Cobb County School District Marietta, Georgia

Ten Year<br>Student Population Projections<br>By Residence

Fall 2014-2023
(Based on Fall 2013 Data)

Prepared by
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## INTRODUCTION AND DISTRICT BACKGROUND

The Cobb County School District (CCSD) has contracted with Davis Demographics \& Planning, Inc. (DDP) to develop and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work includes: updating the District mapping (splitting study areas), using the District's past three years of geocoded student data files (each representative of late October's head count), developing and researching pertinent demographic data, identifying current and future residential development plans and preparing a ten year student population projection. This study was prepared to assist the District's efforts in evaluating future site requirements and attendance area changes.

The purpose of this report is to identify and inform the District of the trends occurring in the community; how these trends may affect future student population; and to assist in illustrating facility adjustments that may be necessary to accommodate the potential student population shifts. The District can then use this information to better plan for the need, location and timing of facility or boundary adjustments.

In January 2014, CCSD contracted with DDP, a non-biased third-party consultant, to prepare a ten-year demographic study. In the past the District has hired other consultants and also prepared their own short-term internal projections for purposes of staffing and budget estimates. In this study, DDP will produce a detailed neighborhood and attendance area projections. This study is intended to help the District notice specific demographic trends that could assist them in making informed decisions.

The Sources of Data section details where the two sources of data, geographic and nongeographic, are collected and how each data item is used in the ten year student population projection model.

The Ten Year Projection Methodology section discusses, in detail, how the factors used in the study were calculated and why they were used. These factors include: the calculation of incoming kindergarten classes, additional students from new housing (referred to as student yield), the effects of student mobility, and a detailed review of planned residential development within the District.

The Student Resident Projection Summary sections are a review of SY 2013/2014's student resident projection results. Included in these sections are a district wide student population projection summary and a projected resident student population summary for each existing attendance area and study area.

While reading this report, it is important to remember that this is a snapshot of current and potential student population based upon data gathered in Fall 2013. Population demographics change, development plans change, funding opportunities can change, District priorities can change, and therefore, new projections and adjustments to the overall Facilities Master Plan will continue to be necessary in the future.

## EXECUTIVE SUMMARY

Davis Demographics \& Planning, Inc. is assisting the Cobb County School District to plan for future student population changes. By factoring current and historical student data with the latest demographic data and planned residential development, DDP calculated a ten year student population projection. This projection is based upon residence of the students and is designed to alert the District as to when and where student population shifts will occur.

This is a Summary of the Key Items in the District-wide Analysis Section of the Report:

- Overall, the K-12 enrollment for Cobb County School District is expected to increase over the next ten years.
- CCSD has experienced annual growth since fall 2011. Prior to 2011, CCSD saw static population counts. The report projections are based on Fall 2013 student data.
- Currently there are over 60 residential developments in planning with in the district. 23 developments are scheduled to come online during these projections. This could increase student counts but it will depend on the market pricing of units and the attraction for families.
- The CCSD high school student population could see growth over the next ten years increasing from 32,059 current students to over 40,000 students by fall 2023.
- The District's high school grades (9-12) have been growing in recent years. This has to do with the maturation of larger younger grades and a high $9^{\text {th }}$ and $12^{\text {th }}$ grade mobility due to the introduction of private school students from K-8 campuses and current district retention policies.
- The District's 6-8 population is projected to increase through Fall 2020 then could see possible decline by the end of these projections. Smaller grade counts graduating from the lower levels later in the projections will cause this drop.
- The elementary attendance areas may see an increase next year but then drop back to current figures through 2017. Projections indicate a decline starting Fall 2018 where the District could see pre-2010 counts through the end of the 10 year study. A trend driven by low birth factors.

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## SECTION ONE - METHODOLOGY

## SOURCES OF DATA

## Geographic Map Data

Five (5) geographic data layers were modified or created for use in the ten year student population projections:

1. Street Centerline Database
2. Study Areas
3. Schools
4. Students - Historical and Current
5. Planned Residential Development

## 1) Street Centerline Data

DDP acquired a digital street centerline map from CCSD. The street database has associated attributes that contains, but are not limited to, the following fields: full street name, address range and street classification

The main function of the streets is in the geocoding process of the student data. Each student is geocoded to the streets by their given residence address. The geocoding process places a point on the map for every student in the exact location that student resides. This enables DDP to analyze the student data in a geographic manner.

Another vital utilization of the digital street database is in the construction of study areas. Freeways, major streets and neighborhood streets are generally used as boundaries for the study areas.

## 2) Study Areas

Study areas are small geographic areas, similar to neighborhoods, and the building blocks of a school district. Study areas are geographically defined following logical boundaries of the neighborhood such as freeways, streets, railroad tracks, or rivers. Each study area is then coded with the elementary, middle and high school that the area is assigned to attend. By gathering information about the district at the study area level, DDP and the District can closely monitor growth and demographic trends in particular regions and identify potential need for boundary adjustments or new facilities. Currently, there are 1245 Study Areas that make up the CCSD boundary.

## 3) Schools

The District provided a school facility GIS layer to DDP that included the following information: school name, address, unique code, grade ranges and capacity.

## 4) Student Data

a. Historical Student Data - Historical enrollment is used to compare past student population growth and trends as well as the effects of mobility (move in, move out from existing housing) throughout the District. The District provided the last three (3) year's (Fall 2011/12, Fall 2012/2013 and Fall 2013/2014) of student data as a basis for the Mobility Factors.
b. Current Student Data - A student data file representing October 9, 2013 (received by computer data file from the School District) summarized by grade level and by study area is used as a base for student population projections. Existing students were categorized by study area through the geocoding (mapping) process that locates each student within a particular area based upon

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their given address. The projections run each of the next ten years from school year 2014/2015 through school year 2023/2024.
c. Student Accounting - The Student Accounting Summary (Table 1) indicates the total student enrollment as of October 92013 and the number of students used in the ten year student population projections. The projection model is based upon student residence and typically excludes students residing outside of the District's boundaries.

## Table 1

Student Accounting Summary

## School Year 2013/2014 Actual Enrollment (Representing October 92013 )

Total Students Provided by District File (October 9, 2013) 107,724
Out of District - 910
Unmatched - 48
Pre-kindergarten - 10

RESIDENT K-12 STUDENTS USED IN THE PROJECTIONS 106,756

## 5) Planned Residential Development

This data was obtained by DDP Staff, discussions with city agencies, county agencies and major developers within the district boundaries. Data includes development name, location, housing type, total number of units and projected move in dates (phasing). Phasing for planned housing is factored into the ten-year projections (see SECTION Two for a detailed listing of the planned residential development). In the student population projection DDP includes all Approved and Tentative tract maps in addition to any planned or proposed development that possibly will occur within the projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. Residential development patterns will change and CCSD should continue to closely monitor future planned housing.

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## Data Used for Variables

Three sets of data were compiled and reviewed for use in the ten year student population projections by residence:

1. Births by Zip Code
2. Mobility Factors
3. Student Yield Factors

## 1) Births by County Data

Birth data by county was obtained from the Georgia Department of Public Health, Office of Health Indicators for Planning (OHIP) for the years 1994-2013 and correlated to the Cobb County School District. Past changes in historical birthrates are used to estimate future incoming kindergarten student population from existing housing.

## 2) Mobility Factors

Mobility refers to the increase/decrease in the migration of students within the District boundary (move-in/move-out of students from existing housing). Mobility, which is essentially a modified cohort, is applied as a percentage of increase/decrease among each grade for every year of the projections.

## 3) Student Yield Factors (SYFs)

Student Yield Factors (sometimes referred to as "Student Generation Rates") were calculated from a housing count of existing dwelling units throughout the District. This survey includes three main housing types: single-family detached (SFD), apartments (APT) and multi-family attached (MFA) [town- homes, condominiums, duplexes, triplexes, quads].

The student yield factors, combined with planned residential development units are used to determine the number of students generated from new residential housing development projects. Student Yield Factor calculations will be discussed again in the Ten Year Projection Methodology section.

## IEN YEAR PROJECTION METHODOLOGY

The projection methodology used in this study combines historical student population counts, past and present demographic characteristics, and planned residential development to forecast future student population at the study area level. District-wide projections are summarized from the individual study area projections. These projections are based on where the students reside and where they should be attending school. We use the actual location of where the students reside, as opposed to their school of enrollment, in order to provide the most accurate estimate of where future school facilities should be located. The best way to plan for future student population shifts is to know where the next group of students will be residing. The following details the methodology used in preparing the student population projections by residence.

## Ten Year Projections

Projections are calculated out ten years from the date of projection for several reasons. The planning horizon for any type of facility is typically no less than five years, often longer. Ten years are usually sufficient to adequately plan for any new facility. It is a short to mid-term solution for planning needs. Projections beyond ten years are based on speculation due to the lack of reliable information on birthrates, new home construction and economic conditions.

## Why Projections are Calculated by Residence

Typically, school district projections are based on enrollment by school. However, this method is inadequate when used to locate future school facility needs, because the location of the students is not taken into consideration. A school's enrollment can fluctuate due to variables in the curriculum, program changes, school administration and open enrollment policies. These variables can skew the apparent need for new or additional facilities in an area.

The method used by DDP is unique because it modifies a standard cohort projection with demographic factors and actual student location. DDP bases its projections on the belief that school facility planning is more accurate when facilities are located where the greatest number of students reside.

The best way to plan for facility requirements is to know where the next group of students will be residing. The following details the methodology used in preparing the student population projections.

## PROJECTION VARIABLES

Each year of the projections, $12^{\text {th }}$ grade students graduate and continuing students progress through to the next grade level. This normal progression of students is modified by the following factors:

## 1) Incoming Kindergarten

Live birth data is reported to the Georgia Department of Public Health, Office of Health Indicators for Planning (OHIP). DDP uses the birth data correlating to the District boundary and applies the data accordingly. Georgia OHIP provides data by county.

The assumption underlying the use of birth statistics from year to year is that increases or decreases in the number of births will translate to increases or decreases in future kindergarten enrollment. Furthermore, the Fall 2013 Kindergarten class in CCSD was born five years previous in 2008. Any subsequent changes in births in 2009 compared to 2008 and 2010 to 2008, etc. would either increase or decrease future kindergarten class sizes.

Incoming kindergarten classes, for existing homes, are estimated by comparing changes in past births in the area. Table 3 illustrates the total births in Cobb County School District from 2008 to 2012 (see the map on page 8 for the District's zip codes). DDP assumes the current kindergarten class (for October 9, 2013) was born five years ago (in 2008). Future incoming kindergarten classes are estimated by comparing the number births in 2008 to the number of births in 2009-2012. DDP compared the total births in 2008 to the total births in 2009, to determine a factor for next year's kindergarten class (Fall 2013). The 2008 births were compared to 2010 (2015's K class), 2008 to 2011 (2016's K class), and 2008 to 2012 (2017's K class). Chart 1 on page 7 shows the correlation of the number of children being born in the District to the actual absorption of those potential students in the District's Kindergarten counts five years later. Overall, the chart conveys that CCSD houses approximately $70-78 \%$ of the number Kindergarten aged students within the county

The following steps should help explain how DDP arrived at the birthrates used in the study (to estimate the number of incoming Kindergarteners for Fall 2014 through Fall 2023):

1. Historical live birth data by zip code was acquired from the Georgia Department of Public Health, Office of Health Indicators for Planning (OHIP). Since the Fall 2013 student data is the base for the projections in this report, then the Fall 2013 Kindergarten (K) class was to be used as the base for the birth rates. It is assumed that the majority of the 2013 K class was born in 2008, therefore the 2008 birth data becomes the "base year" for the birth rates (see the gray shaded cells in Table 3).
2. DDP collected birth data and listed the live birth counts for each area from 2002-2011 (2012 and 2013 data is not yet available). The 1998-2007 data is not used in the actual birth rate calculations, but more for historical reference.
3. To calculate the birth rates that would be used to determine the incoming class for Fall 2014, DDP compared the Fall 2009 live birth counts (representing the future Fall 2014 K class) for the particular zip code(s) and compared it to the Fall 2008 counts.
4. Since the future students representing Fall 2018-Fall 2023 (2013-2017 births) are not yet born at the time of this report, or the data is incomplete, then DDP had to take certain steps to determine the birth factors used for Fall 2018-Fall 2023. For the last six years of the projections DDP calculated an average of the previous four years of birth rates. This was
done to avoid over or under projecting the number of new kindergarteners in the final years of the projection and is a very common practice.
5. Overall, births in the CCSD area are dropping (See Table 3 below) and this causes us to anticipate Kindergarten class sizes continuing to stay below 1.00 as the class counts enter the District over the next ten years.

Table 2
Birth Factors

|  |  | Projection Year Represented |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $8^{0^{8^{2}}} 2^{-8^{8^{\prime}}}$ | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|  |  | 0.955 | 0.898 | 0.903 | 0.930 | 0.905 | 0.922 | 0.922 | 0.922 | 0.922 | 0.922 |
|  |  | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |

Table 3

| Live Birth Counts by Zip Code |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Historical Correlation of Births vs. Kindergarten |  |  |  |  |  |
|  | Birth Year | Births <br> (5 years <br> prior) | K Year | K Class | \% of Births |
| Y | 2002 | 10,453 | 2007 | 8,157 | $78.0 \%$ |
| E | 2003 | 10,539 | 2008 | 7,960 | $75.5 \%$ |
|  | 2004 | 10,609 | 2009 | 8,260 | $77.9 \%$ |
|  | 2005 | 10,880 | 2010 | 8,164 | $75.0 \%$ |
|  | 2006 | 11,309 | 2011 | 8,077 | $71.4 \%$ |
|  | 2007 | 11,274 | 2012 | 8,384 | $74.4 \%$ |
|  | 2008 | 10,525 | 2013 | 8,182 | $77.7 \%$ |

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Chart 1
Births vs. Kindergarten Class


## 2) Student Mobility Factors

Student mobility factors further refine the ten year student population projections. Mobility refers to the increase/decrease in the migration of students within the District boundary (move-in/move-out of students from existing housing). Mobility Factors take into account the apartment movement within the District, housing resales, foreclosures and high school drop-out rates. Mobility, similar to a cohort, is applied as a percentage of increase/decrease to each grade for every year of the projections.

A net increase or decrease of zero students over time is represented by a factor of $\mathbf{1 . 0 0 0}$ ( $100 \%$ pass through rate). A net student loss is represented by a factor less than 1.000 (such as 0.88 or a $12 \%$ net loss) and a net gain by a factor greater than 1.000 (such as 1.2 or a $20 \%$ net increase).


The sampling used was taken over a two-year period using "address matched" (located by place of residence) student data from 2011 through 2013 for individual grade comparisons. For example, a comparison was made for the Fall 2011 K student population to the Fall $20121^{\text {st }}$ grade students; the same for $20111^{\text {st }}$ graders to $20122^{\text {nd }}$ graders, etc.. This comparison was also conducted through $12^{\text {th }}$ grade and for the following school years: comparing Fall 2011 students to Fall 2012 students, and comparing Fall 2012 student data to Fall 2013 students.

Having historical student data categorized by Study area is extremely helpful in calculating accurate Student Mobility Factors. The Mobility Factors used for the Cobb County School District were broken down by current Elementary School Attendance Boundaries. Therefore, sixty-four sets of Mobility Factors were used and are listed in the Table 4 on the following page.

The advantage to running the Mobility Factors at the attendance area level rather than looking exclusively at a District-wide average is that you can focus on specific trends that are occurring in specific neighborhoods, which can lead to more accurate projections. Remember, the Mobility Factors are summaries of school attendance areas and those neighborhoods within the areas.

## Table 4 Mobility Factors

| Attendance Area | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Addison Elementary | 0.88 | 1.10 | 1.00 | 0.92 | 1.07 | 0.94 | 0.95 | 0.97 | 1.20 | 0.92 | 0.83 | 1.23 |
| Argyle Elementary | 1.03 | 1.00 | 0.76 | 1.05 | 0.92 | 1.04 | 1.19 | 1.00 | 1.67 | 0.58 | 0.74 | 1.27 |
| Austell Elementary | 1.07 | 1.10 | 1.16 | 1.00 | 0.99 | 1.20 | 0.89 | 1.15 | 1.42 | 0.68 | 0.83 | 1.22 |
| Baker Elementary | 0.89 | 0.99 | 0.99 | 0.89 | 0.98 | 0.89 | 0.92 | 1.02 | 1.19 | 0.95 | 0.80 | 1.21 |
| Bells Ferry Elementary | 0.97 | 0.99 | 1.07 | 0.97 | 1.04 | 1.13 | 1.09 | 1.07 | 1.16 | 0.96 | 0.81 | 1.38 |
| Belmont Hills Elementary | 0.84 | 0.73 | 0.75 | 0.84 | 0.66 | 0.95 | 0.75 | 0.90 | 1.29 | 0.54 | 0.66 | 1.00 |
| Birney Elementary | 0.90 | 1.07 | 1.09 | 0.88 | 1.12 | 0.89 | 1.02 | 1.02 | 1.42 | 0.69 | 0.78 | 1.09 |
| Blackwell Elementary | 1.08 | 0.91 | 1.03 | 0.87 | 0.93 | 1.02 | 0.95 | 1.08 | 1.27 | 0.71 | 0.85 | 1.22 |
| Brumby Elementary | 1.17 | 0.94 | 1.16 | 1.15 | 0.91 | 1.26 | 1.09 | 1.07 | 1.64 | 0.73 | 0.79 | 1.37 |
| Bryant Elementary | 1.13 | 1.15 | 0.99 | 1.11 | 1.18 | 1.04 | 1.11 | 1.01 | 1.53 | 0.74 | 0.63 | 1.49 |
| Bullard Elementary | 1.02 | 0.89 | 1.10 | 0.98 | 1.04 | 1.12 | 0.96 | 0.97 | 1.21 | 1.02 | 0.75 | 1.29 |
| Chalker Elementary | 0.90 | 0.87 | 1.13 | 0.84 | 0.97 | 0.94 | 0.97 | 0.95 | 1.18 | 0.80 | 0.95 | 1.04 |
| Cheatham Hill Elementary | 1.02 | 1.01 | 0.92 | 0.99 | 0.95 | 1.07 | 0.96 | 1.10 | 1.17 | 0.87 | 0.93 | 1.09 |
| Clarkdale Elementary | 1.15 | 0.90 | 1.20 | 1.05 | 1.08 | 1.08 | 1.09 | 1.06 | 1.36 | 0.91 | 0.74 | 1.18 |
| Clay Elementary | 0.96 | 0.96 | 1.06 | 0.95 | 1.06 | 0.90 | 1.01 | 1.18 | 1.48 | 0.61 | 0.80 | 1.35 |
| Compton Elementary | 1.03 | 1.04 | 1.13 | 1.01 | 1.12 | 1.10 | 0.93 | 1.06 | 1.57 | 0.81 | 0.73 | 1.12 |
| Davis Elementary | 1.11 | 1.03 | 1.05 | 0.99 | 1.07 | 1.09 | 1.06 | 1.12 | 1.04 | 0.97 | 1.13 | 1.03 |
| Dowell Elementary | 0.87 | 1.32 | 0.96 | 0.90 | 1.01 | 1.03 | 1.10 | 1.05 | 1.28 | 0.81 | 0.92 | 1.20 |
| Due West Elementary | 1.05 | 1.03 | 1.03 | 1.06 | 1.18 | 0.92 | 1.11 | 0.99 | 0.99 | 1.01 | 0.86 | 1.09 |
| East Side Elementary | 1.04 | 1.01 | 1.20 | 1.13 | 1.07 | 1.11 | 1.00 | 0.95 | 1.20 | 0.97 | 0.99 | 1.08 |
| Eastvalley Elementary | 1.06 | 0.92 | 1.01 | 0.91 | 1.04 | 0.81 | 0.87 | 1.07 | 1.29 | 0.87 | 0.75 | 1.13 |
| Fair Oaks Elementary | 0.85 | 0.97 | 1.09 | 0.92 | 1.02 | 1.04 | 1.06 | 0.96 | 1.66 | 0.61 | 0.62 | 1.39 |
| Ford Elementary | 0.99 | 0.91 | 1.04 | 1.06 | 0.89 | 1.00 | 0.98 | 0.87 | 1.09 | 0.95 | 0.94 | 0.92 |
| Frey Elementary | 0.97 | 0.95 | 1.02 | 1.02 | 1.01 | 0.90 | 1.03 | 0.94 | 1.29 | 1.01 | 0.88 | 1.04 |
| Garrison Mill Elementary | 1.00 | 1.06 | 1.06 | 0.93 | 1.18 | 1.05 | 0.97 | 1.03 | 1.19 | 0.97 | 0.85 | 1.04 |
| Green Acres Elementary | 0.99 | 1.00 | 1.08 | 0.87 | 1.20 | 0.93 | 1.03 | 1.06 | 1.56 | 0.59 | 0.80 | 1.21 |
| Harmony Leland Elementary | 1.08 | 1.04 | 1.12 | 0.90 | 1.12 | 1.00 | 1.02 | 1.05 | 1.39 | 0.70 | 0.65 | 1.44 |
| Hayes Elementary | 1.00 | 0.94 | 0.99 | 0.96 | 1.01 | 1.02 | 1.03 | 0.95 | 1.51 | 0.76 | 0.81 | 1.30 |
| Hendricks Elementary | 1.15 | 0.86 | 1.09 | 0.98 | 1.13 | 0.94 | 1.00 | 1.05 | 1.36 | 0.84 | 0.74 | 1.38 |
| Hollydale Elementary | 1.09 | 1.05 | 1.13 | 0.94 | 1.14 | 0.87 | 1.06 | 1.09 | 1.26 | 0.74 | 0.79 | 1.35 |
| Keheley Elementary | 1.00 | 0.93 | 1.11 | 0.87 | 1.13 | 1.05 | 1.09 | 0.86 | 1.43 | 0.77 | 0.87 | 0.99 |
| Kemp Elementary | 0.97 | 0.96 | 0.98 | 1.14 | 0.94 | 0.97 | 1.02 | 1.01 | 1.15 | 1.08 | 0.78 | 1.17 |
| Kennesaw Primary | 0.96 | 0.95 | 0.97 | 0.96 | 0.99 | 0.95 | 1.02 | 0.97 | 1.18 | 0.94 | 0.85 | 1.15 |
| Kincaid Elementary | 0.99 | 1.05 | 0.88 | 1.08 | 1.00 | 0.99 | 1.15 | 0.98 | 1.24 | 0.80 | 1.04 | 1.04 |
| King Springs Elementary | 0.99 | 1.25 | 1.04 | 1.03 | 0.96 | 0.90 | 0.90 | 1.01 | 1.17 | 0.80 | 0.74 | 1.10 |
| LaBelle Elementary | 1.10 | 1.32 | 1.08 | 1.08 | 1.37 | 0.92 | 1.34 | 1.10 | 1.48 | 0.80 | 0.70 | 1.45 |
| Lewis Elementary | 0.86 | 1.10 | 1.02 | 1.01 | 0.98 | 1.00 | 1.06 | 0.98 | 1.19 | 0.94 | 0.83 | 1.23 |
| Mableton Elementary | 1.00 | 1.08 | 1.01 | 1.14 | 1.13 | 0.89 | 1.06 | 1.04 | 1.41 | 0.74 | 0.73 | 1.17 |
| McCall Primary | 0.86 | 0.92 | 0.94 | 0.98 | 1.05 | 0.96 | 1.02 | 0.94 | 1.15 | 0.95 | 0.70 | 1.26 |
| Milford Elementary | 0.92 | 0.89 | 0.99 | 0.91 | 0.76 | 0.81 | 0.91 | 0.85 | 1.07 | 0.61 | 0.86 | 1.21 |
| Mount Bethel Elementary | 1.06 | 1.07 | 0.95 | 1.20 | 0.96 | 1.07 | 1.02 | 1.06 | 1.09 | 0.91 | 1.03 | 0.94 |
| Mountain View Elementary | 0.95 | 1.11 | 0.97 | 1.04 | 1.06 | 0.99 | 1.02 | 1.07 | 1.09 | 0.91 | 0.97 | 1.06 |
| Murdock Elementary | 1.03 | 1.17 | 0.98 | 1.02 | 0.99 | 1.12 | 1.00 | 0.95 | 1.28 | 0.94 | 0.88 | 1.00 |
| Nicholson Elementary | 0.95 | 0.93 | 1.17 | 0.91 | 1.08 | 0.89 | 1.16 | 1.11 | 1.18 | 0.84 | 0.89 | 1.06 |
| Nickajack Elementary | 1.01 | 0.96 | 1.09 | 1.00 | 0.99 | 0.79 | 1.20 | 0.88 | 1.29 | 0.81 | 0.79 | 1.30 |
| Norton Park Elementary | 1.09 | 1.02 | 1.03 | 1.00 | 0.96 | 0.96 | 1.23 | 0.96 | 1.56 | 0.73 | 0.75 | 1.22 |
| Picketts Mill Elementary | 1.09 | 0.96 | 1.08 | 0.98 | 1.08 | 0.89 | 1.14 | 1.08 | 1.12 | 0.95 | 0.87 | 1.23 |
| Pitner Elementary | 1.16 | 0.84 | 0.95 | 0.97 | 1.10 | 0.99 | 1.05 | 0.99 | 1.14 | 0.81 | 0.84 | 1.17 |
| Powder Springs Elementary | 1.14 | 1.02 | 1.15 | 1.10 | 0.89 | 1.17 | 0.97 | 1.07 | 1.55 | 0.77 | 0.80 | 1.14 |
| Powers Ferry Elementary | 1.01 | 1.04 | 0.91 | 0.85 | 0.97 | 1.00 | 0.95 | 0.85 | 1.60 | 0.70 | 0.58 | 1.22 |
| Riverside Primary | 1.09 | 1.11 | 1.14 | 0.99 | 1.04 | 1.05 | 1.07 | 0.94 | 1.61 | 0.71 | 0.57 | 1.48 |
| Rocky Mount Elementary | 0.86 | 1.21 | 0.95 | 0.99 | 1.11 | 0.96 | 1.09 | 1.05 | 1.12 | 0.90 | 0.96 | 1.10 |
| Russell Elementary | 1.04 | 0.96 | 1.02 | 0.88 | 1.13 | 0.87 | 1.02 | 0.98 | 1.35 | 0.79 | 0.76 | 1.22 |
| Sanders Elementary | 0.93 | 1.13 | 1.06 | 0.89 | 0.93 | 1.02 | 0.98 | 0.91 | 1.41 | 0.69 | 0.79 | 1.08 |
| Sedalia Park Elementary | 1.07 | 0.97 | 1.08 | 0.83 | 1.04 | 0.89 | 0.97 | 0.91 | 1.64 | 0.73 | 0.71 | 1.38 |
| Shallowford Falls Elementary | 1.09 | 0.90 | 1.02 | 1.10 | 0.94 | 1.01 | 1.12 | 1.00 | 1.12 | 0.94 | 0.91 | 1.10 |
| Smyrna Elementary | 1.05 | 1.02 | 1.11 | 0.96 | 0.95 | 1.06 | 0.87 | 1.18 | 1.34 | 0.76 | 0.76 | 1.14 |
| Sope Creek Elementary | 0.99 | 0.99 | 1.09 | 0.96 | 1.14 | 0.97 | 1.03 | 0.99 | 1.23 | 0.95 | 0.87 | 1.16 |
| Still Elementary | 1.05 | 1.06 | 0.93 | 1.18 | 0.86 | 1.22 | 1.07 | 1.01 | 1.16 | 0.86 | 0.97 | 1.18 |
| Teasley Elementary | 1.10 | 0.90 | 1.00 | 0.87 | 0.94 | 0.75 | 0.96 | 1.05 | 1.36 | 0.71 | 0.95 | 1.27 |
| Timber Ridge Elementary | 1.13 | 1.07 | 1.10 | 0.97 | 1.09 | 1.08 | 0.90 | 1.18 | 1.15 | 0.91 | 1.00 | 0.95 |
| Tritt Elementary | 1.12 | 1.02 | 1.10 | 1.02 | 1.04 | 1.00 | 0.91 | 1.19 | 1.03 | 1.01 | 0.91 | 1.08 |
| Varner Elementary | 1.04 | 0.94 | 1.05 | 1.03 | 1.03 | 1.02 | 1.03 | 0.92 | 1.41 | 0.90 | 0.79 | 1.31 |
| Vaughan Elementary | 1.06 | 0.85 | 1.14 | 1.00 | 1.00 | 1.05 | 0.94 | 1.06 | 1.20 | 0.89 | 0.93 | 1.01 |
| District Average | 1.02 | 1.01 | 1.04 | 0.98 | 1.03 | 0.99 | 1.02 | 1.01 | 1.30 | 0.83 | 0.82 | 1.18 |

For an example on how to interpret the Mobility Factors listed in Table 4, let us look at what is going on in the current Addison Elementary School attendance area. The column with the heading "Grade 1" represents the rate to apply to the Kindergarteners in Addison's area as they transition to $1^{\text {st }}$ grade. For the Kindergartener in the Addison ES attendance area, there is a loss of $12 \%(0.88)$ as those students move through to the $1^{\text {st }}$ grade. The above Mobility Factors also show that the Addison area show an increase with students for Grade $210 \%$ (1.1). The Addison area drops back to 1.0 as the students move from $2^{\text {nd }}$ to $3^{\text {rd }}$ grade with flat mobility adjustment. The Addison area loses students into $4^{\text {th }}$ grade $-8 \%$ from $3^{\text {rd }}$ to $4^{\text {th }}$ grades. Starting in High school, $9^{\text {th }}$ grade bounces back with $20 \%$ gain. This is something seen in most of the district. Addison ES attendance area loses $8 \%$ and $17 \%$ during grades 10 and 11. Addison ES attendance area Grade 12 will has a $23 \%$ increase. The increases at $9^{\text {th }}$ and $12^{\text {th }}$ grades are occurring in most of the District. As mentioned earlier, the $9^{\text {th }}$ Grade jump in mobility is due to the introduction of "new" $9^{\text {th }}$ grade students after attending private or charter schools in CCSD. The $12^{\text {th }}$ grade increase is reflective of CCSD retention policies.


## 3) Student Yield Factors

The Student Yield Factors, when applied to planned residential development units, determine how many additional students will be generated from new construction within the District (see Section Two for details on planned residential development).

Two sets of data are required to calculate Student Yield Factors: a current student file (provided by the District) and current housing unit data (taken from information provided by the Cobb County GIS Department). The two database sets (students and housing units) are then linked. This allows DDP to associate each student with a specific housing unit. For the District, three general categories of housing units were analyzed; Single-Family Detached (SFD), Multi-Family Attached (MFA), and Apartments (APT).

Before the SYFs can be calculated from the current housing stock, the year of construction for each housing type must be determined. In general, new housing attracts young families with elementary school aged children. Over the next 12 to 15 years, the children grow older and pass through the grades. This cycle is then repeated throughout the life of the home. Identifying the year of construction and number of current resident students in recently built housing units assists in estimating the number of new students generated from future residential development.

In addition, other elements apart from the year of construction can be assessed. These elements include, but are not limited to, housing type, number of bedrooms, geographic location (study area), value of home, etc. Once a determining element is decided upon, simple calculations are performed to produce a Student Yield Factor. The total number of units for that housing type then divides the number of current students residing in each housing type.

Student Yield Factors were determined during this project, one for each type of housing unit (SFD, MFA, and APT), see Table 5 below. All residential units built within the District were extracted parcel data. Upon examining the results, DDP determined that the Student Yield Factors for SFD and MFA units built from 2007-2012 (more or less the last five years) would most accurately estimate the number of students new housing would yield. These units are similar in size and location to the planned residential development.

Table 5
STUDENT YIELD FACTORS USED IN THE FALL 2013 PROJECTIONS

| Single-Family Detached (SFD) Units |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: |
| Grade Ranges | K-6 | $7-8$ | $9-12$ |  |
| Student Yield Factors | 0.356 | 0.097 | 0.194 |  |
| Multi-Family Attached (MFA) Units |  |  |  |  |
| Grade Ranges | K-6 | $7-8$ | $9-12$ |  |
| Student Yield Factors | 0.153 | 0.044 | 0.088 |  |
| Apartments (APT) Units |  |  |  |  |
| Grade Ranges | K-6 | $7-8$ | $9-12$ |  |
| Student Yield Factors | 0.314 | 0.089 | 0.18 |  |

## Planned Residential Development

Closely related to the Student Yield Factors are planned residential development units. Planned residential development data is collected to determine the number of new residential units that will be built over the time frame of the student population projections. The units built within the next ten years will have the appropriate SYF applied to it to determine the number of new students the planned residential development will yield.

The majority of this development data was acquired from DDP Staff and additional information was obtained through discussions with Cobb County Community Development Agency, city planning departments for Acworth, Austell, Kennesaw, Powder Springs and Smyrna, active sales offices and major developers within the District boundaries. Data includes development name, location, housing type, total number of units and projected move in dates (phasing). Phasing for planned housing is factored into the ten projections. (See Section 2 for a detailed listing of the planned residential development).

In the student population projection by residence DDP includes all Approved and Tentative tract maps in addition to any planned or proposed development that possibly will occur within the projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. All of the information may change and should be updated annually.

## APPLYING THE VARIABLES TO GENERATE THE PROJECTIONS

The following paragraphs summarize how DDP uses the factors to determine the student population projections (see Chart 2 on page 14 for a flowchart of this process). Remember that these projections are based on residence. CCSD has been divided into 1245 study areas. Every study area is coded with the school code of the elementary, middle and high schools attendance area it falls within. The residential projections are calculated at the study area level. This means that DDP conducts 1245 individual projections that are based upon the number of students residing in each study area.

The first step in calculating the projections is to tally the number of students that live in each study area by each grade (Kindergarten through $12^{\text {th }}$ grade). The current student base (school year $2013 / 2014$ ) is then passed onto the next year's grade (2013/2014's K become 2014/15's $1^{\text {st }}$ graders, 2013/2014's $1^{\text {st }}$ graders become 2014/15's $2^{\text {nd }}$ graders, and so on). After the natural progression of students through the grades is applied, then Birth Factors are multiplied to the current kindergarten class to generate a base for the following year's kindergarten class.

Next, a Mobility Factor is applied to all grades. Again, these factors take into account the natural in/out migration of students throughout the District. The mobility factor is applied to each student in every grade (K-12). A unique mobility factor is applied to each elementary school attendance area determined by the mobility factor study.

The last essential layer applied to the projections deals with additional students from planned residential development. This is a simple calculation, again conducted at the study area level, where the estimated number of new housing units for a particular year is multiplied by the appropriate Student Yield Factor. For example, if 100 Single-Family Detached (SFD) units are to be built in a specific study area in a given year, then you would multiply this number (100) by the SFD K-6 student yield factor (.356) and the resulting number (35.6) is divided evenly among grades K-6.

To finish generating the projections by residence, the same process is conducted for each of the 1245 study areas. Once the projections have been run at the study area level, then it is simple addition to determine projections for each of the District's attendance areas or for a district-wide summary. For example, the residential projections for the Acworth / McCall Elementary School attendance area is simply the summary of all of the study areas that make up this specific attendance area (see Section Five for the projections of each elementary, middle and high school attendance area). The District Summary for the projections (page 30 in Section Four) is a total summary of all 1245 study areas.

Current and historical students, geographic data and non-geographic data are used to calculate the factors used in the student population projections by residence. These factors are applied using DDP's SchoolSite software and projections are calculated for each study area for each grade.

## Chart 2

Projections by Residence Flowchart


## SECTION TWO - PLANNED RESIDENTIAL DEVELOPMENT

The student population projection by residence DDP includes all Approved and Tentative tract maps in addition to any planned or proposed development that will possibly occur within the ten year projection timeframe. The planned residential development information and phasing estimates are a snapshot of the District at the time of this study. All of the information may change and should be updated annually.

Most of the residential development data used in this report was obtained from DDP Staff and supplemented the information provided by DDP Staff with conversations with staff from officials with Acworth, Austell, Kennesaw, Powder Springs, Smyrna and Cobb County as well as directly contacting developers and sales offices with current and future housing projects within the District boundaries. A database and map of the planned residential development was created, including, when available, project name, location, housing type, total number of units and estimated move in dates (phasing schedule). Projected phasing is based upon occupancy of the unit and is used to help time the arrival of students from these new developments. Please see the next page for a map of the known residential projects in the Cobb County School District area. Following the map is the District-Wide Residential Development Summary breakdown which estimates the occupancy dates for new housing units over the next ten years (from Fall 2013 through Fall 2023) by Study Area. The three main housing types for the future housing units are: Single Family Detached (SFD) units, Multi-Family Attached (MFA), and Apartment (APT) units. On this summary table DDP has also included an inventory of all known residential projects that are expected to be active over the next ten years, and it is sorted by Study Area number. The Student Yield Factors that DDP had researched and applied towards these future units are shown on Table 5 (page 11).

A map of the active and planned residential units over the next ten years can be found on page 16 (a total of 63 projects). Based upon information provided to DDP, DDP estimates that over the next ten years there could be 1172 SFD, 420 MFA, and 449 APT units constructed within CCSD area (for a total of 2041 units), see the table on page 17. In the student projections by residence DDP includes all known maps in addition to any planned or proposed development that possibly will occur within the ten-year projection timeframe.

Pages 18 and 19 are all Residential Tract information that was collected during this project. These pages include all data collected at the time of this report with or without phasing. The planned residential development information and phasing estimates are a snapshot of the District at the time of this study. All of the information may change and should be updated annually.

Please note that all phasing schedules are based on occupancy, all Approved and Tentative maps plus proposed and potential development are included on these lists, the Summary only includes units that may be occupied in the ten year timeframe of the projections and are based upon data gathered in March and early April 2014 and may not reflect recent changes.



| PROJECT | DEVELOPER | LOCATION | CITY | UNITS | TYPE | ES AA | MS AA | HS AA |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hickory at Shiloh | Piedmont Residential | 4407 Black Hills Dr | Cobb County | 56 | SFD | Baker Elementary | Barber Middle | North Cobb High |
| Hickory at Shiloh | Piedmont Residential | 4407 Black Hills Dr | Cobb County | 16 | SFD | Baker Elementary | Barber Middle | North Cobb High |
| Hickory at Shiloh | Piedmont Residential | 4407 Black Hills Dr | Cobb County | 45 | SFD | Baker Elementary | Barber Middle | North Cobb High |
| Hickory at Shiloh | Piedmont Residential | 4407 Black Hills Dr | Cobb County | 8 | SFD | Baker Elementary | Barber Middle | North Cobb High |
| Enclave at Proctor Creek | Kerley Family Homes | 2338 Proctor Creek Enclave | Kennesaw | 31 | SFD | Baker Elementary | Barber Middle | North Cobb High |
| AMLI at BARRETT | AMLI Residential Properties | Barrett Lakes BLVD | Cobb County | 238 | APT | Bells Ferry Elementary | Daniell Middle | Sprayberry High |
|  | NORTHWESTINTOWN DEVELOPMENTINC | 1000 BELMONT COMMONS DR | Smyrna | 2 | SFD | Belmont Hills Elementary | Campbell Middle | Campbell High |
| Newport at Overton Park | Newport Development | 3625 Cumberland Blvd | Cobb County | 300 | APT | Brumby Elementary | East Cobb Middle | Wheeler High |
| Riverview | Riverview Office | Cobb Galleria Pkwy | Cobb County | 264 | APT | Brumby Elementary | East Cobb Middle | Wheeler High |
| Enclave at Hidden Hills | Piedmont Residential | 4194 Hidden Enclave Ln | Kennesaw | 28 | SFD | Bullard Elementary | McClure Middle | Harrison High |
| Aspen Heights at Chastain Meadows Pkwy | BK Properties | 3005 Bells Ferry Rd | Cobb County | 199 | APT | Chalker Elementary | Daniell Middle | Sprayberry High |
| Bellwood Subdivsion | The Pacific Group | 1129 John Ward Rd | Cobb County | 37 | SFD | Cheatham Hill Elementary | Lovinggood Middle | Hillgrove High |
| The Ellis Tract | Lennar | 2155 Old Dallas Rd | Cobb County | 200 | SFD | Cheatham Hill Elementary | Lovinggood Middle | Hillgrove High |
| The Ellis Tract | Lennar | 2155 Old Dallas Rd | Cobb County | 200 | SFD | Cheatham Hill Elementary | Lovinggood Middle | Hillgrove High |
| Mountain Rd Tract | Brooks Chadwick Capital | 4505 SUMMERSWEET DR NE | Cobb County | 48 | SFD | Davis Elementary | Mabry Middle | Lassiter High |
| Wigley Rd Development | Brooks Chadwick Capital | Wigley Rd | Cobb County | 48 | SFD | Davis Elementary | Mabry Middle | Lassiter High |
| Bankstone Preserve | Ballantry homes | 2341 Macland Rd | Cobb County | 119 | SFD | Dowell Elementary | Lovinggood Middle | Hillgrove High |
| Due West Road Tract | Lennar | 4225 Due West Rd | Cobb County | 44 | SFD | Due West Elementary | Lost Mountain Middle | Harrison High |
| Mars Hill Church Road Tract | Traton Homes | 2750 Mars Hill Church Rd | Cobb County | 63 | SFD | Frey Elementary | McClure Middle | Allatoona High |
| Heritage at Kennesaw Mountain | Ashton Atlanta Residential | Kings Park Dr and Old 41 Hwy | Kennesaw | 88 | SFD | Hayes Elementary | Pine Mountain Middle | Kennesaw Mountain High |
| Main Street Apartments | The Preston Partnership | 2801 S. Main St | Kennesaw | 250 | APT | Kennesaw \& Big Shanty Elementary | Awtrey Middle | North Cobb High |
|  | ACADIA HOMES AND NEIGHBORHOODS LLC | PARK MANOR DR AND SHERWOOD ROAD | Smyrna | 24 | SFD | King Springs Elementary | Griffin Middle | Campbell High |
|  | SYNERGY FUND 1 LLC | MICAYNE CIR | Smyrna | 19 | MFA | King Springs Elementary | Griffin Middle | Campbell High |
| Cyrus Creek Townhomes | Fortress Builders | 3992 Cyrus Creek Cir | Acworth | 68 | MFA | Lewis Elementary | McClure Middle | Allatoona High |
| COBBLESTONE | ASHTON ATLANTA RESIDENTIAL LLC | 542 JOHNSON FERRY RD | MARIETTA | 85 | SFD | Mount Bethel Elementary | Dickerson Middle | Walton High |
| COBBLESTONE | ASHTON ATLANTA RESIDENTIAL LLC | 542 JOHNSON FERRY RD | MARIETTA | 40 | MFA | Mount Bethel Elementary | Dickerson Middle | Walton High |
| Post Oak Tritt Rd Tract | Vanquish Properties | 3055 Post Oak Tritt Rd | Cobb County | 19 | SFD | Murdock Elementary | Hightower Trail Middle | Pope High |
|  | WDW FUNDI LLC | SADLER DRAND PINERIDGE | Smyrna |  | SFD | Nickajack Elementary | Campbell Middle | Campbell High |
|  | FC W H ACQUISITION LLC | KNOXHILL VW and Oakton Pl | Smyrna |  | MFA | Nickajack Elementary | Campbell Middle | Campbell High |
|  | TI WOODBRIDGE LOTS LLC | 4564 WILKERSON PL | Smyrna |  | SFD | Nickajack Elementary | Griffin Middle | Campbell High |


| PROJECT | DEVELOPER | LOCATION | CITY | UNITS | TYPE | ES AA | MS AA | HS AA |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| FONTAINE AT COOPER LAKE | ASHTON ATLANTA RESIDENTIAL LLC | 4504 WILKERSON PL | Smyrna | 60 | SFD | Nickajack Elementary | Griffin Middle | Campbell High |
|  | ROCKLYN HOMES INC | 2214 KNOXHILL VW | Smyrna | 28 | MFA | Nickajack Elementary | Campbell Middle | Campbell High |
|  | TPG HOMES LLC | 4251 HARDY AVE | Smyrna | 14 | SFD | Nickajack Elementary | Griffin Middle | Campbell High |
|  | WHB CONTRACTORS LLC | SADLER DR AND PINERIDGE | Smyrna | 4 | SFD | Nickajack Elementary | Campbell Middle | Campbell High |
| Cedarcrest Road Tract | The Ryland Group | 5997 Cedarcrest Rd | Cobb County | 170 | SFD | Picketts Mill Elementary | Durham Middle | Allatoona High |
| Springbrooke Estate | Legendary Communities | 4500 Fals Ave4500 Fals Avenue Powder Springs | Powder Springs | 99 | SFD | Powder Springs Elementary | Cooper Middle | McEachern High |
| Springbrooke Estate | Legendary Communities | 4500 Fals Ave4500 Fals Avenue Powder Springs | Powder Springs | 100 | SFD | Powder Springs Elementary | Cooper Middle | McEachern High |
| Cameron Springs | CBRE | 3451 LaUREL KNOL/5396 SILVER WOOD CT | Powder Springs | 4 | SFD | Powder Springs Elementary | Cooper Middle | McEachern High |
| Cameron Springs | CBRE | 3451 LAUREL KNOLL/5396 SIIVER WOOD CT | Powder Springs | 4 | SFD | Powder Springs Elementary | Cooper Middle | McEachern High |
| Cameron Springs | CBRE | 3451 LAUREL KNOLL/5396 SIIVER WOOD CT | Powder Springs | 19 | SFD | Powder Springs Elementary | Cooper Middle | McEachern High |
| Cameron Springs | CBRE | 3451 LAUREL KNOLL/5396 SILVER WOOD CT | Powder Springs | 3 | SFD | Powder Springs Elementary | Cooper Middle | McEachern High |
| Cameron Springs | CBRE | 3451 LAUREL KNOL/5396 SILVER WOOd CT | Powder Springs | 11 | SFD | Powder Springs Elementary | Cooper Middle | McEachern High |
| Enclave | Powder River LLC | 4086 Marietta St | Powder Springs | 94 | SFD | Powder Springs Elementary | Cooper Middle | McEachern High |
| Turnstone Group | REO Funding Solutions | 3985 Lagrone St | Powder Springs | 97 | SFD | Powder Springs Elementary | Cooper Middle | McEachern High |
| Fallwood Builders | Fallwood Builders | 4210 Asutell Powder Springs Rd | Powder Springs | 22 | SFD | Powder Springs Elementary | Cooper Middle | McEachern High |
| Steinhauer Rd Homes | KM Homes | 4346 Steinhauer Rd | Cobb County | 16 | SFD | Rocky Mount Elementary | Mabry Middle | Lassiter High |
| Tract A - 3475 Mabry Road | EAH Investments | 3475 Mabry Rd | Cobb County | 20 | SFD | Shallowford Falls Elementary | Simpson Middle | Lassiter High |
| Whitfield Parc | The Providence Group | Roswell St and Trellis Dr | Smyrna | 76 | SFD | Smyrna Elementary | Campbell Middle | Campbell High |
| Rileys Walk | MAGNOLIA HOMES OF GEORGIA INC | 2638 GILBERT ST | Smyrna | 2 | SFD | Smyrna Elementary | Campbell Middle | Campbell High |
| BELMONT Smyrna | HALPERN ENTERPRISES INC | WINDY HILL RD AND ATLANTA RD | Smyrna | 274 | MFA | Smyrna Elementary | Campbell Middle | Campbell High |
| Woodlawn Walk | Brooks Chadwick Capital | 590 Woodlawn Dr, Marietta | Cobb County | 20 | SFD | Sope Creek Elementary | Dickerson Middle | Walton High |
| 300 West Sandtown Road | Blake Properties | 300 W Sandtown Rd | Cobb County | 32 | SFD | Still Elementary | Lovinggood Middle | Hillgrove High |
| Highpointe at Vinings | The Providence Group | 3400 Spring Hill Pkwy | Cobb County | 84 | SFD | Teasley Elementary | Campbell Middle | Campbell High |
|  | LENNAR GEORGIA INC/TI VINTAGE LLC | VINTAGE CIR | Smyrna | 40 | MFA | Teasley Elementary | Campbell Middle | Campbell High |
| Alexan at Overlook | Pope \& Land Enterprises | S Cobb Pkwy and Cumberland Blvd | Cobb County | 300 | MFA | Teasley Elementary | Campbell Middle | Campbell High |
| Views at Vinings Ridge | Pulte Home | 3451 Spring Hill Pkwy | Cobb County | 63 | MFA | Teasley Elementary | Campbell Middle | Campbell High |
| Stillhouse Lane Towns | Arrowhead Real Estate | 3150 Stillhouse Ln | Cobb County | 33 | MFA | Teasley Elementary | Campbell Middle | Campbell High |
| Settlement Road | John Wieland Homes | 4642 WOODLAND BROOK DR SE | Cobb County | 44 | SFD | Teasley Elementary | Campbell Middle | Campbell High |
| The Estates at Walden | Brooks Chadwick Capital | Jordan Lake Dr | Cobb County | 23 | SFD | Tritt Elementary | Hightower Trail Middle | Pope High |
| Silverbrooke | Turnstone Group | Elliot Road and CH James Pkwy | Powder Springs | 82 | SFD | Varner Elementary | Tapp Middle | McEachern High |
| Vineyards at New Macland | Peachtree Communities | 4193 Groveland Park Dr | Powder Springs | 52 | SFD | Varner Elementary | Tapp Middle | McEachern High |

## SECTION THREE - ATTENDANCE MATRICES

Three Attendance Matrices have been included to provide a better understanding of where students reside and where they attend school. Remember, DDP projections are based upon where the students reside, not the students school of enrollment. This method allows DDP to provide the most accurate forecast of where shifts in student population may occur and changes to future facilities (if necessary) should be located. Therefore, since the projections are based upon where the students reside, the figures we use as a base for each school's resident projection may be slightly higher or lower than the actual reported enrollment for each school. The best way to plan for future facilities is to know where the next group of students will be coming from, not necessarily which school they are currently attending

Attendance matrices act as a "check and balance" for student accounting. Illustrating where the students reside (in what School of Residence) based upon their geocoded address and which school they attend (School of Attendance) based upon District provided student data. It is essential to show how the students used in the projections match up to the District's records of enrollment for each school. Furthermore, intra-district transferring patterns can be determined by comparing School of Residence data to the School of Attendance data. The student counts used in all of the matrices represent CCSD's enrollment as of October 2013.

## READING THE MATRIX

Starting with the Fall 2013 K-5 Elementary School Attendance Matrix on page 22-25, let's begin with Acworth / McCall ES* as an example. Following down the first column with the "Acworth ES" heading, there are 758 K-5 grade students attending Acworth Intermediate and reside in the Acworth / McCall attendance area as of October 2013. Continuing downward, no students attend Acworth Intermediate and reside in the Addison ES attendance area. As you continue down you find 3 students that attend Acworth Intermediate and reside in Baker ES attendance area.

The last rows represent the Open Enrollment percentages for each of the District's elementary schools. For example, reading down the "Acworth Intermediate" column, you will see that 27 K-5 students attend Acworth Intermediate from outside of its attendance area; that represents $3.45 \%$ of its total enrollment.

The next step is to read across the matrix, beginning with the "Acworth Intermediate / McCall Primary" attendance area row. We now know that the 758 represents the total number of K-5 grade students residing and attending Acworth Intermediate. The next column, McCall Primary, refers to the number of K-5 grade students (375) residing in the "Acworth Intermediate / McCall Primary" attendance area, attend McCall Primary. Assumptions can be made that these students fall into the grade ranges set for the "Acworth Intermediate / McCall Primary" attendance area. Continue to the next column, 1 student lives in the "Acworth Intermediate / McCall Primary" attendance area but attends Addison ES.

The "K-5 Students" columns at both ends of the matrix list the total number of K-5 students living in that particular attendance area. There are $1221 \mathrm{~K}-5$ students residing in the "Acworth Intermediate / McCall Primary" attendance area as of October 2013. 758 K-5 "resident" students are assigned to Acworth Intermediate, within the student data, are what DDP used as the basis for the "resident" attendance area projections.

The bottom rows of each matrix also include the CCSD site capacities** and the capacity percentage compared to K-5 Students enrolled at the school. For an example, Addison Elementary has a Fall 2013 enrollment of 594 students with $93.25 \%$ school capacity based on CCSD School

Capacity at 637. These figures can be used by District personnel when planning boundary alignments or new facilities.

The Middle School (6-8) pages 26-27 and the High School (9-12) page 28 Attendance Matrices, located on the following pages are read in the same manner as the Elementary Matrix.
*Acworth and McCall campuses service the same attendance area but for set grade ranges. This is the case for Big Shanty \& Kennesaw and Riverside Primary \& Intermediate within K-5 Attendance Areas and Lindley $6^{\text {th }}$ \& Lindley $7^{\text {th }}-8^{\text {th }}$ Grade Campuses for 6-8 Attendance Areas.
** Site capacities provided by CCSD Planning Department

5 Matrix- Fall 2013



|  | ${ }^{27}$ | 11 | ${ }^{20}$ | 52 | ${ }^{6}$ | ${ }^{47}$ | ${ }^{21}$ | ${ }_{3}$ | 19 | ${ }^{21}$ | 70 | ${ }^{32}$ | 15 | ${ }_{5}$ | ${ }^{105}$ | ${ }_{56}$ | ${ }_{58}$ | ${ }^{39}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| K.SEmolmentroas | ${ }^{735}$ | ${ }_{36}^{36}$ | 575 | $4{ }^{43}$ | ${ }_{507}$ | 129 | ${ }_{598}$ | 29 | 76 | 66 | ${ }_{76}$ | ${ }_{61}$ | 1099 | 974 | ${ }^{688}$ | ${ }_{64}^{63}$ | 1091 | ${ }_{6} 6$ |
| Oenensminenter | ${ }^{3.58 \%}$ | 2008 | ${ }_{3}^{3.888}$ | ${ }^{1.50 \%}$ | ${ }^{13318}$ | ${ }_{638}$ | ${ }_{3}^{3,588}$ | ${ }^{1.378}$ | ${ }_{2}^{2.888}$ | 3.178 | 9228 |  | ${ }^{1.438}$ | 5388 | ${ }^{12,478}$ | ${ }^{8855}$ | 5 |  |
| scrool |  | mcaul $\mathrm{mamax}^{\text {a }}$ | Aoosonemenaray | Elemenraer | Uemen | вмквRelemenray |  |  |  | Saw en |  |  | Yemenray | Bexaratemenray | moetenenaray | ctakeremen |  | $\substack{\text { catamale } \\ \text { cumerave }}$ |
| Caracre | , | 4.5 | ${ }^{626}$ | ${ }^{43}$ | ${ }_{527}$ | ${ }^{7} 6$ | als |  | , |  |  |  |  |  |  |  |  |  |




|  | 4 | 23 | ${ }^{47}$ | ${ }^{23}$ | ${ }^{7}$ | 55 | 115 | ${ }_{34}$ | ${ }^{5}$ | ${ }^{6}$ | 19 | ${ }_{3}$ | 59 | ${ }^{38}$ | 4 | ${ }^{37}$ | ${ }^{29}$ | 259 |
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|  | ${ }_{3} 35$ | ${ }_{515}$ | ${ }_{568}$ | ${ }_{220}$ | 56 | 1265 | 673 | 86 | 673 | ${ }^{126}$ | 65 | ${ }^{71}$ | 69 | ${ }_{936}^{906}$ | ${ }_{5}^{524}$ | ${ }_{66}^{66}$ | ${ }^{42}$ | ${ }^{\text {923 }}$ |
| Open Exolmenty | ${ }_{12248}^{12}$ |  | 8.55\% | 2218 | ${ }^{12298}$ | ${ }^{4337 \%}$ | ${ }^{17.1268}$ | 3, 3 9\% | ${ }_{11,488}^{18}$ | 0.69 | ${ }^{22928}$ | 9,948 | 88.68 | 4088 | 2988 | 539\% | 6.218 |  |
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|  | 5s | ${ }_{16}$ | ${ }^{64}$ | 56 | 51 | 104 | ${ }^{37}$ | ${ }^{25}$ | ${ }^{48}$ | ${ }^{42}$ | ${ }^{6}$ | 57 | ${ }_{8}$ | ${ }_{36}$ | ${ }^{21}$ | ${ }^{13}$ | ${ }^{42}$ | 11 |
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\begin{abstract}

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School of Attendance


|  | 30 | 54 | ${ }^{108}$ | ${ }^{6}$ | ${ }_{36}$ | 51 | ${ }^{40}$ | ${ }^{170}$ | ${ }_{38}$ | ${ }^{37}$ | ${ }^{17}$ | ${ }^{80}$ | ${ }^{11}$ |  |
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| Oenensomenter | 5.308 | ${ }_{7,38}$ | ${ }^{13328}$ | ${ }_{7 \text { S\％}}$ | 5.18 | 6.35 | 3.468 | 2267 | 5．188 | 6278 | ${ }^{19,48}$ | ${ }_{1788}$ | ${ }_{1835 \%}^{18}$ | Oenen molment． |
| scrool |  | Russul eimenrax | sanoestemenrax |  | Smumameme | smmanalemenrax |  | eiment | Testerelemerraer |  | тerteementay | vaneferemenrary | vaughestemerame | sctool |
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## School of Attendance

|  | school <br> AWTREY MIDDLE barber midde | Range <br> 6.8 <br> $6-8$ | 6-8 RESIDENT STUDENTS <br> 859 <br> 1007 | $\begin{gathered} \text { AWTREY } \\ \text { MIDDLE } \end{gathered}$ | BARBER MIDDLE$\qquad$$4$ | CAMPBELL MIDDLE$\qquad$ | COOPER MIDDLE$\qquad$ 0 | DANIELL MIDDLE$\qquad$ 1 |  | $\begin{gathered} \begin{array}{c} \text { DoDGen } \\ \text { MIDDLE } \end{array} \\ \hline 0 \end{gathered}$ | $\begin{gathered} \text { DURHAM } \\ \text { MIDDLE } \end{gathered}$ | $\begin{gathered} \begin{array}{c} \text { EAST COBB } \\ \text { MIDDLE } \end{array} \\ \hline 0 \end{gathered}$ | FLOYD MIDDLE $\square$ <br> 0 | $\begin{gathered} \text { GARRETT } \\ \text { MIDDLE } \end{gathered}$ | GRIFFIN MIDDLE | HIGHTOWER TRAIL MIDDLE | Shared Attendance Area  <br> LINDLEY GTH LINDLEY <br> GRADE MIDDLE <br> ACADEMY SCHOOL <br>   |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0 | 0 | 0 | 0 |
|  |  |  |  | 16 | 955 | 0 | 0 | 2 | 0 | 0 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | CAMPbell midole | 6 6-8 | 1312 | 0 | 0 | 1258 | 0 | 2 | 3 | 0 | 0 | 3 | 0 | 2 | 30 | 0 | 0 | 0 |
|  | COoper midole | 6 6-8 | 987 | 0 | 0 | 1 | 918 | 0 | 0 | 0 | 6 | 0 | 3 | 10 | 3 | 0 | 1 | 0 |
|  | daniel midole | 6.8 | 1025 | 0 | 1 | 0 | 0 | 937 | 0 | 6 | 1 | 9 | 0 | 0 | 0 | 13 | 0 | 1 |
|  | dickerson midie | 6.8 | 1235 | 0 | 0 | 0 | 0 | 0 | 1220 | 9 | 0 | 2 | 0 | 0 |  | 1 | 0 | 0 |
|  | dodgen middle | 6.8 | 1192 | 0 | 0 | 0 | 0 | 0 | 0 | 1110 | 0 | 1 | 0 | 0 | 0 | 76 | 0 | 0 |
|  | DURHAM MIDDLE | 6 6-8 | 963 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 951 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | East Cobb midile | $6-8$ | 1303 | 1 | 2 | 2 | 0 | 1 | 4 | 8 | 0 | 1265 | 0 | 1 |  | 7 | 0 | 1 |
|  | floyd MIDDLE | 6.8 | 954 | 0 | 0 | 8 | 1 | 1 | 0 | 0 | 0 | 2 | 903 | 4 | 15 | 0 | 1 | 2 |
|  | Garrett midole | 6.8 | 844 | 0 | 0 |  | 12 | 0 | 0 | 0 | 1 |  | 22 | 779 | 2 | 0 | 1 | 6 |
|  | Griffin midole | 6 6-8 | 1186 | 0 | 0 | 16 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 1148 | 0 | 0 | 1 |
|  | hightower trall midole | 6.8 | 914 | 0 | 1 | 0 | 0 | 2 | 1 | 7 | 0 | 2 | 0 | 0 | 0 | 893 | 0 | 0 |
|  | LINDLEY MIDDLE and LINDLEY 6 th | 6.8 | 1727 | 0 | 0 | 5 | 5 | 1 | 0 | 0 | 0 | 1 | 13 | 7 | 10 | 1 | 579 | 1076 |
|  | Lost mountain midole | $6-8$ | 911 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | , | 0 | 0 |  | 0 | 0 | 0 |
|  | LOVINGGOod midde | 6.8 | 1257 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
|  | MABRY MIDDLE | 6.8 | 854 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
|  | mCLLESKEY MIDDLE | 6.8 | 702 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 3 | 0 | 0 |
|  | mCCLURE MIDLLE | 6.8 | 1058 | 2 | 1 | 0 | 0 | 2 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | PALMER MIDDLE | $6-8$ | 1008 | 10 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 0 |
|  | Pine mountain midole | $6-8$ | 691 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | SIMPson MIDDLE | 6.8 | 865 | 0 | 0 | 1 | 0 | 3 | 0 | 6 | 0 | 2 | 0 | 0 | 0 | 8 | 0 | 0 |
|  | SMITHA MIDDLE | 6.8 | 1007 | 0 | 0 | 9 | 1 | 1 | 0 | 0 | 1 |  | 6 | 1 | 11 | 5 | 0 | 1 |
|  | TAPP MIDDLE | 6.8 | 844 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 6 | 0 | 0 | 3 | 3 | 0 | 0 | 0 |
|  | total | 6.8 | 24705 | 828 | 968 | 1305 | 940 | 956 | 1229 | 1148 | 1014 | 1294 | 952 | 807 | 1224 | 1013 | 582 | 1088 |
|  | SCHOOL | Range | 6-8 RESIDENT STUDENTS | AWTREY | barber MIDDLE | CAMPBELL MIDDLE | COOPER MIDDLE | daniell MIDDLE | dickerson MIDDLE | dodgen MIDDLE | DURHAM MIDDLE | EAST COBB midDLE | FLoYd MIDDLE | GARRETT | gRIFFIN MIDDL | HIGHTOWER trall middle | LINDLEY 6TH <br> GRADE <br> ACADEM <br> Shared A | Lindey MIDDLE school nce Area |
|  |  |  | tched students: | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 0 |
|  |  |  | Out of District:\| | 2 | 5 | 3 | 5 | 3 | 4 | 10 | 19 | 9 | 7 | 3 | 5 | 3 | 3 | 1 |

School Capacity Numbers provided by CCSD

| \# Enrolled But Not Living in Attendance Area | 34 | 18 | 50 | 27 | 22 | 13 | 48 | 82 | 38 | 56 | 31 | 81 | 123 | 6 | 13 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6-8 Enrollment Totals: | 830 | 974 | 1309 | 945 | 959 | 1233 | 1158 | 1033 | 1304 | 959 | 810 | 1230 | 1018 | 585 | 1089 |
|  | AWTREY MIDDLE | BARBER MIDDIE | CAMPBELL MIDDLE | COOPER MIDDLE | danelel MIDDLE | dickerson midole | dodgen MIDDLE | durham MIDLE | East cobb MIDDLE | FLOYD MIDDLE | GARRETT MIDDLE | GRIFFIN MIDDE | HIGHTOWER TRAIL MIDDLE | $\begin{gathered} \text { LINDLEY GTH } \\ \text { GRADE } \\ \text { ACADEMY } \\ \text { CCCS } \end{gathered}$ | LINDLEY MIDDLE SCHOOL 754 |
| CAPACITY | 911 | 1046 | 1203 | 1046 | 1046 | 1068 | 1046 | 1046 | 1091 | 1046 | 820 | 1046 | 911 | 584 | 1170 |
| САРАСITY \% (6-8) | 91.11\% | 93.12\% | 108.81\% | 90.34\% | 91.68\% | 115.45\% | 110.71\% | 98.76\% | 119.52\% | 91.68\% | 98.78\% | 117.59\% | 111.75\% | 100.17\% | 93.08\% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Open Enrollment\% | 4.11\% | 1.86\% | 3.83\% | 2.87\% | 2.30\% | 1.06\% | 4.18\% | 8.09\% | 2.94\% | 5.88\% | 3.84\% | 6.62\% | 12.14\% | 1.03\% | 1.19\% |

## School of Attendance

| School of Residence | SCHOoL | Range | 6-8 RESIDENT STUDENTS | AWTREY MIDDL | $\begin{gathered} \text { LOST } \\ \text { MOUNTAIN } \\ \text { MIDDLE } \end{gathered}$ | Lovinggood MIDDLE | mabry midole | mclesskey MIDDLE | mcClure <br> MIDDLE | PALMER <br> MIDDLE | $\begin{gathered} \text { PINE } \\ \text { MOUNTAIN } \end{gathered}$ MIDDLE | SIMPSON <br> MIDDLE | SMITHA MIDDLE | TAPP MIDDLE | devereux CENTER | hawthorne |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | AWTREY MIDDLE | 6.8 | 859 | 796 | 2 | 4 | 2 | 2 | 13 | 2 | 4 | 1 | 0 | 0 | 0 | 1 |
|  | barber midole | 6.8 | 1007 | 16 | 3 | 2 | 0 | 0 | 4 | 10 | 4 | 2 | 0 | 0 | 0 | 2 |
|  | CAMPbell midole | 6.8 | 1312 | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 2 | 0 | 4 | 0 | 0 | 4 |
|  | COOPER MIDDLE | 6.8 | 987 | 0 | 8 | 18 | 0 | 0 | 1 | 0 | 3 | 0 | 3 | 10 | 0 | 2 |
|  | danell midole | 6.8 | 1025 | 0 | 2 | 0 | 10 | 12 | 5 | 8 | 0 | 19 | 0 | 0 | 0 | 1 |
|  | dickerson midie | 6.8 | 1235 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
|  | dodgen midile | 6.8 | 1192 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
|  | durham middie | 6.8 | 963 | 0 | 6 | 2 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | East Cobb midile | 6.8 | 1303 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 2 |
|  | floyd midole | 6.8 | 954 | 0 | 0 | 4 | 1 | 0 | 1 | 0 | 4 | 1 | 2 | 0 | 0 | 4 |
|  | GArRett midde | 6.8 | 844 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 1 | 0 | 4 |  | 0 | 3 |
|  | Griffin midole | 6.8 | 1186 | 0 | 0 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 6 |  | 0 | 1 |
|  | HIGHtower trall midole | 6.8 | 914 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 7 | 0 | 0 | 0 | 0 |
|  | LINDLEY MIDDLE and LINDLEY 6th | 6.8 | 1727 | 0 | 0 |  | 2 | 0 | 0 | 2 |  | 0 | 0 | 1 | 13 | 3 |
|  | Lost mountain midole | 6.8 | 911 | 0 | 884 | 17 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 3 |
|  | Lovinggood midde | 6.8 | 1257 | 2 | 6 | 1237 | 0 | 0 | 1 | 0 | 2 | 0 | 3 | 0 | 0 | 0 |
|  | MABRY MIDDLE | 6.8 | 854 | 0 | 0 | 0 | 848 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
|  | mCCLESKEY MIDDLE | 6.8 | 702 | 0 | 0 | 2 | 7 | 680 | 1 | 1 | 1 | 4 | 0 | 0 | 0 | 0 |
|  | mCCLURE MIDDLE | 6.8 | 1058 | 2 | 6 | 1 | 1 | 0 | 1036 | 0 | 2 | 0 | 0 | 0 | 0 | 1 |
|  | PALMER MIDDLE | 6.8 | 1008 | 10 | 0 | 0 | 0 | 10 | 2 | 964 | 9 | 2 | 1 | 0 | 0 | 2 |
|  | PINE MOUNTAIN MIDDLE | 6.8 | 691 | 1 | 5 | 5 | 0 | 1 | 13 | 1 | 647 | 0 | 0 | 0 | 14 | 0 |
|  | SIMPson middie | 6.8 | 865 | 0 | 0 | 0 | 6 | 0 |  | 2 | 0 | 836 | 0 | 0 | 0 | 1 |
|  | Smitha midole | 6.8 | 1007 | 0 | 3 | 12 | 0 | 1 | 1 | 0 | 1 | 1 | 946 | 1 | 0 | 1 |
|  | TAPP MIDDLE | 6.8 | 844 | 0 | 9 | 33 | 0 | 0 | 3 | 1 | 5 |  | 6 | 767 | 0 | 4 |
|  | total | 6.8 | 24705 | 828 | 935 | 1359 | 884 | 709 | 1087 | 993 | 688 | 882 | 975 | 783 | 27 | 35 |
|  | SCHOOL | Range | 6-8 RESIDENT students | AWTREY MIDDE | $\begin{gathered} \text { Lost } \\ \text { MOUNTAIN } \\ \text { MIDLIE } \end{gathered}$ | LOVINGGOOD midole | MABRY MIDDLE | MCLLESKEY MIDDLE | MCCLURE MIDDLE | PALMER MIDDLE | PINE mountain MIDDLE | SIMPSON MIDDLE | SMITHA MIDDE | TAPP MIDDLE | DEVEREUX CENTER | hawthorne |


| Unmatched Students | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| ---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Out of District: | 2 | 9 | 34 | 9 | 3 | 8 | 1 | 4 | 5 | 2 | 5 |


| \# Enrolled But Not Living in | 34 | 60 | 156 | 45 | 32 | 59 | 30 | 45 | 51 | 31 | 21 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6.8 Enrollment Totals: | 830 | 944 | 1394 | 893 | 713 | 1095 | 994 | 692 | 887 | 977 | 788 |
|  | awtrey MIDDLE | $\begin{gathered} \text { LOST } \\ \text { MOUNTAIN } \\ \text { MIDDLE } \end{gathered}$ | LOVINGGOOD MIDDLE | MABRY MIDDLE | mCCLESKEY MIDDLE | MCCLURE | PALMER | $\begin{gathered} \text { PINE } \\ \text { MOUNTAIN } \\ \text { MIDDLE } \end{gathered}$ | SIMPSON | SMITHA | TAPP MIDDLE |
| CAPACITY | 911 | 1046 | 1046 | 1023 | 842 | 1046 | 1046 | 798 | 865 | 1023 | 1023 |
| CAPACITY \% (6-8) | 91.11\% | 90.25\% | 133.27\% | 87.29\% | 84.68\% | 104.68\% | 95.03\% | 86.72\% | 102.54\% | 95.50\% | 77.03\% |
| Open Enrollment \% |  |  |  |  |  |  |  |  |  |  |  |
|  | 4.11\% | 6.42\% | 11.48\% | 5.99\% | 4.51\% | 5.43\% | 3.02\% | 6.54\% | 5.78\% | 3.18\% | 2.68\% |

# School of Attendance 




[^0]:    The District has provided DDP with the best available information at the time of this report. The circumstances regarding future facilities are subject to change, especially when dealing with shifts in the housing market and economy. The suggestions presented in this report are based upon the trends that the District is currently experiencing. Projections should be updated annually to make sure to capture any changes that might occur more quickly than expected.

