

## Chapter 5

### Education and Learning in the Chattanooga Region

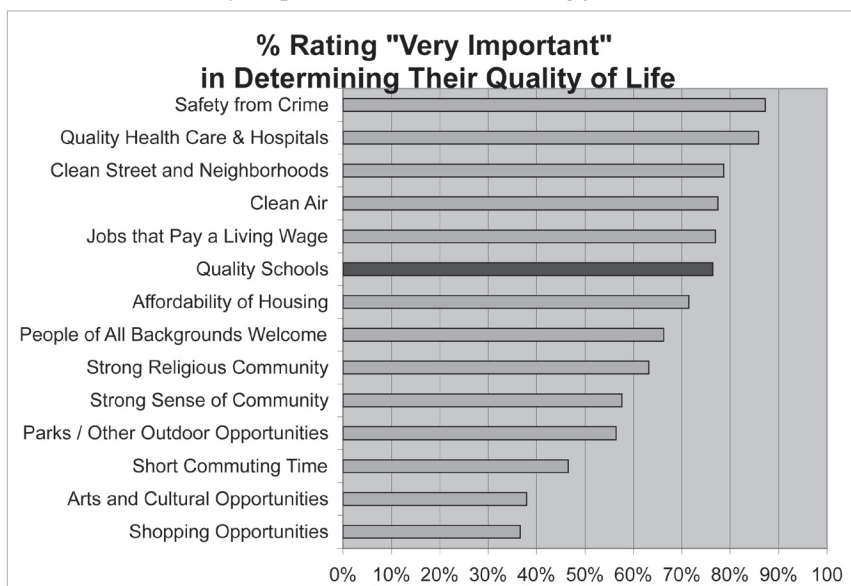
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#### Education and Quality of Life in the Chattanooga Region

While it is a cliché to state the obvious – “the children are our future” – it is important to focus on the role of young people in the Chattanooga area, their special needs and how we as a community respond.

Residents of Hamilton County understand the importance of young people to the overall quality of life in the community. Among respondents to the 2006 countywide survey, 76% indicated that “quality schools” was a very important factor in determining quality of life in Hamilton County: this was despite the fact that only one-third of all respondents to the survey had children under the age of 18.

Why would individuals without school age children place such a value on education? One answer may be the vast majority of Chattanooga region residents – 84% -- believe that “quality public schools” was either one of the most important factors or very important to efforts to bring jobs here.



Source: 2006 SOCRR Survey

Sections on demographics, health, public safety and crime and community development all address data related to young people. This section will focus on

education in our community – from child care and early childhood education programs through elementary and secondary education to college. In doing so, it will examine a series of indicators related to demographic and social characteristics that affect school readiness and performance, the availability and quality of child care and early childhood education, choices between public and private education, the quality of local schools and student performance.

### *Demographic Factors Affecting School Readiness*

All children can learn and succeed. But children from families with certain social and demographic characteristics are often at a disadvantage or at risk. Children who grow up in single parent households, impoverished households and with mothers with lower levels of educational attainment all face obstacles to success.<sup>1</sup> Not surprisingly, these factors are often related.

**Single Parent Households:** In 2000, 26.5% of Hamilton County children were living in households with one parent, up from 22.9% in 1990. By comparison, in Chattanooga, 37.1% of children lived in single parent households, up from 32.4% in 1990. Statewide, 24.9% of children lived in single parent households. In addition to data from the 2000 Census, the 2006 countywide survey results revealed that among households with children under 18, 27% had a single parent.

Among new mothers in Hamilton County, between 2001 and 2003, 39% were single mothers. The percentage of single mothers of newborns in Chattanooga – 49% -- was more than double the percentage in other parts of Hamilton County.

**Childhood Poverty in Hamilton County:** In 2000, 14.1% of all Hamilton County families with children were living in poverty. In all, 16.8% of all children in the county were living in poverty. In Chattanooga, the percentage of families with children living in poverty was more than triple the percentage in other parts of Hamilton County. In Chattanooga, 22.2% of families with children were living in poverty – 50% higher than both the national and countywide poverty rates.

Income – and thus, poverty -- was related to single parent households. In Hamilton County, 2000 median family income for families with children headed by single mothers was just 39.5% of the overall median family income. And in Chattanooga, this subgroup had a median family income that was just 39.2% of the overall median family income.

Data from the 2006 countywide survey indicate that among parents with chil-

dren under the age of 18, 6% had a household income below \$12,000 a year and another 5% had an income of between \$12,000 a year and \$19,999 a year. Among parents with children under 6, 15% had an income below \$20,000 a year.

More recent data regarding poverty in families with children in Hamilton County is available from the Hamilton County Department of Education (HCDE). HCDE collects data regarding family income to determine student eligibility for the federally funded free or reduced lunch program. In 2005-6, students with household incomes of up to 185% of federal poverty levels were eligible for reduced price lunch. Countywide, 49.3% of all students were eligible for free or reduced lunch.

**Maternal Educational Attainment:** Based on data from the 2000 Census, 87.3% of women between the ages of 25 and 44 in Hamilton County had at least a high school education. In Chattanooga, 84.7% of women between 25 and 44 had a high school education.

Among new mothers in Hamilton County, between 2001 and 2003, 24% had less than a high school education. In Chattanooga, 31% of new mothers lacked a high school education – more than double the percentage in the rest of Hamilton County.

**Children in Foster Care:** Children in foster care face special challenges in learning and education. Research has found that children in foster care “have poorer attendance rates, are less likely to perform at grade level, are more likely to have behavior and discipline problems, are more likely to be assigned to special education classes, and are less likely to attend college.”<sup>22</sup>

As of May 2006, there were 910 Hamilton County children in foster care. Among foster children, 60% were males and 53% were African American. Nearly half of all children in foster care in Hamilton County were thirteen years older or older: 77% of children in foster care were school age – between five and eighteen years old.

**Table 1: Children in Foster Care in Hamilton County, 2006**

<b>By Age</b>		<b>%</b>
Under 5	212	23.3
5 to 12	244	26.8
13+	454	49.9
<b>Total</b>	<b>910</b>	
<b>Race</b>		
Black	484	53.2
White	379	41.6
Multi Racial	26	2.9
Undetermined	16	1.8
Asian	3	0.3
Native American	2	0.2
<b>Total</b>	<b>910</b>	
<b>Gender</b>		
Female	364	40.0
Male	546	60.0
<b>Total</b>	<b>910</b>	

Source: Tennessee Department of Children's Services

### *Preparing Children for School*

These obstacles to learning can be overcome. But, because so much of brain development actually occurs before a child enters school, interventions need to begin prior to the first day of kindergarten.

**Reading at Home:** For all children, the learning process begins at home. Research has demonstrated that one of the most important ways to help prepare a child for school is to read to them regularly.<sup>3</sup> As a result, Hamilton County has recently launched a new initiative – READ20 – that, in part, is designed to encourage all parents to read to their children for at least twenty minutes per day.

In Hamilton County, 69% of survey respondents with a child five years old or younger reported reading to their child daily, 22% three or more times a week and 9% only once or twice a week. By comparison, nationally, 98% of parents of children three to five years old and not yet in kindergarten read to their child at least once a week.<sup>4</sup>

**Child Care and Preschool:** High quality child care and early childhood education programs can also play an important role in overcoming disadvantages



that might otherwise create obstacles to learning.<sup>5</sup> Based on survey data, 48% of Chattanooga area parents of children -- five years old or under -- report using child care. By comparison, among parents of children between the ages of six and twelve who were asked about their children's experience when they were younger, 65% reported using child care of some type. In total, among all parents of children twelve and under, 55% report either currently using child care or having used it when their children were five years old or younger.

Nationally, 60% of all parents with children five years old or younger use some form of non-parental care – but the rate of use rises over time from 42% for children less than one year old to 73% for children between the ages of three and five.

When both current and prior child care users in Hamilton County were asked about the different types of child care services that they used for children age five and younger, a variety of options were clearly in use in the community. Licensed child care centers were reportedly used by 37% of the current cohort of parents and 40% of past recent users.

**Table 2: Types of Child Care in Hamilton County, 2006 Survey**

	Parents of Children 5 Years and Younger %	Parents of Children 6 to 12 Years Old %
Licensed Child Care Center	37	40
Licensed Child Care Home	25	13
Family or Relative	18	18
Certified Preschool	12	17
Religious Program	10	13
Head Start	4	15
Friend or Neighbor	3	16
Nanny/Babysitter	2	9
Program for children with disabilities	1	2

Source: 2006 SOCRR Survey

Child care and early childhood education programs in Hamilton County vary by type, size, quality and cost, ranging from large scale publicly funded programs to center-based care to small family day cares. While centers with five or more children are required to go through licensure on an annual basis and meet minimal quality standards, those day care centers with fewer than five children no longer have the option of registering with the State, therefore it is not possible to determine the number of children being cared for within these informal programs.

As of June 2005, there were 280 licensed child care centers in Hamilton County with an enrollment capacity of 19,934 children, compared to a 2000 popula-

tion of 18,228 children under the age of five.

- 13 of the licensed centers are Hamilton County Department of Education pre-K programs with a total enrollment of 400 students.
- 13 of the licensed centers are Head Start programs with a total enrollment of 608 three- and four-year olds, and a waiting list of approximately 144 children.
- 140 of the licensed centers currently accept Families First certificates (financial assistance for child care) and have a total enrollment of 2,306 at-risk children.

All licensed child care centers in Tennessee are required to meet minimum standards of quality and are subject to up to six unannounced visits each year. The minimum requirements address some factors associated with high quality care in the literature, but fall short of the benchmark standards recommended by the National Institute for Early Education Research. However, Tennessee has a voluntary incentive program called the Star-Quality Child Care Program, which rewards those centers that raise the bar on quality. Through annual inspections, centers may qualify for the Star program and earn from one to three stars depending on their level of quality. The criteria for the highest level of quality are research-based standards of quality that have been correlated to more positive academic outcomes for children.

As of June 2005, there were 114 child care centers that had earned three stars. The total capacity of the centers with three stars is 11,775 or 59% of the total capacity for all licensed centers.

Overall, most parents are very satisfied with the type of child care that their child is receiving or has received. Among current parents, 80% of survey respondents indicated that they were very satisfied compared to 70% among past users: only 5% and 6% respectively were not satisfied.

Survey respondents were also asked about the availability of assistance from their employer in providing care for their children. Nationally, in 2005, 14% of all workers had access to employer assistance for childcare including funding (3%), on site or off site child care (5%) and resource and referral services (10%).<sup>6</sup> Based on data from the 2006 countywide survey, 9% of respondents indicated that their employer provided financial assistance for child care, 13% provided on or near site child care, 12% provided on or near site backup care and 12% provided resource or referral services. In addition, 37% said that their employer provided paid time off to deal with child related issues and 48% indicated that their employer provided flexible work hours.

### Elementary and Secondary Education in Hamilton County

According to the 2000 Census, there were 53,191 children in kindergarten through 12th grade in Hamilton County. Most of these children were attending public school, but at a lower rate than nationally or in Tennessee. The gap was greatest among those young people in high school. In Hamilton County, 21.4% of students were in private school compared to 9.4% nationally and 10.4% in Tennessee. Hamilton County's reliance on private schools was driven by children living outside of Chattanooga and high school attendance: 27.1% of all high school students living outside of Chattanooga reported attending private school.

The 2000 Census data is consistent with data collected by the National Center for Education Statistics (NCES). In 2003 – 2004, NCES reports that there were 10,468 Hamilton County children attending private schools in grades K-12 compared to HCDE's twenty day enrollment of 39,832: thus, total private school enrollment totaled 21% of all young people attending public or NCES reporting private schools in the county. By the 12th grade, however, 29% of all attending students in Hamilton County were in private school.

Public vs. private school attendance varies by race: 27% of all white students in the County attended private school compared to 8% of non-white students.

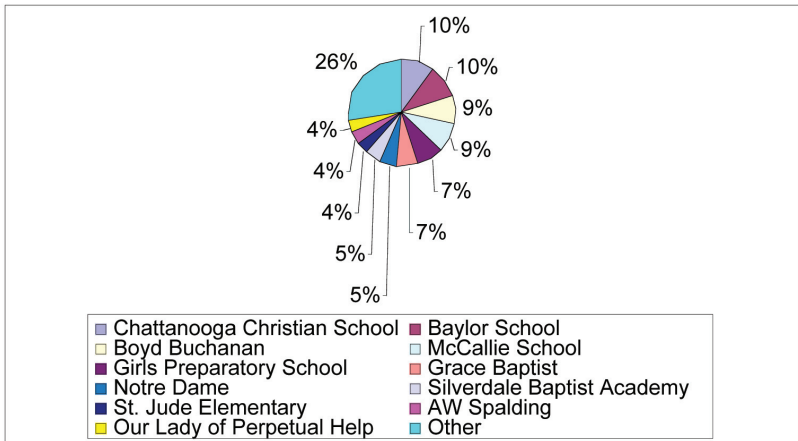
**Table 3: Public vs. Private School Attendance, Hamilton County, 2003-4**

Grade	Public	Private	Total	Public %	Private %
1	3129	645	3774	82.9	17.1
2	2987	603	3590	83.2	16.8
3	3165	614	3779	83.8	16.2
4	3133	616	3749	83.6	16.4
5	3180	587	3767	84.4	15.6
6	3207	874	4081	78.6	21.4
7	3213	901	4114	78.1	21.9
8	3242	892	4134	78.4	21.6
9	3735	1078	4813	77.6	22.4
10	2904	1017	3921	74.1	25.9
11	2500	997	3497	71.5	28.5
12	2232	895	3127	71.4	28.6
<b>Total K - 12</b>	<b>39832</b>	<b>10468</b>	<b>50300</b>	<b>79.2</b>	<b>20.8</b>
White	24759	9230	33989	72.8	27.2
Non White	15073	1238	16311	92.4	7.6

Source: National Center for Education Statistics and Hamilton County Department of Education

The ten largest private schools account for approximately three-quarters of the total private school enrollment in Hamilton County.

**Top Ten Private School Enrollments in Hamilton County, 2003 - 4**

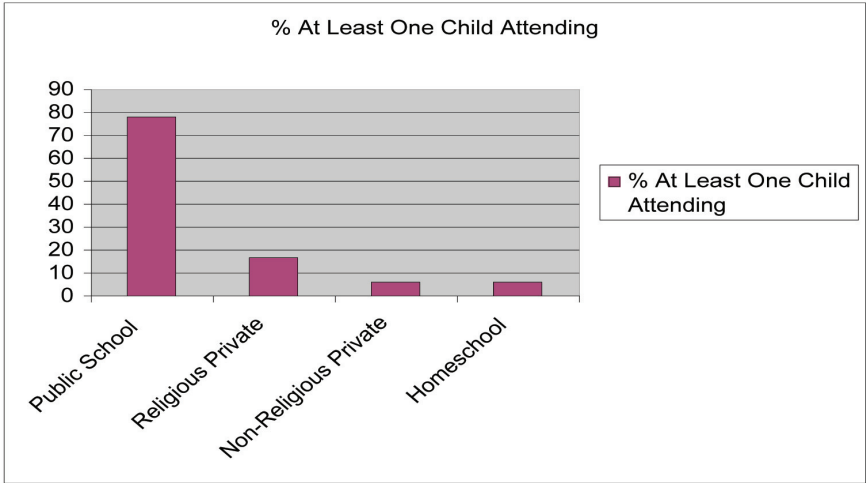


Source: National Center for Education Statistics

Neither Census data nor NCES data track the number of children who are being home schooled. Nationally, NCES estimates that in 2003, there were 1.1 million homeschooled students in the United States: approximately, 2.2% of all students in the nation.

Among Hamilton County survey respondents with children in school, 78% had a least one child in public school, 17% had at least one child in a religious private school, 6% had at least one child in a non-religious private school and 6% reported homeschooling at least one child. Families with more than one child may have one child in one form of school and other children in other forms: for example, 8% of respondents with children in public schools also reported at least one child in a private school or who is being homeschooled.

**Public and Private School Attendance and Homeschooling, 2006**



Source: 2006 SOCRR Survey

*Quality of Education*

As part of the countywide survey, parents were asked about the quality of education in their child’s school. Overall, 43% indicated that the quality was excellent, 34% indicated that it was good, 13% indicated that it was only fair and 10% indicated that it was poor.

Among parents of children in public school, 35% indicated that the quality was excellent, 38% said it was good, 15% said it was only fair and 12% said that it was poor. While white respondents were more likely than non-white respondents to rate the quality of their child’s school as excellent, there was no difference based on respondent income.

**Table 4: Parent Views on School Quality**

	<u>All</u>	<u>Public School</u>	<u>White</u>	<u>Non- White</u>	<u>Income &lt; \$50,000</u>	<u>Income &gt; \$50,000</u>
<u>Excellent</u>	43%	35%	46%	36%	42%	43%
<u>Good</u>	34%	38%	34%	35%	34%	33%
<u>Fair</u>	13%	15%	11%	18%	12%	15%
<u>Poor</u>	10%	12%	10%	10%	12%	10%

Source: 2006 SOCRR Survey

### Attendance

Not surprisingly, there is a relationship between attendance and student performance. Students who fail to regularly attend school are less likely to perform well in school.

Under the federal No Child Left Behind Act, the State of Tennessee has established an attendance goal of 93%: in other words, on average, students should be in school 93% of the time. While the goal is for the entire district, it can also be applied to individual students: those students who attend school 93% or more of the time would meet the standard.

Districtwide, in 2005, HCDE kindergarten to eighth grade students were in school 94.2% of the time and students in high school attended 91.4% of the time. But at the individual student level, significant numbers of students were in school far less.

Between kindergarten and eighth grade, the percentage of students who failed to meet the 93% standard and were absent 7% or more of the time ranged from 26.1% in third grade to 35.3% in eighth grade. A significant increase in the percentage of students falling below the goal takes place in middle school – with the cohort not meeting the standard going from 26.3% in fifth grade to 35.3% in eighth grade.

In high school, 36.1% of 9th graders failed to meet the attendance goal. That percentage shrinks in 10th and 11th grade to 32.5% and 31.2% respectively and then increases again to 35.3% in 12th grade. One reason for higher attendance rates in 10th and 11th grade may be that those students who are not attending drop out. The high school cohort drops from 1340 in ninth grade to 815 in 12th grade.

**Table 5: Public School Attendance by Grade**

Grade level	Total	Below required attendance	
		Frequency	Rate
Kindergarten	3282	1096	33.4%
01	3194	892	27.9%
02	3067	826	26.9%
03	3053	796	26.1%
04	3252	876	26.9%
05	3134	824	26.3%
06	2844	885	31.1%
07	2918	1022	35.0%
08	2889	1021	35.3%
09	3707	1340	36.1%
10	2940	955	32.5%
11	2423	757	31.2%
12	2307	815	35.3%

Source: Hamilton County Department of Education

### Student Performance – Third Grade Math and Reading

How are students performing in public school? One way to measure performance in elementary school is to look at standardized tests that are administered in the third grade. The third grade tests are particularly important. By the time a student reaches third grade, much of their basic brain development has taken place. In third grade, students are tested on their proficiency in both math and reading and language.

Among all third graders, 10.6% scored below proficient on the reading test, 50.6% scored as proficient and 38.8% scored as advanced. Performance varied by race and family income. Half or more of both white and Asian American students scored as advanced on the reading and language test. Among Latino students who took the exam, 41.3% were advanced.<sup>7</sup>

On the other hand, only 21.8% of students in households that were eligible – based on income – for free or reduced fee lunch scored as advanced: 17.4% were below proficient in reading, approximately two-thirds higher than the overall population. Among all students who scored as below proficient on the reading test, 82.9% were eligible for free or reduced lunch. Among African American students, just 15.8% scored as advanced in reading and language

– less than one-third of the percentage for white students: more than one in five African American third graders scored below proficient on the reading and language exam.

**Table 6: Third Grade Reading Test Performance by Free/Reduced Lunch Eligibility, 2004-5**

	Economic Disadvantage	Non-Disadvantaged	Total	%Economic Disadvantage
Below Proficient	261	54	315	82.9%
Proficient	925	540	1465	63.1%
Advanced	310	818	1128	27.5%

Source: Hamilton County Department of Education

**Table 7: Third Grade Reading Test Performance by Race, 2004-5**

	TOTAL	Advanced %	Proficient %	Below Proficient %
White	3754	50.0	44.3	5.6
African American	1940	15.8	62.9	21.3
Asian Pacific Islander	92	50.0	43.5	6.5
Native American	6	0.0	66.7	33.3
Hispanic	92	41.3	54.3	4.3

Source: Hamilton County Department of Education

Among all third graders, 17.3% scored below proficient on the math test, 41% scored in the proficient range and 41.7% scored in the advanced range. Among students eligible for free or reduced lunch, 24.5% scored in the advanced range, 48.8% in the proficient range and more than one quarter – 26.7% -- below proficient. Among those students who scored below proficient on math, 80% were from households eligible for free or reduced lunch.

Among white students, 54.1% scored in the advanced range, compared to 49.1% of Asian American students, 26.7% of Latino students and 17.9% of African American students.

**Table 8: Third Grade Math Performance by Free/Reduced Lunch Eligibility, 2004-5**

Math Status	Economic Disadvantage	Non-Disadvantaged	Total	%Economic Disadvantage
Below Proficient	413	103	516	80.0%
Proficient	755	455	1210	62.4%
Advanced	379	856	1235	30.7%

Source: Hamilton County Department of Education



**Table 9: Third Grade Math Test Performance by Race, 2004-5**

<b>Math Proficiency</b>		<b>Advanced %</b>	<b>Proficient %</b>	<b>Below Proficient %</b>
White	3768	54.1	36.0	9.8
African American	1940	17.9	50.5	31.5
Asian Pacific Islander	106	49.1	37.7	13.2
Native American	6	33.3	33.3	33.3
Hispanic	172	26.7	41.9	31.4

Source: Hamilton County Department of Education

### Student Performance – Going to College

According to the 2006 countywide survey, the overwhelming majority – 95% -- of parents of children in Hamilton County plan for their child to attend college. And, the majority of graduates from Hamilton County public schools go on to a two or four year college. In 2005, 1349 Hamilton County public high school graduates enrolled in college – with 57.8% going on to four year colleges.

Most graduates in Hamilton County go on to one of two local public colleges – the University of Tennessee at Chattanooga (UTC) or Chattanooga State. In 2005, of all Hamilton County public high school graduates going on to college, 38.5% went to Chattanooga State and 23.6% went to UTC.

In 2005, UTC had 7,277 undergraduate students – including 1,087 part-time students. It had a first time freshman class of 1,456 degree seeking students. Among all undergraduates, 57.6% were women, 71.9% were white and non-Latino, 22.2% were African American, 2.9% were Asian American and 1.5% were Latino. Based on Fall 2005 enrollment, there were 4,198 UTC students from Hamilton County – 48% of the total university enrollment.

**Table 10: Hamilton County Department of Education Students and College**

<b>School</b>	<b>Enrollment</b>	<b>%</b>
Chattanooga State Technical Community College	520	38.5
University of Tennessee Chattanooga	319	23.6
University of Tennessee	117	8.7
Middle Tennessee State University	68	5.0
Tennessee Technological University	33	2.4
Nashville State Technical Community College	25	1.9
East Tennessee State University	24	1.8
Tennessee State University	23	1.7
Austin Peay State University	15	1.1
Cleveland State Community College	10	0.7
Tennessee Wesleyan College	10	0.7
Other	185	13.7
	1349	100.0

Source: Public Education Foundation

In 2003, based on data compiled for Education Trust, UTC had a 2003 six year graduation rate of 40.7% -- in others words, out of every ten students starting as an undergraduate at UTC, four will complete their degree within six years. Graduation rate varied by race and ethnicity – with Asian Americans (52.4%) and African Americans (41.4%) having a higher graduation rate than white students. Female students (44.5%) also had a higher graduation rate than men (35.4%).

For its 2005 term, Chattanooga State had 7,836 students, including 1,341 first time students: 60.5% of the entering class members were women. Among all students at Chattanooga State, 78.9% were white, 16.9% were African American, 1.7% were Asian American and 1.5% were Latino. In 2005, 713 students graduated from Chattanooga State.

### *Comparisons between Chattanooga and Other Midsize Cities and Regions*

Single parent households: Among the benchmark counties, Hamilton County ranked fifth out of 14 as to the percentage of children in single parent households. With 26.5% of children in a single parent household, Hamilton County exceeded the fourteen county average of 24.8% of children in single parent households.

**Table 11: Children in Single Parent Households**

<b>Counties</b>	<b>% of own children in single parent households 2000</b>
Richland County (Columbia), SC	29.9
Ingham County (Lansing), MI	28.2
Forsyth County (Winston-Salem), NC	27.4
Cumberland County (Fayetteville), NC	26.7
Hamilton County (Chattanooga), TN	26.5
Lane County (Eugene), OR	25.6
Winnebago County (Rockford), IL	25.5
Allen County (Fort Wayne), IN	24.5
Washoe County (Reno), NV	23.8
Lehigh County (Allentown), PA	23.5
Madison County (Huntsville), AL	23.0
Marion County (Salem), OR	22.5
Washtenaw County (Ann Arbor), MI	20.7
Ada County (Boise), ID	18.9

Source: Kids Count - Census 2000

Childhood Poverty: Among the 14 mid-size counties considered for cross jurisdictional comparison, there was a range in the percentage of children in poverty from 8.6% in Washtenaw County to 18.1% in Marion County, Oregon.<sup>8</sup> The average percentage of children in poverty was 14.2. Hamilton County was tied for third in the percentage of children 18 years old and younger living in poverty: it was fourth in the percentage of families with children living below poverty.

**Table 12: Childhood Poverty in 14 Midsize Counties**

<b>County</b>	<b>Families with Children Below Poverty %</b>	<b>Children in Poverty %</b>
Marion	15.1	18.1
Richland	14.5	17.5
Cumberland	14.2	16.8
Hamilton	14.1	16.8
Lane	14.8	16.1
Forsyth	12.3	15.1
Ingham	12.8	14.6
Madison	12.2	14.1
Lehigh	10.9	13.7
Winnebago	10.7	12.9
Allen	10.3	12.4
Washoe	10.3	12.2
Ada	7.9	9.2
Washtenaw	7.4	8.6

Source: Census 2000

Public school attendance: In 2000, among the 14 mid-size counties considered for cross jurisdictional comparison, there was a range in the percentage of children attending public school from 79.1% in Allen County to 93.8% in Washoe County. The average was 87.6%. Hamilton County had the third lowest rate of public school attendance with 81.5%.

**Table 13: Private vs. Public School Enrollment**

County	Total	Public%	Private%
Washoe	62229	93.8	6.8
Cumberland	61841	93.0	7.0
Lane	54942	92.1	7.9
Ada	58736	91.6	8.4
Marion	55606	91.0	9.0
Richland	59330	90.2	9.8
Washtenaw	51410	90.0	10.0
Forsyth	53625	89.2	10.8
Madison	51678	87.1	12.9
Lehigh	57231	86.4	13.6
Winnebago	54037	81.9	18.1
Hamilton	53191	81.5	18.5
Ingham	56177	80.1	19.9
Allen	65971	79.1	20.9
<b>Average</b>		87.6	12.4

Source: Census 2000

Graduation rates: It is very difficult to compare high school graduation rates across jurisdictions. First, there are different ways to calculate graduation rates: no one method is applicable nationally. Second, graduation means different things in different jurisdictions: different states have different standards for graduation.

Nevertheless, The Urban Institute has undertaken an effort to look at graduation rates based on the number of students graduating as a percentage of the cohort of the freshman year class.<sup>9</sup> Based on data from 2001 (the most recent available data) for the largest school systems in each of the 14 benchmark counties, graduation rates ranged for 44.3% to 95.3% with an average of 65.4%. For 2001, Hamilton County had a 51.9% graduation rate – the fourth lowest among the benchmark counties.

**Table 14: High School Graduation Rate, 2001**

<b>Cities</b>	<b>Enrollment</b>	<b>Total Grad Rate</b>
Eugene, OR	18,432	95.3
Boise, ID	26,598	92.9
Salem/Keizer, OR	35,108	86.8
Ann Arbor, MI	16,539	79.5
Cumberland County, NC	50,850	68.7
Forsyth County, NC	44,769	65.7
Fort Wayne, IN	31,843	63.4
Huntsville, AL	22,832	59.8
Allentown, PA	16,424	56.9
Washoe County, NV	56,268	55.2
Hamilton County, TN	39,915	51.9
Rockford, IL	27,399	50.5
Lansing, MI	17,610	44.9
Richland County, SC	27,061	44.3

Source: Urban Institute

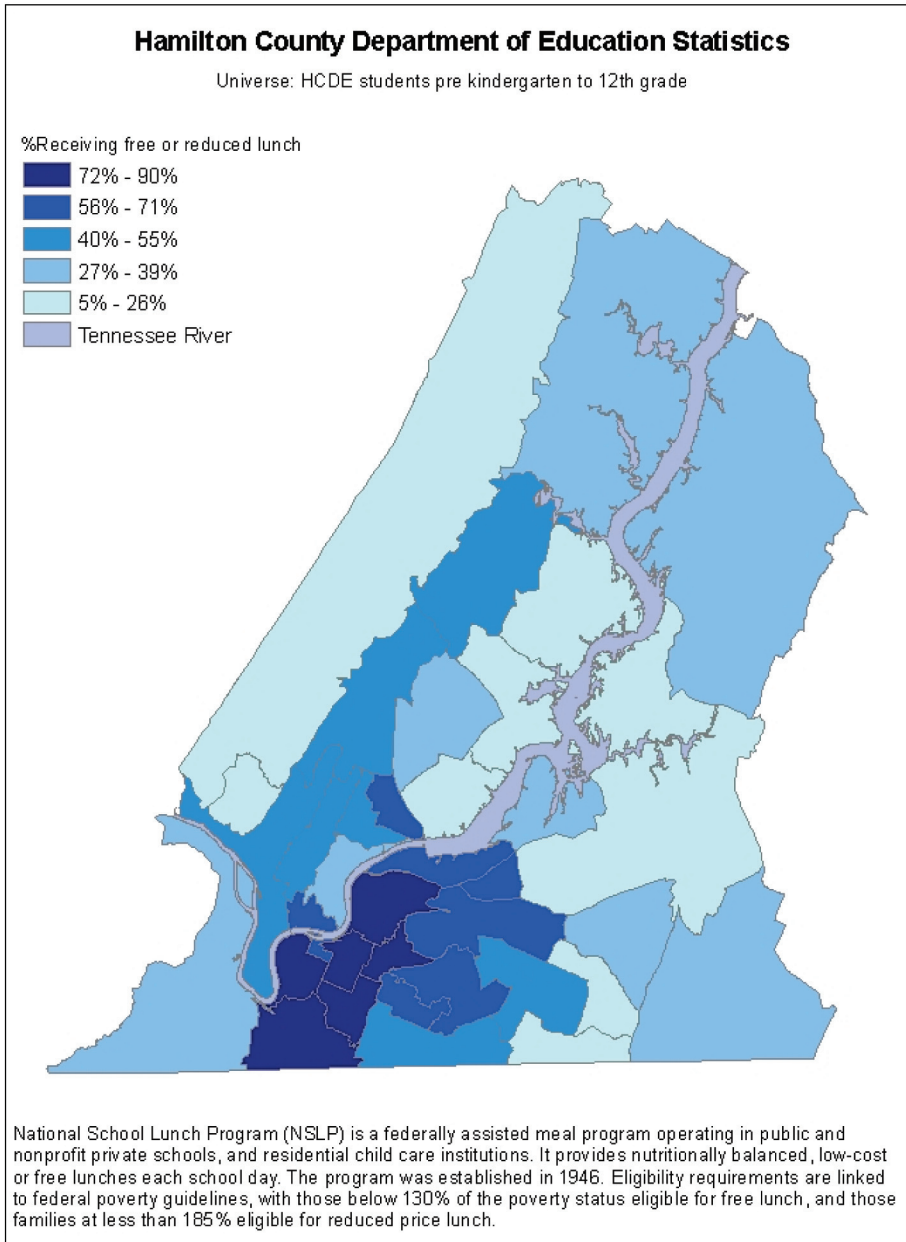
*Neighborhood by Neighborhood Analysis*

The percentage of public school students living in or near poverty differs greatly from neighborhood to neighborhood. In 15 neighborhoods, more than half of all children attending public school are eligible for reduced or free lunch based on their household income. The six neighborhoods with the highest rates of eligibility – all with more than 85% of public school students eligible – accounted for 39.7% of all eligible students in the County: they accounted for just 19.6% of the overall student population.

**Table 15: Reduced and Free Lunch Eligibility by Neighborhood**

Neighborhood	%Reduced Lunch
Ridgedale/Oak Grove/Clifton Hills	90.3%
Downtown	90.2%
Amnicola/East Chattanooga	88.3%
Bushtown/Highland Park	88.1%
South Chattanooga	87.6%
Glenwood/Eastdale	85.4%
Tyner/Greenwood	70.9%
Woodmore/Dalewood	70.5%
North Chattanooga/Hill City/UTC	66.7%
Brainerd	65.5%
Bonny Oaks/Highway 158	64.6%
Dupont/Murray Hills	58.3%
Red Bank	54.6%
Mtn Creek/Moccasin Bend	53.8%
East Ridge	52.6%
Hickory Valley/Hamilton Place	47.5%
Soddy Daisy	43.3%
Lupton City/Norcross	43.1%
Falling Water/Browntown	41.8%
Collegedale	38.8%
Riverview/Stuart Heights	38.6%
Harrison	36.3%
Birchwood	35.1%
Bakewell	34.3%
Apison	32.4%
Lookout Valley/Lookout Mtn	30.6%
Hixson	30.3%
Dallas Bay/Lakesite	25.8%
Harrison Bay	25.3%
Westview/Mountain Shadows	24.1%
Northgate/Big Ridge	23.7%
East Brainerd	21.7%
Ooltewah/Summit	18.1%
Middle Valley	17.5%
Walden/Mowbray/Flat Top Mtn	16.2%
Signal Mtn	4.9%
Hamilton County Department of Education	

**Map 1**



Children living in foster care are highly concentrated in the two regions within the county that form the Downtown core. Countywide, there are over 500 children per 100,000 households in foster care. In two, the rate of children in foster care is double (1000.8 in East Chattanooga/Highway 58) and triple the countywide rate (1546.1 in Downtown/South Chattanooga).

**Table 16: Foster Care by Region**

<b>Region</b>	<b>Count</b>	<b>Households</b>	<b>Foster Care/100000</b>
East Brainerd	30	16676	179.9
East Hamilton County	34	15017	226.4
North Hamilton County	26	13074	198.9
Hixson	33	14300	230.8
Lookout Mountain/Signal Mountain	18	8798	204.6
North Chattanooga/Red Bank	46	17429	263.9
Downtown/South Chattanooga	239	15458	1546.1
East Ridge/Brainerd	105	16829	623.9
East Chattanooga/Highway 58	117	11691	1000.8
Tennessee Department of Children's Services			

Access to child care and child care capacity differs by neighborhood as well. Capacity was assessed on the basis of the number of slots in child care centers and the area's population under the age of 5 years old in 2000. The lowest capacity was in North Hamilton County, where there were only .69 child care slots for every child. By comparison, there were 1.69 slots per child in Downtown/South Chattanooga: in part, this may be explained by parent decisions to place their children in child care nearer to where they work rather than where they live.



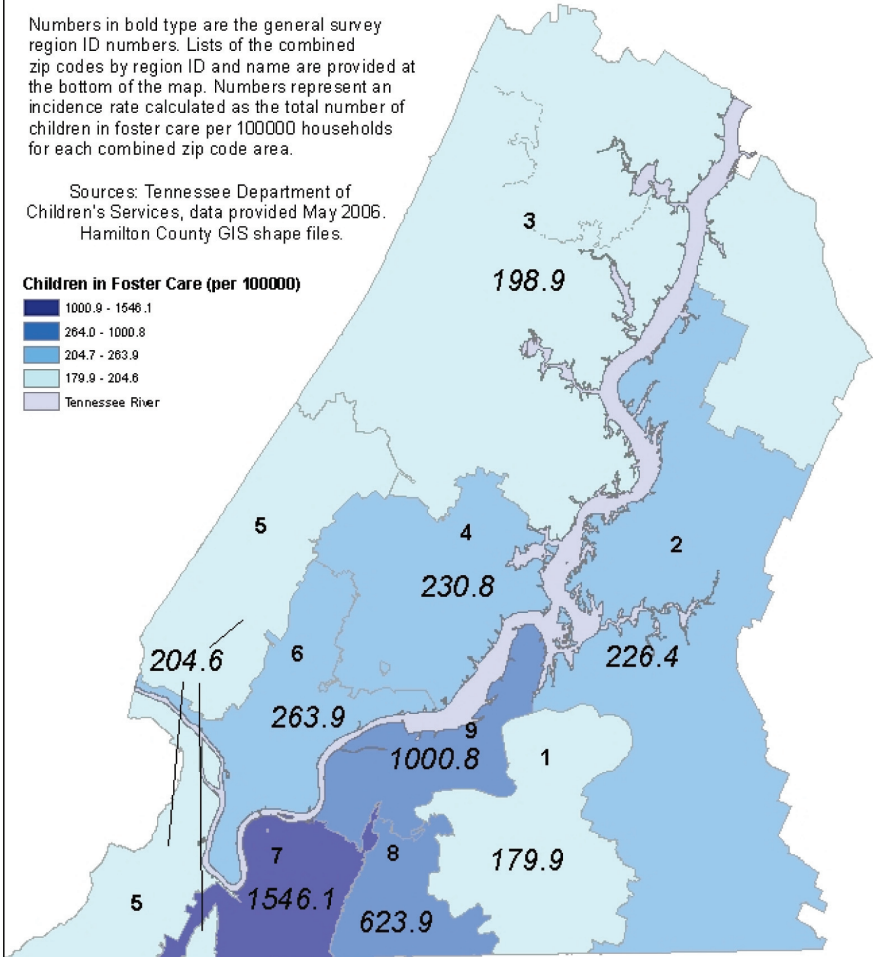
Map 2

# **Hamilton County SOCRR Survey Regions And Children in Foster Care: Incidence Per 100000 Households**

Numbers in bold type are the general survey region ID numbers. Lists of the combined zip codes by region ID and name are provided at the bottom of the map. Numbers represent an incidence rate calculated as the total number of children in foster care per 100000 households for each combined zip code area.

Sources: Tennessee Department of Children's Services, data provided May 2006.  
Hamilton County GIS shape files.

## **Children in Foster Care (per 100000)**



1	3	5	6	7	8
East Brainerd ZIP CODE 37421	North Hamilton ZIP CODES 37373 37379 37308 37338 37336	Lookout Mtn/ Signal Mtn/ Lookout Valley ZIP CODES 37377 37419 37350	North Chattanooga/ Red Bank ZIP CODES 37415 37351 37405	Downtown/ South Chattanooga ZIP CODES 37402 37403 37404 37407 37408 37409 37410	East Ridge/ Brainerd ZIP CODES 37411 37412 9 East Chattanooga/ Downtown ZIP CODES 37416 37406
2	4				
East Hamilton ZIP CODES 37363 37341 37302 37353	Hixson ZIP CODE 37343				

The highest concentrations of three star centers per under five year old population were in East Chattanooga, East Ridge/Brainerd and Lookout Mountain/Signal Mountain. The lowest concentration of three star centers was in North Hamilton County. Among child care centers in the region, Downtown/South

Chattanooga, East Ridge/Brainerd and North Hamilton County had the lowest percentage of three star centers.

Table 17: Child Care Capacity and Access by Region

REGION	Number Licensed Centers	Capacity	# Families First Enrollments	# 3 Star Centers	2000 Population < 5	Capacity/ Population	3 Stars/ Population	3 Star %
East Brainerd	27	2557	189	13	2310	1.11	562.77	48.1
East Hamilton County	15	2024	32	11	2276	0.89	483.30	73.3
North Hamilton County	20	1259	37	7	1816	0.69	385.46	35.0
Hixson	24	2325	94	14	2194	1.06	638.10	58.3
Lookout Mountain/Signal Mountain	15	1235	14	8	1239	1.00	645.68	53.3
North Chattanooga/Red Bank	23	1651	115	10	2006	0.82	498.50	43.5
Downtown/South Chattanooga	63	4375	1015	16	2596	1.69	616.33	25.4
East Ridge/Brainerd	49	2833	416	17	2241	1.26	758.59	34.7
East Chattanooga	44	1675	394	18	2036	0.82	884.09	40.9

Source: Tennessee Department of Human Services

Public school enrollment rates vary by neighborhood as well. The ten neighborhoods with the largest number of public school students account for 44% of student enrollment, compared to 39.4% of the overall population. In 8 neighborhoods, public school students are more than 15% of the total population.

The percentage of children from a neighborhood in special education classes ranged from a low of 9.1% for children from Signal Mountain to a high of 18.1% for children from the Downtown/area. Bakewell (16.9%), Birchwood (16.9%), Soddy Daisy (16.4%) and South Chattanooga (15.8%) were among the other top five neighborhoods with percentages of children in special education.<sup>10</sup>

**Table 18: Public School Enrollment by Neighborhood**

Neighborhood	Enrollment	% Total Enrollment	Population	% Total Population	Public School Enrollment as % of Total Population
East Ridge	2325	6.0	20768	6.7	11.2
Ooltewah/Summit	1720	4.4	10455	3.4	16.5
South Chattanooga	1673	4.3	12409	4.0	13.5
Woodmore/Dalewood	1663	4.3	11374	3.7	14.6
Dallas Bay/Lakesite	1563	4.0	10339	3.4	15.1
Ridgedale/Oak Grove/Clifton Hills	1479	3.8	8619	2.8	17.2
Amnicola/East Chattanooga	1475	3.8	8096	2.6	18.2
Hixson	1441	3.7	12312	4.0	11.7
Collegedale	1323	3.4	10843	3.5	12.2
Walden/Mowbray/Flat Top Mtn	1251	3.2	7976	2.6	15.7
Soddy Daisy	1190	3.1	8048	2.6	14.8
Hickory Valley/Hamilton Place	1149	3.0	10263	3.3	11.2
Tyner/Greenwood	1134	2.9	8695	2.8	13.0
Middle Valley	1133	2.9	8799	2.9	12.9
Bushtown/Highland Park	1122	2.9	7805	2.5	14.4
Red Bank	1122	2.9	10172	3.3	11.0
Glenwood/Eastdale	1092	2.8	6851	2.2	15.9
Harrison	1052	2.7	7797	2.5	13.5
Bonny Oaks/Highway 58	997	2.6	6060	2.0	16.5
Bakewell	982	2.5	6186	2.0	15.9
Dupont/Murray Hills	977	2.5	8320	2.7	11.7
Birchwood	975	2.5	6783	2.2	14.4
Westview/Mountain Shadows	959	2.5	8111	2.6	11.8
Brainerd	885	2.3	7631	2.5	11.6
East Brainerd	860	2.2	7987	2.6	10.8
Harrison Bay	843	2.2	5724	1.9	14.7
Lookout Valley/Lookout Mtn	823	2.1	7209	2.3	11.4
Downtown	757	2.0	7014	2.3	10.8
Falling Water/Browntown	756	2.0	7247	2.4	10.4
Signal Mtn	734	1.9	6437	2.1	11.4
Apison	722	1.9	9347	3.0	7.7
Mtn Creek/Moccasin Bend	664	1.7	7617	2.5	8.7
Lupton City/Norcross	608	1.6	5984	1.9	10.2
Northgate/Big Ridge	562	1.5	5502	1.8	10.2
North Chattanooga/Hill City/UTC	408	1.1	6768	2.2	6.0
Riverview/Stuart Heights	337	0.9	6348	2.1	5.3

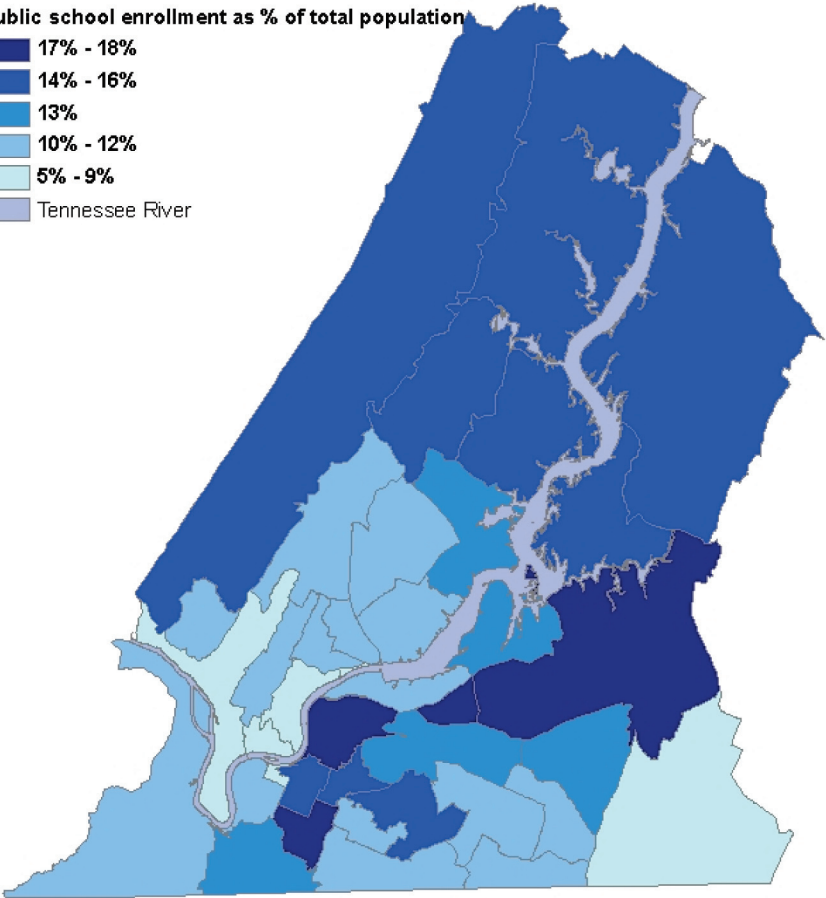
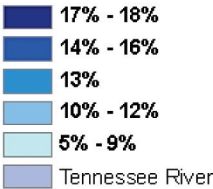
Source: Hamilton County Department of Education

Map 3

Hamilton County Department of Education Statistics

Universe: HCDE students pre kindergarten to 12th grade

Public school enrollment as % of total population



**Table 19: Special Education by Neighborhood**

Neighborhood	Total Enrollment	%Special Education	Special Education Enrollment
Downtown	757	18.1%	137
Birchwood	975	16.9%	165
Bakewell	982	16.9%	166
Soddy Daisy	1190	16.4%	195
South Chattanooga	1673	15.8%	264
Riverview/Stuart Heights	337	15.7%	53
Amnicola/East Chattanooga	1475	15.0%	221
Mtn Creek/Moccasin Bend	664	14.8%	98
Red Bank	1122	14.7%	165
North Chattanooga/Hill City/UTC	408	14.5%	59
Bushtown/Highland Park	1122	14.3%	160
Falling Water/Browntown	756	14.0%	106
Walden/Mowbray/Flat Top Mtn	1251	13.9%	174
Ridgedale/Oak Grove/Clifton Hills	1479	13.7%	203
Dallas Bay/Lakesite	1563	13.5%	211
Collegedale	1323	13.3%	176
Middle Valley	1133	13.2%	149
Bonny Oaks/Highway 58	997	13.1%	131
Glenwood/Eastdale	1092	12.8%	140
Lupton City/Norcross	608	12.7%	77
Brainerd	885	12.4%	110
Harrison Bay	843	12.3%	104
Hixson	1441	12.3%	177
Harrison	1052	12.3%	129
Dupont/Murray Hills	977	12.2%	119
Hickory Valley/Hamilton Place	1149	11.6%	133
Tyner/Greenwood	1134	11.6%	131
Woodmore/Dalewood	1663	11.2%	187
Westview/Mountain Shadows	959	11.1%	106
Lookout Valley/Lookout Mtn	823	10.6%	87
East Brainerd	860	10.1%	87
Ooltewah/Summit	1720	9.9%	170
Apison	722	9.7%	70
East Ridge	2325	9.6%	224
Signal Mtn	734	9.1%	67
Northgate/Big Ridge	562	7.5%	42

Source: Hamilton County Department of Education

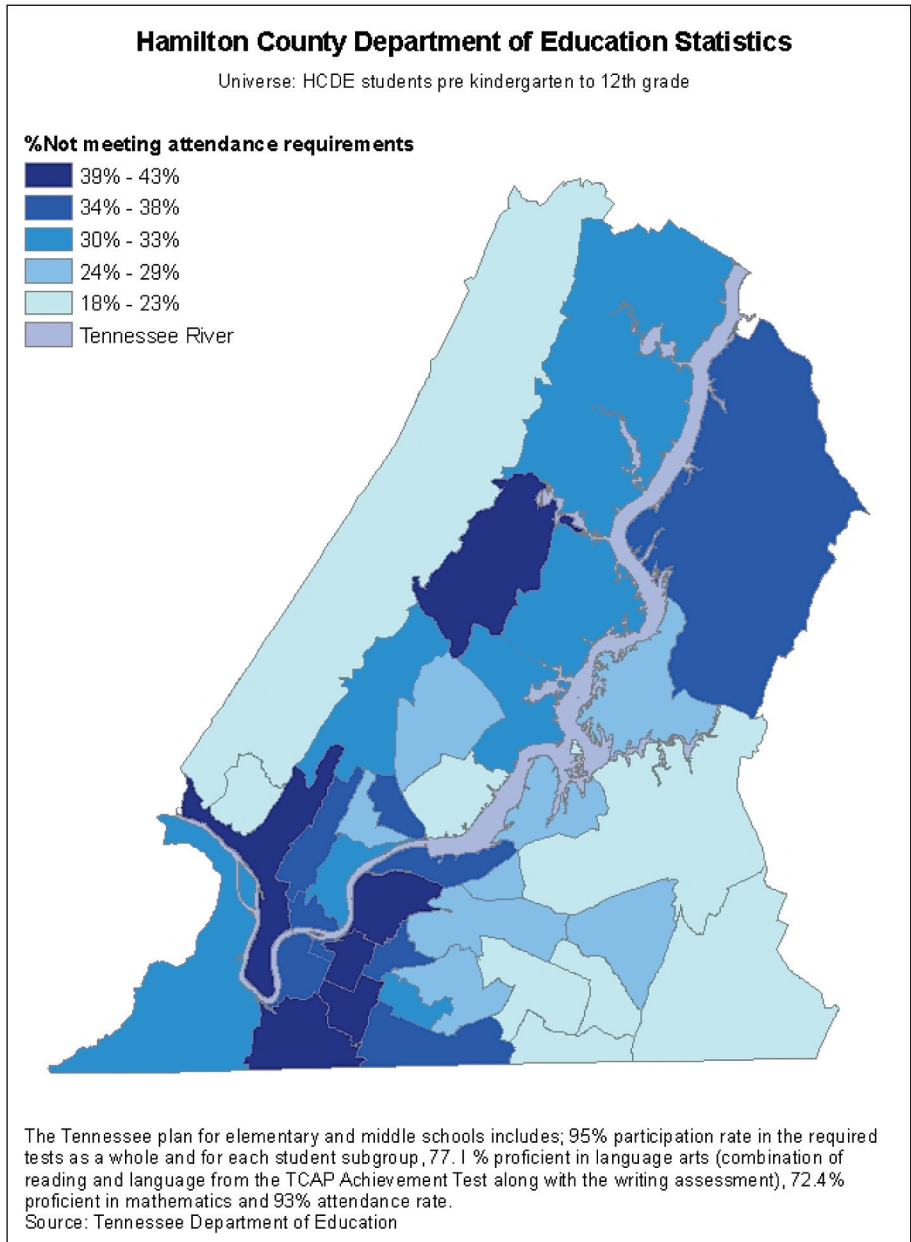
Attendance and performance vary significantly by neighborhood as well. The five neighborhoods with the highest percentage of students failing to meet the attendance goal were Soddy Daisy (42.5%), Bushtown/Highland Park (42.1%), South Chattanooga (41.1%), Amnicola/East Chattanooga (40.3%) and Ridgedale/Oak Grove/Clifton Hills (39.7%).

**Table 20: Attendance by Neighborhood**

Neighborhood	Total	%Not meeting attendance requirement
Soddy Daisy	1190	42.5%
Bushtown/Highland Park	1122	42.1%
South Chattanooga	1673	41.1%
Amnicola/East Chattanooga	1475	40.3%
Ridgedale/Oak Grove/Clifton Hills	1479	39.7%
Mtn Creek/Moccasin Bend	664	38.6%
Red Bank	1122	37.5%
North Chattanooga/Hill City/UTC	408	37.3%
Glenwood/Eastdale	1092	36.6%
East Ridge	2325	35.7%
Downtown	757	35.1%
Birchwood	975	34.9%
Dupont/Murray Hills	977	34.7%
Falling Water/Browntown	756	32.9%
Dallas Bay/Lakesite	1563	31.1%
Bakewell	982	31.0%
Brainerd	885	30.7%
Middle Valley	1133	30.7%
Riverview/Stuart Heights	337	30.0%
Lookout Valley/Lookout Mtn	823	29.8%
Lupton City/Norcross	608	29.3%
Hixson	1441	29.1%
Harrison Bay	843	28.4%
Collegedale	1323	28.3%
Woodmore/Dalewood	1663	28.3%
Bonny Oaks/Highway 58	997	27.8%
Tyner/Greenwood	1134	26.8%
Harrison	1052	25.8%
Hickory Valley/Hamilton Place	1149	23.2%
Walden/Mowbray/Flat Top Mtn	1251	23.0%
Northgate/Big Ridge	562	22.6%
Apison	722	22.3%
Westview/Mountain Shadows	959	21.6%
East Brainerd	860	21.5%
Ooltewah/Summit	1720	20.2%
Signal Mtn	734	17.6%

Source: Hamilton County Department of Education

Map 4



Two of the low attendance neighborhoods were among the five with the highest percentages of third graders scoring below proficient in math – Amnicola/East Chattanooga (36.5%) and South Chattanooga (33.6%). In two other neighborhoods, more than forty percent of third graders were below proficient in math – Downtown (46.2%) and Glenwood/Eastdale (44.7%). Brainerd had the fifth highest percentage of third graders below proficient on math – 31.1%.

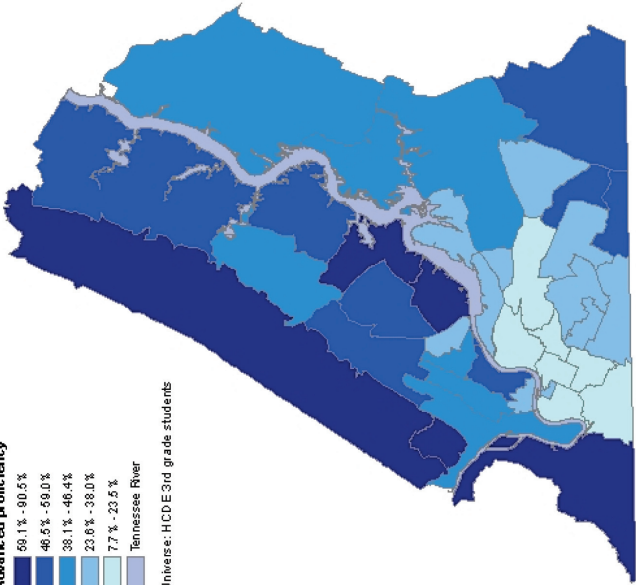
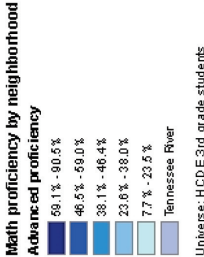
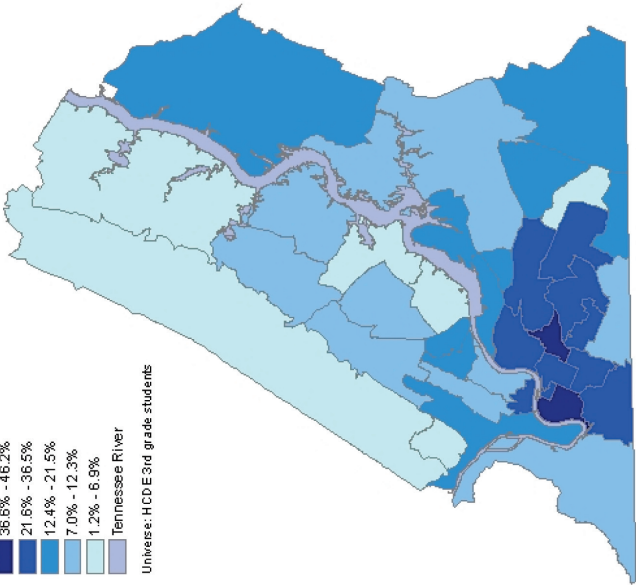
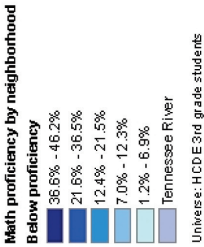
**Table 21: Math Proficiency by Neighborhood**

Neighborhood	TOTAL	Below Proficient %	Proficient %	Advanced %
Signal Mtn	84	1.2	8.3	90.5
Northgate/Big Ridge	40	5.0	22.5	72.5
Middle Valley	91	3.3	28.6	68.1
Walden/Mowbray/Flat Top Mtn	115	4.3	28.7	67.0
Lookout Valley/Lookout Mtn	67	9.0	26.9	64.2
East Brainerd	61	14.8	26.2	59.0
Bakewell	70	5.7	38.6	55.7
Westview/Mountain Shadows	72	6.9	37.5	55.6
Falling Water/Browntown	47	10.6	34.0	55.3
Dallas Bay/Lakesite	149	8.7	39.6	51.7
Hixson	135	10.4	38.5	51.1
Riverview/Stuart Heights	26	11.5	38.5	50.0
Apison	53	15.1	35.8	49.1
Harrison Bay	69	11.6	42.0	46.4
Soddy Daisy	90	8.9	45.6	45.6
Mtn Creek/Moccasin Bend	54	14.8	40.7	44.4
Ooltewah/Summit	115	10.4	45.2	44.3
Birchwood	66	13.6	43.9	42.4
Red Bank	81	12.3	45.7	42.0
Lupton City/Norcross	41	14.6	43.9	41.5
Harrison	71	15.5	46.5	38.0
Collegedale	79	21.5	40.5	38.0
East Ridge	147	11.6	51.0	37.4
Bonny Oaks/Highway 58	74	16.2	47.3	36.5
Woodmore/Dalewood	128	25.0	41.4	33.6
Hickory Valley/Hamilton Place	80	28.8	38.8	32.5
Dupont/Murray Hills	83	14.5	54.2	31.3
Brainerd	74	31.1	37.8	31.1
North Chattanooga/Hill City/UTC	31	29.0	41.9	29.0
Bushtown/Highland Park	68	25.0	51.5	23.5
Amnicola/East Chattanooga	115	36.5	46.1	17.4
Glenwood/Eastdale	76	44.7	38.2	17.1
Ridgedale/Oak Grove/Clifton Hills	88	30.7	52.3	17.0
Tyner/Greenwood	72	29.2	54.2	16.7
South Chattanooga	116	33.6	53.4	12.9
Downtown	52	46.2	46.2	7.7

\_Source: Hamilton County Department of Education



Math TCAP Results: Below Proficiency and Advanced Proficiency Statistics



Students in Grades 3-8 take the Tennessee Comprehensive Assessment Program (TCAP) Achievement Test each spring. The Achievement Test is a timed, multiple choice assessment that measures skills in Reading, Language Arts, Mathematics, Science and Social Studies. Student results are reported to parents, teachers and administrators.

Map 5

The same two low attendance neighborhoods that were among the five neighborhoods with the highest percentage of students scoring below proficient on the math exam were also among the five neighborhoods with the highest percentage of children scoring below proficient on reading -- Amnicola/East Chattanooga (36.5%) and South Chattanooga (33.6%). Downtown (25.0%)

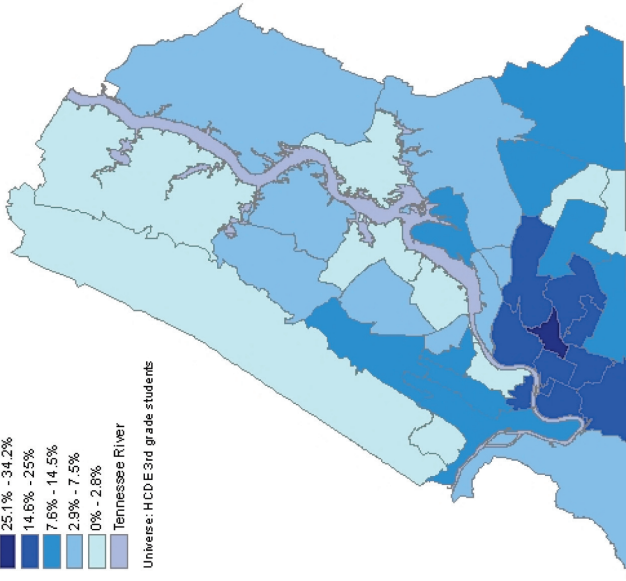
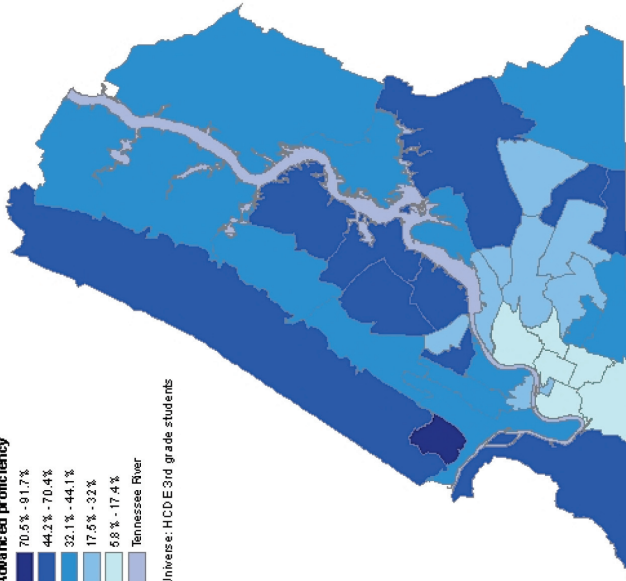
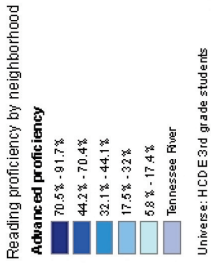
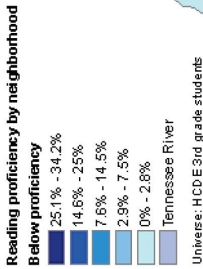
and Glenwood/Eastdale (34.2%) were also among the neighborhoods with the highest percentage of students scoring below proficient on both math and reading tests. North Chattanooga/Hill City/UTC (22.6%) rounded out the list of the five neighborhoods with the highest percentages of students scoring below proficient on the reading exam.

**Table 22: Reading Proficiency by Neighborhood**

Neighborhood	TOTAL	Below Proficient %	Proficient %	Advanced %
Signal Mtn	84	0.0	8.3	91.7
Walden/Mowbray/Flat Top Mtn	115	2.6	27.0	70.4
Middle Valley	91	1.1	37.4	61.5
Lookout Valley/Lookout Mtn	67	7.5	31.3	61.2
Northgate/Big Ridge	40	0.0	40.0	60.0
Lupton City/Norcross	38	13.2	31.6	55.3
Westview/Mountain Shadows	72	2.8	43.1	54.2
Ooltewah/Summit	114	5.3	42.1	52.6
Hixson	133	6.0	43.6	50.4
East Brainerd	58	1.7	48.3	50.0
Dallas Bay/Lakesite	149	3.4	47.7	49.0
Harrison Bay	68	1.5	54.4	44.1
Falling Water/Browntown	44	9.1	47.7	43.2
Apison	52	11.5	50.0	38.5
Soddy Daisy	90	5.6	56.7	37.8
Mtn Creek/Moccasin Bend	53	9.4	52.8	37.7
Bakewell	70	1.4	61.4	37.1
East Ridge	143	11.9	51.7	36.4
Harrison	69	14.5	49.3	36.2
Red Bank	80	12.5	52.5	35.0
Birchwood	66	4.5	60.6	34.8
Brainerd	73	20.5	45.2	34.2
Riverview/Stuart Heights	24	0.0	66.7	33.3
Collegedale	75	9.3	58.7	32.0
Dupont/Murray Hills	79	5.1	63.3	31.6
Bonny Oaks/Highway 58	74	4.1	64.9	31.1
Hickory Valley/Hamilton Place	78	14.1	55.1	30.8
Woodmore/Dalewood	128	18.8	53.1	28.1
Tyner/Greenwood	70	17.1	60.0	22.9
North Chattanooga/Hill City	31	22.6	54.8	22.6
Amnicola/East Chattanooga	115	23.5	59.1	17.4
Ridgedale/Oak Grove/Clifton Hills	80	20.0	63.8	16.3
Bushtown/Highland Park	65	23.1	63.1	13.8
Glenwood/Eastdale	76	34.2	55.3	10.5
South Chattanooga	114	20.2	70.2	9.6
Downtown	52	25.0	69.2	5.8

Source: Hamilton County Department of Education

Reading, Language Arts TCAP Results: Below Proficiency and Advanced Proficiency Statistics



Students in Grades 3-8 take the Tennessee Comprehensive Assessment Program (TCAP) Achievement Test each spring. The Achievement Test is a timed, multiple choice assessment that measures skills in Reading, Language Arts, Mathematics, Science and Social Studies. Student results are reported to parents, teachers and administrators.

Map 6

The five neighborhoods with the highest percentages of students meeting the attendance requirement were Signal Mountain (17.6%), Ooltewah/Summit (20.2%), East Brainerd (21.5%), Westview/Mountain Shadows (21.6%) and Apison (22.3%). Signal Mountain also had the highest percentage of third graders rated as advanced on the math exam (90.5%) and on the reading exam

(91.7%). In addition to Signal Mountain, Northgate/Big Ridge (72.5%/60%), Middle Valley (68.1%/61.5%), Walden (67%/70.4%) and Lookout Valley/Lookout Mountain (64.2%/61.2%) had the five highest percentages of students achieving an advanced score on the third grade math and reading exams respectively.

### **Endnotes**

<sup>1</sup> See, Lynn Karoly, M. Rebecca Kilburn, Jill S. Cannon, *Early Childhood Interventions: Proven Results, Future Promise*, RAND Corporation, 2005 (“Risks of developmental delay accrue from living in poverty, having a single parent, and having a mother with less than a high school education...”)

<sup>2</sup> Vera Institute of Justice, *Foster Care & Education*, July 2004.

<sup>3</sup> Christi Bergin, “The parent-child relationship during beginning reading,” *Journal of Literacy Research*, 2001 (“it has become common knowledge among parents that children should be read to at home.”)

<sup>4</sup> National Center for Education Statistics, *Initial Results from the 2005 NHES Early Childhood Program Participation Survey*, May 2006.

<sup>5</sup> See, *Early Childhood Interventions*.

<sup>6</sup> Bureau of Labor Statistics, *National Compensation Survey: March 2005, August 2005*.

<sup>7</sup> This cohort does not include those Latino students who are English Language Learners.

<sup>8</sup> The poverty level is based upon a national formula that examines the buying power of certain income levels for certain family sizes. Because the poverty level is set nationally, it does not take into account regional variation in the cost of goods and services. Thus, in some regions where costs are low, poverty level income will go further than above poverty level income in regions where costs are high.

<sup>9</sup> Christopher B. Swanson, *Who Graduates? Who Doesn't?: A Statistical Portrait of Public High School Graduation, Class of 2001*, Urban Institute, 2004.

<sup>10</sup> This does not include children enrolled in programs outside of the public school system, but paid for by the Hamilton County Department of Education. In this case the special education classification includes children with a disability -- a child or youth evaluated as having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, emotional disturbance, a developmental delay, an orthopedic impairment, autism, traumatic brain injury, other health impairments, a specific learning disability, deaf-blindness, multiple disabilities, or a functional delay. In Rules of State Board of Education Chapter 0520-1-9 Special Education Programs and Services. URL <http://www.state.tn.us/sos/rules/> accessed September 2006.