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ABSTRACT

Reported on here is a study that was concerned with the impact of the development of a middle-school program on the long-range need for educational facilities in the Atlanta Public Schools. The decision was made by the Atlanta Board of Education to implement a middle-school program, and several new middle-school facilities have been planned and constructed. It became obvious that this shift in school organization would have significant effects on the nature of program offerings and the facilities required at both the elementary and secondary levels of school organization within the school system. The purpose of this study has been to determine the need for middle-school facilities throughout the school system and to make recommendations for housing the middle-school program. Additionally, as the middle-school program is implemented, changes required for meeting the needs of lower elementary and high school education have also been recommended. This report is intended to provide the school staff and school board with information and recommendations to guide their decisions and actions regarding facilities development over the next decade. The long-range plan produced herein can and should serve as the means for decisionmakers of the school system to make more effective decisions regarding educational facilities. (Author/MLF)

EDUCATIONAL FACILITIES SURVEY

CENTENNIAL YEAR
1872-1972

ATLANTA PUBLIC SCHOOLS

EDUCATIONAL FACILITIES SURVEY

Atlanta Public Schools

1971-81

Prepared
for the
Board of Education
of the
City of Atlanta

C. W. McGuffey, Editor and Project Director

By
The Educational Facilities Planning Center
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In Cooperation With
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FOREWORD

In terms of total investment, school buildings and other educational facilities represent a relatively small part of the total cost of education. Even though this is true it would be a gross error to suggest that adequate school facilities are relatively unimportant. Regardless of how effective and efficient other aspects of a school program may be, maximum pupil learning does not take place unless the school plant provides an optimum school environment.

As the pattern of school organization changes and as new instructional programs are designed to better meet the needs of pupils, physical plant requirements also change. A school system that is aware of the importance of these changed requirements will make plans for meeting them in a manner which will assure maximum educational opportunities for all.

A logical first step in accomplishing the above goal is to inventory existing facilities, evaluate their adequacy, and prepare a projection of future needs as well as proposed plans for meeting them. The report presented here is the result of an impartial, intensive study by a group of recognized authorities. It is presented by Dr. Carroll W. McGuffey and his committee as a summary of findings and recommendations which they believe, if implemented, will move Atlanta along the path of school improvement desired by all who are interested in good schools.

It is my hope that the public, the Atlanta Board of Education, the Staff, and Pupils will study the report carefully and help determine to what extent the recommendations should be implemented and how best to plan the steps to do so.

John W. Letson
Superintendent

ACKNOWLEDGEMENTS

The Educational Facilities Survey was prepared by the members of a team from the Educational Facilities Planning Center of the University of Georgia. This team organized the study, collected and analyzed the relevant data and prepared the chapters for final typing and reproduction.

An advisory committee assisted the team in organizing the study, received preliminary drafts, and aided in the preparation of the recommendations.

The members of the committee also participated in numerous discussions regarding the procedures and findings of the study.

Members of the staff of the Atlanta Public Schools gave much time and considerable effort in the support of the survey team. Background data and information were supplied, and services of various kinds such as data processing, drafting, typing and production of the final report were provided. The general support and cooperation of the staff is gratefully and sincerely acknowledged. Grateful appreciation is extended in particular to Dr. Darwin W. Womack, Dr. O. Paul Roaden, Mr. John E. LaRowe and Mr. Clifford A. Nahser and to the other members of the staff of the School Plant Planning and Construction Division of the Atlanta Public Schools.

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To all who contributed to this Study, your assistance is gratefully appreciated.

C. W. McGuffey
Project Director

BACKGROUND AND PURPOSE OF THE STUDY

Purpose of the Study

This study has been concerned with the impact of the development of a middle-school program on the long range need for educational facilities in the Atlanta Public Schools. The decision was made by the Atlanta Board of Education to implement a middle-school program, and several new middle-school facilities have been planned and constructed. It became obvious that this shift in school organization would have significant effects on the nature of program offerings and the facilities required at both the elementary and secondary levels of school organization within the school system. The purpose of this study has been to determine the need for middle-school facilities throughout the school system and to make recommendations for housing the middle-school program. Additionally, as the middle-school program is implemented, changes required for meeting the needs of lower elementary and high school education have also been recommended.

Major Factors for Consideration

Community Background

The City of Atlanta has been undergoing significant changes for a number of years. Population shifts, change in racial composition of the population, economic change, decay of the central city and efforts to revitalize it, expressway development and now rapid transit have had and will continue to have impact on the development and re-development of the school program in Atlanta. Many new programs and changes to existing programs have been made in response to changing conditions in Atlanta. However, it is quite clear that many additional changes will be necessary if the educational program of the Atlanta Public Schools is to fulfill its purposes in a more effective way. These changes are analyzed in Chapter II of this study.

School Population

Changes occurring within the City of Atlanta also affect the school population. Economic and social changes greatly affect the numbers who attend the public schools.

Fertility and birth rates have been changing throughout the nation. Comparable changes have occurred in the City of Atlanta and will influence the numbers to be served by Atlanta schools.

The impact of changes in the racial composition of the city are reflected in public school attendance. School attendance patterns of whites and blacks, being somewhat different, affect the numbers who knock on the schoolhouse door for service.

The evidence indicates a continued decline in the school population of Atlanta. Furthermore, continued population shifts are also indicated. These developments portend great difficulty in matching facilities and programs with children of the right age-group in locations conveniently accessible to them.

The foregoing factors are considered in Chapter III of this study.

Program Developments

Many new and innovative programs have been introduced in the schools of Atlanta in recent years. Chapter IV of this study attempts to highlight the current status of educational opportunities provided by the school system and to describe the facets of the program having impact on the development of educational facilities.

Special schools for selected groups such as the Adult Education Center, TMR centers, and facilities for post-secondary programs have been omitted from this study. This omission in no way suggests that they are unimportant; however, the major emphasis of the study, as determined by the School Board, was on the middle-school program and facilities needed for it.

School size either can be deterrent to or can enhance educational opportunities. It can also effect the cost effectiveness of the total school operation. The opportunity exists to strengthen the school program by increasing the size of both the elementary and the high schools. This study has considered this matter and has made recommendations to increase the size of many schools.

Facilities Inventory and Evaluation

The Atlanta Public Schools operate 160 school centers with which this study has been concerned. The school system was challenged to keep up with the growth and expansion occurring during the fifties and sixties. Many new schools have been constructed; but many older schools remain in use.

A major concern of this study has been to provide for the maximum utilization of existing facilities through the conversion of existing plants for middle-school use. The continued decline in enrollments and population shifts make effective utilization difficult to achieve; nevertheless, techniques to improve and sustain high utilization rates are essential to the economic efficiency of the facilities management program.

To accomplish the major purpose of the study, a major effort on the part of the study team and the school staff has been to develop a facilities inventory system and to compile an accurate inventory of the instructional and selected supporting facilities at each school center. Additionally, a team spent several months in the field collecting inventory data and assessing existing facilities. A computerized data information system has been partially developed and when completed should serve the school system in a meaningful way in the years ahead.

Results of the inventory and evaluation of selected facilities at each school center are presented in Chapter VI.

Planning Decisions

The findings of this study indicate the need for a major and perhaps drastic alteration to present patterns of school plant utilization and development. An effort has been made to apply sound guidelines and criteria in the decision-making process as this study has progressed through its various phases. Chapter V presents the planning criteria that have served as guides to decision-making. Recommendations outlined in Chapter VII are the result of applying criteria to existing conditions and making decisions about the need for changes and improvements to school plants.

General Procedures Used

A complex methodology has been employed to accomplish this study. The methodology has been complicated further by the size of the school system and the complexities of the many factors which influence decision-making about school facilities needs. A brief outline of the steps followed in completing the study is included below:

1. An advisory committee was named and a meeting held to establish procedures and data requirements for conducting the study.
2. A meeting was held with school system staff to review the availability of data required for the study.
3. Facility inventory and assessment procedures were developed in cooperation with the school system staff.
4. Inventory data items were selected and decisions made regarding those to be collected in the field and those to be obtained from drawings and other documents on file in the school system.
5. Inventory and evaluation forms were developed, printed, and tested on a pilot school plant.
6. A team was put into the field to collect field data and to evaluate instruction and support facilities.
7. The school facilities staff accumulated the data from the field and school system records and prepared the data for computer processing.
8. Computer programs were prepared for processing the facilities data.
9. Procedures were implemented to gather and analyze data on community background and school population.
10. Data needs were determined and collection procedures developed for describing curricular and support programs. Data were collected and processed.
11. Criteria and guidelines for evaluation and for projecting facilities needs were developed in cooperation with the advisory committee and the school staff.
12. Meetings were held with the advisory committee and school staff to make recommendations about the school centers to be retained and those to be recommended for conversion to middle schools. Decisions about abandonment were also made cooperatively by the advisory committee and school staff.
13. Study chapters were written by the study team and reviewed by the school staff, after editing by the study team.
14. The report was typed and printed by the school staff, after editing by the study team.

Use of Report Findings and Recommendations

This report is intended to provide the school staff and school board with information and recommendations to guide their decisions and actions regarding facilities development over the next decade. Background data regarding population, housing, school enrollment projections and enrollment distribution are subject to large fluctuations and changes in a city as dynamic as Atlanta. This must be recognized and data such as included here must be kept current and re-evaluated frequently. School enrollment and enrollment distribution patterns must be constantly updated and their implications carefully analyzed. No human effort can be absolutely perfect as to be able to predict the future with complete accuracy. The long range plan produced herein can and should serve as the means for decision—makers of the school system to make more effective decisions regarding educational facilities.

II

COMMUNITY ANALYSIS

Introduction

This chapter will present data which describe selected characteristics of the City of Atlanta. The characteristics analyzed are those bearing on certain critical questions involved in this Study:

1. What are the growth and mobility patterns of the general population?
2. What are the trends in the development and distribution of housing for residents of the City of Atlanta?
3. What are the growth and mobility patterns of the school-age population?
4. Where is the school-age population located?
5. What is the racial composition of the population and how is it changing?
6. What and where are natural and man-made barriers?
7. Where are City recreation lands in relation to school locations?

To facilitate analysis, the City has been divided into ten agglomerate areas. These areas are defined by census-tract boundaries as used by the Atlanta Region Metropolitan Planning Commission (ARMPC) and the U. S. Department of Commerce. The areas roughly correspond to existing school administrative areas. Each area contains the following census tracts which lie within the city limits of Atlanta:

I.1: 7, 8, 22, 23, 24, 25, 26, 36, 37, 38, 39, 40, 41, 42, 43, 59, 60, 61, 62, 66.02.

I.2: 6, 9, 10, 19, 20, 21, 27, 35.

II.1: 57, 58, 63, 65, 66.01, 74, 75, 108.

II.2: 55.02, 67, 68, 69, 70, 71, 72, 73.

III.1: 87.01, 87.02, 88, 89, 90, 95, 97, 98, 99, 102.01.

III.2: 201, 1, 2, 4, 5, 11, 12, 13, 17, 18, 28, 29, 22, 91, 92, 93, 94, 96, 100, 101.01.

IV.1: 78.01, 82.01, 82.02, 83.01, 83.02, 84, 85, 86.01, 86.02.

IV.2: 76.01, 76.02, 77.01, 77.02, 78.02, 79, 80, 81.01, 81.02, 103.

V.1: 14, 15, 16, 30, 31, 32, 44, 45, 46, 47, 48, 49, 50, 52, 53, 55.01, 56, 64.

V.2: 202-209.

Figure 2.1 portrays the definition of each area. These areas are not coterminous with school attendance zones.

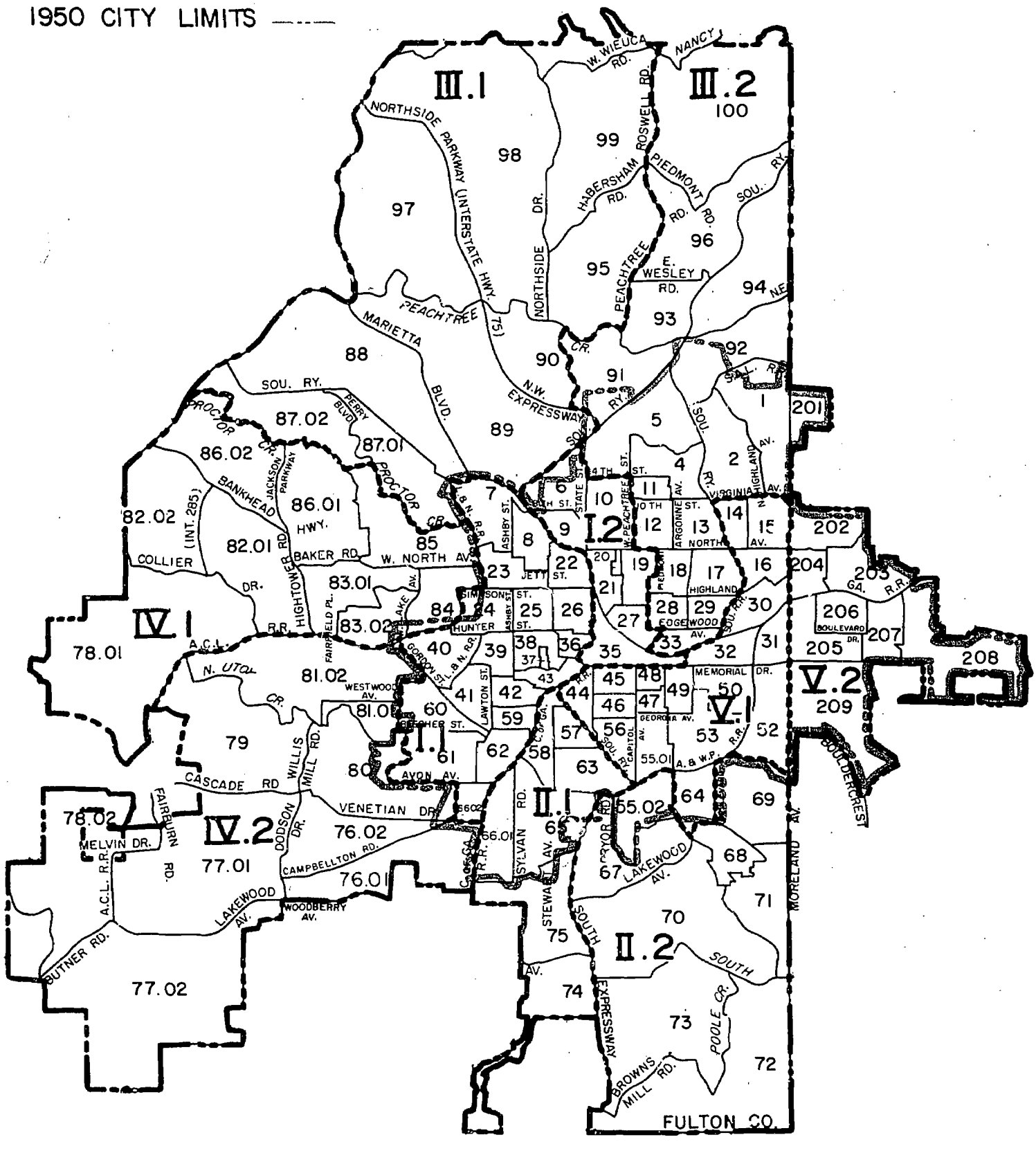
LEGEND

1972 CITY LIMITS----

AGGLOMERATE AREA BOUNDARIES----------

1950 CITY LIMITS ——

FIGURE 2.1
CITY OF ATLANTA CENSUS-TRACT AGGLOMERATE AREAS



Population

Atlanta has experienced growth in population from 1950 to 1970. The city quadrupled its size in the early 1950's by annexing what are now Census Tracts 67-103, either wholly or partially, and part of CT (Census Tract) 108. Table 2.1 shows the population figures for 1950-70 and the projections for 1980. The city limits of Atlanta extend partially into two counties — DeKalb and Fulton.

DeKalb-Atlanta has maintained 8-9 percent of the total population of Atlanta. It is projected that by 1980 this figure will be approximately 9 percent.

The total population has increased just less than 12 per cent in the twenty years between 1950-70, with the greatest increase (10 per cent) coming in the decade 1950-60. It is projected that the population will increase another 13 per cent by 1980, bringing the municipal total to about 560,000.

The greatest changes can be seen within the agglomerate areas. Population shifts have far exceeded the total growth. Table 2.2 shows a steady decline in the population living in that area bounded roughly by the 1950 city limits, the "Inner-City." By 1980 only 72 per cent of the 1950 Inner-City population will still live in the Inner-City, even though the total population will have grown about 26 per cent during the same thirty years. The shift is characterized by increased commercialization and industrialization, greater mobility of the population, and a boom in residential land development and housing, particularly in the perimeter areas.

Table 2.3 shows a dramatic change which took place in Atlanta between 1950-70. From 1950-60 the Inner-City showed a net decrease of 20,289 (25 CT's increased 19,001 and 47 CT's decreased 39,290). During the same period the total city experienced a net increase of 44,320. From 1960-70 the net loss from the Inner-City more than tripled over the previous decade, while all of Atlanta grew at only one-sixth of the previous increase. The twenty-year comparison shows the same average increase and decrease in each census tract in the Inner-City, with five times more census tracts losing population than those growing. It is interesting to note that only one census tract outside of the Inner-City lost population from 1950-70 — the Chattahoochee Industrial District (CT 88).

Figures 2.2 - 2.4 show the percentage of population change in each census tract. Figure 2.5 shows the twenty-year trend in each census tract. The steady population increase took place mostly in the northern and western areas of Atlanta, while the most steady decrease occurred in the center of the city.

Table 2.4 amplifies the trend map. Areas IV.1 and IV.2 (West Atlanta), III.1 (Northwest Atlanta), and II.2 (Southeast Atlanta) experienced the greatest growth in the city. In fact, Area V.2 (East Atlanta) was the only other area which grew accumulatively from 1950-70.

Housing

Housing increased tenfold over the population increase from 1960-70 — there was 10 per cent more housing units compared to one per cent more people in the past ten years. As with the population, the Inner-City showed a net loss in housing (52 census tracts lost almost 14,000 housing units, while 20 census tracts gained less than 3,000

TABLE 2.1

Population, 1950-80
City of Atlanta

	1950	1960	Period Percentage Change	1970	Period Percentage Change	Accum. Percentage Change	1980[b]	Period Percentage Change	Accum. Percentage Change
DeKalb Subtotal	37,535	41,332	10.12	46,687	12.96	24.38	49,471	5.96	31.80
Fulton Subtotal	405,619	446,142	11.47	447,951[a]	.41	11.92	509,171	13.67	25.53
Total	443,154	487,474	10.00	494,638[a]	1.47	11.62	558,642	12.94	26.06

Source: U. S. Department of Commerce, Bureau of the Census; Atlanta Region Metropolitan Planning Commission.

[a]This figure has been adjusted downward by 2,328 because of a duplication of the U. S. Federal Penitentiary population in Census Tract 68, which was recognized by ARMPC.

[b]These figures were computed by taking the yearly average for each census tract between the 1960 Census and the 1988 ARMPC projection and then adding or subtracting ten times that amount, according to the most recent and most likely trend, to the 1970 Census Tract Figure.

Note: 1950 figures are ARMPC adjustments to 1960 Census Tract lines.

TABLE 2.2

Change in Inner-City Population
City of Atlanta, 1950-80

	1950 City Limits[a]		1970 City Limits	
	No.	Percentage of Total	No.	Percentage of Total
1950	333,316	75.21	443,154	100.00
1960	313,027	64.21	487,474	100.00
1970	250,888	50.72	494,638	100.00
1980	239,006	42.78	558,642	100.00

Source: U. S. Department of Commerce; Atlanta Region Metropolitan Planning Commission; University of Georgia, Educational Planning and Development Center.

[a]The figures used are the ARMPC adjustments for CT's 1-66.02 and 201-209.

TABLE 2.3

Population Change
City of Atlanta, 1950-70

	1950 City Limits[a]				1970 City Limits			
	Increase/ Decrease	No. of People	No. of Census Tracts	Avg. Change	Increase/ Decrease	No. of People	No. of Census Tracts	Avg. Change
1950-60	+	19,001	25	760	+	84,044	61	1,378
	—	39,290	47	836	—	39,274	48	828
Net	—	20,289	72	282	+	44,320	109	407
1960-70	+	10,423	7	1,489	+	83,091	36	2,308
	—	72,562	65	1,116	—	75,954	73	1,040
Net	—	62,139	72	863	+	7,137	109	65
1950-70	+	13,786	12	1,149	+	121,098	48	2,523
	—	68,642	60	1,144	—	69,641	61	1,142
Net	—	54,856	72	1,145	+	51,457	109	472

Source: University of Georgia, Educational Planning and Development Center

Note: CT 108 not added because figures for comparable periods not available.

[a]The figures used are the ARMPC adjustments for CT's 1-66.02 and 201-209.

FIGURE 2.2
POPULATION PERCENTAGE CHANGES 1950-1960

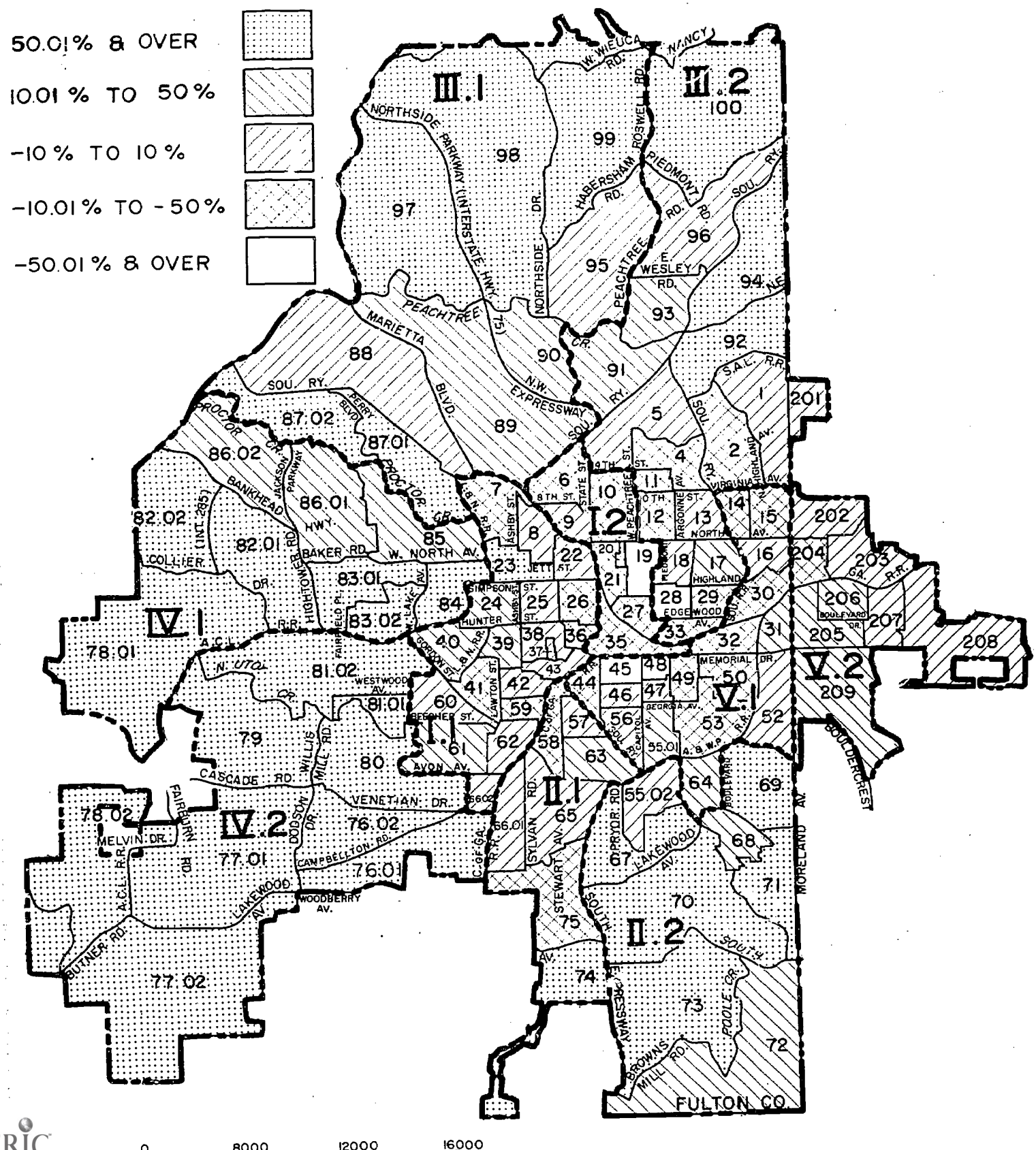


FIGURE 2.3
POPULATION PERCENTAGE CHANGES 1960-1970

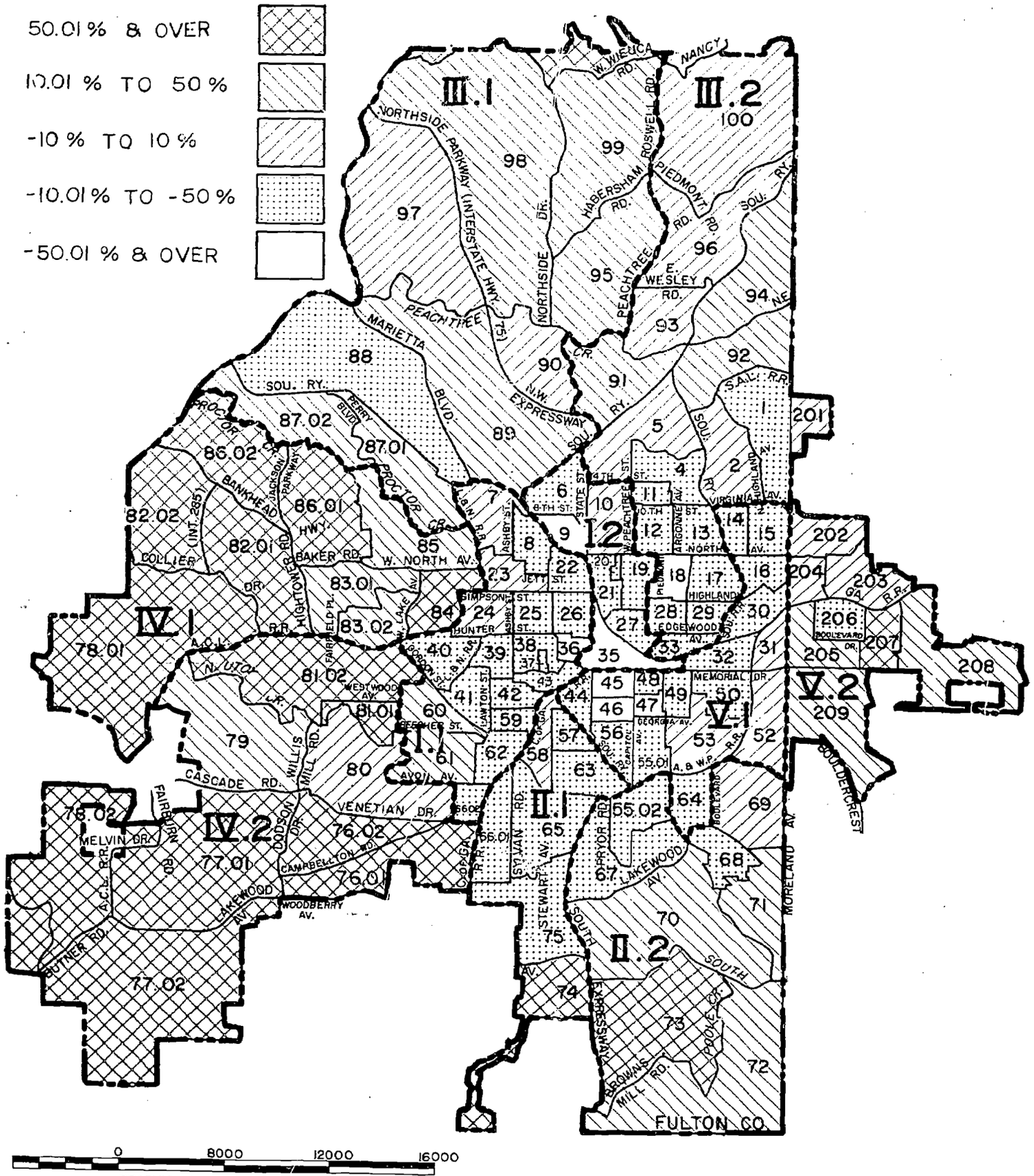


FIGURE 2.4
POPULATION PERCENTAGE CHANGES 1950-1970

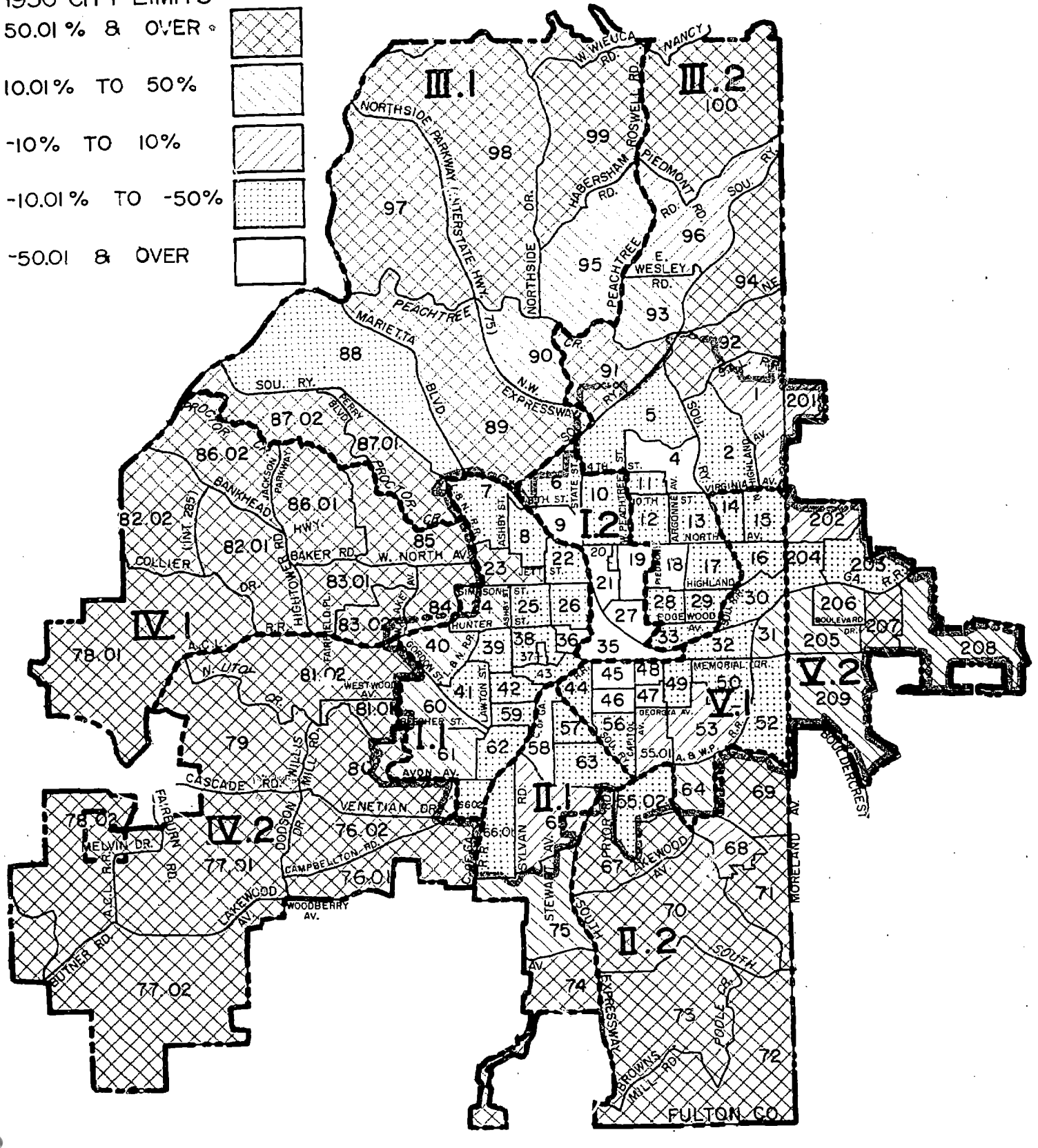


FIGURE 2.5
POPULATION TRENDS 1950-1970

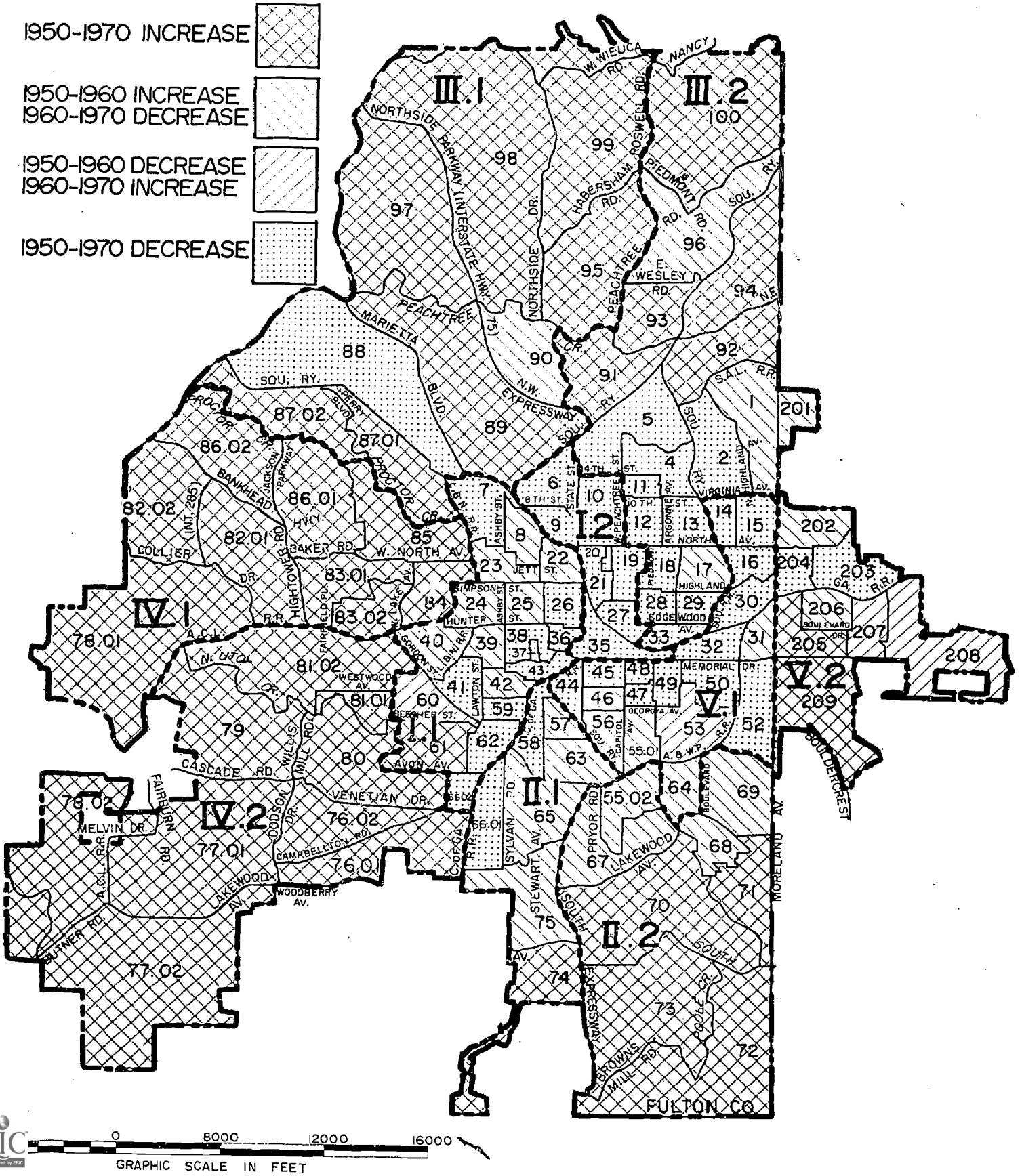


TABLE 2.4

Population Change by
Census Tract Agglomerate Area
City of Atlanta, 1950-80

Area	1950	1960	Period Percentage Change	1970	Period Percentage Change	Accum. Percentage Change	1980	Period Percentage Change	Accum. Change
I.1	84,264	86,204	2.30	69,806	-19.02	- 17.16	66,839	- 4.25	- 20.68
I.2	25,078	18,859	-24.80	12,861	-31.80	- 48.72	10,986	-14.58	- 56.19
II.1	24,335	28,379	16.62	24,332	-14.26	- .01	24,284	- .20	- .20
II.2	25,466	41,666	63.61	46,712	12.11	83.43	53,567	14.68	110.35
III.1	27,036	39,833	47.33	49,607	24.54	83.48	60,723	21.50	122.94
III.2	100,406	97,796	- 2.60	83,196	-14.93	- 17.14	85,998	3.37	- 14.35
IV.1	22,653	34,816	53.69	67,095	92.71	196.19	95,398	42.18	321.13
IV.2	12,809	25,182	96.60	42,315	68.04	230.35	63,508	50.08	395.81
V.1	85,284	75,175	-11.85	53,649	-28.63	- 37.09	48,318	- 9.94	- 43.34
V.2	35,823	39,564	10.44	45,065	13.90	25.80	48,021	6.56	34.05
Total	443,154	487,474	10.00	494,638	1.47	11.62	557,642	12.74	25.83

Source: U. S. Department of Commerce; Atlanta Region Metropolitan Planning Commission.

units) as compared with a net gain in all of Atlanta of approximately 18,000 housing units. It is projected that approximately 39,000 new housing units will be developed by 1980, the majority of these being of multi-family structure.[1]

Table 2.5 shows the housing units in each agglomerate area, the number and percentage of vacant units, the average population density per occupied housing unit, and the percentage change in units between 1960-70. As expected, the only decrease in housing units occurred in Central Atlanta; the greatest growth was experienced in those areas with the greatest population increase.

School-Age Population

In order to plan for school development, one must start with the total possible number of patrons which might be served. This total can be divided by the age-groups which will be accommodated by the school organization. Children ages 5-10 will usually attend grade K-5; those 11-13 will usually go to grades 6-8; and 14-18 year-olds will usually be in grades 9-12. There are the following exceptions which account for the discrepancy between the total school-age population and those who actually attend the public schools:

1. Five-year-olds who do not attend school.
2. Those school-age persons who attend non-public schools.
3. 14-18 year-olds who have completed their high school education and are in the work force or post-secondary education.
4. School-age persons who have discontinued their education.

Table 2.6 shows the total school-age persons in three age groups by census tract agglomerate areas from 1960-1980. The trends in growth or loss closely follow those of the gross population in each area. Table 2.7 shows the total school age population and the percentage change between 1960-1980. Here again the increase/decrease in each area parallels the changes reported in Table 2.4 for the total population.

School-age persons average about 25 percent of the total population in each area. Those areas which have the higher percentages exhibit fewer number of intact families, higher birth rates, and a higher degree of matrifocality.

Tables 2.8-10 show the percentages of the school-age population groups for each agglomerate area. Areas I.2 and II.1 show the lowest percentage for each period and a steady decrease; by 1980 only about 5 percent of the total school-age population will live in those two center-city areas. It is also noted that Area II.1 contains college living units which means that some of the 14-18 age-group are removed from being potential public school patrons.

The most notable increase is in West Atlanta where the school-age population is expected to change from about 14 percent of the total in 1960 to a projected one-third of the total by 1980.

[1]Housing at a Glance. Atlanta Region Metropolitan Planning Commission, 1968.

TABLE 2.5

Housing By
Census-Tract Agglomerate Area
City of Atlanta, 1960-70

Area	1960				1970				
	HU's[a]	# Vacant	% Vacant	P/OHU[b]	HU's[a]	% Change	# Vacant	% Vacant	P/OHU[b]
I.1	25,946	995	3.83	3.45	22,930	-11.62	1,064	4.64	3.19
I.2	5,468	319	5.83	3.66	4,079	-25.40	291	7.13	3.40
II.1	8,971	275	3.07	3.26	8,921	- 0.56	382	4.29	2.85
II.2	11,044	936	8.48	4.12	13,349	20.87	463	3.47	3.63
III.1	11,460	492	4.29	3.63	16,518	44.14	563	3.41	3.11
III.2	37,082	1,825	4.92	2.77	38,779	4.58	2,204	5.68	2.27
IV.1	10,045	782	7.78	3.76	18,818	87.34	532	2.83	3.67
IV.2	7,149	324	4.53	3.69	13,867	93.97	572	4.12	3.18
V.1	23,755	1,455	6.13	3.37	19,635	-17.34	1,826	9.30	3.01
V.2	13,279	672	5.06	3.14	14,022	5.60	678	4.84	3.38
Total	154,199	8,075	5.24	3.34	170,918	10.38	8,576	5.04	3.06

Source: U.S. Department of Commerce; Atlanta Region Metropolitan Planning Commission.

[a] Number of housing units.

[b] Population per occupied housing unit.

TABLE 2.6

School-Age Population by Age-Group in Census-Tract
Agglomerate Areas
City of Atlanta, 1960-80

Area	1960			1970			1980[a]		
	5-10	11-13	14-18	5-10	11-13	14-18	5-10	11-13	14-18
I.1	10,178	4,517	6,282	7,811	3,812	6,633	7,558	3,688	6,345
I.2	1,482	677	1,954	718	367	1,522	609	317	1,383
II.1	3,120	1,678	1,952	2,089	1,195	2,163	2,067	1,181	2,144
II.2	6,016	2,588	2,737	6,201	2,972	4,660	7,009	3,390	5,294
III.1	5,831	2,686	3,284	5,858	3,111	5,177	7,324	3,888	6,455
III.2	8,162	4,057	5,726	5,430	2,770	5,446	5,560	2,851	5,614
IV.1	4,826	2,204	2,607	9,242	4,421	6,848	13,464	6,377	9,838
IV.2	3,268	1,781	1,819	4,970	2,321	3,752	7,625	3,587	5,732
V.1	8,612	4,000	5,329	6,424	3,005	4,948	5,729	2,681	4,440
V.2	4,053	2,022	2,800	5,660	2,839	4,364	6,146	3,106	4,768
Total	55,548	26,210	34,490	54,403	26,813	45,513	63,091	31,066	52,013

Source: U. S. Department of Commerce; Atlanta Region Metropolitan Planning Commission.

[a] 1980 figures computed by applying 1970 age-group percentages to 1980 population projections.

TABLE 2.7

School-Age Population by Census-Tract
Agglomerate Area
City of Atlanta, 1960-80

Area	1960		1970			1980[a]			Accum. % Change
	5-18	% Total[b]	5-18	% Total[b]	% Change	5-18	% Total[b]	% Change	
I.1	20,977	24.33	18,256	26.15	-12.97	17,591	26.32	- 3.64	-16.14
I.2	4,113	21.81	2,607	20.27	-36.62	2.309	21.02	-11.43	-43.86
II.1	6,750	23.79	5,447	22.39	-19.30	5,392	22.20	- 1.01	-20.12
II.2	11,341	27.22	13,833	29.61	21.97	15,693	29.30	13.45	38.37
III.1	11,801	29.63	14,146	28.52	19.87	17,667	29.09	24.89	49.71
III.2	17,945	18.35	13,646	16.40	-23.96	14,025	16.31	2.78	-21.84
IV.1	9,637	27.68	20,511	30.67	112.84	29,679	31.11	44.70	207.97
IV.2	6,868	27.27	11,043	26.10	60.79	16,944	23.68	53.44	146.71
V.1	17,941	23.87	14,377	26.80	-19.87	12,850	26.59	-10.62	-28.38
V.2	8,875	22.43	12,863	28.54	44.94	14,020	29.20	8.99	57.97
Total	116,248	23.85	126,729	25.62	9.02	146,170	26.21	15.34	25.74

Source: U. S. Department of Commerce; Atlanta Region Metropolitan Planning Commission.

[a] 1980 figures are totals of 1980 age-groups.

[b] Percentage of total population for census-tract agglomerate area.

ABLE 2.8

School-Age Population and Percentage by Census-Tract
Agglomerate Area
City of Atlanta, 1960

Area	5-10	Percentage[a] Total	11-13	Percentage[a] Total	14-18	Percentage[a] Total	5-18	Percentage[a] Total
I.1	10,178	18.32	4,517	17.23	6,282	18.21	20,977	18.05
I.2	1,482	2.67	677	2.58	1,954	5.67[b]	4,113	3.54
II.1	3,120	5.62	1,678	6.40	1,952	5.66	6,750	5.81
II.2	6,016	10.83	2,588	9.87	2,737	7.94	11,341	9.76
III.1	5,831	10.50	2,686	10.25	3,284	9.52	11,801	10.15
III.2	8,162	14.69	4,057	15.48	5,726	16.60	17,945	15.44
IV.1	4,826	8.69	2,204	8.41	2,607	7.56	9,637	8.29
IV.2	3,268	5.88	1,781	6.80	1,819	5.28	6,868	5.91
V.1	8,612	15.50	4,000	15.26	5,329	15.45	17,941	15.43
V.2	4,053	7.30	2,022	7.72	2,800	8.12	8,875	7.64
Total	55,548	100.00[c]	26,210	100.00[c]	34,490	100.00[c]	116,248	100.00[c]

Source: University of Georgia, Educational Planning and Development Center.

[a] Percentage of total for each age-group.

[b] This discrepancy from the other age-group percentages in this area is explained by the presence of college living units.

[c] The sum of the areas may not total 100 percent exactly due to rounding.

TABLE 2.9

School-Age Population and Percentage by Census-Tract
Agglomerate Area
City of Atlanta, 1970

Area	5-10	Percentage Total[a]	11-13	Percentage Total[a]	14-18	Percentage Total[a]	5-18	Percentage Total[a]
I.1	7,811	14.36	3,812	14.22	6,633	14.57	18,256	14.41
I.2	718	1.32	367	1.37	1,522	3.34[b]	2,607	2.06
II.1	2,089	3.84	1,195	4.46	2,163	4.75	5,447	4.30
II.2	6,201	11.40	2,972	11.09	4,660	10.24	13,833	10.92
III.1	5,858	10.77	3,111	11.60	5,177	11.38	14,146	11.15
III.2	5,430	9.98	2,770	10.33	5,446	11.97	13,646	10.77
IV.1	9,242	16.99	4,421	16.49	6,848	15.05	20,511	16.19
IV.2	4,970	9.14	2,321	8.66	3,752	8.24	11,043	8.71
V.1	6,424	11.81	3,005	11.21	4,948	,10.87	14,377	11.34
V.2	5,660	10.41	2,839	10.59	4,364	9.59	12,863	10.15
Total	54,403	100.00[c]	26,813	100.00[c]	45,513	100.00[c]	126,729	100.00[c]

Source: University of Georgia, Educational Planning and Development Center.

[a] Percentage of total for each age-group.

[b] This discrepancy from the other age-group percentages in this area is explained by the presence of college living units.

[c] The sum of the areas may not total 100 percent exactly due to rounding.

TABLE 2.10

Projected School Age Population and Percentage by Census-Tract
Agglomerate Area
City of Atlanta, 1980

Area	5-10[b]	Percentage Total[a]	11-13[b]	Percentage Total[a]	14-18[b]	Percentage Total[a]	5-18[c]	Percentage Total[a]
I.1	7,558	11.98	3,688	11.87	6,345	12.20	17,591	12.03
I.2	609	0.97	317	1.02	1,383	2.66[e]	2,309	1.58
II.1	2,067	3.28	1,181	3.80	2,144	4.12	5,392	3.69
II.2	7,009	11.11	3,390	10.91	5,294	10.18	15,693	10.74
III.1	7,324	11.61	3,888	12.52	6,455	12.41	17,667	12.09
III.2	5,560	8.81	2,851	9.18	5,614	10.79	14,025	9.59
IV.1	13,464	21.34	6,377	20.53	9,838	18.91	29,679	20.30
IV.2	7,625	12.09	3,587	11.55	5,732	11.02	16,944	11.59
V.1	5,729	9.08	2,681	8.63	4,440	8.54	12.850	8.79
V.2	6,146	9.74	3,106	10.00	4,768	9.17	14,020	9.59
Total	63,091	100.00[d]	31,066	100.00[d]	52,013	100.00[d]	148,170	100.00[d]

Source: University of Georgia, Educational Planning and Development Center.

[a] Percentage of total for each age-group.

[b] Computed by applying 1970 age-group percentage to 1980 population for each census tract.

[c] Sum of age-groups for each area.

[d] The sum of the areas may not total 100 percent exactly due to rounding.

[e] This discrepancy from the other age-groups in this area is due to the presence of college living units.

Tables 2.11 and 2.12 show the comparison of school attendance by grade-group to the total school-age population. In addition to the four contingencies mentioned above which might account for discrepancies, others deserve mention here:

1. All children who attend the public schools may not have been counted in the census.
2. In perimeter areas, some children who attend the public schools may not live within the City of Atlanta.
3. Schools which lie within each agglomerate area have constantly changing attendance zones which may or may not be coterminous with area boundaries.

These reasons may account for 11-13/6-8 percentages which appear in areas I.2, II.2 and IV.1 in 1960 and areas I.2 and II.1 in 1970. For whatever the reason, the Atlanta Public Schools show an average daily attendance of 72-74 percent of the total school-age population.

Table 2.13 exhibits the school-age population yield by age group per occupied housing unit. With the development of similar housing in each area, these figures can serve to predict the number of potential school enrollments. The higher ratios in each age group indicate the presence of younger families and more newly developed housing.

The areas with the lower ratios, particularly I.2, II.1 and III.2, exhibit loss of population which has outdistanced the change in housing. Area I.2 lost 32 percent of its population from 1960 to 1970, while experiencing only a 25 percent housing decrease during the same period; Area II.1 decreased 14 percent in population and less than one percent in housing; and Area III.2 lost 15 percent of its residents while increasing 5 percent in housing. The increase in commercialization in these areas helps to account for the difference. Conversely, the areas with higher pupil yields show greater growth in population and housing than in commercialization and industrialization.

Racial Composition

For the purpose of this discussion, white and non-white will be used to distinguish among the racial groups in the population. Non-white persons are those not of the Caucasian classification.

The racial composition of the general population is shown in Table 2.14 and the racial composition of school enrollment is shown in Table 2.15. There was no racial mixing in the Atlanta Public Schools in 1960-61. The absence of non-whites enrolled in schools which lay in area I.2, whose boundaries were not necessarily coterminous with school attendance zones, is explained by this fact.

Figure 2.6 shows the 1960 racial percentage composition in each census tract within Atlanta; Figure 2.7 shows the 1970 racial percentage composition. These two figures relate directly to Table 2.14 which outlines the racial composition in two agglomerate areas. Notably areas I.1, IV.1 and V.2 are two-thirds non-white or greater at present. Figure 2.8 compares the change in population to the percentage change in non-white residents in each census tract.

Table 2.16 compares the ratio of the racial composition in each agglomerate area between the total population and the active enrollment in the public schools. Figure 2.9 shows this comparison by means of a bar graph. Figure 2.10 shows the comparison in the racial composition of the total population and in the active enrollment of the public schools for the City of Atlanta.

TABLE 2.11

School-Age Population and School Attendance by
Census-Tract Agglomerate Areas
City of Atlanta, 1960

Area	5-10[a]	K-5[b]	Percentage[c]	11-13[a]	6-8[b]	Percentage[c]	14-18[a]	9-12[b]	Percentage[c]	5-18[a]	K-12[b]	Percentage[c]
I.1	10,178	8,257	81.13	4,517	3,725	82.47	6,282	2,409	38.35	20,977	14,391	68.60
I.2	1,482	1,458	98.38	677	721	106.50	1,954	556	28.45	4,113	2,735	66.50
II.1	3,120	2,891	92.66	1,678	1,257	74.91	1,952	768	39.34	6,750	4,916	72.83
II.2	6,016	5,678	94.38	2,588	2,759	106.61	2,737	2,108	77.02	11,341	10,545	92.98
III.1	5,831	4,921	84.39	2,686	2,251	83.80	3,284	1,767	53.81	11,801	8,939	75.75
III.2	8,162	5,590	68.49	4,057	3,091	76.19	5,726	3,117	54.44	17,945	11,798	65.75
IV.1	4,826	4,100	84.96	2,204	2,254	102.27	2,607	1,899	72.84	9,637	8,253	85.64
IV.2	3,268	3,246	99.33	1,781	1,559	87.54	1,819	1,273	69.98	6,868	6,078	88.50
V.1	8,612	7,950	92.31	4,000	2,916	72.90	5,329	1,525	28.62	17,941	12,391	69.07
V.2	4,053	3,646	89.96	2,002	1,597	78.98	2,800	1,179	42.11	8,875	6,422	72.36
Total	55,548	47,737	85.94	26,210	22,130	84.43	34,490	16,601	48.13	116,248	86,468	74.38

Source: U.S. Department of Commerce: Atlanta Public Schools.

[a] Age-groups.

[b] Grade-groups average daily attendance for those schools which lie within each agglomerate area.

[c] Percentage of grade-groups to age-groups.

TABLE 2.12

School-Age Population and School Attendance by
Census-Tract Agglomerate Areas
City of Atlanta, 1970

Area	5-10[a]	K-5[b]	Percentage[c]	11-13[a]	6-8[b]	Percentage[c]	14-18[a]	9-12[b]	Percentage[c]	5-18[a]	K-12[b]	Percentage[c]
I.1	7,811	7,209	92.29	3,812	3,106	81.48	6,633	2,263	34.12	18,256	12,578	68.90
I.2	718	655	91.23	367	419	114.17	1,522	713	46.85	2,607	1,787	68.55
II.1	2,089	1,959	93.78	1,195	1,230	102.93	2,163	903	41.75	5,447	4,092	75.12
II.2	6,201	6,003	96.81	2,972	2,910	97.91	4,660	3,419	73.37	13,833	12,332	89.15
III.1	5,858	4,196	71.63	3,111	2,220	71.36	5,177	2,518	48.64	14,146	8,934	63.16
III.2	5,430	3,902	71.86	2,770	2,086	75.31	5,446	2,274	41.76	13,646	8,262	60.55
IV.1	9,242	7,406	80.13	4,421	3,950	89.35	6,848	4,016	58.64	20,511	15,372	74.96
IV.2	4,970	4,290	86.32	2,321	1,991	85.78	3,752	1,827	48.69	11,043	8,108	73.42
V.1	6,424	5,779	89.96	3,005	2,576	85.72	4,948	2,019	40.80	14,377	10,374	72.16
V.2	5,660	5,206	91.98	2,839	2,373	83.59	4,364	1,704	39.05	12,863	9,283	72.17
Total	54,403	46,605	85.67	26,813	22,861	85.26	45,513	21,656	47.58	126,729	91,122	71.90

Source: U.S. Department of Commerce; Atlanta Public Schools.

[a] Age-groups.

[b] Grade-groups average daily attendance for those schools which lie within each agglomerate area.

[c] Percentage of grade-groups to age-groups.

TABLE 2.13

School Age Population Yield Per Occupied Housing Unit
by Census-Tract
Agglomerate Areas
City of Atlanta, 1970

Area	Number OHU[a]	Age 5-10	Ratio 5-10/OHU	Age 11-13	Ratio 11-13/OHU	Age 14-18	Ratio 14-18/OHU	Age 5-18	Total of Age-Group Ratios 5-18/OHU
I.1	21,866	7,811	.357	3,812	.174	6,633	.303	18,256	.834
I.2	3,788	718	.190	367	.097	1,522	.402[b]	2,607	.689
II.1	8,538	2,089	.245	1,195	.140	2,163	.253	5,447	.638
II.2	12,886	6,201	.481	2,972	.231	4,660	.362	13,833	1.074
III.1	15,955	5,858	.367	3,111	.195	5,177	.324	14,146	.886
III.2	36,575	5,430	.148	2,770	.076	5,446	.149	13,646	.373
IV.1	18,286	9,242	.505	4,421	.242	6,848	.374	20,511	1.121
IV.2	13,295	4,970	.374	2,321	.175	3,752	.282	11.043	.831
V.1	17,809	6,424	.361	3,005	.169	4,948	.278	14,377	.808
V.2	13,344	5,660	.424	2,839	.213	4,364	.327	12,863	.964
Total	162,342	54,403	.335	26,813	.165	45,513	.280	126,729	.780

Source: U. S. Department of Commerce; Atlanta Region Metropolitan Planning Commission; University of Georgia, Educational Planning and Development Center

[a] Occupied housing units.

[b] This figure is disproportionate to the others because of the presence of college living units.

TABLE 2.14

Racial Composition of Population by Major Race-Groups in Census-Tract Agglomerate Areas
City of Atlanta, 1960-70

Area	1960	White	Non-White	Percentage Non-White	1970	White	Non-White	Percentage Non-White	Change in Racial Balance
I.1	86,204	26,608	59,596	69.13	69,806	11,377	58,429	83.70	14.57
I.2	18,859	16,586	2,273	12.05	12,861	11,396	1,465	11.30	.75
II.1	28,379	18,594	9,785	34.48	24,332	16,853	7,479	30.74	3.74
II.2	41,666	26,481	15,185	36.44	46,712	28,989	17,723	37.94	1.50
III.1	39,833	29,684	10,149	25.48	49,607	37,058	12,549	25.30	.18
III.2	97,796	65,094	32,702	33.44	83,196	64,389	18,807	22.61	10.83
IV.1	34,816	18,385	16,431	47.19	67,095	3,208	63,887	95.22	48.03
IV.2	25,182	22,313	2,869	11.39	42,315	23,525	18,790	44.40	33.01
V.1	75,175	44,872	30,303	40.31	53,649	27,109	26,540	49.47	9.16
V.2	39,564	32,690	6,874	17.37	45,065	14,988	30,077	66.74	49.37
Total	487,474	301,307	186,167	38.19	494,638	238,892	255,746	51.70	13.51

Sounce: U. S. Department of Commerce; Atlanta Region Metropolitan Planning Commission.

TABLE 2.15

School Enrollment by Race in Census-Tract
Agglomerate Areas
City of Atlanta, 1961-71

	1961					1971				
Area	White	Percentage	Non-White	Percentage	Total	White	Percentage	Non-White	Percentage	Total
I.1	3,866	26.84	10,525	73.14	14,391	967	7.69	11,611	92.31	12,578
I.2	2,735	100.00	--	--	2,735	1,367	76.50	420	23.50	1,787
II.1	3,358	68.31	1,558	31.69	4,916	2,354	57.53	1,738	42.47	4,092
II.2	5,558	52.71	4,987	47.29	10,545	5,804	47.06	6,528	52.94	12,332
III.1	5,364	60.01	3,575	39.99	8,939	4,934	55.23	4,000	44.77	8,934
III.2	6,809	57.71	4,989	42.29	11,798	5,016	60.71	3,246	39.29	8,262
IV.1	3,751	45.45	4,502	54.55	8,253	60	0.39	15,312	99.61	15,372
IV.2	5,402	88.88	676	11.12	6,078	3,621	44.66	4,487	55.34	8,108
V.1	6,730	54.31	5,661	45.69	12,391	3,771	36.35	6,603	63.65	10,374
V.2	4,962	77.34	1,460	22.66	6,422	1,246	13.42	8,037	86.58	9,283
Total	48,535	56.13	37,933	43.87	86,468	29,140	31.98	61,982	68.02	91,122

Source: Atlanta Public Schools.

FIGURE 2.6
1960 RACIAL PERCENTAGE COMPOSITION

LEGEND

1972 CITY LIMITS ——— ---
AGGLOMERATE AREA BOUNDARIES ----------

0-35% NON-WHITE•

35.1-65.0 % NON-WHITE•

65.1-100% NON-WHITE•

•DEPARTMENT OF CENSUS CATEGORY DESIGNATION

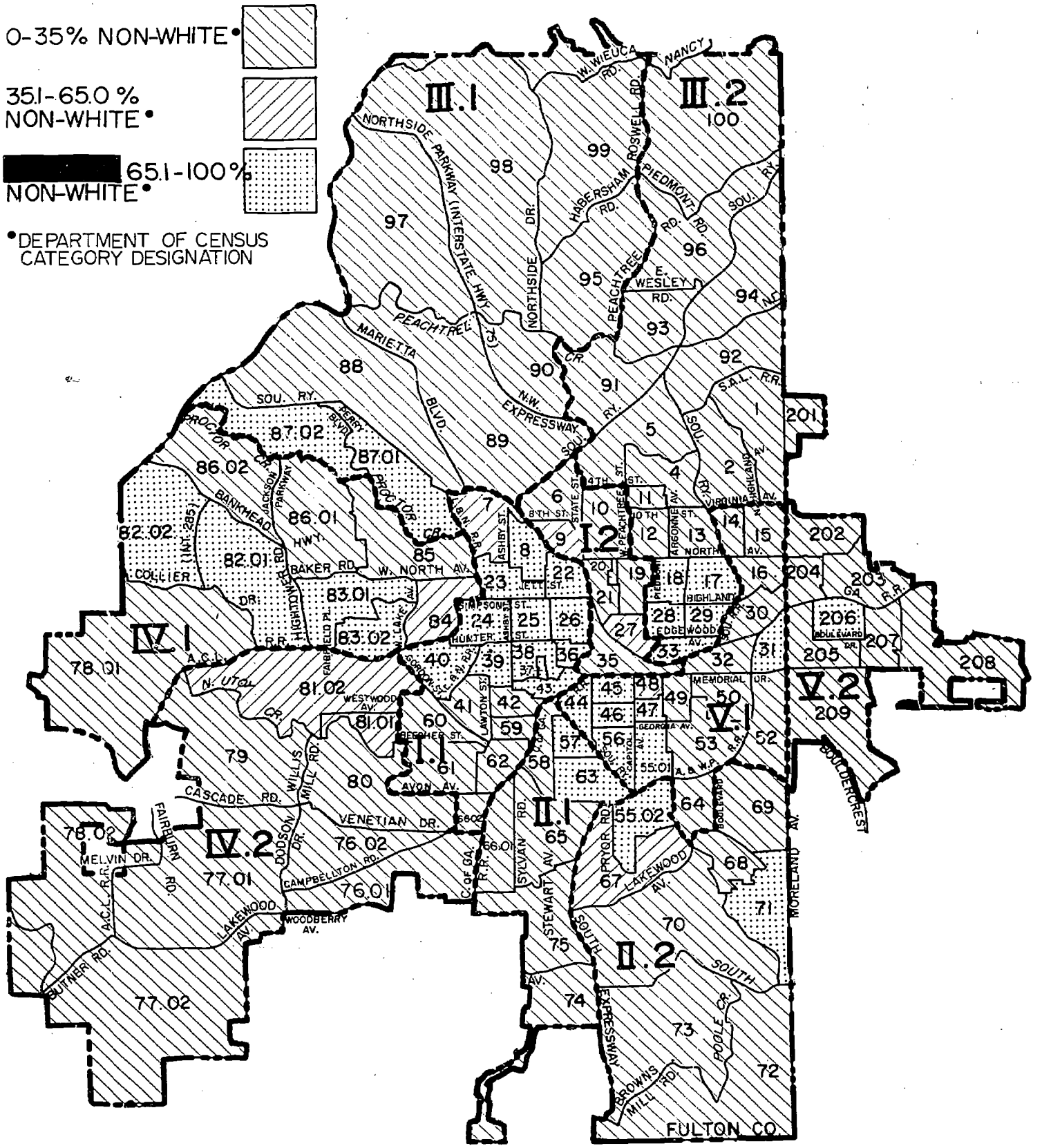


FIGURE 2.7
1970 RACIAL PERCENTAGE COMPOSITION

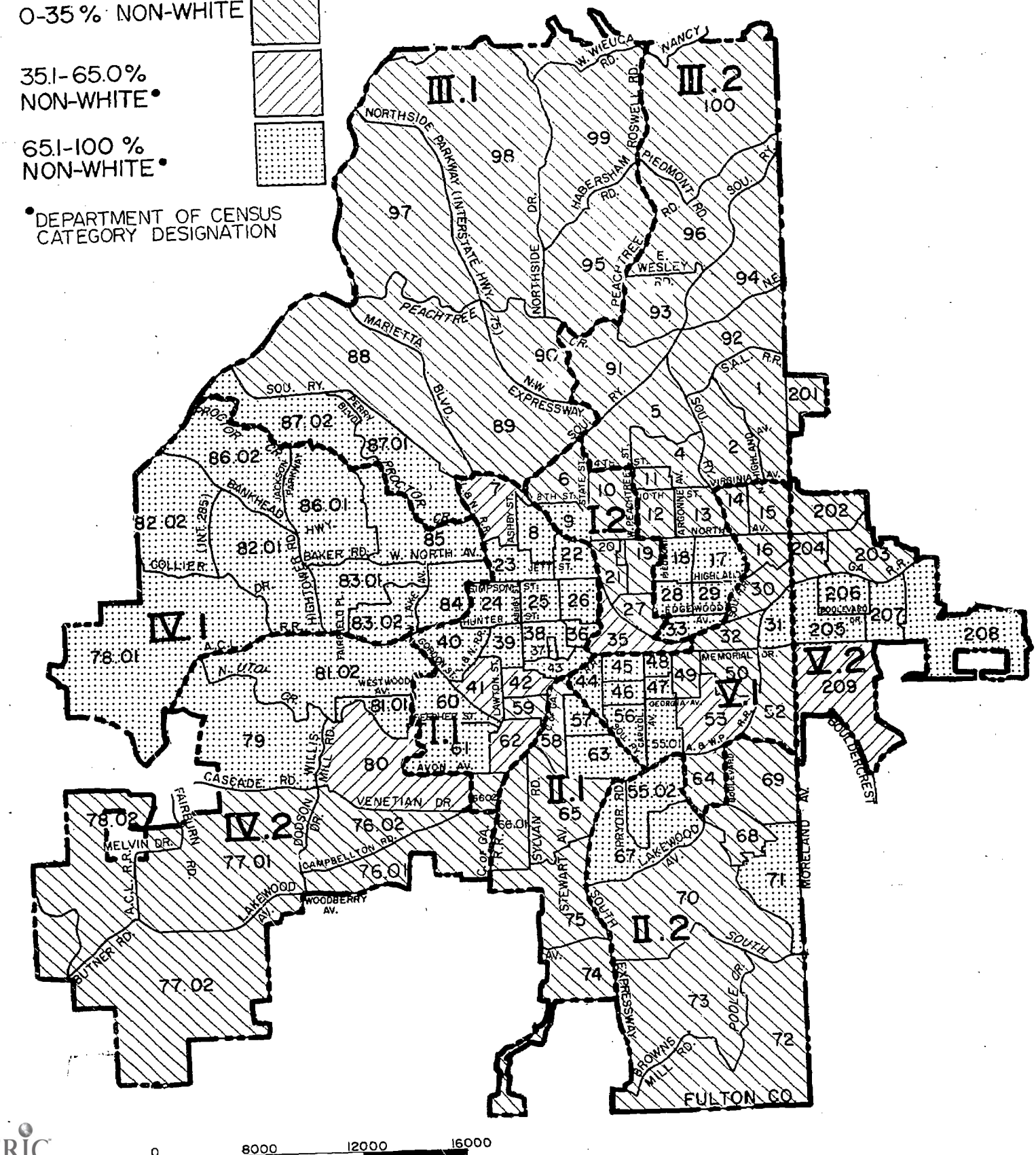


FIGURE 2.8
POPULATION CHANGE / NON-WHITE PERCENTAGE CHANGE COMPARISON CITY OF ATLANTA 1960-1970

LEGEND

1972 CITY LIMITS———

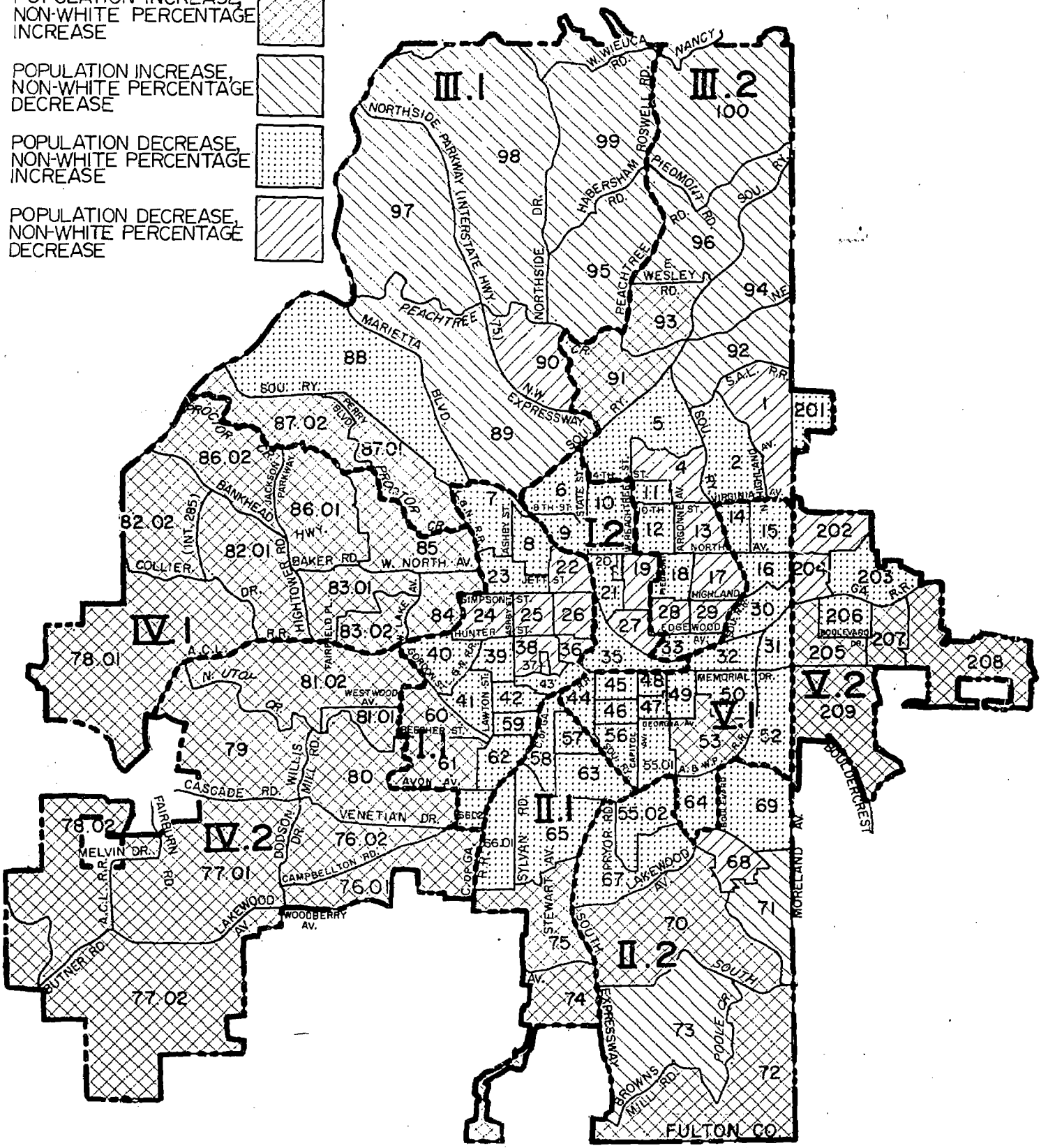
AGGLOMERATE AREA BOUNDARIES- - - - - - - - -

POPULATION INCREASE, NON-WHITE PERCENTAGE INCREASE

POPULATION INCREASE, NON-WHITE PERCENTAGE DECREASE

POPULATION DECREASE, NON-WHITE PERCENTAGE INCREASE

POPULATION DECREASE, NON-WHITE PERCENTAGE DECREASE



0 8000 12000 16000

GRAPHIC SCALE IN FEET

TABLE 2.16

Racial Composition of Total Population and Public-School Enrollment by Census-Tract Agglomerate Areas City of Atlanta, 1960-70

Area	1960						1970					
	Population			School Enrollment			Population			School Enrollment		
	White	Non-White	Ratio	White	Non-White	Ratio	White	Non-White	Ratio	White	Non-White	Ratio
I.1	26,608	59,596	31:69	3,866	10,525	27:73	11,377	58,429	16:84	967	11,611	8:92
I.2	16,586	2,273	88:12	2,735	--	100:00	11,396	1,465	89:11	1,367	420	76:24
II.1	18,594	9,785	66:34	3,358	1,558	68:32	16,853	7,479	69:31	2,354	1,738	58:42
II.2	26,481	15,185	64:36	5,558	4,987	53:47	28,989	17,723	62:38	5,804	6,528	47:53
III.1	29,684	10,149	75:25	5,364	3,575	60:40	37,058	12,549	75:25	4,934	4,000	55:45
III.2	65,094	32,702	67:33	6,809	4,989	58:42	64,389	18,807	77:23	5,016	3,246	61:39
IV.1	18,385	16,431	53:47	3,751	4,502	45:55	3,208	63,887	5:95	60	15,312	<1:99+
IV.2	22,313	2,869	89:11	5,402	676	89:11	23,525	18,790	56:44	3,621	4,487	45:55
V.1	44,872	30,303	60:40	6,730	5,661	54:46	27,109	26,540	51:49	3,771	6,603	36:64
V.2	32,690	6,874	83:17	4,962	1,460	77:23	14,988	30,077	33:67	1,246	8,037	13:87
Total	301,307	186,167	62:38	48,535	37,933	56:44	238,892	255,746	48:52	29,140	61,982	32:68

Source: U.S. Department of Commerce; Atlanta Public Schools.

FIGURE 29

RACIAL COMPOSITION OF TOTAL POPULATION AND PUBLIC SCHOOL ENROLLMENT CITY OF ATLANTA 1960—1970

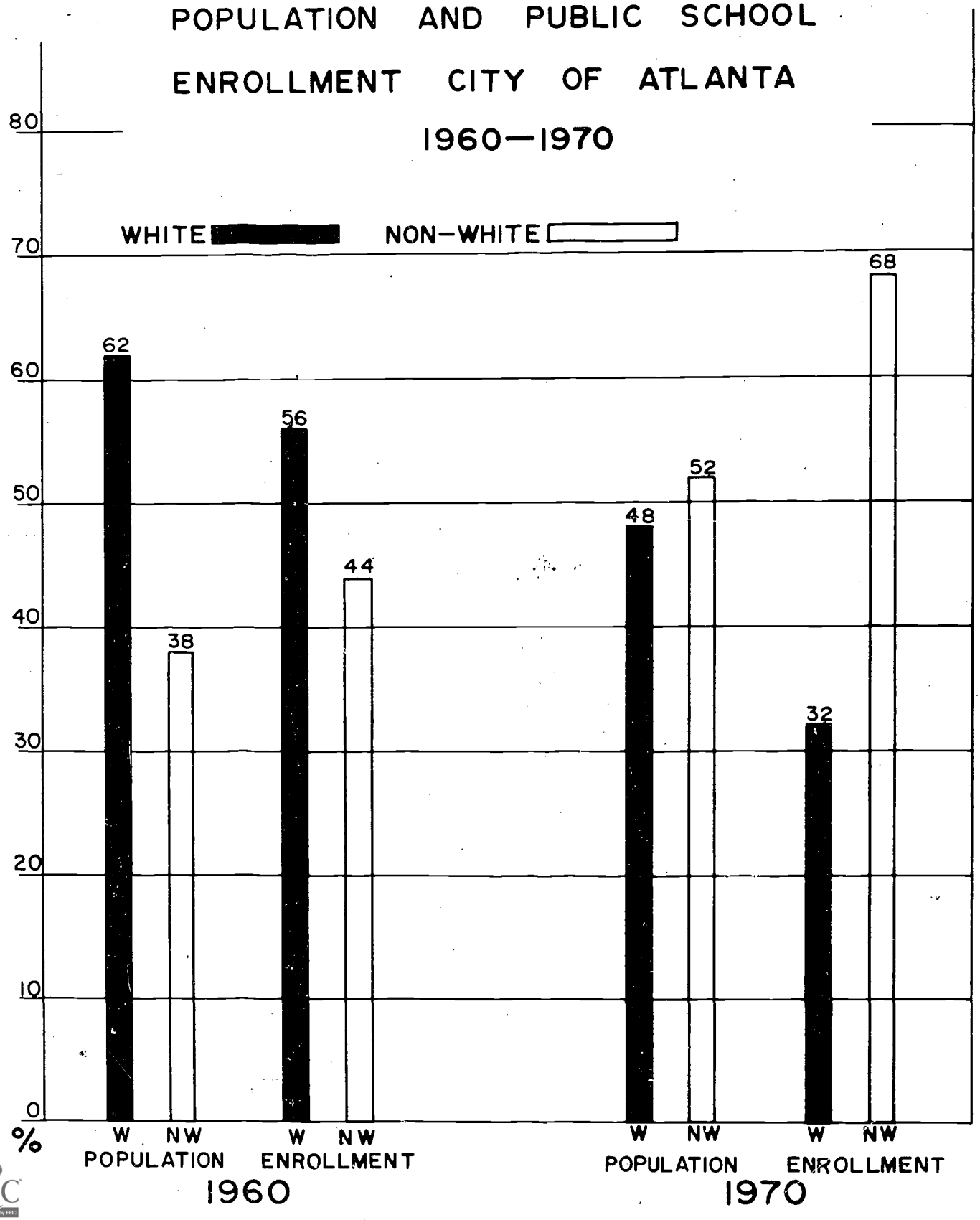
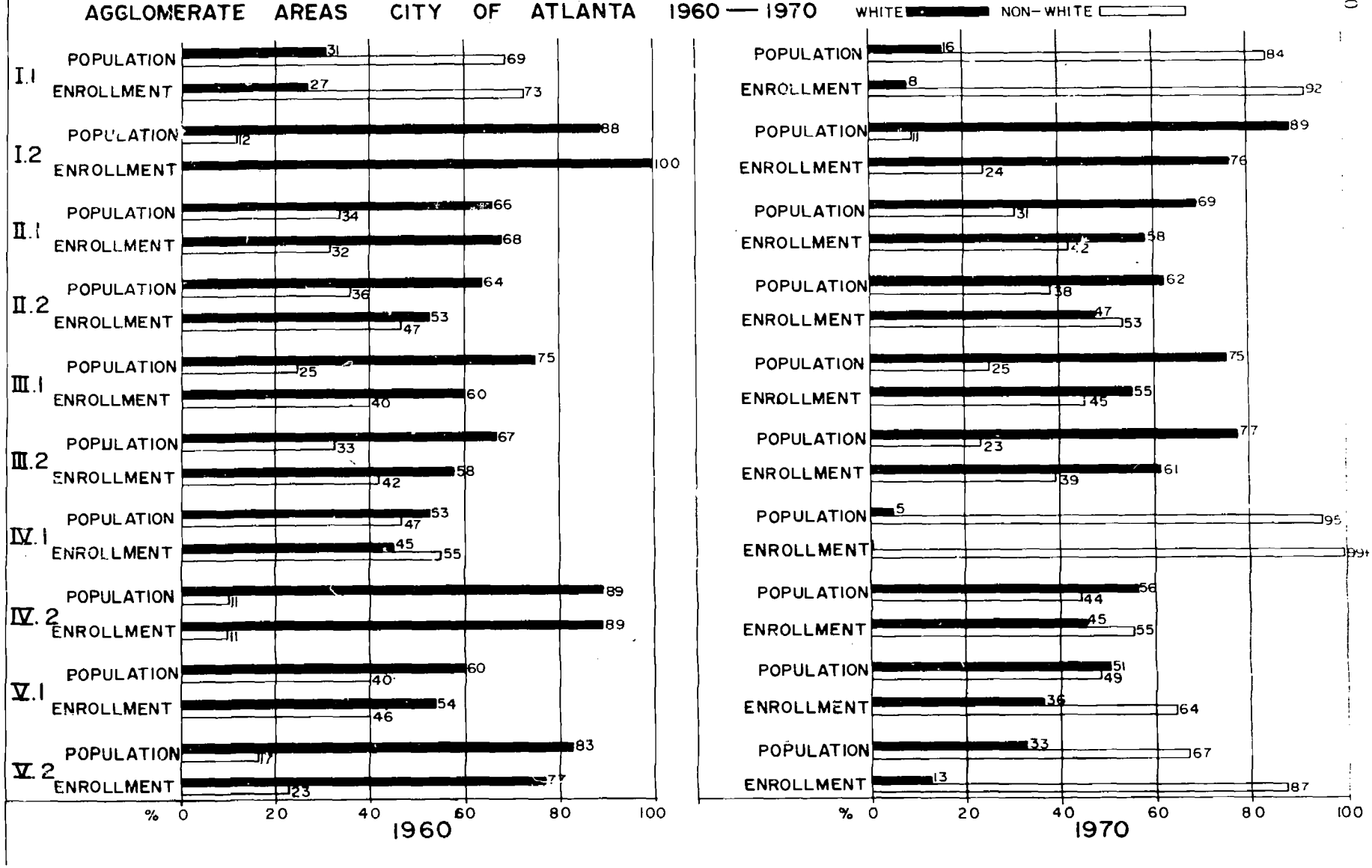


FIGURE 2.10
RACIAL COMPOSITION OF TOTAL POPULATION AND SCHOOL ENROLLMENT BY CENSUS-TRACT AGGLOMERATE AREAS CITY OF ATLANTA 1960 — 1970



The non-white percentage of the public schools enrollment increased from 1960-70 in all areas, except III.2. The most dramatic increases occurred in areas I.1, I.2, IV.1, IV.2, V.1, and V.2, each area showing a shift in the racial composition of public school enrollment of 18 percent or more. The most severe racial shift was experienced in area IV.1 48 percent for the total population and 44 percent for enrollment in public schools. The most stable areas were II.2, III.1, and III.2, which experienced shifts of six percent or less.

Land Use

The way in which land is developed for use depends mostly on the zoning restrictions established by municipal authorities. In Atlanta zoning patterns are established by the Board of Aldermen. In planning for the development of schools, it is desirable to locate sites proximal to residential areas for convenience to school patrons and for safety and other factors which are necessary to the educational program. It is also desirable to have schools close to or adjoining neighborhood parks. Figure 2.11 shows the land-use zones in abbreviated form in the City of Atlanta for 1970. Table 2.17 breaks down this use by acreage.

Figure 2.12 shows the location of existing parks. Turner High School is the only secondary school which is adjacent to a neighborhood park (Anderson Park).

Figure 2.13 depicts the 1983 Land Use Plan in an abbreviated form. Here Atlanta has been divided according to residential, commercial/industrial, and other use.

This map outlines areas which are believed to be suitable for the development of new schools and those areas which are definitely unsuitable.

In addition to zoning patterns, one must pay particular attention to both natural and man-made barriers in the planning of educational facilities. Barriers such as railroads, expressways, waterways are impediments to student travel and are safety hazards. Four federal interstate highways (Routes 20, 75, 85 and 285) pass through Atlanta and Interstate 485 is proposed. In addition, there are other well-traveled limited-and free-access thoroughfares which provide obstruction to student travel. The railroad and water barriers are minimal, but they will conflict with school attendance zones unless adequate travel precautions are present.

The City of Atlanta is presently putting plans for a rapid transit system into effect. Figure 2.14 shows existing and proposed major thoroughfares and the proposed rapid transit system.

FIGURE 2.11
LAND USE ZONES
CITY OF ATLANTA 1970

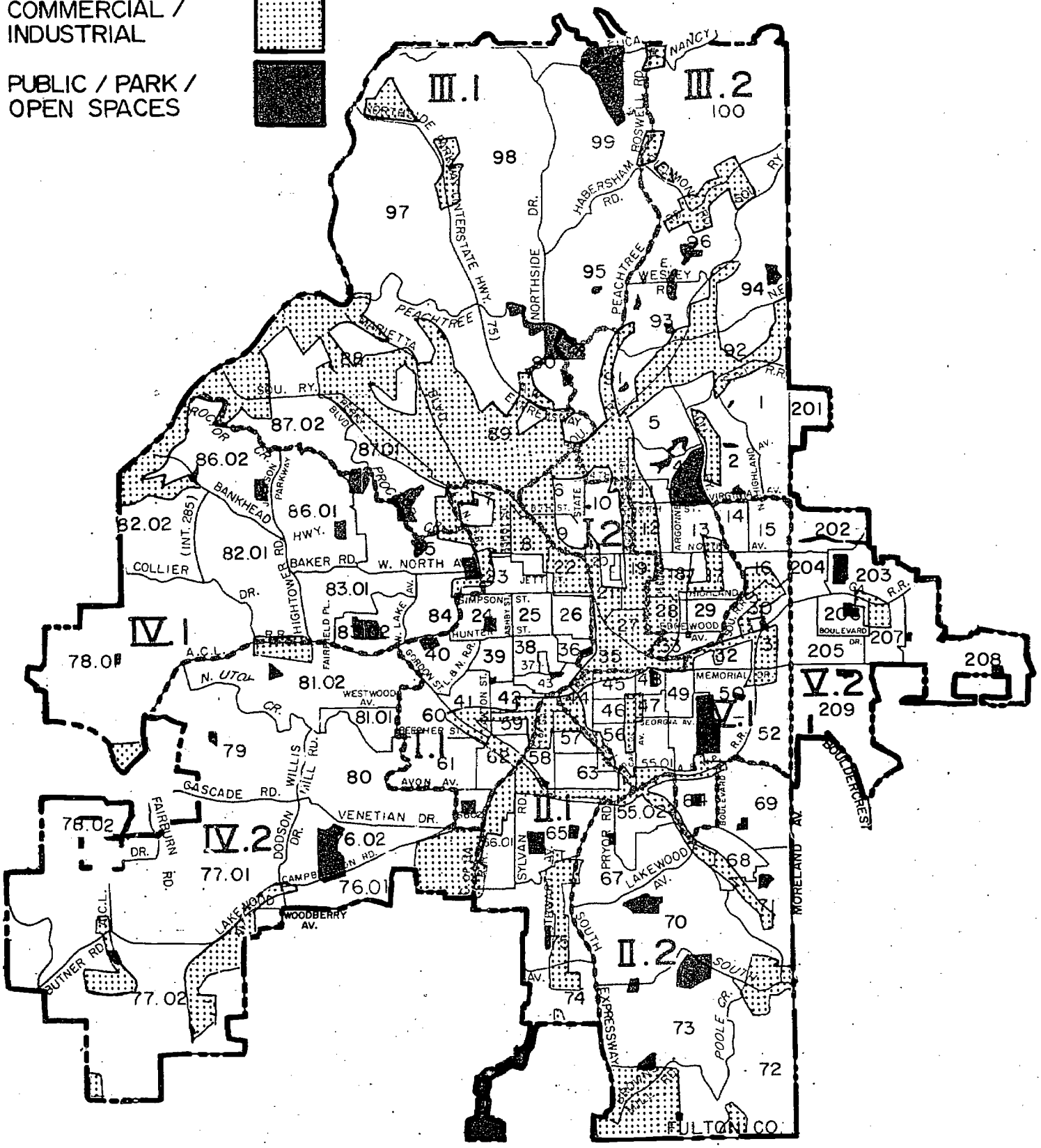


TABLE 2.17

Existing Land Use Acreage[a]
City of Atlanta, 1970

Use	Acres	Percent of Total
Single-family residential	32,977	39.0
Multi-family residential	3,614	4.3
Public and semi-public	3,747	4.4
commercial	5,366	6.4
Industrial	4,841	5.7
Streets, expressways and railroads	15,260	18.1
Vacant Land	18,675	22.1
TOTAL	84,480	100.0

Source: City of Atlanta, Department of Planning.

a Including acres of streets

FIGURE 2.12
LOCATION OF EXISTING PUBLIC SCHOOLS AND PARKS CITY OF ATLANTA, 1972

LEGEND

ELEMENTARY SCHOOLS ●
MIDDLE SCHOOLS ◐
HIGH SCHOOLS ▲
EXISTING PARKS ▬

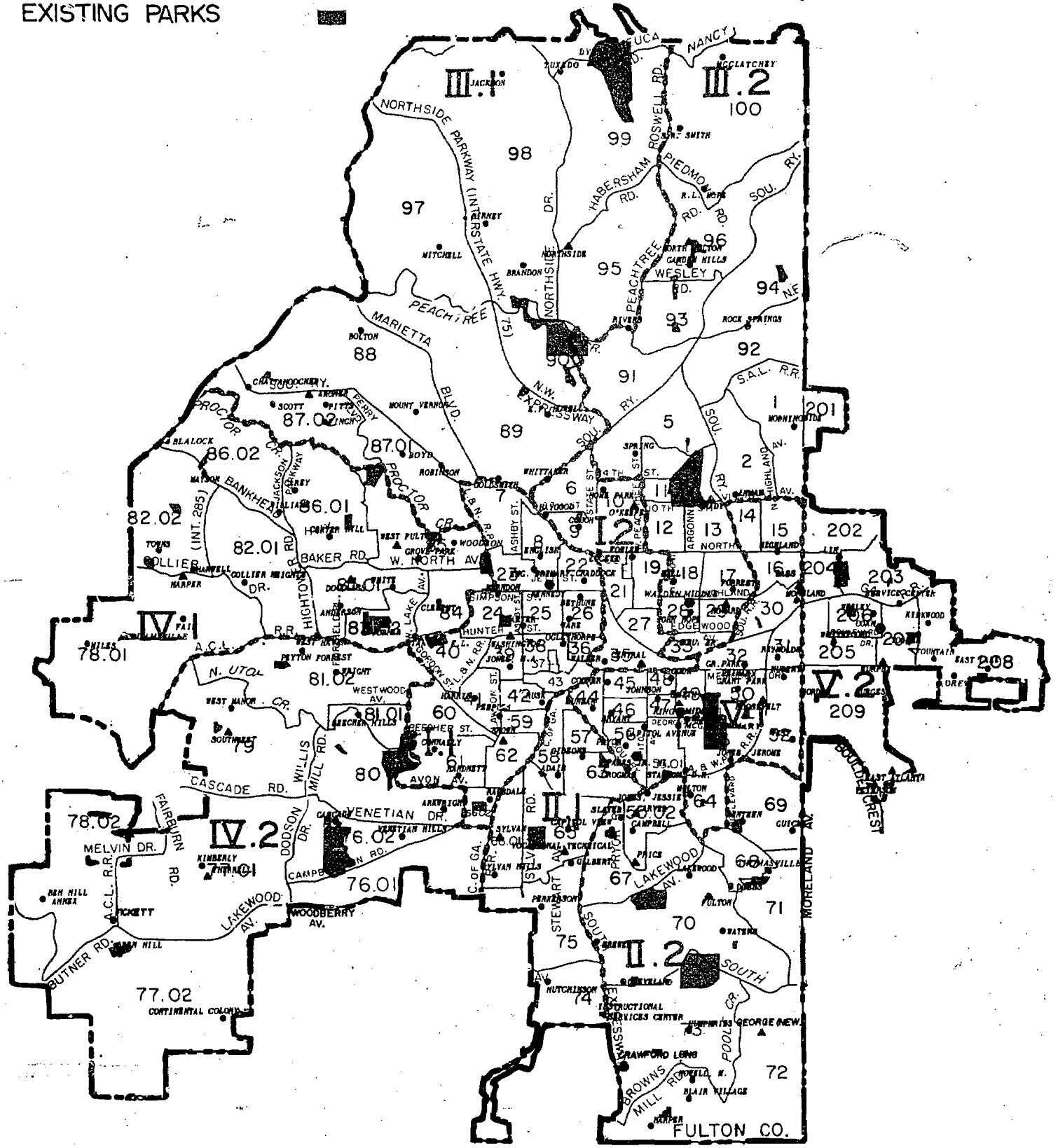


FIGURE 2.13
LAND USE PLAN
1983

LEGEND

RESIDENTIAL

COMMERCIAL / INDUSTRIAL

PUBLIC / PARK / OPEN SPACES

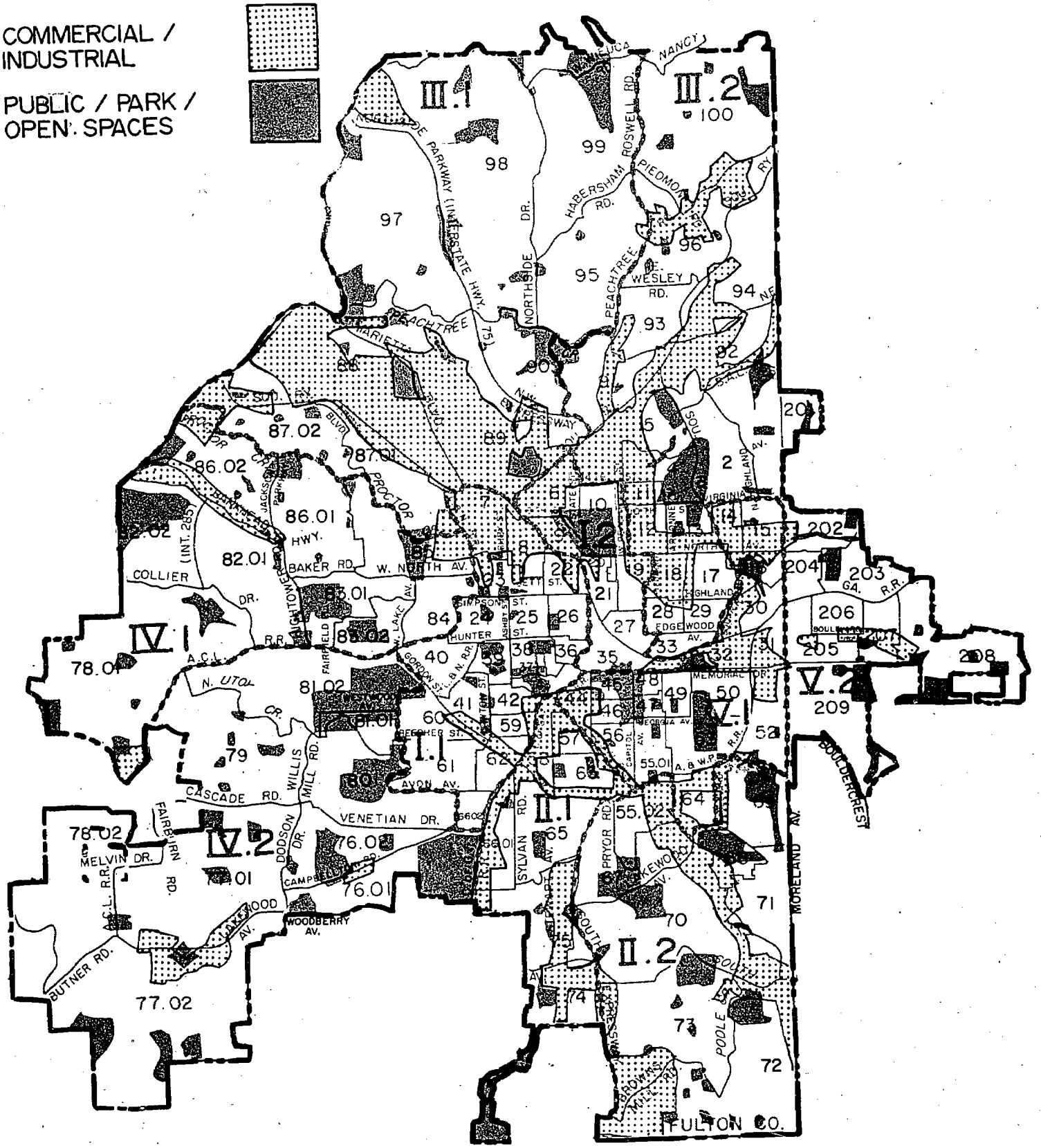
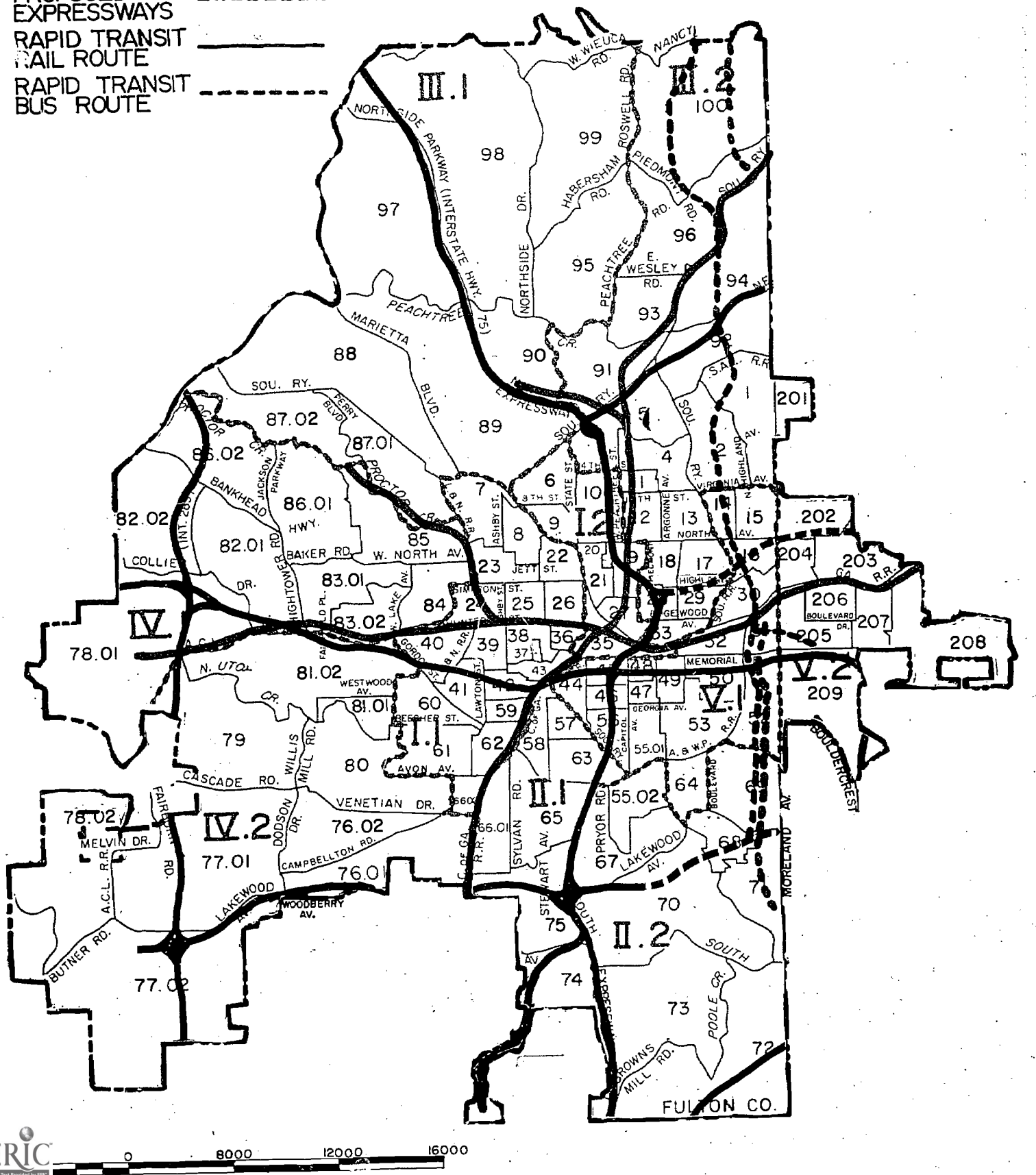


FIGURE 2.14
MAJOR THOROUGHFARES, EXISTING AND PROPOSED / PROPOSED RAPID TRANSIT ROUTE

LEGEND

- EXISTING EXPRESSWAYS
- PROPOSED EXPRESSWAYS
- RAPID TRANSIT RAIL ROUTE
- RAPID TRANSIT BUS ROUTE



SUMMARY

The City of Atlanta has undergone major changes in the past twenty years, and further change is expected. The population has grown better than 12 percent from 1950 to 1970. This growth has been accompanied by a substantial shift in the population from the Inner-City to the peripheral areas. Atlanta is experiencing a housing boom; there has been a 10 percent growth since 1960, which is ten times greater than the population growth. By 1980 approximately 39,000 new housing units are projected for construction the majority of which will be multi-family structures.

The school-age population growth has been proportional to the growth in the general population. Within the City, those areas which have grown most rapidly have also experienced the greatest growth in school-age population. Again, there has been a shift of population toward the peripheral areas of Atlanta. By 1980 it is expected that approximately one-third of the school-age children will live in West Atlanta.

The racial composition of Atlanta has changed about 14 percent since 1960, with an increase in the non-white population. Racial shifts of 45 percent or more have occurred in West Atlanta and East Atlanta; these areas generally exceed two-thirds non-white.

The growth in Atlanta has been accompanied by an increase in super-highways and major thoroughfares. These have increased the mobility of the population and made the City more accessible to and from other areas of the United States.

In many instances, elementary schools are proximal to existing park areas. This practice should be continued since it will serve to augment the educational program for both public-school and community use.

With the advent of grade reorganization to system-wide middle-school program, the factors involved in community will have an important impact on the development of educational facilities throughout Atlanta.

III

PUPIL POPULATION ANALYSIS AND PROJECTIONS

Introduction

It is the purpose of this chapter to (1) present the data upon which to base the projections of school enrollments, (2) describe the technique used to project the future enrollments, (3) describe, in broad terms, the general population trends in Atlanta since 1960, and (4) present the projection of school enrollments in the public school system of Atlanta for the years 1971-72 through 1980-81.

Projections of this magnitude, even under very stable conditions, represent at best a carefully developed estimate. To make such projections for a rapidly changing metropolitan area like Atlanta represents an even more difficult challenge. However, the techniques employed for projection purposes in this study have been observed as being quite adequate in past studies of similar areas. A conscious attempt has been made to assimilate with the basic techniques of population projection, those population characteristics which are unique in Atlanta.

Most of the data for this chapter have been obtained from the files of the Atlanta Public School System. Other major sources include: (1) *Characteristics of the Population, 1970*, U.S. Bureau of the Census, (2) *Selected Characteristics of the Populations*, U.S. Bureau of the Census, (3) *Components of Population Change by Race, 1970 and 1960*, U.S. Bureau of the Census, and (4) *Births by Cities with Rates Per 1,000 Population*, Georgia Department of Public Health, Biostatistics Service.

Projections

Tables 3.1 through 3.3 present a profile of average daily attendance (ADA) in the Atlanta Public Schools, by grade, for the decade 1961-62 through 1970-71. It should be noted that ADA is used in this study instead of active enrollment. Planners usually prefer active enrollment data since these pertain to the highest number of students enrolled in the school system at any one time during a given year. Obviously the ADA figure will be lower than the active enrollment figure due to the variable of absenteeism. The decision to use ADA was based upon the inaccessibility of active enrollment data. However, data pertaining to absenteeism by individual schools for the 1970-71 school year were available, and are utilized in the final school enrollment projections.

Table 3.1 is the ADA history for Kindergarten through Grade 5. This grade-group peak in attendance occurred during the 1967-68 school year. Since then there has been a gradual decline in ADA. The 1970-71 ADA was the lowest in more than ten years.

Table 3.2 shows the ADA history for Grades 6,7, and 8 for this same period of time. The peak ADA year for this group occured in the 1968-69 school year. The 1970-71 ADA was only slightly higher than the ADA for 1963-64.

Table 3.3 shows the history of ADA for Grades 9 through 12. This group peaked in ADA during the 1969-70 school year. The 1970-71 ADA was only slightly less than the ADA for the 1963-64 school year.

TABLE 3.1

ADA for Grades K-5
Atlanta Public Schools
1961-62 — 1970-71

Year	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
1961-62	6,417	8,881	8,567	8,400	8,390	8,152	48,809
1962-63	6,561	8,920	8,609	8,431	8,159	8,198	48,878
1963-64	6,428	9,479	8,959	8,724	8,391	8,154	50,135
1964-65	6,289	9,181	9,163	8,985	8,594	8,202	50,414
1965-66	6,342	9,284	8,934	9,113	8,779	8,439	50,891
1966-67	6,688	9,514	9,191	8,990	8,874	8,745	52,002
1967-68	6,443	9,445	8,949	8,796	8,730	8,572	50,935
1968-69	6,340	8,892	9,019	8,650	8,440	8,472	49,813
1969-70	6,150	8,864	8,665	8,740	8,348	8,207	48,974
1970-71	5,647	8,336	8,352	8,125	8,254	7,891	46,605

Source: Atlanta Public Schools

TABLE 3.2

ADA for Grades 6-8
Atlanta Public Schools
1961-62 — 1970-71

Year	Grade 6	Grade 7	Grade 8	Total
1961-62	7,708	7,475	7,093	22,276
1962-63	7,863	7,467	7,079	22,409
1963-64	8,063	7,701	7,084	22,848
1964-65	7,939	7,794	7,212	22,945
1965-66	7,980	7,667	7,426	23,073
1966-67	8,385	7,821	7,460	23,666
1967-68	8,353	8,038	7,463	23,854
1968-69	8,274	8,002	7,722	23,998
1969-70	8,306	7,971	7,543	23,820
1970-71	7,704	7,742	7,415	22,861

Source: Atlanta Public Schools

TABLE 3.3

ADA for Grades 9-12
Atlanta Public Schools
1961-62 — 1970-71

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
1961-62	6,889	4,919	3,510	3,164	18,482
1962-63	6,780	5,836	4,271	3,122	20,009
1963-64	6,953	5,837	5,024	3,926	21,750
1964-65	6,787	5,889	4,955	4,513	22,144
1965-66	6,941	5,818	5,011	4,376	22,146
1966-67	7,360	6,238	5,269	4,621	23,488
1967-68	7,196	6,253	5,324	4,739	23,512
1968-69	7,289	6,109	5,287	4,756	23,441
1969-70	6,906	5,988	5,172	4,416	22,482
1970-71	6,659	5,710	4,798	4,489	21,656

Source: Atlanta Public Schools

The fact that ADA peaked at a later time in the decade for the upper grades may be significant. This phenomenon suggests that the decline in child-bearing which began between 1958 and 1960 is responsible for at least a portion of the overall decline in school enrollment.

Table 3.4 is a summary of the total enrollments for all grades during the past ten years. Columns 3 and 4 show the net and percentage change of a given year compared with the previous year. The Atlanta Public School system experienced its peak year of ADA in the 1966-67 school year. Since then the ADA has declined by 8,034 pupils, or approximately eight percent.

Tables 3.5 through 3.8 represent one projection of ADA for the Atlanta Public Schools for the decade 1971-72 through 1980-81. Those figures are the result of applying the statistical technique of Cohort Survival to the data in Tables 3.1 through 3.3. The basic principle of the Cohort Survival Technique requires a calculation of the percentage of survival from one grade to the next of the total students who entered the first grade of school during a given year. It is also necessary to calculate the percentage of survival from the birth of a given cohort (those born the same year), until that cohort enters the first grade, then to calculate the percentage of survival from one grade to the next as that cohort moves through the public schools. For example, in 1955 there were 12,189 live births in the city of Atlanta. Six years later, in the 1961-62 school year, this cohort entered the first grade. Table 3.1 shows, however, that of the 12,189 live births in 1955, only 8,881 actually entered the first grade six years later. This means that only 72.87 percent of those born in 1955 actually

TABLE 3.4

Summary ADA for All Grades
Atlanta Public Schools
1961-62 — 1970-71

Year	Total	Net Change	Percent Change
1961-62	89,567	3,099	3.58
1962-63	91,296	1,729	1.93
1963-64	94,733	3,437	3.76
1964-65	95,503	770	.81
1965-66	96,110	607	.63
1966-67	99,156	3.046	3.16
1967-68	98,301	−855	− .86
1968-69	97,256	−1.045	−1.06
1969-70	95,276	−1,980	−2.03
1970-71	91,122	−4,154	− 4.35

Source: Atlanta Public Schools

TABLE 3.5

Projected ADA for Grades K-5
Using the Average Percentage of Survival
Atlanta Public Schools
1971-72 — 1980-81

Year	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
1971-72	5,363	8,717	8,074	8,197	7,893	8,059	46,303
1972-73	5,608	8,266	8,443	7,924	7,963	7,706	45,910
1973-74	5,272	7,770	8,006	8,286	7,698	7,775	44,807
1974-75	5,122	7,549	7,525	7,857	8,050	7,516	43,619
1975-76	4,999	7,368	7,311	7,385	7,633	7,860	42,566
1976-77	5,311	7,828	7,136	7,175	7,175	7,452	42,077
1977-78	5,222	7,697	7,582	7,003	6,971	7,005	41,480
1978-79	5,136	7,566	7,455	7,441	6,803	6,806	41,207
1979-80	5,045	7,435	7,328	7,316	7,229	6,642	40,995
1980-81	4,975	7,332	7,201	7,192	7,107	7,058	40,865

TABLE 3.6

Projected ADA for Grades 6-8
Using the Average Percentage of Survival
Atlanta Public Schools
1971-72 — 1980-81

Year	Grade 6	Grade 7	Grade 8	Total
1971-72	7,653	7,425	7,352	22,430
1972-73	7,816	7,375	7,051	22,242
1973-74	7,474	7,532	7,004	22,010
1974-75	7,541	7,203	7,153	21,897
1975-76	7,289	7,267	6,840	21,396
1976-77	7,623	7,025	6,901	21,549
1977-78	7,227	7,346	6,671	21,244
1978-79	6,794	6,965	6,976	20,735
1979-80	6,601	6,548	6,614	19,763
1980-81	6,442	6,362	6,218	19,022

TABLE 3.7
Projected ADA for Grades 9-12
Using the Average Percentage of Survival
Atlanta Public Schools
1971-72 - 1980-81

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
1971-72	7,060	5,657	4,874	4,271	21,862
1972-73	7,000	6,008	4,837	4,339	22,184
1973-74	6,713	5,957	5,128	4,306	22,104
1974-75	6,669	5,713	5,085	4,565	22,032
1975-76	6,810	5,675	4,877	4,526	21,888
1976-77	6,512	5,795	4,844	4,341	21,492
1977-78	6,571	5,542	4,947	4,312	21,372
1978-79	6,352	5,592	4,731	4,404	21,079
1979-80	6,642	5,405	4,773	4,211	21,031
1980-81	6,297	5,652	4,614	4,249	20,812

TABLE 3.8
Summary of Projected ADA for All Grades
Using the Average Percentage of Survival
Atlanta Public Schools
1971-72 - 1980-81

Year	Total	Net Change	Percent Change
1971-72	91,081	— 41	— .04
1972-73	90,336	— 745	— .81
1973-74	88,721	—1,615	— 1.78
1974-75	87,548	—1,173	— 1.32
1975-76	85,840	—1,708	— 1.95
1976-77	85,118	— 722	— .84
1977-78	84,096	—1,022	— 1.20
1978-79	83,021	—1,075	— 1.27
1979-80	81,789	—1,232	— 1.48
1980-81	80,699	—1,090	— 1.33

entered the first grade in 1961 in Atlanta. This 72.87 represents a percentage of survival in the first grade of the 1955 cohort. One year later, in the 1962-63 school year, this same cohort was in the second grade. Of the 8,881 who were first graders together, 8,609, or 96.94 percent survived to be second graders. In 1963-64, the 1955 cohort was in the third grade and had actually gained in number over the preceeding year due to in-migration of students. 8,724 pupils, or 101.34 percent of survival from the second grade.

By working through the data in this manner, it is possible to accumulate percentages of survival for each cohort in each grade for each school year for the past ten years. Once this is accomplished, attention is focused upon grade levels. Each enrollment figure in every grade must be calculated as a percentage of survival, either from birth six years earlier, as is the case for the first grade, or as a percentage of survival from the preceding year, as is true for Grades 2 through 12. Under each grade level will be a column of percentages. These percentages may be treated in one of several ways. Perhaps the most common treatment is to simply add the ten percentages together and divide by ten to get the average percentage of survival for a given grade. This statistic represents the expected percentage of survival of future cohorts. For example, the average percentage of those surviving from birth to the first grade during the time period, represented by Table 3.1, is 73.71 percent. To determine the ADA for the first grade in 1971-72, the number of births in 1965 as shown in Table 3.13, which is 11,827 is multiplied by .7371, the average rate of survival for the first grade. The product represents, in ADA, for the first grade in 1971-72 of 8,717 pupils as shown in Table 3.5.

The projections for Kindergarten are made in a different manner. In this case, the total ADA for Kindergarten in the 1970-71 school year and the first four months of the 1971-72 school year were treated as percentages of the first grade for these two years. From these two percentages, an average percentage was derived and this average percentage was used to calculate the ADA for Kindergarten for the next ten years. Each Kindergarten projection, then, represents a percentage of the first grade for that same year.

By using the average percentage of survival the projections of ADA for the public schools of Atlanta were determined to be as shown in Tables 3.5 through 3.7. As those tables show, the decline in births from 1965 to the present results in a projected steady decline in total school ADA for the next decade. Table 3.5 shows the 1972-73 school year to be the peak year of the projected period for Grades K-5, with a decline of 5,045 by the 1980-81 school year. Table 3.6 shows a steady decline in ADA from the present year to 1980-81. The net loss in ADA for Grades 6 — 8 is 3,606 over the ten-year period. Table 3.7 also shows a decline in ADA from the present year forward. The expected ADA in the 1980-81 school year for Grades 9 — 12 is 1,966 less than in the 1971-72 school year. Table 3.8 summarizes the total projected ADA, the net change, and the percentage change from year to year for the forthcoming ten-year period. The total reduction in ADA between the school years 1971-72 and 1980-81 shown by this table is 10,382 in Grades K-12.

As mentioned earlier, there are alternative ways to treat the percentages of survival once they have been calculated. Tables 3.5 through 3.8 have shown ADA projections based upon cohort survival method for calculating the *average* percentage of survival of cohorts during the past ten year period. Tables 3.9 and 3.12 have been computed in a slightly different manner. Instead of using all ten percentages in each grade column to compute the average percentage, Table 3.9 and 3.12 represent the use of the five *highest* percentages in each column to compute an average. This results in a slightly higher average percentage of survival in each grade column which raises the projections of ADA by grade and by year. This is considered a *high* percentage of survival since it makes maximum use of the percentages during the dated ten-year period. By using the high percentage of survival, the projection of a total ADA of 40,865 Grades K-5 in 1980-81, as shown in Table 3.5, is increased to 43,202 as shown in Table 3.9. The 1980-81 projection for Grades 6 — 8 is raised from 19,022 (Table 3.6) to 21,125 (Table 3.10). The projection for the same year for Grades 9 — 12 is raised from 20,812 (Table 3.7) to 23,569 (Table 3.11). The total ADA for the 1980-81 school year is raised from 80,699 (Table 3.8) to 87,896 (Table 3.12).

TABLE 3.9
Projected ADA for Grades K-5
Using the High Percentage of Survival
Atlanta Public Schools
1971-72 - 1980-81

Year	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
1971-72	6,296	8,997	8,188	8,355	7,972	8,142	47,950
1972-73	5,787	8,529	8,562	8,079	8,043	7,786	46,786
1973-74	5,441	8,019	8,378	8,565	7,927	7,934	46,264
1974-75	5,286	7,790	7,877	8,381	8,404	7,820	45,558
1975-76	5,159	7,603	7,652	7,880	8,223	8,290	44,807
1976-77	5,482	8,079	7,468	7,655	7,732	8,112	44,528
1977-78	5,390	7,943	7,936	7,471	7,511	7,627	43,878
1978-79	5,298	7,808	7,802	7,939	7,330	7,409	43,586
1979-80	5,206	7,672	7,670	7,805	7,789	7,231	43,373
1980-81	5,114	7,537	7,536	7,673	7,658	7,684	43,202

TABLE 3.10
Summary of Projected ADA for All Grades
Using the High Percentage of Survival
Atlanta Public Schools
1971-72 - 1980-81

Year	Grade 6	Grade 7	Grade 8	Total
1971-72	7,710	7,489	7,414	22,613
1972-73	7,906	7,440	7,111	22,457
1973-74	7,638	7,686	7,125	22,449
1974-75	7,783	7,425	7,361	22,569
1975-76	7,671	7,566	7,111	22,348
1976-77	8,132	7,457	7,246	22,835
1977-78	7,958	7,906	7,141	23,005
1978-79	7,482	7,736	7,571	22,789
1979-80	7,268	7,274	7,408	21,950
1980-81	7,093	7,066	6,966	21,125

TABLE 3.11
Projected ADA for Grades 9-12
Using the High Percentage of Survival
Atlanta Public Schools
1971-72 - 1980-81

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
1971-72	7,231	5,729	4,956	4,352	22,268
1972-73	7,172	6,074	4,910	4,421	22,577
1973-74	6,939	6,170	5,272	4,454	22,836
1974-75	6,950	5,970	5,356	4,782	23,058
1975-76	7,180	5,980	5,181	4,858	23,199
1976-77	6,937	6,177	5,190	4,700	23,004
1977-78	7,068	5,968	5,361	4,708	23,105
1978-79	6,966	6,081	5,180	4,863	23,090
1979-80	7,385	5,993	5,278	4,699	23,355
1980-81	7,226	6,354	5,201	4,788	23,569

TABLE 3.12
Summary of Projected ADA for All Grades
Using the High Percentage of Survival
Atlanta Public Schools
1971 - 72 - 1980 - 81

Year	Total	Net Change	Percent Change
1971-72	93,020	1,898	2.08
1972-73	91,820	— 1,200	— 1.29
1973-74	91,549	— 271	— .29
1974-75	91,185	— 364	— .39
1975-76	90,354	— 831	— .91
1976-77	90,364	10	.01
1977-78	89,988	— 376	— .41
1978-79	89,465	— 523	— .58
1979-80	88,678	— 787	— .87
1980-81	87,896	— 782	— .90

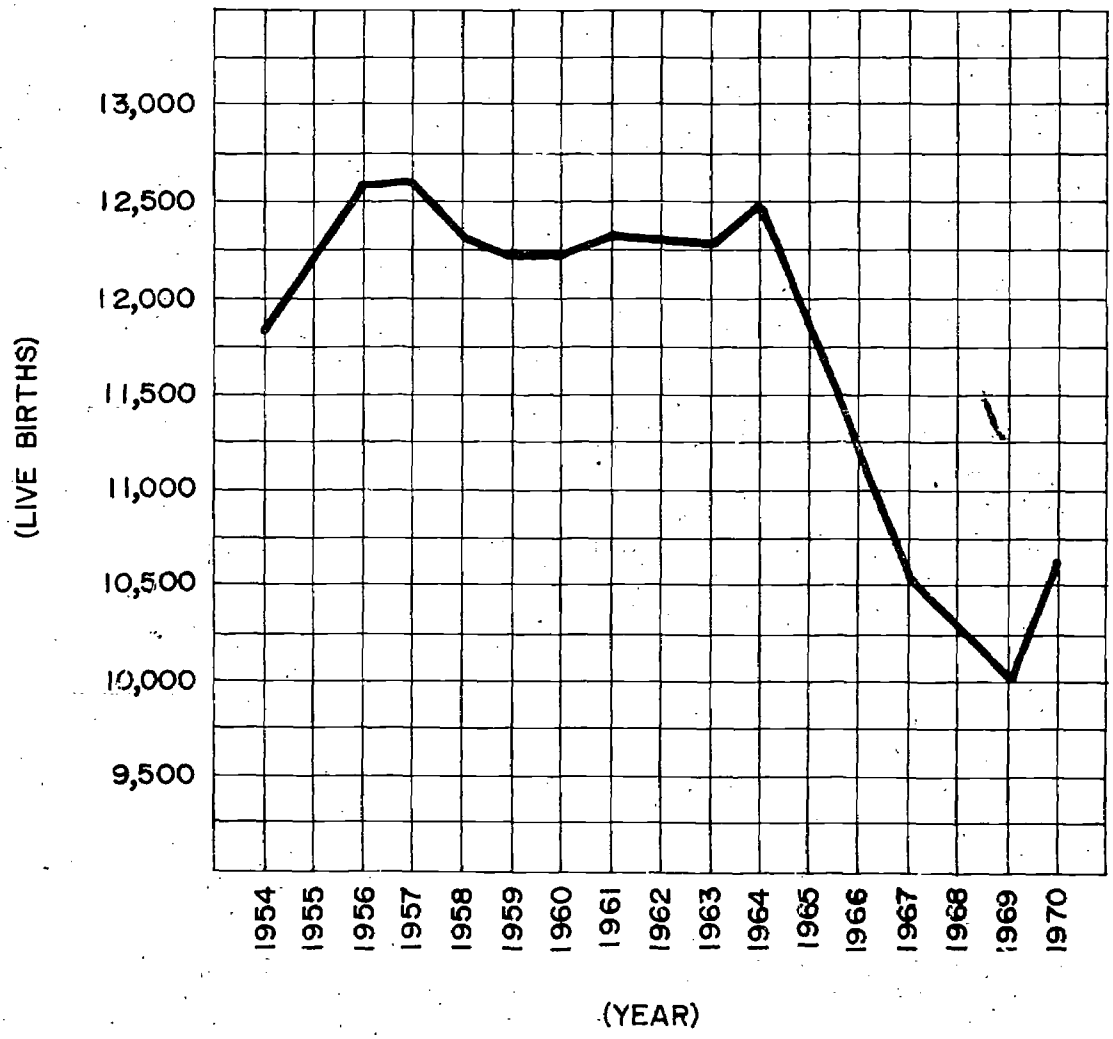
It should be noted that in both sets of tables of ADA projections (3.5-3.8 and 3.9-3.12), the projections for the final four-year period are based upon projected numbers of births for the years 1971 through 1974. These data were obtained by applying a modified version of the Least Squares Method of linear correlation to the actual number of births in the City of Atlanta during the past ten years, which are shown in the Table 3.13. Since there has been a decline in numbers of births during this time, the projections in Table 3.14 show a continued decline of approximately 1.71 percent per year.

Births, however, like most other variables used in such projections as this, are extremely difficult to predict. Figure 3.1 graphically illustrates the births by year for the City of Atlanta during the past sixteen years.

The highest number of births per year in Atlanta occured in 1957. Except for 1970 there has been a decline in the number of births per year since 1964. During that period, births were declining at rates varying from 2.40 percent to 5.99 percent per year. In 1970, however, births increased 6.25 percent over the previous year (See Table 3.13).

Although the significance of sudden reversal in numbers of births per year is limited as a firm base for conclusion, the fact cannot be ignored. Table 3.15 shows in some detail the history of births in the city during the past twenty years. Examination of that table reveals a significant discrepancy between the Crude Birth Rates (CBR) for whites and non-whites. The year of greatest discrepancy was 1957, in which white births occurred at the rate of 20.5 and non-white births at the rate of 37.1 per 1,000 population. By the year 1967, following the national trend in declining birth rates, white births were reduced to 18.5 per 1,000 population, and non-white births were reduced to 24.0 per 1,000 population. This is a significant change in births among non-whites. Rate statistics are not available for the years 1968-70. From the CBR for 1970 for the City of Atlanta of 21.1— relatively nged from the 21.2 CBR of 1967 — it can be assumed that the rates for whites and hites also have remained fairly constant.

FIGURE 3.1
LIVE BIRTHS
CITY OF ATLANTA
1954 - 1970



SOURCE: GEORGIA DEPARTMENT OF PUBLIC HEALTH, BIOSTATISTICS SERVICE

TABLE 3.13
Live Births
City of Atlanta
1954-1970

Year	Births	Net Change	Percent Change
1954	11,820	349	3.04
1955	12,189	369	3.12
1956	12,572	383	3.14
1957	12,606	34	.27
1958	12,322	−284	−2.25
1959	12,208	−114	− .92
1960	12,207	− 1	.00
1961	12,321	−114	− .93
1962	12,032	−289	−2.34
1963	12,285	253	2.10
1964	12,475	190	1.54
1965	11,826	−649	−5.20
1966	11,213	−613	−5.18
1967	10,541	−672	−5.99
1968	10,241	−300	−2.84
1969	9,995	−246	−2.40
1970	10,620	625	6.25

Source: Georgia Department of Public Health
Biostatistics Service

TABLE 3.14
Projected Live Births
City of Atlanta
1971-1974

Year	Births	Net Change	Percent Change
1971	10,442	−178	−1.67
1972	10,264	−178	−1.70
1973	10,086	−178	−1.73
1974	9,908	−178	−1.76

TABLE 3.15

Live Births And Rates Per 1000 Population
By Race
City of Atlanta
1950-1970

Year	Number			Rate		
	White	Non-White	Total	White	Non-White	Total
1950	4,486	3,636	8,122	22.1	28.9	24.7
1951	4,553	3,905	8,458	21.3	31.6	25.1
1952	7,193	4,542	11,735	23.9	32.2	26.5
1953	6,920	4,551	11,471	22.6	31.7	25.5
1954	7,083	4,737	11,820	22.7	32.5	25.8
1955	7,060	5,129	12,189	22.1	34.3	26.0
1956	7,078	5,494	12,572	21.7	35.9	26.2
1957	6,825	5,781	12,606	20.5	37.1	25.8
1958	6,518	5,808	12,322	19.3	36.7	24.8
1959	6,538	5,670	12,208	19.1	35.3	24.2
1960	6,367	5,840	12,207	21.0	31.0	24.8
1961	6,167	6,154	12,321	20.5	31.5	24.8
1962	6,061	5,971	12,032	20.0	30.4	24.1
1963	6,131	6,154	12,285	20.0	30.0	24.0
1964	6,173	6,302	12,475	21.8	29.3	25.0
1965	5,410	6,416	11,826	19.4	28.1	23.3
1966	5,083	6,130	11,213	18.8	26.1	22.2
1967	4,759	5,782	10,541	18.5	24.0	21.2
1968	4,423	5,818	10,541	*	*	*
1969	4,208	5,787	9,995	*	*	*
1970	4,104	6,516	10,620	*	*	*

* These figures are not presently available

Source: Georgia Department of Public Health
Biostatistics Service

The 1967 birth rate among whites as shown in Table 3.15, approximates the i onal CBR. However, the 1970 CBR of 21.1 per 1,000 for Atlanta is slightly higher than for the nation. The fact that non-whites have a consistently higher CBR than whites, and the fact, as shown in Table 3.16, that the race composition of central city Atlanta has changed from majority white to majority non-white, could explain in part the 1970 increase in number of births.

TABLE 3.16

Components of Population Change by Race
City of Atlanta
1970 and 1960

White — Non-White	Population Change				Components of Change			
	1970	1960	Number	Percent	Births	Deaths	Net Migration Number	Net Migration Percent
White	238,892	301,307	62,415	-26.1	54,570	32,180	—82,474	—27.4
Non-White	255,746	186,167	69,579	27.2	61,063	24,168	32,707	17.5
Total	494,638	487,474	7,164	1.1	115,633	56,348	—49,767	—10.2

Source: U. S. Department of Commerce, Bureau of the Census

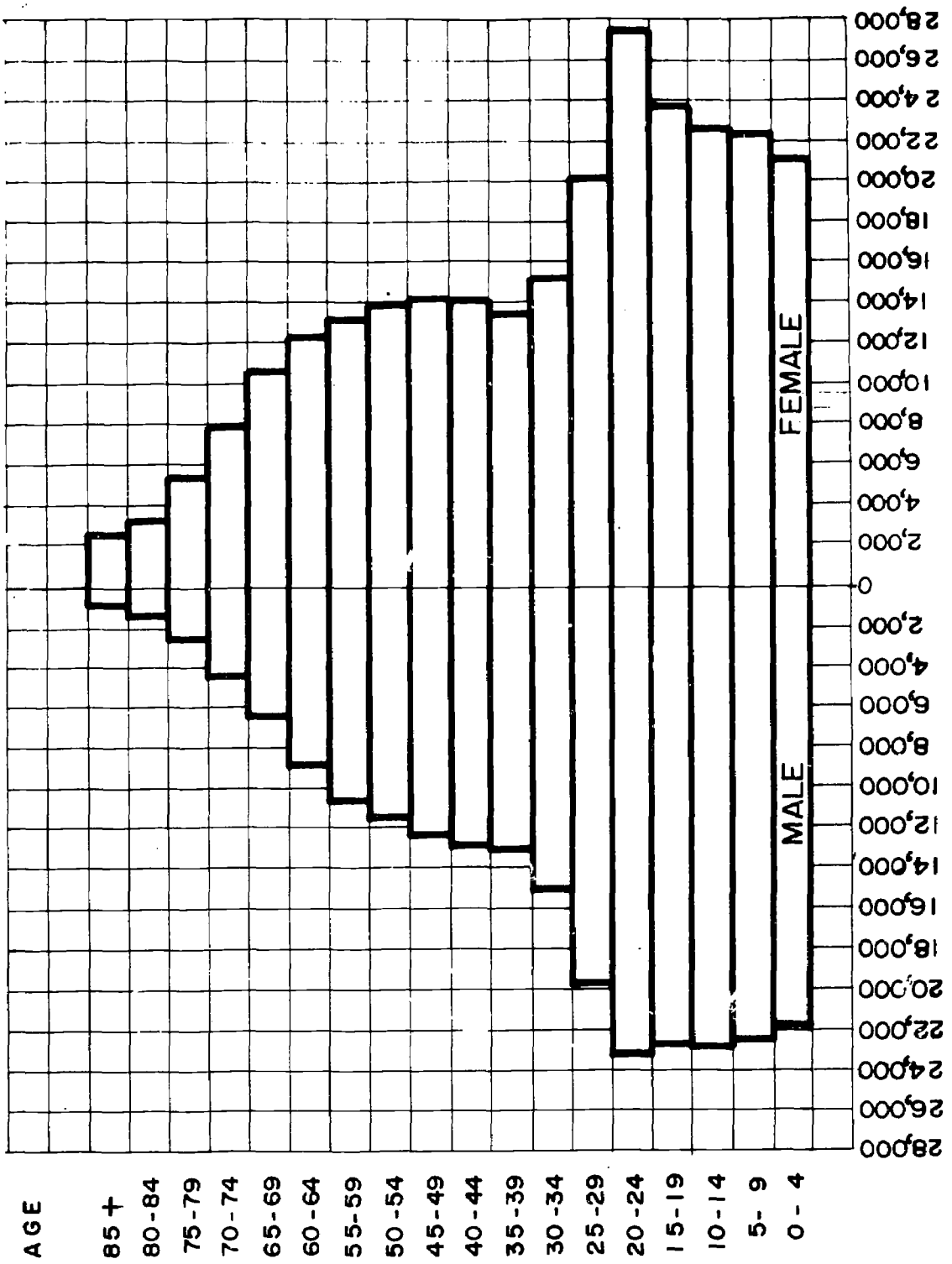
It seems likely that the trends displayed in Table 3.16 will continue. If so, Atlanta may expect slight increases in both CBR and net in-migration during the decade of the 1970's. Figure 3.2 represents graphically the 1970 male-female population pyramid for Atlanta. Both age and sex characteristics of the city population are revealed in this figure. Generally, there are more females than males in the upper age groups, but in this population the females outnumber the males to a larger degree than would be expected. This can be partially explained in terms of migration. As blacks move, the general rule is that the males migrate long distances, perhaps even out of the state, while females migrate relatively short distances—usually from rural to urban areas. The discrepancy is most obvious in the 20-24 year-old age bracket in which there were 4,000 more females than males in 1970.

While this certainly does not represent the traditional pyramid of a rapidly expanding population, it does not reflect a high level of stability. There were 114,365 females in the childbearing ages of 15-44. This is 43 percent of the total female population. The potential exists for increases in CBR.

Active Enrollment

In order to plan a system-wide changeover to a middle-school grade organization, it is necessary to know approximately how many children will be enrolled in the public schools in any given area of Atlanta. Using the census-tract agglomerate areas, as described in Chapter II, each of the Atlanta Public Schools was assigned to an area. Each school's attendance figures were grouped according to the proposed grade organization; however the Kindergarten was separated from the Grades K-5 group because of the optional attendance of five-year olds (Kindergarten pupils) in the public schools.

FIGURE 3.2
POPULATION PYRAMID
CITY OF ATLANTA
1970



SOURCE: 'CHARACTERISTICS OF THE POPULATION 1970', U.S. BUREAU OF CENSUS, AND 'SELECTED CHARACTERISTICS OF THE POPULATION', SECOND COUNT CENSUS TAPE

System-wide projections were made for each grade and then grouped into the four major grade classifications — K, 1-5, 6-8, and 9-12. These figures were then distributed to each of the ten agglomerate areas by applying the 1970 age-group percentages to the 1976-77 ADA projection totals. That is, those children who were 0-4 years old in 1970 will be of elementary school age in the 1976-66 school year. Hence, the percentage of 0-4 year-olds that each area contained was applied to the total elementary school projection for 1976-77. The middle and high school grade projections were distributed in a similar manner. These distributions are shown in Table 3.17.

To convert the ADA figures to active enrollment, an average attendance index was calculated for each grade-group within each agglomerate area by taking the ADA figures as a percentage of the active roll. This provided a projected active enrollment for each group within each area. The projected active enrollment for the 1976-77 school year is shown in Table 3.18.

To distribute the total grade-group active enrollment among the schools in each agglomerate area, the present percentage that each school contained of the total grade-group was calculated. The percentage was then applied to the 1976-77 school year total for each grade-group thereby distributing the projected enrollment among schools.

Conclusions and Recommendations

The projections in this chapter are based upon certain assumptions. First, it is assumed that established population trends will continue. Any drastic changes in the age, sex and race characteristics of the population could have significant effect upon future public school enrollments. Therefore, an attempt has been made to anticipate possible changes. However, the significance of the projections is largely dependent upon the continuance of present trends. Secondly, it is assumed that the city limits of Atlanta will remain relatively constant for the next ten years. Any serious adjustments to boundaries to include or exclude sizable portions of land could seriously affect the relevance of the projection model.

Finally, the ADA projections based upon the *high* percentage of cohort survival as portrayed in Tables 3.9 — 3.12 should be used for planning future facilities needs for the Atlanta Public School system. This recommendation is predicated upon the examination of general population characteristics. For purposes of planning, consideration should be given to the history of absenteeism as presented in Table 3.19.

These and other less significant assumptions underscore the need for yearly revision of the projections. No population is constant to the point of absolute predictability; therefore, continuous research and refinement of projections are imperative.

TABLE 3.17

Projected Average Daily Attendance
By Census-Tract Agglomerate Areas
City of Atlanta, 1976-77

Area	K No.	K Percent[a] of Total	K Attendance[c] Index	1-5 No.	1-5 Percent[a] of Total	1-5 Attendance[c] Index	6-8 No.	6-8 Percent[b] of Total	6-8 Attendance[c] Index	9-12 No.	9-12 Percent[b] of Total	9-12 Attendance[c] Index
I.1	798	14.55	.9261	5652	14.55	.9261	3279	14.36	.9200	3303	14.36	.8450
I.2	76	1.39	.9100	540	1.39	.9100	301	1.32	.8808	304	1.32	.8400
II.1	212	3.86	.9300	1500	3.86	.9300	877	3.84	.9209	883	3.84	.8650
II.2	640	11.68	.9144	4537	11.68	.9144	2603	11.40	.8997	2622	11.40	.8575
III.1	527	9.62	.9293	3737	9.62	.9293	2459	10.77	.9240	2477	10.77	.9167
III.2	588	10.72	.9325	4164	10.72	.9325	2279	9.98	.9200	2296	9.98	.8633
IV.1	926	16.90	.9367	6565	16.90	.9367	3880	16.99	.9099	3908	16.99	.8725
IV.2	454	8.28	.9482	3217	8.28	.9482	2085	9.13	.9385	2100	9.13	.9250
V.1	660	12.03	.9106	4673	12.03	.9106	2697	11.81	.8798	2716	11.81	.8367
V.2	601	10.97	.9291	4261	10.97	.9291	2375	10.40	.9200	2392	10.40	.8650
Total	5482[d]	100.00		38846[d]	100.00		22835[d]	100.00		23001[d]	100.00	

Source: Atlanta Public Schools; University of Georgia, Educational Planning and Development Center.

[a] Derived by calculating agglomerate area percentages for 0-4 year-olds in 1970.

[b] Derived by calculating agglomerate area percentages for 5-10 year-olds in 1970.

[c] Average percentage of ADA to active roll for first four months of 1971-72 for schools in each area.

[d] High survival projections

TABLE 3.18

Projected Active Enrollment by Census-Tract
Agglomerate Areas
City of Atlanta
1976-77

Area	K	1-5	6-8	9-12	Total
I.1	862	6,103	3,564	3,909	14,438
I.2	84	593	342	362	1,381
II.1	228	1,613	952	1,021	3,814
II.2	700	4,962	2,893	3,058	11,613
III.1	567	4,021	2,661	2,702	9,951
III.2	631	4,465	2,477	2,660	10,233
IV.1	989	7,009	4,264	4,479	16,741
IV.2	479	3,393	2,222	2,270	8,364
V.1	725	5,132	3,065	3,246	12,168
V.2	647	4,586	2,582	2,765	10,580
Total	5,912	41,877	25,022	26,472	99,283

Source: University of Georgia, Educational Planning and Development Center

Note: These figures were derived by dividing the average daily attendance projections for 1976-77 by the average grade-group attendance index in each agglomerate area.

TABLE 3.19

Comparison of Percent of Attendance
From Selected Months
1970 and 1971

Grade Group	September		October		November		December		1st 4 months	
	1970	1971	1970	1971	1970	1971	1970	1971	1970	1971
Elementary	92.2	94.5	91.8	93.2	94.0	92.8	91.6	89.4	92.7	92.5
High	91.3	89.6	87.4	87.7	86.4	87.0	88.4	83.4	87.7	87.0
Total	94.2	92.9	91.4	91.4	91.0	90.8	87.7	87.4	91.1	90.6

Source: Atlanta Public Schools

IV

REVIEW AND ANALYSIS OF THE EDUCATIONAL PROGRAM FOR FACILITY NEEDS

Introduction

Effective educational facility planning must be accomplished in terms of the instructional program to be housed. The purpose of this chapter is to examine some of the broad aspects of the educational program which have implications for school facilities. This chapter does not represent a complete analysis of the school curriculum and school organization; nor does it represent a comprehensive survey of the instructional program existing in the Atlanta Public Schools. Rather, it is prepared as a guide for decision-making regarding school facility needs in terms of program requirements.

The Educational Philosophy of The Atlanta Public Schools

The educational philosophy of the Atlanta Public Schools is expressed in the following statements:[1]

-Belief in the students served and in the future they represent.

-Belief that the public schools can and should encourage responsible participation in a constantly changing democratic society.

-Belief in the dignity and worth of each individual and in his right to know and feel his own worth . . . that as an individual recognizes his own dignity and worth, he will respect the rights and privileges of all other persons.

-Belief that students must have opportunities to develop ways of evaluating what they experience and of drawing conclusions concerning ways either to make an orderly change in their environment or to adjust to the situation.

-Belief that learning is continuous and is effective only in terms of its relevancy to life. School is but one part of the educational process and should be positively related to the student's total world. Continuous commitment of the community through involvement in the entire educational program is vital.

-Belief that continuous evaluation of the program and constant professional and personal growth of school personnel must be integral parts of an effective process.

-Belief that the best possible physical setting, material, equipment, professional and community leadership must be provided.

-Belief that man can plan for and guide change. The educational program should be shaped in a way that will facilitate reaching the ultimate goal of the educational system — the development of self-disciplined, free man.

[1] Curriculum Revision Committee, Atlanta Public Schools, 1970.

This philosophy suggests that a variety of educational experiences be provided each pupil in a way to help him develop the capacity to function effectively in a changing world. It is required that the intellectual, physical, emotional, and social development of each student be developed to its fullest potential. Furthermore, the psychological needs of each pupil require prominent attention within the total educational program.

Existing Program Structure

The Elementary Schools (Grades K-5)

The elementary school curriculum has been a focus of continuous study during the past two or three years. Parents, teachers, building administrators, instructional staff, Board of Education members, and community representatives have worked together to determine directions and emphasis for the Atlanta Public Schools elementary curriculum. Perhaps the most significant result of their efforts has been the emergence of a curriculum emphasis in which individually-guided instruction, continuous progress, and concept-based learning provide the direction for continual program development. From this starting point the school system has established objectives centering on five major program dimensions, more specifically identified as areas of literacy. In this instance, literacy indicates not only knowledge within an area but also connotes fluency powers — the ability to function within and around a particular society, institution, group or body of knowledge. These five dimensions of literacy have been identified as personal, social, intellectual, aesthetic, and career development.

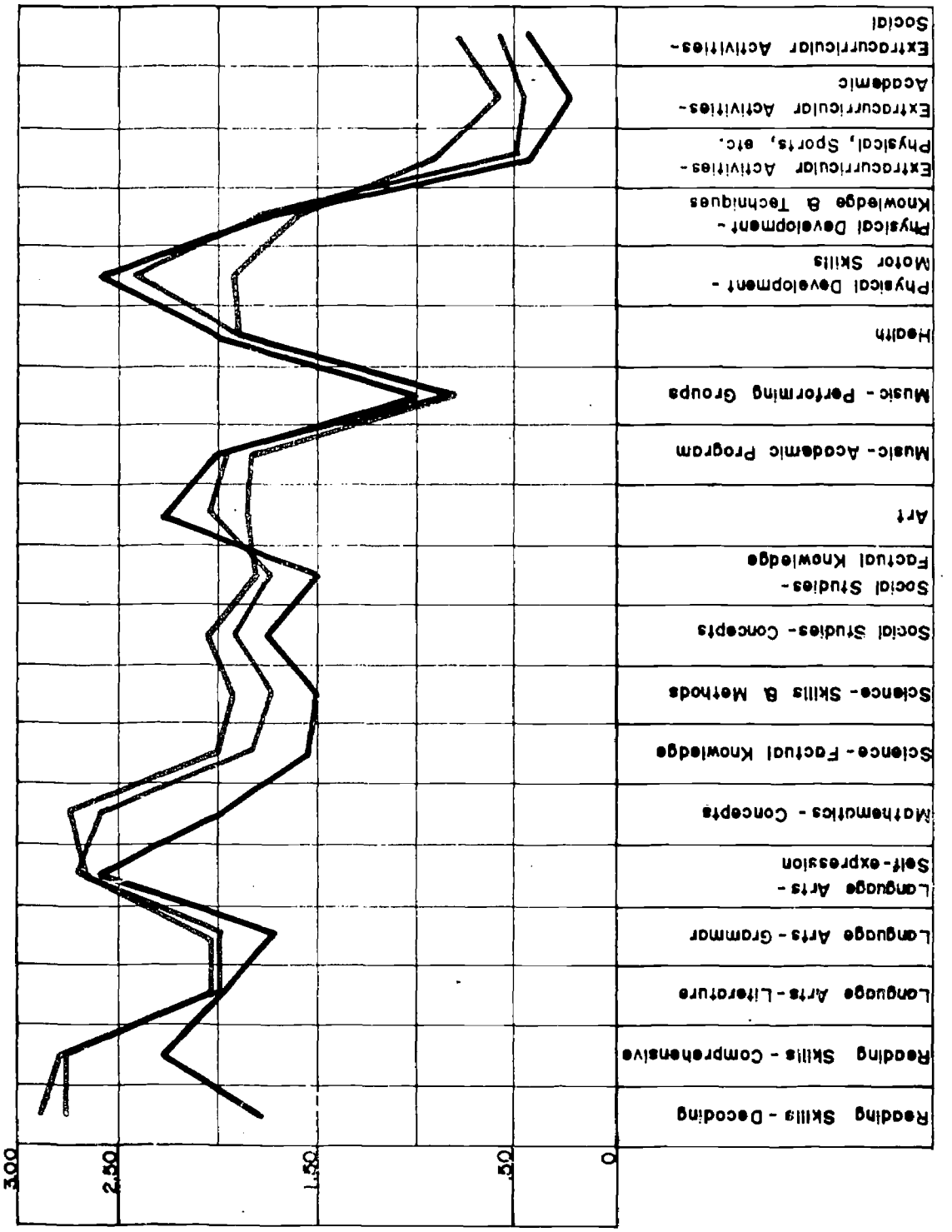
The elementary schools exhibit a wide diversity of existing organizational and program patterns. The schools, as presently organized, are not uniform in the number and range of grades contained. However, because of a recommended middle-school grade organization (grades 6-8), future planning for elementary schools needs to reflect a K-5 grade organizational pattern. The curriculum of the elementary grades provides for instruction in the various subject fields; but the relative emphasis that may be placed on a particular learning area varies from school to school. Figure 4.1 indicates the relative amount of system-wide emphasis that is placed on specific learning areas in grades K-2. Similarly, Figures 4.2 and 4.3 shows the emphasis in grades 3-5 and grades 6-8, respectively.

A wide variety of organizational patterns and teaching techniques are found in the elementary schools. However, the majority of schools are graded and pupils are taught generally in self-contained classrooms. Pupils enter school at about six years of age and progress through predetermined curriculum levels in groups that are sectioned by age and grade level. Table 4.1 shows the system-wide patterns of instructional organization. The amount and direction of divergence from a traditional pattern does not indicate clearly a distinguishable trend toward a different pattern of instructional organization. The degree of program innovations and changes appears to be dependent upon the philosophy and leadership of the principal and staff in each individual school. Table 4.1 shows that departmentalization is most prevalent in the upper grades, while the self-contained classroom is most prevalent in the lower grades.

Supporting programs provided at each school include guidance, psychological, instructional media, health, and food services. Few of the schools have counselors who are assigned to the school; however, counseling and psychological services are available through the office of the area superintendent. The school system has placed heavy emphasis upon the teacher as a counselor. Direct guidance from the teacher is encouraged with support available from professional counselors, psychologists, and psychometrists. The extent of availability of these services to the schools is shown in Table 4.2.

The instructional media center program is considered to be complete in all the schools. The librarian serves as a multi-media specialist in various capacities required to coordinate the library program, to instruct students in library skills, to act as a resource person for teachers, and to facilitate both group and independent study. The ratio of library books, instructional materials and equipment to students is shown in Table 4.3.

FIGURE 4.1
RELATIVE SYSTEM WIDE EMPHASIS ON SPECIFIC LEARNING AREAS
GRADES K,1,2
ATLANTA PUBLIC SCHOOLS



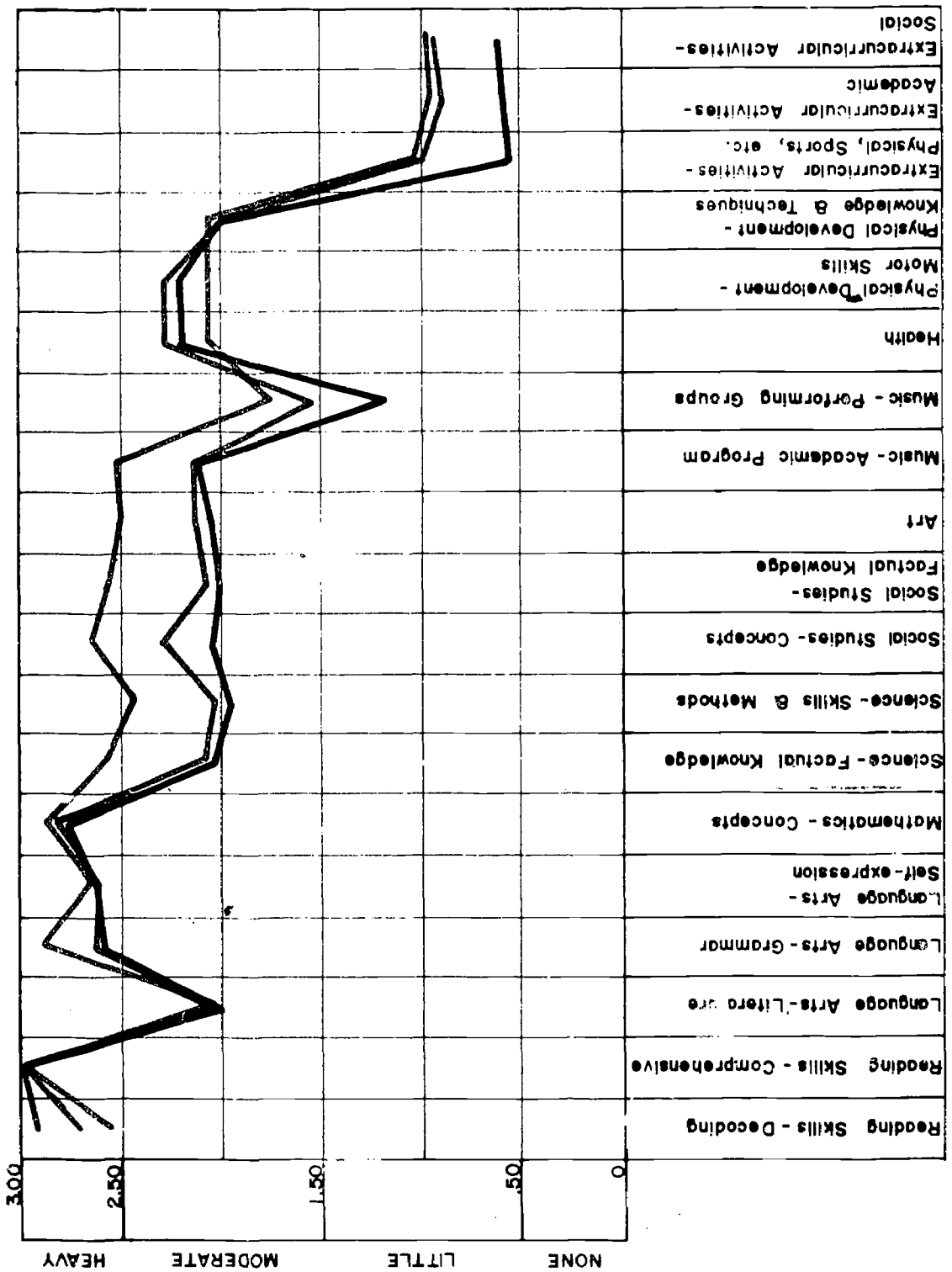
LEGEND:

0 - .49 No Emphasis
.50 - 1.49 Little Emphasis
1.50 - 2.49 Moderate Emphasis
2.50 - 3.00 Heavy Emphasis

K - ——
1 - ——
2 - ——

SOURCE: ATLANTA PUBLIC SCHOOLS

FIGURE 4.2
RELATIVE SYSTEM WIDE EMPHASIS ON SPECIFIC LEARNING AREAS
GRADES 3, 4, 5
ATLANTA PUBLIC SCHOOL



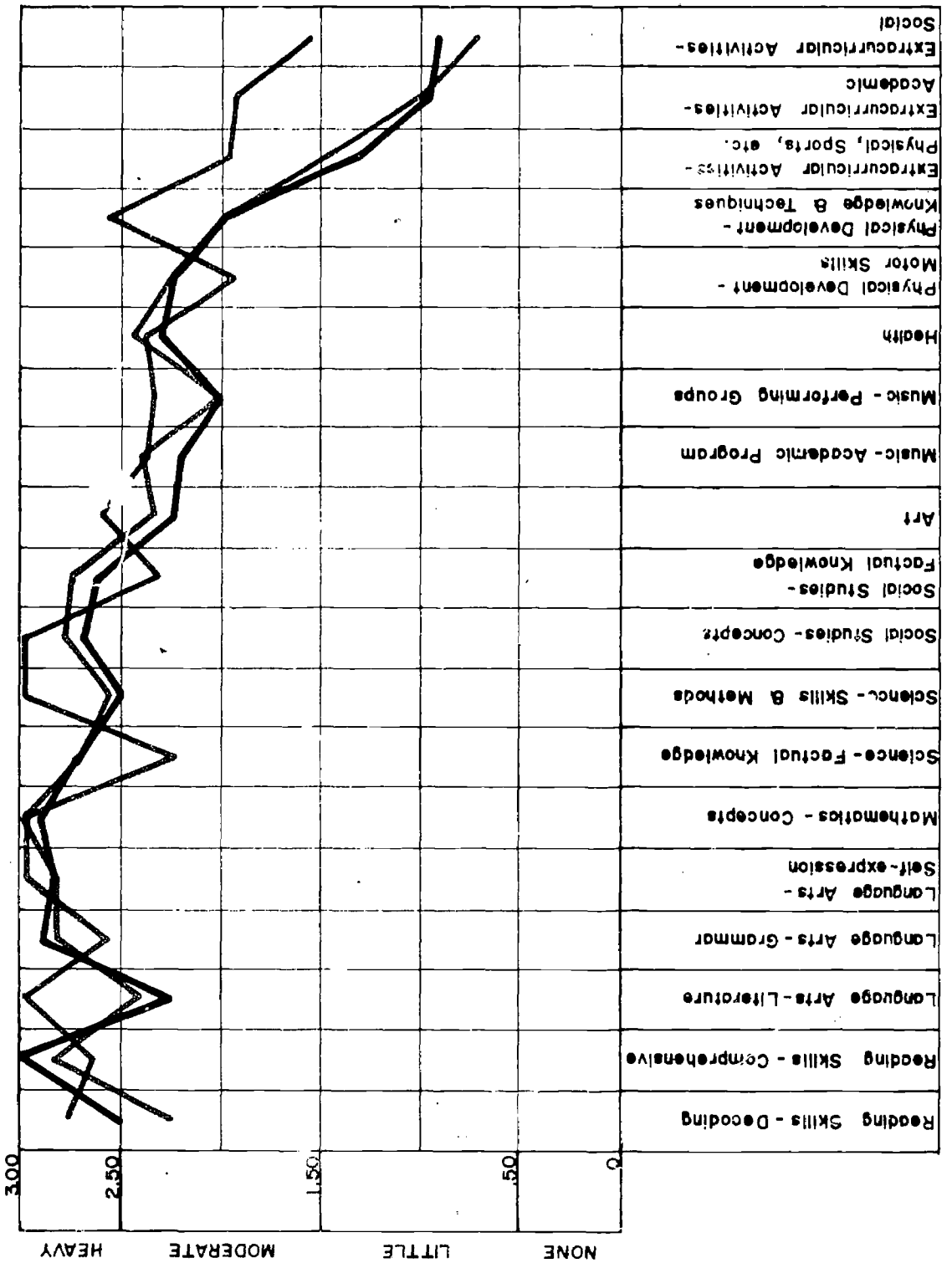
SOURCE: ATLANTA PUBLIC SCHOOLS

FIGURE 4.3

RELATIVE SYSTEM WIDE EMPHASIS ON SPECIFIC LEARNING AREAS

GRADES 6, 7, 8

ATLANTA PUBLIC SCHOOLS



SOURCE: ATLANTA PUBLIC SCHOOLS

TABLE 4.1

Educational Programs Operational
In Elementary Schools
Atlanta Public Schools

Type Program	Number by Grades								
	K	1	2	3	4	5	6	7	8
Self-contained Classroom	114	108	106	101	85	61	41	38	1
Team Teaching	15	19	17	19	18	22	21	18	2
Individualized Instructional Program	15	28	30	36	27	24	21	18	1
Teaching Machines	10	16	18	18	16	18	20	20	2
Teaching Systems[a]	5	5	4	4	3	4	5	5	3
Departmentalization by Grades	1	1	1	3	10	17	28	29	0
Departmentalization by Subject Matter	0	3	6	10	32	56	75	67	1

Source: Atlanta Public Schools, 1972.

[a]Unified hardware systems designed to help teach a classroom-sized group of pupils; e.g., language laboratories, classroom response systems, etc.

TABLE 4.2

Availability Of Supporting Services In
Elementary Schools
Atlanta Public Schools

Service Type	Number of Schools	
	Complete	Partial
Guidance	15	113
Instructional Media	128	
Health	128	
Food	128	

Source: Atlanta Public Schools, 1972.

TABLE 4.3

Availability Of Instructional Materials And Equipment to Schools
Atlanta Public Schools

Media	Materials/Pupils Ratios[a]			
	Elementary	Middle	High School	System Total
Library Books	17.8:1	11.2:1	11.7:1	12.7:1
Filmstrip Slide Projectors				1:6
16mm Projectors				1:100
8mm Projectors				1:795
Overhead Projectors				1:99
Television Sets				1:48
Tape Recorders				1:49
Record Players				1:31
Radios				1:86
Previewers				1:163
Learning Aides: Language Masters, Controlled Readers, Listening Stations, Audio Flash Cards				1:54

Source: Atlanta Public Schools, 1972.

[a]These represent the ratios of materials to pupils.

Health supplies have been provided adequately for the schools and most schools have adequate facilities. However, relatively few elementary schools have sufficient personnel. The potential for meeting the health needs of each student is supplied by the school system. The extent to which this potential is fulfilled is dependent upon the leadership and staff in each school. Adequate health care involves a broad program of examination, preventive care, emergency attention to injuries, means for detecting ill children, and facilities for isolating ill children when necessary.

Table 4.4 shows the number and types of school personnel assigned to the elementary school program. There are 126 principals, 16 assistant principals, 2 administrative assistants, 61 lead teachers, 156 secretaries, 2 office aides, 24 counselors, 18 attendance aides. Table 4.5 shows distribution of teacher load by grade level in the elementary schools. The median pupil-teacher ratio based enrollments, ranges from 26:1 in grade 1 to 28:1 in grades 4, 5, and 6. The median ratio in Kindergarten is 36:1; however, there are two Kindergarten sessions per day. Therefore, the ratio is generally 18:1. The pupil-teacher ratios based on active enrollment and average daily attendance are considerably lower.

TABLE 4.4

Number And Type Non-Instructional Elementary School Personnel
Atlanta Public Schools

Personnel	Number
Principals	126
Assistant Principals	16
Administrative Assistants	2
Lead Teachers	61
Secretaries	156
Office Aides	2
Counselors	24
Attendance Aides	18

Source: Atlanta Public Schools, 1972.

TABLE 4.5

Distribution Of Teacher Load
By Grade Level
Atlanta Public Schools

	Grades								
Enrollment Number	K[a]	1	2	3	4	5	6	7	8
17		2							
18		1							
19		4	1		3				
20		3	1	1	1	2	3	3	
21	2	9	4	4	7	1	2	6	
22	2	7	13	5	3	7	1	7	
23	2	4	7	7	5	5	10	3	
24	2	13	7	8	5	5	4	7	
25	3	6	13	14	15	11	7	12	
26	1	14	13	12	8	5	10	8	
27	6	12	9	15	7	13	11	8	1
28	3	8	11	15	18	19	7	9	
29	1	11	9	10	14	14	8	6	1
30	6	9	9	11	9	12	9	9	
31		4	8	3	7	4	10	6	
32	4	2	4	6	5	4	11	3	
33	4	2	4	4	2	4	2	6	
34	4		1	3	1	3	3	3	
35	3	1	1		1	2	3	2	
36	7				1		2	2	
37	4			1			1		
38	4				1			1	
39	4								
40	3					1			
41	4								
42	1	1[b]							
43	3								
44	4								
45	1								
46–50	7								
51–55	6								
56–60	7								
61–75	3								
Median Pupil-Teacher Ratio	36:1	25:1	26:1	27:1	28:1	28:1	28:1	27:1	27:1

Source: Atlanta Public Schools, 1972.

[a] Kindergarten works on split session with two classes per day.

[b] One 1st grade is participating in a special program making heavy use of teacher aides. Total adult-pupil ratio 18:1.

The Middle Schools (Grades 6-8)

The Atlanta Board of Education had decided to implement a middle-school program into the total organizational structure of the Atlanta Public Schools. This commitment has implications for planning and decision-making. The implementation of the middle-school organization into the total system requires development of specific curriculum plans for the middle-school program. The school system must develop a middle-school program appropriate to its systems' unique requirements. This development will necessitate some adjsutments of existing school programs at both the elementary and secondary school levels. The programs and facilities that exist now have been examined in the light of this proposed change in organizational structure; the necessary adjustments to school facilities to implement this transition are recommended in this study.

A model for development of middle schools is represented in Figure 4.4. The middle-school program is represented on a three-dimensional cube to illustrate the interrelationship of the major program areas. In addition to this model, the following guidelines present program implications for the middle school as they apply to the Atlanta Public Schools.

Guidelines for the Development of the Middle School. Since this study is predicated principally upon shifting the school system from essentially an 8-5 organizational plan to a 6-3-4 plan, considerable attention in this chapter is given to the middle school within the context of a developmental conceptual framework. To facilitate this presentation, the discussion of the middle school has been divided into three sections: the pupil, the program, and the staff. Each section includes broad agreed upon assumptions followed by implications relating to the assumptions.

The Between-Ager Pupil. Children 10 through 14 years old intellectually deal more intensely with the real and the possible. They hypothesize more than at any previous age. Pupils in this age range are more intently concerned with themselves as individuals - they are concerned with who they are and what they are able to do. They are very much involved with their peer group and their place in the peer group. Between-agers undergo a dramatic metamorphosis which demands attention to their physical and social development.

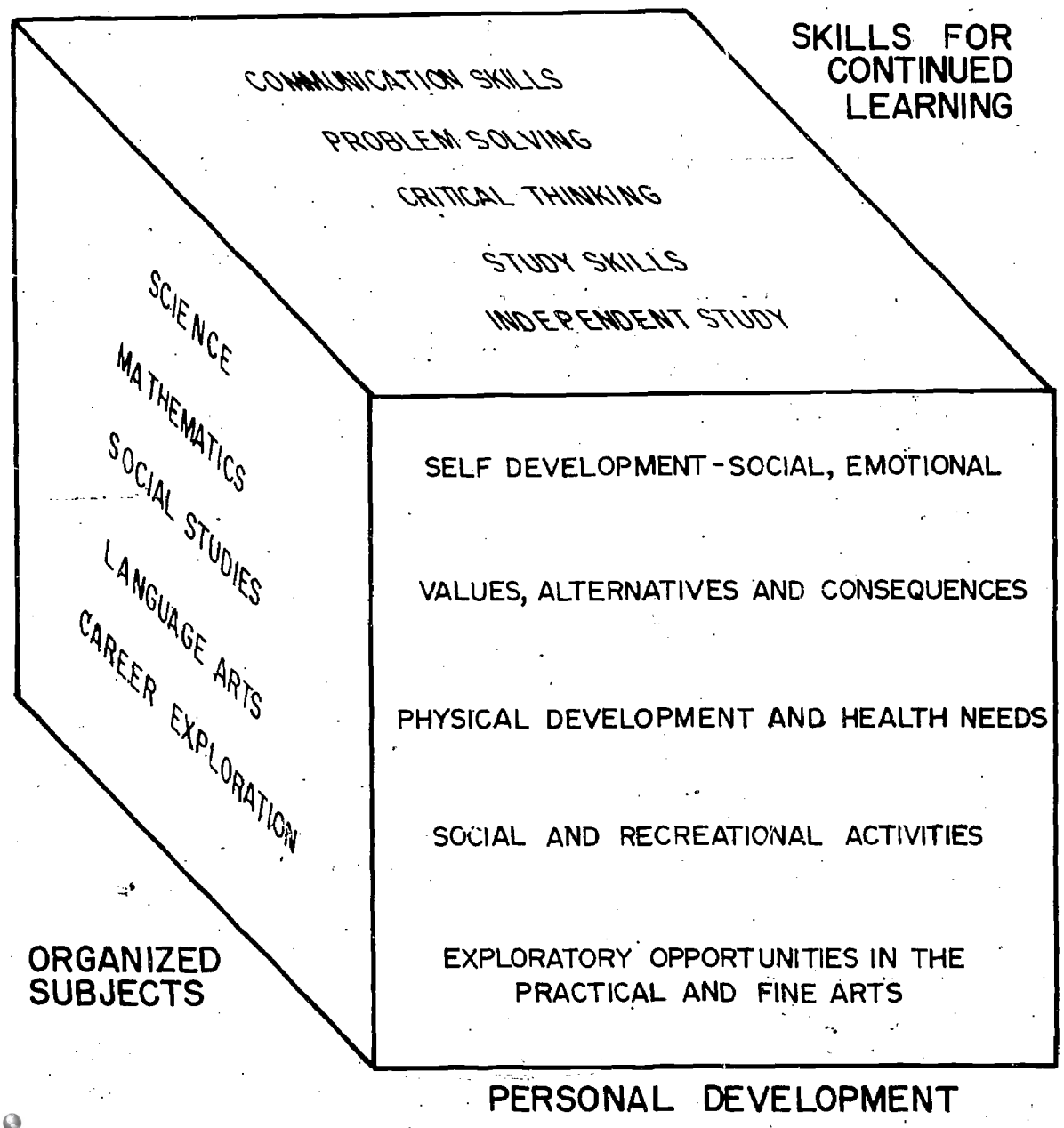
Considering these characteristics of pupils the educational program should offer many opportunities for movement and active involvement. Out-of-school activities need to be curriculum-related, and the walls between the school and the community should be permeable at the least. There is a need for a variety of approaches to learning, including problem-solving, laboratory experiences, and independent study. Varied approaches to learning should provide ways in which pupils can deal with abstractions, develop and test ideas, and bring personal meaning into a world of concrete experiences.

There is a need for personal counseling and discovery of individual opportunities. This discovery by the pupil of himself as an individual involves personal and social identity as well as a discovery of his abilities, interests, and career-training opportunities. Furthermore, there is a need for many social activities in which pupils work out their own rules and plans for these activities both in and out of school.

The Middle-School Program. The learner in transition from childhood to adolescence needs particular and direct attention to his personal development, skills for continued learning, and learning in organized knowledge areas. Involvement of the individual in these areas is not discrete; consequently, an attempt to interrelate these areas must be made.

FIGURE 4.4

MIDDLE SCHOOL PROGRAM CUBE



Through a home-base, advisory, or special arrangement, such as a specific block of time, each pupil needs to spend a substantial amount of time with one teacher-counselor to whom he can turn for information and assistance concerning all matters affecting his life. Under this arrangement the advisor is able to refer the pupil to counseling, psychological, medical, and social services when they are needed by the pupil or to other special or academic school personnel. The home-base program should be so organized as to provide opportunities to give continued and intensified focus on the development of individual values. All interactions between the pupil and advisor should be based upon issues and problems real to the pupil both in and out of school. The issues arising daily in the lives of pupils in the school, the community, the nation, and the world should be identified and considered. The consequences of alternative positions should be clearly understood by the pupil through the guidance of the advisor.

Through the home-base group or by some alternative plan developed by the school staff, emphasis needs to be given to the health requirements of the pupil, to the development and complexities of the human reproductive system, and to health and safety practices appropriate to the "between-ager." Plans should also be made for developmental and corrective mental and physical health services.

The physical education program in the middle school should promote the physical, social, and emotional well-being of the individual. It needs to stress individual development with competition in team sports through an intramural program. The program should include those activities which provide coeducational experiences, such as dancing, bowling, and volleyball.

Through exploratory courses, each pupil should have the opportunity to explore the arts, career occupations, and leisure-time activities. Exploratory experiences might be provided through mini-courses or other such arrangements.

Through a diagnostic and prescriptive approach, the staff should provide the leadership to determine which skills need to be emphasized in all learning situations and which skills need to be given independent consideration, by whom, and in what arrangements.

Special emphasis needs to be given to communication, critical-thinking, and problem-solving skills. For those pupils who need special instruction in such areas as reading, mathematics, study skills, and writing, special arrangements should be made. The establishment of skill laboratories is one alternative to meet this need.

Pupils should have opportunities to do independent study. These opportunities permit in-depth study in conjunction with regular classwork or in response to a pupil's own interest or need arising from home-base activities or elsewhere. Unscheduled time may be needed to do independent study projects. The program in subject areas should provide opportunities for pupil investigations which lead them to understanding basic concepts in the various disciplines.

Subject-area planning teams, including the home-base teacher, should identify some of the major generalizations in the various subjects which lead to the understanding of people and their ways of living. Emphasis should be on applications of mathematics and language skills and of basic concepts in the life, physical, and social sciences to everyday activities and problems.

Career exploration should be a major component of the middle-school program. Efforts need to be made to focus on this area, and the other subject areas should undergird this career emphasis wherever possible.

Problem-solving should be geared to yield reliable answers and solutions in small and large groups and individually in all subject areas. Every effort should be made to individualize learning. In this connection, it is important to involve the pupil in setting his own goals and to participate in setting group goals determining how the group might move toward those goals and in evaluating their prospective and actual attainment.

Middle-School Organization and Staff. A significant number of pupils in grades 6-8 reach pubescence; hence, this grade organization is the most practical arrangement for the "between-ager." Neither the self-contained classroom of the elementary school nor the departmentalization of the high school is completely adequate for the middle school. Therefore, rather than to rely completely on the vertical organization of a graded school, there is a need in the middle school for a non-graded, multi-age, or continuous-progress system, or a system combining these plans in some way.

The teachers in the middle school should be willing to focus primary attention on the developmental aspects of the educational process utilizing subject matter to accomplish this purpose. Staff should be willing to work on interdisciplinary and interservice teams. Student teachers, teaching interns, and paraprofessionals are important personnel resources for the middle-school program.

There should be some combination of the self-contained unit with teaming. Assigning the pupil to a home base with a designated teacher-counselor provides some of the advantages of the self-contained classroom. If team teaching is used, the teacher-counselor is one of the teachers on the team to which the pupil is assigned. Team teaching permits the advantages of the graded organization, wherein subject-matter teachers can bring their own specialized knowledge to bear on an interdisciplinary approach to teaching. One plan for interdisciplinary teaming is to have three teachers working with approximately 75 students in mathematics, science, social science, and language arts.

Pupils are placed on teams based on an assessment of their intellectual, social, emotional, and physical development. By placing pupils in multi-age groups, greater individualization of instruction may occur. Teaming pupils and teachers suggests the need for scheduling instructional experiences into large time blocks based on planned activities scheduled by the team within the block.

Teachers trained in reading, art, music, foreign languages, home arts, career education, and physical education are needed for the middle-school program. Support staff who assist faculty and pupils in retrieving information and providing instructional resources and guidance, psychological measurement, and evaluation specialists also are needed in the program. To further implement the middle-school program, administrative staff are necessary to provide strong instuctional leadership and to manage the business, food service, financial, and housekeeping aspects of the organization.

The Secondary Schools

The high schools in Atlanta are the third step in the educational continuum. The programs in which the pupils are involved provide further exposure and specialization in the general subject areas offered in the elementary and middle schools. Departmentalization of the courses is the horizontal organization pattern; that is, courses are departmentalized by curricular areas for all high school grades. An example is the mathematics department which would embrace all mathematics courses offered in the high school.

The secondary schools are characterized by new programs that the school system is developing and implementing. The most visible of these is the four-quarter program which structurally divides the school year into four periods of approximately equal length. Implemented in 1968, the four-quarter year required intensive planning, preparation, time, and study, and it is still being refined and improved. The four-quarter program has served as a stimulus for complete curriculum revision and seems to be reflecting the climate for change that exists in the school system. This program has also been extended into some of the elementary and middle grades.

More than 800 different courses have been approved for inclusion in the high school course catalog. Only the courses that appear in the catalog (or in a supplement) may be included in the course offerings of any high school, and procedures for changing, adding, or deleting courses are explicitly defined.

Courses that are selected from the offerings vary from school to school depending upon the needs and interests of each composite student population. All the schools exhibit some degree of individuality in course offerings.

Table 4.6 shows the percentages of the active enrollment in the general curriculum areas in each high school's regular instructional program. The traditionally "major" subject areas are English, mathematics, science, and social science. Each of these areas accounts for at least 50 percent of the active enrollment in each school. English is the general area with the greatest emphasis, averaging slightly more than 98 percent of the total system active enrollment.

The educational program at Carver High School reflects a slightly different program than the other Atlanta high schools in that any pupil in the school system may attend Carver because of its wide range of vocational-technical offerings and facilities. This explains why the vocational-technical enrollment percentage at Carver is higher than in any other school.

According to the Georgia Department of Vocational Education, there are three other high schools, in addition to Carver, which now are classified as comprehensive high schools - Archer, Hoke Smith, and Washington. The new Walter F. George High School will also be so classified. The four schools presently in operation have enrolled at least 14 percent of their active enrollment in courses designated as vocation-technical education. With the consideration of vocational business education, classified separately in Table 4.6, each comprehensive high school has enrolled at least 25 percent of its active enrollment in vocation-oriented courses.

Appendix 4.1 shows the number of pupils enrolled in the general course areas of each high school. Appendix 4.2 shows the percentages of general course area enrollments.

Each high school has the supportive services which are described in the following paragraphs.

Guidance Services. The goal of the Atlanta Public Schools' guidance program is to assist students in the development and utilization of their potentials. Because a plan to achieve this goal is based on pupil needs, realities of their life situations, and belief in their strengths and capacities for growth, each school designs a guidance program to accomodate its particular pupils. The guidance personnel adjust their methods for each pupil to attempt to furnish the atmosphere needed for that pupil's particular situation to help the pupil to regard himself and his attainments with satisfaction.

The major types of guidance services provided are: 1) educational, vocational, and personal counseling, 2) pupil appraisal, 3) pupil information to assist school personnel in understanding each pupil, 4) orientation activities to help pupils move in the right direction in new situations and eliminate problems before they occur, 5) education and vocational placement, and 6) follow-up activities of former pupils to evaluate the guidance program, as well as the total school program. The system-wide average of guidance personnel is more than three counselors per high school.

Instructional Resource Services. Each high school provides library and other resource services to supplement and augment instructional activities. Audio-visual

TABLE 4.0

Instructional Programs By General High School
Course Areas and Percentage of Active Enrollment
Atlanta Public Schools

School	Active Enr.	Eng. %AE*	Math %AE*	Sci. %AE*	Soc. Sci. %AE*	For. Lang. %AE*	Hea. P.E. %AE*	Music %AE*	Art %AE*	Ind. Arts %AE*	Non-Voc. Bus.Ed. %AE*	VOT %AE*	Voc. Tech. %AE*	Home Ec. %AE*	ROTC %AE*	Spec. Ed. %AE*	Driver Ed. %AE*
Archer	1335	142	100	84	100	10	57	18	21	9	31	4	14	24	9	–	5
Bass	992	102	77	69	90	8	69	34	10	27	42	10	–	19	13	7	–
Brown	1008	95	70	50	95	11	71	23	21	25	50	13	7	24	10	19	–
Carver	1380	93	69	57	85	2	59	23	10	12	1	7	42	15	13	–	5
Douglass	2383	100	86	68	95	26	71	27	16	14	20	7	10	22	11	5	–
Dykes	957	104	87	62	83	47	54	20	21	7	21	8	7	10	7	–	3
E. Atlanta	873	102	86	49	87	10	90	26	27	24	30	5	–	15	13	–	–
Fulton	1377	97	77	66	84	18	72	27	21	23	40	10	7	29	15	10	–
George	1424	91	78	61	98	14	63	27	21	21	29	18	4	20	11	6	2
Grady	1090	78	57	54	61	20	31	12	12	8	16	6	30	10	7	16	–
Harper	1789	99	84	85	98	14	70	33	15	12	22	13	10	12	8	17	–
Howard	828	98	69	76	87	11	64	18	16	21	33	16	3	25	21	24	–
Murphy	1373	107	73	58	90	13	60	25	15	16	30	15	–	27	19	9	–
N. Fulton	1159	98	82	69	85	40	66	17	15	13	18	12	–	10	10	–	2
N'side	1275	101	81	64	77	44	68	32	18	14	21	14	–	17	8	2	–
O'Keefe	1132	104	77	61	89	8	59	26	16	18	26	22	9	18	11	13	–
Price	1080	96	69	70	93	18	68	27	21	17	36	7	4	23	15	16	–
Roosevelt	1132	86	63	57	86	8	52	19	17	19	15	9	12	11	10	3	–
Smith	1116	86	60	60	80	8	61	29	11	11	22	9	29	17	15	–	1
S'west	1264	92	76	45	87	31	67	27	11	21	15	10	–	13	13	10	5
Sylvan	1169	96	76	54	98	12	77	24	23	27	34	16	–	21	14	4	2
Therrell	1699	92	70	51	80	20	56	26	20	18	18	11	–	18	9	6	8
Turner	1194	103	82	79	92	25	56	31	22	7	28	9	5	23	14	9	–
Wash.	2262	99	75	75	93	18	70	17	12	13	33	9	17	25	14	14	1
W. Fulton	1193	100	78	81	100	19	72	21	8	18	30	9	2	13	16	18	–
Total	33084	98.1	76.6	64.9	87.8	18.4	64.5	24.6	16.8	16.4	26.8	10.7	8.8	19.0	12.0	8.0	1.0

Source: Atlanta Public Schools, 1972.

*Represents the percentage that each general course area enrollment is of the active enrollment in each school.

materials and equipment are available for use throughout each school. Their use is supervised by the library staff or through each department. Many media materials (listed in Table 4.3) are available through a system-wide repository.

Educational radio and television programming plays an important role in the Atlanta Public Schools. The system operates its own broadcasting facilities — WABE and WETV.

The school system also operates three planeteria — one each at Fulton, Harper, and Northside High Schools — for system-wide use by all pupils. In addition, the Atlanta Public Schools operates adjunct programs such as science and fine arts, at Grant Park Zoo and the Atlanta Memorial Arts Center.

Health Services. The Atlanta Public Schools provides a comprehensive health program with both preventive and rehabilitative services to complement its educational activities. The school system aims to promote and maintain the health of all pupils to assure them of receiving optimum benefit from the educational program.

The school health program is the joint responsibility of the Fulton and DeKalb County Boards of Health and the Atlanta Board of Education. The services provided are: 1) health appraisal, 2) prevention and control of communicable diseases, and 3) caring for emergency illness or injury. Each high school has trained health personnel on duty throughout the school day to implement these services.

Food Services. Each high school provides food service for its pupils and staff. The main function is to offer a balanced and nutritional hot lunch in accordance with the federal lunch program. Several schools have also implemented breakfast programs.

Each school has a full-time staff to provide food services. The system-wide average is nine persons per high school including a food service manager and kitchen staff. All foods are prepared at each school in well-equipped kitchens. Foodstuffs are obtained from federal commodities, as well as from local suppliers. Centralized purchasing is utilized.

Co-curricular Activities. The involvement of pupils in intellectual, physical, social, work, and service experiences apart from the regular instructional program is an integral part of each high school. The co-curricular program can be categorized by athletic, club and publication activities.

The athletic program consists of both interscholastic and intramural sports. Football, soccer, baseball, and golf are played exclusively by boys. Interscholastic competition in basketball, track and field, and tennis is offered to both boys and girls. Intramural competition in football, basketball, and track and field is offered in the middle school.

Club activities are organized according to the specialized interests of the members. These interests range from fine and communication arts to community service activities. There are various scholastic discipline clubs which offer enrichment in selected subject areas.

Publication activities in the high schools of Atlanta consist of the production of school yearbooks, newspapers, and literary magazines. The publication of school newspapers is supported totally by the Atlanta Public Schools; the newspapers are printed through a system-wide service. In all instances, school-sponsored co-curricular activities are supervised by the school staff.

Non-Instructional Personnel. In order to fully implement a program of education, each school requires a number of persons to carry on non-instructional functions to complement the instructional program. Table 4.7 shows the number of non-instructional personnel in the high schools of Atlanta.

Community Education

The community school is the focal point of the community education program. It

TABLE 4.7

Non-Instructional
Number And Types Of Secondary
School Personnel
Atlanta Public Schools

Personnel	Number	Number of Schools
Principals	25	25
Assistant Principals	33	24
Lead Teachers	3	2
Department Chairmen	140	25
Secretaries	111	25
Counselors	81	25
Librarians	45	25
Assistant Librarians	18	18
Teacher Aides	15	13
Social Workers/Visiting Teachers[a]	21	25
Custodians/Housekeepers	237	25
Nurses	25	25
Cafeteria Workers	225	25

Source: Atlanta Public Schools, 1972.

[a]Nine of these personnel are based in high schools. Ten are based in an area office or in an elementary school and serve the high schools on a part-time basis. In addition, there are two high school supervisors based in area offices.

is a school whose total staff understands that a child is the product of not just a classroom, but of his total environment: home, family, recreation, friends, church, the entire community — and that in order to educate the child properly, the school must have an influence on all of these which in turn will help the people make their community the best possible. To accomplish this, the school extends its services beyond the regular school day during which time, the children, youth, and adults are involved voluntarily in programs fitting their needs and desires.

Children may participate in enrichment programs, recreation, and group or club activities, all of which may augment the regular school activities. This also applies to the teenagers who would have specific activities relevant to their interests. Adults may be involved in adult education, special study groups or clubs, adult high school or recreational activities. Frequently, activities which involve the entire family are requested and organized. Thus, the school becomes the center of the community and makes it possible for education to be a continuing factor. This is also true in the summer when the increased leisure time makes the school's role ever so important.

The Atlanta Public Schools presently operates 18 community schools which are operated in conjunction with the K-12 program. The John F. Kennedy Center is a model of community education. Within the center, there is a day-care center for pre-schoolers, a middle school, a community school, and other agencies which operate from morning to evening.

Conclusions

The program of the Atlanta Public Schools is undergoing change. The school system is in the process of developing and implementing school programs designed to provide relevant education for today's urban children and youth. The middle-school organization is being implemented into a school program which attempts to serve the needs of the community from pre-school through high school and on to adult continuing education. New curriculum designs are being formulated and implemented, including the four-quarter school year, special programs for exceptional children, various work-study and career-oriented programs, the portal-school concept (which stresses the need for new solutions to educational problems) and numerous other private and federally-funded pilot projects. Some of these special projects are: The Right-to-Read Program, an independent study program, and a program whereby high school seniors may complete their high school education while enrolled during their first year in area colleges and universities.

The broad sketch of educational programs and directions for the elementary, middle and high schools outlined in the preceeding sections provides basic information needed to arrive at recommendations for educational facility planning.

V

CRITERIA FOR PLANNING SCHOOLS

Introduction

In the process of conducting this Study, numerous decisions concerning the adequacy of existing facilities and the need for improvements have been made. Guidelines were essential to give direction to the decision-making process. The purpose of this section is to enumerate and to explain the more important criteria that have been used in the assessment of needs and in formulating recommendations to establish new middle schools and to improve facilities development in the school system.

Organization Plan

The Atlanta Public School System is currently operating a vertical grade organization plan which consists of schools housing grades K-2, K-3, K-6, K-7, 6-8, 7-9, 8-12, 9-12 and some special schools. The predominant pattern has been the K-7 and 8-12 plans.

A decision was made by the Board of Education to move to a plan of organization which includes the middle school. Guidelines for the future development of the middle school program were included in Chapter IV and are not repeated here. However, for planning purposes, it was necessary to project a total organizational plan as a basis for planning the number, size and location of future middle schools. The following organization plan has been used to project the long range plan for the Atlanta Public Schools:

Special Schools	Ungraded
Elementary Schools	Grades K-5
Middle Schools	Grades 6-8
Senior High Schools	Grades 9-12

Size of school is an important guideline. Its application will affect the number and the general distribution of school centers to house the school population. Both maximum and minimum size schools are suggested and used to evolve the final plan for the proposed re-organization of schools in the Atlanta School System.

A number of studies have been made regarding school size. Although there still is much to be learned about school size as a contributing factor to the quality of education, there is a considerable amount of evidence to indicate the range of size within which a satisfactory school program can be provided.

Authorities generally agree that schools should be large enough to take advantage of potential economies available both in the construction of a new school plant and in its operation. Schools can be too large. A deliberate attempt must be made to keep schools from becoming so large as to be either unwieldy to administer, or "institutional" in character. While it is true that there are many factors which may affect the optimum size of a school, perhaps the most important is what happens to the individual pupil as a result of his school experience.

The recommended school sizes for the Atlanta Public Schools are as follows:

	Absolute Minimum Size	Optimum Size	Maximum Size
Elementary Schools Grades K-5	300	650	750
Middle Schools Grades 6-8	450	800	1,000
Senior High Schools Grades 9-12	1,000	1,800	2,000

Feeder School Plan

Figure 5.1 is a suggested scheme for use in the development of the organizational plan for the school system. The feeder plan is based upon the recommended optimum school sizes already discussed and the arithmetical relationships between the projected enrollments in the senior high school and the middle school, and between the enrollments of the middle school and the elementary school.

The proposed scheme would require the following feeder pattern to generate the size of the schools recommended and to maintain the pupil population at each school center in approximate balance:

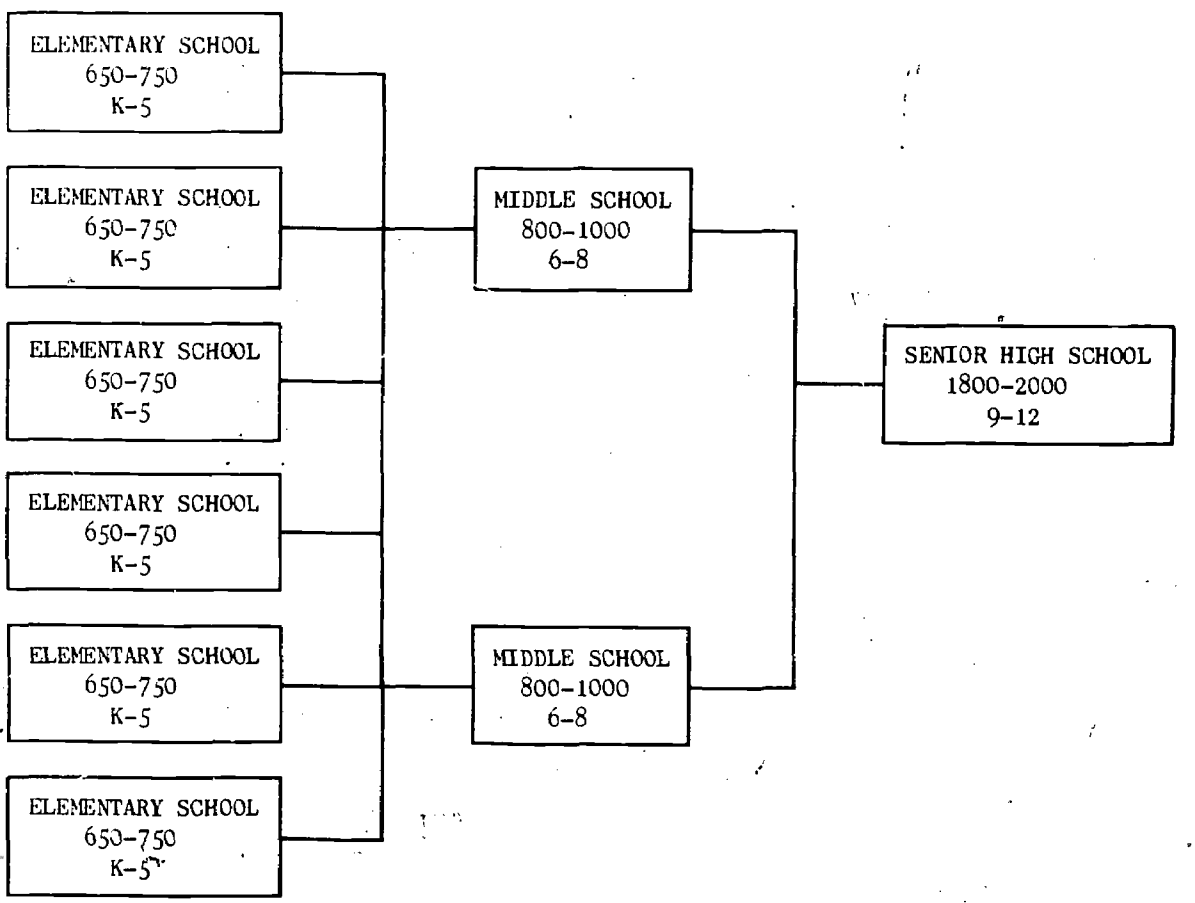
1. Three elementary schools with capacities of 650-750 each should be planned to feed a middle school with a capacity of 800 to 1,000.
2. Two middle schools with capacities of 800-1,000 pupils each should be planned to feed a senior high school with a capacity of 1,800-2,000.

School Plant Evaluations

Each school plant was evaluated by using a three part instrument: Part I - the site, Part II - the building and Part III - the space. The main functions of the evaluation were to establish the permanent nature of a facility, to determine convertible characteristics, to assess the general quality of instructional space and to estimate the school plant capacity. The evaluation instrument used is included in Appendix V.

FIGURE 5.1

Suggested Feeder School Plan
Atlanta Public Schools



Permanent Facilities

Permanent facilities are those of non-combustible construction or better. Wood frame buildings and supplementary classroom units were not considered permanent. Only permanent facilities have been counted as school plant capacity.

Criteria for School Plant Conversions

In anticipation of a need to convert selected school plants from a current to a new use, a set of indicators was developed as a means of identifying the needed characteristics. These are as follows:

1. Interior partitions shall be non-load bearing and free of electrical-mechanical services.
2. Sanitary facilities should be adequate for grade levels and enrollments projected.
3. Site should be either adequate in size or expandable.
4. Instructional support facilities should be adequate in terms of capacity and required types of spaces.
5. Instructional rooms should meet minimum requirements of size, shape and function.
6. Special instructional facilities needs can be met by converting existing space or by additions.
7. Plant capacity is compatible with desired maximum school size or can be made so by addition.
8. Conversion can be accomplished without excessive expenditures.
9. A swimming pool is available or can be provided for plants to be converted to middle school use.

School Plant Capacity

School plant capacity is the estimated number of pupils that a school plant can serve without overcrowding and adversely affecting the educational program. Factors affecting the capacity of a school include pupil-teacher ratio, class sizes, room sizes, scheduled class periods and curriculum requirements. The inability to use every pupil station and every room during each hour of the day results in less than 100 percent utilization of the space in the school plant. To account for this lack of full utilization and to reflect it in the estimated plant capacity, the following guides are suggested:

1. Elementary school capacity should be computed at 100 percent of the capacity of instructional rooms, excluding specialized spaces such as art, music and science. Special Education classrooms should have a maximum capacity of 15 pupils.
2. Middle-school capacity should be computed in the same manner as secondary schools.
3. Secondary school plant capacity should include all instructional spaces as teacher stations. The gymnasium shall be included and shall be counted as one teacher station. Where both a boy's gymnasium and a girl's gymnasium are included, both shall be counted. Utilization factors are shown in Table 5.1

The capacity of a school plant was computed by taking the sum of the capacities of individual instructional spaces modified by the appropriate utilization factor. School plant capacity is represented by the following formula:

$$C_p = U(C_1 + C_2 + C_3 + \ldots\ldots + C_n)$$

TABLE 5.1

Utilization Factors
For Secondary Schools

Pupil Population	Percentage Factor
Under 300	70
301 - 600	75
601 - 900	80
901 - 1200	85
1201 - 1500	90
Over 1500	95

Source: Florida State Department of Education Documents.

The capacity of an individual instructional space is represented by the formula:

$$C_i = \frac{a_i \; x_i}{b_i}$$

Where: C_i = Capacity of any instruction space
b_i = Square foot standard for an instruction space
a_i = Pupil load assigned to a teacher
x_i = Size of instructional space in square feet

State square footage standards were used as the basis for estimating individual room capacities.

School Plant Abandonment

The following guidelines should serve as the basis for determining whether a school building should be abandoned or retained in use:

1. Abandonment should be considered when the location of the school center is no longer conveniently accessible to the population it serves.
2. Modernization is questionable when any of the following building services are obsolete and/or dysfunctional and require replacement or major change:
   A. Plumbing
   B. Heating
   C. Total Electrical Service
   D. Roofing
   E. Fenestration
   F. Basic Structure
3. Abandonment should be considered if one or more of the following conditions exist:
   A. Unsafe structure
   B. High rate and level of educational obsolescence
   C. Extensive hazards to life safety

D. Existing location poorly accessible to school population it serves
E. Small and inadequate site impossible to expand to economical school units size.

4. The ratio of benefits received to expenditure over the useful life of the building is a critical factor for abandonment. The cost of modernizing the existing building should be less than the cost of new construction to replace the old building when the remaining useful life is considered.

Locating New School Centers

The following criteria were used as the basis for determining the location of both new and converted school centers:

1. The time and distance of travel (including walking) for pupils shall be minimized so as not to risk the health and safety of children or interfere with the education process. Travel time shall vary with the age of pupils and shall not exceed the following:
   A. Elementary Pupils — 30 minutes each way
   B. Middle School Pupils — 45 minutes each way
   C. High School Pupils — 60 minutes each way
2. The race of pupils shall be taken into consideration and new schools should be located to maximize the intergration of the races.
3. Natural and man-made barriers shall be taken into account in locating new schools to avoid the necessity of pupil travel across such barriers. Man-made barriers include high speed highways, industrial sections, business areas, and railroads. Cliffs, ravines lakes and waterways without crossing are examples of natural barriers.
4. The changing of grade organization patterns within a school and the discontinuance of certain schools shall be accomplished to maximize the integration of the races.
5. Schools shall be located adjacent to public park and recreation areas where practicable.
6. The spacing of schools shall vary with population density and with established feeder patterns, based on maximum school size and proportions of enrollments in grade organization structure.
7. Locations of new schools shall be established to relieve anticipated overcrowding or permit the discontinuance of existing schools.
8. Middle and high school locations shall be considered in light of projected rapid transit station locations.
9. The impact on future population changes of rapid transit station locations shall be considered in the location of new schools.
10. The impact of projected expressways, tollways, and rapid transit systems should be taken into account in school closings and in locating new schools.
11. Unsuitable environmental conditions such as smoke, dust, and noise affecting an area of possible location shall be avoided in locating new schools.
12. Where a location is justified by all appropriate indicators, a school may be located either under expressways or over expressways, railroads, rapid transit ways, and waterways to utilize air rights, if available.
13. Insofar as practicable, schools shall be located in or near population centers so that a maximum number of children may walk to school.
14. Residential areas shall be given high priority for locating school centers so that community services can be provided by the school and the school can serve as a center for community activities.
15. Schools shall be located so that all public services and utilities can be utilized.

16. Before a decision is made to establish a new school, maximum use of existing space should be considered.
17. Priority should be given to the establishment of new middle schools.

Size of School Sites

The size of a school site is a function of a number of factors including the size of the school, the grade levels served, the curriculum of the school and the building design. The location of a school site may also have a bearing on its size. A site in a rural or suburban area usually would have more land available than in an urban or central city location. The cost of land is also a factor and will vary with the location.

Size of existing sites is a function of the time in which a particular site was purchased. Site Standards have changed over a period of years, consequently, the amount purchased has varied due to the changes in standards.

Experience has demonstrated that adequate land should be purchased at the outset to fulfill long range site requirements. Land adjacent to a new school site is soon developed for residential or other purposes. Costs of purchasing will usually increase, and acquisition may become impossible after a short period of time.

The following site sizes are recommended for the maximum capacity school plants recommended in this report:

Type School	Minimum Number of Acres
Elementary Schools	18-20
Middle Schools	28-30
Senior High Schools	50 or more

Other Guidelines

Other guidelines have been used. In some cases those used have been discussed in relation to a particular facet of this report. Size of library reading rooms and lunchroom dining areas have been evaluated using State Standards as the basis for assessing these facilities. Existing sites have also been evaluated using current average practice as the basis for the analysis. Wherever such evaluations have been made, the criteria used have been explained.

VI

ASSESSMENT OF FACILITY NEEDS

Introduction

In order to best plan for the reorganization of grades in the school system, it is necessary to know the state of existing facilities, how well each might be most effectively utilized, and which ones might be converted to house an instructional program with supportive activities for children in grades 6-8. Each of the Atlanta Public Schools presently housing a regular instructional program was visited. Inventory and evaluation activities were divided into three areas — site, building, and space. Optical-scan data sheet were developed to accomodate the inventory of each area. Evaluation of each area was accomplished simultaneously with the inventory, but the data were accumulated separately.

All sites and buildings presently owned by the Atlanta Public Schools were inventoried using key observable features. Spaces were inventoried similarly; however, only those spaces directly related to the instructional program were recorded. These spaces included all classrooms, student toilet rooms, teacher conference rooms, student dressing rooms, kitchens, libraries, instructional media centers, and similar instructional spaces. Evaluations of all three areas were made according to the adequacy of composite factors and utility for an effective program of education.

The purpose of this chapter is to present an assessment of the existing educational facilities in the Atlanta Public School System in view of the requirements for a system-wide conversion to a middle-school grade organization in terms of to. projected facility needs. This assessment will include an inventory and evaluation of existing facilities, a projection of facility needs, a projection of site needs, and the formulation of conclusions regarding the requirements to meet these needs.

Inventory and Evaulation of Existing Facilities

Total Building Evaluations

All buildings presently coordinated within the regular instructional programs were evaluated. The evaluation of each building was divided into component sub-systems: (1) structure, (2) exterior walls, (3) interior partitions, (4) heating, ventilation, and cooling, (5) fenestration, (6) safety facilities, (7) roofing/insulation, (8) ceiling/lighting, (9) flooring, (10) electrical, (11) plumbing, and (12) sanitary. Each system was evaluated according to applicable criteria, with emphasis on present condition and feasibility for convertibility. The evaluation of each sub-system was conducted according to the following rating code:

(1) Adequate
(2) Marginal
(3) Inadequate
(4) Does Not Apply/Is Absent

There are 225 buildings, which comprise 160 school centers, for which data were recorded. Several key deficiencies were found in some of the buildings. Table 6.1 shows the major marginalities and inadequacies that were found in the buildings

The buildings were evaluated quite carefully. With 52 evaluation categories, the data analysis showed the predominance of buildings to be adequate.

TABLE 6.1

Evaluation Categories Of
Marginal And Inadequate Buildings
Atlanta Public Schools, 1971-72

Category[a]	Number of Marginal	Number of Inadequate	Total[b]
Structural Convertibility	134	18	152
Exterior Wall Expansibility	185	9	194
Interior Partition Convertibility	172	9	181
HVAC Temperature Control	63	28	91
HVAC Convertibility	99	29	128
Flooring Finish Material	72	37	109
Flooring Acoustics	27	63	90
Electrical Convertibility	73	4	77

Source: Atlanta Public Schools.

[a]These categories were selected from a total of 52 possible categories to pinpoint major marginalities and inadequacies.

[b]These marginalities and inadequacies are a portion of the 225 buildings evaluated.

Total Space Evaluations

The spaces within each building are the basic units which will determine the eventual use to be made of the building. Table 6.2 summarizes the evaluations made. Eleven categories were used to determine an evaluation of a particular space; a twelfth category was used to describe a space as permanent, temporary, or makeshift, shown in Table 6.3.

The greatest insufficiences were found in the categories of interior finish, light level, tackboard, built-in storage and shelves. In all, as with the building evaluations, adequate spaces predominated.

TABLE 6.2

Space Evaluations
Number and Percentage by Category
Atlanta Public Schools, 1971-72

Category	Adequate		Marginal		Inadequate		Missing or not Applicable[a]
	No.	%age[b]	No.	%age[b]	No.	%age[b]	No.
Interior Finish	6,737	90	636	9	91	1	
Light Level	6,842	92	564	7	58	1	
Heating	6,709	97	198	2	35	1	527
Cooling	2,514	97	19		61	2	4,870
Ventilation	6,812	94	391	5	55	1	206
Chalkboard	3,965	95	190	4	37	1	3,272
Tackboard	3,800	89	374	9	108	2	3,182
Seating	4,840	97	109	2	14	1	2,501
Built-in Storage	4,921	92	347	7	76	2	2,120
Shelves	2,907	92	143	4	116	4	4,298
Cabinets	3,224	95	120	3	65	2	4,055

Source: Atlanta Public Schools.
Note: Total Number of Space Evaluations Reported - 7,464

[a]Data for these spaces were impossible to separate due to data gathering and processing procedures.

[b]Percentage of those spaces evaluated.

TABLE 6.3

Room/Space Classifications
Atlanta Public Schools, 1971-72

No. Permanent	No. Temporary	No. Makeshift
7,143	178	143

Source: Atlanta Public Schools.

Note: Total Number of Rooms/Spaces Classified - 7,464

School Libraries

An adequate program of instructional resources is imperative to a complete and successful educational program. The hub of instructional resource services is the school library or media center. A school library is no longer a room which is just a repository for books. Now, educational technology offers a variety of instructional aides for both faculty and pupils to be used to supplement classroom interaction. These materials are available through the library/media center. The school library/media center also offers the pupil a space to study, to conduct research, and to expand his horizons. The adequacy of the reading room has been used as the basis for determining the adequacy of the complete library/media center.

The floor area of the reading room is the base for calculating the capacity. The capacity of the reading room in the Atlanta Public Schools is calculated at 25 square feet per pupil. For example, a reading room of 1000 square feet has a capacity of 40 pupils. The recommended size of a reading room is based on the enrollment capacity of each school, starting with a minimum of 300 pupils at the elementary school level. The recommended library capacity of a school is calculated at 15 percent of the first 500 pupils and ten percent of any excess over 500. For example, a school of 650 pupils should have a reading room capacity of 90 — 15 percent of 500 (75) plus ten percent of 150 (15), which equals 90. According to the area per pupil used for calculating the capacity, a reading room which will serve 90 pupils should have 2,250 square feet.

All the reading rooms in the Atlanta Public Schools which met or exceeded State standards were evaluated as adequate. The mean practice of those which did not meet the State standard was calculated. Those reading rooms which fell between that mean of current practice and the State standard size were classified marginal. That is, they do not meet the recommended size but do provide minimum functional space for the library program. Those which fell below the mean of average practice were classified inadequate. Table 6.4 shows 47 adequate reading rooms. There were 55 rooms in the marginal, and 59 in the inadequate categories.

Expansion of library/media center facilities is important to the functionality and completeness of an educational program housed in a school building. The feasibility of expanding the present facility, of renovating other space, or of constructing a new facility should be investigated as a means of improving the adequacy of presently existing library reading rooms.

School Lunchrooms

Because of their impact on the overall program, dining facilities have been examined separately as a part of this study. In addition to providing space for dining, these facilities serve as spaces for various large-group instructional activities, including physical education, instructional television viewing, dramatic activities, resource speakers, and music activities. A similarly important and related use of these facilities is to provide space for various community groups to meet for social, civic, educational, and recreational purposes.

The Georgia Department of Education requires ten square feet of space per elementary school pupil for one-half of the enrollment capacity of the school. That is, a school of 650 elementary pupils should have a lunchroom of at least 3,250 square feet — 650/2 (325) times ten. The high school standard is 12 square feet per pupil for one-half of the enrollment capacity.

Current average (mean) practice in the Atlanta Public Schools was used as the criterion to determine the adequacy of lunchroom seating capacity. The average practice was used for evaluation because it is common for each school to schedule three lunch periods, instead of two, which is the basis of the State standard. Those lunchrooms which fell between average practice and one standard deviation[1] below the mean were classified as marginal. Those lunchrooms which exceeded one standard deviation below the mean were classified inadequate. Table 6.5 shows the floor area, capacity, and adequacy of the lunchrooms in the Atlanta Public Schools.

[1] A standard deviation is a statistical measure which is the square root of the variance from the mean of a set of data.

TABLE 6.4

Adequacy Of Library
Reading Room Capac[illegible] By School
By Census-Tract Agglomerate Area
Atlanta Public Schools

Area I.1	Floor Area	Capacity[a]	Adequacy[b]
Brown	2002	[illegible]0	3
Washington	6650	266	1
Kennedy	5200	208	1
Bethune	1232	49	3
Carter	900	36	3
Connally	1330	52	2
Craddock	1[illegible]52	46	3
English Avenue	2[illegible]0	87	2
English Primary	670	26	3
Goldsmith	870	34	2
Hardnett	540	21	3
Harris	2304	92	1
Herndon	1400	56	3
Jones, M. A.	1725	69	2
Oglethorpe	1067	42	3
Peeples	1320	52	2
Ragsdale	1600	64	1
Rusk	1050	42	3
Stanton, F. L.	768	30	3
Walker	1153	45	2
Ware	1534	60	2
Area I.2			
O'Keefe	4600	184	1
Fowler	1050	42	2
Haygood	1660	66	1
Home Park	680	27	3
Luckie	1500	60	1

Source: Atlanta Public Schools.

[a]Capacity is calculated on the basis of 25 square feet per pupil.

[b]1 - Adequate
2 - Marginal
3 - Inadequate

TABLE 6.4 (continued)

Adequacy Of Library
Reading Room Capacity By School
By Census-Tract Agglomerate Area
Atlanta Public Schools

Area II.1	Floor Area	Capacity[a]	Adequacy[b]
Sylvan	2240	89	2
Parks	2448	97	2
Adair	865	34	2
Capitol View	768	30	3
Crogman	800	32	3
Gideons	1152	46	3
Hutchinson	1152	46	2
Perkerson	1260	50	2
Sylvan Hills	816	32	3
Area II.2			
Carver	2241	88	3
Fulton	5276	210	1
George (New)	9500	380	1
Price	2560	102	3
Long	2040	81	2
Benteen	810	32	2
Blair Village	2800	112	1
Brewer	1000	40	2
Campbell	768	30	3
Cleveland	1205	48	2
Dobbs	1000	40	3
Gilbert	800	32	3
Guice	861	34	3
Harper	2640	105	2
Howell, Minnie	1080	43	2
Humphries	1302	52	2
Jones, J. M.	882	35	3
Lakewood	1250	50	2
Slater	1540	61	3
Thomasville	3392	130	1
Waters	3752	150	1

TABLE 6.4 (continued)

Adequacy Of Library
Reading Room Capacity By School
By Census-Tract Agglomerate Area
Atlanta Public Schools

Area III.1	Floor Area	Capacity[a]	Adequacy[b]
Archer	7275	290	1
Dykes	2957	118	1
Northside	6090	243	1
Birney	960	38	2
Bolton	1200	48	1
Boyd	2200	88	1
Brandon	2100	84	2
Chattahoochee	748	29	3
Finch	1740	69	1
Howell, E. P.	1520	60	1
Jackson	3600	144	1
Mitchell	894	35	3
Mt. Vernon	470	18	3
Pitts	1460	58	3
Rivers	2204	88	2
Robinson	800	32	3
Scott	2860	114	1
Tuxedo	984	39	2
Area III.2			
Grady	3750	150	2
Howard	1953	78	3
North Fulton	3120	124	2
Walden	4860	194	1
Butler	1510	60	2
Forrest	1528	61	3
Garden Hills	1700	68	2
Hill	2724	108	2
Hope, J.	900	36	3
Hope, R. L.	888	35	3
Inman	1980	79	2
McClatchey	1204	48	2
Morningside	1344	53	3
Rock Springs	992	39	3
Smith, S.R.	798	31	3
Spring	890	35	2

TABLE 6.4 (continued)

Adequacy Of Library
Reading Room Capacity By School
By Census-Tract Agglomerate Area
Atlanta Public Schools

Area IV.1	Floor Area	Capacity[a]	Adequacy[b]
Douglass	6336	253	2
Harper	3436	138	3
Turner	6048	241	1
West Fulton	5528	219	1
Adamsville	3240	129	1
Anderson	1440	57	2
Blalock	3132	125	1
Carey	1000	40	2
Center Hill	2800	112	1
Clement	966	38	3
Collier Heights	2035	81	2
Fain	840	33	3
Grove Park	3525	141	1
Harwell	850	34	2
Mayson	1792	71	1
Miles	3000	120	1
Towns	1080	43	2
White	1000	40	3
Williams	2400	96	2
Woodson	3420	136	1
Area IV.2			
Southwest	2976	119	1
Therrell	4224	168	2
Arkwright	936	37	2
Beecher Hills	3020	120	1
Ben Hill	1152	46	2
Ben Hill Annex	950	38	2
Cascade	2732	108	1
Continental Colony	3232	129	1
Fickett	1906	76	1
Kimberly	1292	51	2
Peyton Forest	2100	84	1
Venetian Hills	1029	41	3
West Haven	650	26	3
West Manor	1188	47	2
Wright	1035	41	2

TABLE 6.4 (continued)

Adequacy Of Library
Reading Room Capacity By School
By Census-Tract Agglomerate Area
Atlanta Public Schools

Area V.1	Floor Area	Capacity[a]	Adequacy[b]
Bass	1750	70	3
Roosevelt	2268	89	3
Smith, Hoke	2850	114	2
King	5565	222	1
Bryant	1040	41	2
Capitol Ave.	950	38	3
Cook	1100	44	3
Cooper	1155	46	1
Dunbar	5184	206	1
Grant Park	1800	72	1
Grant Park Primary	800	32	2
Highland	680	27	3
Hubert	920	36	3
Johnson	1350	54	3
Jones, J.	960	38	2
McGill	1340	53	3
Moreland	900	36	3
Pryor	1560	62	2
Reynolds	1000	40	2
Slaton	832	33	3
Stanton, D. H.	2976	119	1
West	800	32	3
Area V.2			
East Atlanta	2610	104	1
Murphy	1390	55	3
Coan	4191	167	2
Burgess	836	33	2
Drew	3300	132	1
East Lake	1900	76	1
Fountain	1280	51	3
Gordon	630	25	3
Kirkwood	2500	98	1
Lin	920	36	3
Peterson	1053	42	2
Toomer	2112	84	1
Wesley	1100	44	3
Whitefoord	1071	42	3

TABLE 6.5

Lunchroom Seating Capacity By School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area I.1	Floor Area	Capacity[a]	Adequacy[b]
Brown	2688	224	3
Washington	8960	746	2
Kennedy	5400	450	1
Bethune	2280	228	2
Carter	2888	288	1
Connally	3520	352	1
Craddock	1824	182	2
English Avenue	1350	135	3
English Primary[c]	-	-	-
Goldsmith	570	57	3
Hardnett	1000	100	1
Harris	3168	316	1
Herndon	5200	520	1
Jones, M.A.	4096	409	1
Oglethorpe	1584	158	2
Peeples	2680	268	1
Ragsdale	800	80	3
Rusk	3740	374	1
Stanton, F.L.	1620	162	2
Walker	880	88	3
Ware	1872	187	2
Area I.2			
O'Keefe	5900	491	1
Fowler	2050	205	1
Haygood	2000	200	1
Home Park	1580	158	2
Luckie	2240	224	1

Source: Atlanta Public Schools

[a] Elementary school capacity calculated at 10 square feet per pupil; middle and high school capacity calculated at 12 square feet per pupil.

[b] 1 - Adequate, 2 - Marginal, 3 - Inadequate

[c] Children fed in class areas.

TABLE 6.5 (continued)

Lunchroom Seating Capacity By School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area II.1	Floor Area	Capacity[a]	Adequacy[b]
Sylvan	3840	320	2
Parks	2784	232	2
Adair	1725	172	1
Capitol View	2000	200	1
Crogman	1920	192	3
Gideons	1653	165	2
Hutchinson	1750	175	1
Perkerson	1800	180	1
Sylvan Hills	2430	243	1
Area II.2			
Carver	2253	187	3
Fulton	5304	442	2
George (New)	8064	672	1
Price	5464	454	2
Long	3312	276	1
Benteen	1800	180	1
Blair Village	2300	230	2
Brewer	1596	159	1
Campbell	1581	158	3
Cleveland	2466	246	1
Dobbs	1400	140	2
Gilbert	1440	144	2
Guice	1295	129	2
Harper	5702	570	1
Howell, Minnie	1840	184	1
Humphries	1734	173	2
Jones, J.M.	2622	262	1
Lakewood	1560	156	2
Slater	2880	288	2
Thomasville	6800	680	1
Waters	3600	360	2

TABLE 6.5 (continued)

Lunchroom Seating Capacity By School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area III.1	Floor Area	Capacity[a]	Adequacy[b]
Archer	9210	767	1
Dykes	5980	498	1
Northside	5990	499	2
Birney	1920	192	1
Bolton	720	72	2
Boyd	4071	407	1
Brandon	2088	208	2
Chattahoochee	1600	160	2
Finch	2291	229	1
Howell, E.P.	1410	141	2
Jackson	3000	300	1
Mitchell	1669	166	2
Mt. Vernon	875	87	2
Pitts	3230	323	2
Rivers	2630	263	2
Robinson	2140	214	1
Scott	3580	358	1
Tuxedo	1794	179	1
Area III.2			
Grady	4015	334	2
Howard	4266	355	2
North Fulton	3455	287	2
Walden	4536	378	1
Butler	1420	142	3
Forrest	3290	329	1
Garden Hills	2040	204	2
Hill	3220	322	2
Hope, J.	1820	182	1
Hope, R.L.	1708	170	2
Inman	1200	120	3
McClatchey	1776	177	1
Morningside	3356	335	1
Rock Springs	1000	100	3
Smith, S.R.	1591	159	2
Spring	2810	281	1

TABLE 6.5 (continued)

Lunchroom Seating Capacity By School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area IV.1	Floor Area	Capacity[a]	Adequacy[b]
Douglass	8808	734	2
Harper	6088	507	2
Turner	3744	312	2
West Fulton	1456	121	3
Adamsville	3240	324	2
Anderson	1725	172	2
Blalock	4200	420	1
Carey	900	90	3
Center Hill	1020	102	3
Clement	2500	250	2
Collier Heights	1377	137	3
Fain	1590	159	1
Grove Park	4590	459	1
Harwell	2295	229	1
Mayson	1200	120	2
Miles	3000	300	1
Towns	1936	193	1
White	2400	240	2
Williams[c]	-	-	-
Woodson	3534	353	1
Area IV.2			
Southwest	4500	375	1
Therrell	9140	761	1
Arkwright	2688	268	1
Beecher Hills	2276	227	2
Ben Hill	1920	192	1
Ben Hill Annex	950	95	1
Cascade	2086	208	1
Continental Colony	3072	306	1
Fickett	4310	431	1
Kimberly	2160	216	2
Peyton Forest	3350	335	1
Venetian Hills	3310	331	1
West Haven	1300	130	1
West Manor	1720	172	2
Wright	781	78	2

TABLE 6.5 (continued)

Lunchroom Seating Capacity By School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area V.1	Floor Area	Capacity[a]	Adequacy[b]
Bass	5880	490	1
Roosevelt	4664	388	1
Smith, Hoke	2700	225	2
King	6767	676	1
Bryant	1760	176	1
Capitol Avenue	1850	185	2
Cook	3168	316	2
Cooper	780	78	2
Dunbar	4928	492	1
Grant Park	1700	170	1
Grant Park Primary[c]	-	-	-
Highland	1560	156	1
Hubert	1500	150	2
Johnson	2176	217	2
Jones, J.	1440	144	2
McGill	2053	205	2
Moreland	1250	125	3
Pryor	3000	300	1
Reynolds	775	77	2
Slaton	1232	123	3
Stanton, D.H.	3360	336	2
West	1216	121	2
Area V.2			
East Atlanta	3840	320	1
Murphy	6655	554	1
Coan	4150	345	3
Burgess	1520	152	1
Drew	5800	580	1
East Lake	1656	165	2
Fountain	2400	240	2
Gordon	1500	150	2
Kirkwood	1407	140	3
Lin	1520	152	2
Peterson	1276	127	2
Toomer	3000	300	1
Wesley	1890	189	2
Whitefoord	1950	195	2

Seventy-three lunchrooms were evaluated as adequate, 66 were marginal, and 19 were inadequate. Three schools feed their pupils in classrooms — English Avenue Primary, Grant Park Primary, and A. D. Williams Elementary Schools. This is viewed as an acceptable practice.

To overcome deficiencies in lunchroom capacity, it may be necessary to expand the existing lunchroom, where feasible, or to convert the lunchroom to some other use and then to build a new lunchroom. It should be noted that the inadequacy of lunchroom seating may be only one deficiency in the school facility. Other inadequacies may be present which will help to make decisions about the future use of the building.

Climate Control

Air-conditioning in school buildings can provide an environment conducive to learning and the opportunity to utilize school buildings effectively on a year-round basis. Thirty-one of the Atlanta Public Schools were totally air-conditioned. In addition, 10 other schools have 50 percent or more of the instructional space air-conditioned.

The majority of air-conditioned space in the Atlanta Public Schools is served by central air-conditioning systems. The extent and type of air-conditioning is more completely described in Table 6.6, which shows the percentage of instructional space which is cooled within each building. It also shows whether window units or other means for cooling the buildings are used.

Window units, while better than no air-conditioning, do not represent the most satisfactory type of equipment. Under heavy use, they have a relatively short life and require considerable maintenance. In addition, they tend to be noisy, unsightly, and often generate cold spots in one portion of the room, while inadequately cooling the remainder. Generally speaking, air-conditioning for an existing non-air-conditioned building can be justified when major modernization of the heating systems is required.

Enrollment Capacity

A study to determine school building needs requires an analysis of the enrollment capacity of each plant. Such factors as overcrowding, need for abandonment due to age and condition, and the use of temporary facilities are pertinent. The following sections provide an insight to the adequacy of existing buildings in terms of capacity, enrollment and age, as well as the present use of supplementary classrooms.

Capacity by Period of Construction

A school building of good quality, with a good maintenance program and normal use, has a life expectancy of approximately 50 years. Experience indicates that usually a building which is more than 50 years old will require greater effort to maintain than a newer building.

Table 6.7 shows the elementary school enrollment capacity totals for each census-tract agglomerate area by period of construction. Almost all areas show one-third of their buildings to be 20 years old or less. However, the older sections of Atlanta have in use a substantial number of buildings for school purposes that were constructed prior to 1940 — notably, Areas I.1, I.2, II.1, V.1, and V.2.

Table 6.8 shows the total enrollment capacity of the middle and high schools by census-tract agglomerate area. It is noted that more recent construction predominates.

TABLE 6.6

Extent of Climate Control
By School By Census Tract Agglomerate Area
Atlanta Public Schools, 1972

Area I.1	Percentage of Instructional Area Cooled	Number of Buildings: No Cooling	Window Units	Other
Brown	2.1	3	-	1
Washington	15.9	-	-	3
Kennedy	100.0	-	-	1
Bethune	0.0	1	-	-
Carter	0.0	1	-	-
Connally	0.0	1	-	-
Craddock	0.0	2	-	-
English Avenue	0.0	2	-	-
English Primary	100.0	-	-	1
Goldsmith	0.0	1	-	-
Hardnett	0.0	1	-	-
Harris	0.0	1	-	-
Herndon	41.4	-	-	1
Jones, M.A.	6.5	-	-	1
Oglethorpe	0.0	1	-	-
Peeples	0.0	1	-	-
Ragsdale	0.0	1	-	-
Rusk	100.0	-	-	1
Stanton, F.L.	0.0	1	-	-
Walker	0.0	1	-	-
Ware	0.0	1	-	-
Area I.2				
O'Keefe	0.0	4	-	-
Fowler	0.0	1	-	-
Haygood	0.0	2	-	-
Home Park	0.0	1	-	-
Luckie	0.0	1	-	-

Source: Atlanta Public Schools.

TABLE 6.6 (continued)

Extent of Climate Control
By School By Census Tract Agglomerate Area
Atlanta Public Schools, 1972

Area II.1	Percentage of Instructional Area Cooled	Number of Buildings		
		No Cooling	Window Units	Other
Sylvan	10.8	-	-	1
Parks	100.0	-	-	1
Adair	0.0	1	-	-
Capitol View	0.0	1	-	-
Crogman	0.0	1	-	-
Gideons	50.7	-	-	1
Hutchinson	0.0	1	-	-
Perkerson	0.0	1	-	-
Sylvan Hills	0.0	1	-	-
Area II.2				
Carver	54.6	4	-	3
Fulton	60.0	2	-	4
George (New)	100.0	-	-	2
Price	20.0	1	1	2
Long	13.9	-	2	-
Benteen	0.0	1	-	-
Blair Village	48.3	-	-	3
Brewer	7.9	-	1	-
Campbell	0.0	1	-	-
Cleveland	0.0	1	-	-
Dobbs	0.0	1	-	-
Gilbert	0.0	1	-	-
Guice	0.0	1	-	-
Harper	49.5	-	-	1
Howell, Minnie	0.0	1	-	-
Humphries	55.6	-	-	1
Jones, J.M.	0.0	1	-	-
Lakewood	9.3	-	-	1
Slater	0.0	1	-	-
Thomasville	100.0	-	-	1
Waters	68.2	-	-	1

TABLE 6.6 (continued)

Extent of Climate Control
By School By Census Tract Agglomerate Area
Atlanta Public Schools, 1972

Area IV.1	Percentage of Instructional Area Cooled	Number of Buildings		
		No Cooling	Window Units	Other
Douglass	78.8	1	-	1
Harper	100.0	-	-	1
Turner	5.8	-	1	1
West Fulton	0.0	2	-	-
Adamsville	100.0	-	-	1
Anderson	0.0	1	-	-
Blalock	100.0	-	-	1
Carey	[illegible]	1	-	-
Center Hill	4.1	-	1	-
Clement	0.0	1	-	-
Collier Heights	7.1	-	-	2
Fain	0.0	1	-	-
Grove Park	100.0	-	-	1
Harwell	0.0	1	-	-
Mayson	0.0	1	-	-
Miles	100.0	-	-	2
Towns	0.0	1	-	-
White	100.0	-	-	1
Williams	100.0	-	-	1
Woodson	100.0	-	-	1
Area IV.2				
Southwest	12.8	-	-	2
Therrell	70.7	-	-	1
Arkwright	0.0	1	-	-
Beecher Hills	44.3	1	-	1
Ben Hill	0.0	1	-	-
Ben Hill Annex	0.0	1	-	-
Cascade	0.0	1	-	-
Continental Colony	100.0	-	-	1
Fickett	100.0	-	-	1
Kimberly	48.3	-	-	1
Peyton Forest	100.0	-	-	1
Venetian Hills	50.7	-	-	1
West Haven	0.0	1	-	-
West Manor	0.0	1	-	-
Wright	0.0	1	-	-

TABLE 6.6 (continued)

Extent of Climate Control
By School By Census Tract Agglomerate Area
Atlanta Public Schools, 1972

Area III.1	Percentage of Instructional Area Cooled	Number of Buildings No Cooling	Window Units	Other
Archer	52.1	-	-	1
Dykes	0.0	1	-	-
Northside	50.0	1	-	2
Birney	100.0	-	1	-
Bolton	0.0	1	-	-
Boyd	100.0	-	-	1
Brandon	0.0	1	-	-
Chattahoochee	0.0	2	-	-
Finch	100.0	-	-	1
Howell, E.P.	0.0	1	-	-
Jackson	100.0	-	-	1
Mitchell	40.9	-	1	-
Mt. Vernon	0.0	1	-	-
Pitts	0.0	2	-	-
Rivers	24.7	-	1	-
Robinson	0.0	2	-	-
Scott	31.6	-	-	1
Tuxedo	0.0	1	-	-
Area III.2				
Grady	24.4	2	1	2
Howard	33.9	2	-	6
North Fulton	1.7	2	2	-
Walden	100.0	-	-	1
Butler	4.9	-	-	1
Forrest	0.0	2	-	-
Garden Hills	0.0	1	-	-
Hill	100.0	-	-	1
Hope, J.	0.0	1	-	-
Hope, R.L.	35.3	-	-	1
Inman	0.0	1	-	-
McClatchey	0.0	1	-	-
Morningside	0.0	1	-	-
Rock Springs	0.0	1	-	-
Smith, S.R.	0.0	1	-	-
Spring	0.0	1	-	-

TABLE 6.6 (continued)

Extent of Climate Control
By School By Census Tract Agglomerate Area
Atlanta Public Schools, 1972

Area V.1	Percentage of Instructional Area Cooled	Number of Buildings: No Cooling	Window Units	Other
Bass	1.5	1	1	-
Roosevelt	0.0	2	-	-
Smith, Hoke	2.4	-	-	2
King	100.0	-	-	1
Bryant	0.0	1	-	-
Capitol Ave.	0.0	1	-	-
Cook	0.0	2	-	-
Cooper	0.0	1	-	-
Dunbar	100.0	-	-	1
Grant Park	0.0	1	-	-
Grant Park Primary	100.0	-	-	1
Highland	0.0	1	-	-
Hubert	0.0	1	-	-
Johnson	6.0	-	-	1
Jones, J.	0.0	1	-	-
McGill	100.0	-	-	1
Moreland	0.0	1	-	-
Pryor	100.0	-	-	1
Reynolds	0.0	1	-	-
Slaton	0.0	1	-	-
Stanton, D.H.	44.9	-	-	1
West	0.0	1	-	-
Area V.2				
East Atlanta	0.0	1	-	-
Murphy	0.0	2	-	-
Coan	100.0	-	-	1
Burgess	0.0	1	-	-
Drew	100.0	-	-	1
East Lake	0.0	2	-	-
Fountain	0.0	1	-	-
Gordon	0.0	1	-	-
Kirkwood	0.0	2	-	-
Lin	4.4	-	1	-
Peterson	0.0	1	-	-
Toomer	100.0	-	-	1
Wesley	3.5	-	1	-
Whitefoord	0.0	1	-	-

TABLE 6.7

Elementary School Enrollment Capacity By
Period Of Construction By Census-Tract Agglomerate Area
Atlanta Public Schools, 1875-1972

Area	1875-99		1900-09		1910-19		1920-29		1930-39		1940-49		1950-59		1960-69		1970-72		Total
	No.	%[a]	No.	%[a]	No.	%[a]	No.	%[a]	No.	%[a]	No.	%[a]	No.	%[a]	No.	%[a]	No.	%[a]	
I.1	258	3	242	3	1568	17	2273	24	155	2	126	1	2200	23	2304	24	298	3	9424
I.2	-		-		392	26	364	24	309	21	-		444	29	-		-		1505
II.1	-		-		430	13	924	28	411	12	128	4	1100	33	336	10	-		3329
II.2	-		-		350	4	-		405	4	-		5962	65	894	10	1566	17	9177
III.1	-		-		-		575	7	468	6	552	7	3729	47	1403	18	1172	15	7899
III.2	-		-		910	14	705	10	1272	19	681	10	1801	27	1338	20	-		6707
IV.1	-		-		-		280	3	-		476	5	2231	22	4446	43	2769	27	10202
IV.2	-		-		-		173	3	461	8	112	2	2612	46	1323	23	1010	18	5691
V.1	-		412	4	1246	13	2729	28	860	9	756	8	434	5	2462	26	694	7	9593
V.2	-		416	7	204	3	743	12	774	13	543	9	2172	35	476	8	819	13	6147
Total	258	<1	1070	2	5100	7	8766	13	5111	7	3374	5	22685	33	14982	21	8328	12	69674

Source: Atlanta Public Schools.

[a]Percentage area total.

TABLE 6.8

Middle And High School Enrollment Capacity By
Period Of Construction By Census-Tract Agglomerate Area
Atlanta Public Schools, 1875-1972

Area	1875-99 No.	1875-99 %[a]	1900-09 No.	1900-09 %[a]	1910-19 No.	1910-19 %[a]	1920-29 No.	1920-29 %[a]	1930-39 No.	1930-39 %[a]	1940-49 No.	1940-49 %[a]	1950-59 No.	1950-59 %[a]	1960-69 No.	1960-69 %[a]	1970-72 No.	1970-72 %[a]	Total
I.1	-		-		-		2952	63	-		55	1	508	11	-		1202	25	4717
I.2	-		-		-		1090	94	-		28	2	43	4	-		-		1161
II.1	-		-		-		-		-		-		867	48	196	11	755	41	1818
II.2	259	4	-		-		-		-		-		2994	40	2092	28	2115	28	7460
III.1	-		-		-		-		-		-		3278	71	500	11	862	18	4640
III.2	-		-		-		1493	32	767	16	397	19	38	1	579	12	936	20	4710
IV.1	-		-		-		-		416	7	246	4	1025	17	3442	57	903	15	6032
IV.2	-		-		-		-		-		-		1894	75	619	25	-		2513
V.1	-		-		-		2956	68	-		96	2	82	2	28	1	1160	27	4322
V.2	-		-		-		-		-		1156	32	734	20	950	27	745	21	3585
Total	259	1	-		-		8491	21	1183	3	3345	9	10792	26	8665	21	7923	19	40958

Source: Atlanta Public Schools.

[a]Percentage area total.

With the exception of the original building on the Carver High School campus, which is a 19th-century structure with historical and cultural significance, the Atlanta Public Schools are not using any buildings for middle and high school programs constructed prior to 1920. Again, the older sections of the city show a greater percentage of enrollment capacity in older buildings. The data show that Area II.1, III.1, and IV.2 have no buildings in use that were constructed prior to 1950.

Extent of Crowding

According to the formula discussed in Chapter V, each regularly-used instructional space was assigned a capacity, and a total enrollment capacity was derived for every school. The purpose was to determine the extent to which school plants were crowded or had space available. In comparing the enrollment capacity with the present enrollment, the extent of crowding was determined for each school. Table 6.9 shows the excess capacity or excess enrollment by school in each census-tract agglomerate areas.

Areas IV.1, IV.2, and V.2 are the only areas in which there are more total pupils than there is total space to house them. These are also the areas of greatest growth, as was pointed out in Chapter II. The totals for the system show that there is a total excess capacity.

The extent of crowding must be examined at the level of the individual school. Presently there are 59 schools in Atlanta which have more pupils enrolled than there is room in existing permanent buildings. The crowding which exists can be alleviated in some cases by pupil assignment; while in others new space should be provided.

Unhoused Pupils by Grade-Group

Before plans can be made to alleviate the crowding that presently exists, it was necessary to determine the extent to which each grade-group was essentially "unhoused" so that each situation can be properly managed. It was recognized in Chapter IV that different grade-groups have different programs; hence, different types of facilities are necessary to adequately meet the special requirements of each. Additionally, a decision has been made to reorganize the vertical grade organization to a 6-3-4 pattern. The major emphasis in this analysis was placed on the needs of middle-school pupils because of the impending change in grade organization.

Table 6.10 shows the unhoused pupils by grade-group in each school where there is crowding. Because of the handling of the data and the priority given to the housing of middle-school pupils, grades 6-8 show the greatest number of unhoused pupils. The procedures followed assigned housing to the grade-groups to be permanently housed in a facility and any excess space or lack of it was assigned to the middle school grades. In this way, immediate needs were identified for housing the middle grades. Areas I.1, II.2, IV.1, IV.2, IV.2 and V.2 show a need for middle-school housing.

Supplementary classrooms have been used on a temporary basis to alleviate crowding in the various schools. Table 6.11 shows the schools in each census-tract agglomerate area which are utilizing supplementary classrooms to alleviate crowding. However, it is desirable to house all pupils in permanent buildings. To do this, it will be necessary to expand existing schools, to redistribute attendance to schools with available space so that all schools are as fully utilized as possible, or to construct new schools. The excess enrollment shown in the middle-school grades should be handled by either converting existing school plans or constructing new spaces.

TABLE 6.9

Extent of Crowding by School
In Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area I.1	Present Enrollment	Enrollment Capacity	Excess Capacity	Excess Enrollment
Brown	1522	1369	--	153
Washington	2239	2352	113	--
Kennedy	933	1202	269	--
Bethune	346	760	414	--
Carter	575	448	--	127
Connally	1256	389	--	867
Craddock	407	669	262	--
English Avenue	865	889	24	--
English Primary	212	270	58	--
Goldsmith	220	261	41	--
Hardnett	414	169	--	245
Harris	630	602	--	28
Herndon	762	967	205	--
Jones, M.A.	618	799	181	--
Oglethorpe	456	463	7	--
Peeples	353	420	67	--
Ragsdale	490	371	--	119
Rusk	633	621	--	12
Stanton, F.L.	359	440	81	--
Walker	219	360	141	--
Ware	497	496	--	1
Area Total[a]	14006	14317	1863	1552
Area I.2				
O'Keefe	1054	1161	107	--
Fowler	237	444	207	--
Haygood	134	249	115	--
Home Park	224	448	224	--
Luckie	278	364	86	--
Area Total[a]	1927	2666	739	--

Source: Atlanta Public Schools, April, 1972.

[a]The difference between the present enrollment and the enrollment capacity is equal to the difference between the excess capacity and the excess enrollment.

TABLE 6.9 (Continued)

Extent of Crowding by School
In Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area II.1	Present Enrollment	Enrollment Capacity	Excess Capacity	Excess Enrollment
Sylvan	1096	1063	--	33
Parks	709	755	46	--
Adair	292	330	38	--
Capitol View	348	392	44	--
Crogman	428	812	384	--
Gideons	424	568	144	--
Hutchinson	430	420	--	10
Perkerson	267	362	95	--
Sylvan Hills	442	445	3	--
Area Total[a]	4436	5147	754	43
Area II.2				
Carver	1309	1523	214	--
Fulton	1327	1521	194	--
George (New)	b	1951	1951	--
Price	1055	1683	628	--
Long	1384	782	--	602
Benteen	302	224	--	78
Blair Village	824	805	--	19
Brewer	299	364	65	--
Campbell	709	714	5	--
Cleveland	677	420	--	257
Dobbs	423	469	46	--
Gilbert	487	408	--	79
Guice	276	412	136	--
Harper	649	858	209	--
Howell, Minnie	406	392	--	14
Humphries	481	461	--	20
Jones, J.M.	345	612	267	--
Lakewood	498	433	--	65
Slater	719	872	153	--
Thomasville	912	828	--	84
Waters	698	906	208	--
Area Total[a]	13780	16638	4076	1218

[a] Under construction.

TABLE 6.9 (Continued)

Extent of Crowding by School
In Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area III.1	Present Enrollment	Enrollment Capacity	Excess Capacity	Excess Enrollment
Archer	1341	2162	821	—
Dykes	910	924	14	—
Northside	1256	1554	298	—
Birney	240	392	152	—
Bolton	207	224	17	—
Boyd[c]	19	836	817	—
Brandon	395	600	205	—
Chattahoochee	423	410	—	13
Finch	393	435	42	—
Howell, E.P.	259	375	116	—
Jackson	248	448	200	—
Mitchell	420	448	28	—
Mt. Vernon	178	218	40	—
Pitts	1311	1272	—	39
Rivers	595	731	136	—
Robinson	501	364	—	137
Scott	603	744	141	—
Tuxedo	223	392	169	—
Area Total[a]	9522	12529	3196	189
Area III.2				
Grady	1084	1567	483	—
Howard	803	1185	382	—
North Fulton	1023	1106	83	—
Walden	837	852	15	—
Butler	408	609	201	—
Forrest	309	758	449	—
Garden Hills	407	519	112	—
Hill	458	894	436	—
Hope, J.	463	420	—	43
Hope, R.L.	340	504	164	—
Inman	609	649	40	—
McClatchey	265	392	127	—
Morningside	467	700	233	—
Rock Springs	372	504	132	—
Smith, S.R.	284	420	136	—
Spring	334	366	32	—
rea Total[a]	8463	11445	3025	43

Opened March, 1972.

TABLE 6.9 (Continued)

Extent of Crowding by School
In Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area IV.1	Present Enrollment	Enrollment Capacity	Excess Capacity	Excess Enrollment
Douglass	2319	2370	51	--
Harper	1768	1813	45	--
Turner	1158	1036	--	122
West Fulton	1140	817	--	323
Adamsville	644	877	233	--
Anderson	753	644	--	109
Blalock	1023	948	--	75
Carey	569	433	--	136
Center Hill	671	672	1	--
Clement	424	609	185	--
Collier Heights	581	727	146	--
Fain	581	364	--	217
Grove Park	1028	944	--	84
Harwell	512	364	--	148
Mayson	263	308	45	--
Miles	609	612	3	--
Towns	617	459	--	158
White	710	683	--	27
Williams	960	834	--	126
Woodson	644	824	180	--
Area Total[a]	16974	16338	889	1525
Area IV.2				
Southwest	1108	879	--	229
Therrell	1441	1634	193	--
Arkwright	593	350	--	243
Beecher Hills	604	608	4	--
Ben Hill	815	392	--	423
Ben Hill Annex	d	196	196	--
Cascade	437	341	--	96
Continental Colony	693	672	--	21
Fickett	b	422	422	--
Kimberly	638	622	--	16
Peyton Forest	451	437	--	14
Venetian Hills	787	728	--	59
West Haven	286	219	--	67
West Manor	408	416	8	--
Wright	289	308	19	--
rea Total[a]	8550	8224	842	1168

[d]Counted with Ben Hill Enrollment.

TABLE 6.9 (Continued)

Extent of Crowding by School
In Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area V.1	Present Enrollment	Enrollment Capacity	Excess Capacity	Excess Enrollment
Bass	954	1029	75	--
Roosevelt	1051	1146	95	--
Smith, Hoke	1075	985	--	90
King	b	1160	1160	--
Bryant	285	394	109	--
Capitol Ave.	656	652	--	4
Cook	639	866	227	--
Cooper	175	280	105	--
Dunbar	738	930	192	--
Grant Park	494	386	--	108
Grant Park Primary	181	244	63	--
Highland	255	362	107	--
Hubert	460	548	88	--
Johnson	309	773	464	--
Jones, J.	471	364	--	107
McGill	b	694	694	--
Moreland	621	546	--	75
Pryor	379	489	110	--
Reynolds	263	280	17	--
Slaton	597	552	--	45
Stanton, D.H.	722	813	91	--
West	426	392	--	34
Area Total[a]	10751	13885	3597	463
Area V.2				
East Atlanta	864	734	--	130
Murphy	1309	1156	--	153
Coan	1398	1695	297	--
Burgess	560	333	--	227
Drew	1153	819	--	334
East Lake	651	501	--	150
Fountain	698	727	29	--
Gordon	591	607	16	--
Kirkwood	647	576	--	71
Lin	685	466	--	219
Peterson	558	420	--	138
Toomer	394	476	82	--
Wesley	661	695	34	--
Whitefoord	582	499	--	83
Area Total[a]	10751	9704	458	1505
System Total	99160	110893	19439	7706

TABLE 6.10

Unhoused Pupils by Grade-Group According
by Plant Capacity and Enrollment by School
by Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area I.1	Enrollment	Capacity	K	1-5	6-8	9-12	Total	Special[a]
Brown	1,522	1,369			153		153	
Washington	2,239	2,352						
Kennedy	933	1,202						
Bethune	346	760						
Carter	575	448	67		52		119	8
Connally	1,256	389	98	435	334		867	
Craddock	407	669						
English Avenue	865	889						
English Primary	212	270						
Goldsmith	220	261						
Hardnett	414	169	39	101	96		236	9
Harris, J.	630	602			28		28	
Herndon	762	967						
Jones, M. A.	618	799						
Oglethorpe	456	463						
Peeples	353	420						
Ragsdale	490	371			119		119	
Rusk	663	621			12		12	
Stanton, F. L.	359	440						
Walker	219	360						
Ware	497	461			1		1	
Area Total			204	536	795		1,535	17
Area I.2								
O'Keefe	1,054	1,161						
Fowler	237	444						
Haygood	134	249						
Home Park	224	448						
Luckie	278	364						

Source: Atlanta Public Schools, April, 1972

[a]Special Education students require different facility needs and a different pupil-teacher ratio than the regular instructional program.

TABLE 6.10 (continued)

Unhoused Pupils by Grade-Group According
by Plant Capacity and Enrollment by School
by Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area II.1	Enrollment	Capacity	K	1-5	6-8	9-12	Total	Special[a]
Sylvan	1,096	1,063			33		33	
Parks	709	755						
Adair	292	330						
Capitol View	348	392						
Crogman	428	812						
Gideons	424	568						
Hutchinson	430	420			10		10	
Perkerson	267	362						
Sylvan Hills	442	445						
Area Total					43		43	
Area II.2								
Carver	1,309	1,523						
Fulton	1,327	1,521						
George (New)	b	1,951						
Price	1,055	1,683						
Long	1,384	782			386	216	602	
Benteen	302	224	7		71		78	
Blair Village	824	805			19		19	
Brewer	299	364						
Campbell	709	714						
Cleveland	677	420	75	5	177		257	
Dobbs	423	469						
Gilbert	487	408			79		79	
Guice	276	412						
Harper	649	858						
Howell, Minnie	406	392			14		14	
Humphries	481	461			20		20	
Jones, J. M.	345	612						
Lakewood	498	433			65		65	
Slater	719	872						
Thomasville	912	828			84		84	
Waters	698	906						
Area Total			82	5	915	216	1,218	

[b] Under construction.

TABLE 6.10 (continued)

Unhoused Pupils by Grade-Group According
by Plant Capacity and Enrollment by School
by Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area III.1	Enrollment	Capacity	K	1-5	6-8	9-12	Total	Special[a]
Archer	1,341	2,162						
Dykes	910	924						
Northside	1,256	1,554						
Birney	240	392						
Bolton	207	224						
Boyd[c]	19	836						
Brandon	395	600						
Chattahoochee	423	410			13		13	
Finch	393	435						
Howell, E. P.	259	375						
Jackson	248	448						
Mitchell	420	448						
Mt. Vernon	178	218						
Pitts	1,311	1,272			39		39	
Rivers	595	731						
Robinson	501	364	22		115		137	
Scott		744						
Tuxedo		392						
Area Total			22		167		189	
Area III.2								
Grady	1,084	1,567						
Howard	803	1,185						
North Fulton	1,023	1,106						
Walden	837	852						
Butler	408	609						
Forrest	309	758						
Garden Hills	407	519						
Hill	458	894						
Hope, J.	463	420	43				43	
Hope, R. L.	340	504						
Inman	609	649						
McClatchey	265	392						
Morningside	467	700						
Rock Springs	372	504						
Smith, S. R.	284	420						
Spring	334	366						
Area Total			43				43	

[c] Opened March, 1972.

TABLE 6.10 (continued)

Unhoused Pupils by Grade-Group According
by Plant Capacity and Enrollment by School
by Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area IV.1	Enrollment	Capacity	K	1-5	6-8	9-12	Total	Special[a]
Douglass	2,319	2,370						
Harper	1,768	1,813						
Turner	1,158	1,036			122		122	
West Fulton	1,140	817			292	31	323	
Adamsville	644	877						
Anderson	753	644			109		109	
Blalock	1,023	948			75		75	
Carey	569	433			122		122	14
Center Hill	671	672						
Clement	424	609						
Collier Heights	581	727						
Fain	581	364	70	19	121		210	7
Grove Park	1,028	944			84		84	
Harwell	512	364			148		148	
Mayson	263	308						
Miles	609	612						
Towns	617	459			158		158	
White	710	683			27		27	
Williams	960	834			126		126	
Woodson	644	824						
Area Total			70	19	1,384	31	1,504	21
Area IV.2								
Southwest	1,108	879			229		229	
Therrell	1,441	1,634						
Arkwright	593	350	45	53	145		243	
Beecher Hills	604	608						
Ben Hill	815	392		38	181		219	8
Ben Hill Annex	196	196						
Cascade	437	341			96		96	
Continental Colony	693	672			21		21	
Fickett	b	422						
Kimberly	638	622			16		16	
Peyton Forest	451	437			14		14	
Venetian Hills	787	728			59		59	
West Haven	286	219			67		67	
West Manor	408	416						
Wright	289	308						
Area Total			45	91	828		964	8

[b] Under construction

TABLE 6.10 (continued)

Unhoused Pupils by Grade-Group According
by Plant Capacity and Enrollment by School
by Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area V.1	Enrollment	Capacity	K	1-5	6-8	9-12	Total	Special[a]
Bass	954	1,029						
Roosevelt	1,051	1,146						
Smith, Hoke	1,075	985			90		90	
King	b	1,160						
Bryant	285	394						
Capitol Avenue	656	562			4		4	
Cook	639	866						
Cooper	175	280						
Dunbar	738	930						
Grant Park	494	386			108		108	
Grant Park Primary	181	244						
Highland	255	362						
Hubert	460	548						
Johnson, E. P.	309	773						
Jones, J.	471	364			107		107	
McGill	b	694						
Moreland	621	546			75		75	
Pryor	379	489						
Reynolds	263	280						
Slaton, W. F.	597	552			45		45	
Stanton, D. H.	722	813						
West, A. E.	426	392			34		34	
Area Total					463		463	
Area V.2								
East Atlanta	864	734			130		130	
Murphy	1,309	1,156				153	153	
Coan	1,398	1,695						
Burgess	560	333	71	42	114		227	
Drew	1,153	819	49		262		311	23
East Lake	651	501	52	91			143	7
Fountain	698	727						
Gordon	591	607						
Kirkwood	647	576			71		71	
Lin	685	466	60		146		206	13
Peterson	558	420	3		122		125	13
Toomer	394	476						
Wesley	661	695						
Whitefoord	582	499	3		80		83	
Area Total			238	133	925	153	1,449	56
System Total			704	784	5,477	443	7,408	102

[b] Under Construction

TABLE 6.11

Supplementary Classrooms By School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area	Number of Supplementary Classrooms
Area I.1	
Brown	10
Washington	–
Kennedy	–
Bethune	–
Carter	7
Co. nally	4
Craddock	–
English Avenue	6
English Primary	–
Goldsmith	3
Hardnett	10
Harris	7
Herndon	–
Jones, M. A.	2
Oglethorpe	–
Peeples	–
Ragsdale	9
Rusk	–
Stanton, F. L.	–
Walker	–
Ware	5
Area Total	63
Area I.2	
O'Keefe	–
Fowler	–
Haygood	–
Home Park	–
Luckie	–
Area Total	0
Area II.1	
Sylvan	2
Parks	–
Adair	–
Capitol View	–
Crogman	–
Gideons	–
Hutchinson	2
Perkerson	1
van Hills	2
a Total	7
Area II.2	
Carver	2
Fulton	2
George (New)	–
Price	6
Long	23
Benteen	3
Blair Village	6
Brewer	1
Campbell	2
Cleveland	8
Dobbs	2
Gilbert	6
Guice	–
Harper	–
Howell, Minnie	4
Humphries	2
Jones, J. M.	–
Lakewood	2
Slater	–
Thomasville	–
Waters	10
Area Total	79
Area III.1	
Archer	–
Dykes	8
Northside	–
Birney	–
Bolton	2
Boyd	–
Brandon	–
Chattahoochee	4
Finch	–
Howell, E. P.	–
Jackson	–
Mitchell	2
Mt. Vernon	–
Pitts	2
Rivers	–
Robinson	8
Scott	–
Tuxedo	–
Area Total	26

TABLE 6.11 (continued)

Supplementary Classrooms By School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area	Number of Supplementary Classrooms
Area III.2	
Grady	-
Howard	-
North Fulton	-
Walden	-
Butler	-
Forrest	-
Garden Hills	-
Hill	-
Hope, J.	7
Hope, R. L.	-
Inman	4
McClatchey	5
Morningside	-
Rock Springs	-
Smith, S. R.	-
Spring	1
Area Total	17
Area IV.1	
Douglass	-
Harper	8
Turner	4
West Fulton	6
Adamsville	-
Anderson	8
Blalock	-
Carey	6
Center Hill	4
Clement	-
Collier Heights	4
Fain	10
Grove Park	18
Harwell	2
Mayson	4
Miles	10
Towns	6
White	-
Williams	4
Woodson	-
Area Total	94

Area	Number of Supplementary Classrooms
Area IV.2	
Southwest	6
Therrell	-
Arkwright	6
Beecher Hills	2
Ben Hill	6
Ben Hill Annex	5
Cascade	-
Continental Colony	-
Fickett	-
Kimberly	-
Peyton Forest	-
Venetian Hills	6
West Haven	5
West Manor	8
Wright	-
Area Total	44
Area V.1	
Bass	-
Roosevelt	-
Smith, Hoke	2
King	-
Bryant	-
Capitol Ave.	8
Cook	-
Cooper	-
Dunbar	2
Grant Park	7
Grant Park Primary	2
Highland	-
Hubert	-
Johnson	-
Jones, J.	4
McGill	-
Moreland	2
Pryor	-
Reynolds	2
Slaton	8
Stanton, D. H.	3
West	2
Area Total	42

TABLE 6.11 (continued)

Supplementary Classrooms By School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1972

Area	Number of Supplementary Classrooms	Area	Number of Supplementary Classrooms
Area V.2		Area V.2 (continued)	
East Atlanta	5	Gordon	2
Murphy	12	Kirkwood	4
Coan	2	Lin	9
Burgess	8	Peterson	4
Drew	8	Toomer	-
East Lake	9	Wesley	6
Fountain	-	Whitefoord	6
		Area Total	75
System Total	447		

Source: Atlanta Public Schools.

Projection of Facility Needs

Capacity versus Projected Enrollment

The enrollment for the Atlanta Public Schools was projected for 1976-77 and distributed to each census-tract agglomerate area according to the percentage that the enrollment in each area was of the present total enrollment. The projected enrollment for each area was then distributed to each school by grade-groups, using the same method. These initial enrollments did not take the middle-school reorganization plan into account but rather used the current grade organization of each school.

Table 6.12 shows the projected enrollment for each school.

The projected totals for the school system were used to approximate the number and type of schools needed by 1976-77 according to the optimum enrollment capacities set forth in the criteria, explained in Chapter V. The projected enrollments were 47,789 pupils in grades K-5, 25,022 in grades 6-8, and 26,472 in grades 9-12. According to the criteria, the Atlanta Public Schools would need 63 or more elementary schools of 650-750 enrollment, 25 or more schools of 800-1,000 enrollment, and 13 or more high schools of 1,800-2,000 enrollment. This would total 101 or more schools, where 160 now exist. According to the agreed-upon criteria of optimum school size, there are too many public schools in the City of Atlanta. It was here that the building evaluations, the school-age and general population changes, the enrollment capacities and ages of the present buildings, and other pertinent data were used to determine which schools should be maintained, which schools might be converted to another use, and which schools should be abandoned.

TABLE 6.12

Projected Enrollment by School
by Census-Tract Agglomerate Area
Atlanta Public Schools, 1976-77

	Projected Enrollment				
Area I.1	K	1-5	6-8	9-12	Total
Brown			529	1,392	1,921
Washington			297	2,517	2,814
Kennedy			960		960
Bethune	53	262			315
Carter	58	372	52		482
Connally	89	752	340		1,181
Craddock	51	325			376
English Avenue	67	619	142		828
English Primary	59	141			200
Goldsmith	23	153	61		237
Hardnett	32	257	99		388
Harris	48	385	147		580
Herndon	73	521	165		759
Jones, M. A.	49	381	160		590
Oglethorpe	25	286	112		423
Peeples	33	227	90		350
Ragsdale	39	329	119		487
Rusk	41	390	130		561
Stanton, F. L.	31	218	86		335
Walker	15	135	49		199
Ware	76	350	26		452
Area Total	862	6,103	3,564	3,909	14,438
Area I.2					
O'Keefe			194	362	556
Fowler	19	158	41		218
Haygood	12	89	29		130
Home Park	18	162	38		218
Luckie	35	184	40		259
Area Total	84	593	342	362	1,381

Source: Atlanta Public Schools, January 1972

[a]Enrollment data not available for distribution because school was unoccupied or under construction when data were collected.

TABLE 6.12 (continued)

Projected Enrollment by School
by Census-Tract Agglomerate Area
Atlanta Public Schools, 1976-77

	Projected Enrollment				
Area II.1	K	1-5	6-8	9-12	Total
Sylvan			192	849	1,041
Parks			369	172	541
Adair	17	180	45		242
Capitol View	31	198	62		291
Crogman	47	307	34		388
Gideons	36	265	69		370
Hutchinson	32	246	69		347
Perkerson	22	153	50		225
Sylvan Hills	43	264	62		369
Area Total	228	1,613	952	1,021	3,814
Area II.2					
Carver			269	833	1,102
Fulton			361	754	1,115
George (New)				a	a
Price			170	685	855
Long*			367	786	1,153
Benteen	37	194	65		296
Blair Village	76	555	170		801
Brewer	27	184	65		276
Campbell	55	455	139		649
Cleveland	65	413	169		647
Dobbs	45	239	75		359
Gilbert	64	315	81		460
Guice	34	190	65		289
Harper	63	415	125		603
Howell, Minnie	35	265	93		392
Humphries	26	316	120		462
Jones, J. M.	21	218	102		341
Lakewood	47	318	102		467
Slater	49	448	186		683
Thomasville	a	a	a		a
Waters	56	438	169		663
Area Total	700	4,962	2,893	3,058	11,613

* Presently Walter F. George High School

TABLE 6.12 (continued)

Projected Enrollment by School
by Census-Tract Agglomerate Area
Atlanta Public Schools, 1976-77

	Projected Enrollment				
Area III.1	K	1-5	6-8	9-12	Total
Archer			432	932	1,364
Dykes			197	762	959
Northside			271	1,008	1,279
Birney	14	130	82		226
Bolton	45	128	52		225
Boyd	a	a	a		a
Brandon	20	302	122		444
Chattahoochee	45	298	122		465
Finch	35	264	128		427
Howell, E. P.	26	186	73		285
Jackson	16	149	105		270
Mitchell	53	272	136		461
Mt. Vernon	19	122	57		198
Pitts	111	904	385		1,400
Rivers	38	433	176		647
Robinson	45	336	129		510
Scott	90	369	86		545
Tuxedo	10	128	108		246
Area Total	567	4,021	2,661	2,702	9,951
Area III.2	K	1-5	6-8	9-12	Total
Grady			263	901	1,164
Howard				859	859
North Fulton			259	900	1,159
Walden			996		996
Butler	35	480			515
Forrest	42	357			399
Garden Hills	55	350	119		524
Hill	59	484			543
Hope, J.	104	505			609
Hope, R. L.	31	299	117		447
Inman	86	560	172		818
McClatchey	18	212	105		335
Morningside	60	379	138		577
Rock Springs	62	336	114		512
Smith, S. R.	34	225	104		363
Spring	45	278	90		413
Area Total	631	4,465	2,477	2,660	10,233

TABLE 6.12 (continued)

Projected Enrollment by School
by Census-Tract Agglomerate Area
Atlanta Public Schools, 1976-77

	Projected Enrollment				
Area IV.1	K	1-5	6-8	9-12	Total
Douglass			597	1,610	2,207
Harper			429	1,226	1,655
Turner			265	838	1,103
West Fulton			300	805	1,105
Adamsville	65	422	147		634
Anderson	100	466	179		745
Blalock	76	690	251		1,017
Carey	57	375	126		558
Center Hill	58	451	190		699
Clement	51	286	95		432
Collier Heights	40	373	172		585
Fain	71	375	122		568
Grove Park	136	1,146	435		1,717
Harwell Road	46	336	145		527
Mayson	38	177	52		267
Miles	41	402	161		604
Towns	65	393	170		628
White	93	468	160		721
Williams	52	649	268		969
Woodson	a	a	a		a
Area Total	989	7,009	4,264	4,479	16,741
Area IV.2					
Southwest			271	993	1,264
Therrell			422	1,277	1,699
Arkwright	48	339	156		543
Beecher Hills	42	343	160		545
Ben Hill	67	471	196		734
Ben Hill Annex	b	b	b		b
Cascade	38	236	114		388
Continental Colony	59	384	188		631
Fickett	a	a	a		a
Kimberly	38	360	164		562
Peyton Forest	27	272	101		400
Venetian Hills	70	437	195		702
West Haven	34	146	81		261
West Manor	28	235	109		372
Wright	28	170	65		263
Area Total	479	3,393	2,222	2,270	8,364

b - Enrollment reported with Ben Hill.

TABLE 6.12 (continued)
Projected Enrollment by School
by Census-Tract Agglomerate Area
Atlanta Public Schools, 1976-77

	Projected Enrollment				
Area V.1	K	1-5	6-8	9-12	Total
Bass			244	1,070	1,314
Roosevelt			393	1,091	1,484
Smith, Hoke			378	1,085	1,463
King			a		a
Bryant	33	197	53		283
Capitol Avenue	60	422	197		679
Cook	71	412	149		632
Cooper	16	104	64		184
Dunbar	83	530	129		742
Grant Park	23	302	178		503
Grant Park Primary	39	145			184
Highland	14	178	69		261
Hubert	29	307	164		500
Johnson	34	199	96		329
Jones, J.	49	306	134		489
McGill	a	a			a
Moreland	39	401	178		618
Pryor	42	301	53		396
Reynolds	28	190	78		296
Slaton	53	408	181		642
Stanton, D. H.	76	465	181		722
West	36	265	146		447
Area Total	725	5,132	3,065	3,246	12,168
Area V.2					
East Atlanta			238	865	1,103
Murphy				1,900	1,900
Coan			1,284		1,284
Burgess	58	345	107		510
Drew	85	639	225		949
East Lake	44	526			570
Fountain	69	484	95		648
Gordon	38	342	132		512
Kirkwood	67	417	81		565
Lin	61	403	140		604
Peterson	39	326	113		478
Toomer	47	291			338
Wesley	87	423	85		595
Whitefoord	52	390	82		524
Area Total	647	4,586	2,582	2,765	10,580
System Total	5,912	41,877	25,022	26,472	99,283

Abandonment and Conversion

The criteria used to decide which schools should be abandoned and converted were outlined in Chapter V. Additionally, population shifts, enrollment capacities of school plants and future growth potential of the area in which a school plant was located were used. The advent of rapid transit rail stations was also considered. Upon examination of the above factors, it was determined that 33 school plants be considered for possible discontinuance. They are shown in Table 6.13.

The area of focus for conversion was the middle school. Only four middle schools presently exist in the Atlanta Public Schools. The projected middle school enrollment for 1976-77 suggested that 25 or more were needed. Since there was an abundance of adequate plants which might possibly house middle-school programs, the larger elementary schools and smaller high schools whose capacities came closest to the optimum middle-school size were considered for conversion. Ten school plants which are presently operated as high schools were suggested for conversion to middle-school use. Parks Junior High School was also considered for conversion to middle school use. One of the present middle schools — Sammye E. Coan Middle School — was suggested for conversion to a high school because of its large capacity, too large to optimally house a middle-school program. Table 6.13 shows the projected use by 1976-77 of each school plant now being operated by the Atlanta Public Schools. Each of these schools has been assigned pupil enrollment according to its projected grade organization.

New School Centers

The findings of the study indicated that additional pupils would need to be housed in the various grade-groups. Accordingly, there were 1,531 unhoused elementary pupils, 10,952 unhoused middle-school pupils, and 1,500 unhoused high-school pupils. These figures suggested the need for three additional elementary schools, 11 additional middle schools, and one additional high school. Table 6.13 shows the additional pupils to be housed in each census-tract agglomerate area.

The rehoused enrollments suggest a redrawing of the agglomerate-area boundaries because of a comparison with the projected enrollments in each area which are shown in Table 6.12. It should be noted that no enrollment was assigned to Thomasville Elementary School. Because of the present construction of several new housing complexes in that area, it was assumed that Thomasville Elementary will be needed even though it was not included in the assignment of demographic data. Also, no enrollments were assigned to Boyd and Woodson because of their potential use as middle schools.

Additional Capacity

Schools which are designated for a specific grade organization may need additional facilities to house the enrollments assigned to them. Table 6.13 shows which schools need additional capacity and in what quantity. There will be 5,811 pupils unhoused at present school centers according to the assignment of projected enrollments.

Ten-Year Projections

By 1980-81, projections indicate that there will be 87,974 pupils enrolled in the Atlanta Public Schools, if present trends continue. With adequate conversions and maintenance, as well as the attrition of obsolete buildings, it appears that the 1976-77 facility needs will also serve Atlanta in 1980-81.

TABLE 6.13

Projected Grade-Group Enrollment to be Housed by School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1976-77

Area I.1	K-5	6-8	9-12	Total	Present Capacity	Additional Capacity Needed
Brown	--	--	1,892	1,892	1,239	653
Washington	--	--	2,000	2,000	2,272	--
Kennedy	--	1,100	--	1,100	1,202	--
Bethune	315	--	--	315	760	--
Carter	430	--	--	430	448	--
Connally	596	--	--	596	389	207
Craddock	376	--	--	376	669	--
English Avenue[a]	--	--	--	--	--	--
English Primary	298	--	--	298	298	--
Goldsmith[b]	--	--	--	--	--	--
Hardnett	450	--	--	450	169	281
Harris	563	--	--	563	602	--
Herndon	850	--	--	850	967	--
Jones, M.A.	430	--	--	430	799	--
Oglethorpe	461	--	--	461	463	--
Peeples[b]	--	--	--	--	--	--
Ragsdale	368	--	--	368	371	--
Rusk	561	--	--	561	621	--
Stanton, F.L.[b]	--	--	--	--	--	--
Walker[b]	--	--	--	--	--	--
Ware	426	--	--	426	496	--
Additional Pupils to be Housed	433	2,971	--	3,404	--	1,141
Area Total	6,557	4,071	3,892	14,520		
Area I.2						
O'Keefe[b]	--	--	--	--	--	--
Fowler[b]	396	--	--	396	444	--
Haygood[b]	--	--	--	--	--	--
Home Park	448	--	--	448	448	--
Luckie[b]	--	--	--	--	--	--
Area Total	844	--	--	844	--	--

[a]English Avenue Elementary School to be demolished and rebuilt on the same site.

[b]To be discontinued

TABLE 6.13 (continued)

Projected Grade-Group Enrollment to be Housed by School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1976-77

Area II.1	K-5	6-8	9-12	Total	Present Capacity	Additional Capacity Needed
Sylvan	--	919	--	919	1,063	--
Parks[b]	--	1,000	--	1,000	755	245
Adair[b]	--	--	--	--	--	--
Capitol View[b]	--	--	--	--	--	--
Crogman	538	--	--	538	812	--
Gideons	498	--	--	498	568	--
Hutchinson	360	--	--	360	420	--
Perkerson[b]	--	--	--	--	--	--
Sylvan Hills	445	--	--	445	445	--
Area Total	1,841	1,919		3,760		245
Area II.2						
Carver	--	--	2,000	2,000	1,523	477
Fulton	--	--	1,521	1,521	1,521	--
George (New)	--	--	1,569	1,569	1,951	--
Price	--	1,000	--	1,000	1,683	--
Long	--	1,044	--	1,044	782	262
Benteen[b]	--	--	--	--	--	--
Blair Village	631	--	--	631	805	--
Brewer	211	--	--	211	364	--
Campbell	510	--	--	510	714	--
Cleveland	420	--	--	420	420	--
Dobbs	284	--	--	284	469	--
Gilbert	379	--	--	379	408	--
Guice	455	--	--	455	412	43
Harper	478	--	--	478	858	--
Howell, Minnie	299	--	--	299	392	--
Humphries	400	--	--	400	461	--
Jones, J. M.[b]	--	--	--	--	--	--
Lakewood	365	--	--	365	433	--
Slater	736	--	--	736	872	--
Thomasville	--	--	--	--	828	--
Waters	494	--	--	494	906	--
Additional Pupils To Be Housed		1,000		1,000		
Area Total	5,662	3,044	5,090	13,796		782

TABLE 6.13 (continued)

Projected Grade-Group Enrollment To be Housed By School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1976-77

Area III.1	K-5	6-8	9-12	Total	Present Capacity	Additional Capacity
Archer	-	-	1748	1748	2162	-
Dykes	-	924	-	924	924	-
Northside	-	-	1500	1500	1554	-
Birney[b]	-	-	-	-	-	-
Bolton[b]	-	-	-	-	-	-
Boyd	-	-	-	-	836	-
Brandon	366	-	-	366	444	-
Chattahoochee	410	-	-	410	465	-
Finch	393	-	-	393	427	-
Howell, E.P.[b]	-	-	-	-	-	-
Jackson	265	-	-	265	448	-
Mitchell	325	-	-	325	448	-
Mt. Vernon[b]	-	-	-	-	-	-
Pitts	836	-	-	836	1272	-
Rivers	683	-	-	683	731	-
Robinson	750	-	-	750	364	386
Scott	744	-	-	744	744	-
Tuxedo	347	-	-	347	392	-
Additional Pupils to be housed	-	2000	1500	3500	-	-
Area Totals	5119	2924	4748	12791	-	386
Area III.2						
Grady	-	-	1800	1800	1567	233
Howard[b]	-	-	-	-	-	-
North Fulton	-	1100	-	1100	1159	-
Walden	-	852	-	852	996	-
Butler	609	-	-	609	609	-
Forrest	686	-	-	686	758	-
Garden Hills	491	-	-	491	491	-
Hill	543	-	-	543	894	-
Hope, J.	420	-	-	420	420	-
Hope, R.L.[b]	-	-	-	-	-	-
Inman[b]	-	-	-	-	-	-
McClatchey	-	-	-	-	-	-
Morningside	598	-	-	598	577	21
Rock Springs	504	-	-	504	512	-
Smith, S.R.	418	-	-	418	363	55
Spring[b]	-	-	-	-	-	-
Additional Pupils to be housed	542	1024	-	1566	-	-
Area Total	4844	2976	1800	9587	-	309

TABLE 6.13 (Continued)

Projected Grade-Group Enrollment to be Housed by School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1976-77

Area IV.1	K-5	6-8	9-12	Total	Present Capacity	Additional Capacity Needed
Douglass	—	—	2,161	2,161	2,370	—
Harper	—	—	1,447	1,447	1,813	—
Turner	—	1,000	—	1,000	1,032	—
West Fulton	—	—	1,700	1,700	817	883
Adamsville	487	—	—	487	776	—
Anderson	566	—	—	566	644	—
Blalock	850	—	—	850	885	—
Carey	432	—	—	432	433	—
Center Hill	672	—	—	672	672	—
Clement	609	—	—	609	609	—
Collier Heights	600	—	—	600	699	—
Fain	364	—	—	364	364	—
Grove Park	828	—	—	828	944	—
Harwell[b]	364	—	—	364	364	—
Mayson[b]	—	—	—	—	—	—
Miles	443	—	—	443	612	—
Towns	458	—	—	458	459	—
White	683	—	—	683	683	—
Williams	832	—	—	832	834	—
Woodson	—	—	—	—	824	—
Additional Pupils to be Housed		2,000		2,000		
Area Total	8,188	3,000	5,308	16,496		883
Area IV.2						
Southwest	—	1,000	—	1,000	879	121
Therrell	—	—	1,634	1,634	1,634	—
Arkwright	471	—	—	471	350	121
Beecher Hills[b]	385	—	—	385	608	—
Ben Hill[b]	—	—	—	—	—	—
Ben Hill Annex	196	—	—	196	196	—
Cascade	274	—	—	274	341	—
Continental Colony	443	—	—	443	672	—
Fickett	342	—	—	342	422	—
Kimberly	398	—	—	398	622	—
Peyton Forest	437	—	—	437	437	—
Venetian Hills[b]	507	—	—	507	728	—
West Haven[b]	—	—	—	—	—	—
West Manor[b]	416	—	—	416	416	—
Wright[b]	—	—	—	—	—	—
Additional Pupils to be Housed	—	1,967	—	1,967	—	—
Area Total	3,869	2,967	1,634	8,470	—	242

TABLE 6.13 (continued)

Projected Grade-Group Enrollment to be Housed by School
By Census-Tract Agglomerate Area
Atlanta Public Schools, 1976-77

Area V.1	K-5	6-8	9-12	Total	Present Capacity	Additional Capacity Needed
Bass	--	1,000	--	1,000	1,031	--
Roosevelt	--	--	2,000	2,000	1,146	854
King	--	1,160	--	1,160	1,160	--
Bryant[b]	--	--	--	--	--	--
Capitol Avenue[b]	--	--	--	--	--	--
Cook	483	--	--	483	866	--
Cooper[b]	--	--	--	--	--	--
Dunbar	817	--	--	817	930	--
Grant Park	325	--	--	325	386	--
Grant Park Primary	184	--	--	184	272	--
Highland[b]	--	--	--	--	--	--
Hubert	336	--	--	336	548	--
Johnson	233	--	--	233	773	--
Jones, J.	355	--	--	355	364	--
McGill	482	--	--	482	694	--
Moreland	440	--	--	440	546	--
Pryor	489	--	--	489	489	--
Reynolds	443	--	--	443	280	163
Slaton	461	--	--	461	552	--
Stanton, D. H.	541	--	--	541	813	--
West Smith[b]	301	--	--	301	392	--
	—	—	—	—	—	—
Area Total	5,890	2,160	2,000	10,050		1,017
Area V.2						
East Atlanta	--	961	--	961	734	227
Murphy	--	1,000	--	1,000	1,156	--
Coan	--	--	2,000	2,000	1,695	305
Burgess	333	--	--	333	333	--
Drew	819	--	--	819	819	--
East Lake[b]	--	--	--	--	--	--
Fountain[b]	--	--	--	--	--	--
Gordon	635	--	--	635	635	--
Kirkwood	576	--	--	576	576	--
Lin	464	--	--	464	604	--
Peterson	365	--	--	365	478	--
Toomer	750	--	--	750	476	274
Wesley	510	--	--	510	695	--
Whitefoord[b]	--	--	--	--	--	--
Additional Pupils To Be Housed	556			556		
Area Total	5,008	1,961	2,000	8,969		806
System Total	47,789	25,022	26,472	99,283		5,811

Site Expansion and Future Site Needs

Site Expansion

Adequate land to accomodate the educational program at any school center is crucial to the success of the program. The school site is more than a plot of ground upon which to locate a school building and to provide space for parking vehicles. Broadly, the site is a teaching tool which, when appropriately developed and equipped, provides an important resource for teaching and learning. All types of outdoor physical education and recreation instruction are facilitated by the adequacy of the site.

For several years, the Atlanta Board of Education and the municipal government have cooperated in providing school-park sites. Through this type of interagency cooperation, a relatively large tract of land can be developed for school and community use. Thirty-one schools in Atlanta are located adjacent to city parks.

School sites in Atlanta represent a wide range of sizes extending from 1.2 acres to a 169-acre school-park site, 12 acres of which are owned by the Atlanta Public Schools. Table 6.14 shows the various sites sizes upon which the school buildings are located. Also shown is the adequacy of the total amount of acreage available for school use, regardless of ownership. This adequacy was determined in relation to the recommended site size by the Georgia Department of Education. The state formula for elementary schools is five acres plus one acre for each 100 pupils of future potential enrollment; the size of recommended high school site is ten acres plus one acre for each 100 pupils of future potential enrollment. Adequacy was determined by calculating the average (mean) practice of the Atlanta Public Schools at both the elementary and secondary levels. There are presently no recommendations for middle schools; they were grouped with the high schools.

Sites which met or exceeded the mean were classified as adequate. Sites which fell between the mean and one standard deviation below the mean were classified as marginal. Sites which exceeded one standard deviation below the mean were classified as inadequate. The evaluation showed 86 sites to be adequate, 65 to be marginal, and nine to be inadequate. None of the inadequate sites is adjacent to a park. Five of the marginal sites are adjacent to parks.

The inadequate and marginal sites which are retained for school use should be expanded. It is beyond the scope of this study to determine the feasibility of effecting needed expansion. Generally speaking, there are two alternatives for expanding sites: (1) adjacent properties can be purchased, or (2) sites can be acquired by condemnation. Often, properties are purchased as they become available, and when a sufficient number is acquired, existing buildings are razed. The land is then developed for educational use. All this requires considerable time, but avoids the necessity of condemnation.

Acquisition of Future Sites

School sites should be acquired with the anticipation of need, as far in advance as sound planning will allow. Acquisition in advance of need, especially in areas of appreciating land values, more than offsets loss of revenue resulting from removal of the property from the tax digest.

TABLE 6.14

Site Acreage by School
By Census-Tract Agglomerate Area
Atlanta Public Schools 1972

Area I.1	Recommended State Acreage[a]	Acreage Site	Park[b]	Total	Adequacy[c]
Brown	23.7	15.6	--	15.6	1
Washington	33.5	21.1	--	21.1	2
Kennedy	13.0	5.0	2.4	7.4	2
Bethune	12.6	4.5	--	4.5	2
Carter	9.5	1.8	--	1.8	3
Connally	8.9	8.1	--	8.1	1
Craddock	11.7	0.9	3.9	4.8	2
English Avenue	13.9	3.4	--	3.4	2
English Primary	8.0	2.1	--	2.1	2
Goldsmith	7.6	3.6	5.0	8.6	1
Hardnett	6.7	1.2	--	1.2	3
Harris	11.0	4.0	--	4.0	2
Herndon	14.7	6.5	--	6.5	2
Jones, M.A.	13.0	7.5	--	7.5	2
Oglethorpe	9.6	3.8	--	3.8	2
Peeples	9.2	8.3	2.2	10.5	1
Ragsdale	8.7	2.6	--	2.6	2
Rusk	11.2	8.3	7.0	15.3	1
Stanton, F.L.	9.4	5.2	44.0	49.2	1
Walker	8.6	1.4	--	1.4	3
Ware	10.0	3.4	--	3.4	2
Area I.2					
O'Keefe	21.6	7.2	--	7.2	2
Fowler	9.4	2.9	--	2.9	2
Haygood	7.5	2.5	--	2.5	2
Home Park	9.5	1.6	--	1.6	3
Luckie	8.6	1.3	--	1.3	3

Source: Atlanta Public Schools.

[a] Size of recommended elementary school site is 5 acres plus one acre for each 100 pupils of enrollment capacity; size of recommended high school site is 10 acres plus one acre for each 100 pupils of enrollment capacity. The high school formula is applied to middle and junior high schools.

[b] Land adjacent to public school but owned by City of Atlanta Parks Dept.

[c] Adequacy based on site - park acreage total.
1 - Adequate; 2 - Marginal; 3 - Inadequate.

TABLE 6.14 (Continued)

Site Acreage by School
By Census-Tract Agglomerate Area
Atlanta Public Schools 1972

Area II.1	Recommended State Acreage[a]	Acreage Site	Acreage Park[b]	Acreage Total	Adequacy[c]
Sylvan	20.6	13.0	--	13.0	2
Parks	17.6	2.0	13.7	15.7	1
Adair	8.3	1.2	6.3	7.5	1
Capitol View	8.9	4.0	6.0	10.0	1
Crogman	13.1	8.9	13.7	22.6	1
Gideons	10.7	4.5	--	4.5	2
Hutchinson	9.2	8.5	--	8.5	1
Perkerson	8.6	9.0	--	9.0	1
Sylvan Hills	9.5	2.5	--	2.5	2
Area II.2					
Carver	25.2	34.0	--	34.0	1
Fulton	25.2	19.6	--	19.6	1
George (New)	27.0	50.0	--	50.0	1
Price	26.8	19.0	--	19.0	1
Long	17.8	15.6	--	15.6	1
Benteen	7.2	4.0	9.8	13.8	1
Blair Village	13.1	7.0	--	7.0	2
Brewer	8.6	6.2	--	6.2	1
Campbell	12.1	12.7	--	12.7	1
Cleveland	9.2	10.8	6.0	16.8	1
Dobbs	9.7	7.3	--	7.3	1
Gilbert	9.1	8.1	--	8.1	1
Guice	9.1	10.6	--	10.6	1
Harper	13.6	5.5	15.7	21.2	1
Howell, Minnie	8.9	9.5	--	9.5	1
Humphries	9.6	7.1	1.8	8.9	1
Jones, J.M.	11.1	5.6	--	5.6	2
Lakewood	9.3	3.0	--	3.0	2
Slater	13.7	13.0	--	13.0	1
Thomasville	13.3	5.0	18.7	23.7	1
Waters	14.1	15.0	4.1	19.1	1

TABLE 6.14 (Continued)

Site Acreage by School
By Census-Tract Agglomerate Area
Atlanta Public Schools 1972

Area III.1	Recommended State Acreage[a]	Acreage Site	Park[b]	Total	Adequacy[c]
Archer	31.6	19.5	—	19.5	2
Dykes	19.2	12.5	—	12.5	1
Northside	25.5	15.0	—	15.0	2
Birney	8.9	8.0	—	8.0	1
Bolton	7.2	4.0	—	4.0	2
Boyd	13.4	19.7	—	19.7	1
Brandon	11.0	10.0	—	10.0	1
Chattachoochee	9.1	10.8	4.5	15.3	1
Finch	9.4	13.5	—	13.5	1
Howell, E.P.	8.8	8.0	—	8.0	1
Jackson	9.5	12.5	—	12.5	1
Mitchell	9.5	8.6	—	8.6	1
Mt. Vernon	7.2	3.1	—	3.1	2
Pitts	17.7	9.0	—	9.0	2
Rivers	8.7	8.0	—	8.0	1
Robinson	8.6	2.0	—	2.0	2
Scott	12.4	8.0	—	8.0	1
Tuxedo	8.9	7.5	—	7.5	1
Area III.2					
Grady	25.7	19.5	—	19.5	1
Howard	21.9	7.0	—	7.0	2
North Fulton	21.1	10.0	—	10.0	2
Walden	18.5	7.0	—	7.0	2
Butler	11.1	1.4	3.4	4.8	2
Forrest	12.6	2.1	—	2.1	3
Garden Hills	10.2	8.0	6.5	14.5	1
Hill	13.9	7.6	5.0	12.6	1
Hope, J.	9.2	2.4	—	2.4	2
Hope, R.L.	10.0	3.7	—	3.7	2
Inman	11.5	4.2	—	4.2	2
McClatchey	8.9	7.6	—	7.6	1
Morningside	12.0	5.2	—	5.2	2
Rock Springs	10.0	8.0	—	8.0	1
Smith, S.R.	9.2	10.3	—	10.3	1
Spring	8.7	1.9	—	1.9	2

TABLE 6.14 (Continued)

Site Acreage by School
By Census-Tract Agglomerate Area
Atlanta Public Schools 1972

Area IV.1	Recommended State Acreage[a]	Acreage Site	Park[b]	Total	Adequacy[c]
Douglass	33.7	32.0	--	32.0	1
Harper	28.1	19.1	--	19.1	1
Turner	20.4	3.2	60.0	63.2	1
West Fulton	18.2	17.0	--	17.0	1
Adamsville	13.8	5.0	25.0	30.0	1
Anderson	11.4	10.5	--	10.5	1
Blalock	14.5	16.0	--	16.0	1
Carey	9.3	3.8	--	3.8	2
Center Hill	11.7	6.3	--	6.3	2
Clement	11.1	5.5	--	5.5	2
Collier Heights	12.3	8.1	--	8.1	1
Fain	8.6	8.0	--	8.0	1
Grove Park	14.4	7.0	--	7.0	2
Harwell	8.6	14.5	--	14.5	1
Mayson	8.1	7.0	--	7.0	1
Miles	11.1	15.0	--	15.0	1
Towns	9.6	8.9	--	8.9	1
White	11.8	8.0	--	8.0	1
Williams	13.3	5.0	11.0	16.0	1
Woodson	13.2	3.0	15.0	18.0	1
Area IV.2					
Southeast	18.8	15.0	--	15.0	1
Therrell	26.3	17.3	--	17.3	1
Arkwright	8.5	4.1	4.1	8.2	1
Beecher Hills	11.1	9.1	--	9.1	1
Ben Hill	8.9	4.0	10.9	14.9	1
Ben Hill Annex	7.0	12.0	--	12.0	1
Cascade	8.4	12.0	157.0	169.0	1
Continental Colony	11.7	8.7	--	8.7	1
Fickett	9.2	12.0	--	12.0	1
Kimberly	11.2	7.2	--	7.2	1
Peyton Forest	9.4	25.0	--	25.0	1
Venetian Hills	12.3	9.3	--	9.3	1
West Haven	7.2	4.0	--	4.0	2
West Manor	9.2	10.8	--	10.8	1
Wright	8.1	1.9	--	1.9	2

TABLE 6.14 (Continued)

Site Acreage by School
By Census-Tract Agglomerate Area
Atlanta Public Schools 1972

Area V.1	Recommended State Acreage[a]	Acreage Site	Park[b]	Total	Adequacy[c]
Bass	20.3	12.2	--	12.2	2
Roosevelt	21.5	11.4	--	11.4	2
Smith, Hoke	19.9	5.3	--	5.3	2
King	21.6	3.0	--	3.0	3
Bryant	8.9	1.6	--	1.6	3
Capitol Ave.	11.5	2.5	1.9	4.4	2
Cook	13.7	2.6	4.4	7.0	2
Cooper	7.8	2.2	--	2.2	2
Dunbar	14.3	12.0	--	12.0	1
Grant Park	8.9	5.7	--	5.7	1
Grant Park Primary	7.4	3.0	--	3.0	2
Highland	8.6	2.5	--	2.5	2
Hubert	10.5	7.6	--	7.6	1
Johnson	12.7	2.4	--	2.4	3
Jones, J.	8.6	2.1	--	2.1	2
McGill	11.9	3.0	--	3.0	2
Moreland	10.5	2.3	--	2.3	2
Pryor	9.9	5.7	--	5.7	2
Reynolds	12.8	3.3	--	3.3	2
Slaton	10.5	3.1	--	3.1	2
Stanton, D.H.	13.1	6.0	--	6.0	2
West	8.9	2.0	--	2.0	2
Area V.2					
East Atlanta	17.3	13.6	--	13.6	1
Murphy	21.6	17.9	--	17.9	1
Coan	27.0	16.1	--	16.1	2
Burgess	8.3	8.3	--	8.3	1
Drew	13.2	5.0	25.0	30.0	1
East Lake	10.0	2.7	--	2.7	2
Fountain	12.3	4.0	--	4.0	2
Gordon	11.1	2.9	--	2.9	2
Kirkwood	10.8	2.8	6.5	9.3	1
Lin	9.7	5.2	--	5.2	2
Peterson	9.2	6.6	--	6.6	1
Toomer	9.8	10.6	--	10.6	1
Wesley	17.0	4.3	--	4.3	2
Whitefoord	10.0	2.3	--	2.3	2

The indication of additional pupils to be housed, shown in Table 6.13, provides a general location of future school sites. With the consideration of building abandonments and the adequacy of sites, the following additional school centers will be necessary by 1976-77:

Area I.1:	1 elementary school 3 middle schools
Area II.2:	1 middle school
Area III.1:	2 middle schools 1 high school
Area III.2:	1 elementary school 1 middle school
Area IV.1:	2 middle schools
Area IV.2:	2 middle schools
Area V.2:	1 elementary school

Summary of Facility Needs

In order to determine a way in which to suggest facility needs for a middle-school organization in the Atlanta Public Schools, each school center presently housing a regular instructional program was visited, inventoried, and evaluated. An inventory and evaluation was accomplished in three categories: site, building, and space. The collected data were analyzed and evaluated according to pre-set criteria. The data also provided bases for the analysis of selected school facility components.

Key components which determined the adequacies of school facilities were the enrollment capacity of the permanent buildings at each school center, the size of the school site, the extent of crowding at each school, the age of the buildings, the size of the lunchroom at each school, and the size of the library reading room at each school. These components suggested which schools were adequate for projected needs, which schools might be converted to another grade organization, and which schools should be abandoned.

Upon consideration of all facility data, as well as community analysis data, pupil enrollment projections, and program requirements, there will be a need for three new elementary schools, nine new middle schools, and one new high school in the Atlanta Public Schools by 1976-77. This projection takes into account the discontinuance of 33 schools which are presently in use.

VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study has been to assess the need for improving educational facilities, giving major emphasis to the establishment of middle schools in the Atlanta Public School system. A mass of detail has been accumulated in this study, much of which has not been reported due to the limitations of space. Furthermore, only major findings have been written, highlighting both the good and the poor features of selected aspects of the school plant operated by the school system.

In order to accomplish the purposes of this study, an analysis of selected community characteristics has been made; the pupil population, past and future, has been analyzed and projected; major program emphases have been studied; and, existing facilities have been inventoried and evaluated. Criteria affecting major decisions have been included but not dealt with here; and, finally, a statement of recommendations has been provided, concerning the need for improving educational facilities and the projection of a plan for the development of middle school organization and facilities. This chapter summarizes these matters.

Community Analysis

Several key components of the Atlanta community were analyzed in this study, as they had implications for the development of educational facilities and a middle-school grade organization pattern. These components were: characteristics of the population, general housing information, school-age population data, the racial composition of Atlanta, land use patterns, and major thoroughfare development. To aid the analysis of these data, Atlanta was divided into ten general areas, using the census-tract lines established by the U.S. Department of Commerce. These census-tract agglomerate areas offered a base from which to work.

Population

Atlanta has grown approximately 12 percent during the past twenty years. There are currently about 50,000 more residents than there were when the 1950 census was compiled. Approximately one-tenth of the population lives in that section of Atlanta which is in DeKalb County; the remainder live in Fulton County.

The growth experienced in the city generally has been in peripheral areas. Some census tracts have grown as much as 1,000 percent in twenty years. The major growth sections are in the western, eastern, and southern parts of Atlanta. There has also been a marked decrease in the center-city population—almost 83,000 fewer persons live in central Atlanta now than did in 1950.

Projections show that Atlanta will continue to grow by another 60,000 persons by 1980 if present trends continue. The rapidly-developing peripheral areas are expected to experience the bulk of this growth.

Housing

Housing trends have followed the population. There are about 16,000 more housing units now than in 1960. It is projected that another 39,000 units will be constructed by 1980—these will be mostly multi-family buildings. The development of new housing has outdistanced the attrition of older ones so that the number of people per occupied housing unit has been lowered from 3.34 persons per unit in 1960 to 3.06 in 1970.

School-Age Population

The number of potential school patrons is an important consideration in planning an educational program. Age-group trends were analyzed as they corresponded to the K-5, 6-8, and 9-12 grade-groups. School-age persons will usually be 20-25 percent of the total population. Age-group projections show an increase in all areas, the greatest of which will be in the 14-18 year-olds (a rough equivalent of potential high school pupils).

The major focus of this study was on the middle grades (6-8) which draw from the 11-13 year-old age-group. The 1970-71 attendance figures show that about 85 percent of 11-13 year-olds attend the Atlanta Public Schools. This figure has not changed appreciably from the 1960-61 data; hence, this information provides a working base for developmental purposes.

Racial Composition

The racial composition has changed dramatically in recent years. In 1960 there was a 62:38 white-black ratio; the 1970 figures showed this ratio to be 48:52 for the total population. The school enrollments showed a racial change from 56:44 in 1960-61 to 32:68 in 1970-71. The implications here are that the schools are disproportionately housing a greater percentage of black pupils than is characteristic of the total population. It is also apparent that the rate of change from white to black pupils has been accelerating.

Land Use

Optimally, schools should be located on sites and in areas most convenient to the population they serve. School sites should be located in residential areas, and adjacent to a park. Atlanta was divided into residential, commercial/industrial, and open/public/park use for analysis. The majority of land is residential, and 20 percent of the existing schools are located adjacent to park areas.

Thoroughfares

Atlanta is a major transportation center. It is crisscrossed and surrounded by Federal interstate and other limited-access highways. Plans for a rapid transit system are being developed and implemented to serve greater Atlanta. These thoroughfares and transit systems are important considerations in locating schools. The interstate and limited access highways form barriers to pupil travel from one area to another although cross city travel is enhanced. It is anticipated that the proposed rapid transit system will affect population shifts and cause the removal of some school plants once the plan is implemented. The greatest impact is likely to occur after the 1976-77 projection year.

Pupil Population Analysis And Projections

The pupil population projections presented in this chapter are based upon two sets of data: (1) a ten-year history of the average daily attendance (ADA) in the Atlanta Public Schools, and (2) the observable population trends in the City of Atlanta during the past decade. The Cohort Survival Technique, as described in Chapter III, is the statistical tool used to obtain survival percentages of cohorts as they moved from birth into the public schools and through the succeeding grades. An analysis of the current population trends in the City of Atlanta is the main basis for projecting a decrease in the rate of decline of ADA for the next ten years in the Atlanta Public Schools.

The peak year for ADA in grades K-5 in the Atlanta Public Schools was 1966-67. In that year the grade-group ADA reached 52,002. Since then, the ADA for those grades has declined to 46,605 in 1970-71. The ADA for grades 6-8 reached a peak of 23,998 in 1968-69. That has declined to a 1970-71 ADA of 22,861. The peak year for the ADA in grades 9-12 was 1967-68 when the ADA rose to 23,512. Since then the ADA for those grades has declined to 21, 656.

From 1961-62 through 1966-67 the total ADA in the Atlanta Public Schools was increasing each year. The average percentage change for those years was 2.31. Since then, there has been a continued decline in total ADA in the schools. This decline has been increasing in rate each year and the average percentage of change between 1967-68 and 1970-71 is — 2.08.

When using a percentage of survival based upon an average of the past ten years, the ADA projections for grades K-5 show a decline from 46,303 total ADA in 1971-72 to 40,865 total ADA in 1980-81. The decline in grades 6-8 is from 22,430 in 1971-72 to 19,022 in 1980-81, and in grades 9-12 the decline is from 21,862 in 1971-72 to 20,812 in 1980-81. Using these data, the projection would show a substantial decline in total ADA in the Atlanta Public Schools during the decade of the 1970's. The total projected ADA for the school system, using these data, would drop from 90,595 in 1971-72 to 80,699 in 1980-81.

On the basis of a thorough analysis of the current population trends and the characteristics of the population in the City of Atlanta, the decision was made to use only the five school years during the past decade which have the highest percentages of cohort survival. This would result in projections which show a reduced rate of decrease in ADA for the public schools. Using the high percentage of survival, the projected ADA for grades K-5 would decline from 47,950 in 1971-72 to 43,202 in 1980-81. The decline in grades 6-8 is from 22,613 in 1971-72 to 21,125 in 1980-81, and in grades 9-12 the decline is from 22,268 in 1971-72 to 23,569 in 1980-81. The total projected ADA using the high percentage of survival is from 92,831 in 1971-72 to 87,896 in 1980-81.

The decision to use the high percentage of survival rather than the average percentage of survival is based upon several factors. These include the recent increase in births in Atlanta, the changing racial composition of Atlanta from white to black, the higher rate of births among blacks in Atlanta, and the sex characteristic of the population is within the child-bearing ages of 15-44.

The projected pupil population is distributed throughout the system on the basis of the 1970 age-group percentages in the ten agglomerate areas as shown in the national census of that year.

An attendance factor was applied to the ADA to determine the active enrollment projections for each grade.

Review and Analysis of the Educational Program

Educational facility planning must consider the educational program to be housed. Facility planning for the Atlanta Public Schools presents some unique problems due to the diversity of educational programs in existence and the proposed changes that are anticipated.

For the purposes of this study, the school program has been examined on three levels that include elementary (K-5), middle (6-8), and secondary (9-12) grade organizations. The elementary level has been the focus of intensive study during the past three years. Perhaps the most significant result of this effort has been the emergence of a curriculum emphasis in which individually guided instruction, continuous progress, and concept-based learning provide the direction for continual program development.

The decision to implement a middle-school program into the total organizational structure has implications for future plans and decisions. The school system must develop a middle-school program appropriate to its unique requirements. Certain guidelines for the development of middle-school programs have been presented.

The middle-school program is designed to provide for the intellectual, physical, social, and emotional development of pupils ranging from ten through fourteen years of age. Pupils in this age range begin to deal intensively with a wide variety of ideas, and they are more intently concerned with themselves as individuals and as members of peer groups. Important to this age group are social demands which reflect the dramatic physical changes that take place during this pre-adolescent period. Considering these factors, the educational program should offer many opportunities for physical, social, and emotional development in addition to the need for a variety of intellectual learning experiences.

Neither the self-contained classroom of the elementary school nor the departmentalization of the secondary school is completely adequate for the middle school. Therefore, rather than to rely completely on the vertical organization of a graded school, there is a need in the middle school for a non-graded, multi-age, or continuous-progress system, or a system combining these plans in some way.

The secondary schools are characterized by new programs that the school system is developing and implementing. The most obvious of these is the four-quarter program which structurally divides the school year into four periods of approximately equal length. Vocational programs are offered at four vocationally comprehensive high schools and will be offered at an additional one presently under construction.

More than 800 different courses have been approved for inclusion in the high school course catalog. Any Atlanta high school may select from these offerings, consequently the offerings vary from school to school depending upon the needs and interests of each student population. In this way, all the schools can exhibit some degree of individuality in course offerings.

Special education programs are provided for students at all levels who have physical or mental exceptionalities. The school programs are also supplemented by instructional resource services, health services, food services, guidance services, and various co-curricular activities.

The Comprehensive Career Education Model (CCEM) is being developed to provide experiences at all levels, designed to prepare pupils for the future and for the world of work. This will become an integral part of the total school program. The Atlanta Public Schools presently operate eighteen community schools in conjunction with the K-12 program. The community school stresses that a child is the product of his total environment. In this regard, the community school extends its services beyond the regular school day and encourages community involvement.

Assessment Of Facility Needs

Each school building housing a regular instructional program was inventoried and evaluated in order to determine its adequacy. The major components of the inventory and evaluation were the school site, each building on the site, and the instructional and supplementary spaces within each building. In addition to these major components, library reading rooms, school lunchrooms, extent of climate control, enrollment capacities, and the age of buildings were analyzed.

Buildings

Generally, the buildings of the Atlanta Public Schools were adequate. The notable marginalities and inadequacies were found in the convertibility of component building sub-systems. Convertibility is the key to deciding whether or not a building can be converted to another use.

Spaces

As with the buildings, the majority of the spaces evaluated were adequate for their design use. Of the 7,464 spaces for which data were recorded, 178 were classified as temporary, and 143 were classified as makeshift. The greatest insufficiencies were the lack of cooling, which is important in providing a satisfactory learning environment, the lack of instructional storage, and the lack of chalkboard and tackboard space.

Library Reading Rooms

The amount of floor area is the basis for determining the capacity of a library reading room. The adequacy of this capacity is found by comparing it to the Georgia standard — 15 per cent of the first 500 pupils of enrollment capacity and 10 per cent of any excess over 500. An examination of the library reading rooms at 160 school centers showed 47 to be adequate, 55 to be marginal and 59 to be inadequate.

School Lunchrooms

Floor area is also the basis for determining the capacity of a school lunchroom. The Georgia standard is ten square feet of space for each elementary pupil for one-half of the enrollment capacity of the school; the secondary schools are calculated at 12 square feet per pupil. Since it is common and acceptable practice in the Atlanta Public Schools to use three lunch periods, adequacy of lunchroom seating was calculated on the basis of the current practice in the school system. The formula used showed 73 lunchrooms to be

adequate, 66 to be marginal, and 19 to be inadequate. Three schools feed their pupils in class areas, which is considered an acceptable practice.

Climate Control

The lack of climate control was verified by specific data. Thirty-one school centers are totally air-conditioned. In addition, 10 others had 50 percent or more of their instructional space air-conditioned. A predominance of central air-conditioning is noted. As major modernization of the heating systems is indicated, plans should be made for the addition of cooling and humidity control.

Enrollment Capacity

The enrollment capacity of each permanent school building was determined to compare with the optimal school size for each grade organization. The extent of crowding is an indication of the need for additional space, either at a specific school center or within a general attendance area. Presently there are 59 permanent buildings which show some crowding. This can be alleviated by reassigning pupils to schools which have excess capacity, by adding onto existing buildings or constructing new facilities.

Age of Buildings

The feasibility of modernizing an existing school facility is usually based on the age of construction. Generally, it is more feasible to build a new structure if the existing facility is over 50 years old. One percent of the total enrollment capacity of buildings presently used for middle and high-school programs is more than 50 years old. Approximately ten per cent of the elementary school capacity was constructed prior to 1920.

Summary of Projected Facility Needs

According to the criteria established for a middle-school organization and the grade-group enrollment projections, the Atlanta Public Schools will need 63 or more elementary schools, 25 or more middle schools, and 13 or more high schools by 1976-77. There will be a need for 101 or more total schools where 160 now exist.

When the abandonment criteria were applied to the present facilities, it was determined that 33 schools be considered for possible discontinuance. If those centers are discontinued for school use, then there will be a need for three additional elementary schools, nine additional middle schools, and one additional high school. Also, additions are suggested at existing school centers to accomodate approximately 5,800 pupils who will be unhoused using the 1976-77 enrollment projections. The ten-year projections indicate that meeting the needs for 1976-77 will sufficiently house the 1980-81 enrollment.

Site Needs

The interagency cooperation between the Atlanta Public Schools and the Atlanta Recreation Department has provided sites for multiple use. Joint use of sites is desirable in that it allows for greater and more efficient use of available land.

In evaluating the school sites, the adjacent park area was considered in relation to the standards established by the Georgia Department of Education. This evaluation revealed 86 sites to be adequate, 65 to be marginal, and nine to be inadequate. None of the inadequate sites is adjacent to a park.

Upon consideration of the site evaluations and the additional pupils to be housed, there will be a need for two new elementary schools, nine new middle schools, and one new high school by 1976-77. One elementary school could be rebuilt on its present site after existing structures are razed.

Conclusions and Recommendations

The recommendations included herein were based on the findings in Chapter VI. They are presented in three parts — immediate needs, facilities needed in 1976-77, and facilities needed in 1980-81. These recommendations were developed to relieve current overcrowding, to provide for the expansion and improvement of libraries and lunchrooms, to improve the thermal environment, to expand and improve existing school sites and, finally, to establish new middle school centers and other schools where the need was indicated by the findings of this study.

Immediate Needs

The Atlanta Board of Education operates many exemplary school plants built in recent years. Some are outstanding for their educational and architectural planning. On the other hand, there are many school buildings which have inadequate, temporary, and makeshift spaces, and many supplementary classrooms which are of questionable quality as instructional spaces. In view of these conditions the following recommendations are made to serve immediate needs:

1. A plan should be developed and implemented to eliminate the 178 temporary and 143 makeshift spaces currently in use in the Atlanta Public Schools. Likewise, permanent space should be provided to replace the large number of supplementary classrooms now being used.

2. The 55 marginally adequate library reading rooms should be expanded to meet suggested standards and steps taken either to replace or to expand, if possible, the 59 inadequate reading rooms.

3. The 66 marginally adequate lunchrooms should be expanded to satisfy suggested standards and steps should be taken either to replace or to expand the 19 inadequate lunchroom facilities.

4. A feasibility study should be made and plans developed to provide climate control for the non-air conditioned buildings in the Atlanta Public School system. The study shows that only 31 schools are totally air conditioned while 10 others have 50 percent or more instructional space which is cooled.

5. Crowding should be eliminated and permanent facilities provided to house the pupils in the public schools of Atlanta. The data show that 59 schools have more pupils enrolled than there is permanent space to house them. Yet there is excess capacity in 102 schools. Some crowding can be eliminated by the reassignment of pupils while in some cases new facilities are needed. Housing for middle schools is needed in six planning areas.

6. Site inadequacies should be eliminated. The data show that the sizes of nine school sites were judged inadequate and 65 others were marginal. Efforts should be made to expand inadequate sites if the schools located on them are to be retained for long term use.

Facilities Needed in 1976-77

The year 1976-77 has been set as the target year for the conversion of the school system's organization plan to include middle schools. Changes recommended herein should be planned for implementation beginning immediately and extending over the next five or more years. It may take as long as ten years to convert the entire system to the middle school program. The recommendations included here were based on five year enrollment projections and were proposed to provide the housing required to establish the needed middle schools and to house adequately the children projected for the school system in 1976-77. The recommendations follow:

1. The following elementary and high schools should be abandoned for use in the regular-day school program because of obsolescence and general condition:

East Lake	Luckie	Howard
English Avenue	Spring Street	Hoke Smith
Bryant	Peeples	
Fountain	Capitol Avenue	
R. L. Hope	Ben Hill	
Walker	West Haven	

2. The following elementary schools should be discontinued for use in the regular day school program because of small enrollment, encroachment of business, expressway development, or shift of school population to other areas. These schools should be considered for conversion to other public school purposes:

Highland	S.M. Inman	E.P. Howell
Whitefoord	F. L. Stanton	McClatchey
Benteen	Wright	Birney
Adair	Goldsmith	Haygood
Capitol View	Mt. Vernon	Cooper
Perkerson	Bolton	Mayson

3. O'Keefe High School should be discontinued for use as a high school and made available for early disposition. The shift of population, thoroughfare development and encroachment of Georgia Tech suggest the need to seek a more appropriate location for high school purposes.

4. The following school plants should be converted to middle schools:

Bass	East Atlanta
Murphy	Dykes (Old)
North Fulton	George (Old)
Price	Parks Junior
Southwest	Boyd Elementary
Sylvan Hills	Woodson or Grove Park Elementary
Turner	

5. The Sammye Coan Middle School should be converted to a senior high school to have 2000 pupils.

6. The J. M. Jones Elementary School plant should be converted for use by Carver High School.

7. The English Avenue Elementary School should be demolished, the site expanded and a new elementary school constructed to house approximately 450 pupils.

8. Nine new middle school centers should be established to house the projected middle school enrollment.

The nine new school centers should be located at or near the approximate locations described below:

a. Middle School "B" — This center should be located in the proximity of the existing Thomasville Elementary School to serve the middle school children in this area.

b. Middle School "C" — This center should be located in the Hardnett area.

c. Middle School "D" — This center should be located in the vicinity of Hogan and Fairburn Roads.

d. Middle School "E" — This center should be located on the site of the Peeples Elementary School in West End.

e. Middle School "F" — This center should be located in the Piedmont Park area near Grady High School.

f. Middle School "I" — This center should be located in the vicinity of Brownsville and Bolton Roads.

g. Middle School "J" — This center should be located in the vicinity of Northwest Drive and Watts Road. The Field Road site may be suitable.

h. Middle School "K" — This center should be located in the vicinity of Gordon and Bakers Ferry Road.

i. Middle School "L" — This center should be located in the vicinity of Boulder Park and Dollar Mill Road.

9. One new high school "A" should be constructed on an adequate site in the vicinity of Northside Drive and East Conway Road. The site proposed for this school should be adequate.

10. Two new elementary school centers should be established to replace school centers proposed for abandonment. These are as follows:

a. New Elementary School "G" — This center should be located on a convenient and adequate site between Fountain and East Lake Elementary schools.

b. New Elementary School "H" — This center should be located between Spring Street Elementary and Grady High School, in the vicinity of Piedmont Park.

11. New additions are needed and should be provided at the following school centers:

Brown High School	Hardnett Elementary	Parks Middle School
Carver High School	Long Middle (Old George)	Guice Elementary
Boyd Middle	Grady High	West Fulton High
Southwest High	Arkwright Elementary	Roosevelt High
Reynolds Elementary	Coan High	Toomer Elementary

Table 7.1 presents a summary of the recommended conversions, additions and proposed new school plants. Estimated capacity needed is also shown in the table.

Facilities Needed in 1980-81

No additional recommendations appear necessary to meet the requirements for the 1980-81 school year. It is likely that the reorganization necessary to implement the middle school plan will be in its final stages of development. The target date for the full implementation of this plan should not extend beyond the 1980-81 school year.

Upon full implementation of the proposed plan, the school system should be operating schools as follows:

15 high schools
25 middle schools
100 elementary schools

140 Total

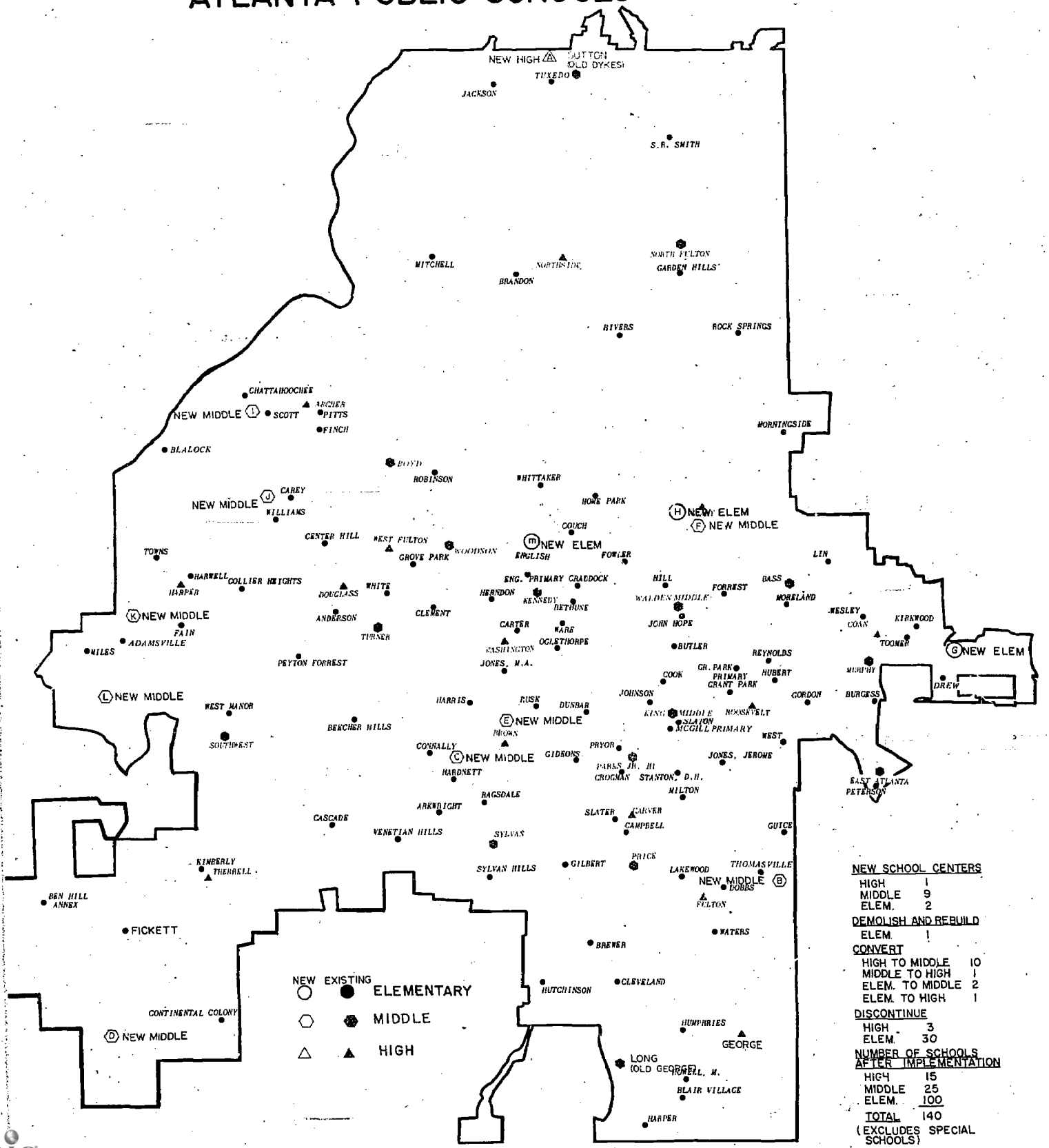
Figure 7.1 presents the long range reorganization plan in graphic form.

TABLE 7.1

New School Centers, Conversions And
New Additions Recommended
Atlanta Public Schools

Name of School Center and Area	Type School				Status		Additional Estimated Capacity Needed
	Elem.	Mid.	High	New	Addition	Conversion	
Area I.1							
Brown			x		x		653
Middle School "E"		x		x			1000
Middle School "C"		x		x			1000
Connally	x				x		207
Hardnett	x				x		281
Woodson		x				x	971
English Ave.	x			x			433
Area II.1							
Parks		x			x	x	245
Area II.2							
Carver			x		x		477
Long		x			x	x	262
Middle School "B"		x		x			1000
Guice	x				x		43
Area III.1							
High School "A"			x	x			1500
Robinson	x				x		386
Middle School "I"		x		x			1000
Boyd		x			x	x	164
Area III.2							
Grady			x		x		233
Middle School "F"		x		x			1024
Elementary School "H"	x			x			542
Area IV.1							
West Fulton			x		x		883
Middle School "J"		x		x			1000
Middle School "K"		x		x			1000
Area IV.2							
Southwest		x			x	x	121
Middle School "D"		x		x			970
Arkwright	x				x		121
Middle School "L"		x		x			997
Area V.1							
Roosevelt			x		x		854
Reynolds	x				x		163
Area V.2							
East Atlanta		x			x	x	227
Coan			x		x	x	305
Toomer	x				x		274
Elementary School "G"	x			x			556

FIGURE 7.1
PROPOSED REORGANIZATION PLAN
ATLANTA PUBLIC SCHOOLS 1976-1977



NEW SCHOOL CENTERS

HIGH	1
MIDDLE	9
ELEM.	2

DEMOLISH AND REBUILD

ELEM.	1

CONVERT

HIGH TO MIDDLE	10
MIDDLE TO HIGH	1
ELEM. TO MIDDLE	2
ELEM. TO HIGH	1

DISCONTINUE

HIGH	3
ELEM.	30

NUMBER OF SCHOOLS AFTER IMPLEMENTATION

HIGH	15
MIDDLE	25
ELEM.	100
TOTAL	140

(EXCLUDES SPECIAL SCHOOLS)

APPENDIX 4.1

Instructional Programs by General High School Course Areas and Number of Total Course Enrollments
Atlanta Public Schools

School	Active Enroll.	Eng. No.	Math No.	Sci. No.	Soc. Sci. No.	For. Lang. No.	Hea./ P.E. No.	Music No.	Art No.	Ind. Arts No.	Non-Voc Bus. Ed No.	VOT No.	Voc-Tech. No.	Home Ec. No.	ROTC No.	Spec. Ed. No.	Driver Ed. No.	Total Course Enroll.
Archer	1335	1892	1330	1116	1330	135	760	246	280	121	415	50	142	322	120	–	65	8324
Bass	992	1016	766	686	892	82	684	341	156	269	420	100	–	191	124	66	–	5793
Brown	1608	1368	1130	810	1363	179	1140	374	344	397	806	208	120	378	155	301	–	9073
Carver	1380	1288	946	785	1175	28	820	321	141	165	184	101	581	209	185	–	72	7001
Douglass	2383	2380	2098	1621	2266	617	1696	634	383	343	473	157	244	520	269	128	–	13829
Dykes	957	995	835	592	794	454	512	195	198	64	197	74	70	98	70	–	28	5176
E. Atlanta	873	890	747	475	759	86	787	229	232	209	264	44	–	132	111	–	–	4965
Fulton	1377	1338	1055	911	881	249	992	369	289	322	555	137	96	405	201	140	–	7940
George	1424	1296	1112	870	1382	205	902	378	295	303	408	260	63	279	158	80	28	8019
Grady	1090	849	625	591	663	222	339	136	129	84	177	69	323	106	78	173	–	4564
Harper	1789	1772	1495	1526	1751	247	1252	584	271	219	391	236	178	208	144	312	–	10586
Howard	828	815	572	633	718	92	528	150	136	173	274	130	23	205	171	201	–	4821
Murphy	1373	1463	996	802	1232	179	825	343	205	219	415	211	–	375	255	117	–	7637
N. Fulton	1159	1133	946	796	985	468	770	202	178	146	209	140	–	121	116	–	24	6234
N'side	1275	1283	1037	817	986	565	866	405	225	183	267	181	–	211	107	22	–	7155
O'Keefe	1132	1175	868	695	1007	93	666	297	185	206	289	246	105	209	123	149	–	6313
Price	1080	1034	742	753	1003	191	730	294	223	188	390	72	45	244	159	175	–	6243
Roosevelt	1132	979	713	643	979	95	593	217	189	212	166	106	132	120	115	29	–	5288
Smith	1116	963	669	673	889	93	677	329	126	122	249	102	329	214	163	–	3	5601
S'west	1264	1165	955	563	1105	386	843	347	136	267	194	125	–	163	163	131	61	6604
Sylvan	1169	1122	893	636	1155	144	901	286	269	310	394	186	–	249	159	42	19	6765
Therrell	1699	1566	1196	871	1354	335	957	442	338	309	303	188	–	306	158	104	133	8560
Turner	1194	1230	978	942	1101	293	672	368	268	80	331	102	54	277	168	105	–	6969
Wash.	2262	2234	1696	1699	2105	415	1584	383	272	293	740	195	391	575	322	324	23	13251
W. Fulton	1193	1196	926	972	1188	232	859	255	99	214	362	111	20	156	186	213	–	6989
Total	33084	32442	25326	21478	29063	6085	21355	8125	5567	5418	8873	3531	2916	6273	3980	2812	456	183700

Source: Atlanta Public Schools, 1972.

APPENDIX 4.2

Percentages Of General Course Area Enrollments
By High School
Atlanta Public Schools, 1971-72

School	Eng. %CE*	Math %CE*	Sci. %CE*	Soc. Sci. %CE*	For. Lang. %CE*	Hea./ P.E. %CE*	Music %CE*	Art %CE*	Ind. Arts %CE*	Non-Voc Bus. Ed %CE*	VOT %CE*	Voc-Tech. %CE*	Home Ec. %CE*	ROTC %CE*	Spec. Ed. %CE*	Driver Ed. %CE*	Total
Archer	23	16	13	16	2	9	3	3	1	5	1	2	4	1	–	1	100
Bass	18	13	12	15	1	12	6	3	5	7	2	–	3	2	1	–	100
Brown	15	13	9	15	2	13	4	4	4	9	2	1	4	2	3	–	100
Carver	18	14	11	17	<1	12	5	2	2	3	1	8	3	3	–	1	100
Douglass	17	15	12	16	4	12	5	3	3	3	1	4	4	2	1	–	100
Dykes	19	16	12	15	9	10	4	4	1	4	1	1	2	1	–	1	100
E. Atlanta	18	15	9	15	2	16	5	5	4	5	1	–	3	2	–	–	100
Fulton	17	13	11	11	3	12	5	4	4	7	2	1	5	3	2	–	100
George	16	14	11	17	3	11	5	4	4	5	3	1	2	2	1	<1	100
Grady	19	14	13	14	5	7	3	3	2	4	1	7	2	2	4	–	100
Harper	17	14	14	17	2	12	5	3	2	4	2	2	2	1	3	–	100
Howard	17	12	13	15	2	11	3	3	4	6	3	<1	4	3	4	–	100
Murphy	19	13	11	16	2	11	4	3	3	5	3	–	5	3	2	–	100
N. Fulton	18	15	13	16	8	12	3	3	2	3	2	–	2	2	–	1	100
N'side	18	14	11	14	8	12	6	3	3	4	3	–	3	1	<1	–	100
O'Keefe	19	14	11	16	1	10	5	3	3	5	4	2	3	2	2	–	100
Price	16	12	12	16	3	12	5	4	3	6	1	1	4	2	3	–	100
Roosevelt	19	13	12	19	2	11	4	4	4	3	2	2	2	2	1	–	100
Smith	17	12	12	16	2	12	6	2	2	4	2	6	4	3	–	<1	100
S'west	18	14	9	17	6	13	5	2	4	3	2	–	2	2	2	1	100
Sylvan	17	13	9	17	2	13	4	4	5	6	3	–	4	2	1	<1	100
Therrell	18	14	10	16	4	11	5	4	3	4	2	–	4	2	1	2	100
Turner	18	14	14	16	4	10	5	4	1	5	1	1	4	2	1	–	100
Wash.	17	13	13	16	3	12	3	2	2	6	2	3	4	2	2	<1	100
W. Fulton	17	13	14	17	3	12	4	2	3	5	2	<1	2	3	3	–	100
Total	17.7	13.8	11.7	15.8	3.3	11.6	4.4	3.0	3.0	4.8	1.9	1.6	3.4	2.2	1.5	0.3	100

Source: Atlanta Public Schools, 1972.

*Represents the percentage that each general course area is of the total course enrollments in each school.

APPENDIX 5.1

SCHOOL PLANT EVALUATION
EDUCATIONAL FACILITIES PLANNING CENTER
UNIVERSITY OF GEORGIA

Evaluator _____ School Name _____

Date _____ Site Number _____

P & C Number _____

INSTRUCTIONS: On an answer sheet, mark the corresponding space to the below categories:

1 - Adequate
2 - Marginal
3 - Inadequate
4 - Does not apply or is absent

I. Site					
A. Size					
1. Criteria	1	2	3	4
B. Expansibility					
2. Adjacent acreage	1	2	3	4
3. Building expansion	1	2	3	4
C. Drainage					
4. Drainage structures	1	2	3	4
5. Surface drainage	1	2	3	4
D. Accessibility					
6. Ingress/Egress conditions	1	2	3	4
7. Population proximity	1	2	3	4
E. Safety					
8. On-site	1	2	3	4
9. Site approaches	1	2	3	4
F. Parking (autos)					
10. Area	1	2	3	4
11. Condition	1	2	3	4
G. Parking (bikes)					
12. Area	1	2	3	4
13. Condition	1	2	3	4

APPENDIX 5.1 (continued)

H.	Playground				
	14. Area	1	2	3	4
	15. Permanent equipment	1	2	3	4
	16. Condition	1	2	3	4
I.	Outdoor lighting				
	17. Site coverage	1	2	3	4
	18. Condition	1	2	3	4
J.	Fencing				
	19. Enclosed areas	1	2	3	4
	20. Condition	1	2	3	4
K.	Land use				
	21. Development	1	2	3	4
	22. Pupil density (pupil/acre)	1	2	3	4
L.	Utilities				
	23. Availability	1	2	3	4
	24. Condition	1	2	3	4

Evaluator _____

Date _____

School Name _____

P & C Number _____

Building & Addition Code _____

II. Building

A. Structure				
1. Height	1	2	3	4
2. Construction type	1	2	3	4
3. Plan module	1	2	3	4
4. Framing system	1	2	3	4
5. Foundations	1	2	3	4
6. Convertibility	1	2	3	4
7. General condition	1	2	3	4
B. Exterior Walls				
8. Materials	1	2	3	4
9. Expansibility	1	2	3	4
10. Condition	1	2	3	4
C. Interior Partitions				
11. Materials	1	2	3	4
12. Convertibility	1	2	3	4
13. Condition	1	2	3	4
D. HVAC				
14. Air supply	1	2	3	4
15. Air distribution	1	2	3	4
16. Temperature control	1	2	3	4
17. Convertibility	1	2	3	4
18. Condition	1	2	3	4
E. Fenestration				
19. Area	1	2	3	4
20. Brightness control	1	2	3	4
21. Convertibility	1	2	3	4
22. Condition	1	2	3	4
F. Safety Facilities				
23. Exits	1	2	3	4
24. Circulation	1	2	3	4

APPENDIX 5.1 (continued)

	25. Safety lights and signs	1	2	3	4
	26. Hardware	1	2	3	4
	27. Fire detection	1	2	3	4
	28. Fire alarm	1	2	3	4
G.	Roofing/Insulation				
	29. Condition	1	2	3	4
H.	Interior Partitions				
	30. Acoustics	1	2	3	4
	31. Convertibility	1	2	3	4
	32. Condition	1	2	3	4
I.	Ceiling/Lighting				
	33. Acoustical materials	1	2	3	4
	34. Ceiling condition	1	2	3	4
	35. Lighting levels	1	2	3	4
	36. Fixture condition	1	2	3	4
	37. Convertibility	1	2	3	4
J.	Flooring				
	38. Finish materials	1	2	3	4
	39. Acoustics	1	2	3	4
	40. Condition	1	2	3	4
K.	Electrical/Electronic				
	41. Intercom	1	2	3	4
	42. Clock system	1	2	3	4
	43. Bell system	1	2	3	4
	44. Electrical supply	1	2	3	4
	45. Convertibility	1	2	3	4
L.	Plumbing				
	46. Liquid waste	1	2	3	4
	47. Water supply	1	2	3	4
	48. Condition	1	2	3	4
M.	Sanitary system				
	49. Drinking fountains	1	2	3	4
	50. Lavatories	1	2	3	4
	51. Water closets	1	2	3	4
	52. Urinals	1	2	3	4
	53. Showers	1	2	3	4
	54. Condition	1	2	3	4

APPENDIX 5.1 (continued)

Atlanta Public Schools
Space Data Form

School Name_____ School Code:_____Site No._____Bldg. No._____

Room Code					
Design Use					
Floor Area					
Interior finish (C)					
Walls					
Floor					
Ceiling					
Lighting (C)					
Type					
Level					
Heating (C)					
Type					
Cooling (C)					
Type					
Ventilation (C)					
Type					
Chalkboard (C)					
Type					
Amount					
Tackboard (C)					
Type					
Amount					
Seating (C)					
Type					
Amount					
Storage (C)					
Shelves					
Cabinets					
oom Class.					