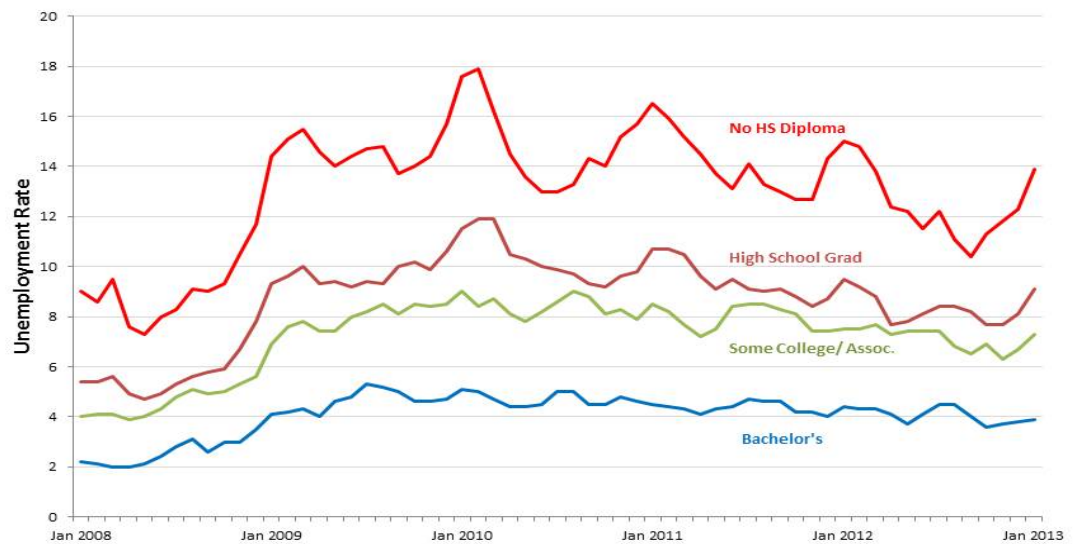


State of the Chattanooga Region Report: Education

Post-Recession Unemployment Rates by Educational Attainment



The Ochs Center for Metropolitan Studies

May 28, 2013
www.ochscenter.org

Acknowledgements

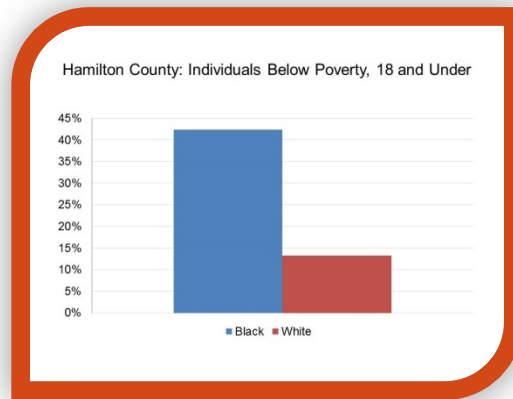
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Executive Summary

What is the state of public K-12 education in Chattanooga? It depends on your address. In schools with low levels of economic disadvantage, pupils perform relatively well on standardized tests and they are unlikely to be suspended from school. In schools with high levels of economic disadvantage, elementary, middle and high schools perform poorly on standardized tests and the relative number of student disciplinary problems is high.



Because African Americans are disproportionately lower income in Chattanooga, urban schools with high concentrations of poverty and African American students score particularly low on all measures of academic performance. The disparities are pronounced in elementary school and persist through high school completion.

The education data dovetail with other quality of life measures and reinforce the notion that Chattanooga is a divided city. One city is healthy and affluent where children attend private and public schools that prepare them for postsecondary opportunities. The other Chattanooga is poor and detached where children attend racially and socioeconomically isolated schools that typically fail to prepare students for future success.

As the report points out, the weak performance data in our schools is not the sole blame of the Hamilton County Department of Education (HCDE). Schools are not designed to solve long-standing racial and community development problems. However, innovative pedagogical approaches to the unique challenges of urban schools are needed. Community leaders need to engage urban residents in a dialogue to truly understand the needs and problems affecting impoverished neighborhoods.

The disparities highlighted in this report provide additional data on the challenges facing Chattanooga. The socioeconomic, health, crime and education disparities in Chattanooga are a call to action. The overwhelming majority of gang members interviewed in the Chattanooga Comprehensive Gang Assessment were high school dropouts. The delivery of high quality education is critical to solving complex community problems.

Organization of this Report

This report is divided into two distinct sections. The first section is an overview of school performance data in Hamilton County. At the completion of the narrative, individual pages for each school in the Hamilton County Department of Education system are provided.

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Overview

The Community Foundation of Rochester, NY recently published a book titled *The State of Black Rochester 2013*. The book is blunt and describes two Rochesters. One is "vibrant, hopeful, functional, wealthy, and highly livable." The other is "a deeply disenfranchised community represented by escalating poverty, social and community dysfunction, burgeoning unemployment, and economic adversity aggravated by a deficient educational system that breeds sustained underperformance."ⁱ



An honest assessment of Hamilton County Department of Education (HCDE) data leads to the same conclusion—certain schools with high concentrations of poverty perpetuate underperformance—fueling intergenerational poverty and a seemingly permanent underclass. This failure spills into the rest of the community in the form of entrenched poverty, youth violence, and community disorder.

Schools are not solely to blame for this failure. There are thousands of hard-working teachers and administrators who work tirelessly to improve the lives of their students every day. The same urban problems that affect Chattanooga are evident in larger metropolitan areas throughout the south and elsewhere. Public school systems in Birmingham, Nashville, and Memphis, for example, are considered by many to be low-quality districts. These broad generalizations mask the high performance of individual schools, administrators, principals, teachers and students who are accomplishing amazing things.

Despite strong efforts, large racial and class performance gaps exist within and between schools in Hamilton County. Teachers and schools cannot overcome systemic economic, social, cultural and political factors associated with pervasive poverty.

Low Performing Schools in Context

Leaders across the country are struggling to improve low-performing schools, but researchers have yet to discover the holy grail of school-turnaround models.ⁱⁱ Practitioners and researchers have embraced turnaround models that focus on strong leadership, improving instruction, achieving quick wins and building committed staffs to boost performance in high poverty schools. Some researchers believe that lessons can be gleaned by focusing on what is happening in successful high poverty-high performance schools.ⁱⁱⁱ Unfortunately, there are few models that are scalable and replicable from one district to another. School districts have different funding levels, student populations and unique local cultures.

The Jefferson County Public School (JCPS) system in Louisville, Kentucky is home to 18 designated low-performing schools. Despite the implementation of legislatively approved school transformation models, few low-performing schools have demonstrated sustained positive change over the last three years. Terry Holliday, Kentucky's Commissioner of Education publicly rebuked school- turnaround efforts in Louisville: "What I saw was a whole group of children who were being removed from the economy and probably ending up in your prison system."^{iv}

The average 2012 ACT composite scores for Chattanooga's Howard Academy and Brainerd High School are lower than any of JCPS's lowest-performing high schools.

A mix of good and bad schools is the norm in most urban districts across the country. Taxpayers might perceive urban public schools as failures, but not all urban schools and school districts are failing all students. In Hamilton County, school performance varies considerably by geographic location; neighborhood schools with high proportions of low-income students tend to fare poorly on standardized tests while neighborhood schools and magnets with fewer economically disadvantaged students tend to perform at higher levels. This conclusion holds for elementary, middle and high schools throughout HCDE. The school performance data are strongly correlated with socioeconomic status. As the level of economic disadvantage goes up, standardized test scores go down and disciplinary problems go up.

This report highlights the impact of socioeconomic status on student performance and discipline outcomes. As the data show, too many children are falling through the cracks. Students in many schools lack the requisite skills needed to successfully transition from elementary school to middle school, from middle school to high school, and from high school to the postsecondary world of college or the labor force.

Concentrated poverty is the norm in some elementary schools, middle schools and high schools. These conditions perpetuate longstanding inequalities and promote the false conclusion that all schools in HCDE are failing. This is not the case. Some HCDE schools are thriving while those with high percentages of economically disadvantaged students are failing to attain academic goals.

An important factor to remember when reading this report is that schools cannot solve all social ills.

It is easy and convenient to blame the schools, but schools are not the sole scapegoat.

Residents in low-income minority communities—on average—have shorter life spans, lower incomes, lower rates of health insurance, less education, and they experience higher rates of violent crime. HCDE administrators and teachers are not responsible for those conditions, and socioeconomic status is strongly associated with student outcomes.

This does not mean that children who live in poverty cannot learn—quite the contrary. It simply means that children from these backgrounds face challenges that affect learning outcomes. For example, researchers know that low socioeconomic status is highly correlated with lead exposure, asthma, behavioral problems, vocabulary development, family violence and female-headed households.^v

Why This Matters

The social costs of low-performing schools are reflected in their—or the surrounding—neighborhoods by high rates of violent crime, unemployment and disinvestment. This is both irresponsible and fiscally inefficient.

It is more productive to invest resources in children than it is to invest in adults.

The costs of post-childhood investments in workforce training, remedial education, incarceration and social programs—many of which do not work—are high. Targeted investments in early education, vocational training and conflict resolution would likely yield higher social dividends for taxpayers.

It costs roughly \$25,000 per year to incarcerate a prisoner in Tennessee compared to \$9,300 spent annually to educate a student. The returns on the education investment include higher future earnings (thus, higher tax receipts), less antisocial behavior and stronger communities.

The quality of public schools is linked closely to economic development. Some research suggests that US high school graduates are deficient in the skills needed to succeed in a global economy.^{vi} International comparisons of student performance typically rank average U.S. students below European and Asian countries.^{vii} Granted, the best US students are on par with international top achievers; however, data suggest that our middle and lower income students lag behind similar students across the globe.^{viii}

Both local and relocating businesses need a highly trained work force to compete globally. If Chattanooga fails to nurture home-grown talent, it will be a less competitive place to conduct business. Why?

The fiscal consequences of undeveloped human capital are immense. Lost human potential robs people of their ability to make a dignified living, fueling expensive investments in criminal justice and social services.

The fiscal benefits of high-performing schools are many and varied—starting with the real estate values of nearby homes. A 2012 Urban Institute study found that “home values are \$205,000 higher on average in the neighborhoods of high-scoring versus low-scoring schools” in the nation’s 100 largest metropolitan areas.^{ix} This means residents who move to high performing school zones pay an estimated \$11,000 premium per year.

In Chattanooga, parents pay a premium to live near high performing schools. A simple analysis of homes sold in 2013 in East Ridge and North Chattanooga illustrate the cost differentials. Using data on home sales from Zillow, Table 1 shows housing costs per square foot in the 37412 zip code compared to the 37405 zip code. Homes that sold for more than \$300,000 or less than \$50,000 were excluded from the analysis. Condominiums and multi-family housing units were also excluded from the analysis. In 37405, homes west of North Market were excluded and in 37412, homes east of I-75 were excluded. The sales data show the average cost per square foot in East Ridge was about \$62 compared to \$131 in North Chattanooga near Normal Park. The sales prices are not purely a reflection of school quality, but they do illustrate the housing cost differential in a community with a high-performing school compared to a community without a high-performing school. This differential highlights how the cost of housing can make it difficult for lower income households to move to better neighborhood school districts.

Table 1: Cost of Housing by Zip Code

Zip Code	Average SF	Average Sales Price	Cost per SF	Number of Sales
37405	1,665	\$217,879	\$130.8	40
37412	1,647	\$102,104	\$62.0	49

Source: Zillow.com

Recent analyses have found that racial segregation in American cities has decreased considerably since the 1970s. However, concentrated poverty and economic inequality has remained high in many cities.^x More low-income households live in majority low-income census tracts and more high-income residents live in majority high-income census tracts today compared to 1980.^{xi} More troubling perhaps is the fact that African American students have become increasingly concentrated in segregated nonwhite schools since the early 1990s.^{xii} In Chattanooga, the number of people living in extreme-poverty census tracts in Chattanooga grew significantly from 2000 to 2005-09. Table 2 shows that approximately 23,839 individuals in

Hamilton County live in extreme-poverty neighborhoods—61 percent of those are African American, 27 percent are white and 10 percent are Hispanic. Throughout Hamilton County, about 7 percent of the population lives in extreme-poverty neighborhoods. Almost 22 percent of the African American population in Hamilton County lives in extreme-poverty neighborhoods compared to 2.6 percent of whites and 18 percent of Hispanics. Emerging research on toxic stress links childhood poverty with subsequent unhealthy lifestyles, low educational outcomes and poor physical health.^{xiii}

Table 2: Extreme-Poverty Neighborhoods in Chattanooga

Tract	Total Pop	Black	White	Hispanic
8	1,300	426	841	14
13	1,880	949	566	347
16	2,430	1,944	445	0
19	4,595	4,290	130	61
20	1,252	815	263	144
24	4,471	580	2,438	1,266
25	4,897	2,691	1,570	560
122	3,014	2,801	112	59
Total	23,839	14,496	6,365	2,451
Share		60.8%	26.7%	10.3%

Source: American Community Survey, 2007-2011 5-year Estimates.

The Value of High Quality Schools

A 2012 Phi Delta Kappa public opinion poll found that 77% of Americans gave their child's public school a letter grade of B or higher; however, only 48% of parents gave a good grade to other schools in their community and just 19% graded the nation's public schools as good.^{xiv} Almost 97 percent of survey respondents agreed that improving urban schools was fairly or very important and 62 percent were willing to pay extra taxes for that.

Public opinion is more divided on the correct methods for improving urban schools. Forty-two states have enacted legislation that enables charter schools to form. The research on the effectiveness of charter schools is all over the board. Some studies show that they are more effective than public schools and others have found them to be less effective.^{xv} A 2009 study on the performance of charter schools in 16 states found wide variation in outcomes.^{xvi} A more recent 2013 study by the Center for Research on Education Outcomes (CREDO) found that charter school students in Boston had significantly larger learning gains in mathematics and reading than students in non-charter public schools.^{xvii}

At the national level, business leaders and researchers have bemoaned the performance of the American K-12 system.^{xviii} Too few students finish high school with the skills needed to be successful in postsecondary institutions and many are unprepared for the rigors of college-level science, technology, engineering and math classes.^{xix} Consequently, many require remediation prior to taking credit-bearing postsecondary courses. Research shows that students who require remedial coursework are less likely to complete a degree than other students.^{xx} Likewise, too many students who graduate from high school lack the skills needed to succeed in the work force.^{xxi}

We know that individual earnings and national productivity are linked to education outcomes, and that under-developed human capital has real fiscal impacts for local economies.^{xxii} Lifelong

earnings are highly correlated with educational attainment. Increasingly, educational attainment is related to family stability, lower rates of crime and incarceration, lower rates of teen pregnancy and healthier lifestyles.^{xxiii} In short, quality public schools provide an array of socioeconomic benefits that provide long-term dividends for society.

Education Spending

Tennessee invests less per pupil in K-12 education than most states. In a 2010 ranking of per-pupil spending for all 50 states and the District of Columbia, the Census Bureau ranked Tennessee 49th—ahead of only Idaho and Utah.^{xxiv} When controlling for inflation, the Center on Budget and Policy Priorities found that per-pupil funding in Tennessee decreased by 0.9 percent from 2008 to 2013.^{xxv} At the district level, the percentage of education funding that comes from local sources has steadily decreased over the last 6 years. Local investments in education have stagnated and County Commissioner Fred Skillern publicly stated that the additional school revenues could “come from their own budget.”^{xxvi} The school system continues to draw money from its reserves to make up for the costs of inflation.

Overall, HCDE lost purchasing power between 2007 and 2012. As Table 3 illustrates, average daily attendance (ADA) per-pupil spending increased from \$8,668 in 2007 to \$9,277 in 2012; however, after controlling for inflation, HCDE spent \$321 less in 2012 than in 2007. During that same time period, the state of Tennessee spent about \$493 more per pupil when controlling for inflation. While per-pupil spending is not the only variable associated with positive student outcomes, Hamilton County is losing ground in a state already notorious for its meager investment in education.

Table 3: ADA Per-pupil Spending 2007 and 2012

School District	ADA Per-pupil Spending		Difference
	2007	2012	Inflation-adjusted*
Bradley	\$6,390	\$7,889	\$813
Cleveland	\$8,132	\$9,079	\$74
Hamilton	\$8,668	\$9,277	-\$321
Knox	\$7,732	\$8,479	-\$83
Davidson	\$9,300	\$11,012	\$714
Memphis	\$9,254	\$11,250	\$1,003
Shelby	\$7,357	\$9,318	\$1,171
Sequatchie	\$6,527	\$7,685	\$458
Tennessee	\$7,794	\$9,123	\$493

*2012 Dollars

Source: 2012 Tennessee School Report Card.

Table 4 breaks down school district funding for 2012 and 2007 by funding source—federal, state, and local. It also highlights the percentage of students classified economically disadvantaged. The general trend in Hamilton County—and the other districts highlighted—is increased dependency on federal and state funds and decreased shares from local sources. For example, state and federal sources made up 44.8% of HCDE per-pupil spending in 2007 compared to 48.3% in 2012. The local share of funding dropped from 55.2 percent in 2007 to 51.7 percent in 2012. Simultaneously, the percentage of students classified as economically disadvantaged moved from 55 percent to 56 percent. In effect, HCDE has been tasked with doing more in terms of performance with fewer resources.

Table 4: School Funding Trends in Select Districts, 2007 and 2012

School District	2012				2007			
	Federal	State	Local	Econ Dis*	Federal	State	Local	Econ Dis
Bradley	14.6%	54.5%	30.8%	56.3%	10.5%	54.5%	35.0%	53.3%
Cleveland	13.3	50.4	36.3	49.1	12.5	44.4	43.2	56.6
Hamilton	14.1	34.2	51.7	56.0	12.7	32.1	55.2	55.1
Knox	13.1	34.3	52.6	47.3	9.1	28.8	62.0	41.2
Davidson	14.8	28.9	56.4	72.4	10.3	27.0	62.7	71.8
Memphis	20.9	40.2	39	85.1	13.7	38.8	47.5	82.7
Shelby	10.0	47.7	42.3	38.6	5.9	46.0	48.2	27.9
Sequatchie	19.1	57.0	23.9	68.0	15.5	58.0	26.4	58.5
Tennessee	14.3	46.5	39.2	58.60	11.1	45.9	43.1	54.7

Source: State of Tennessee 2012 School Report Card.

**Econ Dis* stands for the percentage of students who are economically disadvantaged.

School Demographics

In 2012, there were 41,214 students in the HCDE system. About 31 percent of the students were African American, 7 percent were Hispanic, 59 percent were white and 3 percent were Asian. For Hamilton County, roughly 21 percent of the population is African American, 4 percent is Hispanic, 76 percent is white and 1 percent is Asian or some other race. More than half (56 percent) of all students in the HCDE system are classified as economically disadvantaged. Thus, the HCDE school-aged population is much more diverse and impoverished than the general Hamilton County population.

At the individual school level, certain schools have particularly high levels of impoverished students and racial isolation. For example, Calvin Donaldson Elementary, Orchard Knob Elementary, Hardy Elementary and Woodmore Elementary have high concentrations of low-income African American students—as shown in Table 6. In contrast, suburban elementary schools such as Nolan and Thrasher are overwhelmingly white and more affluent. Similar demographic patterns play out in urban middle schools and high schools. Students who attend Orchard Knob Elementary, for example, are likely to attend Orchard Knob Middle School and Brainerd High School. The students typically live and attend schools for 12 years in racial isolation.

Table 5: Racial and Class Segregation in HCDE Elementary Schools

Elementary	Black	Hispanic	White	Economic Disadvantage
Calvin Donaldson	91.3%	4.9%	3.8%	92.5%
Orchard Knob	94.1%	2.2%	2.7%	>95%
Hardy	96.7%	0.8%	1.9%	>95%
Brown Academy	82.9%	1.1%	15.4%	81.3%
Woodmore	93.9%	0.8%	5.3%	92.4%
Daisy	1.1%	1.1%	96.8%	64.5%
Nolan	0.6%	1.3%	95.8%	12.4%
McConnell	1.4%	0.7%	97.5%	40.2%
Lookout Valley	4.9%	1.9%	91.3%	64.7%
Snowhill	5.2%	2.0%	91.4%	40.7
Thrasher	0.4%	1.8%	95.2%	9.8%

Source: 2012 Tennessee School Report Card.

TCAP scores reflect the impact of socioeconomic status on student performance. Table 6 shows the performance of the same elementary schools in 2012; the data highlight sharp divides between largely suburban schools and urban schools. The percentage of students who scored proficient and advanced in urban elementary schools was consistently lower than most suburban schools. At Orchard Knob, Hardy, Brown and Woodmore elementary schools, less than 15 percent of 3rd grade students scored proficient or advanced in reading in 2012. The percentage of students who scored proficient or advanced in reading and math was typically much higher in the more affluent schools. There is “correlational evidence that students who were at or above grade level in third grade graduate and attend college at higher rates than their peers who were below grade level in third grade.”^{xxvii}

Major performance gaps start early and are typically perpetuated in middle and high school grades throughout the HCDE system.

Table 6: Percentage of Students Proficient and Advanced in TCAP Reading & Math, 2012: Select Schools

Elementary	3 rd Grade		4 th Grade		5 th Grade	
	Read	Math	Read	Math	Read	Math
Calvin Donaldson	27.5	48.3	24.1	27.6	35.9	48.8
Orchard Knob	12.3	27.4	16.9	21.1	16.4	11.9
Hardy	11.9	36.4	18.9	24.4	36.1	59.9
Brown Academy	17.6	44.1	29.9	22.4	38.9	43.6
Woodmore	9.5	30.2	23.2	19.6	23.9	23.9
Daisy	39.2	60.8	38.6	70.5	39.8	53.4
Nolan	81.5	89.2	84.3	78.7	86.3	83.1
McConnell	52.7	76.3	69.1	72.3	79.6	86.7
Lookout Valley	55.1	59.2	48.8	32.6	69.5	72.9
Snowhill	48.0	64.0	53.4	64.8	72.4	72.4
Thrasher	73.7	82.1	90.2	86.3	90.8	92.9

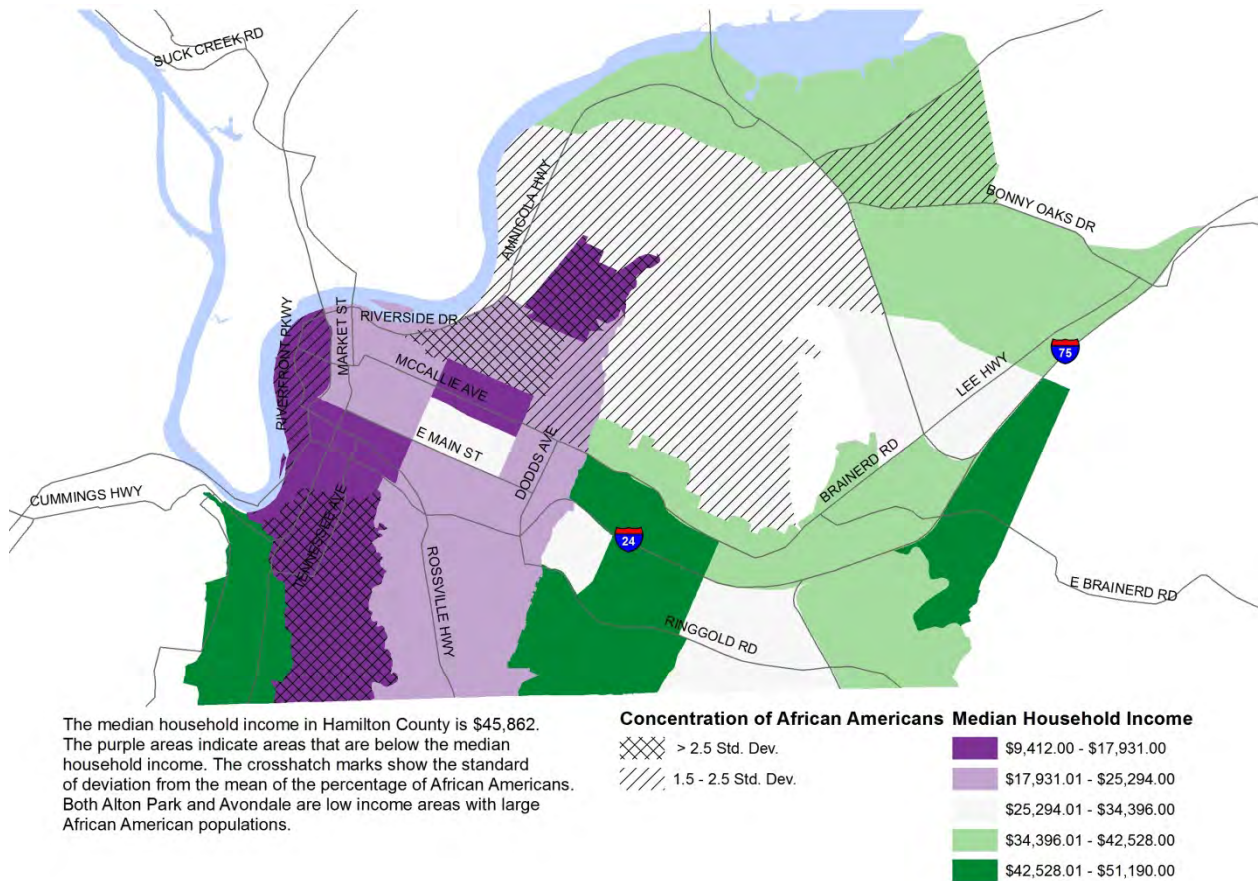
Source: 2012 Tennessee School Report Card.

School Performance

The performance of Hamilton County relative to other districts in the state is hard to ascertain. Each district has a different mix of household incomes, economically disadvantaged students, rural students, urban students, special needs students and English-as-second-language students. In addition, Hamilton County has a large number of students—roughly 10,400—who attend private schools. All of these variables make district-to-district comparisons highly unreliable. Thus, this report does not rank HCDE or other individual districts.

However, it is clear in the Hamilton County data that the dichotomy between high-performing and low performing schools exists and that student performance outcomes are highly correlated to school socioeconomic conditions. The city of Chattanooga, as shown in Map 1, has an urban concentration of low-income, racially isolated communities that ring the downtown core. These neighborhoods have high concentrations of poverty, low levels of educational attainment, high rates of unemployment and extremely high rates of single-headed households. They are typically underserved by retail and commercial enterprises and are relatively dependent upon public transportation to access jobs and basic services. The neighborhood schools serving these communities are disproportionately populated by low-income, nonwhite children. Levels of crime and violence are higher in these neighborhoods than in other parts of the county.

Map 1: Race and Income Concentration in Urban Chattanooga



Neighborhood schools in middle- and upper-income neighborhoods tend to perform at higher levels than those in lower-income neighborhoods. The demographic and economic backgrounds of children attending low-performing schools are vastly different from higher-performing schools, and within higher-performing schools there are substantial economic and racial performance gaps. The student populations in low-performing schools are disproportionately poor and nonwhite. Students in these schools are more likely to be suspended and expelled than in other schools. Levels of violent crime in the neighborhoods surrounding these schools are exceptionally high. Average composite ACT scores for high school students in these schools are near the bottom in the state of Tennessee. Average home prices in neighborhoods with high-performing schools effectively prevent many families from relocating to a better neighborhood school zone.

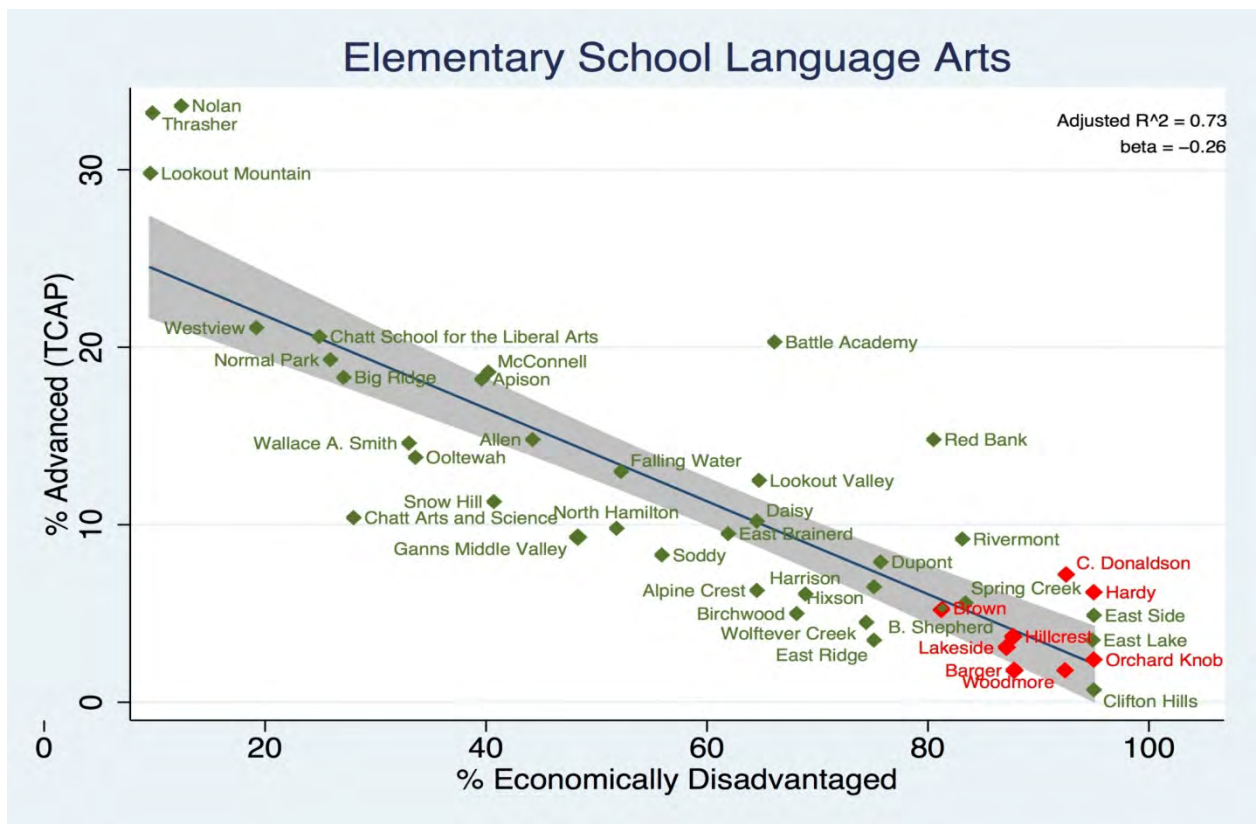
Elementary Schools

The next series of scatterplots vividly illustrate the relationship between socioeconomic status and TCAP performance. For each figure, the x-axis plots the percentage of economically disadvantaged students per school and the y-axis plots the percentage of students who scored advanced in 2012 TCAP language arts and math tests. Schools in red have African American populations exceeding 80 percent. The category “proficient” was excluded because merging proficient and advanced hides major differences in the schools. Schools with less economic disadvantage have large cohorts of advanced students compared to schools with high percentages of economically disadvantaged students. Thus, combining the categories masks

subtle differences in performance levels at schools. However, when proficient and advanced are combined, the same general trends shown below persist.

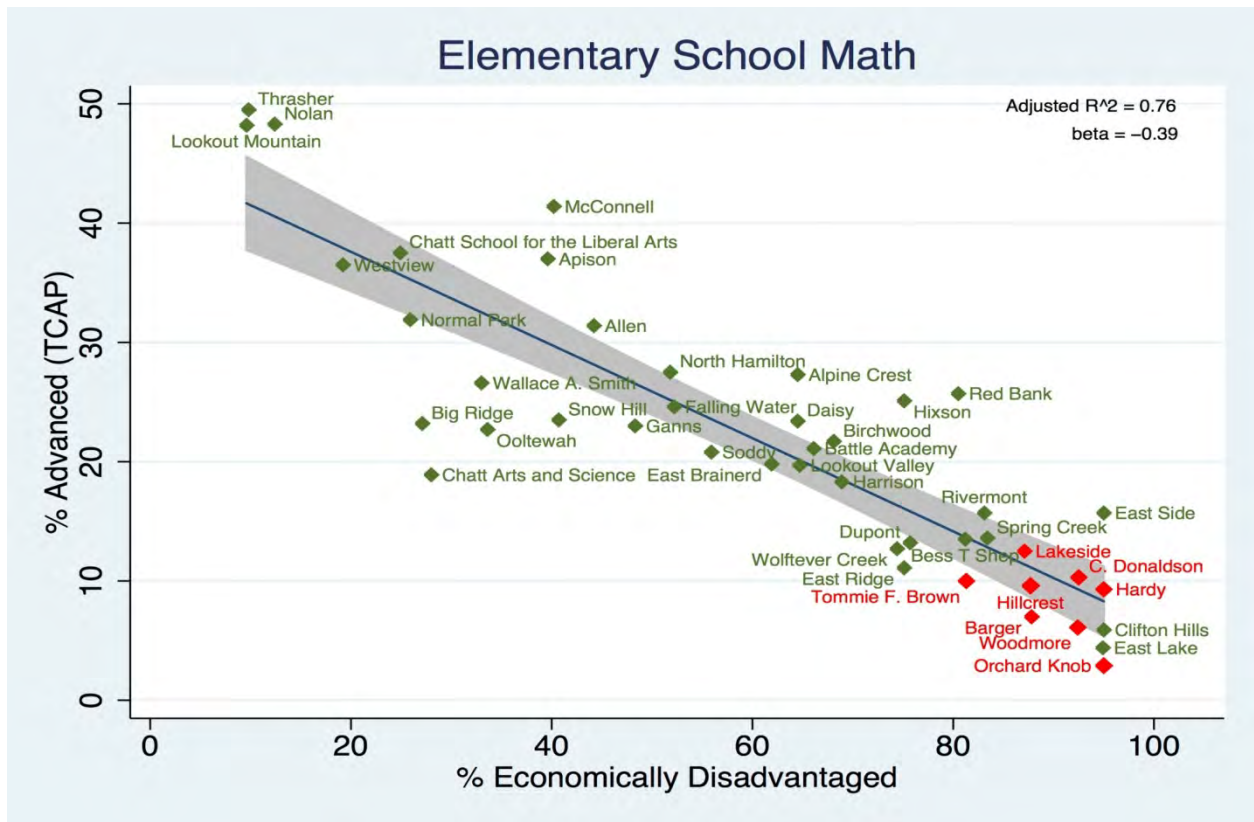
Figure 1 shows a very strong relationship between economic disadvantage and TCAP Language Arts scores. Battle Academy, Red Bank and Rivermont are examples of elementary schools that performed better than expected given their levels of economic disadvantage. Nolan, Lookout Mountain and Thrasher Elementary schools were the highest performing schools in the district. While Calvin Donaldson and Hardy outperformed expectations, the relative percentages of students who scored advanced in TCAP language arts classes was less than 10 percent. In fact, a large number of HCDE elementary schools had fewer than 10 percent of students who scored advanced in Language Arts. The same general patterns exist for TCAP math scores for elementary schools—see Figure 2. Elementary schools with high levels of economic disadvantage have low percentages of advanced scores. Almost 50 percent of students at Thrasher, Nolan and Lookout Mountain scored advanced in Math compared to about 5 percent at Barger, Woodmore, Orchard Knob, East Lake and Clifton Hills.

Figure 1: Percent Advanced in Language Arts by Elementary School, 2012 TCAP



Source: 2012 Tennessee School Report Card.

Figure 2: Percent Advanced in Math by Elementary School, 2012 TCAP

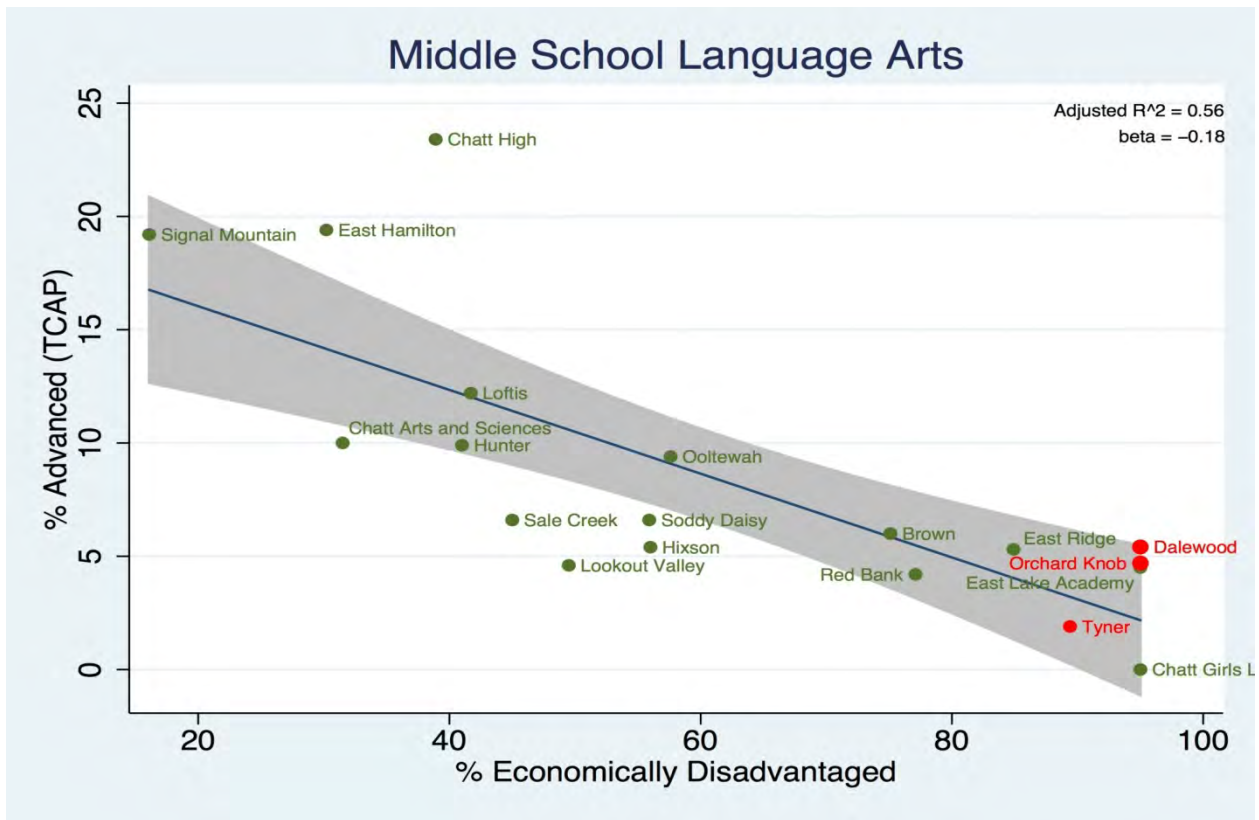


Source: 2012 Tennessee School Report Card.

Middle Schools

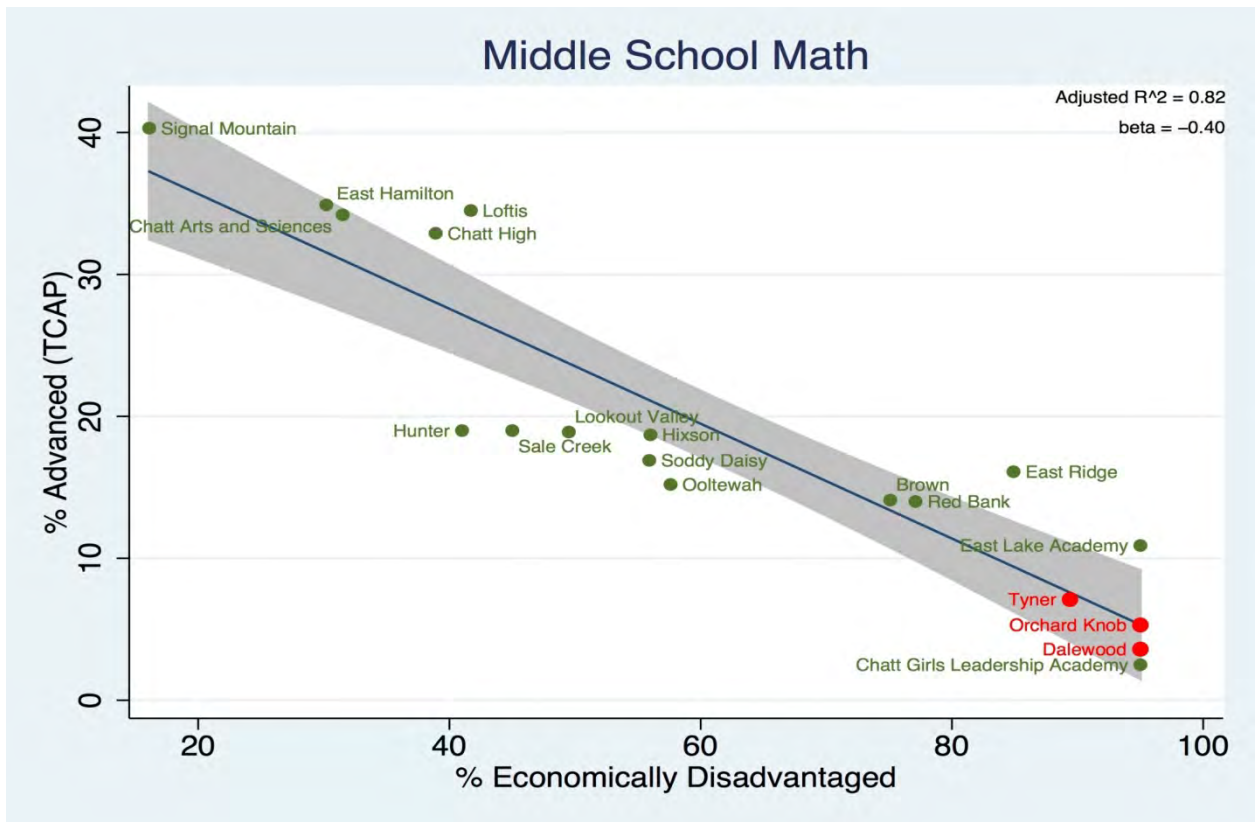
The same general patterns that presented in elementary schools persist in HCDE middle schools. In five middle schools—Chattanooga School for Arts and Sciences, East Hamilton, Signal Mountain, Chattanooga High Center for Creative Arts and Loftis—the percentage of advanced students exceeded 10 percent in language arts. The discrepancy between more affluent and less affluent schools in Language Arts—depicted in Figure 3—is pronounced. Almost 20 percent of students at Signal Mountain middle school scored advanced compared to 5 percent of students at Orchard Knob—a ratio of about 4:1. For middle school math, the discrepancy is much larger. About 40 percent of Signal Mountain Middle School students scored advanced in math compared to 5 percent of students at Orchard Knob—a ratio of 8:1. The data in Figure 4 show that even suburban middle schools such as Ooltewah, Soddy Daisy, Sale Creek and Hunter had lower percentages of students who scored advanced than expected. The middle school years are critical to the development of advanced math skills. According to Evan, Gray and Olchefske, “because the trajectory for taking advanced high school coursework is set prior to ninth grade, it is imperative that students begin their academic preparation for advanced mathematics and science coursework in middle school” (p.3).^{xxviii} The math performance data for most HCDE middle schools suggests that many students are not on the pathway to mastering advanced mathematics concepts in high school or college.

Figure 3: Percent Advanced in Language Arts by Middle School, 2012 TCAP



Source: 2012 Tennessee School Report Card.

Figure 4: Percent Advanced in Math by Middle School, 2012 TCAP

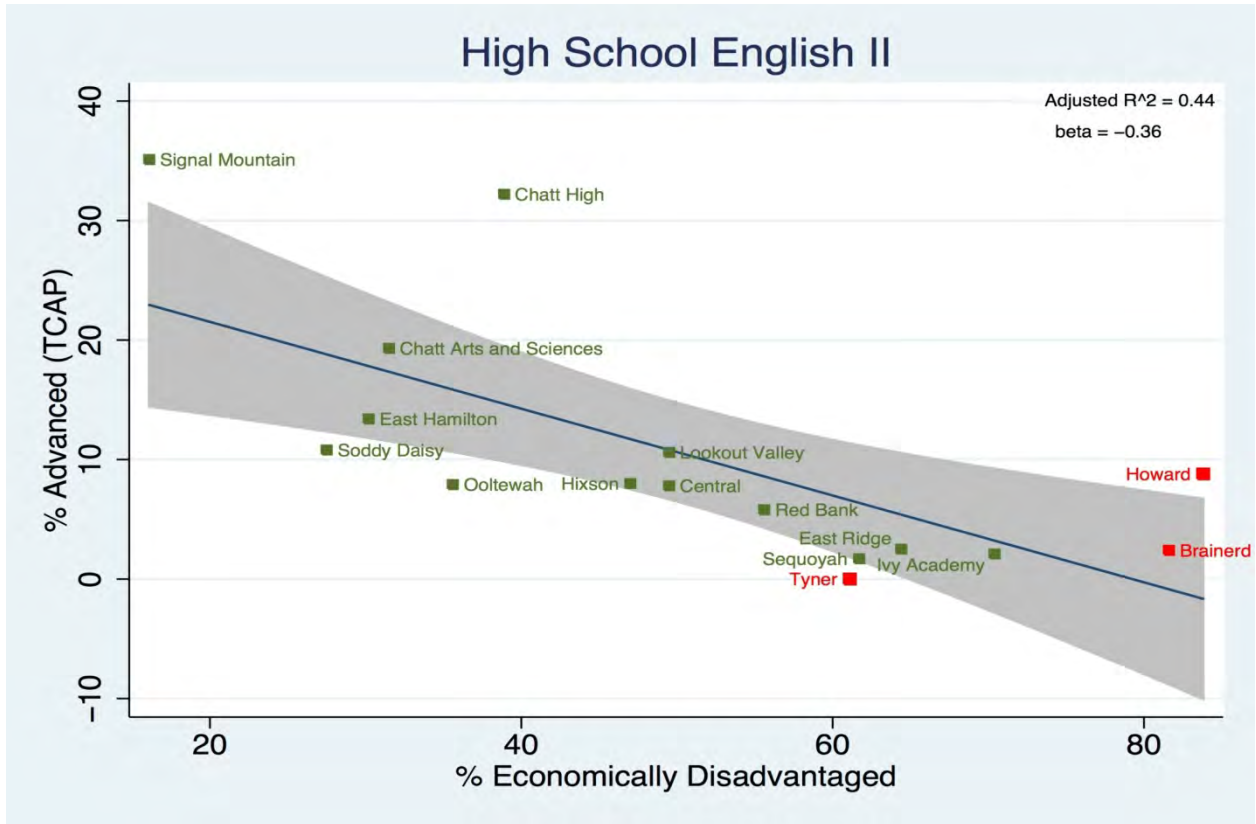


Source: 2012 Tennessee School Report Card.

High Schools

Tennessee administers a High School English II and a High School Algebra I test to gauge the academic performance of high school students. The analysis found the relationship between socioeconomic status and advanced performance remained strong. Howard Academy performed higher than expected given its level of economic disadvantage, but less than 10 percent of students reached the advanced level in English II. Soddy Daisy (11 percent) and Ooltewah (8 percent) scored lower than expected. Only Signal Mountain and Chattanooga High Center for Creative Arts exhibited higher scores than predicted by their socioeconomic status. The percentage of advanced students in language arts at most high schools is low. In fact, the majority of HCDE high schools produced fewer than 10 percent advanced performance, as show in Figure 5.

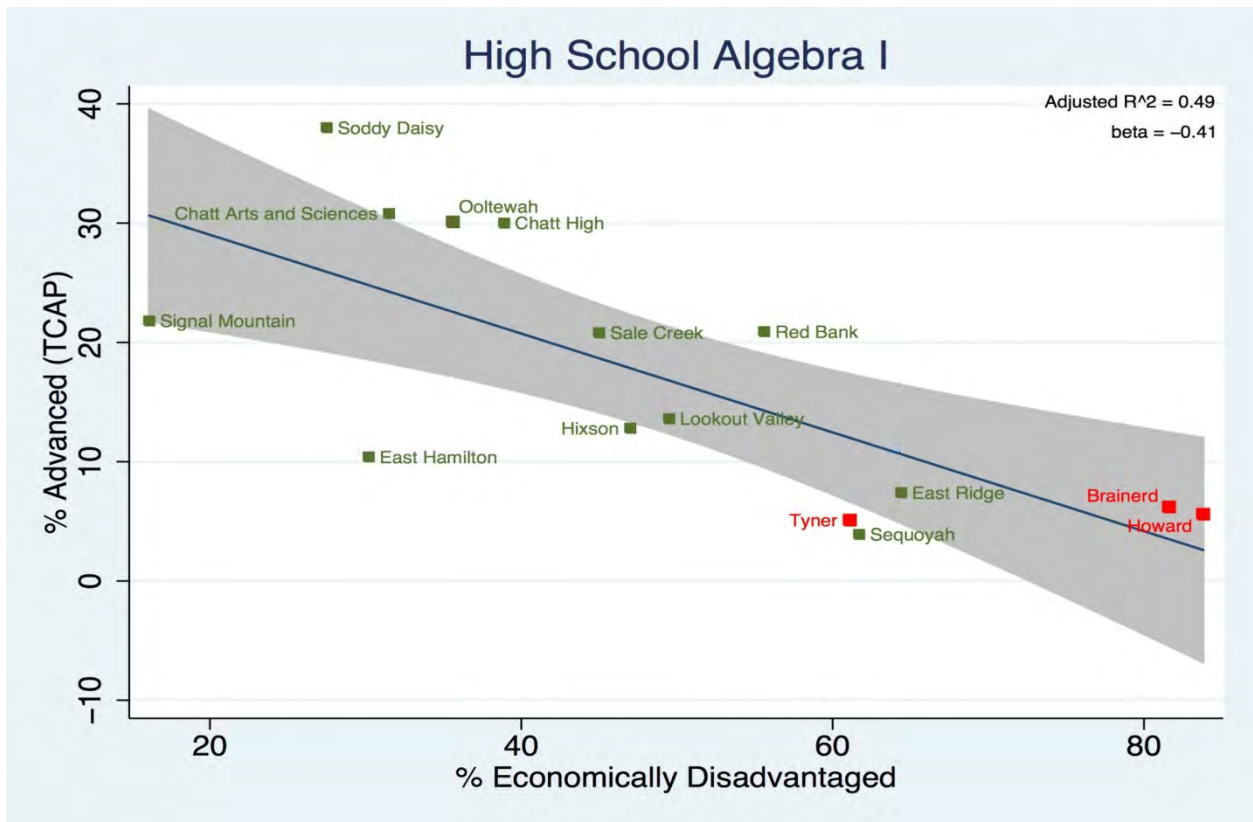
Figure 5: Percent Advanced in High School English II, 2012 TCAP



Source: 2012 Tennessee School Report Card.

Figure 6 shows the percentage of students scoring advanced in Algebra II in HCDE high schools. In math, Soddy Daisy and Ooltewah score much higher than in English II. In fact, both schools outperformed Signal Mountain in Algebra I. Brainerd, Howard and Tyner have small percentages of students who were considered advanced in Algebra I. Proficiency in Algebra is required to enroll in college without taking remedial classes. Over 90 percent of students are not performing at an advanced level of Algebra at 5 HCDE high schools. This begs the question: how many students are deemed college-ready in math? Are students leaving HCDE high schools with the skills needed to succeed in postsecondary institutions? Keep in mind, the standards set for Tennessee math & language arts tests are considered by national experts to be the lowest in the country.^{xxix}

Figure 6: Percent Advanced in High School Algebra I, 2012 TCAP



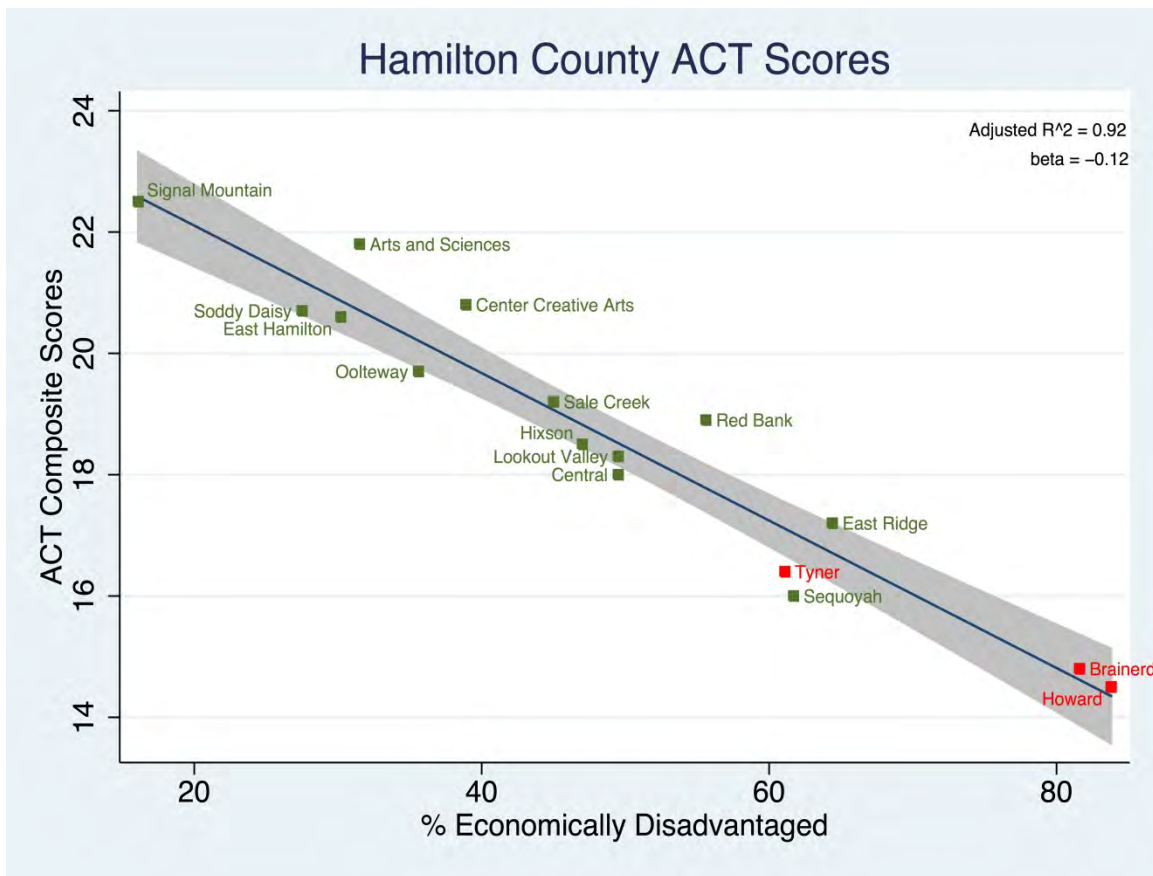
Source: 2012 Tennessee School Report Card.

ACT Scores

Another measure of student performance is ACT scores. The ACT test is considered a valid predictor of college readiness by subject area. In general, the 5 high schools that scored lowest in the TCAP Algebra I test—Howard, Brainerd, Sequoyah, Tyner and East Ridge—had the lowest average ACT composite scores in 2012. High schools with less than 40 percent economically disadvantaged students tended to perform better on the ACT than other schools. As reiterated throughout this report, socioeconomic status is not necessarily the causal factor in low student performance. There are lots of individual students at low-performing schools who do well on TCAP and other tests. Yet the data suggest that where a child lives and where a child attends school has a tremendous impact on his or her opportunities for academic achievement.

Figure 7 shows the same patterns throughout this report—schools with high percentages of economically disadvantaged students score lower than other HCDE schools. Brainerd, Howard, Sequoyah, Tyner and East Ridge all have substantially lower ACT composite averages. Additional data on school feeder patterns would likely show that high numbers of children from low performing elementary and middle schools attend the lowest performing high schools.

Figure 7: Average Composite ACT Score, 2012



Source: 2012 Tennessee School Report Card.

School Discipline

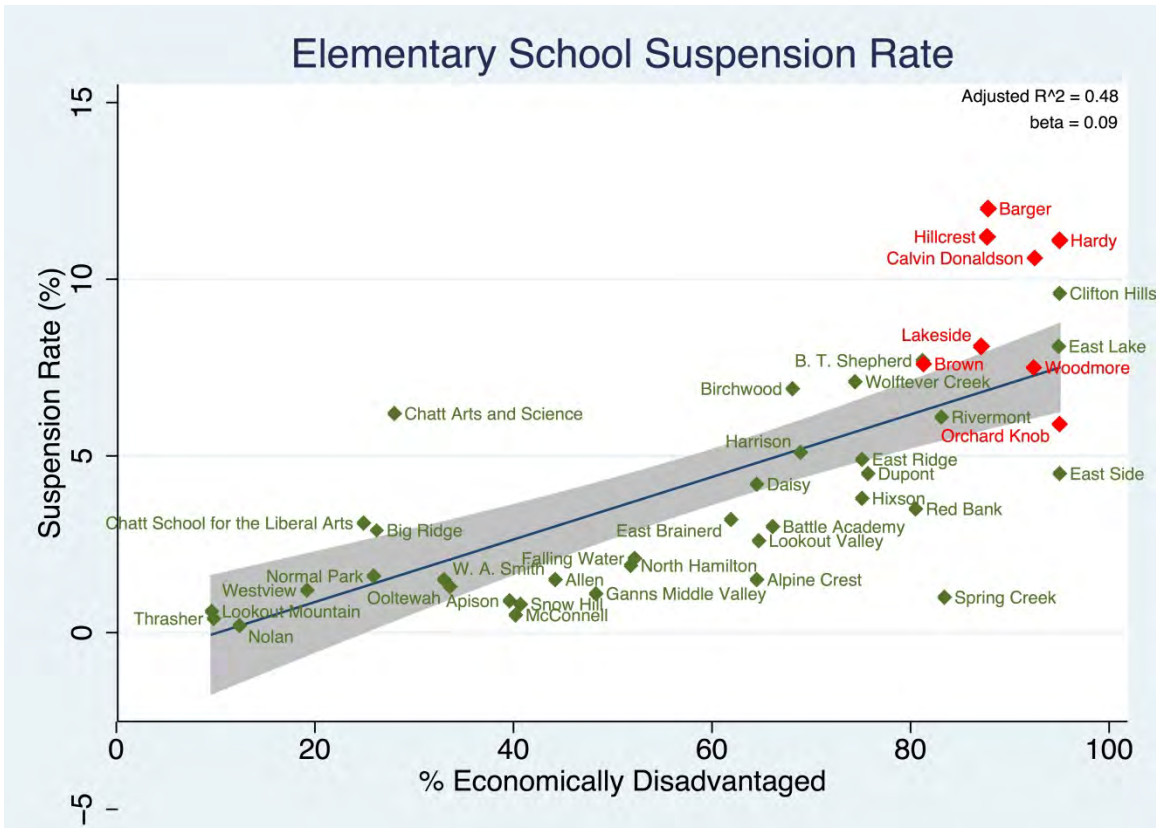
Tennessee schools are required to collect data on school suspensions and expulsions. Studies have found that African American students are 2.19 (elementary) to 3.78 (middle) times as likely as their white peers to be referred to the office for behavioral issues.^{xxx} Longitudinal studies have found that boys who were suspended more than 10 or more days as students are less likely to finish high school and are more likely to have been arrested and incarcerated.^{xxxi}

The data for HCDE schools mirror national trends. Schools with disproportionately high rates of economic disadvantage and African American concentration tend to suspend students at much higher rates than other schools. The rates illustrated in Figures 8, 9 and 10 are simple. The total number of suspensions in 2012 was divided by the total number of students to derive an aggregate suspension rate. For elementary schools, Barger, Hillcrest, Hardy and Calvin Donaldson had a relatively high rate of suspensions per student. For middle schools, Orchard Knob and Dalewood have very high suspension rates. However, suburban middle schools such as Hixson and Ooltewah had aggregate suspension rates higher than 20 percent. At Hixson Middle, 50 out of 103 African American students were suspended (48.5 percent) compared to 95

out of 472 white students (20.5 percent) who were suspended. At Ooltewah Middle, 35.6 percent of African Americans were suspended compared to 14 percent of white students.

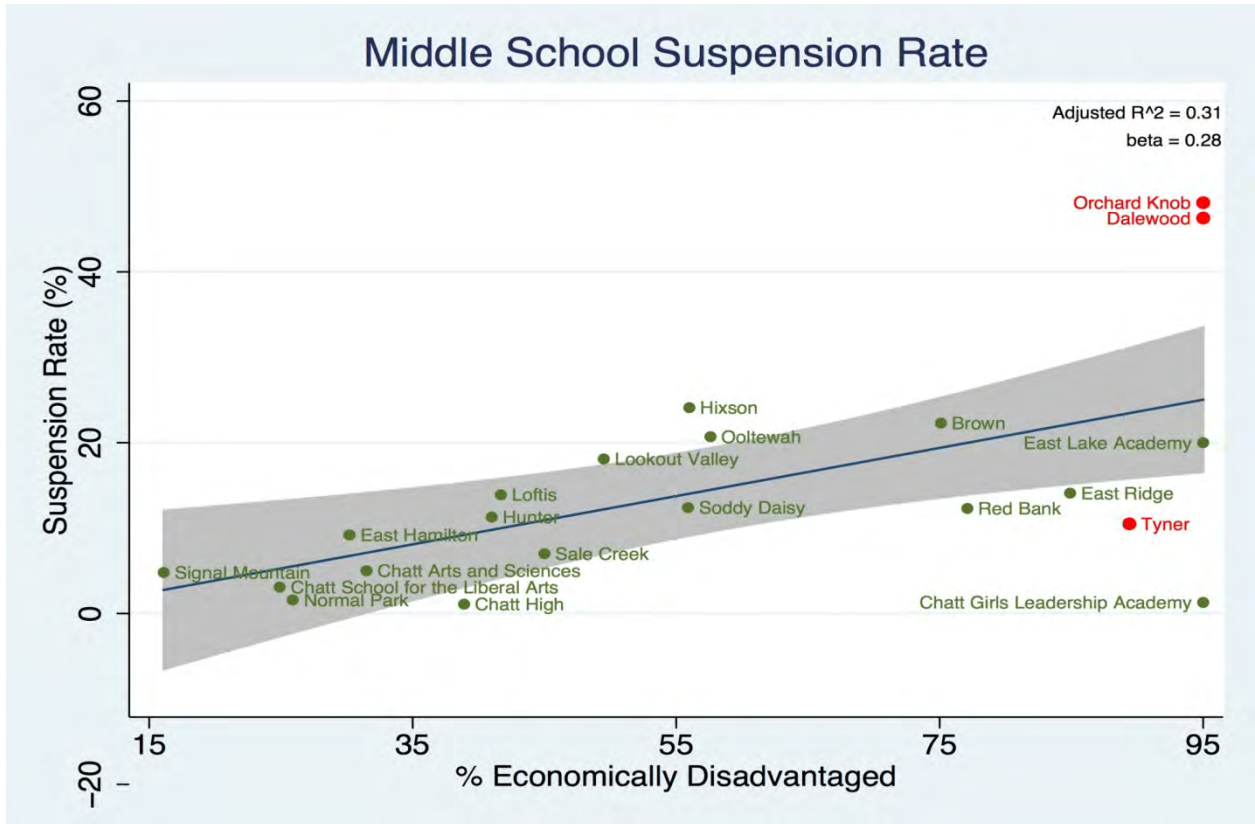
The same patterns that emerge for academic performance are reflected in high school suspension data. Schools with higher percentages of economically disadvantaged students tended to have the highest suspension rates. The literature on the efficacy of school suspension is inconclusive, but most agree that a student learns best in the school building and that African American students are much more likely than white students to be suspended or expelled.^{xxxii}

Figure 8: Aggregate Suspension Rates for HCDE Elementary Schools, 2012



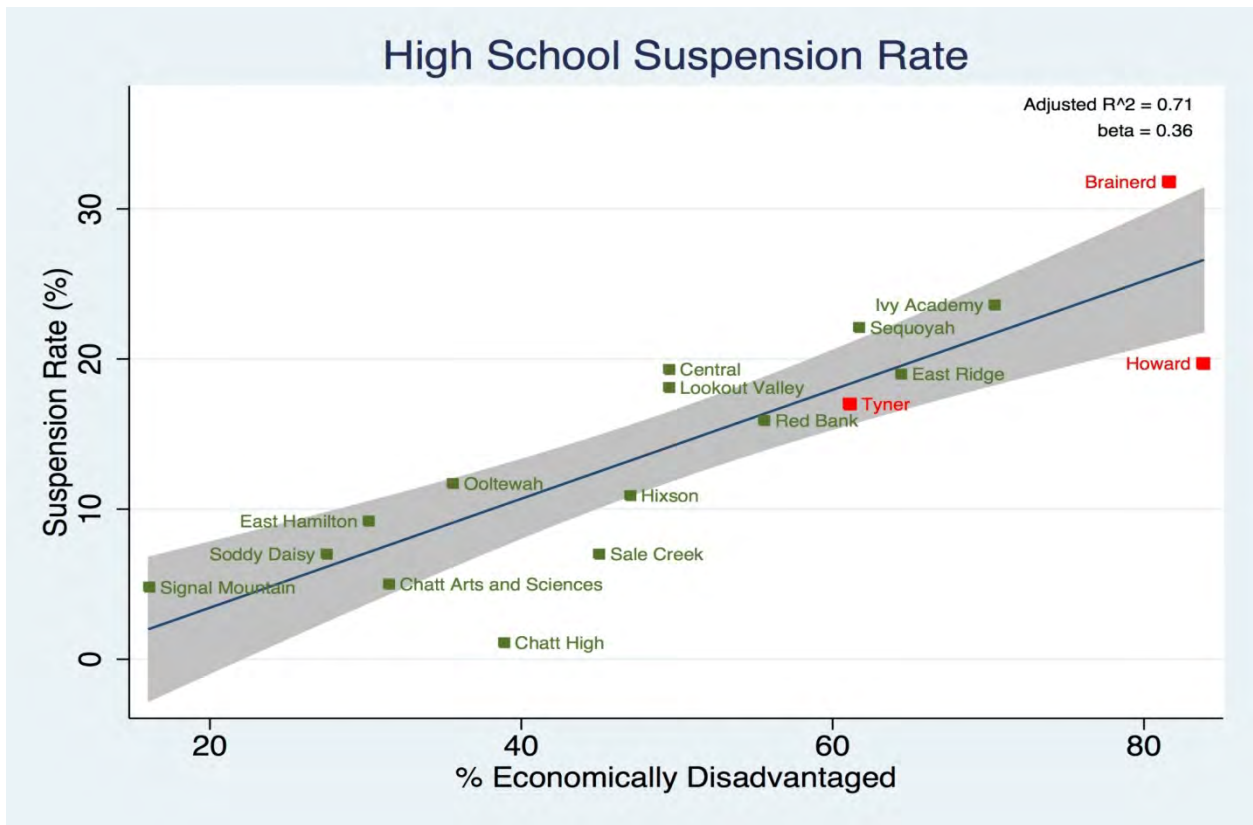
Source: 2012 Tennessee School Report Card.

Figure 9: Aggregate Suspension Rates for HCDE Middle Schools, 2012



Source: 2012 Tennessee School Report Card.

Figure 10: Aggregate Suspension Rates for HCDE High Schools, 2012



Source: 2012 Tennessee School Report Card.

Achievement Gaps

Achievement gaps by race and economic status vary from school to school and subject to subject in HCDE. Table 7 highlights achievement gaps across two domains. One, black/white achievement gaps on TCAP math and Language Arts tests are reported. For example, 65.7 percent of white students at Alpine Crest Elementary school scored proficient or advanced in Math compared to 18.8 percent of African American students at the same school. The black/white achievement gap in math was 46.9. Two, the economic disadvantage gap is the difference in TCAP scores between students who are economically disadvantaged and students who are not economically disadvantaged. Only schools that had 50 or more white students or African American students were included in Table 7.

The data show pervasive achievement gaps throughout HCDE. In general, schools with lower levels of economic disadvantage showed higher achievement gaps. For example, Normal Park and Signal Mountain Middle had high black/white and economic performance gaps. In these schools, the socioeconomic differences between white students and African American students are likely more distinct than in schools like Harrison Elementary and Hixson Elementary where the socioeconomic status of children varies less by the race/ethnicity of the student.

Table 7: Achievement Gaps by Race and Economic Status, 2012

School	Black/White		Economic Disadvantage	
	Math	Reading	Math	Reading
Alpine Crest Elem	46.9	23.0	15.9	16.4
Apison Elem	1.8	13.3	15.7	25.8
Battle Academy	35.8	35.4	25.8	26.7
Bess T. Shepherd	14.2	18.0	2.3	10.3
Brown Middle School	18.3	29.8	10.8	16.9
Central HS	20.7	35.1	8.6	20.8
Chat High CCA Middle	10.7	33.1	3.2	16.9
CSAS Upper	29.3	41.1	24.7	25.0
CSAS Lower	29.9	35.4	21.9	26.2
Chat School for Liberal Arts	26.4	31.1	25.9	23.0
Dupont Elem	11.8	20.6	6.0	5.5
East Brainerd Elem	24.4	26.8	15.6	24.2
East Hamilton Mid	25.8	23.3	22.2	20.8
East Hamilton HS	2.5	16.2	13.0	18.5
East Lake Academy of Fine Arts	5.5	20.1	4.6	3.1
East Lake Elem	4.3	28.8	1.4	12.3
East Ridge Elem	20.6	18.7	12.7	14.9
East Ridge HS	9.6	13.9	14.4	11.6
East Ridge Middle	15.0	20.6	10.1	8.1
Harrison Elem	5.1	8.1	1.5	11.3
Hixson Elem	16.0	6.3	2.1	0.2
Hixson HS	18.0	34.1	16.6	31.4
Hixson Middle	17.8	27.0	14.3	12.9
Hunter Middle	20.2	27.7	18.4	17.8
Normal Park	30.2	33.1	24.4	24.3
Ooltewah Elem	30.4	20.5	20.6	14.4
Ooltewah HS	18.1	29.3	13.5	35.7
Ooltewah Middle	23.5	24.0	18.5	18.5
Red Bank Elem	19.6	21.8	-1.8	6.5
Red Bank HS	18.8	30.9	3.5	30.3
Red Bank Middle	7.7	14.5	9.0	6.6
Rivermont Elementary	17.7	19.0	10.5	6.3
Signal Mountain Middle	32.6	46.9	35.2	38.5
Spring Creek Elem	10.8	12.8	-4.4	1.1
Tommie F Brown	37.3	28.8	33.4	37.0
Wallace A Smith Elem	20.0	16.7	23.6	20.8
Westview Elem	31.2	22.2	19.5	23.6
Wolftlever Elem	7.4	3.4	16.3	15.5

Source: Tennessee School Report Card 2012.

Achievement gaps are more noticeable when comparing the performance of African American students in high poverty schools to white students in more affluent schools. Tables 8 and 9 highlight the performance differences between African American students at Barger Academy, Hardy Elementary, Calvin Donaldson Elementary, Orchard Knob Elementary and Woodmore Elementary and white students at Daisy Elementary, Nolan Elementary, McConnell Elementary, Snowhill Elementary and Thrasher Elementary. Each table shows the gap in the percentage of students who scored proficient and advanced in Math and Language Arts in 2012.

The tables are straight forward. In Nolan Elementary, for example, 83 percent of white students scored proficient and advanced in Math. At Barger Elementary, 26.8 percent of African American students scored proficient and advanced in Math; thus, the racial achievement gap between Nolan and Barger is 56.2. These tables illustrate the wide disparities in student achievement for African American children and white children that are exceptionally high.

Table 8: Black/White Achievement Gaps across Schools, 2012 TCAP Math

School	Daisy	Nolan	McConnell	Snowhill	Thrasher
Barger	33.4	56.2	48.1	36.0	58.3
Hardy	26.4	49.2	41.1	29.0	51.3
Calvin Donaldson	23.1	45.9	37.8	25.7	48.0
Orchard Knob	40.1	62.9	54.8	42.7	65.0
Woodmore	40.7	62.5	55.4	43.3	65.6

Source: Tennessee Education Report Card 2012.

The same patterns between schools are evident in Language Arts and Reading as shown by Table 9. The Language Arts achievement gap between African American students at Orchard Knob Elementary school and Thrasher Elementary school is 66.7. Again, these disparities show huge variations in learning outcomes across different schools in HCDE.

Table 9: Black/White Achievement Gaps across Schools, 2012 TCAP Language Arts

School	Daisy	Nolan	McConnell	Snowhill	Thrasher
Barger	20.1	63.8	46.2	35.3	63.2
Hardy	17.8	61.5	43.9	33.0	60.9
Calvin Donaldson	16.2	59.9	42.3	31.4	59.3
Orchard Knob	23.6	67.3	49.7	38.8	66.7
Woodmore	25.8	69.5	51.9	41.0	68.9

Source: Tennessee Education Report Card 2012.

Conclusion

The data presented in this report paint a distressing picture for children who live in racial isolation and poverty. Despite the strong efforts of HCDE leaders, philanthropies, community groups and volunteers, too many children fail to meet basic levels of student proficiency. The data are unequivocal—large and persistent racial and socioeconomic gaps in achievement are the norm in HCDE. These gaps perpetuate a two-tiered society in Chattanooga. In one of those tiers, children attend successful schools that adequately prepare them for future success. In the other, children too often fail to break the cycle of poverty. They remain stuck in communities with few resources and limited opportunities.

End Notes

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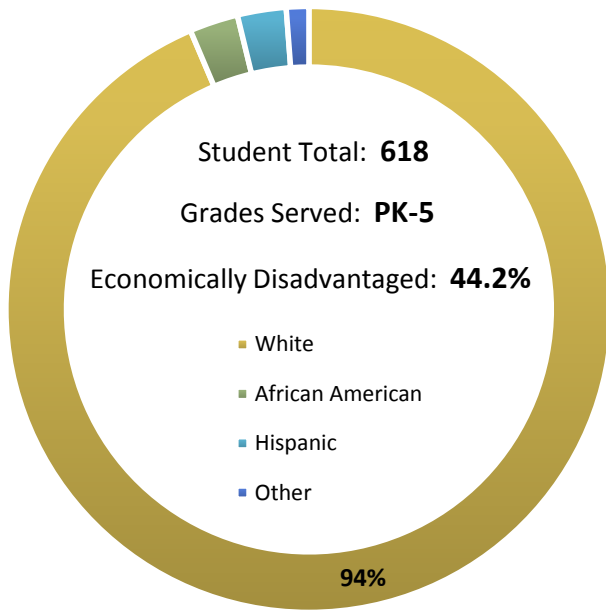
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ALLEN ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	9	1.5	0	0
White	5	0.9	0	0
African American	4	25	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	81.6	82.4	66.7	15.7	72.9	80
Language Arts	55.3	59.3	16.7	42.6	41.7	55
Science	85.4	89	33.3	55.7	70.8	80
Social Studies	94.2	94.5	83.3	11.2	87.5	80

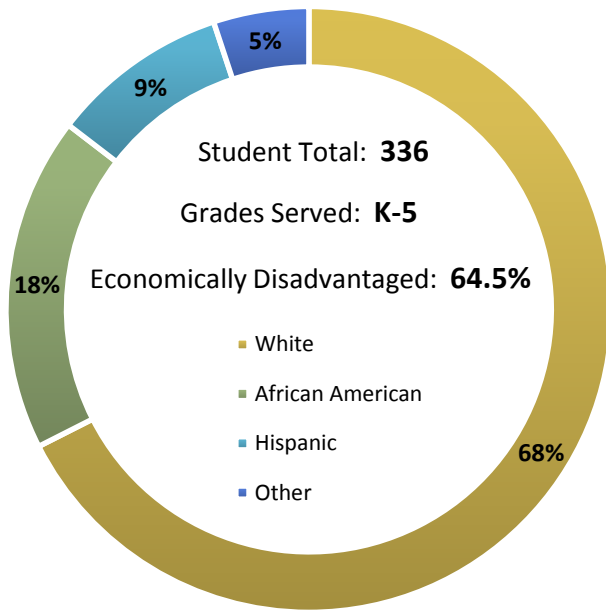
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	53.2	55.8	**	*	26.3	20
Language Arts	61.3	64.4	**	*	42.1	20
Science	68.5	71.2	**	*	44.7	33.3
Social Studies	96.4	97.1	80	17.1	92.1	73.3

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	68.3	69.1	*	*	48.9	33.3
Language Arts	62.5	61.7	*	*	48.9	25
Science	76.9	78.7	*	*	62.2	50
Social Studies	97.1	96.8	*	*	95.6	83.3

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	67.3	68.5	35.7	32.8	51.1	48.9
Language Arts	59.7	61.9	21.4	40.5	44.3	36.2
Science	76.7	79.2	21.4	57.8	60.3	57.4
Social Studies	95.9	96.2	85.7	10.5	91.6	78.7

*Insufficient student count or data withheld

ALPINE CREST ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	5	1.5	0	0
White	4	1.8	0	0
African American	1	1.7	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	69.2	69.7	16.7	53	64.7	37.5
Language Arts	48.1	54.5	16.7	37.8	38.2	12.5
Science	78.8	84.8	33.3	51.5	73.5	37.5
Social Studies	90.4	97	33.3	63.7	88.2	62.5

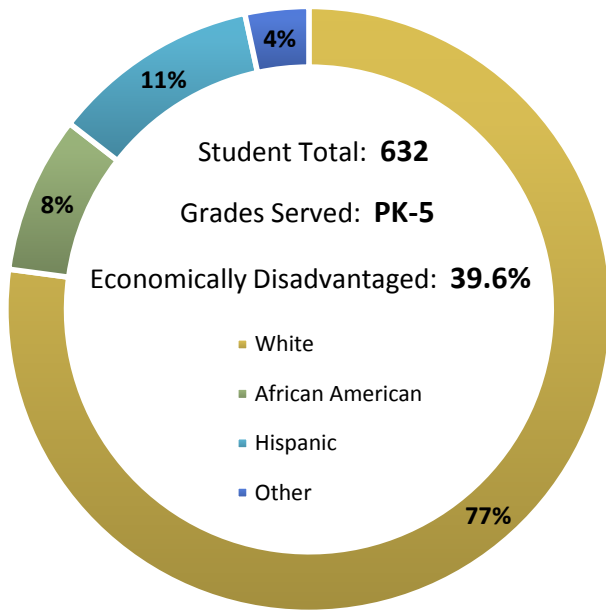
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	51.1	54.1	*	*	42.9	14.3
Language Arts	29.8	35.1	*	*	25	14.3
Science	42.6	48.6	*	*	35.7	14.3
Social Studies	85.1	86.5	*	*	85.7	85.7

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	68.2	75	16.7	58.3	62.1	16.7
Language Arts	54.5	59.4	33.3	26.1	48.3	50
Science	52.3	59.4	**	*	41.4	16.7
Social Studies	90.9	93.8	66.7	27.1	86.2	50

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	62.9	65.7	18.8	46.9	57.1	23.8
Language Arts	44.1	49	25	24	37.4	23.8
Science	58.7	63.7	12.5	51.2	51.6	23.8
Social Studies	88.8	92.2	56.3	35.9	86.8	66.7

*Insufficient student count or data withheld

APISON ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	6	0.9	0	0
White	6	1.2	0	0
African American	0	0	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	75.8	78.9	57.1	21.8	63.9	42.9
Language Arts	52.5	56.6	28.6	28	33.3	28.6
Science	82.8	89.5	71.4	18.1	69.4	42.9
Social Studies	92.9	93.4	100	-6.6	88.9	57.1

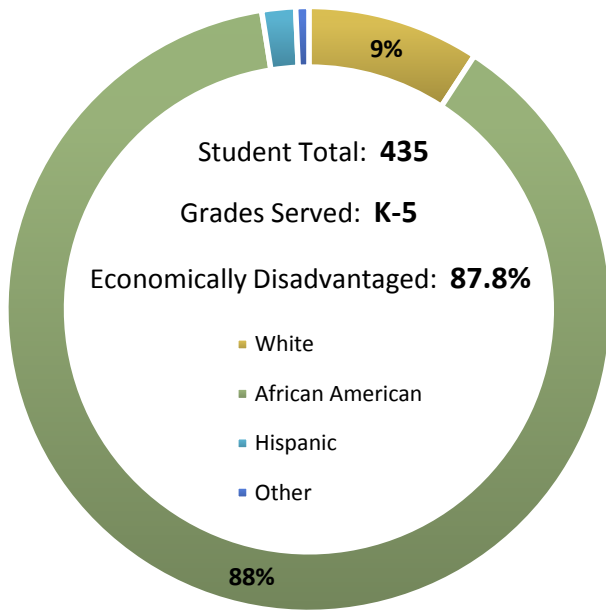
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	67.6	69.8	66.7	3.1	56.5	36.4
Language Arts	61.3	66.3	55.6	10.7	39.1	45.5
Science	70.3	76.7	66.7	10	54.3	45.5
Social Studies	93.7	94.2	100	-5.8	89.1	63.6

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	91.4	90.5	100	-9.5	85.3	54.5
Language Arts	88	92.1	77.8	14.3	82.4	72.7
Science	90.3	93.7	88.9	4.8	85.3	81.8
Social Studies	98.9	100	100	0	97.1	90.9

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	77.6	78.7	76	2.7	67.2	44.8
Language Arts	66.6	70.2	56	14.2	50	51.7
Science	80.5	85.8	76	9.8	68.1	58.6
Social Studies	95.1	95.6	100	-4.4	91.4	72.4

*Insufficient student count or data withheld

BARGER ACADEMY



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	52	12	1	0.2
White	1	2.5	0	0
African American	51	13.3	1	0.3
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	37.1	**	40.6	*	38.5	83.3
Language Arts	15.7	**	17.2	*	16.9	33.3
Science	31.4	**	34.4	*	32.3	50
Social Studies	55.7	50	56.3	-6.3	58.5	50

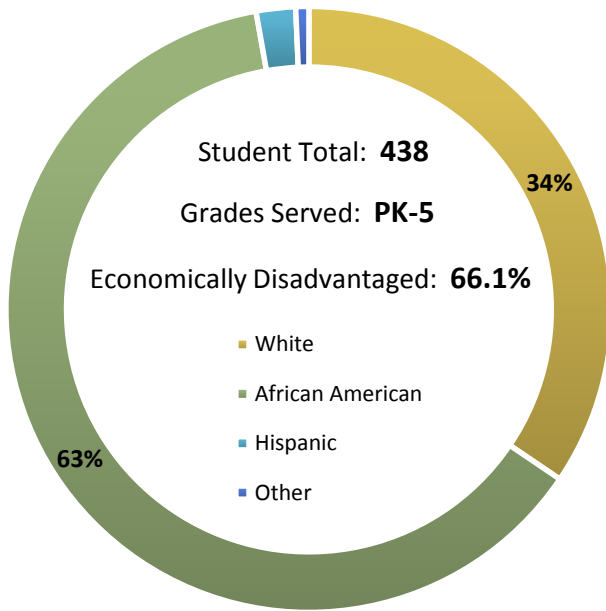
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	24.7	60	22.8	37.2	20.3	36.4
Language Arts	21.2	80	16.5	63.5	18.9	27.3
Science	20	80	16.5	63.5	17.6	27.3
Social Studies	68.2	100	65.8	34.2	67.6	63.6

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	26	50	22.6	27.4	19.4	27.3
Language Arts	27.4	50	24.2	25.8	24.2	45.5
Science	27.4	60	22.6	37.4	22.6	36.4
Social Studies	71.2	90	67.7	22.3	66.1	45.5

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	28.9	38.1	28.3	9.8	25.9	42.9
Language Arts	21.5	42.9	19	23.9	19.9	35.7
Science	25.9	47.6	23.9	23.7	23.9	35.7
Social Studies	65.4	81	63.4	17.6	64.2	53.6

*Insufficient student count or data withheld

BATTLE ACADEMY FOR TEACHING AND LEARNING



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	13	3	0	0
White	2	1.3	0	0
African American	11	4	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	60	78.6	47.5	31.1	48.7	70
Language Arts	50	75	35	40	41	50
Science	65.7	92.9	50	42.9	53.8	60
Social Studies	81.4	96.4	70	26.4	74.4	60

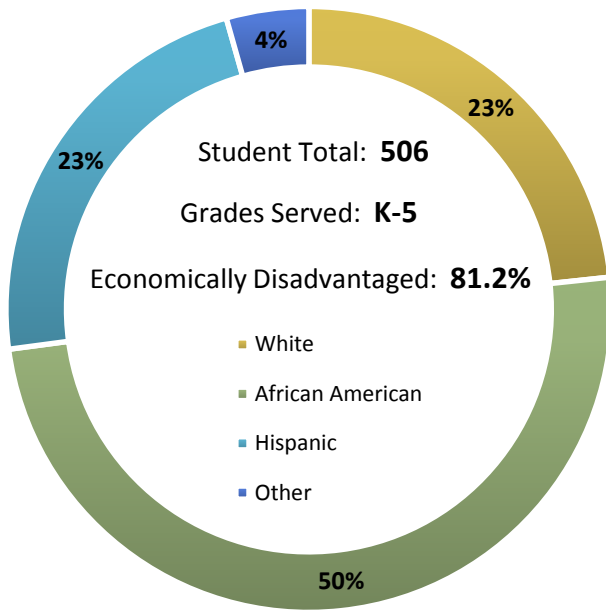
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	55.6	94.1	40	54.1	48.6	33.3
Language Arts	61.1	94.1	48.6	45.5	48.6	44.4
Science	61.1	88.2	51.4	36.8	48.6	22.2
Social Studies	92.6	100	88.6	11.4	89.2	77.8

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	62.5	72.7	57.1	15.6	52.9	44.4
Language Arts	57.1	72.7	50	22.7	48.6	50
Science	59.2	72.7	52.8	19.9	57.1	30
Social Studies	83.3	90.9	80	10.9	82.4	55.6

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	59.3	82.1	48.2	33.9	50	50
Language Arts	55.5	80.4	44.1	36.3	45.9	48.3
Science	62.4	87.5	51.4	36.1	53.2	37.9
Social Studies	85.5	96.4	79.1	17.3	81.8	64.3

*Insufficient student count or data withheld

BESS T. SHEPHERD ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	39	7.7	1	0.2
White	4	3.4	0	0
African American	30	12	1	0.4
Hispanic	5	4.3	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	44.7	60.9	34.2	26.7	46.5	58.3
Language Arts	24.7	43.5	15.8	27.7	23.9	33.3
Science	49.4	73.9	42.1	31.8	49.3	58.3
Social Studies	70.6	87	65.8	21.2	70.4	58.3

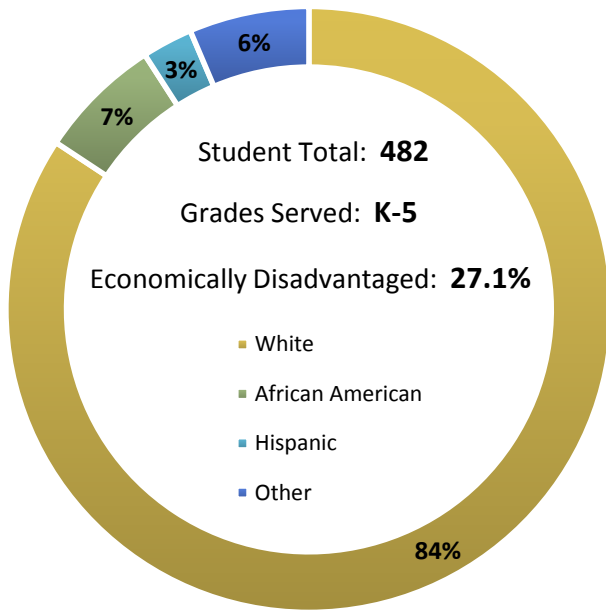
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	21	32.1	18.4	13.7	18.6	33.3
Language Arts	23.2	32.1	23.1	9	19.7	37.5
Science	36.6	50	33.3	16.7	36.6	37.5
Social Studies	78	96.4	64.1	32.3	76.1	62.5

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	39.5	46.7	36.6	10.1	38.9	44.4
Language Arts	36	53.3	29.3	24	36.1	44.4
Science	32.6	53.3	31.7	21.6	33.3	55.6
Social Studies	83.7	80	80.5	-0.5	84.7	66.7

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	35.3	45.5	29.9	15.6	34.7	44.4
Language Arts	28.1	40.9	22.9	18	26.6	37.8
Science	39.5	59.1	35.6	23.5	39.7	48.6
Social Studies	77.5	89.4	70.3	19.1	77.1	62.2

*Insufficient student count or data withheld

BIG RIDGE ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	39	7.7	0	0
White	0	0	0	0
African American	1	3.4	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	79	79.4	*	*	62.5	53.8
Language Arts	66.7	67.6	*	*	62.5	61.5
Science	91.4	91.2	*	*	68.8	69.2
Social Studies	92.6	91.2	*	*	75	69.2

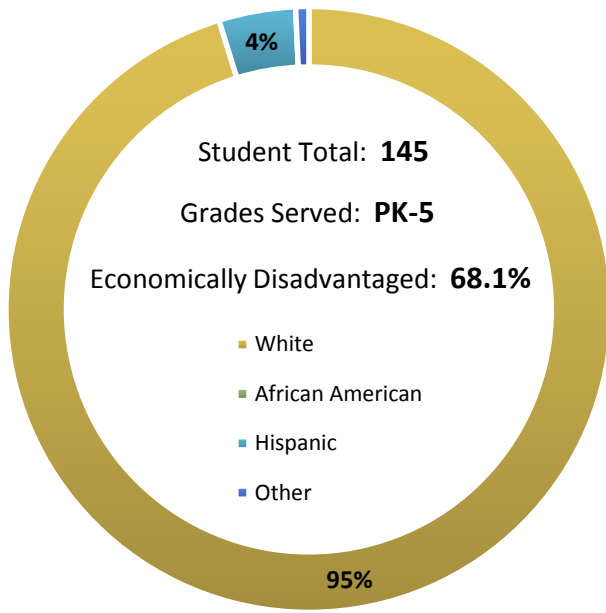
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	76.5	76.1	80	-3.9	55.6	66.7
Language Arts	70.6	73.2	40	33.2	50	66.7
Science	88.2	90.1	60	30.1	77.8	50
Social Studies	95.3	97.2	60	37.2	94.4	66.7

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	62.7	61.1	45.5	15.6	40.9	50
Language Arts	64	66.7	36.4	30.3	50	80
Science	89.3	90.7	72.7	18	81.8	90
Social Studies	92	90.7	90.9	-0.2	77.3	60

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	73	73.1	63.2	9.9	51.8	55.2
Language Arts	67.2	69.4	42.1	27.3	53.6	69
Science	89.6	90.7	73.7	17	76.8	72.4
Social Studies	93.4	93.3	84.2	9.1	82.1	65.5

*Insufficient student count or data withheld

BIRCHWOOD ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	10	6.9	0	0
White	10	7.2	0	0
African American	0	0	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	52.6	58.8	*	*	50	*
Language Arts	42.1	47.1	*	*	28.6	*
Science	68.4	70.6	*	*	57.1	*
Social Studies	78.9	76.5	*	*	71.4	*

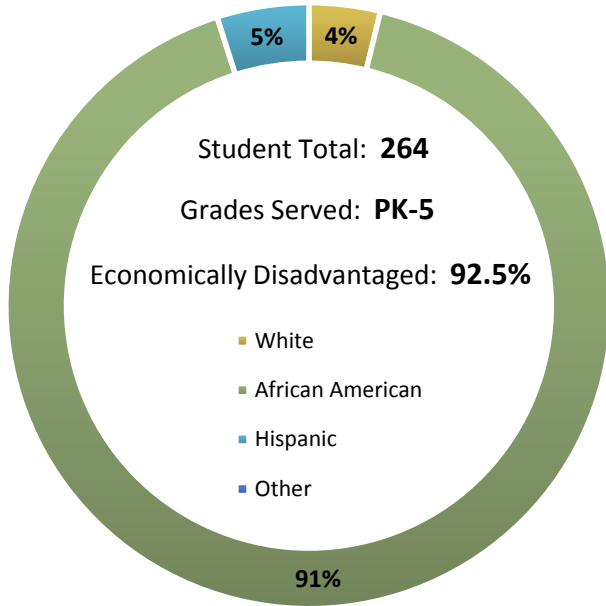
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	68	68	*	*	52.9	40
Language Arts	44	44	*	*	47.1	20
Science	76	76	*	*	64.7	40
Social Studies	84	84	*	*	76.5	60

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	37.5	37.5	*	*	33.3	20
Language Arts	50	50	*	*	55.6	60
Science	50	50	*	*	55.6	60
Social Studies	75	75	*	*	88.9	60

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	55	56.9	*	*	47.5	28.6
Language Arts	45	46.6	*	*	42.5	42.9
Science	66.7	67.2	*	*	60	50
Social Studies	80	79.3	*	*	77.5	57.1

*Insufficient student count or data withheld

CALVIN DONALDSON ENVIRONMENTAL SCIENCE ACADEMY



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	28	10.6	0	0
White	0	0	0	0
African American	28	11.6	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	48.3	*	44.4	*	48.3	*
Language Arts	27.6	*	22.2	*	27.6	*
Science	37.9	*	33.3	*	37.9	*
Social Studies	41.4	*	37	*	41.4	*

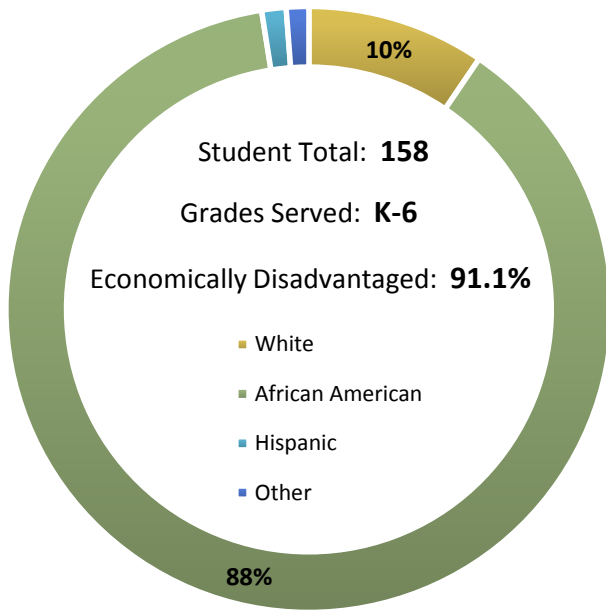
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	27.6	*	25	*	27.6	*
Language Arts	24.1	*	21.4	*	24.1	*
Science	17.2	*	14.3	*	17.2	*
Social Studies	44.8	*	42.9	*	44.8	*

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	48.7	*	44.1	*	48.6	71.4
Language Arts	35.9	*	29.4	*	35.1	85.7
Science	41	*	38.2	*	40.5	71.4
Social Studies	76.9	*	73.5	*	75.7	85.7

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	42.3	*	38.2	*	42.1	71.4
Language Arts	29.9	*	24.7	*	29.5	78.6
Science	33	*	29.2	*	32.6	71.4
Social Studies	56.7	*	52.8	*	55.8	71.4

*Insufficient student count or data withheld

CHATTANOOGA CHARTER SCHOOL OF EXCELLENCE



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total				
White				
African American				
Hispanic				

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math						
Language Arts						
Science						
Social Studies						

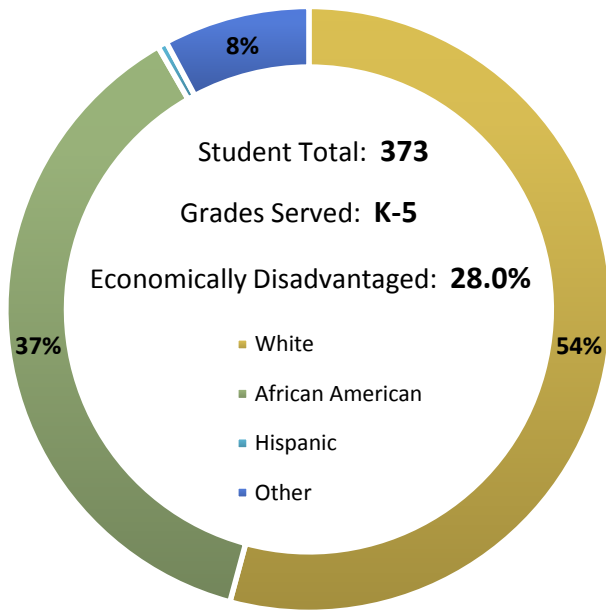
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math						
Language Arts						
Science						
Social Studies						

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math						
Language Arts						
Science						
Social Studies						

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math						
Language Arts						
Science						
Social Studies						

*Insufficient student count or data withheld

CHATTANOOGA SCHOOL FOR ARTS AND SCIENCES



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	23	6.2	0	0
White	9	4.5	0	0
African American	14	10	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	60.3	78.1	34.8	43.3	46.7	*
Language Arts	58.6	71.9	39.1	32.8	40	*
Science	86.2	93.8	73.9	19.9	73.3	*
Social Studies	91.4	96.9	82.6	14.3	86.7	*

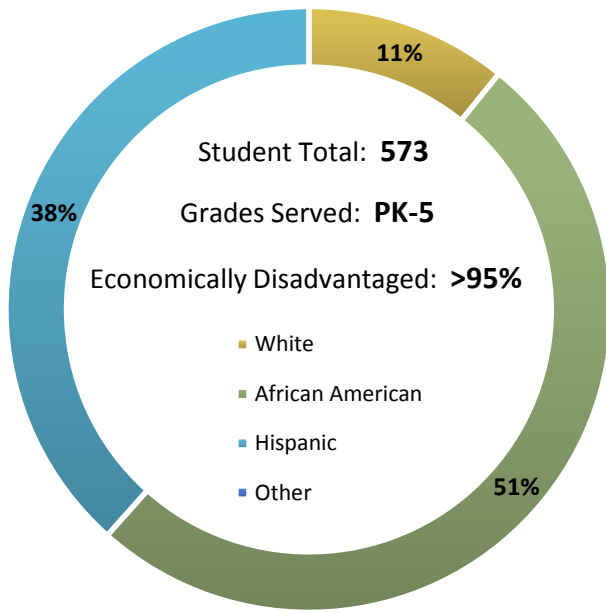
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	64.8	70.6	51.6	19	47.6	66.7
Language Arts	53.5	70.6	29	41.6	28.6	50
Science	69	85.3	45.2	40.1	42.9	66.7
Social Studies	95.8	97.1	93.5	3.6	90.5	83.3

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	58.3	73.3	43.2	30.1	44	55.6
Language Arts	65.3	83.3	48.6	34.7	52	77.8
Science	72.2	90	59.5	30.5	64	55.6
Social Studies	90.3	100	81.1	18.9	72	77.8

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	61.2	74	44	30	45.9	61.1
Language Arts	59.2	75	39.6	35.4	41	72.2
Science	75.1	89.6	58.2	31.4	59	66.7
Social Studies	92.5	97.9	85.7	12.2	82	77.8

*Insufficient student count or data withheld

CLIFTON HILLS ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	55	9.6	0	0
White	0	0	0	0
African American	52	17.9	0	0
Hispanic	3	1.4	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	25.4	40	19.4	20.6	26.3	45.5
Language Arts	12.7	10	9.7	0.3	13.2	9.1
Science	24.8	70	14.8	55.2	25.7	45.5
Social Studies	41	50	31.1	18.9	40.7	36.4

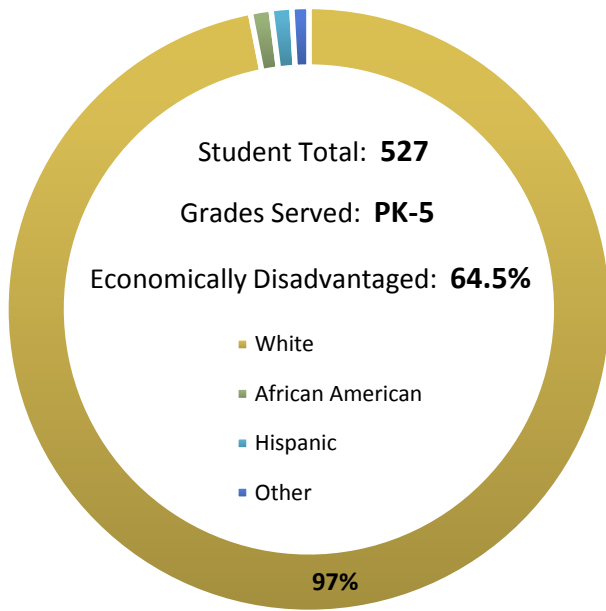
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	18.2	55.6	9.8	45.8	19.2	23.1
Language Arts	15.6	33.3	14.6	18.7	16.4	23.1
Science	24.7	44.4	19.5	24.9	26	23.1
Social Studies	48.1	88.9	39	49.9	47.9	30.8

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	39.7	30	31.1	-1.1	39.7	*
Language Arts	21.8	40	13.3	26.7	21.8	*
Science	30.8	50	24.4	25.6	30.8	*
Social Studies	59	70	48.9	21.1	59	*

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	27.5	41.4	20.3	21.1	28.3	32.1
Language Arts	16.1	27.6	12.2	15.4	16.6	17.9
Science	26.5	55.2	19	36.2	27.3	35.7
Social Studies	48.2	69	38.8	30.2	48.1	35.7

*Insufficient student count or data withheld

DAISY ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	22	4.2	0	0
White	21	4.1	0	0
African American	1	16.7	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	60.8	62.3	*	*	50	40
Language Arts	39.2	42	*	*	37.5	46.7
Science	74.3	75.4	*	*	75	46.7
Social Studies	83.8	85.5	*	*	62.5	53.3

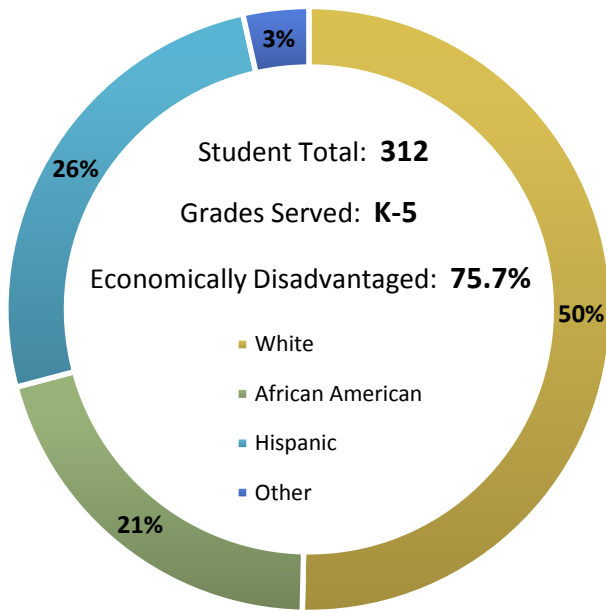
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	70.5	69.4	*	*	100	50
Language Arts	38.6	37.6	*	*	50	31.3
Science	78.2	77.4	*	*	100	53.3
Social Studies	93.2	92.9	*	*	100	75

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	53.4	54.6	*	*	40	50
Language Arts	39.8	41.2	*	*	30	31.3
Science	60.2	62.9	*	*	30	37.5
Social Studies	86.4	88.7	*	*	90	50

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	61.1	61.8	50	11.8	58.3	46.8
Language Arts	39.2	40.2	**	*	37.5	36.2
Science	70.1	71.2	37.5	33.7	62.5	45.7
Social Studies	87.9	89.2	62.5	26.7	83.3	59.6

*Insufficient student count or data withheld

DUPONT ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	14	4.5	0	0
White	5	3.2	0	0
African American	7	10.9	0	0
Hispanic	1	1.3	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	48.8	59.1	33.3	25.8	47.5	*
Language Arts	37.2	50	33.3	16.7	35	*
Science	55.8	68.2	50	18.2	52.5	*
Social Studies	90.7	95.5	83.3	12.2	90	*

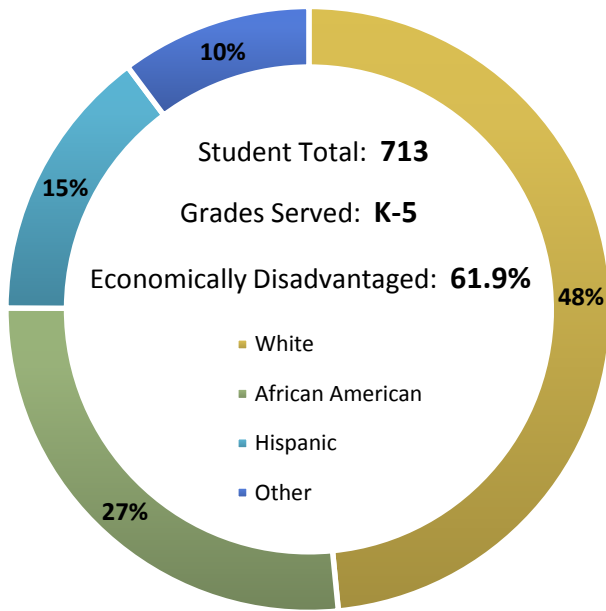
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	25	30.8	9.1	21.7	22.5	28.6
Language Arts	23.1	26.9	27.3	-0.4	25	28.6
Science	13.5	23.1	9.1	14	10	14.3
Social Studies	67.3	69.2	72.7	-3.5	65	28.6

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	45.6	50	53.3	-3.3	44.4	50
Language Arts	47.4	66.7	26.7	40	44.4	50
Science	28.1	43.3	13.3	30	24.4	50
Social Studies	71.9	80	60	20	71.1	50

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	39.5	46.2	34.4	11.8	38.4	33.3
Language Arts	36.2	48.7	28.1	20.6	35.2	33.3
Science	30.9	43.6	18.8	24.8	28.8	26.7
Social Studies	75.7	80.8	68.8	12	75.2	40

*Insufficient student count or data withheld

EAST BRAINERD ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	23	3.2	0	0
White	9	2.6	0	0
African American	11	5.8	0	0
Hispanic	3	2.9	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	61.7	68.9	43.8	25.1	57.1	68.4
Language Arts	44.5	51.6	25	26.6	33.8	47.4
Science	62.5	77	37.5	39.5	58.6	63.2
Social Studies	84.9	88.3	78.1	10.2	82.6	73.7

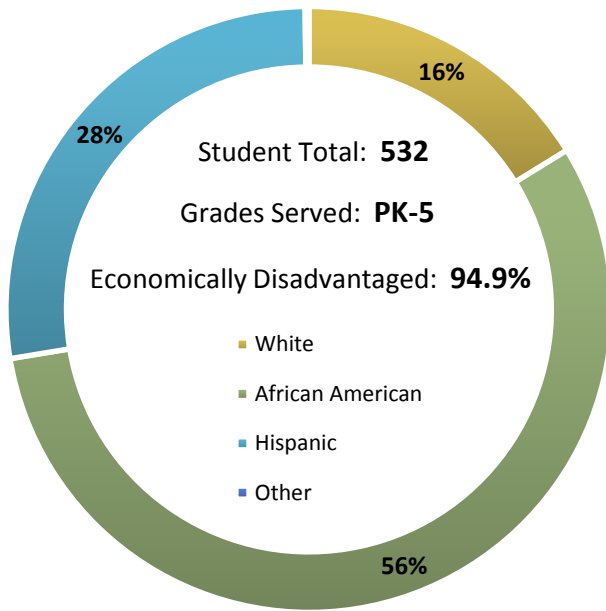
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	60.2	66.7	40	26.7	57.5	65
Language Arts	54.9	63.5	40	23.5	47.9	60
Science	60.2	69.8	30	39.8	54.8	30
Social Studies	92	95.2	83.3	11.9	90.3	68.4

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	71.4	82.4	60	22.4	65	60
Language Arts	59.5	69.2	42.2	27	53.2	68.8
Science	67.7	84.6	51.1	33.5	67.5	62.5
Social Studies	91.3	94.1	86.7	7.4	88.8	66.7

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	64.6	72	49.5	22.5	60.1	64.8
Language Arts	53.1	61	36.4	24.6	45.3	58.2
Science	63.6	76.7	41.1	35.6	60.5	50.9
Social Studies	89.4	92.5	83.2	9.3	87.3	69.8

*Insufficient student count or data withheld

EAST LAKE ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	43	8.1	1	0.2
White	7	8.1	1	1.2
African American	35	11.7	0	0
Hispanic	1	0.7	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	31.3	33.3	23.5	9.8	32	20
Language Arts	16.3	55.6	9.8	45.8	14.7	20
Science	33.8	66.7	21.6	45.1	32	10
Social Studies	41.3	66.7	33.3	33.4	40	10

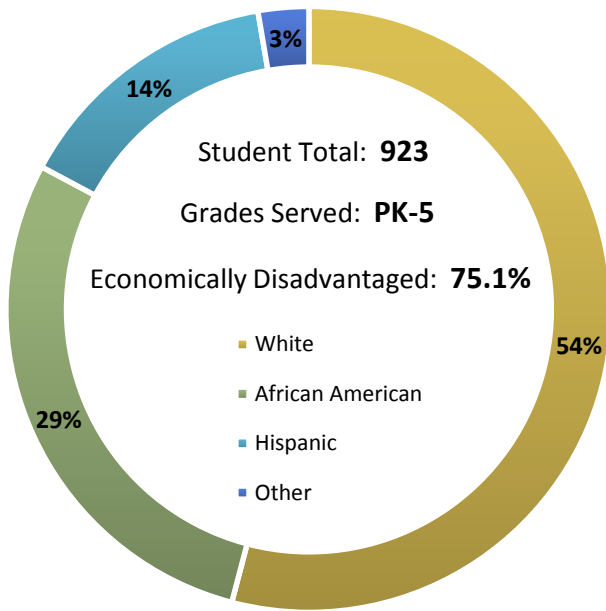
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	16.3	27.3	15.7	11.6	15.8	35.7
Language Arts	15	36.4	13.7	22.7	14.5	21.4
Science	20	36.4	19.6	16.8	18.4	21.4
Social Studies	52.5	63.6	51	12.6	51.3	28.6

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	21.7	21.4	18.2	3.2	21.9	40
Language Arts	20.3	35.7	13.6	22.1	20.3	60
Science	18.8	28.6	11.4	17.2	18.8	40
Social Studies	37.7	42.9	29.5	13.4	37.5	20

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	23.1	26.5	19.2	7.3	23.3	31
Language Arts	17	41.2	12.3	28.9	16.3	27.6
Science	24.5	41.2	17.8	23.4	23.3	20.7
Social Studies	44.1	55.9	38.4	17.5	43.3	20.7

*Insufficient student count or data withheld

EAST RIDGE ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	45	4.9	0	0
White	17	3.4	0	0
African American	25	9.4	0	0
Hispanic	2	1.5	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	41.9	57.1	18.8	38.3	37.4	22.2
Language Arts	23.6	30	16.1	13.9	18.6	**
Science	54.3	70	37.5	32.5	45.5	44.4
Social Studies	66.7	81.4	43.8	37.6	59.6	55.6

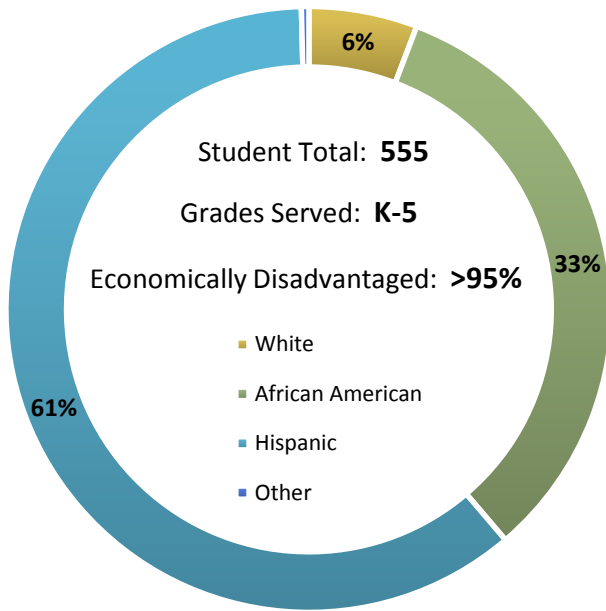
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	28.9	38.2	15.2	23	22.5	30
Language Arts	29.1	41.3	15.2	26.1	22.5	15.8
Science	26.6	39.5	6.1	33.4	16.9	15
Social Studies	63.8	71.1	56.3	14.8	60.2	35

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	39.7	41	36.1	4.9	38.8	15.4
Language Arts	37.1	43.4	25	18.4	36.9	46.2
Science	31.9	38.6	19.4	19.2	29.1	23.1
Social Studies	82.3	85.5	75	10.5	83.5	38.5

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	64.6	72	49.5	22.5	60.1	64.8
Language Arts	53.1	61	36.4	24.6	45.3	58.2
Science	63.6	76.7	41.1	35.6	60.5	50.9
Social Studies	89.4	92.5	83.2	9.3	87.3	69.8

*Insufficient student count or data withheld

EAST SIDE ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	25	4.5	0	0
White	2	6.3	0	0
African American	23	12.6	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	31.9	*	28	*	31.9	**
Language Arts	13.9	*	12	*	14.5	**
Science	26.4	*	20	*	27.5	**
Social Studies	36.1	*	28	*	34.8	**

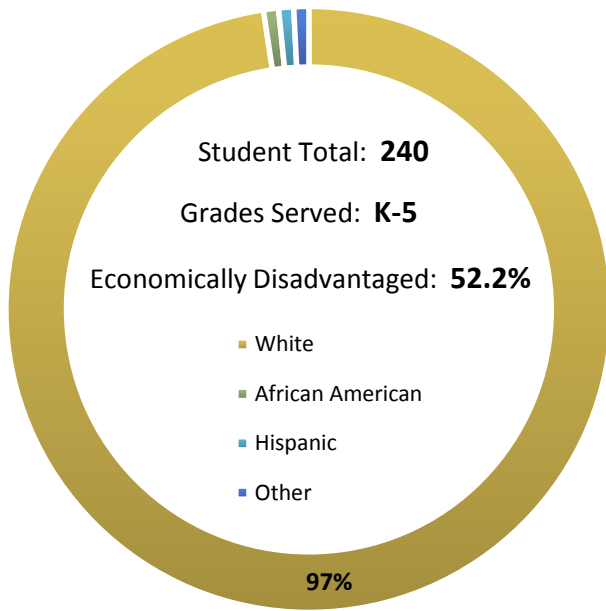
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	41.6	**	40	*	41.6	42.9
Language Arts	32.5	20	33.3	-13.3	32.5	42.9
Science	36.4	20	43.3	-23.3	36.4	42.9
Social Studies	50.6	40	60	-20	50.6	71.4

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	78.4	83.3	73	10.3	78.4	88.9
Language Arts	35.1	66.7	29.7	37	35.1	66.7
Science	32.4	66.7	27	39.7	32.4	44.4
Social Studies	50	100	45.9	54.1	50	33.3

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	50.7	35.7	50	-14.3	50.9	45.8
Language Arts	27.4	35.7	26.1	9.6	27.7	37.5
Science	31.8	42.9	30.4	12.5	32.3	29.2
Social Studies	45.7	64.3	45.7	18.6	45.5	33.3

*Insufficient student count or data withheld

FALLING WATER ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	25	4.5	0	0
White	2	6.3	0	0
African American	23	12.6	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	80.4	80.4	*	*	63.6	71.4
Language Arts	67.4	67.4	*	*	59.1	71.4
Science	84.8	84.8	*	*	81.8	71.4
Social Studies	89.1	89.1	*	*	86.4	71.4

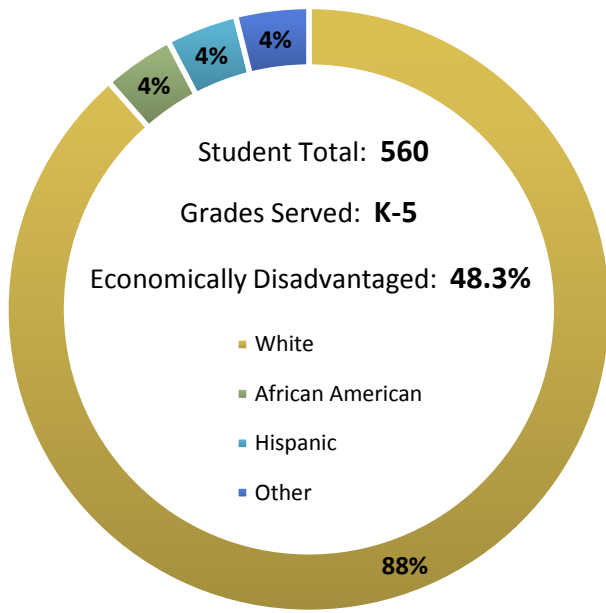
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	28.6	30	*	*	24	16.7
Language Arts	50	50	*	*	40	50
Science	31	30	*	*	24	**
Social Studies	92.9	92.5	*	*	92	83.3

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	52	50	*	*	42.9	44.4
Language Arts	46	45.8	*	*	35.7	33.3
Science	50	47.9	*	*	32.1	33.3
Social Studies	92	91.7	*	*	92.9	66.7

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	54.3	54.5	*	*	42.7	45.5
Language Arts	54.3	54.5	*	*	44	50
Science	55.8	55.2	*	*	44	36.4
Social Studies	91.3	91	*	*	90.7	72.7

*Insufficient student count or data withheld

GANNS MIDDLE VALLEY ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	6	1.1	0	0
White	4	0.8	0	0
African American	2	9.5	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	53.6	55.6	*	*	37.5	66.7
Language Arts	39.1	41.3	*	*	34.4	22.2
Science	71	74.6	*	*	62.5	44.4
Social Studies	79.7	81	*	*	75	55.6

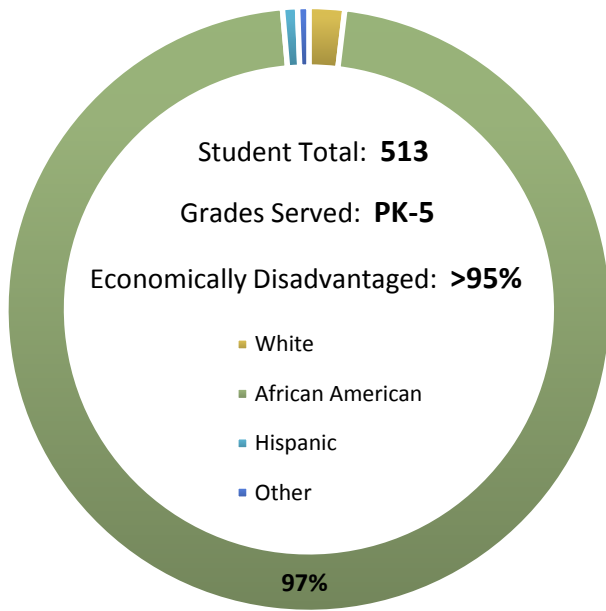
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	58	58.2	33.3	24.9	46.2	27.8
Language Arts	48.6	47.3	66.7	-19.4	44.2	27.8
Science	71.4	73.6	66.7	6.9	65.4	33.3
Social Studies	86.6	86.8	100	-13.2	78.8	50

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	62.5	63.9	*	*	58.3	46.2
Language Arts	59.1	61.4	*	*	52.1	69.2
Science	78.4	80.7	*	*	72.9	69.2
Social Studies	93.1	93.9	*	*	93.8	76.9

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	58.4	59.5	20	39.5	48.5	42.5
Language Arts	49.6	50.6	50	0.6	44.7	40
Science	73.6	76.4	50	26.4	67.4	47.5
Social Studies	86.9	87.7	90	-2.3	83.3	60

*Insufficient student count or data withheld

HARDY ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	57	11.1	0	0
White	1	10	0	0
African American	55	11.1	0	0
Hispanic	1	25	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	36.4	*	36.4	*	37.1	45.5
Language Arts	11.9	*	11.9	*	12.7	36.4
Science	31.8	*	31.8	*	32.3	36.4
Social Studies	51.5	*	51.5	*	51.6	27.3

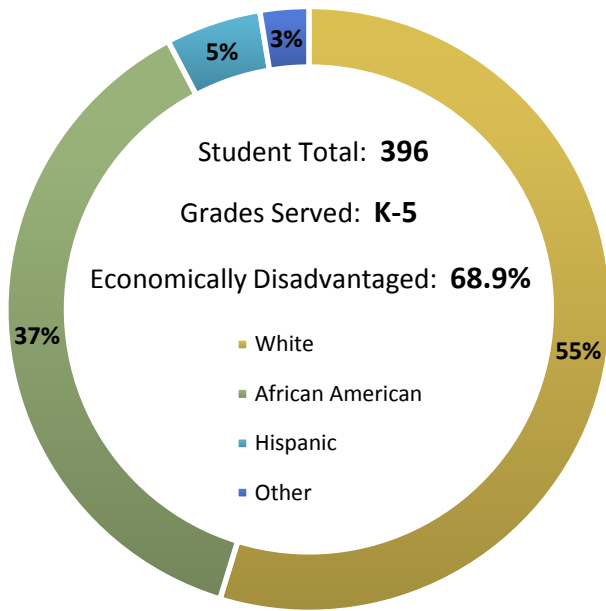
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	24.4	*	25.6	*	25.9	43.8
Language Arts	18.9	*	19.8	*	18.8	37.5
Science	30.3	*	30.6	*	29.8	43.8
Social Studies	76.4	*	76.5	*	75	62.5

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	44.4	*	42	*	44.3	50
Language Arts	36.1	*	37.7	*	37.1	75
Science	45.8	*	44.9	*	44.3	62.5
Social Studies	77.8	*	76.8	*	77.1	62.5

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	34.2	*	33.9	*	35	46.5
Language Arts	22.3	*	23	*	22.9	51.2
Science	35.7	*	35.5	*	35.2	48.8
Social Studies	69.6	*	69.1	*	69	53.5

*Insufficient student count or data withheld

HARRISON ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	20	5.1	0	0
White	8	3.7	0	0
African American	11	7.4	0	0
Hispanic	1	5	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	61	58.3	65	-6.7	58.5	33.3
Language Arts	37.3	36.1	40	-3.9	34.1	16.7
Science	59.3	58.3	60	-1.7	53.7	33.3
Social Studies	72.9	66.7	85	-18.3	73.2	33.3

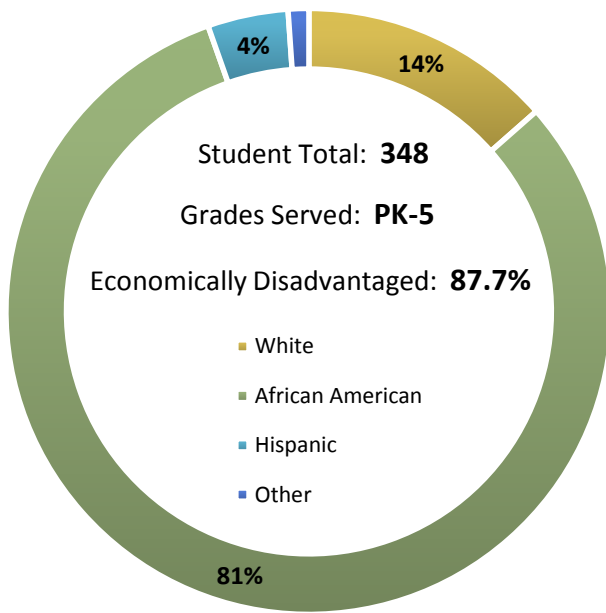
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	40.7	53.6	31.8	21.8	42.9	**
Language Arts	51.9	64.3	45.5	18.8	51.4	**
Science	53.7	67.9	40.9	27	51.4	**
Social Studies	88.9	96.4	77.3	19.1	88.6	20

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	59.7	57.1	58.3	-1.2	59	50
Language Arts	50.7	54.3	41.7	12.6	43.6	50
Science	58.2	65.7	45.8	19.9	53.8	66.7
Social Studies	88.1	88.6	87.5	1.1	89.7	66.7

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	54.4	56.6	51.5	5.1	53.9	29.4
Language Arts	46.7	50.5	42.4	8.1	42.6	23.5
Science	57.2	63.6	48.5	15.1	53	35.3
Social Studies	83.3	82.8	83.3	-0.5	83.5	41.2

*Insufficient student count or data withheld

HILLCREST ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	39	11.2	1	0.3
White	4	8.5	1	2.1
African American	33	11.7	0	0
Hispanic	2	13.3	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	45.5	37.5	40.6	-3.1	46.3	60
Language Arts	25	25	21.9	3.1	26.8	40
Science	45.5	62.5	37.5	25	46.3	40
Social Studies	61.4	62.5	56.3	6.2	63.4	60

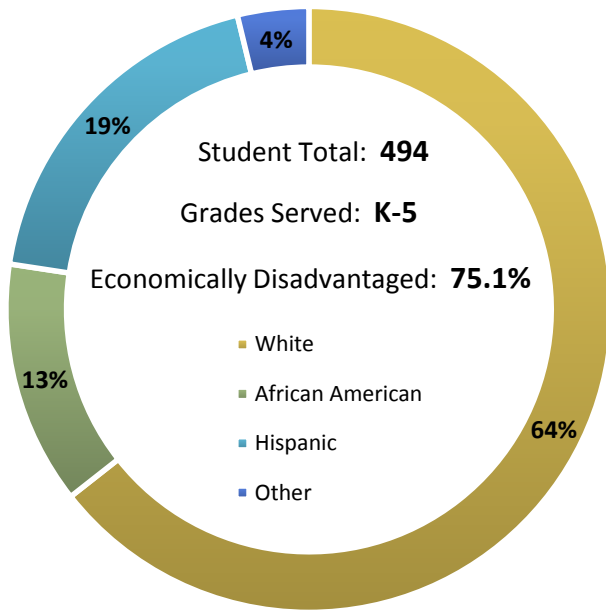
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	12.2	14.3	12.5	1.8	12.5	**
Language Arts	14.3	14.3	15	-0.7	14.6	**
Science	8.2	14.3	7.5	6.8	8.3	**
Social Studies	46.9	42.9	50	-7.1	45.8	11.1

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	38.1	42.9	33.3	9.6	31.6	33.3
Language Arts	31	71.4	18.2	53.2	26.3	83.3
Science	33.3	71.4	21.2	50.2	34.2	66.7
Social Studies	54.8	71.4	48.5	22.9	50	83.3

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	31.1	31.8	27.6	4.2	29.1	25
Language Arts	23	36.4	18.1	18.3	22	35
Science	28.1	50	21	29	28.3	30
Social Studies	54.1	59.1	51.4	7.7	52.8	45

*Insufficient student count or data withheld

HIXSON ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	19	3.8	0	0
White	12	3.8	0	0
African American	3	4.7	0	0
Hispanic	3	3.2	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	61.5	69.1	37.5	31.6	54.9	61.1
Language Arts	26.9	27.3	25	2.3	23.5	22.2
Science	46.2	50.9	25	25.9	37.3	33.3
Social Studies	73.1	76.4	50	26.4	68.6	44.4

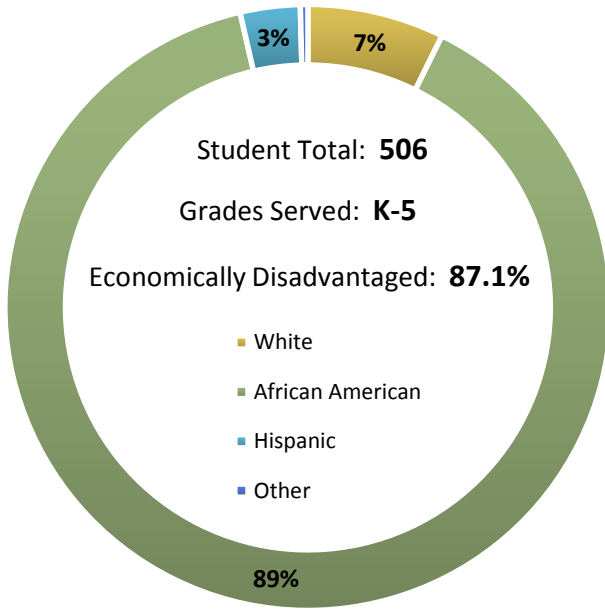
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	57	59.6	54.5	5.1	58.1	61.5
Language Arts	38.8	42.3	36.4	5.9	39.3	38.5
Science	51.2	59.6	45.5	14.1	45.2	46.2
Social Studies	83.7	82.7	63.6	19.1	87.1	53.8

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	72.9	76.2	58.8	17.4	75.4	60
Language Arts	52.9	57.1	29.4	27.7	54.1	60
Science	74.1	81	64.7	16.3	75.4	33.3
Social Studies	82.4	88.1	76.5	11.6	82	33.3

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	63.9	67.8	52.8	15	63.2	60.9
Language Arts	39.9	40.9	30.6	10.3	39.9	39.1
Science	57.4	62.4	50	12.4	53.4	37
Social Studies	79.9	81.9	66.7	15.2	79.9	43.5

*Insufficient student count or data withheld

LAKESIDE ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	41	8.1	0	0
White	0	0	0	0
African American	41	9.1	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	58.3	100	52.4	47.6	50.9	80
Language Arts	36.1	85.7	28.6	57.1	33.3	40
Science	52.8	100	46	54	47.4	80
Social Studies	76.4	100	73	27	73.7	60

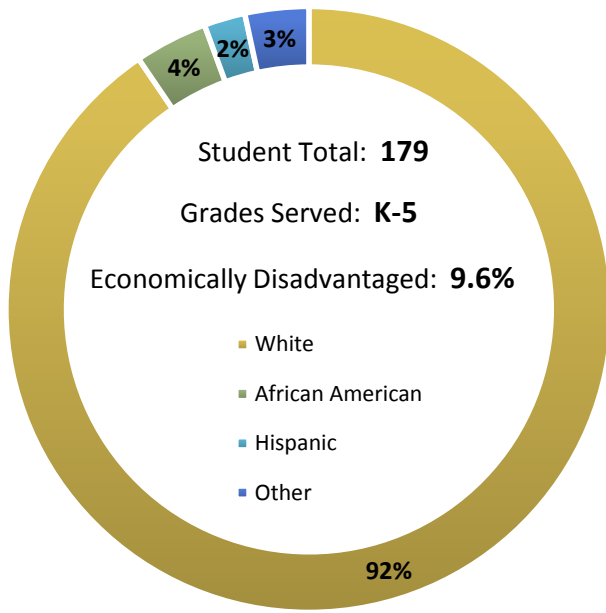
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	41.1	66.7	37.9	28.8	39.1	66.7
Language Arts	19.2	33.3	18.2	15.1	20.3	50
Science	31.5	66.7	27.3	39.4	28.1	33.3
Social Studies	65.8	83.3	63.6	19.7	62.5	66.7

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	41.8	*	41.7	*	39.7	66.7
Language Arts	41.8	*	41.7	*	41.2	50
Science	29.1	*	27.8	*	26.5	33.3
Social Studies	73.4	*	72.2	*	73.5	50

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	46.9	76.5	43.8	32.7	42.9	70.6
Language Arts	32.6	58.8	29.9	28.9	31.7	47.1
Science	37.5	76.5	33.3	43.2	33.3	47.1
Social Studies	71.9	94.1	69.7	24.4	69.8	58.8

*Insufficient student count or data withheld

LOOKOUT MOUNTAIN ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	1	0.6	0	0
White	1	0.6	0	0
African American	0	0	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	84.8	85.2	*	*	*	83.3
Language Arts	78.8	77.8	*	*	*	83.3
Science	97	100	*	*	*	100
Social Studies	100	100	*	*	*	100

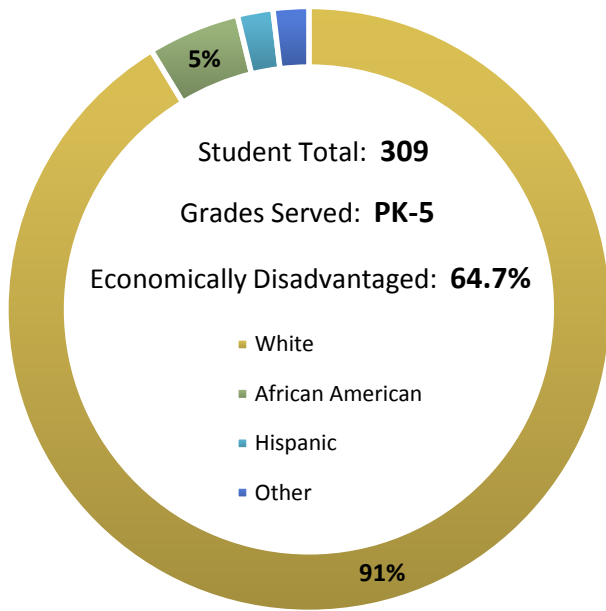
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	85.7	83.3	*	*	100	*
Language Arts	81	88.9	*	*	60	*
Science	90.5	94.4	*	*	80	*
Social Studies	95.2	100	*	*	80	*

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	86.2	91.7	*	*	*	*
Language Arts	90	96	*	*	*	*
Science	83.3	88	*	*	*	*
Social Studies	93.1	100	*	*	*	*

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	85.5	87	60	27	70	75
Language Arts	83.3	87.1	20	67.1	50	76.9
Science	90.5	94.3	40	54.3	60	69.2
Social Studies	96.4	100	60	40	70	83.3

*Insufficient student count or data withheld

LOOKOUT VALLEY ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	8	2.6	0	0
White	8	2.8	0	0
African American	0	0	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	59.2	60	*	*	48.3	45.5
Language Arts	55.1	57.8	*	*	48.3	45.5
Science	75.5	77.8	*	*	65.5	54.5
Social Studies	85.7	86.7	*	*	79.3	63.6

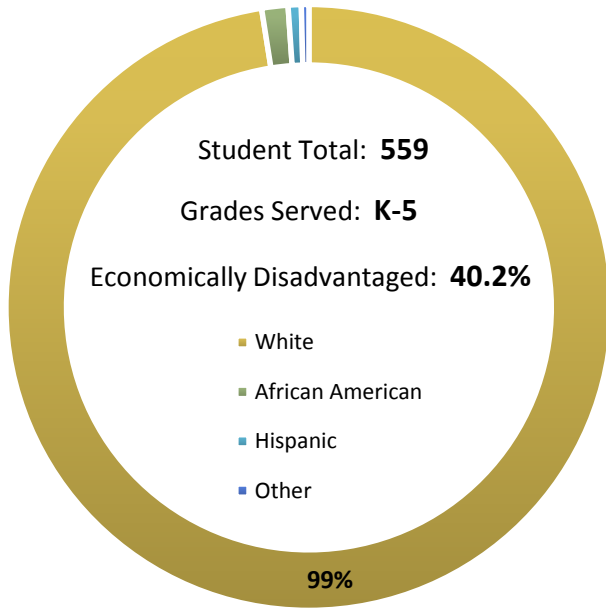
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	32.6	33.3	*	*	26.9	*
Language Arts	48.8	51.3	*	*	38.5	*
Science	46.5	46.2	*	*	38.5	*
Social Studies	83.7	82.1	*	*	76.9	*

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	72.9	74.5	71.4	3.1	76.5	46.2
Language Arts	69.5	72.5	42.9	29.6	61.8	53.8
Science	71.2	74.5	57.1	17.4	70.6	53.8
Social Studies	84.7	88.2	71.4	16.8	82.4	61.5

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	57.2	58.1	50	8.1	52.8	44.8
Language Arts	59.2	61.8	30	31.8	50.6	48.3
Science	65.8	67.6	40	27.6	59.6	55.2
Social Studies	84.9	86	70	16	79.8	65.5

*Insufficient student count or data withheld

McCONNELL ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	3	0.5	0	0
White	3	0.6	0	0
African American	0	0	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	76.3	76.7	*	*	52.9	62.5
Language Arts	52.7	53.3	*	*	23.5	25
Science	83.9	85.6	*	*	70.6	75
Social Studies	90.3	92.2	*	*	82.4	62.5

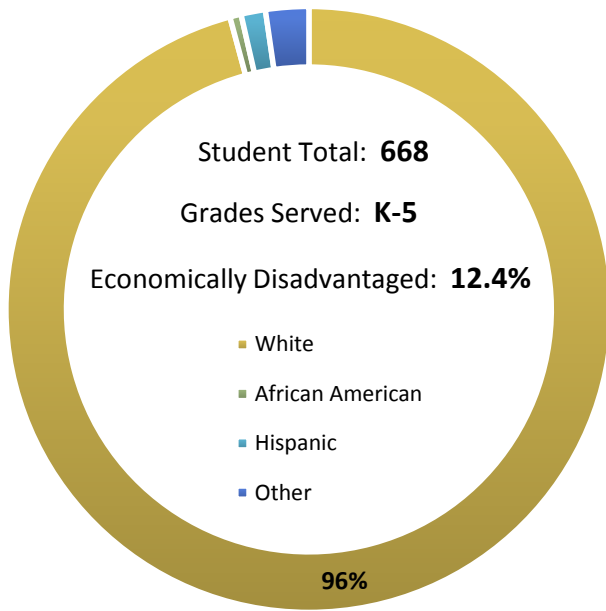
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	72.3	71.7	*	*	68.6	75
Language Arts	69.1	68.5	*	*	57.1	68.8
Science	84	84.8	*	*	82.9	68.8
Social Studies	95.7	95.7	*	*	91.4	93.8

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	86.7	88.2	*	*	81	72.2
Language Arts	79.6	81.7	*	*	66.7	77.8
Science	89.8	91.4	*	*	83.3	83.3
Social Studies	95.9	96.8	*	*	92.9	94.4

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	78.6	78.9	57.1	21.8	68.5	71.4
Language Arts	67.4	68	42.9	25.1	50.5	64.3
Science	86	87.3	28.6	58.7	79.3	76.2
Social Studies	94	94.9	57.1	37.8	89.2	88.1

*Insufficient student count or data withheld

NOLAN ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	1	0.2	0	0
White	1	0.2	0	0
African American	0	0	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	89.2	88.8	*	*	84.6	71.4
Language Arts	81.5	80.9	*	*	66.7	71.4
Science	96.7	96.6	*	*	100	85.7
Social Studies	98.3	98.3	*	*	100	85.7

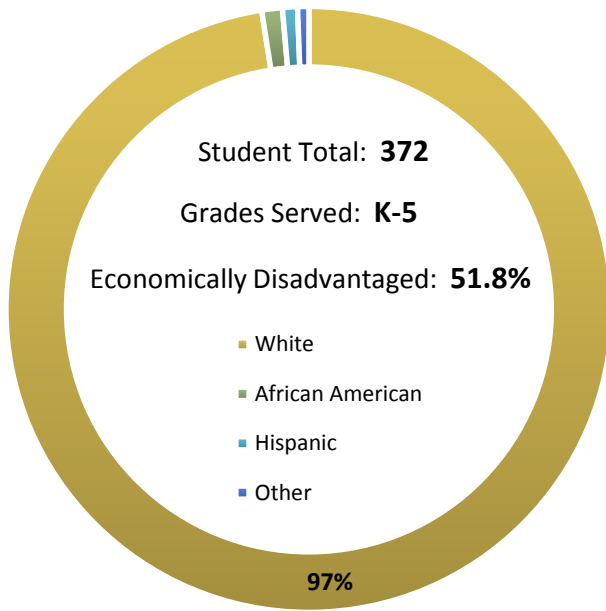
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	78.7	78.1	*	*	27.3	76.9
Language Arts	84.3	83.8	*	*	81.8	76.9
Science	89.8	89.5	*	*	90.9	69.2
Social Studies	99.1	99	*	*	100	92.3

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	83.1	83.5	*	*	56.3	61.5
Language Arts	86.3	85.2	*	*	56.3	61.5
Science	84.7	84.3	*	*	62.5	53.8
Social Studies	96	95.7	*	*	81.3	69.2

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	83.8	83.6	*	*	57.5	69.7
Language Arts	84	83.3	*	*	66.7	69.7
Science	90.3	90.2	*	*	82.5	66.7
Social Studies	97.7	97.6	*	*	92.5	81.8

*Insufficient student count or data withheld

NORTH HAMILTON ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	7	1.9	0	0
White	7	1.9	0	0
African American	0	0	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	77.3	78.1	*	*	60.6	40
Language Arts	54.5	54.7	*	*	30.3	10
Science	90.8	90.5	*	*	81.3	70
Social Studies	90.9	90.6	*	*	81.8	60

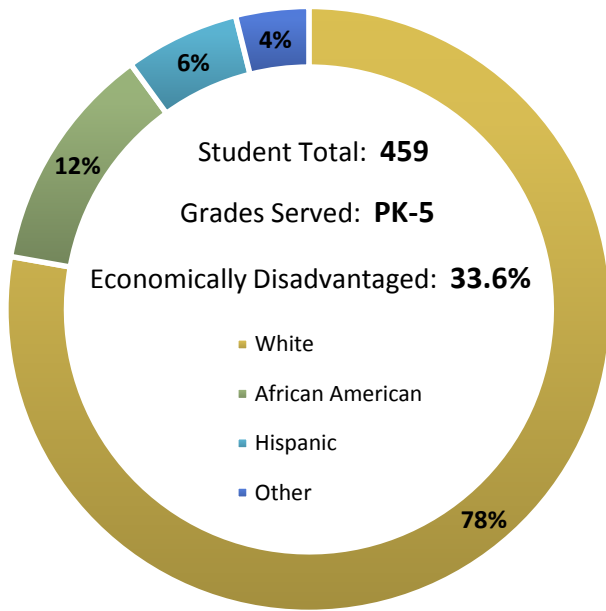
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	52.5	52.5	*	*	43.3	45.5
Language Arts	42.6	42.4	*	*	36.7	9.1
Science	60.7	61	*	*	43.3	54.5
Social Studies	95.1	96.6	*	*	90	90.9

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	59.1	61.9	*	*	30.4	27.3
Language Arts	47	49.2	*	*	26.1	27.3
Science	68.2	69.8	*	*	47.8	54.5
Social Studies	93.9	93.7	*	*	87	72.7

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	63.2	64.5	*	*	46.5	37.5
Language Arts	48.2	48.9	*	*	31.4	15.6
Science	73.4	74.1	*	*	58.8	59.4
Social Studies	93.3	93.5	*	*	86	75

*Insufficient student count or data withheld

OOLTEWAH ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	6	1.3	0	0
White	5	1.4	0	0
African American	1	1.8	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	84.1	86.8	66.7	20.1	76.2	70
Language Arts	63.4	61.8	55.6	6.2	38.1	80
Science	82.9	85.3	66.7	18.6	81	90
Social Studies	91.5	92.6	77.8	14.8	76.2	90

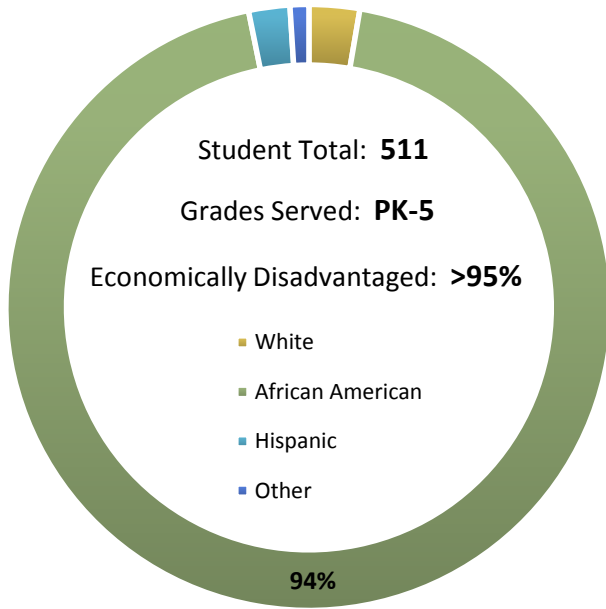
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	53.5	56.9	25	31.9	34.5	33.3
Language Arts	59.3	60	41.7	18.3	55.2	100
Science	62.8	69.2	33.3	35.9	44.8	33.3
Social Studies	93	95.4	83.3	12.1	89.7	83.3

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	46.8	46.3	33.3	13	37.9	38.5
Language Arts	65.8	72.2	33.3	38.9	62.1	69.2
Science	54.4	61.1	16.7	44.4	41.4	30.8
Social Studies	92.4	92.6	83.3	9.3	86.2	76.9

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	61.5	64.7	39.4	25.3	46.8	48.3
Language Arts	62.8	64.2	42.4	21.8	53.2	79.3
Science	66.8	72.7	36.4	36.3	53.2	51.7
Social Studies	92.3	93.6	81.8	11.8	84.8	82.8

*Insufficient student count or data withheld

ORCHARD KNOB ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	30	5.9	0	0
White	0	0	0	0
African American	30	6.2	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	27.4	*	27.1	*	28.6	28.6
Language Arts	12.3	*	12.9	*	12.9	28.6
Science	12.3	*	12.9	*	12.9	**
Social Studies	34.2	*	32.9	*	35.7	14.3

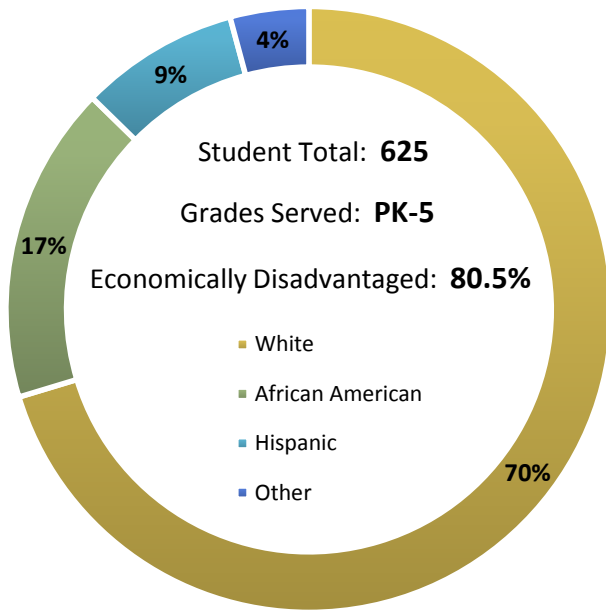
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	21.1	*	22.1	*	21.4	40
Language Arts	16.9	*	17.6	*	17.1	40
Science	16.9	*	17.6	*	17.1	40
Social Studies	36.6	*	36.8	*	37.1	60

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	11.9	*	12.7	*	11.9	**
Language Arts	16.4	*	15.9	*	16.4	**
Science	6	*	6.3	*	6	**
Social Studies	32.8	*	31.7	*	32.8	**

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	20.4	**	20.9	*	20.8	25
Language Arts	15.2	**	15.4	*	15.5	25
Science	11.8	**	12.4	*	12.1	16.7
Social Studies	34.6	20	33.8	-13.8	35.3	29.2

*Insufficient student count or data withheld

RED BANK ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	22	3.5	0	0
White	19	4.3	0	0
African American	3	2.8	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	57.1	60	47.6	12.4	55.3	57.1
Language Arts	44.6	50.7	28.6	22.1	38.8	47.6
Science	59.8	65.3	38.1	27.2	54.1	61.9
Social Studies	72.3	74.7	61.9	12.8	65.9	47.6

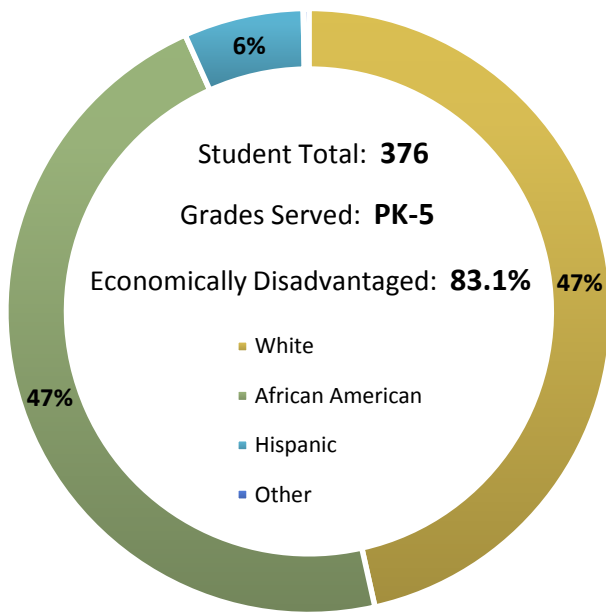
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	60.4	66.2	33.3	32.9	64	56.3
Language Arts	53.1	62	27.8	34.2	54.7	43.8
Science	68.8	71.8	55.6	16.2	68	50
Social Studies	93.8	93	100	-7	93.3	68.8

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	69.8	73.5	53.3	20.2	69.9	66.7
Language Arts	56.3	57.4	46.7	10.7	54.8	73.3
Science	56.3	58.8	46.7	12.1	53.4	53.3
Social Studies	83.3	83.8	80	3.8	80.8	60

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	62.2	66.4	44.4	22	62.7	59.6
Language Arts	51	56.5	33.3	23.2	48.9	53.8
Science	61.5	65.4	46.3	19.1	58.4	55.8
Social Studies	82.6	83.6	79.6	4	79.4	57.7

*Insufficient student count or data withheld

RIVERMONT ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	23	6.1	0	0
White	6	3.4	0	0
African American	16	9.1	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	29.8	43.8	23.3	20.5	24.4	60
Language Arts	19.1	25	16.7	8.3	17.1	60
Science	40.4	56.3	30	26.3	34.1	60
Social Studies	66	75	60	15	63.4	60

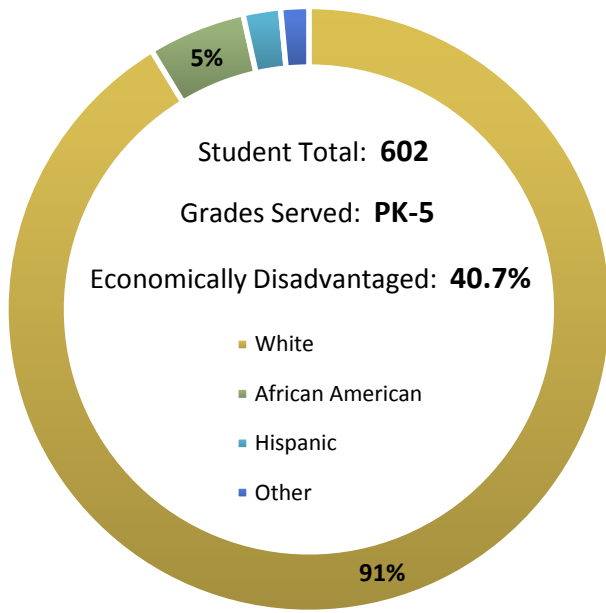
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	59.6	66.7	54.5	12.2	59.5	54.5
Language Arts	29.8	38.1	22.7	15.4	28.6	36.4
Science	42.6	61.9	27.3	34.6	40.5	18.2
Social Studies	63.8	71.4	54.5	16.9	64.3	27.3

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	52.5	57.1	44.8	12.3	55.3	80
Language Arts	45.8	67.9	24.1	43.8	44.7	66.7
Science	49.2	57.1	37.9	19.2	48.9	66.7
Social Studies	71.2	82.1	58.6	23.5	70.2	60

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	47.7	56.9	39.5	17.4	46.9	67.7
Language Arts	32.7	47.7	21	26.7	30.8	54.8
Science	44.4	58.5	32.1	26.4	41.5	48.4
Social Studies	67.3	76.9	58	18.9	66.2	48.4

*Insufficient student count or data withheld

SNOW HILL ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	5	0.8	0	0
White	5	0.9	0	0
African American	0	0	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	64	66.3	33.3	33	38.7	50
Language Arts	48	50.6	33.3	17.3	25.8	41.7
Science	73	75.3	50	25.3	48.4	58.3
Social Studies	88.8	89.7	83.3	6.4	66.7	66.7

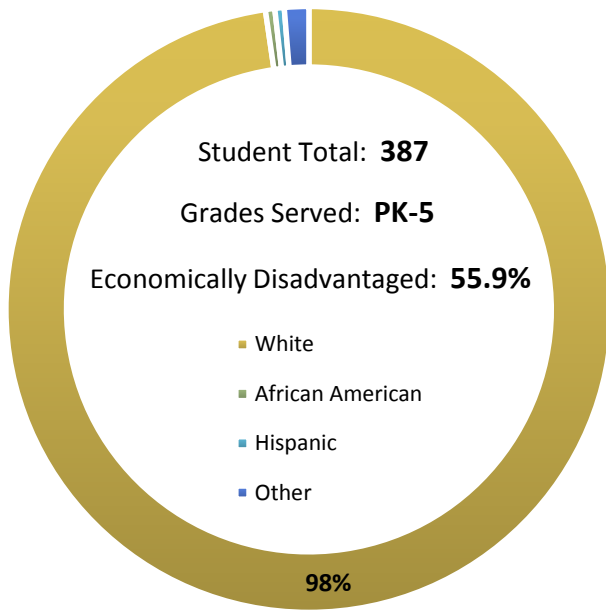
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	64.8	62.5	*	*	66.7	100
Language Arts	53.4	51.3	*	*	50	80
Science	65.9	66.3	*	*	69.4	60
Social Studies	88.6	88.8	*	*	86.1	70

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	72.4	73	*	*	56.8	60
Language Arts	72.4	73	*	*	73	86.7
Science	81.9	83	*	*	75.7	80
Social Studies	93.3	94	*	*	86.5	66.7

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	67.2	67.7	53.8	13.9	54.8	67.6
Language Arts	58.4	59.1	46.2	12.9	51	70.3
Science	74.1	75.5	46.2	29.3	65.4	67.6
Social Studies	90.4	91	76.9	14.1	80.6	67.6

*Insufficient student count or data withheld

SODDY ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total				
White				
African American				
Hispanic				

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	70.4	71	*	*	62.2	46.2
Language Arts	47.9	47.8	*	*	37.8	61.5
Science	83.1	84.1	*	*	81.1	76.9
Social Studies	90	91.2	*	*	86.1	69.2

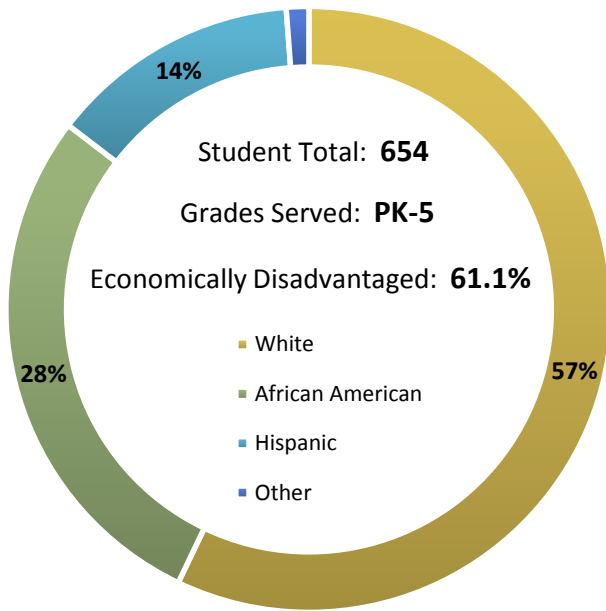
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	44.1	44.1	*	*	48.6	46.7
Language Arts	49.2	49.2	*	*	45.7	60
Science	59.3	59.3	*	*	57.1	40
Social Studies	83.1	83.1	*	*	77.1	66.7

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	62.9	63.3	*	*	55.6	37.5
Language Arts	61.3	61.7	*	*	55.6	50
Science	75.8	76.7	*	*	74.1	50
Social Studies	91.9	93.3	*	*	88.9	62.5

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	59.9	60.1	*	*	55.6	44.4
Language Arts	52.6	52.7	*	*	45.5	58.3
Science	73.4	73.9	*	*	70.7	55.6
Social Studies	88.5	89.3	*	*	83.7	66.7

*Insufficient student count or data withheld

SPRING CREEK ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	7	1	0	0
White	3	0.8	0	0
African American	4	2.1	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	45	52.3	26.3	26	44.3	28.6
Language Arts	26.3	29.5	15.8	13.7	24.6	14.3
Science	58.8	70.5	47.4	23.1	55.7	28.6
Social Studies	78.5	86	68.4	17.6	78.3	57.1

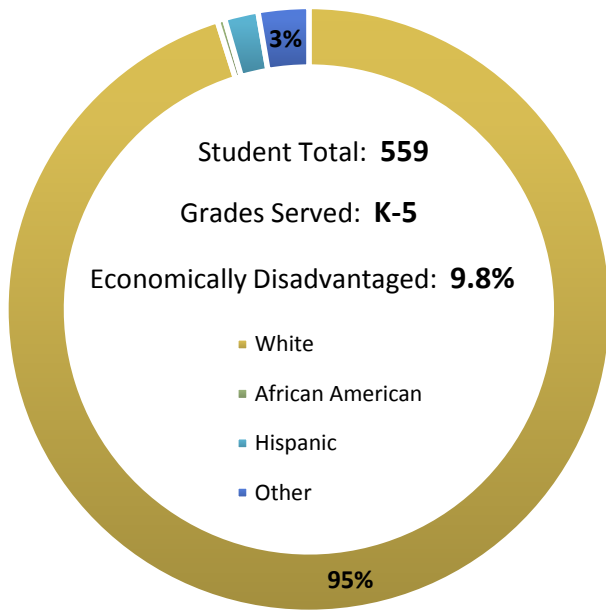
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	30.2	34.3	25.9	8.4	32.9	25
Language Arts	34.9	41.4	25.9	15.5	38	31.3
Science	37.7	48.6	14.8	33.8	38	25
Social Studies	79.2	84.3	63	21.3	81	68.8

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	56	60.7	53.3	7.4	56.6	25
Language Arts	50	55.4	43.3	12.1	47.4	25
Science	45	58.9	36.7	22.2	42.1	25
Social Studies	81	83.9	80	3.9	82.9	37.5

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	43.4	47.6	36.8	10.8	44.4	25.8
Language Arts	37.8	42.9	30.3	12.6	37.5	25.8
Science	46.2	57.6	31.6	26	44.4	25.8
Social Studies	79.6	84.6	71.1	13.5	80.9	58.1

*Insufficient student count or data withheld

THRASHER ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	2	0.4	0	0
White	2	0.4	0	0
African American	0	0	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	82.1	81.3	*	*	77.8	66.7
Language Arts	73.7	72.5	*	*	66.7	50
Science	96.8	96.7	*	*	88.9	83.3
Social Studies	98.9	98.9	*	*	100	100

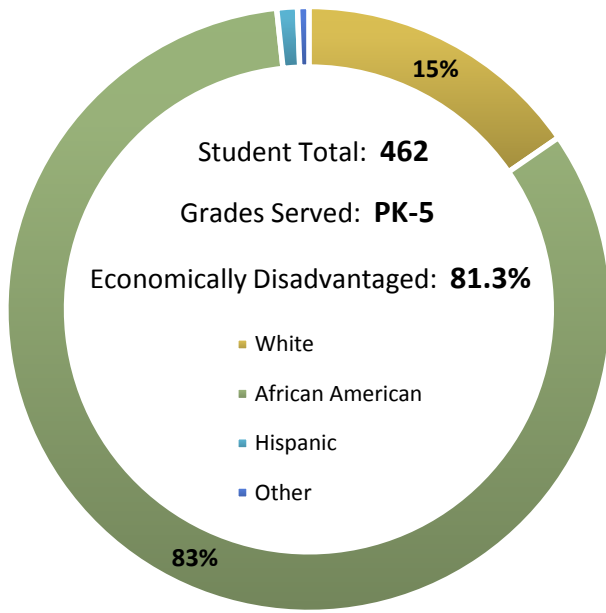
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	86.3	86.6	*	*	37.5	90.9
Language Arts	90.2	89.7	*	*	75	100
Science	91.2	91.8	*	*	62.5	90.9
Social Studies	100	100	*	*	100	100

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	92.9	92.5	*	*	87.5	*
Language Arts	90.8	90.3	*	*	87.5	*
Science	93.9	93.5	*	*	100	*
Social Studies	98	97.8	*	*	100	*

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	87.1	86.8	*	*	68	80
Language Arts	85.1	84.3	*	*	76	85
Science	93.9	94	*	*	84	85
Social Studies	99	98.9	*	*	100	95

*Insufficient student count or data withheld

TOMMIE F. BROWN INTERNATIONAL ACADEMY



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	35	7.6	0	0
White	1	1.4	0	0
African American	34	8.9	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	44.1	62.5	40.7	21.8	45	28.6
Language Arts	17.6	37.5	13.6	23.9	13.3	28.6
Science	25	37.5	22	15.5	21.7	28.6
Social Studies	54.4	62.5	52.5	10	55	28.6

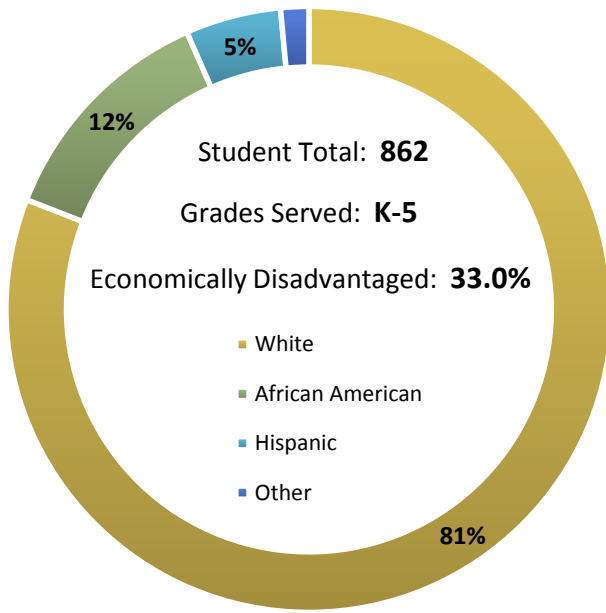
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	22.4	20	21.3	-1.3	15.5	20
Language Arts	29.9	20	29.5	-9.5	25.9	30
Science	9	20	6.6	13.4	6.9	**
Social Studies	64.2	60	63.9	-3.9	63.8	30

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	43.6	100	33.3	66.7	34.1	*
Language Arts	38.9	87.5	31.1	56.4	31.8	*
Science	25.5	88.9	13.3	75.6	15.9	*
Social Studies	54.5	88.9	48.9	40	45.5	*

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	36.3	68.2	31.5	36.7	31.5	25
Language Arts	28	52.4	24.2	28.2	22.8	30
Science	19.5	54.5	13.9	40.6	14.8	15
Social Studies	57.9	72.7	55.8	16.9	55.6	30

*Insufficient student count or data withheld

WALLACE A. SMITH ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	13	1.5	0	0
White	11	1.6	0	0
African American	2	1.9	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	78	78.3	72.2	6.1	70.5	68.8
Language Arts	64.5	66.1	55.6	10.5	50	62.5
Science	85.8	87	77.8	9.2	84.1	68.8
Social Studies	91.5	92.2	88.9	3.3	93.2	75

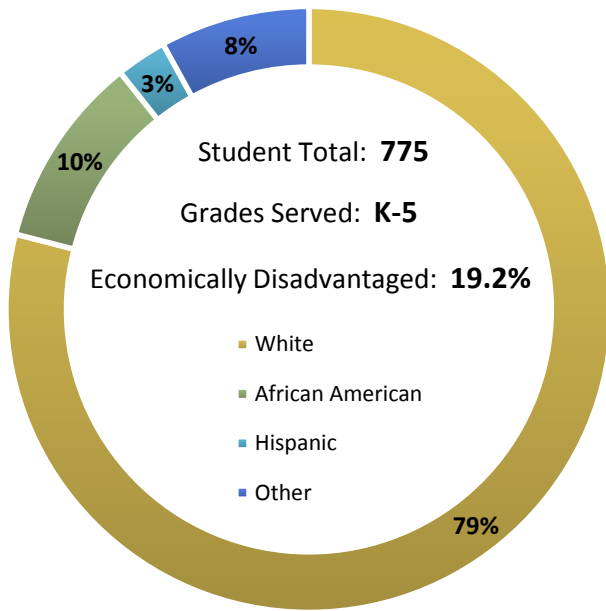
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	54.1	61.1	22.7	38.4	28.9	40
Language Arts	54.2	59.3	36.4	22.9	34.1	46.7
Science	58.9	63.7	40.9	22.8	28.9	26.7
Social Studies	89	92.9	72.7	20.2	77.8	60

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	64.6	66.9	57.1	9.8	53.2	57.9
Language Arts	70	70.1	76.2	-6.1	61.3	73.7
Science	73.3	74.8	71.4	3.4	62.9	63.2
Social Studies	94.4	96.9	90.5	6.4	90.3	89.5

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	65.4	68.7	49.2	19.5	51	56
Language Arts	63.1	65.4	55.7	9.7	50	62
Science	72.5	75.2	62.3	12.9	58.9	54
Social Studies	91.7	94.1	83.6	10.5	87.4	76

*Insufficient student count or data withheld

WESTVIEW ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	9	1.2	0	0
White	8	1.3	0	0
African American	1	1.3	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	78.9	80	44.4	35.6	73.9	42.1
Language Arts	57.9	56.8	55.6	1.2	34.8	42.1
Science	85.1	87.4	66.7	20.7	78.3	63.2
Social Studies	93.9	94.7	77.8	16.9	95.7	73.7

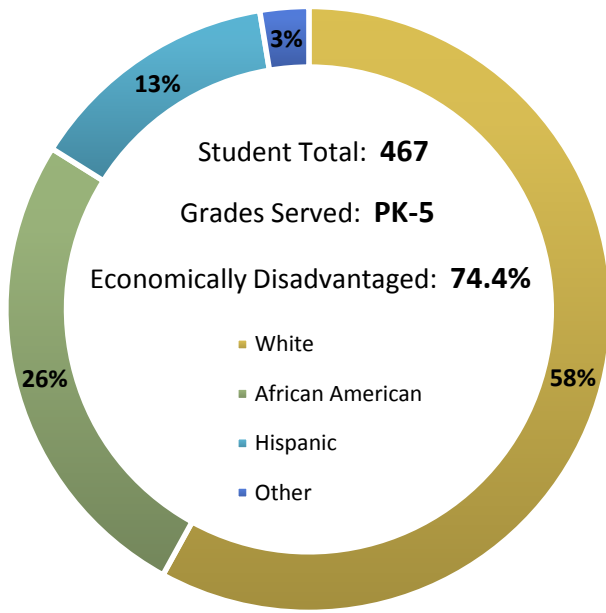
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	58.2	58.9	37.5	21.4	34.8	31.3
Language Arts	63.4	66.4	43.8	22.6	47.8	37.5
Science	64.9	63.6	50	13.6	43.5	25
Social Studies	92.5	93.5	81.3	12.2	78.3	81.3

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	75.3	79.6	50	29.6	54.8	26.7
Language Arts	78.1	81.4	43.8	37.6	58.1	53.3
Science	82.2	88.5	50	38.5	58.1	40
Social Studies	93.8	95.6	87.5	8.1	87.1	73.3

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	70.6	72.7	43.9	28.8	54.5	34
Language Arts	67.3	68.9	46.3	22.6	48.1	44
Science	77.2	79.7	53.7	26	59.7	44
Social Studies	93.4	94.6	82.9	11.7	87	76

*Insufficient student count or data withheld

WOLFTEVER CREEK ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	33	7.1	0	0
White	14	5.2	0	0
African American	18	14.9	0	0
Hispanic	1	1.6	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	50	52.2	40	12.2	44	41.7
Language Arts	30.6	26.1	33.3	-7.2	26	25
Science	56.9	60.9	46.7	14.2	50	41.7
Social Studies	75	80.4	60	20.4	70	33.3

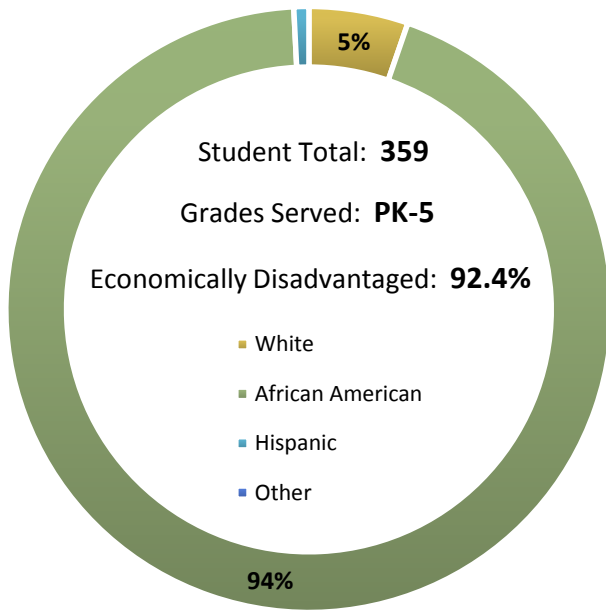
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	37.8	42.9	20.8	22.1	32.7	42.9
Language Arts	41.9	51.4	29.2	22.2	38.5	50
Science	36.5	45.7	16.7	29	30.8	21.4
Social Studies	77	85.7	62.5	23.2	75	42.9

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	45.3	41.9	60	-18.1	34	53.8
Language Arts	46.7	46.5	55	-8.5	31.9	46.2
Science	41.3	55.8	20	35.8	34	38.5
Social Studies	69.3	76.7	65	11.7	66	38.5

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	44.3	46	39	7	36.9	46.2
Language Arts	39.8	40.3	39	1.3	32.2	41
Science	44.8	54.8	25.4	29.4	38.3	33.3
Social Studies	73.8	80.6	62.7	17.9	70.5	38.5

*Insufficient student count or data withheld

WOODMORE ELEMENTARY SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	27	7.5	0	0
White	3	15.8	0	0
African American	24	7.1	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	30.2	*	30.5	*	30.2	70
Language Arts	9.5	*	8.5	*	9.5	60
Science	30.2	*	30.5	*	30.2	60
Social Studies	61.9	*	64.4	*	61.9	80

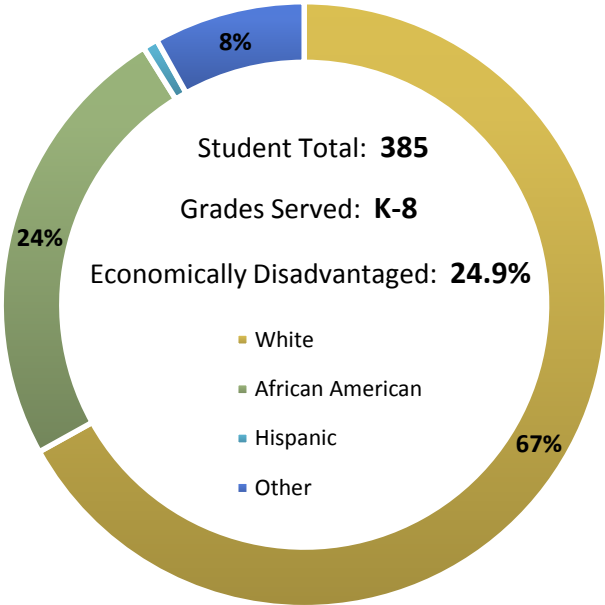
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	19.6	*	17.6	*	20	58.3
Language Arts	23.2	*	19.6	*	23.6	41.7
Science	12.5	*	9.8	*	12.7	16.7
Social Studies	44.6	*	41.2	*	45.5	33.3

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	23.9	*	20.5	*	18.6	42.9
Language Arts	23.9	*	20.5	*	18.6	57.1
Science	13	*	9.1	*	7	28.6
Social Studies	60.9	*	59.1	*	58.1	42.9

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	24.8	44.4	23.4	21	23.6	58.6
Language Arts	18.2	55.6	15.6	40	16.8	51.7
Science	19.4	44.4	17.5	26.9	18	34.5
Social Studies	55.8	66.7	55.2	11.5	55.3	51.7

*Insufficient student count or data withheld

CHATTANOOGA SCHOOL FOR THE LIBERAL ARTS



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	12	3.1	0	0
White	3	1.2	0	0
African American	9	9.7	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	AA	White/AA Gap	ED	w/ D
Math	95.3	96.8	87.5	9.3	100	*
Language Arts	86	83.9	87.5	-3.6	80	*
Science	100	100	100	0	100	*
Social Studies	100	100	100	0	100	*

Grade 6	Total	White	A	White/AA Gap	ED	w/ D
Math	76.1	83.9	50	33.9	63.6	*
Language Arts	89.1	96.8	75	21.8	81.8	*
Science	89.1	96.8	75	21.8	81.8	*
Social Studies	97.8	100	87.5	12.5	90.9	*

Grade 4	Total	White	AA	White/AA Gap	ED	w/ D
Math	63	80.6	22.2	58.4	50	*
Language Arts	78.3	93.5	55.6	37.9	60	*
Science	73.3	86.7	44.4	42.3	60	*
Social Studies	100	100	100	0	100	*

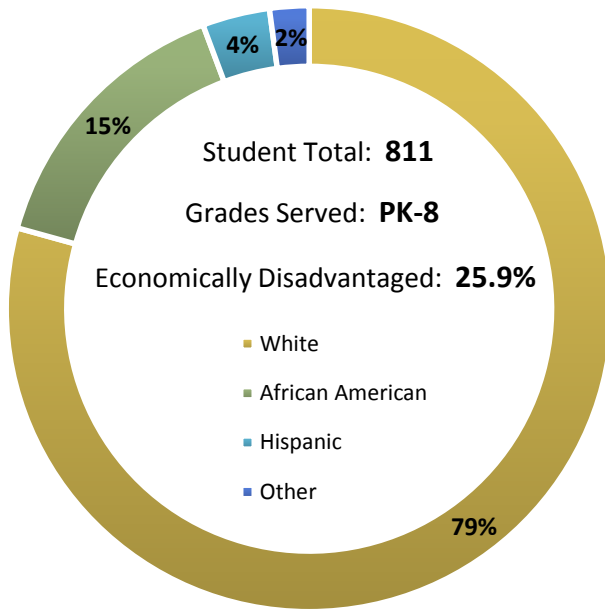
Grade 7	Total	White	A	White/AA Gap	ED	w/ D
Math	66	66.7	53.8	12.9	28.6	60
Language Arts	61.7	66.7	38.5	28.2	42.9	60
Science	80.9	83.3	69.2	14.1	64.3	40
Social Studies	93.6	96.7	84.6	12.1	85.7	80

Grade 5	Total	White	AA	White/AA Gap	ED	w/ D
Math	70.8	84.6	50	34.6	60	85.7
Language Arts	68.8	84.6	44.4	40.2	46.7	85.7
Science	62.5	88.5	27.8	60.7	40	57.1
Social Studies	89.6	100	72.2	27.8	73.3	57.1

Grade 8	Total	White	AA	White/AA Gap	ED	w/ D
Math	*	*	*	*	*	*
Language Arts	56.8	68.2	40	28.2	63.6	28.6
Science	78.4	81.8	73.3	8.5	90.9	42.9
Social Studies	94.6	100	86.7	13.3	95.5	71.4

All Grades	Total	White	A	White/AA Gap	ED	w/ D
Math	73.9	82.6	51.8	30.8	54.5	70
Language Arts	73.8	83	52.1	30.9	55.7	55.6
Science	80.5	90	60.6	29.4	62.9	55.6
Social Studies	95.9	99.4	85.9	13.5	88.6	77.8

NORMAL PARK MUSEUM MAGNET SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	13	1.6	1	0.1
White	7	1.1	1	0.2
African American	4	3.3	0	0
Hispanic	2	6.9	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	AA	White/AA Gap	ED	w/ D
Math	64.1	69.3	27.3	42	38.9	36.4
Language Arts	63	68	27.3	40.7	50	45.5
Science	81.5	88	45.5	42.5	77.8	63.6
Social Studies	90.2	94.7	63.6	31.1	88.9	72.7

Grade 6	Total	White	A	White/AA Gap	ED	w/ D
Math	68.6	77.8	42.1	35.7	61.3	*
Language Arts	69.8	79.4	42.1	37.3	58.1	*
Science	80.2	90.5	47.4	43.1	67.7	*
Social Studies	89.5	95.2	68.4	26.8	77.4	*

Grade 4	Total	White	AA	White/AA Gap	ED	w/ D
Math	68.5	68.4	62.5	5.9	43.5	40
Language Arts	79.5	86	50	36	65.2	100
Science	89	93	62.5	30.5	65.2	80
Social Studies	100	100	100	0	100	100

Grade 7	Total	White	A	White/AA Gap	ED	w/ D
Math	74.1	80.4	57.1	23.3	63.6	*
Language Arts	60.5	67.9	42.9	25	48.5	*
Science	90.1	94.6	81	13.6	81.8	*
Social Studies	96.3	98.2	95.2	3	93.9	*

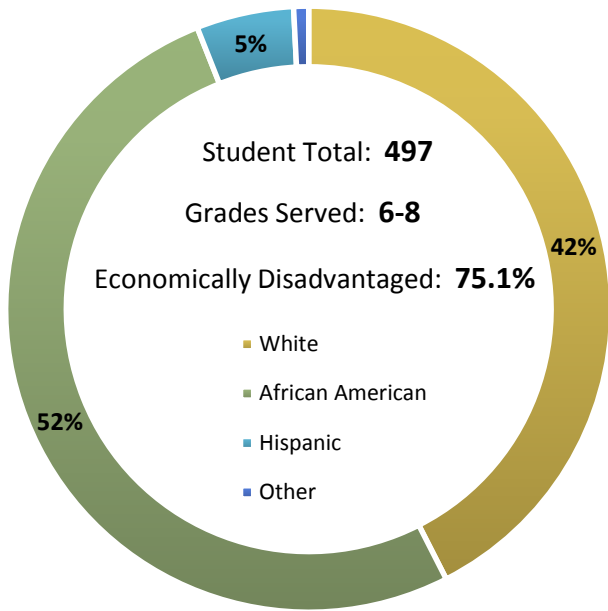
Grade 5	Total	White	AA	White/AA Gap	ED	w/ D
Math	77.8	81.8	57.1	24.7	53.8	50
Language Arts	76.5	80.3	57.1	23.2	53.8	66.7
Science	80.2	84.8	57.1	27.7	53.8	100
Social Studies	97.5	98.5	92.9	5.6	92.3	100

Grade 8	Total	White	AA	White/AA Gap	ED	w/ D
Math	13.9	33.3	**	*	12.5	*
Language Arts	57.1	73.3	40	33.3	75	60
Science	75	93.5	56.7	36.8	89.2	60
Social Studies	100	100	100	0	100	100

* Insufficient student count, or data withheld

All Grades	Total	White	A	White/AA Gap	ED	w/ D
Math	65.9	73.5	38.7	34.8	48.6	50
Language Arts	67.9	75.8	42.7	33.1	51	64.1
Science	82.8	90.2	59.2	31	68.3	66.7
Social Studies	95.2	97.4	88.4	9	91.7	79.5

BROWN MIDDLE SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	111	22.3	0	0
White	32	15.2	0	0
African American	76	29.7	0	0
Hispanic	3	11.5	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	21.9	31.4	15.2	16.2	17.9	41.2
Language Arts	44.4	62.8	29.3	33.5	37.7	52.9
Science	43.4	62.8	28.3	34.5	40.4	35.3
Social Studies	85.7	90.7	79.8	10.9	84.8	58.8

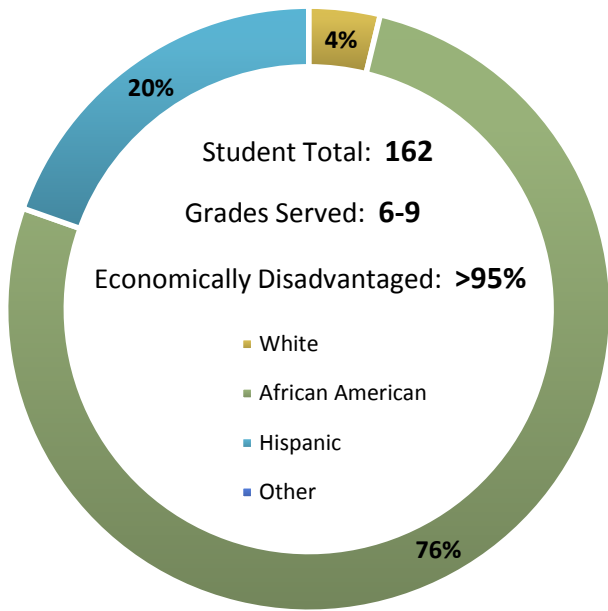
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	41.6	52.2	31.6	20.6	35.4	50
Language Arts	36.4	55.1	19.7	35.4	31	50
Science	50.6	63.8	39.5	24.3	47.8	45
Social Studies	79.2	82.6	75	7.6	77.9	70

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	31.1	43.2	22.4	20.8	31.2	41.2
Language Arts	34.2	46.9	23.4	23.5	29.6	52.9
Science	53.4	68.8	40.8	28	51.4	47.1
Social Studies	82.3	93.7	73.7	20	80.4	70.6

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	30.7	41.1	22.3	18.8	26.7	44.4
Language Arts	38.9	55.7	24.6	31.1	33.3	51.9
Science	48.6	64.8	35.5	29.3	45.8	42.6
Social Studies	82.7	89	76.5	12.5	81.4	66.7

*Insufficient student count or data withheld

CHATTANOOGA GIRLS LEADERSHIP ACADEMY



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	2	1.3	0	0
White	0	0	0	0
African American	2	1.7	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	5.6	*	**	*	5.9	*
Language Arts	19.4	*	12	*	20.6	*
Science	22.2	*	20	*	23.5	*
Social Studies	69.4	*	68	*	70.6	*

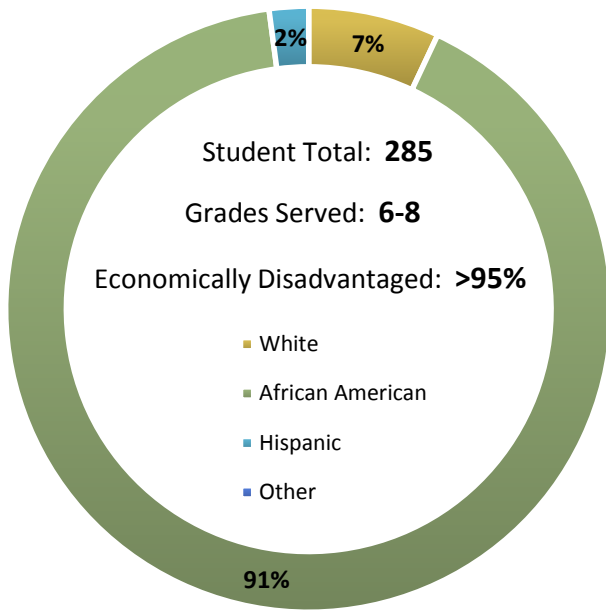
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	14.6	*	15.4	*	14.9	*
Language Arts	16.7	*	17.9	*	17	*
Science	12.5	*	15.4	*	10.6	*
Social Studies	54.2	*	53.8	*	53.2	*

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	13.9	*	16.7	*	11.8	*
Language Arts	22.2	*	23.3	*	17.6	*
Science	33.3	*	33.3	*	29.4	*
Social Studies	55.6	*	60	*	52.9	*

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	11.7	*	12.8	*	11.3	*
Language Arts	19.2	*	18.1	*	18.3	*
Science	21.7	*	22.3	*	20	*
Social Studies	59.2	*	59.6	*	58.3	*

*Insufficient student count or data withheld

DALEWOOD MIDDLE SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	132	46.3	14	4.9
White	7	35	0	0
African American	124	47.9	14	5.4
Hispanic	1	16.7	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	18.8	28.6	18.2	10.4	19.3	57.7
Language Arts	19.8	28.6	19.3	9.3	20.5	53.8
Science	21.9	42.9	20.5	22.4	20.5	38.5
Social Studies	53.1	57.1	52.3	4.8	52.3	34.6

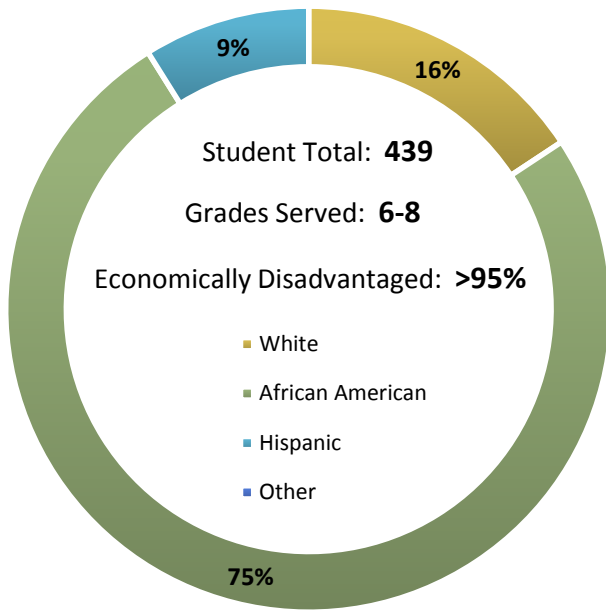
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	9	14.3	7.5	6.8	9.9	20
Language Arts	14.6	28.6	12.5	16.1	13.6	46.7
Science	27	71.4	22.5	48.9	25.9	40
Social Studies	50	85.7	46.8	38.9	48.8	46.7

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	7.4	14.3	5.9	8.4	7	12.5
Language Arts	17	28.6	14.1	14.5	18.6	29.2
Science	19.1	42.9	15.3	27.6	20.9	25
Social Studies	47.9	42.9	47.1	-4.2	48.8	33.3

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	11.8	19	10.7	8.3	12.2	32.3
Language Arts	17.2	28.6	15.4	13.2	17.6	43.1
Science	22.6	52.4	19.4	33	22.4	33.8
Social Studies	50.4	61.9	48.8	13.1	50	36.9

*Insufficient student count or data withheld

EAST LAKE ACADEMY OF FINE ARTS



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	88	20	2	0.5
White	13	18.8	0	0
African American	73	22.1	2	0.6
Hispanic	2	5.1	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	21.7	29.2	17.5	11.7	21.4	44.4
Language Arts	25.5	41.7	21.1	20.6	26	37
Science	21.7	45.8	15.8	30	22.1	25.9
Social Studies	52.9	54.2	49.1	5.1	53.2	18.5

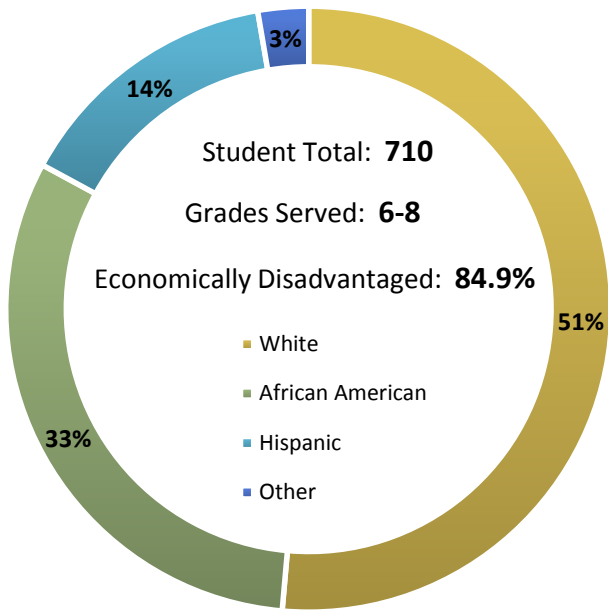
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	33.1	27.3	32.7	-5.4	33.8	17.4
Language Arts	18.4	31.8	15.9	15.9	18.8	26.1
Science	22.1	31.8	19.6	12.2	22.6	34.8
Social Studies	52.9	59.1	52.3	6.8	53.4	34.8

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	10.1	**	11.3	*	9.7	25
Language Arts	16.1	37.5	14.3	23.2	14.9	41.7
Science	28.4	50	27.8	22.2	27	41.7
Social Studies	71	93.8	67.5	26.3	70.9	50

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	21.8	23.2	20.5	2.7	21.9	30.6
Language Arts	20.1	37.1	17	20.1	20	33.9
Science	24.1	41.9	21.3	20.6	23.9	32.3
Social Studies	59.2	66.1	56.8	9.3	59.3	30.6

*Insufficient student count or data withheld

EAST RIDGE MIDDLE SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	100	14.1	22	3.1
White	39	10.7	9	2.5
African American	49	21.9	6	2.7
Hispanic	10	9.8	7	6.9

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	23.9	25.8	21.5	4.3	24	51.5
Language Arts	38.8	42.7	34.2	8.5	40.4	57.6
Science	37.4	42.7	30.4	12.3	37.3	51.5
Social Studies	76.1	79	69.6	9.4	74.5	36.4

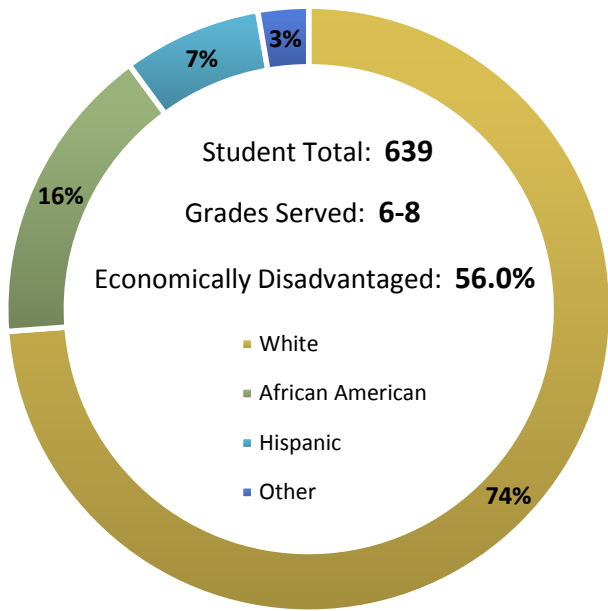
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	40.9	51.3	28.6	22.7	39.1	62.1
Language Arts	37.5	52.1	18.6	33.5	34.5	58.6
Science	51.5	61	47.1	13.9	49.5	75.9
Social Studies	83.1	89.8	78.6	11.2	81.1	72.4

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	28.2	34.1	29.3	4.8	26.4	30
Language Arts	22.7	31	13.8	17.2	17.2	33.3
Science	44.7	52.2	42.4	9.8	39.9	50
Social Studies	70.8	81.8	63.6	18.2	67	40

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	31.2	37.2	26.1	11.1	30.1	52.8
Language Arts	33.4	42.1	22.9	19.2	31.4	54.9
Science	44.4	51.8	39.5	12.3	42.2	61.1
Social Studies	76.8	83.5	70.7	12.8	74.5	51.4

*Insufficient student count or data withheld

HIXSON MIDDLE SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	154	24.1	1	0.2
White	95	20.1	0	0
African American	50	48.5	1	1
Hispanic	8	17	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	42.3	44.7	33.3	11.4	39	17.4
Language Arts	41.5	47.5	16.7	30.8	38.5	13.6
Science	61.7	68.7	39.4	29.3	52	25
Social Studies	81.5	86.1	63.6	22.5	74.4	34.4

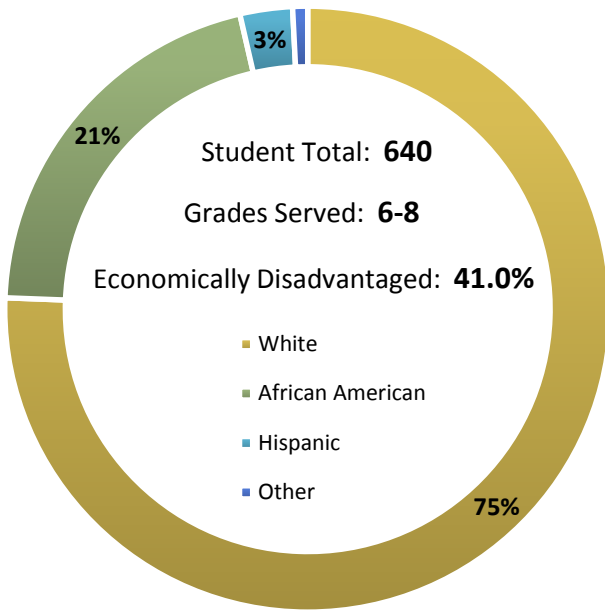
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	35.7	38.2	14.7	23.5	30.8	13.3
Language Arts	27.3	31.8	8.8	23	19.4	16.1
Science	49.8	55.1	14.7	40.4	39.4	32.3
Social Studies	86.5	90.4	68.8	21.6	81.2	72.4

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	33.3	35.3	22.9	12.4	25.5	31.8
Language Arts	35	40.5	13.9	26.6	26.7	36.4
Science	54.7	62.2	27.8	34.4	39.1	45.5
Social Studies	71.2	76.4	51.4	25	56.6	47.6

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	37.3	39.7	23.2	16.5	31.9	20
Language Arts	34.6	40	13	27	28.6	21.3
Science	55.5	62.1	27.2	34.9	43.9	32.9
Social Studies	79.7	84.5	61	23.5	70.5	51.2

*Insufficient student count or data withheld

HUNTER MIDDLE SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	72	11.3	2	0.3
White	37	7.6	0	0
African American	33	24.8	2	1.5
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	53.5	58.7	33.3	25.4	42.4	63.6
Language Arts	67.3	76	35.7	40.3	56.5	68.2
Science	62.4	70.7	26.2	44.5	43.5	45.5
Social Studies	91.1	96	71.4	24.6	84.7	54.5

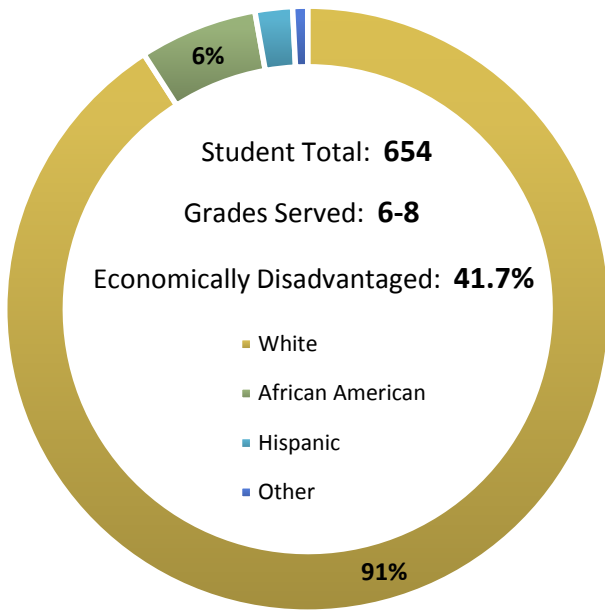
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	47.5	52.1	27.7	24.4	34.8	57.1
Language Arts	54.1	60.4	29.8	30.6	38	52.4
Science	61.5	69.5	31.9	37.6	44.6	47.6
Social Studies	92.2	97.6	74.5	23.1	85.9	81

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	54.9	55.2	47.1	8.1	44.1	51.9
Language Arts	66.4	68	52.8	15.2	62.5	85.2
Science	84.4	85.9	75	10.9	74.6	88.9
Social Studies	94.3	95.9	86.1	9.8	90.1	92.6

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	51.7	55.2	35	20.2	40	57.1
Language Arts	62.5	67.9	38.4	29.5	51.4	70
Science	69.5	75.6	42.4	33.2	52.8	62.9
Social Studies	92.6	96.5	76.8	19.7	86.7	77.1

*Insufficient student count or data withheld

LOFTIS MIDDLE SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	91	13.9	1	0.2
White	72	12.1	0	0
African American	17	41.5	1	2.4
Hispanic	2	15.4	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	62.7	66.5	23.8	42.7	50	56.5
Language Arts	58.9	62.8	23.8	39	44.9	39.1
Science	70	71.6	45	26.6	57.7	43.5
Social Studies	94.1	95.3	80	15.3	88.7	65.2

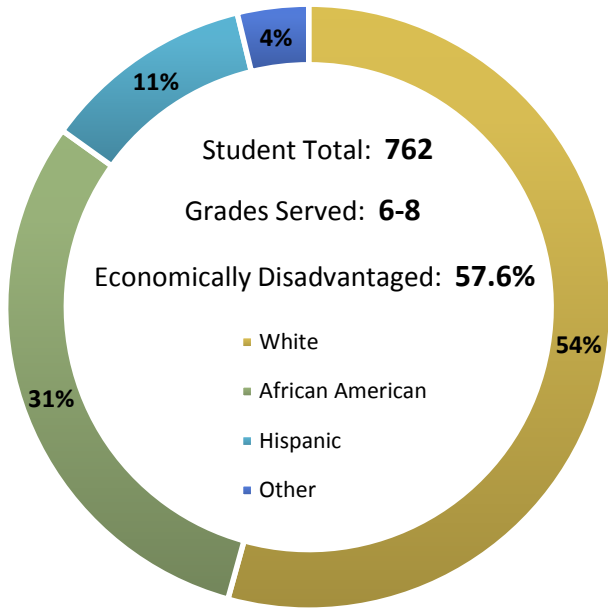
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	64.6	65.7	38.5	27.2	50.7	68
Language Arts	64.4	65.7	41.7	24	50	76
Science	82	84.6	46.2	38.4	74	76
Social Studies	95.8	97.6	69.2	28.4	90.4	88

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	66.1	68	14.3	53.7	62	89.5
Language Arts	66.8	68.6	14.3	54.3	51.7	100
Science	86.2	87.7	42.9	44.8	83.1	94.7
Social Studies	93.1	93.1	85.7	7.4	91	89.5

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	64.2	66.7	26.8	39.9	54	70.1
Language Arts	63.2	65.6	27.5	38.1	48.6	70.1
Science	78.9	81	45	36	71	70.1
Social Studies	94.3	95.2	77.5	17.7	90	80.6

*Insufficient student count or data withheld

OOLTEWAH MIDDLE SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	158	20.7	8	1.1
White	58	14	3	0.7
African American	83	35.6	5	2.1
Hispanic	17	19.8	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	34.3	39.2	20.5	18.7	27.2	37.1
Language Arts	49.3	57	32.9	24.1	40.3	45.7
Science	55.4	63.3	39.2	24.1	44.7	40
Social Studies	84.1	89.8	70.9	18.9	77.4	42.9

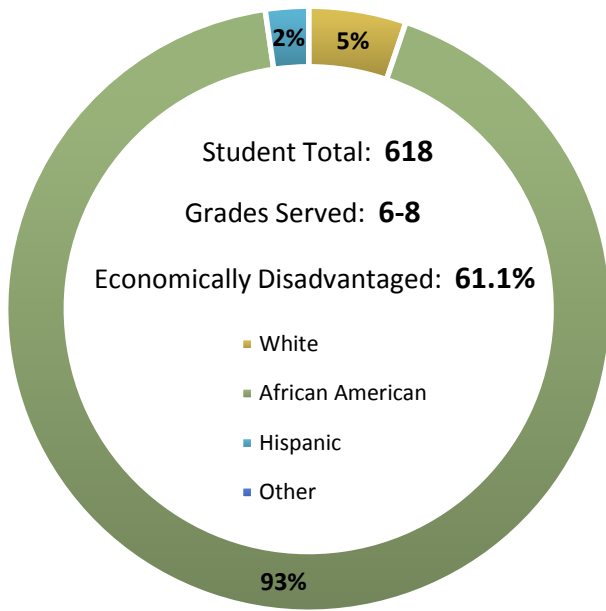
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	38.1	45.8	26.1	19.7	30.4	42.4
Language Arts	31.9	37.4	23.9	13.5	20.7	48.5
Science	43.6	57.3	26.1	31.2	31.1	48.5
Social Studies	75.4	78.6	70.1	8.5	67.2	63.6

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	23.9	34.2	17.8	16.4	18.8	30
Language Arts	39.2	52.9	21.5	31.4	29.8	46.7
Science	64.5	78.2	51.9	26.3	52.7	60
Social Studies	75.5	87.4	59.5	27.9	64.9	56.7

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	33	40.5	21.8	18.7	25.9	36.7
Language Arts	40.4	49.5	26	23.5	30.8	46.9
Science	54.4	65.7	38.6	27.1	42.8	49
Social Studies	78.5	85.5	66.9	18.6	70.3	54.1

*Insufficient student count or data withheld

ORCHARD KNOB MIDDLE SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	165	48.1	2	0.6
White	4	22.2	0	0
African American	158	49.8	2	0.6
Hispanic	3	37.5	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	11.3	**	12.5	*	11.5	43.5
Language Arts	17.2	**	17.1	*	17.5	33.3
Science	30.2	33.3	28.6	4.7	29.8	37.5
Social Studies	50	50	48.6	1.4	50	37.5

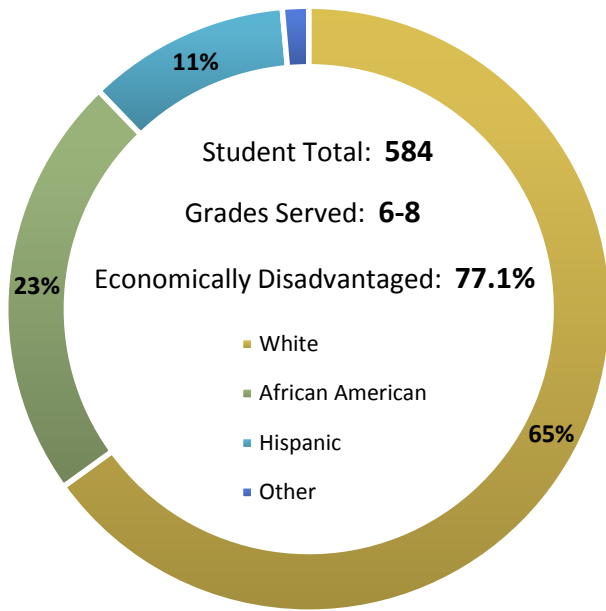
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	14.3	16.7	13.3	3.4	14.3	40
Language Arts	12.3	**	13.1	*	12.3	40
Science	21.4	50	18.8	31.2	21.4	45
Social Studies	27.9	33.3	26.8	6.5	27.9	50

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	9.2	*	8.1	*	9.4	32
Language Arts	12.5	*	10.7	*	12.7	40
Science	15.1	*	12.6	*	15.4	36
Social Studies	35.9	*	33.6	*	34.8	44

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	11.5	6.3	11.2	-4.9	11.6	38.2
Language Arts	14	12.5	13.6	-1.1	14.2	37.7
Science	22.2	43.8	19.9	23.9	22.2	39.1
Social Studies	38.3	43.8	36.5	7.3	37.8	43.5

*Insufficient student count or data withheld

RED BANK MIDDLE SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	72	12.3	5	0.9
White	37	9.7	1	0.3
African American	34	25.6	4	3
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	27.6	28.1	24.4	3.7	23.8	41.7
Language Arts	35	42.6	17.1	25.5	31.8	32
Science	41.9	50.8	22	28.8	37.8	23.1
Social Studies	79.2	86	58.5	27.5	80.3	42.3

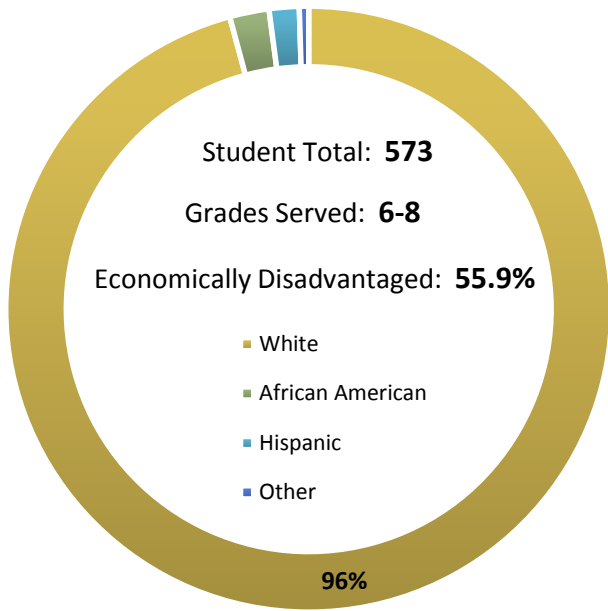
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	41.5	42.4	39	3.4	37.8	54.5
Language Arts	35.2	39	34.1	4.9	31.9	72.7
Science	48.9	51.7	43.9	7.8	49.6	40.9
Social Studies	81.8	85.6	73.2	12.4	80.7	72.7

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	9.7	9.1	5	4.1	8	25
Language Arts	32	36.7	17.4	19.3	30.6	39.3
Science	56	63.3	39.1	24.2	52.2	39.3
Social Studies	84.4	87.5	73.3	14.2	82	57.1

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	27.3	28.1	23	5.1	24.6	39.2
Language Arts	34	39.5	22.7	16.8	31.4	46.7
Science	49	55.3	35.2	20.1	46.3	34.2
Social Studies	81.8	86.4	68.5	17.9	81	56.6

*Insufficient student count or data withheld

SODDY DAISY MIDDLE SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	71	12.4	0	0
White	68	12.4	0	0
African American	3	25	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	51.6	50.8	100	-49.2	45.4	50
Language Arts	48.9	49.2	60	-10.8	40.7	38.2
Science	67.4	68.5	40	28.5	63.9	50
Social Studies	87.8	88.3	80	8.3	84	63.6

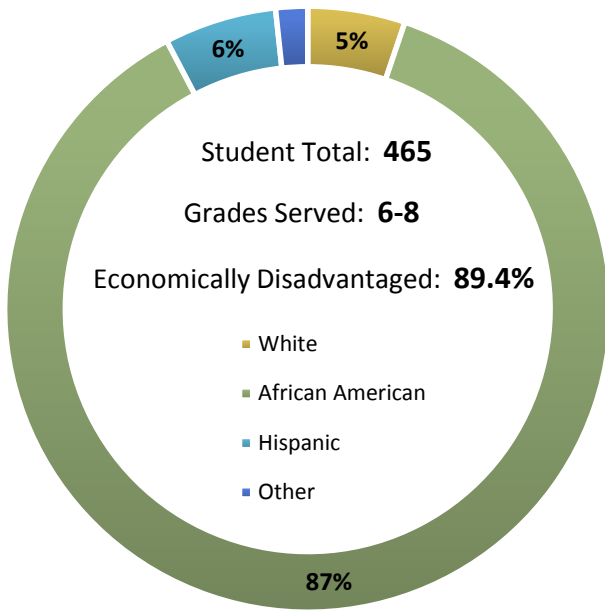
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	50.5	50.5	*	*	44.8	33.3
Language Arts	44.6	45.4	*	*	40.5	28.6
Science	67.2	68.4	*	*	62.1	52.4
Social Studies	87.2	88.2	*	*	82.8	71.4

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	13.9	14.4	*	*	13.9	8.3
Language Arts	43.3	44	*	*	30.1	28
Science	71.1	72	*	*	61.4	44
Social Studies	83.3	84.6	*	*	75.9	56

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	42.2	42	50	-8	37.5	32.9
Language Arts	45.6	46.2	25	21.2	37.8	32.5
Science	68.5	69.6	25	44.6	62.5	48.8
Social Studies	86.2	87.1	41.7	45.4	81.3	63.3

*Insufficient student count or data withheld

TYNER MIDDLE ACADEMY



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	49	10.5	0	0
White	1	4.2	0	0
African American	48	11.9	0	0
Hispanic	0	0	0	0

TCAP Scores: % Proficient or Advanced

Grade 3	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	18.8	21.4	18	3.4	19.9	39.1
Language Arts	29.4	71.4	23.7	47.7	26.5	17.4
Science	35.9	78.6	30.2	48.4	33.1	13
Social Studies	69.4	92.9	65.5	27.4	69.5	21.7

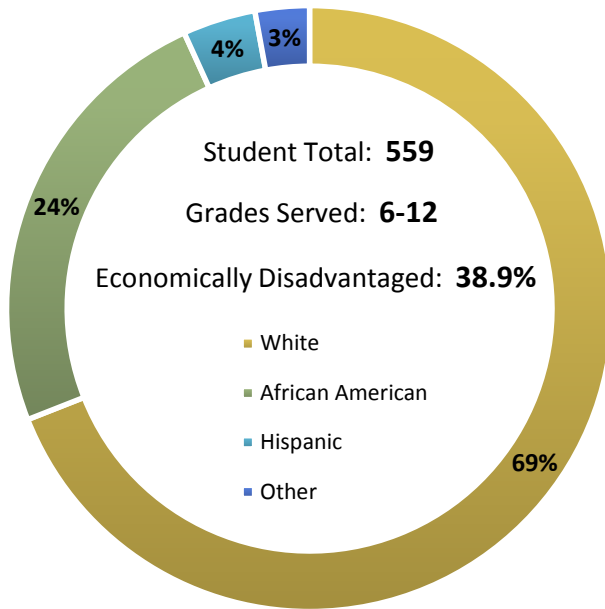
Grade 4	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	20.1	44.4	17.8	26.6	18.4	26.3
Language Arts	17.5	55.6	15.6	40	14.7	47.4
Science	60.4	100	57.8	42.2	58.1	52.6
Social Studies	57.1	88.9	55.6	33.3	54.4	68.4

Grade 5	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	23.1	*	21.3	*	22	23.1
Language Arts	22.9	*	21.4	*	21.7	21.4
Science	49	*	46.4	*	47.1	35.7
Social Studies	72.5	*	72.1	*	71.7	57.1

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	20.5	33.3	18.9	14.4	20	30.9
Language Arts	23.5	61.5	20.3	41.2	21.2	28.6
Science	48	88.5	44.7	43.8	45.6	32.1
Social Studies	66.5	92.3	64.5	27.8	65.4	46.4

*Insufficient student count or data withheld

CHATTANOOGA HIGH CENTER FOR THE CREATIVE ARTS



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	6	1.1	3	0.5
White	3	0.8	3	0.8
African American	2	1.5	0	0
Hispanic	0	0	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
100.0	100.0	100.0	100.0	100.0

* No Data Available

Middle School TCAP Scores: % Proficient or Advanced

Grade 6	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	68.1	75	44.4	30.6	64.3	*
Language Arts	89.9	95.5	77.8	17.7	82.1	*
Science	72.5	81.8	50	31.8	60.7	*
Social Studies	95.7	97.7	88.9	8.8	92.9	*

Grade 7	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	46.4	51.9	23.1	28.8	34.8	*
Language Arts	78.3	82.7	61.5	21.2	60.9	*
Science	78.3	86.5	38.5	48	65.2	*
Social Studies	95.7	98.1	84.6	13.5	87	*

Grade 8	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	*	*	*	*	*	*
Language Arts	71	83.9	36	47.9	59.5	*
Science	75	83.6	52	31.6	59.5	*
Social Studies	98.9	100	96	4	97.3	*

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	56	62.5	35.5	27	50	63.6
Language Arts	78.8	86.7	55.4	31.3	67	91.7
Science	75.2	84.1	48.2	35.9	61.4	58.3
Social Studies	97	98.7	91.1	7.6	93.2	75

CHATTANOOGA HIGH CENTER FOR THE CREATIVE ARTS

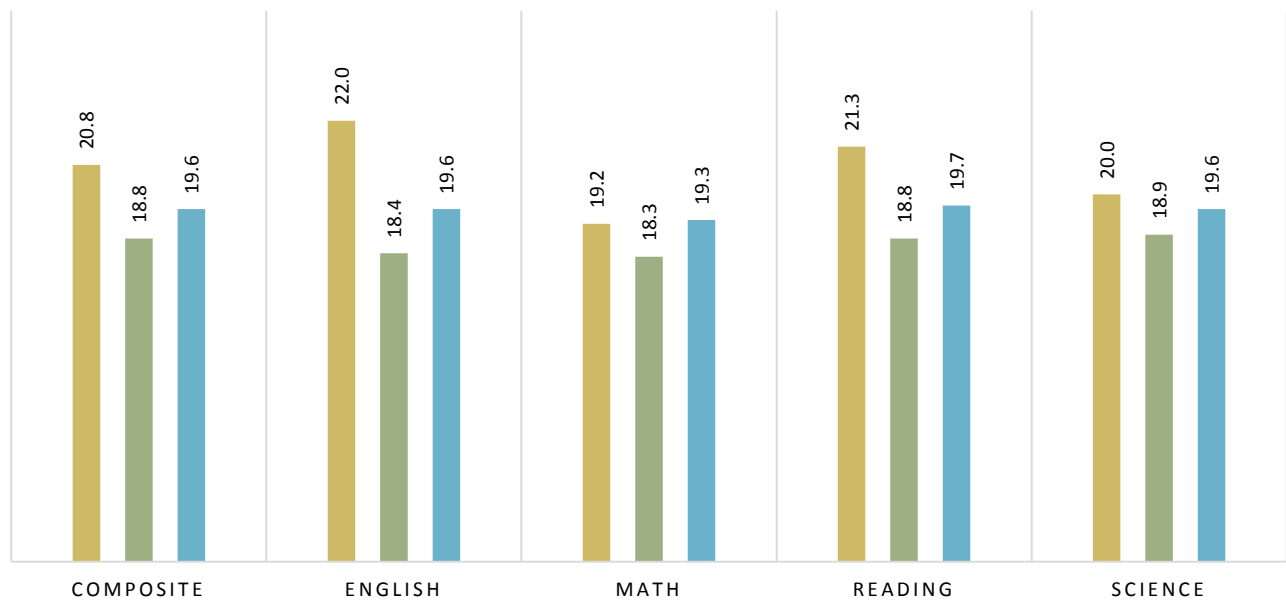
High School TCAP Scores: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	80.0	87.5	*	*	*	*	*
English II	88.5	95.0	66.7	28.3	*	*	77.8

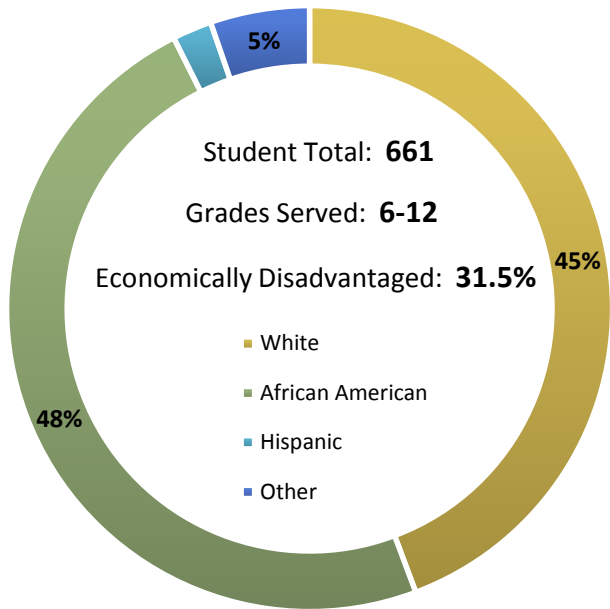
* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

■ School ■ District ■ State



CHATTANOOGA SCHOOL FOR THE ARTS AND SCIENCES



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	33	5	1	0.2
White	10	3.4	1	0.3
African American	23	7.2	0	0
Hispanic	0	0	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
100.0	100.0	100.0	100.0	100.0

* No Data Available

Middle School TCAP Scores: % Proficient or Advanced

Grade 6	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	68	87.1	53.5	33.6	64.1	50
Language Arts	57.3	80.6	39.5	41.1	43.6	50
Science	61.3	83.9	44.2	39.7	51.3	33.3
Social Studies	86.7	93.5	81.4	12.1	82.1	33.3

Grade 7	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	54.5	75	34.2	40.8	28.6	16.7
Language Arts	50.6	68.8	31.6	37.2	32.1	83.3
Science	75.3	93.8	55.3	38.5	57.1	83.3
Social Studies	88.3	100	76.3	23.7	67.9	83.3

Grade 8	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	*	*	*	*	*	*
Language Arts	58.2	87.5	36.8	50.7	44	50
Science	77.6	95.8	65.8	30	68	62.5
Social Studies	98.5	100	97.4	2.6	96	87.5

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	61.2	81	44.4	36.6	49.3	33.3
Language Arts	55.3	78.2	36.1	42.1	40.2	60
Science	71.2	90.8	54.6	36.2	57.6	60
Social Studies	90.9	97.7	84.9	12.8	81.5	70

CHATTANOOGA SCHOOL FOR THE ARTS AND SCIENCES

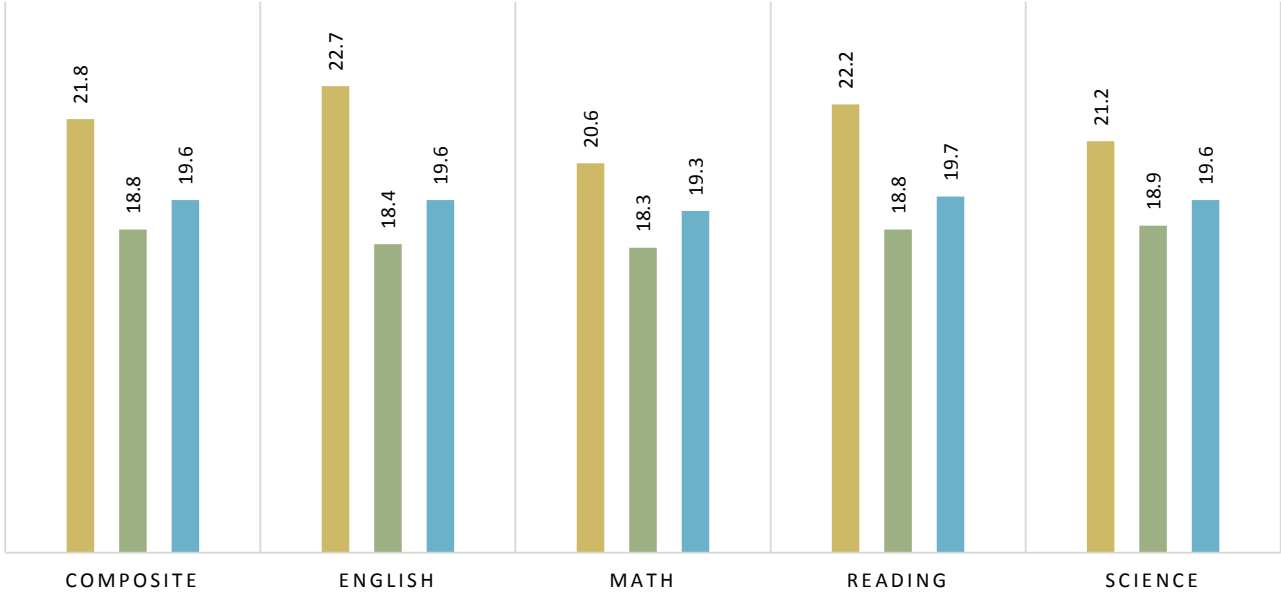
High School TCAP Scores: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	61.6	*	*	*	*	*	*
English II	85.7	95.0	71.2	23.8	*	*	70.0

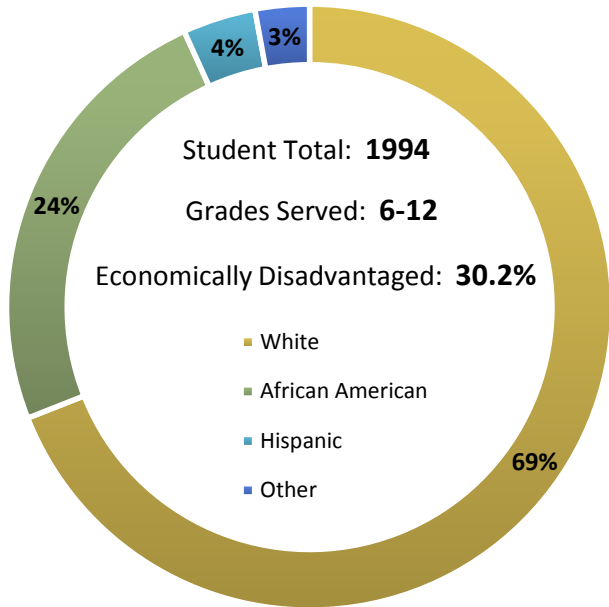
* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

School District State



EAST HAMILTON MIDDLE/HIGH SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	183	9.2	9	0.5
White	109	7.4	7	0.5
African American	65	19.2	2	0.6
Hispanic	6	6.5	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
90.7	90.5	91.9	88.9	88.6

* No Data Available

Middle School TCAP Scores: % Proficient or Advanced

Grade 6	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	76.8	81.2	59.6	21.6	63.2	47.6
Language Arts	77.8	83.6	54.4	29.2	63.2	57.1
Science	87	93	61.4	31.6	75.8	71.4
Social Studies	95.6	96.2	91.2	5	92.6	66.7

Grade 7	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	60.8	67.5	29.4	38.1	46.4	38.5
Language Arts	64.2	71	39.2	31.8	49	46.2
Science	72.5	77.5	47.1	30.4	64.9	61.5
Social Studies	91.6	94.4	76.5	17.9	83.5	69.2

Grade 8	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	36.3	39.4	27.1	12.3	24.1	26.1
Language Arts	65.8	67.1	54.9	12.2	51	56.5
Science	71.8	74.7	56.9	17.8	60.4	52.2
Social Studies	93.8	94.3	88	6.3	89.5	78.3

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	59.2	64	39.7	24.3	45.2	37.1
Language Arts	69.2	73.7	49.7	24	54.3	52.9
Science	77	81.5	55.3	26.2	67	61.4
Social Studies	93.7	95	85.4	9.6	88.5	71.4

EAST HAMILTON MIDDLE/HIGH SCHOOL

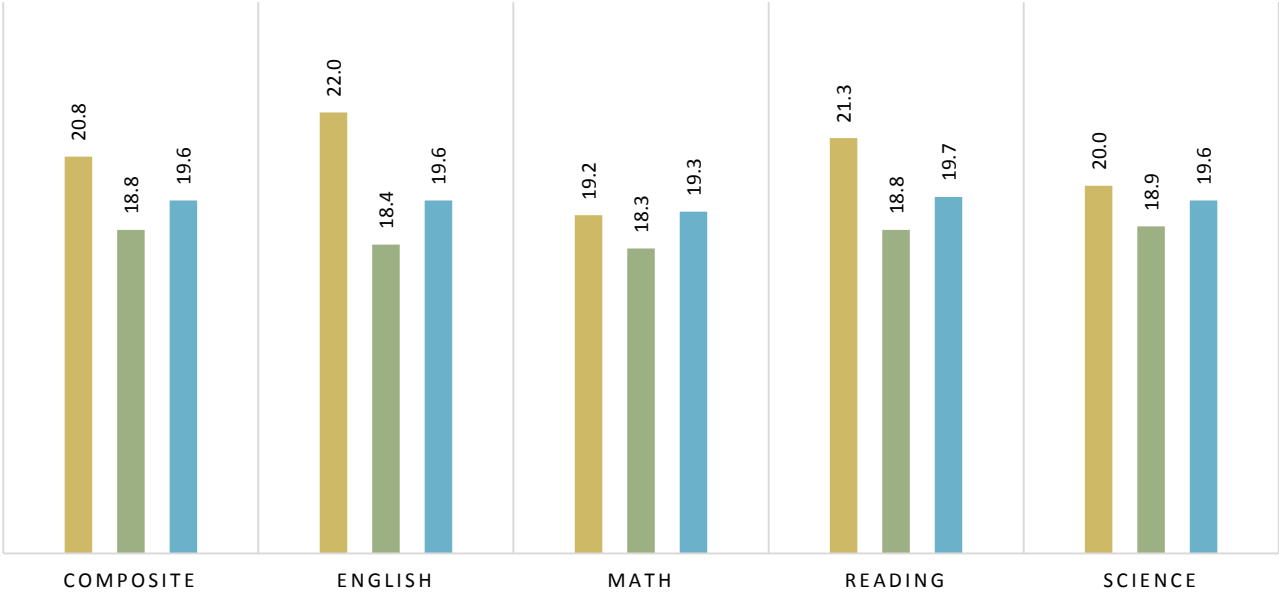
High School TCAP Scores: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	51.3	50.9	48.8	2.1	*	*	43.6
English II	70.7	74.5	58.3	16.2	37.6	36.9	57.1

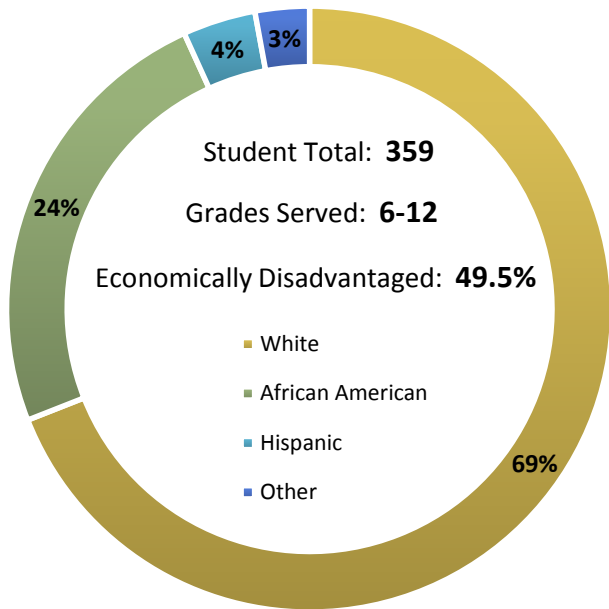
* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

■ School ■ District ■ State



LOOKOUT VALLEY MIDDLE/HIGH SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	65	18.1	4	1.1
White	41	14.6	4	1.4
African American	21	33.9	0	0
Hispanic	1	11.1	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
78.3	77.1	80.0	*	81.3

* No Data Available

Middle School TCAP Scores: % Proficient or Advanced

Grade 6	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	62.2	66.1	36.4	29.7	60	57.1
Language Arts	58.1	62.7	27.3	35.4	56	64.3
Science	48.6	54.2	18.2	36	44	21.4
Social Studies	75.7	81.4	45.5	35.9	72	14.3

Grade 7	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	44.9	50	33.3	16.7	21.4	*
Language Arts	36.7	37.5	50	-12.5	25	*
Science	44.9	52.5	16.7	35.8	28.6	*
Social Studies	71.4	75	66.7	8.3	60.7	*

Grade 8	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	48.1	48.7	37.5	11.2	46.4	40
Language Arts	42.3	48.7	37.5	11.2	32.1	46.7
Science	54.9	63.2	37.5	25.7	42.9	46.7
Social Studies	78.4	86.8	62.5	24.3	67.9	73.3

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	53.1	56.5	36	20.5	46.2	42.4
Language Arts	47.4	51.4	36	15.4	41.5	54.5
Science	49.4	56.2	24	32.2	39.6	30.3
Social Studies	75.3	81	56	25	67.9	45.5

LOOKOUT VALLEY MIDDLE/HIGH SCHOOL

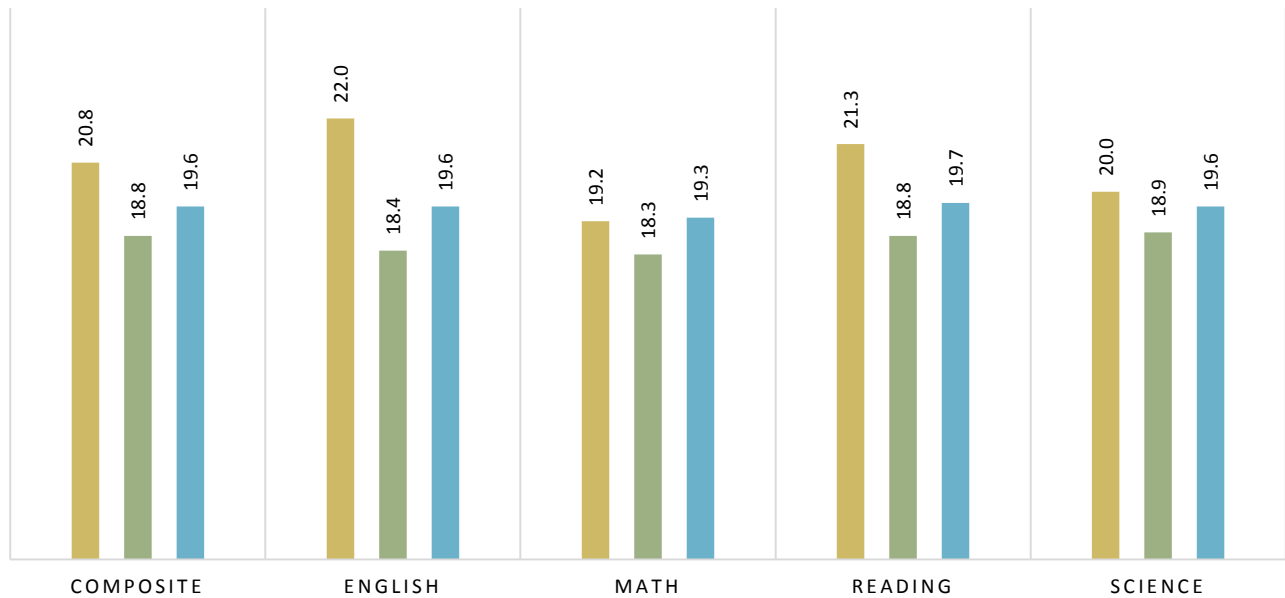
High School TCAP Scores: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	50.0	54.5	*	*	*	*	48.4
English II	61.7	70.6	40.0	30.6	*	*	53.2

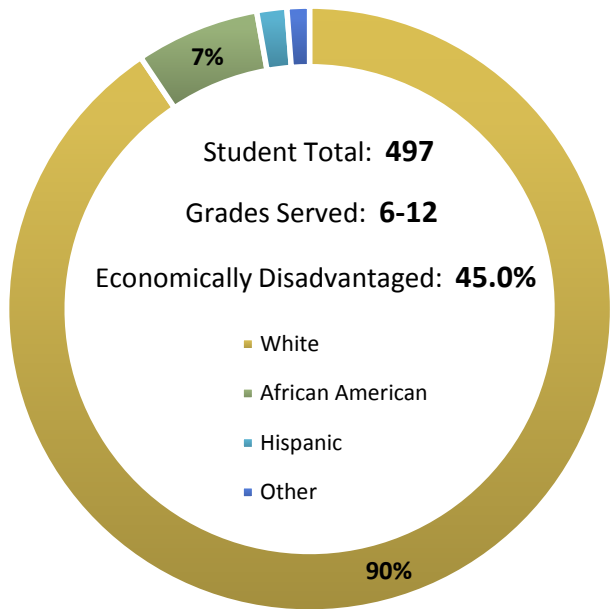
* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

■ School ■ District ■ State



SALE CREEK MIDDLE/HIGH SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	35	7	1	0.2
White	26	5.8	0	0
African American	9	27.3	1	3
Hispanic	0	0	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
84.1	86.6	*	*	68.8

* No Data Available

Middle School TCAP Scores: % Proficient or Advanced

Grade 6	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	54.9	52.6	*	*	42.9	33.3
Language Arts	58.5	59	*	*	57.1	25
Science	51.2	50	*	*	45.2	25
Social Studies	87.8	88.5	*	*	85.7	41.7

Grade 7	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	56.3	55.4	*	*	46.2	50
Language Arts	53.5	52.3	*	*	51.3	70
Science	67.6	66.2	*	*	64.1	70
Social Studies	84.5	84.6	*	*	82.1	70

Grade 8	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	46.6	47.9	*	*	41.7	11.1
Language Arts	35.6	35.2	*	*	38.9	11.1
Science	64.4	66.2	*	*	55.6	44.4
Social Studies	82.2	83.1	*	*	77.8	77.8

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	52.7	51.9	33.3	18.6	43.6	32.3
Language Arts	49.6	49.1	50	-0.9	49.6	35.5
Science	60.6	60.3	50	10.3	54.7	45.2
Social Studies	85	85.5	66.7	18.8	82.1	61.3

SALE CREEK MIDDLE/HIGH SCHOOL

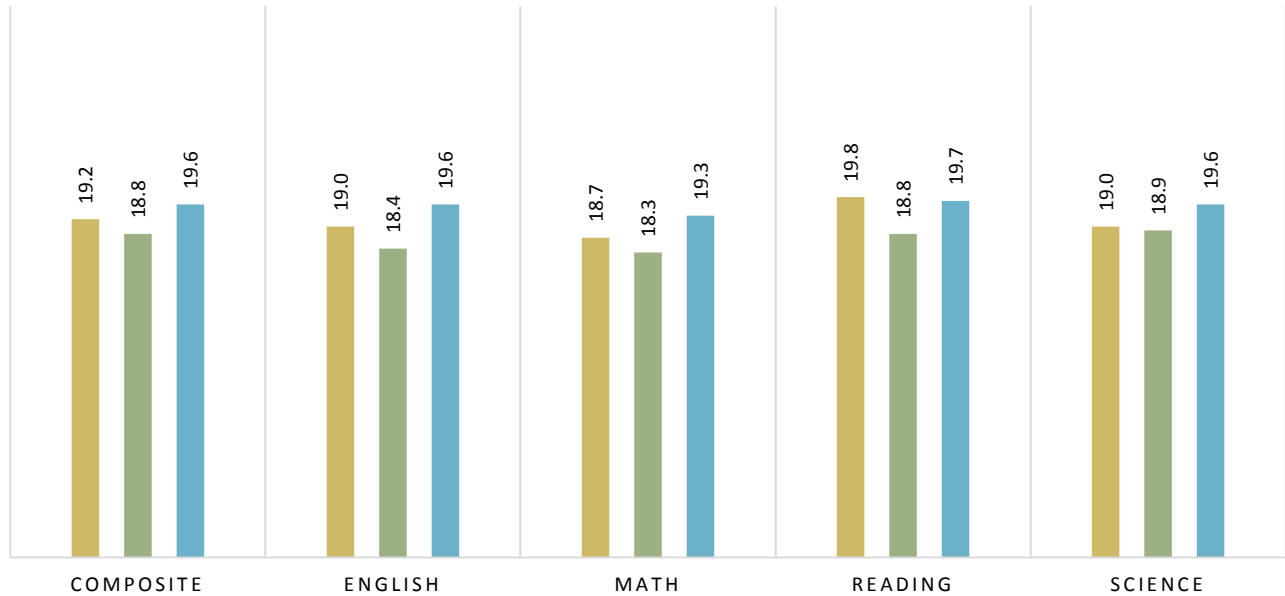
High School TCAP Scores: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	53.3	55.0	42.8	12.2	*	*	47.9
English II	56.7	57.7	*	*	*	*	48.3

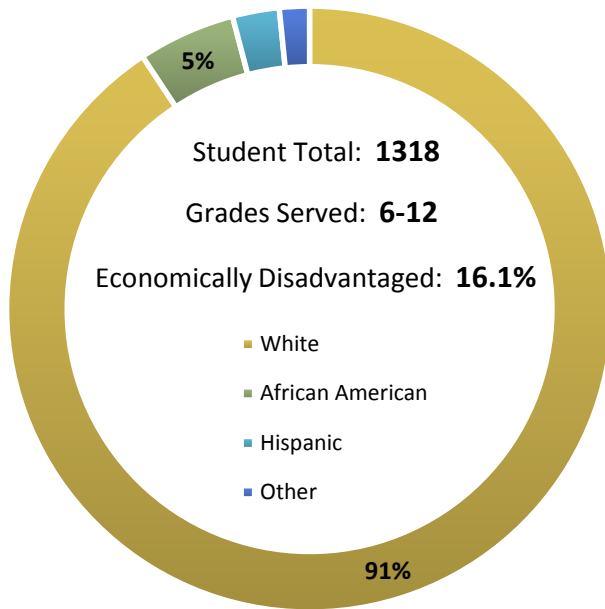
* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

■ School ■ District ■ State



SIGNAL MOUNTAIN MIDDLE/HIGH SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	63	4.8	1	0.1
White	48	4	1	0.1
African American	14	20.3	0	0
Hispanic	1	3	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
87.7	88.1	75.0	100.0	73.1

* No Data Available

Middle School TCAP Scores: % Proficient or Advanced

Grade 6	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	63.8	66.7	23.5	43.2	38.1	67.9
Language Arts	76.6	81.5	17.6	63.9	42.9	75
Science	76.3	80.1	29.4	50.7	47.6	53.6
Social Studies	91.4	93	70.6	22.4	78.6	60.7

Grade 7	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	71.3	71.6	*	*	40.6	35.7
Language Arts	68.5	68	*	*	43.8	57.1
Science	78.7	79.3	*	*	50	42.9
Social Studies	94.4	94.1	*	*	81.8	71.4

Grade 8	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	44.4	45	*	*	20	14.3
Language Arts	64.7	65.7	*	*	19.2	33.3
Science	83.2	84.6	*	*	46.2	42.9
Social Studies	92.1	92.3	*	*	76.9	52.4

All Grades	Total	White	African American	White/African American Gap	Economically Disadvantaged	w/ Disability
Math	61.5	62.7	29.2	33.5	34.3	42.9
Language Arts	70.5	72.2	24	48.2	37	57.1
Science	79.2	81.3	36	45.3	48	47.6
Social Studies	92.5	93.1	76	17.1	79.2	60.3

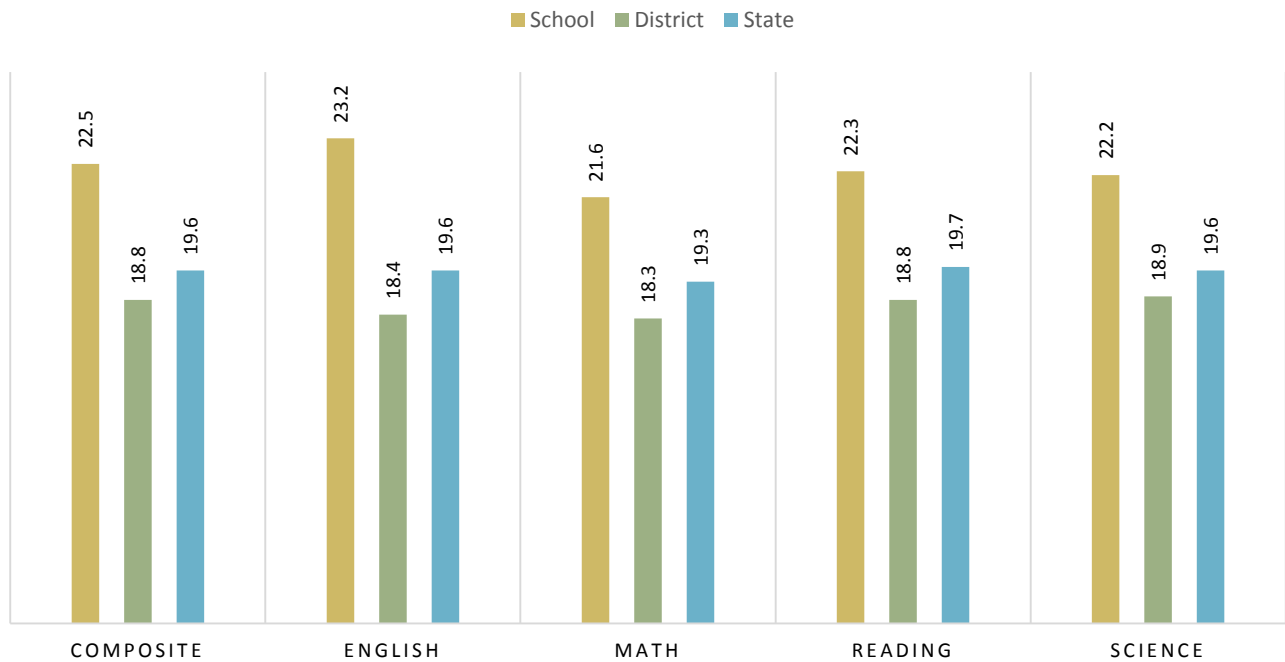
SIGNAL MOUNTAIN MIDDLE/HIGH SCHOOL

High School TCAP Scores: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	52.8	60.0	15.4	44.6	*	*	26.7
English II	83.3	87.5	*	*	*	*	55.5

* Insufficient student count, or data withheld

ACT Scores (3 Year Average)



BRAINERD HIGH SCHOOL

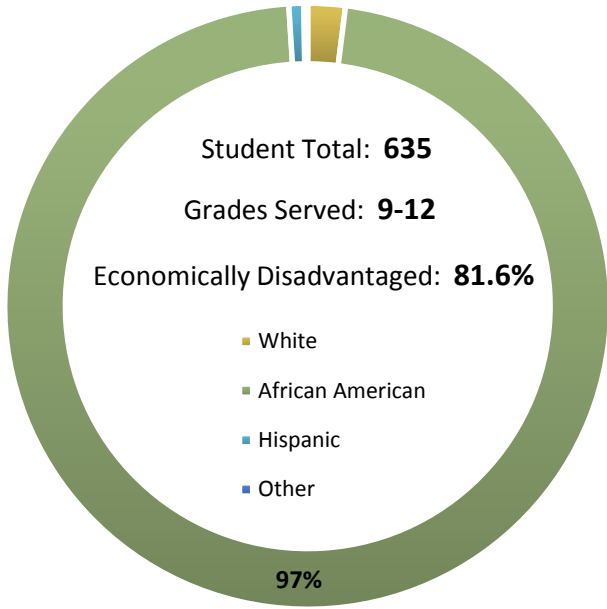
Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	202	31.8	11	1.7
White	4	30.8	0	0
African American	198	32.1	11	1.8
Hispanic	0	0	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
52.7	100.0	52.6	*	54.1

* No Data Available



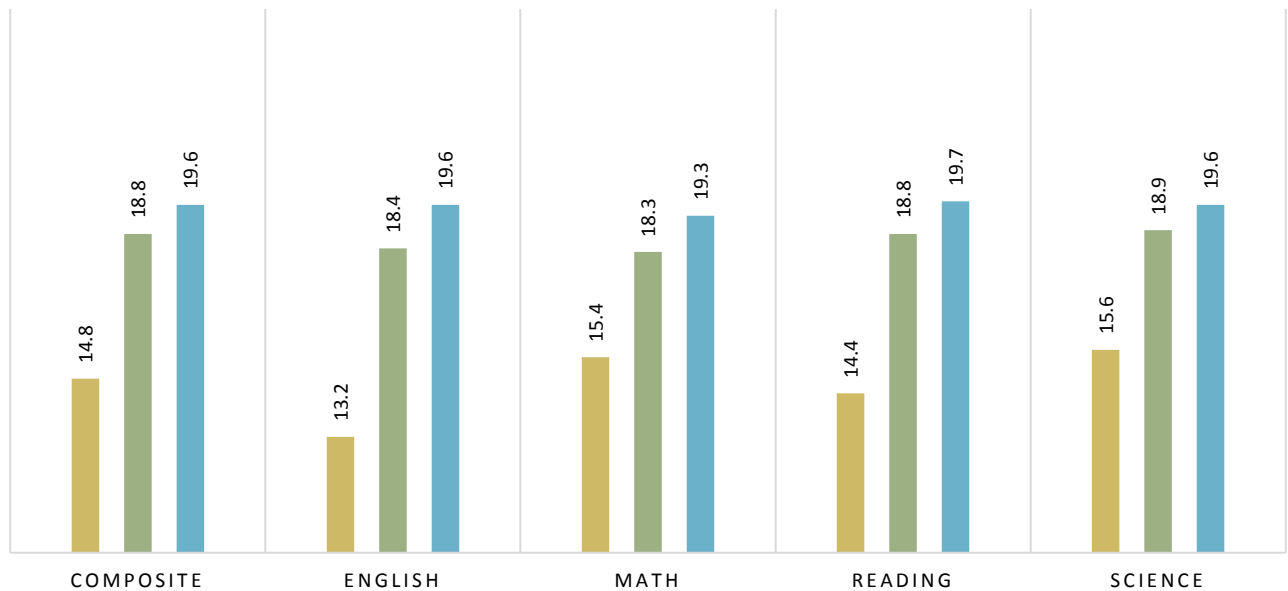
TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	10.8	*	9.6	*	*	*	11.1
English II	18.5	*	17.8	*	*	*	17.5

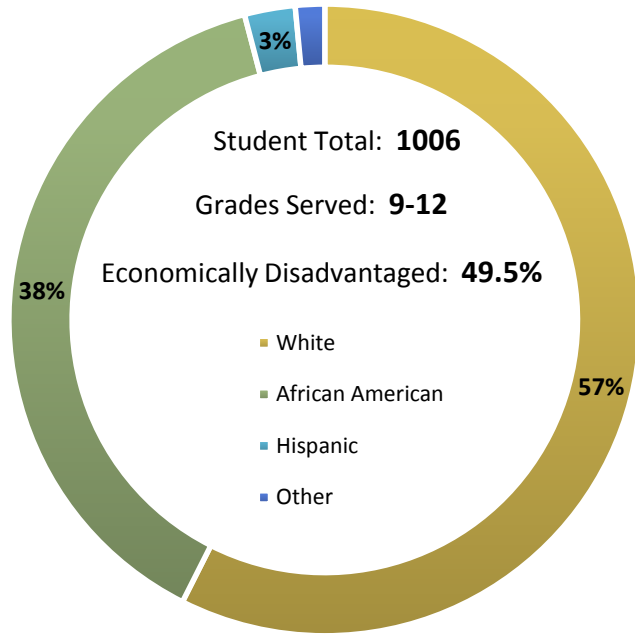
* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

■ School ■ District ■ State



CENTRAL HIGH SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	194	19.3	13	1.3
White	82	14.2	7	1.2
African American	106	27.4	6	1.6
Hispanic	4	15.4	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
89.9	89.3	91.0	100.0	88.3

* No Data Available

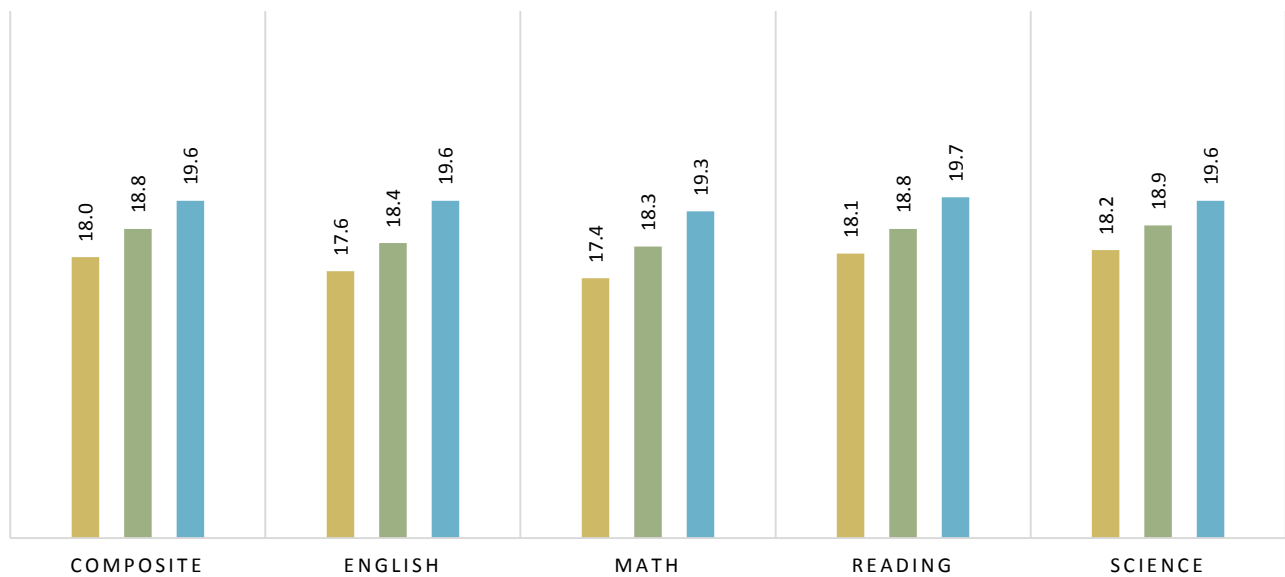
TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	38.2	48.5	27.8	20.7	*	*	34.7
English II	54.2	66.9	31.8	35.1	*	*	43.6

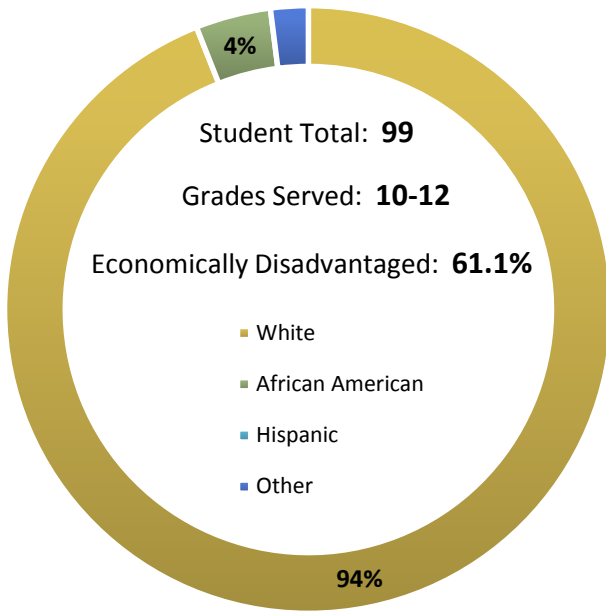
* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

■ School ■ District ■ State



CHATTANOOGA STATE MID COLLEGE HIGH SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total				
White				
African American				
Hispanic				

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
77.1	76.8	75.0	*	100.0

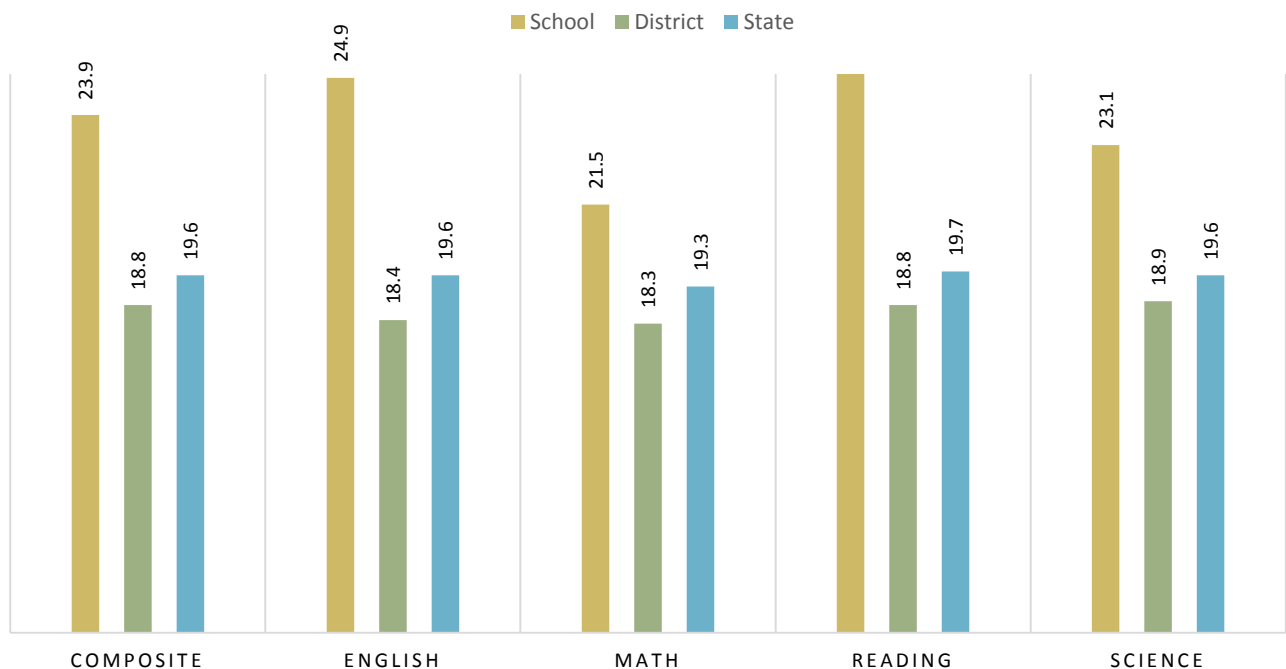
* No Data Available

TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I							
English II							

* Insufficient student count, or data withheld

ACT Scores (3 Year Average)



EAST RIDGE HIGH SCHOOL

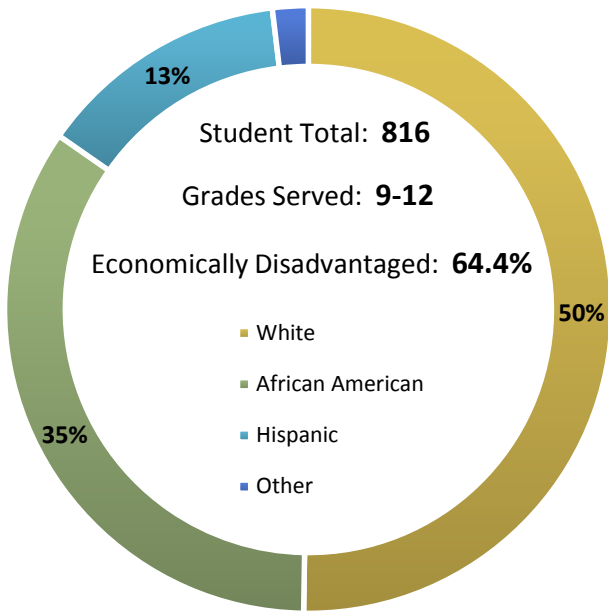
Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	155	19	32	3.9
White	54	13.2	14	3.4
African American	87	31	15	5.3
Hispanic	14	12.8	3	2.8

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
78.9	77.8	79.8	84.2	78.4

* No Data Available



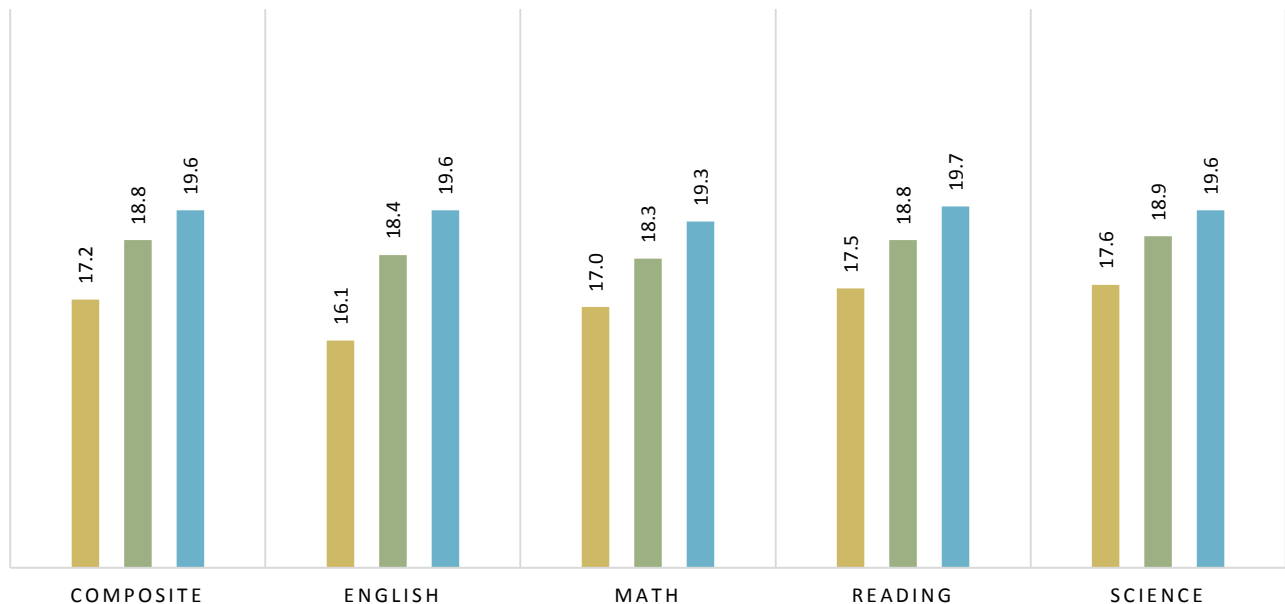
TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	26.6	31.0	22.4	8.6	20.4	10.6	23.4
English II	35.5	45.4	31.5	13.9	8.7	36.7	32.2

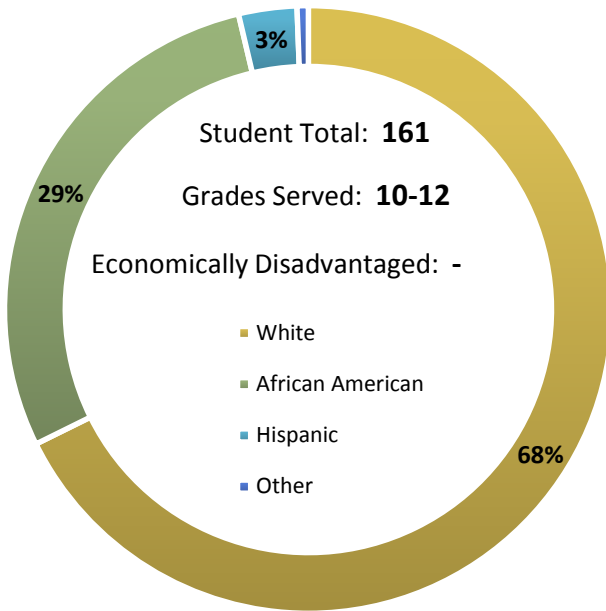
* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

■ School ■ District ■ State



HAMILTON COUNTY HIGH SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total				
White				
African American				
Hispanic				

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged

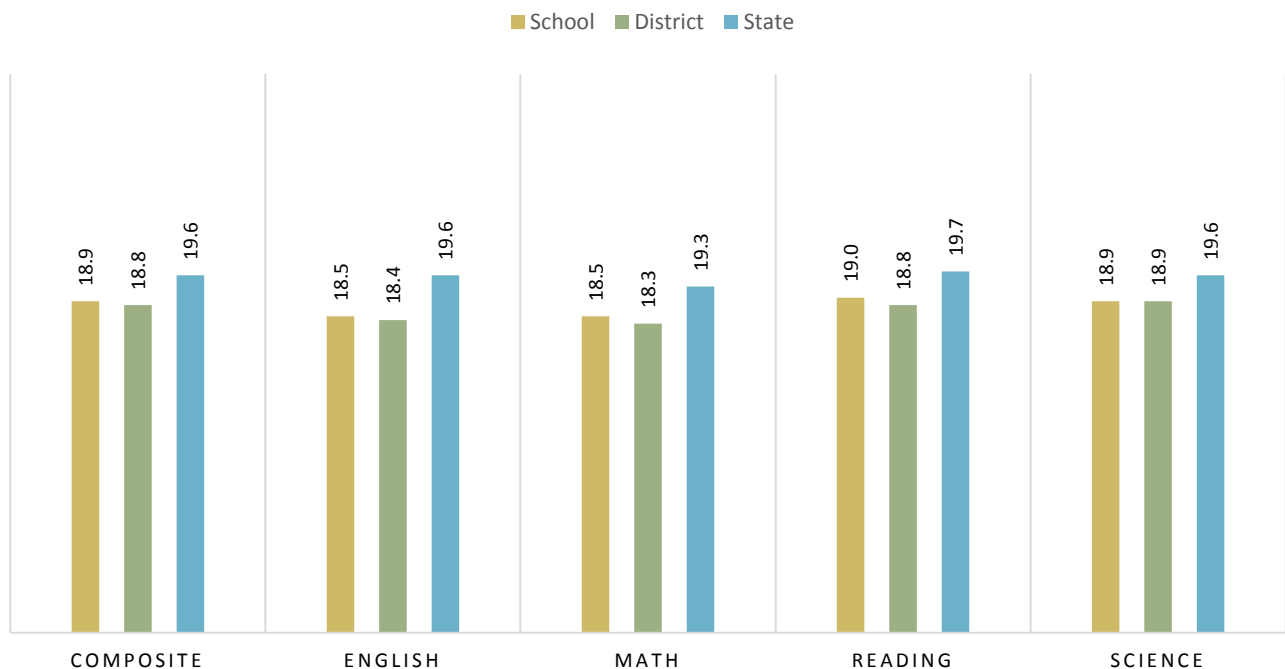
* No Data Available

TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I							
English II							

* Insufficient student count, or data withheld

ACT Scores (3 Year Average)



HIXSON HIGH SCHOOL

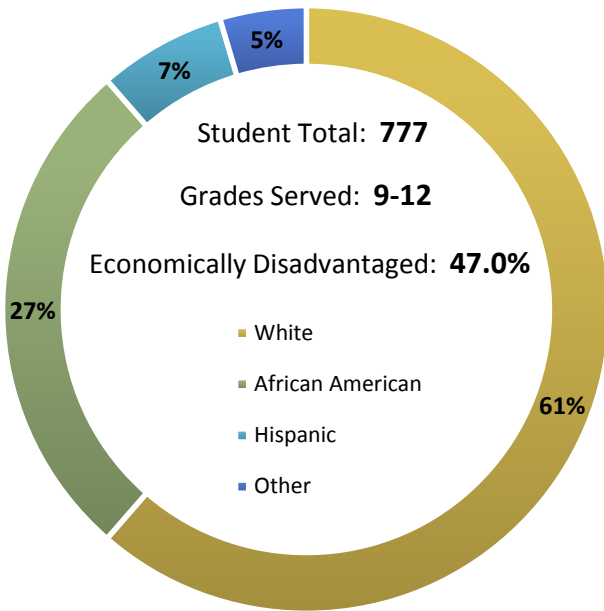
Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	85	10.9	19	2.4
White	37	7.8	9	1.9
African American	38	18	10	4.7
Hispanic	8	15.1	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
83.4	81.0	88.9	72.7	80.4

* No Data Available



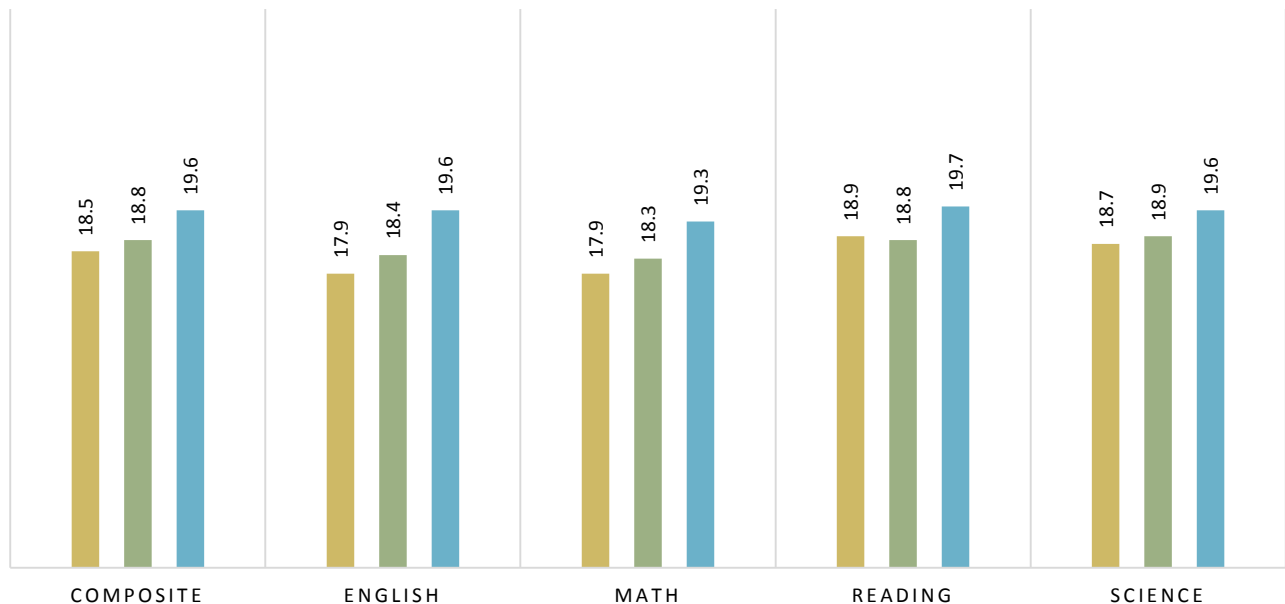
TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	35.3	46.6	18.6	28.0	25.0	21.6	29.1
English II	55.2	67.4	33.3	34.1	33.3	34.1	39.2

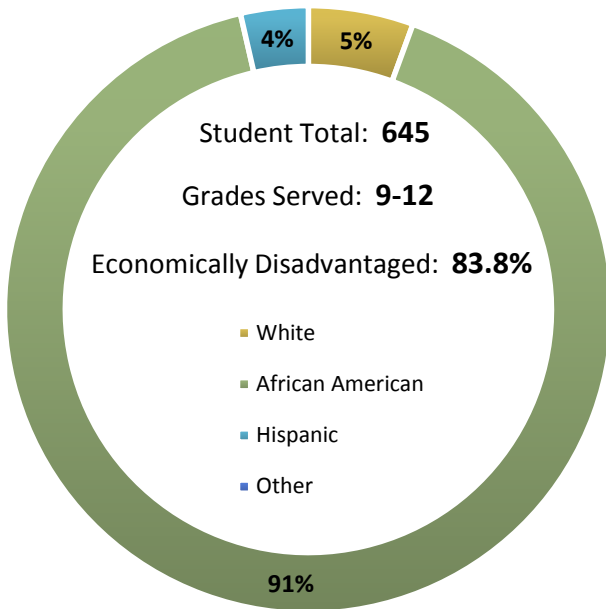
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ACT Scores (3 Year Average)

■ School ■ District ■ State



HOWARD SCHOOL OF ACADEMICS AND TECHNOLOGY



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	127	19.7	23	3.6
White	9	25	0	0
African American	118	20.1	23	3.9
Hispanic	0	0	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
80.2	57.1	81.0	75.0	80.7

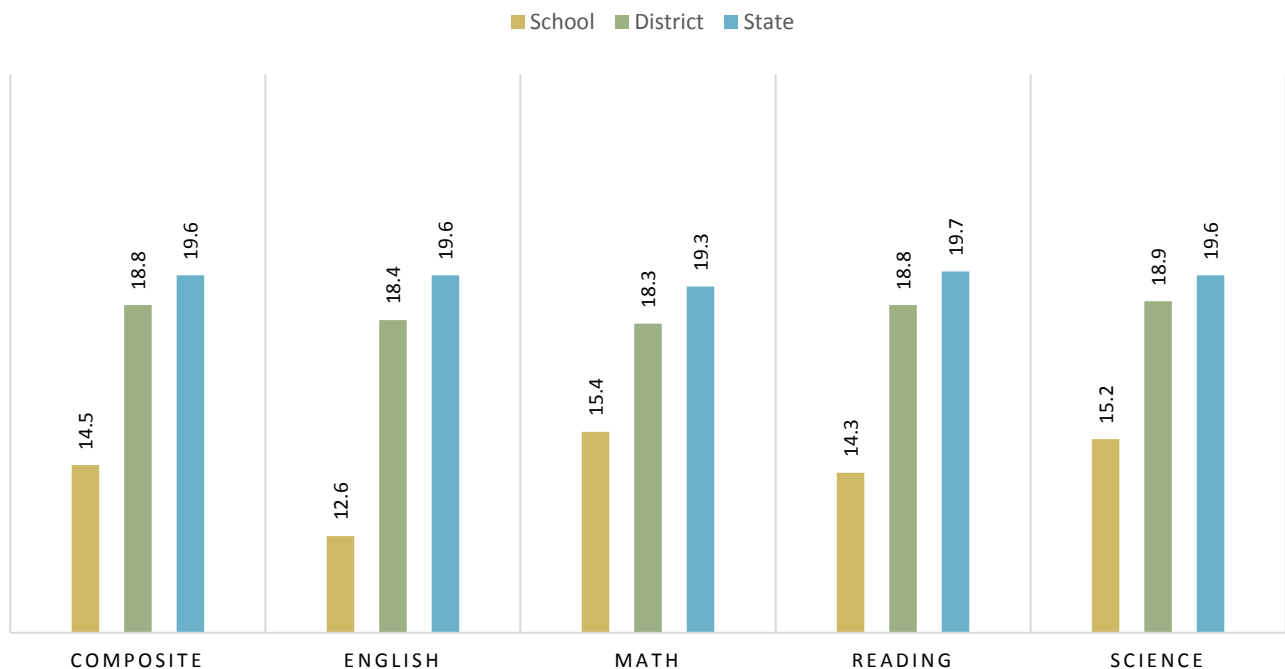
* No Data Available

TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	47.3	*	47.5	*	47.8	*	50.0
English II	42.6	*	42.5	*	*	*	43.4

* Insufficient student count, or data withheld

ACT Scores (3 Year Average)



IVY ACADEMY

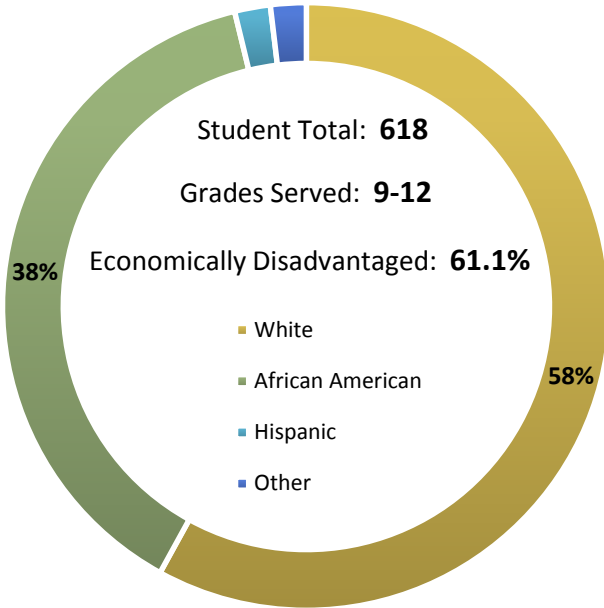
Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	37	23.6	9	5.7
White	14	15.4	3	3.3
African American	23	38.3	6	10
Hispanic	0	0	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged

* No Data Available



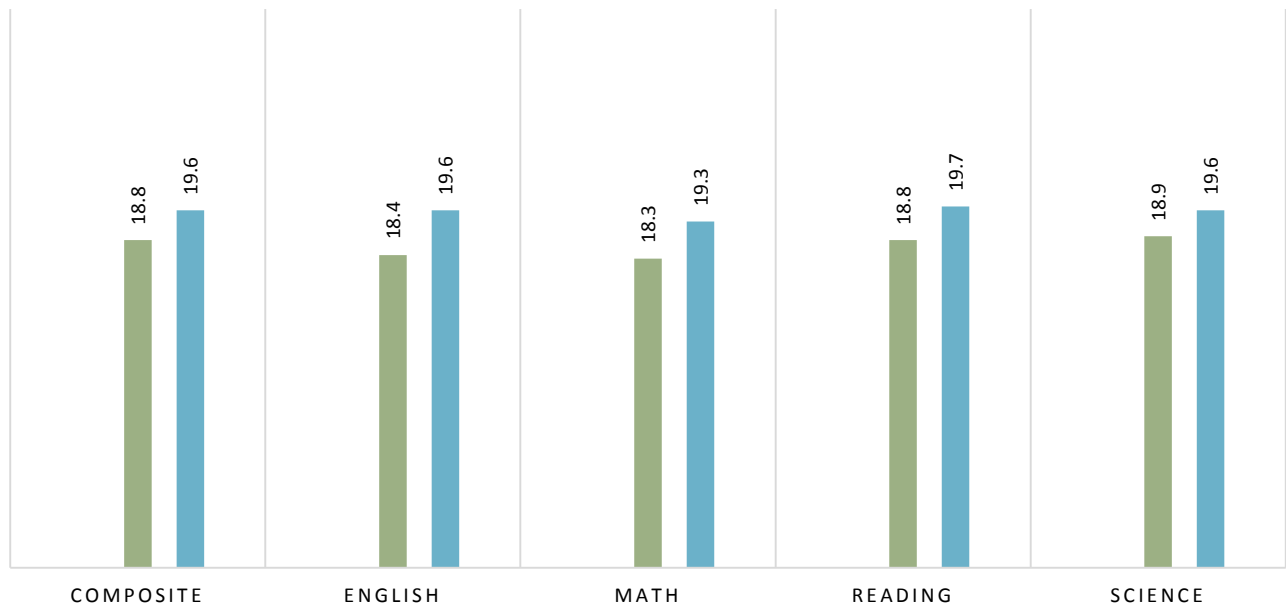
TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	5.0	5.6	5.0	0.6	*	*	7.7
English II	36.1	37.9	26.7	11.2	*	*	45.8

* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

■ School ■ District ■ State



OOLTEWAH HIGH SCHOOL

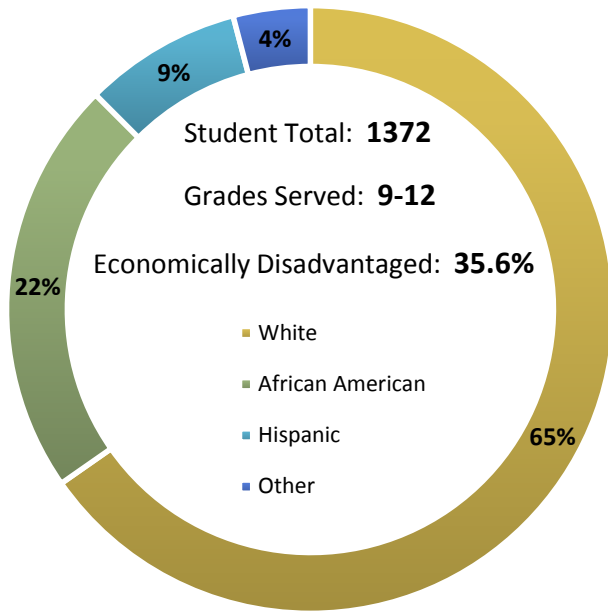
Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	160	11.7	11	0.8
White	62	6.9	5	0.6
African American	84	27.5	3	1
Hispanic	11	9.6	3	2.6

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
89.3	92.6	81.2	82.9	83.7

* No Data Available



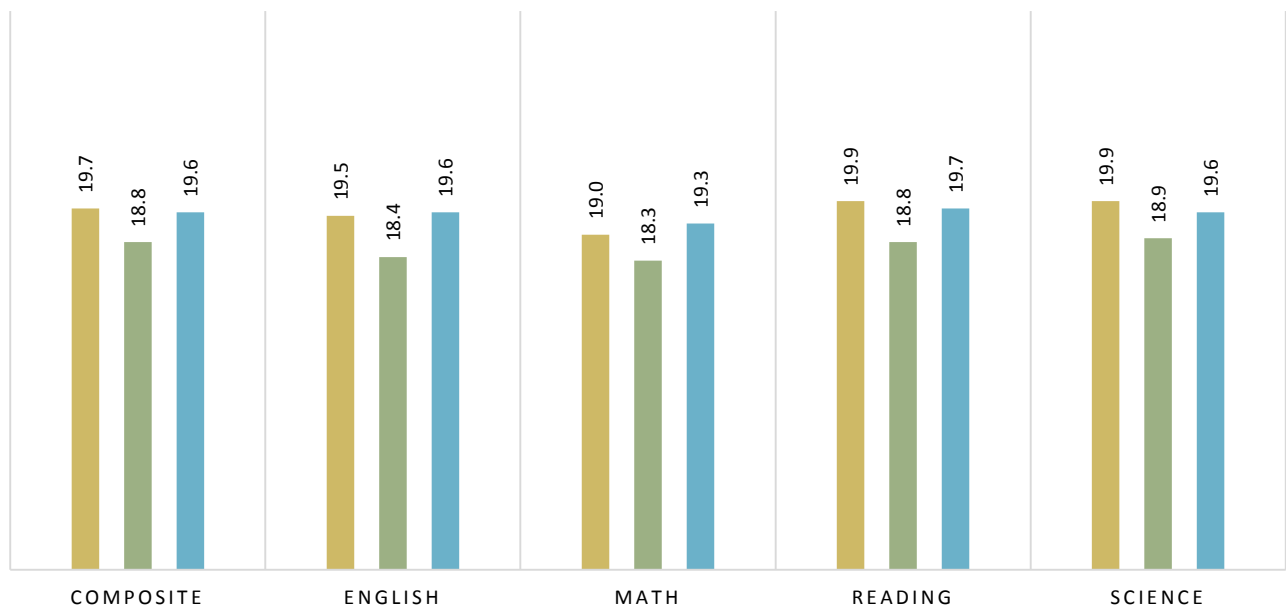
TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	52.0	56.9	38.8	18.1	52.0	4.9	45.5
English II	62.7	71.1	41.8	29.3	50.0	21.1	40.9

* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

■ School ■ District ■ State



RED BANK HIGH SCHOOL

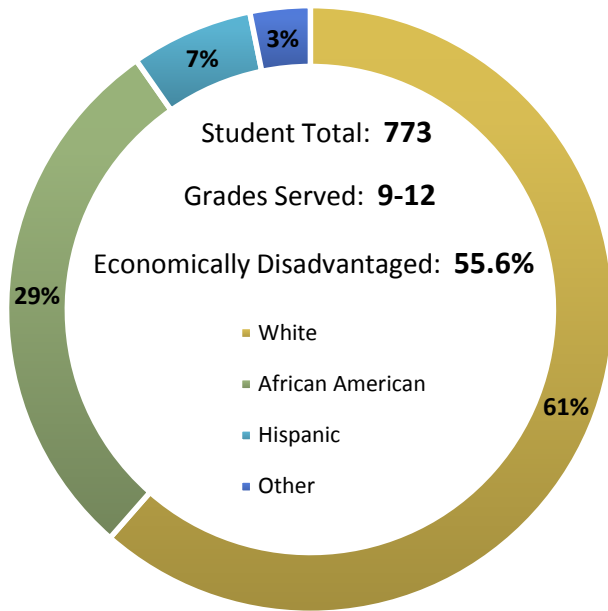
Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	123	15.9	10	1.3
White	52	10.9	6	1.3
African American	62	27.8	4	1.8
Hispanic	5	10	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
83.0	78.7	89.7	81.8	78.6

* No Data Available

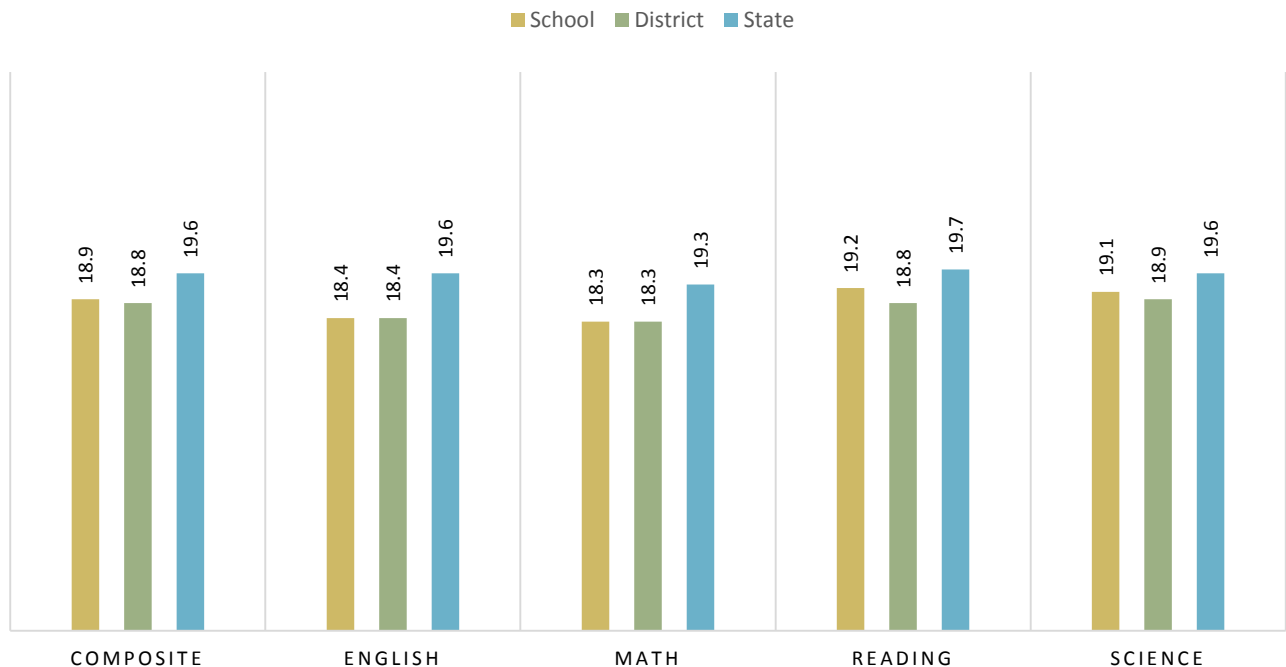


TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	51.5	55.7	36.9	18.8	64.3	-8.6	50.5
English II	47.2	56.9	26.0	30.9	25.0	31.9	35.9

* Insufficient student count, or data withheld

ACT Scores (3 Year Average)



SEQUOYAH HIGH SCHOOL

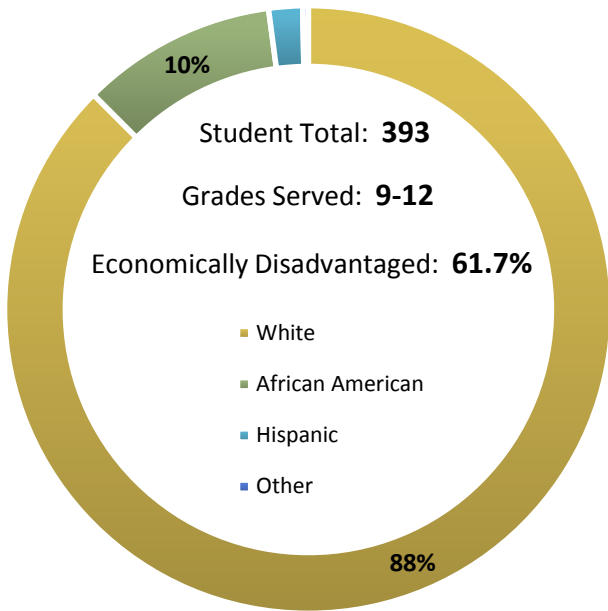
Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	87	22.1	17	4.3
White	69	20.1	8	2.3
African American	16	39	9	22
Hispanic	2	28.6	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
82.1	80.2	100.0	100.0	79.1

* No Data Available



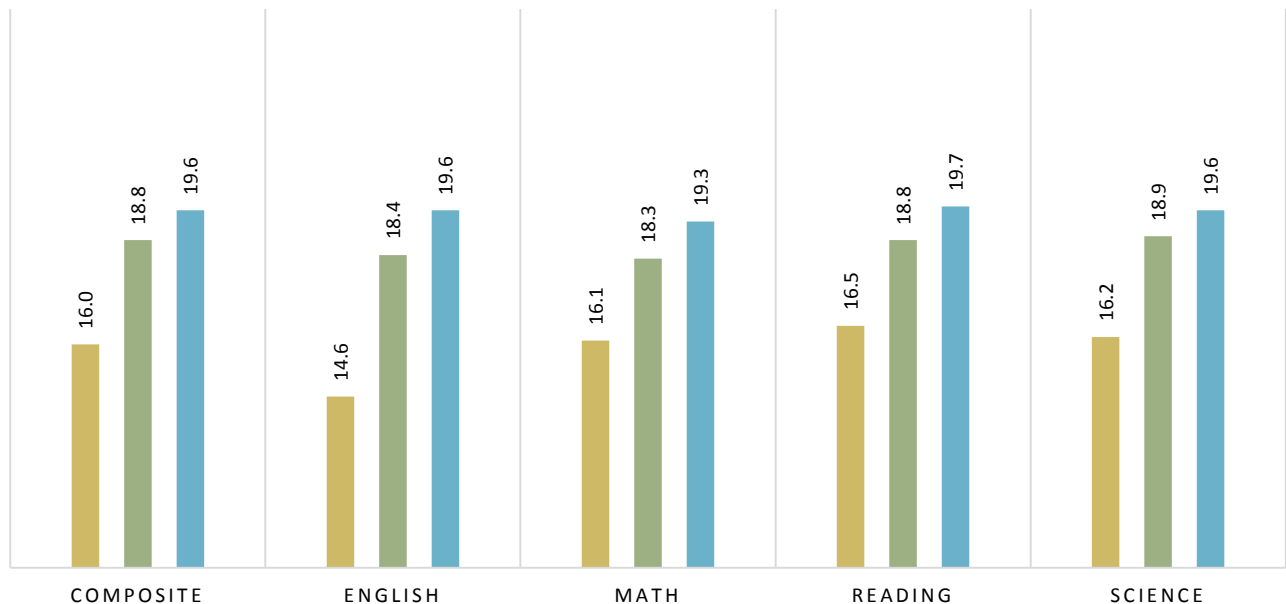
TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	30.2	32.2	18.2	14.0	*	*	33.4
English II	25.2	28.0	5.0	23.0	*	*	23.5

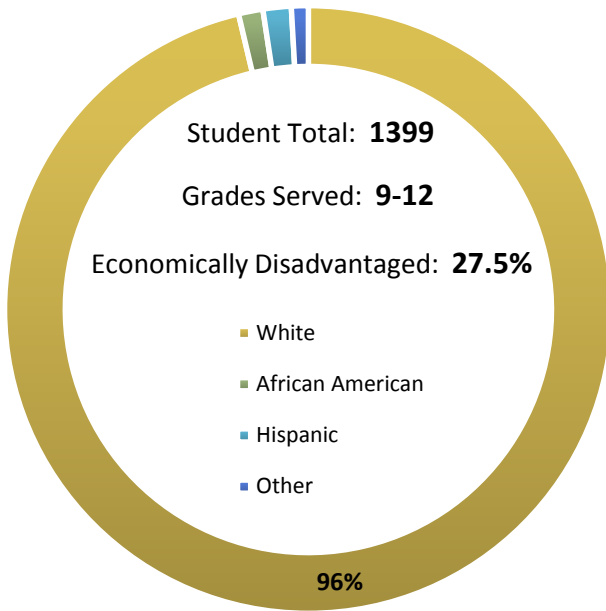
* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

■ School ■ District ■ State



SODDY DAISY HIGH SCHOOL



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	98	7	10	0.7
White	94	7	10	0.7
African American	2	11.1	0	0
Hispanic	1	4.8	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
85.4	85.7	50.0	88.9	75.0

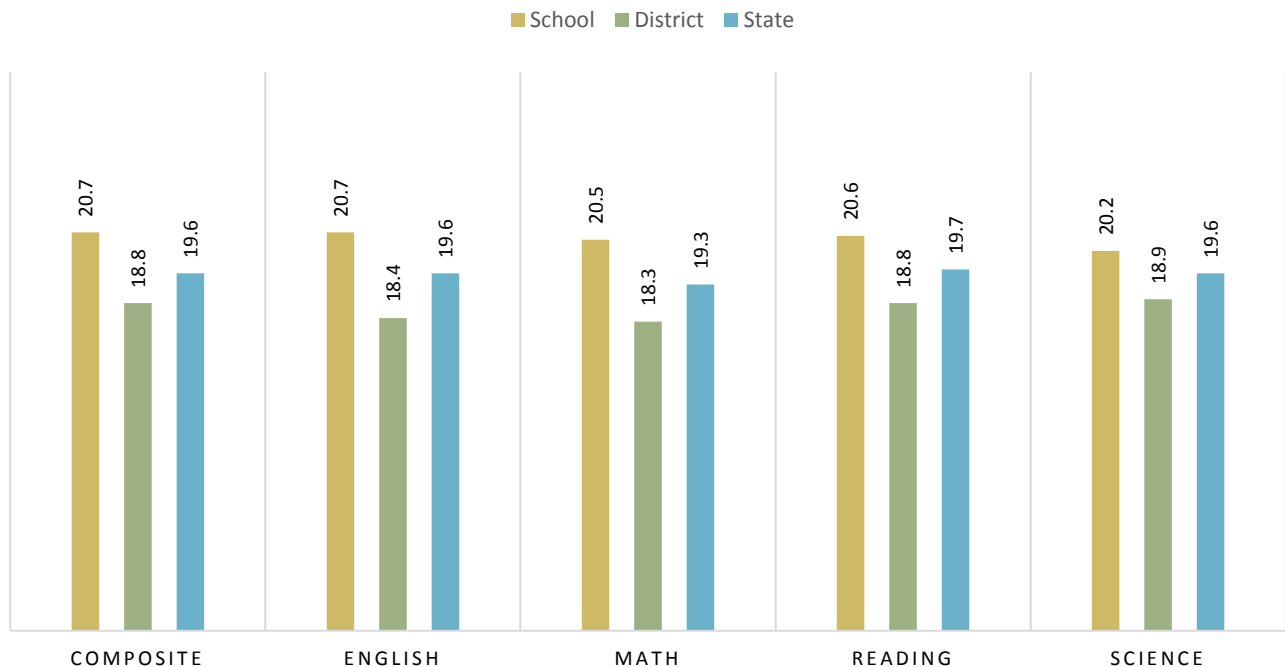
* No Data Available

TCAP: % Proficient or Advanced

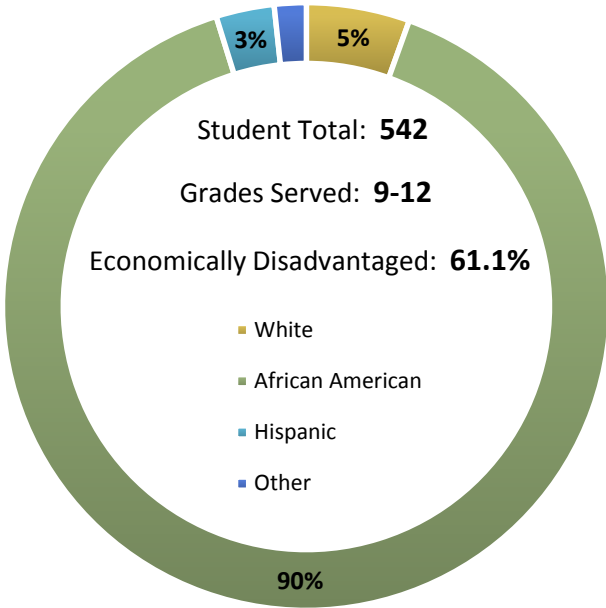
	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	67.9	68.3	*	*	*	*	64.2
English II	68.6	69.2	*	*	*	*	58.2

* Insufficient student count, or data withheld

ACT Scores (3 Year Average)



TYNER ACADEMY



Discipline by Race/Ethnicity

Race/Ethnicity	Suspensions		Expulsions	
	Total #	Rate (%)	Total #	Rate (%)
Total	92	17	0	0
White	3	10	0	0
African American	88	18.1	0	0
Hispanic	1	5.9	0	0

Graduation Rates (%) by Race/Ethnicity

Total	White	African American	Hispanic	Economically Disadvantaged
86.1	58.3	88.6	100.0	85.2

* No Data Available

TCAP: % Proficient or Advanced

	Total	White	African American	White/African American Gap	Hispanic	White/Hispanic Gap	Economically Disadvantaged
Algebra I	33.3	*	32.1	*	*	*	32.4
English II	29.1	*	26.9	*	40.0	*	28.3

* Insufficient student count, or data withheld

ACT Scores (3 Year Average)

