



DISTRICT-WIDE REALITY CHECK

JANUARY BOE RETREAT

REALITY CHECK OVERVIEW



Purpose

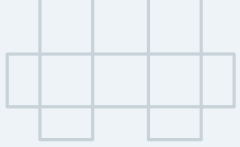
- Monitor schools' progress on key performance indicators (KPIs). Identify overall trends and schools needing extra support.
- Determine next steps to improve outcomes.



Protocol

- Review and discuss Key Performance Indicators.
- Share current strategies and plan next steps.
- Discuss district questions, comments, and future actions as a whole group.





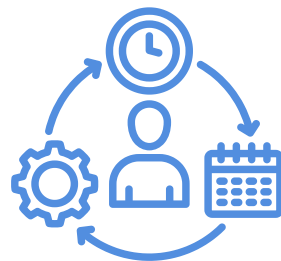
Key Performance Indicators (KPI)

Attendance



- Attendance Rate
- Average Total Days Absent
- Percent Chronic

Discipline



- Total Resolution Action Codes and Distinct Student Count for ISS,OSS
- Bus Suspensions

Gifted



- Total Gifted Students
- Percent of Total by Student Group

Amira



- Amira Reading Mastery (ARM)
- Median Percentile and Catch-Up Performance Level Percent
- Dyslexia Risk Indicator (DRI)
- At Risk, Stronger Signals (Percent of Total)

Fall MAP Reading and Math



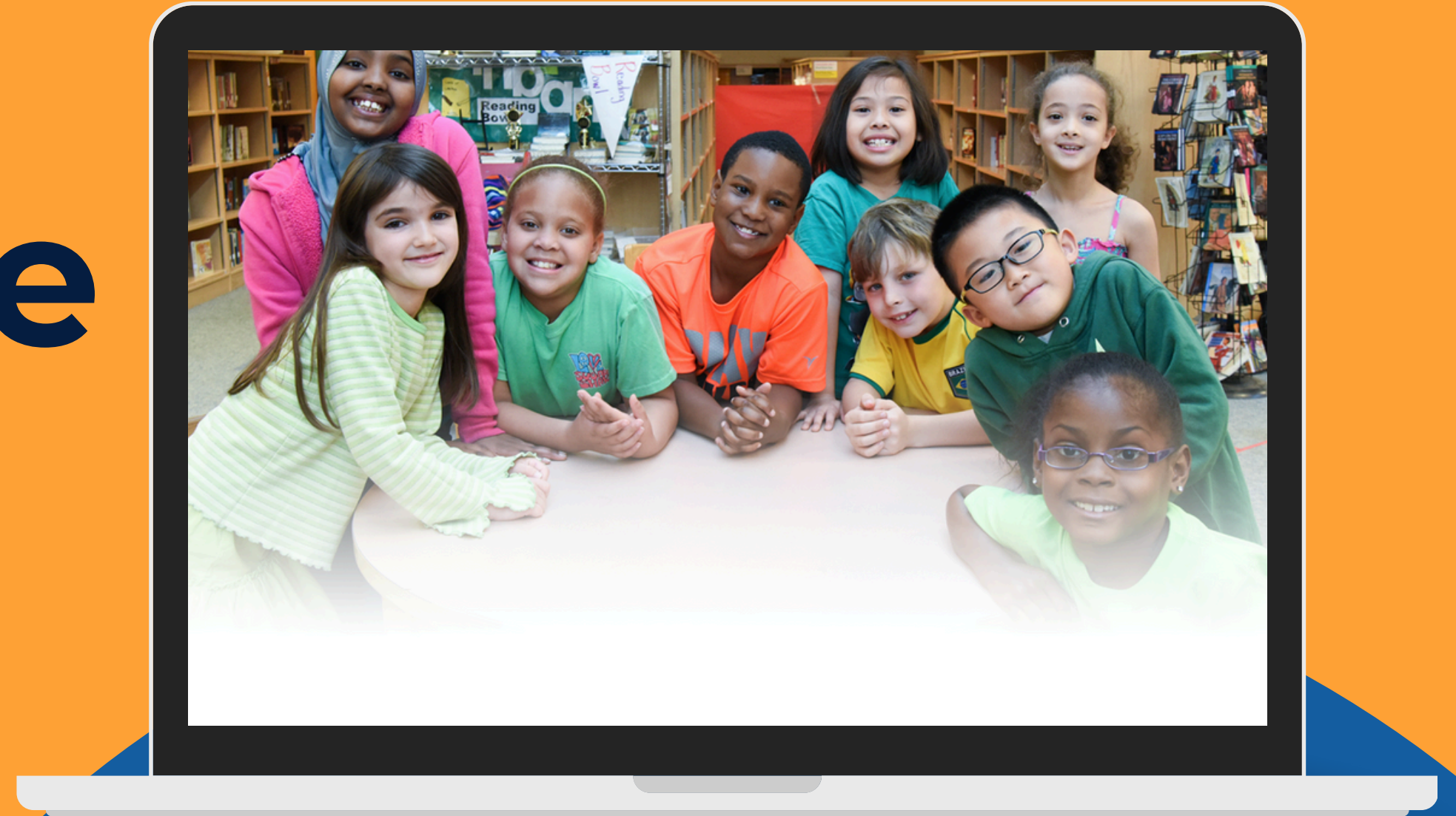
- Growth Quintiles
- Growth Targets
- Achievement Quintiles
- Milestones Projected Proficiency (Percent of Total)





Attendance

Data as of 1-13-26



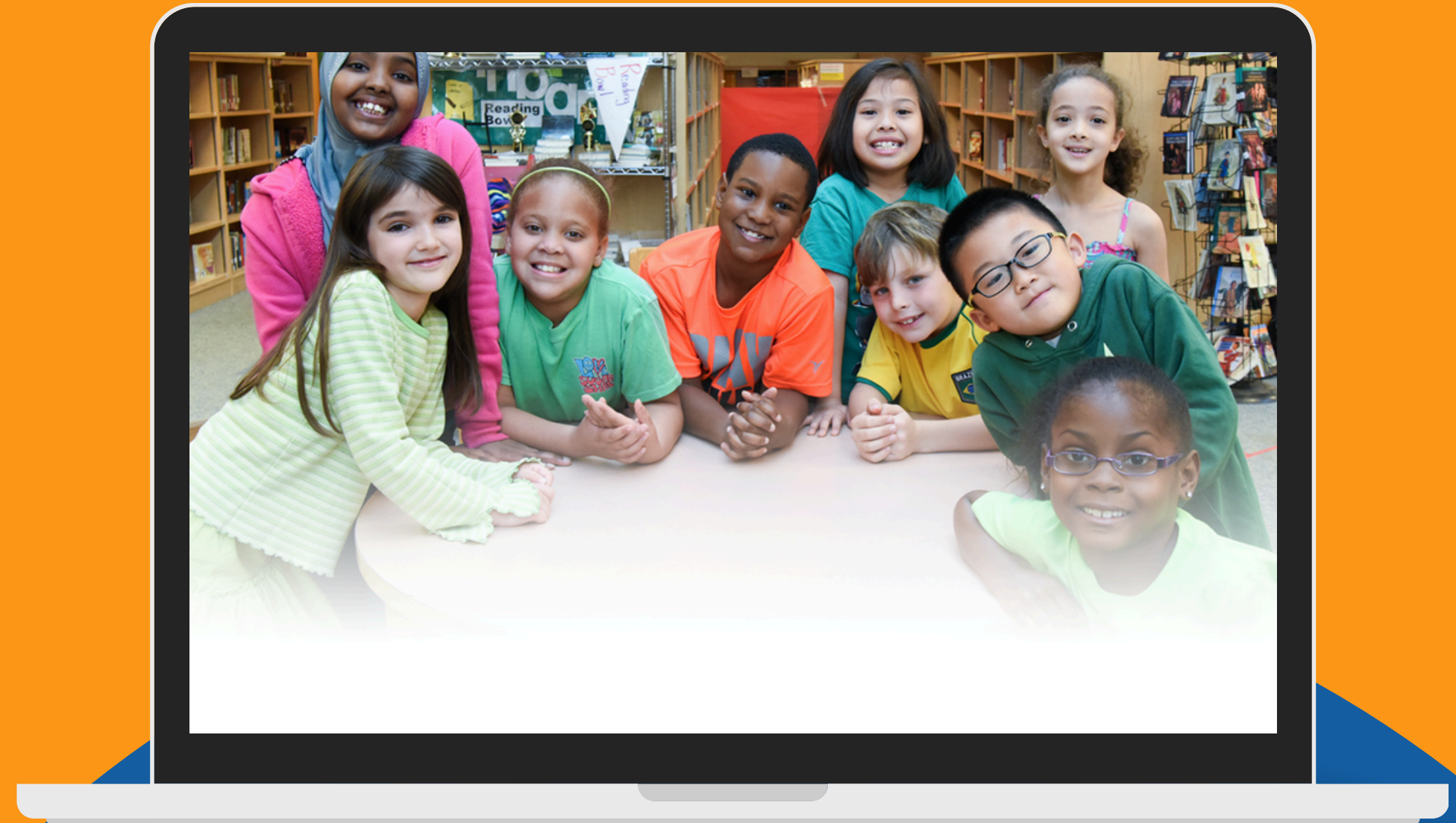
Student Group	Attendance Rate (November)	Attendance Rate (January)	Difference	Average Total Days Absent (November)	Average Total Days Absent (January)	Difference
All Students	97.37%	95.76%	95.76% ▼ -1.61%	3.65	6.01	6.01 ▲ 2.36
Free and Reduced Lunch	97.15%	95.55%	95.55% ▼ -1.60%	3.57	5.99	5.99 ▲ 2.42
English Language Learners	97.14%	95.48%	95.48% ▼ -1.66%	3.98	6.38	6.38 ▲ 2.40
Students with Disability	96.86%	95.03%	95.03% ▼ -1.83%	4.55	7.23	7.23 ▲ 2.68
Black	97.22%	95.48%	95.48% ▼ -1.74%	3.86	6.34	6.34 ▲ 2.48
Hispanic	97.19%	95.46%	95.46% ▼ -1.73%	3.92	6.46	6.46 ▲ 2.54
White	98.27%	97.26%	97.26% ▼ -1.01%	2.50	4.14	4.14 ▲ 1.64
Asian/Pacific Islander	97.75%	96.45%	96.45% ▼ -1.30%	3.18	5.16	5.16 ▲ 1.98
Multi-Racial	97.36%	95.91%	95.91% ▼ -1.45%	3.41	5.53	5.53 ▲ 2.12
American Indian/Alaskan Native	96.85%	94.58%	94.58% ▼ -2.27%	4.11	7.07	7.07 ▲ 2.96

Student Group	Percent Chronic (November)	Percent Chronic (January)	Difference
All Students	4.09%	9.28%	9.28% ▲ 5.19%
Free and Reduced Lunch	4.56%	9.91%	9.91% ▲ 5.35%
English Language Learners	4.80%	10.02%	10.02% ▲ 5.22%
Students with Disability	6.06%	12.36%	12.36% ▲ 6.30%
Black	4.48%	10.42%	10.42% ▲ 5.94%
Hispanic	4.49%	10.13%	10.13% ▲ 5.64%
White	1.79%	3.72%	3.72% ▲ 1.93%
Asian/Pacific Islander	3.24%	6.72%	6.72% ▲ 3.48%
Multi-Racial	4.48%	8.55%	8.55% ▲ 4.07%
American Indian/Alaskan Native	5.52%	12.62%	12.62% ▲ 7.10%



Discipline

Data as of 1-13-26



In-School Suspension (ISS)

Student Group	Resolution Action Codes (November)	Resolution Action Codes (January)	Difference	Students (November)	Students (January)	Difference
All Students	1,621	2,624	2,624 ▲ 1,003	1,375	2,071	2,071 ▲ 696
Free and Reduced Lunch	493	816	816 ▲ 323	409	646	646 ▲ 237
English Language Learners	250	400	400 ▲ 150	220	320	320 ▲ 100
Students with Disability	276	451	451 ▲ 175	228	345	345 ▲ 117
Black	1,182	1,900	1,900 ▲ 718	1,003	1,497	1,497 ▲ 494
Hispanic	318	520	520 ▲ 202	268	406	406 ▲ 138
White	42	63	63 ▲ 21	38	53	53 ▲ 15
Asian/Pacific Islander	37	62	62 ▲ 25	33	52	52 ▲ 19
Multi-Racial	36	67	67 ▲ 31	28	53	53 ▲ 25
American Indian/Alaskan Native	6	12	12 ▲ 6	5	10	10 ▲ 5

Out-of-School Suspension (OSS)

Student Group	Resolution Action Codes (November)	Resolution Action Codes (January)	Difference	Students (November)	Students (January)	Difference
All Students	2,650	4,524	4,524 ▲ 1,874	2,100	3,296	3,296 ▲ 1,196
Free and Reduced Lunch	739	1,389	1,389 ▲ 650	573	975	975 ▲ 402
English Language Learners	227	364	364 ▲ 137	201	315	315 ▲ 114
Students with Disability	575	944	944 ▲ 369	420	640	640 ▲ 220
Black	2,217	3,796	3,796 ▲ 1,579	1,729	2,697	2,697 ▲ 968
Hispanic	264	462	462 ▲ 198	233	388	388 ▲ 155
White	49	79	79 ▲ 30	41	61	61 ▲ 20
Asian/Pacific Islander	40	68	68 ▲ 28	35	59	59 ▲ 24
Multi-Racial	67	99	99 ▲ 32	55	77	77 ▲ 22
American Indian/Alaskan Native	13	20	20 ▲ 7	7	14	14 ▲ 7

Bus Suspensions

Student Group	Codes (November)	Codes (January)	Difference	Students (November)	Students (November)	Difference
All Students	182	312	312 ▲ 130	169	275	275 ▲ 106
Free and Reduced Lunch	54	109	109 ▲ 55	52	96	96 ▲ 44
English Language Learners	12	17	17 ▲ 5	11	16	16 ▲ 5
Students with Disability	44	59	59 ▲ 15	40	52	52 ▲ 12
Black	160	269	269 ▲ 109	148	235	235 ▲ 87
Hispanic	15	22	22 ▲ 7	14	20	20 ▲ 6
White	2	7	7 ▲ 5	2	7	7 ▲ 5
Asian/Pacific Islander	1	2	2 ▲ 1	1	2	2 ▲ 1
Multi-Racial	3	8	8 ▲ 5	3	7	7 ▲ 4
American Indian/Alaskan Native	1	4	4 ▲ 3	1	4	4 ▲ 3

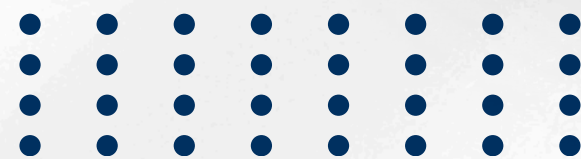




MAP READING

(INCLUDES CHARTER SCHOOLS EXCEPT MUSEUM)

Student demographic and program data were updated as of 1-14-26, and the Fall MAP data now reflects each student's current status.



Student Group	2025 Winter Achievement Quintile (Average & Above)	2025 Fall Achievement Quintile (Average & Above)	2026 Winter Achievement Quintile (Average & Above)
All Students	46%	54%	58%
Free and Reduced Lunch	38%	46%	50%
English Language Learners	17%	19%	25%
Students with Disability	20%	27%	31%
Black	44%	54%	57%
Hispanic	35%	42%	45%
White	67%	75%	78%
Asian/Pacific Islander	53%	58%	63%
Multi-Racial	62%	71%	74%
American Indian/Alaskan Native	21%	27%	30%

Student Group	2025 Winter Achievement Percentile (Median)	2025 Fall Achievement Percentile (Median)	2026 Winter Achievement Percentile (Median)
All Students	36	45	50
Free and Reduced Lunch	28	36	41
English Language Learners	9	14	18
Students with Disability	9	17	20
Black	35	44	48
Hispanic	24	32	35
White	64	73	77
Asian/Pacific Islander	45	52	57
Multi-Racial	56	65	70
American Indian/Alaskan Native	11	16	21

Student Group	2025 Winter Growth Quintile (Average & Above)	2025 Fall Growth Quintile (Average & Above)	2026 Winter Growth Quintile (Average & Above)
All Students	52%	63%	66%
Free and Reduced Lunch	49%	60%	64%
English Language Learners	49%	54%	63%
Students with Disability	45%	53%	58%
Black	50%	61%	64%
Hispanic	50%	60%	63%
White	59%	72%	74%
Asian/Pacific Islander	60%	69%	75%
Multi-Racial	58%	71%	71%
American Indian/Alaskan Native	46%	55%	61%

Student Group	2025 Winter Conditional Growth Percentile (Median)	2025 Fall Conditional Growth Percentile (Median)	2026 Winter Conditional Growth Percentile (Median)
All Students	43	52	56
Free and Reduced Lunch	40	49	54
English Language Learners	39	45	54
Students with Disability	32	43	49
Black	40	50	54
Hispanic	40	49	54
White	51	59	63
Asian/Pacific Islander	54	57	63
Multi-Racial	52	57	60
American Indian/Alaskan Native	36	46	53

Student Group	2025 Winter Met Projected Growth	2025 Fall Met Projected Growth	2026 Winter Met Projected Growth
All Students	47%	53%	57%
Free and Reduced Lunch	45%	50%	55%
English Language Learners	44%	46%	56%
Students with Disability	41%	44%	51%
Black	45%	51%	55%
Hispanic	45%	50%	55%
White	53%	60%	63%
Asian/Pacific Islander	55%	59%	64%
Multi-Racial	53%	58%	60%
American Indian/Alaskan Native	41%	46%	54%



MAP MATHEMATICS

(INCLUDES CHARTER SCHOOLS EXCEPT MUSEUM)

Student demographic and program data were updated as of 1-14-26, and the Fall MAP data now reflects each student's current status.



Student Group	2025 Winter Achievement Quintile (Average & Above)	2025 Fall Achievement Quintile (Average & Above)	2026 Winter Achievement Quintile (Average & Above)
All Students	44%	54%	58%
Free and Reduced Lunch	36%	47%	53%
English Language Learners	22%	29%	36%
Students with Disability	19%	26%	30%
Black	39%	50%	54%
Hispanic	37%	47%	52%
White	70%	77%	80%
Asian/Pacific Islander	56%	63%	68%
Multi-Racial	60%	68%	71%
American Indian/Alaskan Native	25%	33%	40%

Student Group	2025 Winter Achievement Percentile (Median)	2025 Fall Achievement Percentile (Median)	2026 Winter Achievement Percentile (Median)
All Students	34	45	50
Free and Reduced Lunch	27	38	44
English Language Learners	14	21	27
Students with Disability	10	16	18
Black	30	40	44
Hispanic	27	37	42
White	67	76	78
Asian/Pacific Islander	49	57	63
Multi-Racial	52	62	67
American Indian/Alaskan Native	16	25	30

Student Group	2025 Winter Growth Quintile (Average & Above)	2025 Fall Growth Quintile (Average & Above)	2026 Winter Growth Quintile (Average & Above)
All Students	54%	58%	67%
Free and Reduced Lunch	52%	56%	66%
English Language Learners	57%	61%	68%
Students with Disability	50%	50%	56%
Black	51%	54%	63%
Hispanic	54%	58%	68%
White	61%	64%	73%
Asian/Pacific Islander	64%	69%	77%
Multi-Racial	57%	61%	70%
American Indian/Alaskan Native	53%	59%	66%

Student Group	2025 Winter Conditional Growth Percentile (Median)	2025 Fall Conditional Growth Percentile (Median)	2026 Winter Conditional Growth Percentile (Median)
All Students	45	47	58
Free and Reduced Lunch	42	46	57
English Language Learners	48	51	61
Students with Disability	40	40	47
Black	42	44	54
Hispanic	44	47	59
White	54	54	64
Asian/Pacific Islander	57	59	69
Multi-Racial	47	51	62
American Indian/Alaskan Native	45	50	59

Student Group	2025 Winter Met Projected Growth	2025 Fall Met Projected Growth	2026 Winter Met Projected Growth
All Students	49%	49%	60%
Free and Reduced Lunch	47%	48%	59%
English Language Learners	51%	54%	62%
Students with Disability	45%	42%	49%
Black	46%	45%	56%
Hispanic	48%	50%	61%
White	56%	56%	66%
Asian/Pacific Islander	58%	61%	71%
Multi-Racial	51%	52%	63%
American Indian/Alaskan Native	48%	51%	61%



Gifted

Data as of 1-13-26



Further Gifted testing is underway for 2nd semester.

Student Group	Total Count (January)	Total Count (January)
All Students	10,418	--
Free and Reduced Lunch	1,611	15.46%
English Language Learners	88	0.84%
Students with Disability	325	3.12%
Black	3,254	31.23%
Hispanic	1,050	10.08%
White	4,225	40.55%
Asian/Pacific Islander	1,113	10.68%
Multi-Racial	734	7.05%
American Indian/Alaskan Native	42	0.40%



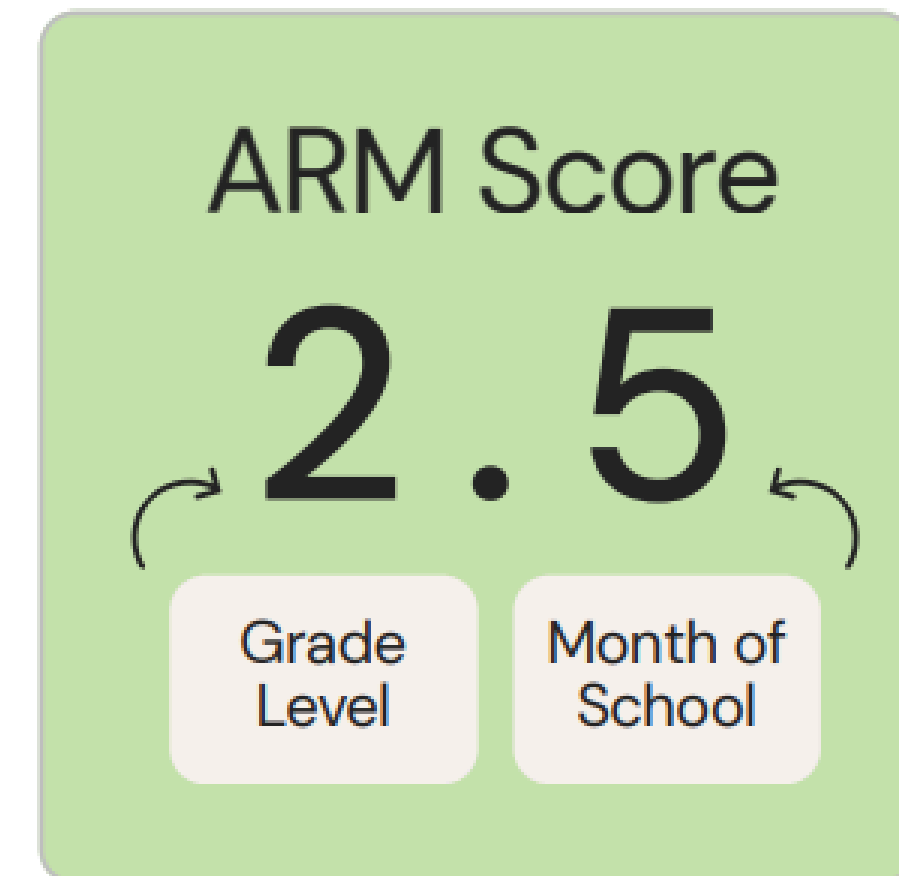
Amira

(Includes Charter Schools: DATE, DeKalb Prep, ICS, Leadership Prep)



ARM Score (Amira Reading Mastery)

Description	Grade Level Equivalent (GLE) score that shows how far ahead or behind a student is, by grade & month
Purpose	Complete view of reading mastery and compares performance to peers nationwide
Scale	Grade Level Equivalent (GLE). Example: 2.5 = 2nd grade, 5th month
Input Data	Multiple sources with emphasis on Oral Reading Fluency (WCPM)
Norming	Updated annually



Dyslexia Risk Indicator (DRI) Score

- To identify students at risk for dyslexia who need further assessment, instruction, and intervention.
- The risk level is defined by a Dyslexia Risk Indicator (DRI) score ranging from 0 to 100, with higher scores indicating higher risk of dyslexia
- A score of 0 (zero) is the lowest risk score

Metric	At Risk Stronger Signals	At Risk Weaker Signals	Low Risk
Pre-K - Kindergarten	>33	30-33	<30
1st - 8th grade	>36	30-36	<30



Attendance & Discipline Powerful Practices

Professional learning

Provide professional learning for teachers on de-escalation strategies and culturally responsive practices.

Student Support Team

Student Support Team Meetings - paired students on caseloads of Face Advocates, Behavior Interventionist, Student Engagement Coach.

Safe Centers

Seven Safe Centers to pair students with groups that will allow them to receive additional wrap around support.

Behavioral Health

Behavioral Health in the School based Health Centers support



01

Following the DCSD Attendance Protocol which includes teacher contacts, counselor contacts, and individual student meetings. Keep parents in the loop.



02

Conduct attendance intervention meeting with Attendance Specialists to identify and support students with emerging or chronic absenteeism by reviewing weekly attendance data to identify students with 3+ absences.



03

Seven Attendance Specialists to support all seven areas.



04

Utilize Everyday Labs to monitor daily attendance and provide additional support and feedback.



05

Refine attendance process for substitute teachers.

Powerful Practices



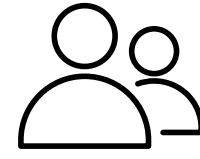
MAP READING AND MATH

- Conduct 95 Core implementation observations and provide feedback with actionable next steps.
- Schedule regular MTSS meetings to review student progress, and adjust as needed.
- Monitor Progress with weekly/bi-weekly probes (Amira Subtests - Letter Knowledge, Decoding, Reading Comprehension, Vocabulary, etc.)
- Communicate with K-3 parents about their child's reading progress and the strategies being used to support them within the MTSS framework.
- MTSS create/update RTI Reading Intervention Plans after triangulating the data.
- Ensure Special Education students' phonemic awareness and phonics needs are addressed in IEP Goals.

NEXT STEPS

- **Plan for Program Growth:** Integrate gifted practices into more classrooms by leveraging endorsed teachers, sharing best practices in PLCs, and embedding enrichment opportunities schoolwide.
- Reviewed the Students by Gifted Delivery Model data to identify students who are sitting in schools and not scheduled for gifted.
- Facilitate targeted professional learning on the characteristics of gifted learners, addressing referral biases, and exploring multiple identification pathways.
- Co-teaching models for all student services, ensuring acceleration and enrichment opportunities are embedded alongside remediation—an “all hands-on deck” approach.

MAP – Reading and Math Powerful Practices



Literacy and Numeracy

Conducting Literacy and Numeracy Walks with targeted feedback to strengthen instruction.



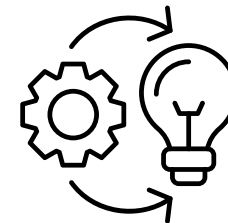
Partnership

Partnering with Metro RESA to deliver professional learning aligned to Georgia ELA/Math standards.



Facilitating

Facilitating collaborative planning and coaching with assistant principals, coaches, and teacher leads.



Implementation

Implementing focused ELA/Math sessions on standards-based planning and instructional delivery.



MAP Data Reviews

Using MAP data reviews to identify trends, monitor growth by subgroup, and guide goal setting.

Listening Session Response



Question

What is the district doing to track our highest performing schools, whether in student achievement, school climate, or staff satisfaction, to deeply understand what they are doing right and replicate that work in schools that are still building capacity?

Response

DeKalb County School District has established a multi-layered continuous-improvement system designed to identify, study, and scale the practices of our highest-performing schools in terms of student achievement, culture, and staff satisfaction. This system integrates quantitative data, instructional walkthroughs, leader coaching, and school culture indicators to ensure that excellence is learned, shared, and replicated. It is a living model of continuous improvement that treats data not as a score but as a story about what is working for students, staff, and leaders across our district.





District Highlights

State Reporting Attendance Summary ✨

- Total Days Absent ↓ **10.45%** 106,709 (1.34M → 1.2M)
- Unexcused Days ↓ **6.40%** 57,297 (895,196 → 837,917)
- Total Days Present ↑ **0.67%** 55,421 (14.9M → 15.0M)
- Average Daily Attendance ↑ **0.69%** 0.63 (91.83% to 92.46%)

Discipline ✨

- In-School Suspension ↓ **4.11%** 199 (4,845 → 4,646)
- Out-of-School Suspension ↓ **19.46%** 1,853 (9,522 → 7,669)

Gifted Education ✨

- Total Eligible Students 10,789 (+10%)
- Newly Eligible Students 2,092 (+47%)

Gifted Subgroup Highlights Newly Identified

- Black students: ↑ 72%
- White students: ↑ 25%
- Latino students: ↑ 60%
- Asian students: ↑ 25%
- Multiracial students: ↑ 44%
- Economically Disadvantaged: ↑ 40%
- English Learners (ELs): ↑ 80%
- Students with Disabilities (SWD): ↑ 67%

Highest Discipline Incidents ✨

Elementary	Middle	High
Murphey Candler	Salem	Lithonia
Peachcrest	Lithonia	MLK
Flat Rock	Bethune	McNair
Stone Mountain	Miller Grove	Towers
Oakview	Stephenson	Cedar Grove
Redan		

The attendance rate should not fall below .
Discipline rate..
ISS was 4,646, (Current - 2,624)
OSS was 7,669, (Current - 4,524)
Gifted - 10,789 (+10%) (Current - 10,418)
still testing ✨



Next Steps

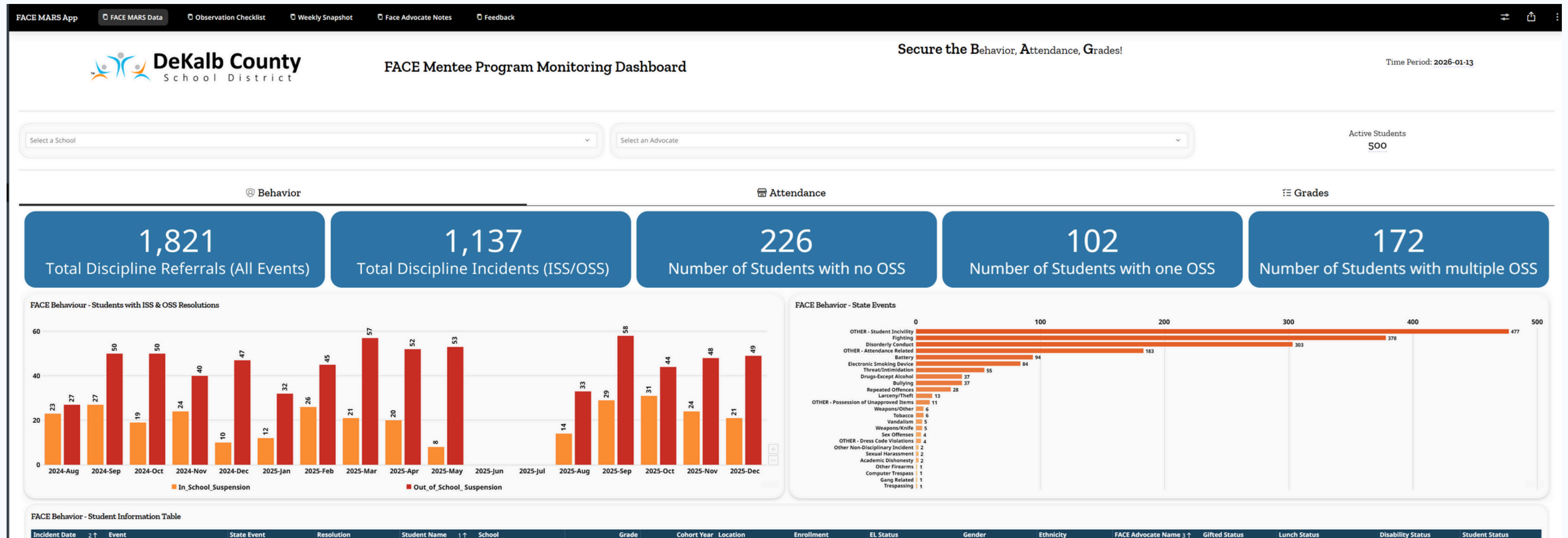
Data

Overview

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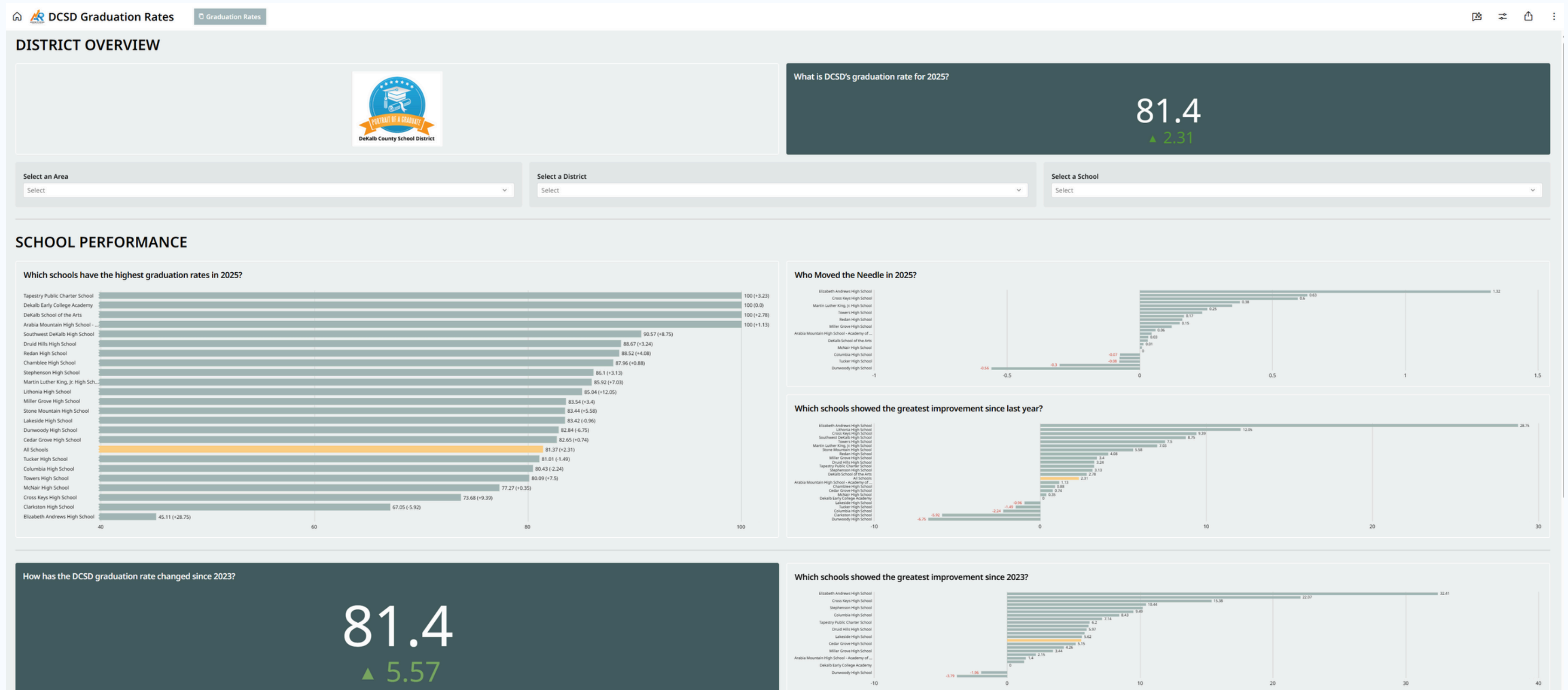
FACE Advocates

This dashboard provides a view of student behavior, attendance, and grades for FACE-supported scholars—helping advocates quickly identify trends and target support where it’s needed most.



Graduation Rate

This dashboard tracks the graduation trends, providing insights into fluctuations and patterns that can inform strategic interventions for improving graduation rates.



DCSD Scorecard

This dashboard consolidates key performance indicators across attendance, behavior, academics, and climate into a single view, facilitating comprehensive analysis and informed decision-making for school leaders.

The dashboard displays the following information:

DCSD HS Scorecard Stars

Year	2024	2025	2026	2027
Score	7,771	7,771	0	0
Stars	★★★★★	★★★★★	★	★

DCSD Scorecard HS View


Descriptor Category	Year	Descriptor	2024		2025		2026		2027	
			Data	Score	Data	Score	Data	Score	Data	Score
Behavior & Attendance	Year	Percent of Students with 0-1 Incidents	86.63	4	86.63	4	0.00	0	0.00	0
		Suspension Rates (ISS/OSS)	85.13	1	85.13	1	0.00	0	0.00	0
		Average Daily Attendance Rate	84.76	3	84.76	3	0.00	0	0.00	0
		Chronic Absenteeism	37.90	3	37.90	3	0.00	0	0.00	0
Academic Growth & Achievement	Year	Fall to Spring MAP Median Conditional Growth Percentile Reading	39.26	2	39.26	2	0.00	0	0.00	0
		Fall to Spring MAP Median Conditional Growth Percentile Math	43.10	3	43.10	3	0.00	0	0.00	0
		Spring MAP Median Achievement Percentile Reading	35.71	2	35.71	2	0.00	0	0.00	0
		Spring MAP Median Achievement Percentile Math	35.62	3	35.62	3	0.00	0	0.00	0
Climate & Perception Participation	Year	Climate Star Rating	3.00	3	3.00	3				
		Student Perception Survey Participation	79.21	4	79.21	4	0.00	0	0.00	0
		Teacher Perception Survey Participation	82.99	4	82.99	4	0.00	0	0.00	0
		Staff Perception Survey Participation	92.86	3	92.86	3	0.00	0	0.00	0
CCRPI Components	Year	Families Perception Survey Participation COUNT≥15	60.95	2	60.95	2	0.00	0	0.00	0
		Content Mastery	52.80	2	52.80	2	0.00	0	0.00	0
		Progress	66.03	3	66.03	3	0.00	0	0.00	0
		Closing Gaps	70.90	3	70.90	3	0.00	0	0.00	0
		Readiness	62.76	2	62.76	2	0.00	0	0.00	0
		Graduation Rate	79.12	4	79.12	4	0.00	0	0.00	0
Strategic Priorities	Year	CCRPI Single Score	64.03	2	64.03	2	0.00	0	0.00	0
		Gifted Certified Teachers Ratio to Enrollment	1.37	2	1.37	2	0.00	0	0.00	0
		SWD Students w/ IEP Annual Renewal	84.48	3	84.48	3	0.00	0	0.00	0
		High School EOC Opportunity	0.00	1	0.00	1	0.00	0	0.00	0
		CTAE Pathway Completers	40.52	3	40.52	3	0.00	0	0.00	0
		Students Exited EL	12.94	3	12.94	3	0.00	0	0.00	0

Board Profile

This dashboard provides a comprehensive view of the district's key performance indicators, allowing Board members to assess progress at a glance and make informed decisions.


Board Profile Report

- Members
- Profile Details
- CCRPI




Ms. Allyson Gevertz
678.676.0722
Board Chair | District 4
allyson_gevertz@dekalbschools.ga.org

[Details](#)
[CCRPI](#)



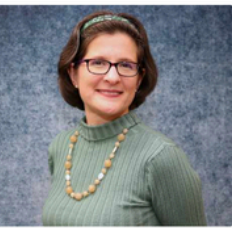
Mr. Awet Eyasu
678.676.0722
Vice Chair | District 7
awet_eyasu@dekalbschools.ga.org

[Details](#)
[CCRPI](#)




Mr. Andrew B. Ziffer
678.676.0722
District 1
andrew_b_ziffer@dekalbschools.ga.org

[Details](#)
[CCRPI](#)




Ms. Whitney McGinniss
678.676.0722
District 2
whitney_mcginiss@dekalbschools.ga.org

[Details](#)
[CCRPI](#)




Mrs. Deirdre P. Pierce
678.676.0722
District 3
deirdre_pierce@dekalbschools.ga.org

[Details](#)
[CCRPI](#)



Tiffany Hogan, Ph.D.
678.676.0722
District 5
tiffany_e_hogan@dekalbschools.ga.org


[Details](#)
[CCRPI](#)



Mr. Dijon DaCosta, Sr.
678.676.0722
District 6
dijon_dacosta@dekalbschools.ga.org

[Details](#)
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← Profile Details



Ms. Allyson Gevertz
Board Chair | District 4

Schools
17

Enrollments
12,377

Graduation Rate
82.5%

Enrollments by Sub Groups

Sub Group	% of	Enrollments
Ethnic Hispanic	45.11%	5,583
Race AmericanIndian	0.00%	0
Race Asian	4.59%	568
Race Black	27.18%	3,364
Race Pacific Islander	0.00%	0
Race White	19.86%	2,458
Two or more Races	3.26%	404
GRAND TOTAL	100.00%	12,377

ACT Averages

Subject	District Average Score	State Average Score	National Average Score
Composite	19.5	20.3	21
English	18.6	19.2	20.2
Mathematics	19.2	20.1	21.6
Reading	20.1	20.3	22.3
Science	19.6	20.3	21
Writing Subscore	6.45	6.5	6.5

Enrollments by Gender

Gender	Enrollments	% of
Female	5,963	48.18%
Male	6,414	51.82%

SAT Averages

Score Type	District Average Score	State Average Score	National Average Score
Combined Test Score	505	505	975
Math Section Score - New	492	505	1,044
Reading Test Score - New	472	472	472
Writing Test Score - New	250	250	256

Elementary Schools
6,037 Enrollments

School Name	Enrollments
Briarlake Elementary School	337
Brockett Elementary School	379
Dresden Elementary School	559
Evansdale Elementary School	488
Hawthorne Elementary School	344
Henderson Mill Elementary School	498
Livsey Elementary School	334
Midvale Elementary School	383
Oak Grove Elementary School	416
Oakcliff Elementary School	608
Pleasantdale Elementary School	754
Sagamore Hills Elementary School	419
Smoke Rise Elementary School	518
GRAND TOTAL	6,037

Elementary- Middle, Middle Schools
2,512 Enrollments

School Name	Enrollments
Henderson Middle School	1,344
Tucker Middle School	1,168
GRAND TOTAL	2,512

High Schools

School Name	Enrollments
Lakeside High School	2,221
Tucker High School	1,607
GRAND TOTAL	3,828



QUESTIONS

