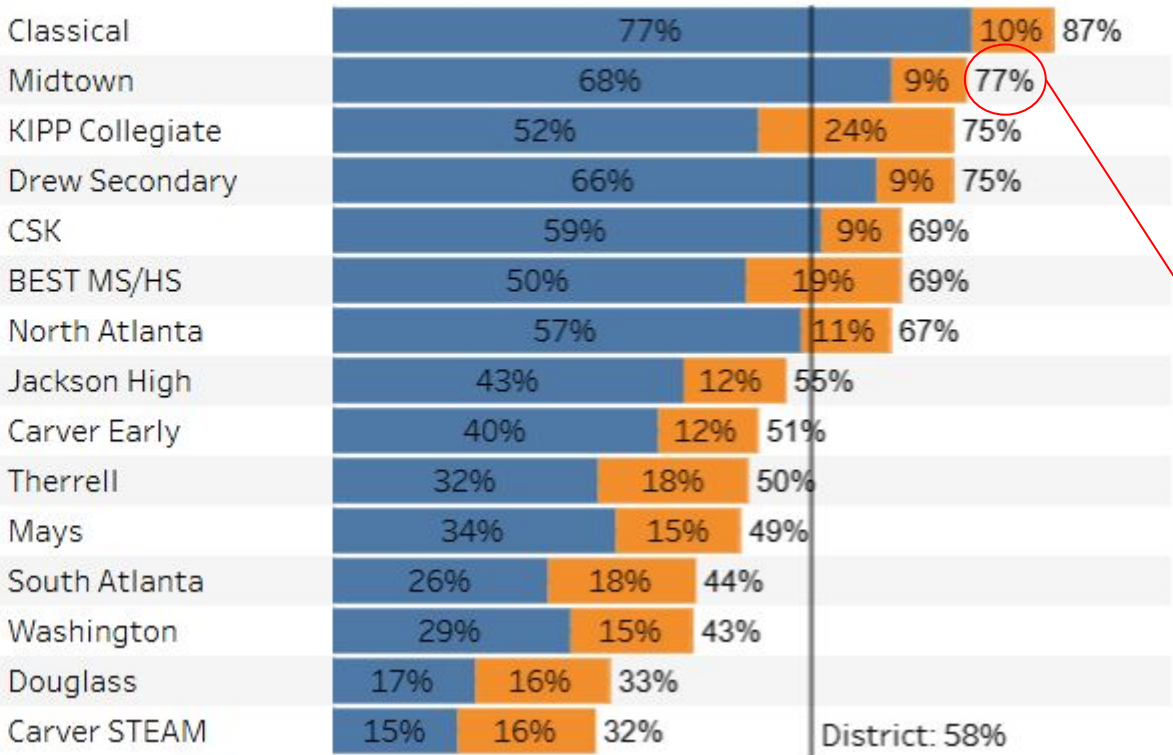
Click to explore presentation from
APS Data Dig: Seamless Enrollment

Seamless Enrollment for Midtown

4-year Institution 2-year Institution

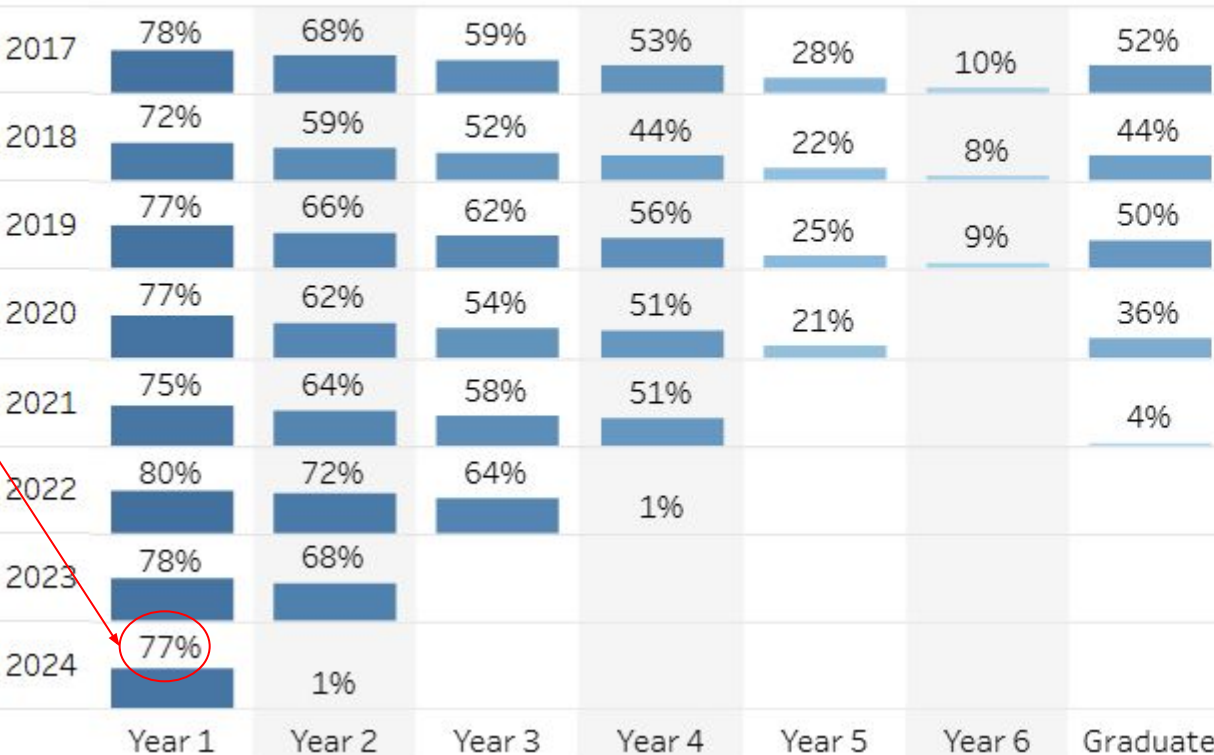
Seamless Enrollment by School

The % of on-time graduates in cohort 2024 who were enrolled in a post-secondary institution as of October 1, 2024.



Enrollment and Persistence Summary

The percent of graduating students in the cohort who seamlessly enrolled in or graduated from a post-secondary institution.



Of all the Midtown High School 2024 graduates, 77% enrolled in a post-secondary institution as of October 1, 2024, with 68% enrolled in a 4-year institution and 9% enrolled in a 2-year institution .

Certificate programs i.e. phlebotomy, medical/dental assistant, EMT, HVAC technician, mechanic, sales specific, IT specific



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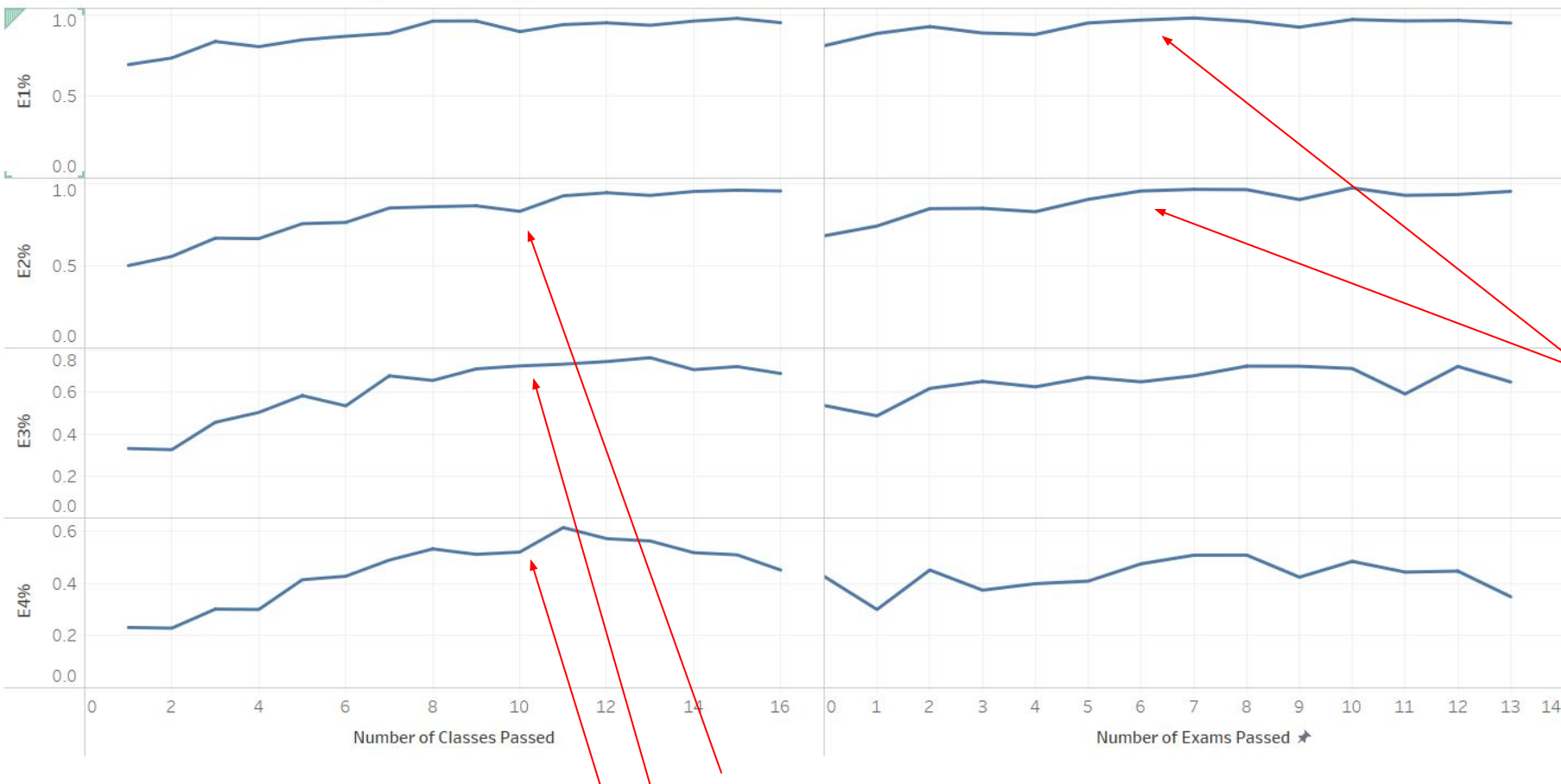
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Seamless Enrollment in College versus HS Graduation Rate

High School Graduation Rate			Enrollment and Persistence Summary							
APS HS Grad Rate	Georgia HS Grad Rate	Midtown HS Grad Rate	The percent of graduating students in the cohort who seamlessly enrolled in or graduated from a post-secondary institution.							
75.5%	80.6%	88.4%	2017	<div>78%</div>	<div>68%</div>	<div>59%</div>	<div>53%</div>	<div>28%</div>	<div>10%</div>	<div>52%</div>
77.8%	81.6%	92%	2018	<div>72%</div>	<div>59%</div>	<div>52%</div>	<div>44%</div>	<div>22%</div>	<div>8%</div>	<div>44%</div>
75.7%	82%	90.4%	2019	<div>77%</div>	<div>66%</div>	<div>62%</div>	<div>56%</div>	<div>25%</div>	<div>9%</div>	<div>50%</div>
79.9%	83.8%	90.9%	2020	<div>77%</div>	<div>62%</div>	<div>54%</div>	<div>51%</div>	<div>21%</div>		<div>36%</div>
82.8%	83.7%	89.8%	2021	<div>75%</div>	<div>64%</div>	<div>58%</div>	<div>51%</div>			<div>4%</div>
83.6%	84.1%	86.4%	2022	<div>80%</div>	<div>72%</div>	<div>64%</div>	<div>1%</div>			
86.3%	84.4%	91.3%	2023	<div>78%</div>	<div>68%</div>					
87.8%	85.4%	92.8%	2024	<div>77%</div>	<div>1%</div>					
				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Graduate

Does “passing” AP Classes or “passing” AP Exams correlate with Seamless Enrollment?

Number of APs effect on Seamless Enrollment



“Passing AP Class” is a final grade of 70% or above.

“Passing AP Exam” is a score of 3 or higher.

Students who **pass** 6 or more AP **exams** tend to have a higher rate of seamless enrollment

E1 through E4, on the y-axis represent years since high school graduation.

Students who **pass** 10 or more AP **classes** tend to have a higher rate of seamless enrollment through their second and fourth years after high school



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Q&A

- **Reminders:**

- *Assume everyone has best intentions.*
- *Everyone's input is important.*
- *Please be respectful.*
- *We are asking you not discuss specific teachers in this forum*



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APPENDIX

College & Career Ready Performance Index (CCRPI)

Select Report2024


Georgia Department of Education

College and Career Ready
Performance Index (CCRPI) Reports

Welcome to the CCRPI Reporting System. The reports available within this site show how schools, districts, and the State are performing on important indicators and are intended to inform educators, parents, and community stakeholders as they work collaboratively to improve student outcomes.


Not sure where to start?

Take a look at the state report and then explore results for schools and districts within Georgia.

VIEW STATE REPORT

or

If you know the school or district you are looking for, enter it below.

 Search by district, school, or zip c

What is the College and Career Ready Performance Index?

The College and Career Ready Performance Index – CCRPI – is Georgia's annual tool for measuring how well its schools, districts, and the state itself are preparing students for the next educational level. It provides a comprehensive roadmap to help educators, parents, and community members promote and improve college and career readiness for all students.

Click to explore school data on
GADOE - CCRPI



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MIDTOWN CLUSTER: TRADITIONAL SCHOOLS

ELEMENTARY

Hope Hill Elementary School: prek - 5

- About Us: <https://www.atlantapublicschools.us/domain/1510>
- Go Team: <https://www.atlantapublicschools.us/domain/10659>

Mary Lin Elementary School: prek - 5

- About Us: <https://www.atlantapublicschools.us/page/6974>
- Go Team: <https://www.atlantapublicschools.us/domain/15809>

Morningside Elementary School: K - 5

- About Us: <https://www.atlantapublicschools.us/Page/52847>
- Go Team: <https://www.atlantapublicschools.us/Page/52934>

Springdale Park Elementary School: prek - 5

- About Us: <https://www.atlantapublicschools.us/domain/1816>
- Go Team: <https://www.atlantapublicschools.us/Page/72333>

Virginia Highlands Elementary School: prek - 5

- About Us: <https://www.atlantapublicschools.us/domain/17587>
- Go Team: <https://www.atlantapublicschools.us/domain/17601>

DT Howard Middle School: 6 - 8

- About Us: <https://www.atlantapublicschools.us/domain/1746>
- Go Team: <https://www.atlantapublicschools.us/Page/63107>

Midtown High School: 9 - 12

- About Us: <https://www.atlantapublicschools.us/domain/18200>
- Go Team: <https://www.atlantapublicschools.us/domain/10721>

MIDDLE

HIGH

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

WHAT IS A GO TEAM?

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

Midtown Cluster Advisory Team (CAT)

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



MIDTOWN HIGH SCHOOL

ABOUT US:

Midtown High School is a four-year college preparatory and career technology high school located within midtown Atlanta. Our school's rigorous curriculum includes Honors, Advanced Placement, and Dual Enrollment options. Midtown's school year is comprised of 180 days. Students have a total of 8 classes with 4 classes meeting each day on an A/B schedule.

STE(A)M SIGNATURE PROGRAM:

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

ADMINISTRATION

Dr. Betsy Bockman | Principal

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

COUNSELING DEPARTMENT

Ms. Tina Pellechia
Ms. Christina Brantley
Dr. Chelsea Falcone
Ms. Katrina Rucker
Mr. Lamar Young

REGISTRAR

Ms. Stephanie Case



VISION

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

MISSION

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

GRADUATE PROFILE

Midtown High School graduates will be....

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

CEEB CODE: 110170

ACADEMIC ACHIEVEMENT

Spring 2024 Advanced Placement Results: 2,075 total AP exams completed. 75% of test takers scored a 3+

2024 AP Honor Roll: Gold Tier

2024 SAT Results:

Midtown: 1166

Georgia: 1030

National: 995

2024 ACT Results: Mean Composite Score

Midtown: 24.7

Georgia: 21.2

National: 19.4

2024 Graduation Rate: 92.6%

2023-24 Dual Enrollment:

2nd or Spring Semester: 2024: 37 students

2024-25 Dual Enrollment:

1st or Fall 2023: 50 students

Class of 2024: \$26,175,384 in scholarships
67% HOPE Eligible Scholars

Zell Miller: 120 3.7+ GPA

HOPE: 255 3.0+ GPA

Overall college acceptance rate: 80%

University of Georgia (UGA) acceptance rate: 73 out of 146 total applicants; Fall 2024 50% acceptance rate

Georgia Institute of Technology acceptance rate: 33 out of 95 applicants; Fall 2024 35% acceptance rate (22% is average GA Tech acceptance rate)

2024 GADOE College Board Recognition

AP School Distinction

AP STEM Achievement

AP STEM School

AP Humanities

2024 Governor's Honors Program Finalists- 6 students

2024 NMSC Finalists- 5 students

2024 NMSC Special Scholarships- 3 students

2024-25 AP Capstone Diploma- 26 students

MIDTOWN SPORTS

25+ Teams
17 GHSA Varsity Sports
500+ Student Athletes

2023-2024 RECOGNITIONS

Region's Bank Director's Cup
Girls' Basketball State Finalist
5 Region Championships Region
5-AAAAAA winner

MIDTOWN DRAMA PRODUCTIONS 24-25

Main Stage

Twelfth Night

Picnic

Matilda

Sweeney Todd

Midtown Film Festival

Coffeehouse Theatre

Sleepover

Give me coffee or give me death

The Polar Espresso

Invasion of the coffee snatchers

**Scan the QR
Code to view
our Cohort 2024
College
Acceptances!**



MIDTOWN HIGH SCHOOL

404-802-3000



atlantapublicschools.us/midtown



929 Charles Allen Drive, Atlanta, Georgia 30309



GRADUATION REQUIREMENTS

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

Language Arts: 4

Mathematics: 4

Science: 4

World Language: 2

Career, Technical & Agriculture Education: 1

Modern Language/Latin/ or Fine Arts: 1

Health: 1/2

Physical Education: 1

Electives: 4

Community Service: 1/2

SCHOOL DEMOGRAPHICS

Total Population sustains
enrollment of **1680+**

Asian: **3%**

Black: **37%**

Hispanic: **10%**

Multi- Ethn.: **7%**

White: **43%**



GRADING SCALE

A: 100-90: 3.7 and above

B: 89-80: 2.7-3.6

C: 79-70: 1.7-2.6

F: 69-0: below 1.7

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





DAVID T. HOWARD

MIDDLE SCHOOL



Our Vision: Through an inclusive culture of equality, collaboration, and excellence, all students will be empowered to be innovators and responsive citizens.

Our Mission: An engaging and inclusive community that ensures all students reach their individual academic potential and develop critical thinking skills so they can navigate a rapidly changing world

Class Schedule

Our students transition to classes on a rotating academic core schedule. This unique schedule allows students to take classes at various times of the day, eliminating fatigue and burnout.

Connections Pathways

Art	Health	Physical Education
Band	Latin	Dance
Orchestra	Spanish	Math Intervention
Chorus	French	Reading Intervention
Career, Technology, & Agricultural Education (CTAE)		

Junior Leadership Corp.

Clubs

E-sports	Entrepreneurship	Theater
Atlanta Karate	Geeks & Gamers	Technology
Wyldlife	Reading Bowl	GEMS
Drones & Designers	GSA	Debate
Academic Bowl	Latin	Beta
Math	Girls Who Code	STEAM
Young Ladies of Howard	Young Men of Howard	

Advanced Courses

High School Earth Systems	Algebra I
High School Physical Science	

History

David T. Howard Middle School is located in Midtown Atlanta. It was donated in 1923/1924 as a primary school by Mr. David T. Howard. Through its existence as a primary school, high school, and middle school, it has educated legends like Dr. Martin Luther King Jr., Herman Russell, and Walt Frazier. Academics are the primary focus at Howard.

We are comprised of a diverse population of 1100+ students and 120 staff members.

Asian - 2.8%
Black - 30.6%
Hispanic - 11.2%
Multi ethnic - 8.1%
White - 46.8%



Science, Technology, Engineering, Arts, & Mathematics

Preparing students for the 21st Century workplace careers by providing high quality educational opportunities.

Corporate Partner:

GreenLight

551 John Wesley Dobbs Ave NE
Atlanta, GA 30312
(404) 802-3200

<https://www.atlantapublicschools.us/domain/1746>

Parent Organizations:



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CONVERSION CHARTER & CHARTER SCHOOLS

in Midtown Cluster Boundaries

CONVERSION CHARTER SCHOOL

Centennial Academy: K - 8

- About Us: <https://www.centennialacademycharter.org/who-we-are/our-history>
- Governing Body Information: <https://www.centennialacademycharter.org/meet-our-crew/board-of-directors>

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

- from Centennial Academy website, 3/20/2025

CHARTER SCHOOL

Kindezi Old Fourth Ward: K - 8

- About Us: <https://kindezi.org/schools/old-fourth-ward/>
- Governing Body Information: <https://kindezi.org/our-team/directors/>

Wesley International Academy: K - 8

- About Us: <https://www.wesleyacademy.org/about-wesley>
- Governing Body Information: <https://www.wesleyacademy.org/about-wesley/board-of-directors>

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

- from APS Charter & Partner Website, 3/20/2025



ANNUAL REPORT

OFFICE OF CHARTER & PARTNER SCHOOLS
2023-2024 SCHOOL YEAR

Click to explore full
Annual Report

2023/24 School Year Information

Leadership

Head of School: Jessica Olowoyo
Principal: Stephanie Hodges

Founding Year

2014

Grade Span

K-8

Enrollment

712

Economically Disadvantaged

Population

80%

K-5 CCRPI Score

Content Mastery Score: 48.1

Progress Score: 99.6

Closing Gaps Score: 100

Readiness Score: 72.1

6-8 CCRPI Score

Content Mastery Score: 45.9

Progress Score: 97.4

Closing Gaps Score: 100

Readiness Score: 75.1

School Website:

www.centennialacademycharter.org/



Centennial Academy serves students in grades K-8 and is a Cognia STEAM-certified and Expeditionary Learning (EL) Education Partner School. The mission and vision of Centennial Academy is to "develop high achievers, critical thinkers, life-long learners, and ethical global leaders. Through an equity-centered project-based learning model scholars live out the values of critical thinking, collaboration, communication, and creativity to become the HEROES of today and LEGENDS of tomorrow!" Centennial became a conversion charter school in the 2014-15 school year.

For school year 2023-24, Centennial met all of the measurable performance targets in the charter school performance framework with one exception. For the area of "Academic Performance - State & Federal Accountability", Centennial received a "Does Not Meet Standards" as the school's performance of students with disabilities based on 2023 CCRPI data placed it on the Georgia Department of Education's list of Additional Targeted Support and Improvement (ATSI) Schools for three years of which point the school's performance will be re-evaluated for possible exit from the list. More details about this designation can be found [here](#) on GaDOE's website.

A note from the school: Among the highlights for Centennial in school year 2023-24 were:

- Centennial students placed 1st in APS's Technology and Innovation Competition (7th/8th Grade Category), 1st in the APS District Wide Spelling Bee, and 1st in the Mayor of Atlanta's Citywide "Level-Up Minecraft Challenge"
- Students designed and opened a nationally-registered Monarch Butterfly Waystation
- Through partnerships with The Trust for Public Land, YMCA, and APS, the school unveiled its Community Reading Garden
- Centennial was one of just three APS middle schools to earn a score of 100 for the Closing Gaps domain on the 2024 CCRPI.



Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	Did Not Meet

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



ANNUAL REPORT

OFFICE OF CHARTER & PARTNER SCHOOLS
2023-2024 SCHOOL YEAR

Click to explore full
Annual Report

2023/24 School Year Information

Leadership

Executive Director: Kelly Gunn
Principal: Faith Wilbanks

Founding Year

2015

Grade Span

K-8

Enrollment

374

Economically Disadvantaged

Population

81%

K-5 CCRPI Score

Content Mastery Score: 39.4

Progress Score: 73

Closing Gaps Score: 71.4

Readiness Score: 71.9

6-8 CCRPI Score

Content Mastery Score: 30.4

Progress Score: 82.5

Closing Gaps Score: 85

Readiness Score: 78.6

School Website

<https://kindezi.org/>



Kindezi Old Fourth Ward (O4W) is one of two charter schools in The Kindezi Schools network, with a mission to "provide all students regardless of background, need, or identity, a holistic genius-awakening education built on family-sized classrooms, conscious diversity, and scholarly excellence". Open since 2015, Kindezi O4W serves students in grades K-8 and uses a STEAM lens in its educational program.

For school year 2023-24, Kindezi O4W met many of the measurable performance targets in the charter school performance framework with a few exceptions:

For the area of "Academic Performance - Student Achievement and Growth", Kindezi O4W received a "Does Not Meet Standards" as the school's elementary grade band did not make sufficient gains on 2024 CCRPI and its Content Mastery, Progress, and Closing Gaps scores were below the district average and the scores for majority comparison schools.

For the area of "Academic Performance - State & Federal Accountability", Kindezi O4W received a "Does Not Meet Standards" as the school's performance based on 2023 CCRPI data for the elementary grade band placed it on the Georgia Department of Education's list of Comprehensive Support and Improvement (CSI) Schools for three years at which point the school's performance will be re-evaluated for possible exit from the list. More details about this designation can be found [here](#) on GaDOE's website.

For the area of "Operational Performance - Teacher and Staff Credentials", Kindezi O4W received an "Approaching Standards" due to an issue with special education teacher credentials that the school took satisfactory action to correct.

A note from the school: Highlights for Kindezi O4W during the 2023-24 school year included:

- The school celebrated the First Cohort Graduation from its inaugural class of Kindergartners.
- On the 2024 Georgia Milestones, the school saw a 13% increase in proficiency 3rd grade ELA and a 15% increase in proficiency 4th grade ELA.
- Kindezi launched its Teacher Residency Program, a school-based teacher prep program in which a prospective teacher works alongside an experienced, certified teacher.
- Kindezi teams were champions in 7 and Under Spring Soccer and 10 Fall Soccer.
- Kindezi strengthened its collaboration with PACE Strategies and Redefined Atlanta to continue its strategic voter engagement initiative throughout the organization. A Kindezi voter is now more than twice as likely to vote compared to other voters in the city!



Academic Performance	Rating
Student Achievement & Growth	Did Not Meet
State & Federal Accountability Systems	Did Not Meet

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Approached
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



ANNUAL REPORT

OFFICE OF CHARTER & PARTNER SCHOOLS
2023-2024 SCHOOL YEAR

Click to explore full
Annual Report

2023-24 School Year Information

Leadership

ED: Jason Marshall
Principal: Rachel Goodman

Founding Year

2006

Grade Span

K-8

Enrollment

719

Economically Disadvantaged

Population

71%

K-5 CCRPI Score

Content Mastery Score: 47.6

Progress Score: 90.7

Closing Gaps Score: 50

Readiness Score: 73.7

6-8 CCRPI Score

Content Mastery Score: 53.8

Progress Score: 94

Closing Gaps Score: 60

Readiness Score: 83.1

School Website

<https://www.wesleyacademy.org/>



WESLEY INTERNATIONAL ACADEMY

Wesley International Academy (WIA) is an International Baccalaureate (IB) school that serves students in grades K-8 with a mission to "develop the whole child through an international lens, focused on academics, language acquisition, equitable (and diverse) learning, and a better understanding that personal wellness is integral to student success". WIA students engage in daily Mandarin Chinese classes and the school is pursuing STBM certification. WIA first opened in the 2007-08 school year.

For school year 2023-24, WIA met all of the measurable performance targets in the charter school performance framework.

A note from the school: WIA enjoyed several highlights during the 2023-24 school year, including:

- Recognized by the Georgia Department of Education as a "Literacy Leader" for Growth in ELA Proficiency in 6th Grade
- Also earned Georgia Department of Education recognition as an "Operational PBIS School" for the school's systems to improve school climate
- The APS Counseling Department rated the WIA counseling program at its "Platinum Level" based on WIA's practices that provide equitable access for students to a comprehensive school counseling program
- WIA teams won league championships in Girls Basketball and in Flag Football and a WIA student earned 1st place in the district Science Fair.



Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	Met

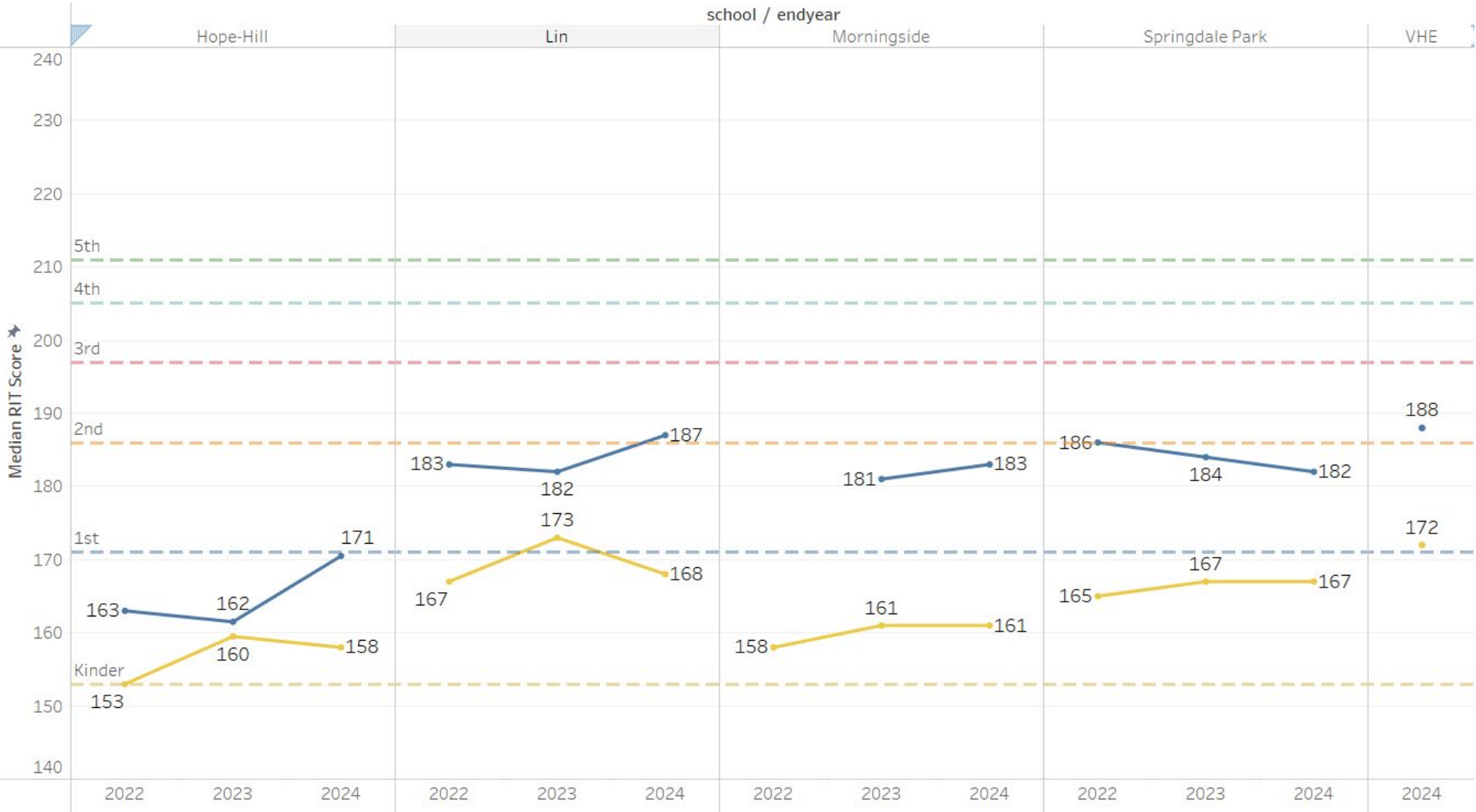
School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met

MAP Reading - Foundational Skills



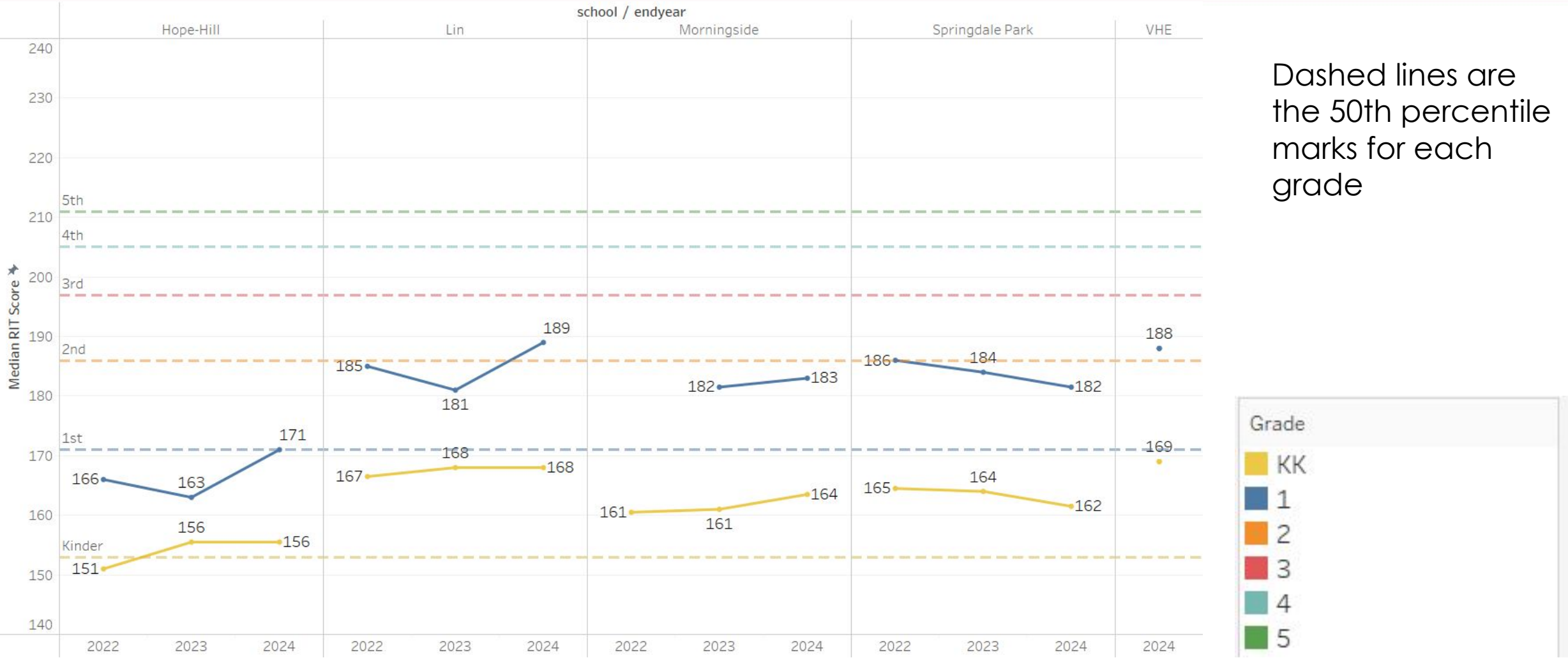
Dashed lines are the 50th percentile marks for each grade



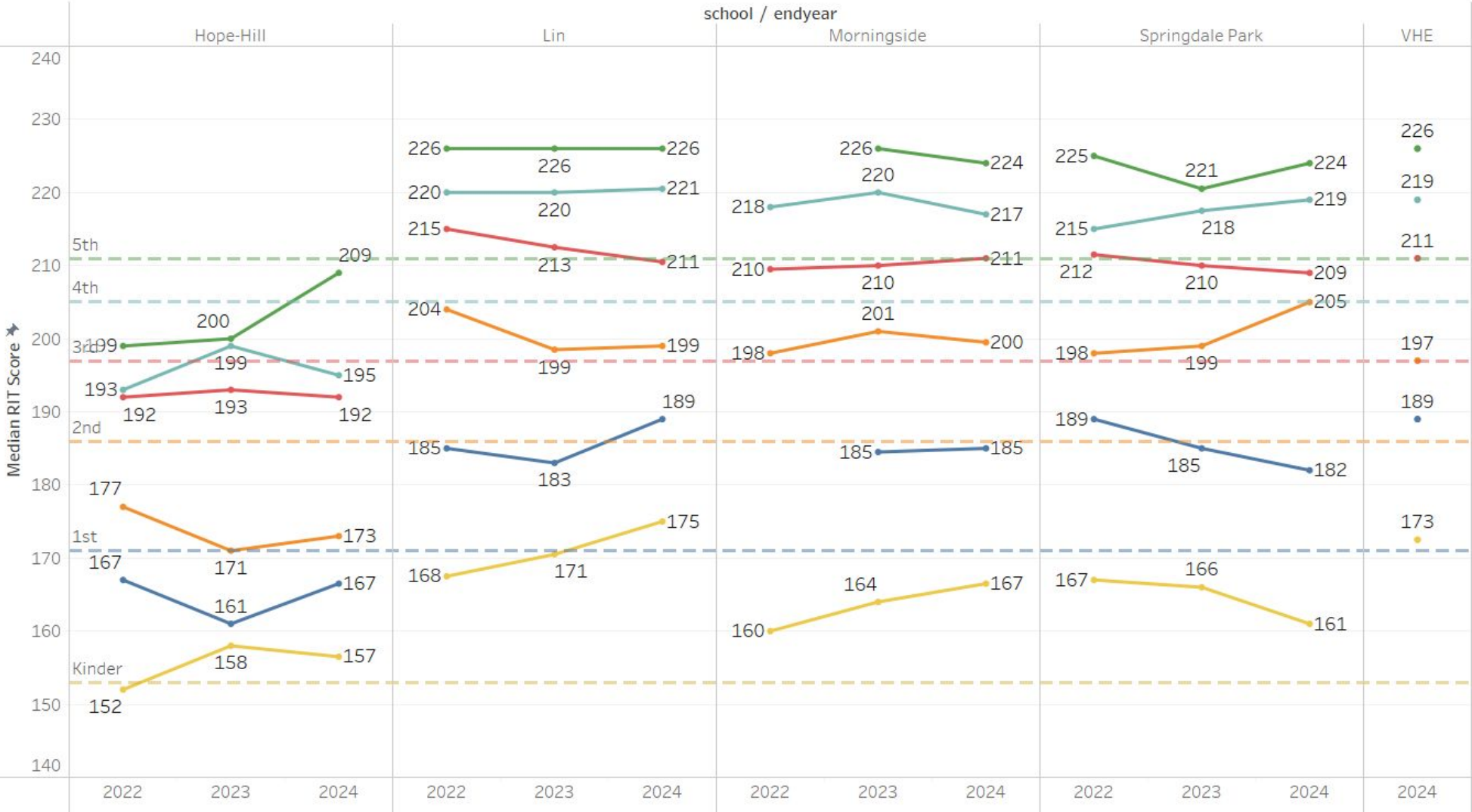
MAP Reading - Language and Writing



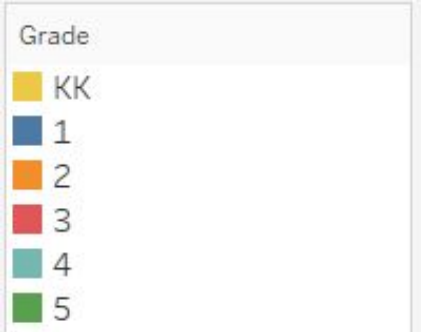
MAP Reading - Reading Literary and Informational



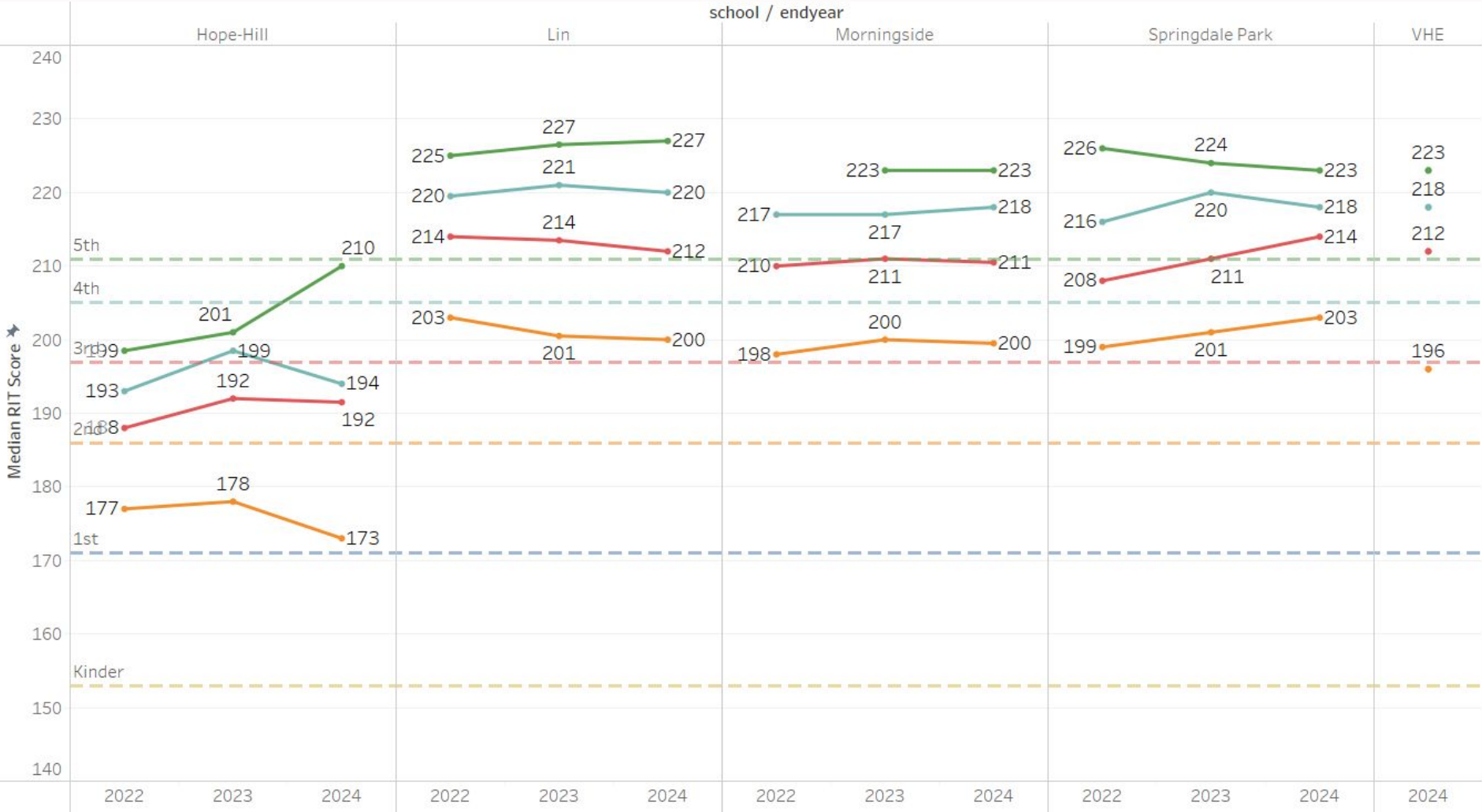
MAP Reading - Vocabulary Acquisition and Use



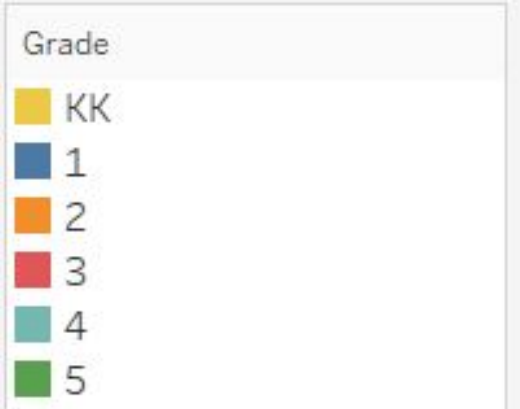
Dashed lines are the 50th percentile marks for each grade



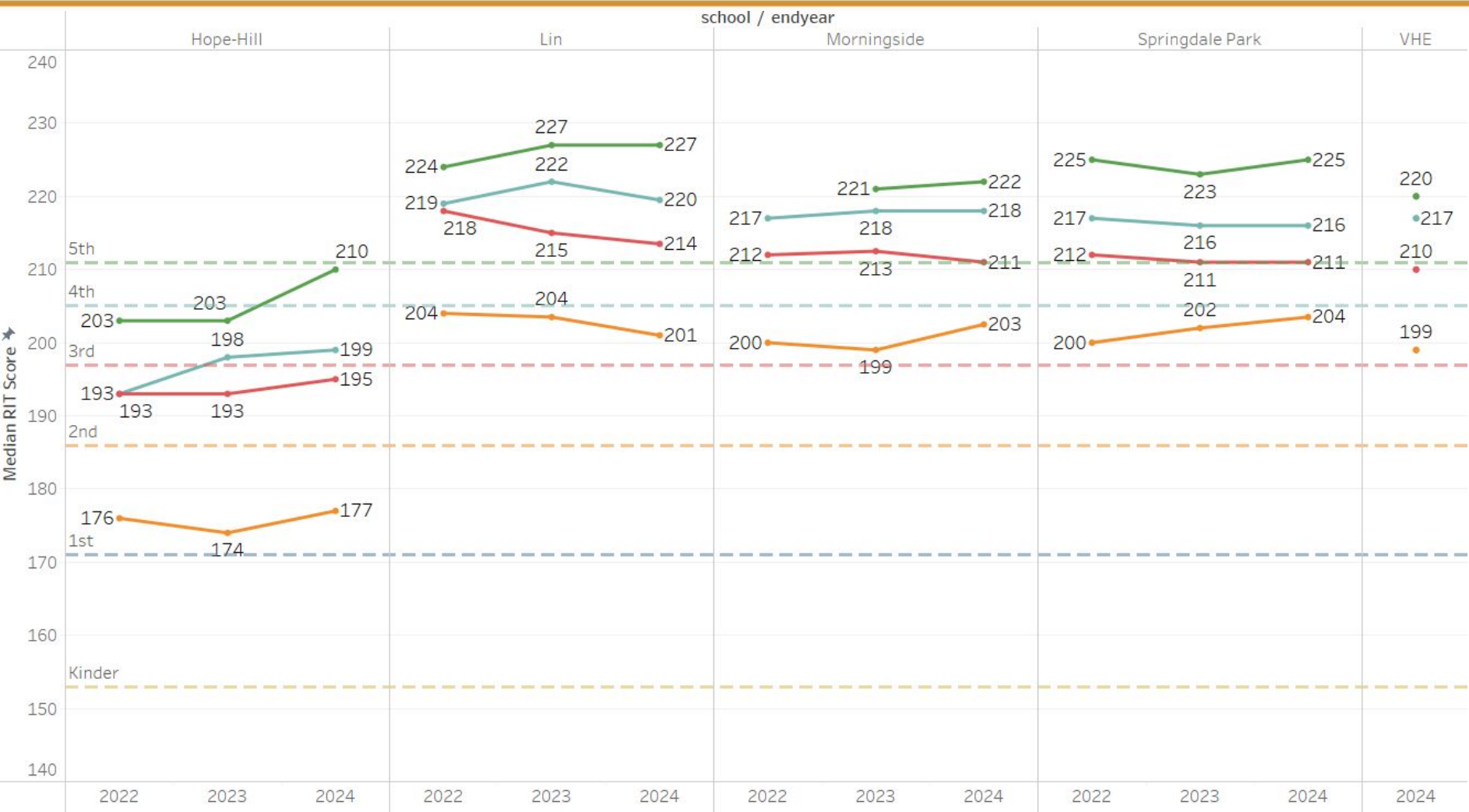
MAP Reading - Informational Text



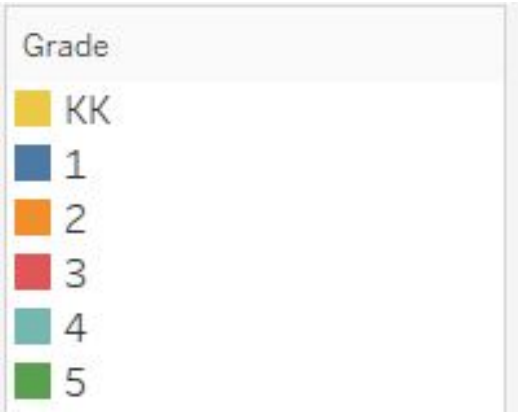
Dashed lines are the 50th percentile marks for each grade



MAP Reading - Literature

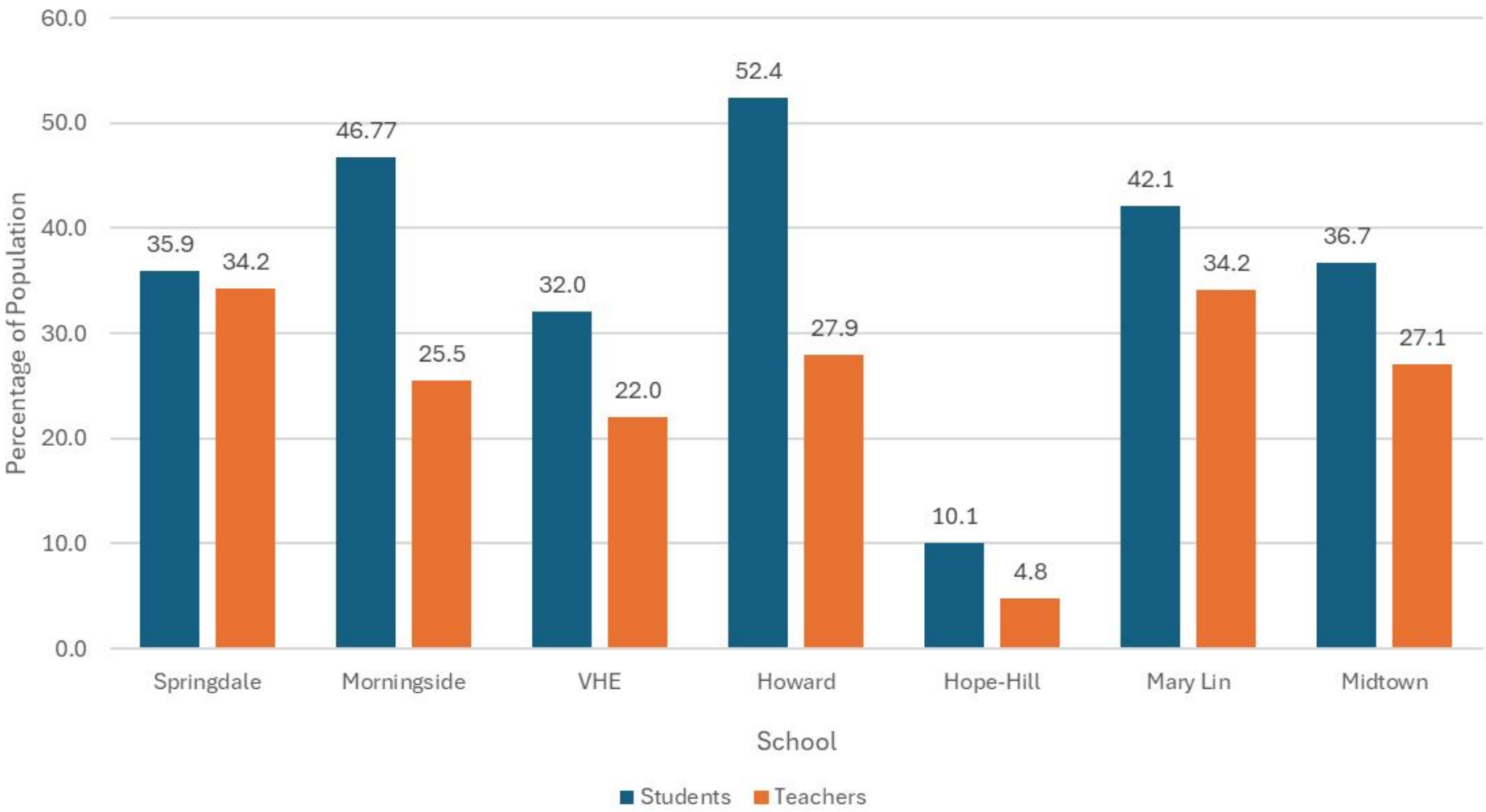


Dashed lines are the 50th percentile marks for each grade



Gifted

2024-2025 Percentage Gifted Comparison



APS Facilities, Enrollment & Utilization Quick Links:

March 3, 2025

- [Presentation from Simbli](#): start on slide 55
- [APS BOE Meeting Recording](#): Start timer at 2:13:35

December 2, 2024 APS BOE:

- [APS BOE Meeting Recording Start](#): start timer at 1:25:16
- [Presentation from Simbli](#)
- [24/25 Enrollment and School Facility Utilization Report 2023-24 from Simbli](#)

October 7, 2024 APS BOE Meeting:

- [APS BOE Meeting Recording](#): Start timer at 14:11
- [Presentation from Simbli](#)

February 5, 2024 APS BOE Meeting Minutes:

- [Enrollment and School Facility Utilization Report 2023-24 SY from Simbli](#)

February 2023 APS BOE Meeting Minutes:

- [Enrollment and School Facility Utilization Report 2022-23 SY from Simbli](#)

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

- [Midtown Cluster Report](#)
- [All Clusters](#)

Click to explore the APS
Annual Review Process

Click to explore the APS
Facilities Master Plan (2019-2023)



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APS Definitions

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

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

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

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

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

From GADOE

- **Chronically Absent** - Percent of all students of the subgroup that were absent 10% or more of their enrollment. A student who was enrolled for 180 days and missed 18 days would be counted as chronically absent.
- **Average Daily Attendance Rate** - Total number of days present divided by the total number days enrolled for all students in a subgroup. If a subgroup of students had 975 days present and 1,000 days enrolled, the Average Daily Attendance Rate would be 97.5%.
- **Average Daily Absenteeism Rate** - Total number of days absent divided by the total number days enrolled for all students in a subgroup. This is the inverse of Average Daily Attendance Rate. Instead of 975 days present, it uses 25 days absent out of 1,000 days enrolled. The Average Daily Absenteeism Rate would be 2.5%.
- **Full Time Equivalent (FTE)**: Data collected for state funding that is based on student enrollment and education services provided by local school systems to students. FTE is a “snapshot” of services regularly scheduled to be provided on a specific date. Data are collected in October and March.

