

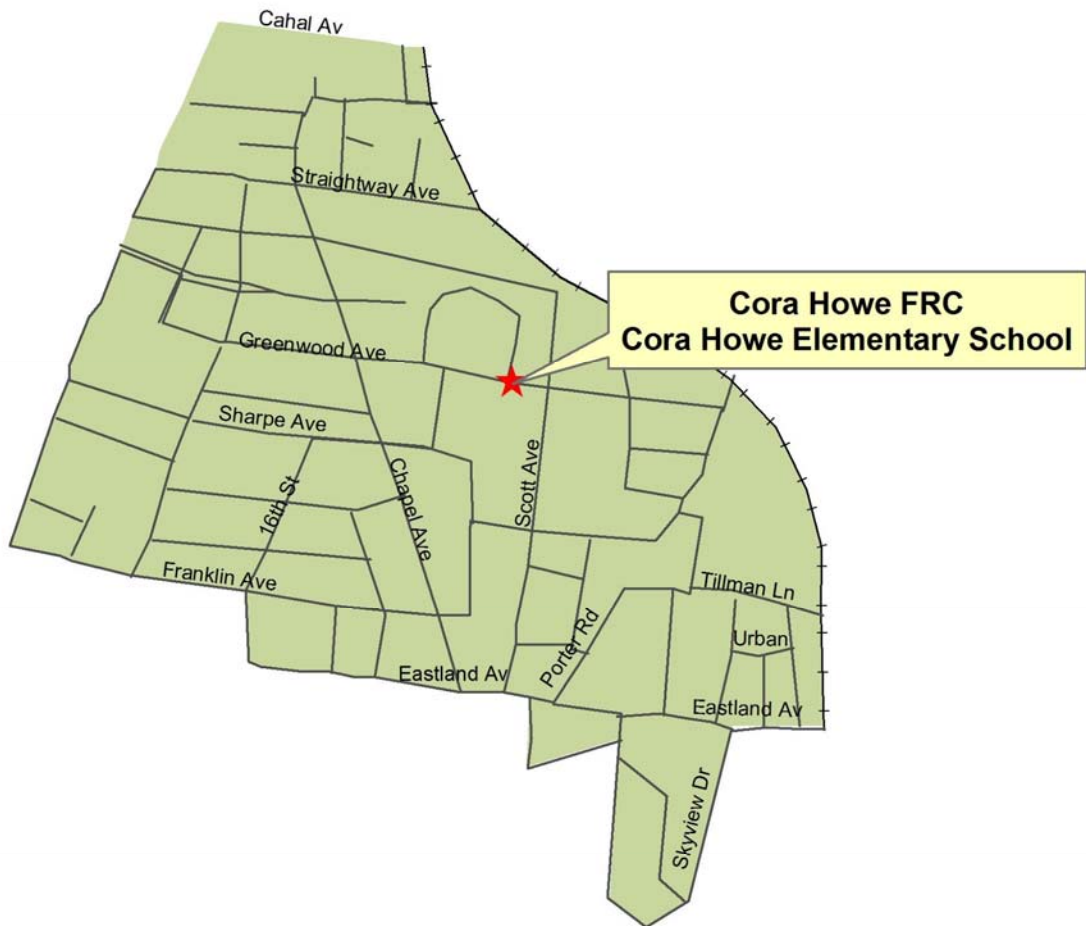
## **CORA HOWE FAMILY RESOURCE CENTER**

1928 Greenwood Avenue  
Nashville, Tennessee 37206  
(615) 262-6675

**Service Area:** Cora Howe Family Resource Center (FRC) is located in East Nashville at 1928 Greenwood Avenue at Cora Howe Elementary

School. The map below shows the school zone for Cora Howe Elementary School.

### **Cora Howe Family Resource Center**



**History:** Cora Howe Family Resource Center (FRC) began receiving United Way funding in 1997 to implement CHAMPS (Cora Howe: A Model Program for Success), a teen pregnancy prevention initiative addressing the academic, social, physical and emotional well-being of children and families at Cora Howe Elementary School.

Cora Howe FRC, in concert with the Eastwood Community, performs collaborative work toward addressing the challenges of elementary and middle school students and their families within the community of residence. The focus is an

holistic approach to service, providing opportunities for children to engage in prevention and, early intervention activities and utilize support services in an affirming manner.

Initially, Florence Crittenton served as the lead agency for the Cora Howe FRC. In 2001, Family & Children's Service became the lead agency for Cora Howe.

The current priority outcomes for Cora Howe are "Children are Succeeding in School" and "Families and Children are Safe".

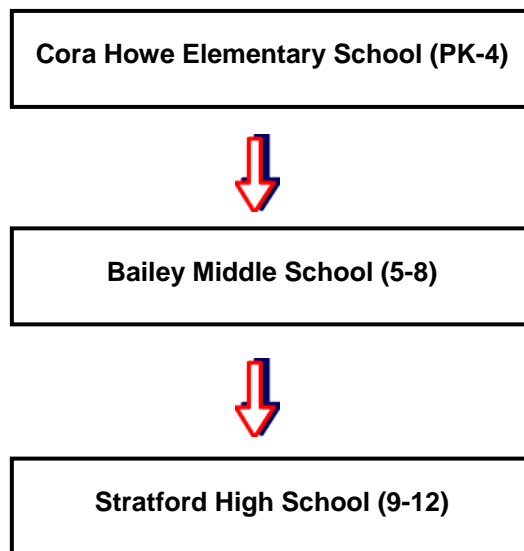
**FRC Partners:**

Family & Children's Service is the lead agency for Cora Howe FRC. Additional partner agencies include:

Bailey Middle School  
Boy Scouts of America (Cub Scouts)  
Centerstone Mental Health Services  
CHAMPS  
Cora Howe Elementary School  
Eastwood Neighbors Association  
Family & Children's Service  
Girl Scouts  
I. C. Whitestone

Nashville Adult Literacy Council  
Nashville Prevention Partnership  
OASIS  
Senior Citizens, Inc. /FLIP  
STARS (Students Taking a Right Stand)  
United Way of Metropolitan Nashville  
YMCA (Fun Company)  
YMCA Lil' Sisters/Buffalo Soldiers/Teen  
Pregnancy

**Cora Howe Elementary School Feeder Pattern**



**Notes Related to School Data:**

**(Individual profiles do not necessarily include all data types referenced in the following notes.)**

School data provided in the following charts are from the Tennessee Department of Education (TDE) website. According to the TDE, “reported data may change due to a number of factors, such as: districts correcting errors in demographic data; the (TDE) reviewing and identifying additional data errors; the application of safe harbor calculations; and schools being identified as having incomplete data.”

Information provided in previous PREP profiles reflects the data that were reported in earlier report cards posted on the TDE website.

Criterion Referenced Tests

The Tennessee 2004, 2005 and 2006 Report Cards only provided the percentage of students (school wide) scoring proficient on the criterion referenced (CRT) portion of the Tennessee Comprehensive Assessment Program (TCAP). The percentage of “proficient” students includes the percentage of students whose scores would be considered “advanced.” Previously, academic achievement data had been reported in terms of norm referenced test (NRT) scores. Further changes in testing occurred in 2005-2006. Students’ scores in reading and math in each of grades 3-8 were used to calculate the results for elementary and middle schools. This was the first year that English Language Learner (ELL) students were required to take the reading/language arts test regardless of their level of English comprehension. The inclusion of ELL student scores in the reading test computations likely impacted overall results.

ACT Scores

The degree of certainty in test scores is related to the size of the tested population. Beginning in school year 2003-2004, ACT scores were only reported as three-year averages. Data from prior years which were gathered from previous state report cards were not reported as “three-year averages.”

Gateway Exams

Gateway English II exams were not administered in 2001-2002.

Dropout Rates

The degree of certainty in dropout rates is related to the accuracy of each school’s records.

Out-of-School Suspensions

The degree of suspensions is related to the individual school’s enforcement. PREP profiles have been revised to reflect data reported on the Tennessee Department of Education website. Percent of suspensions for Davidson County middle schools were estimated using enrollment and suspension figures posted on the state website.

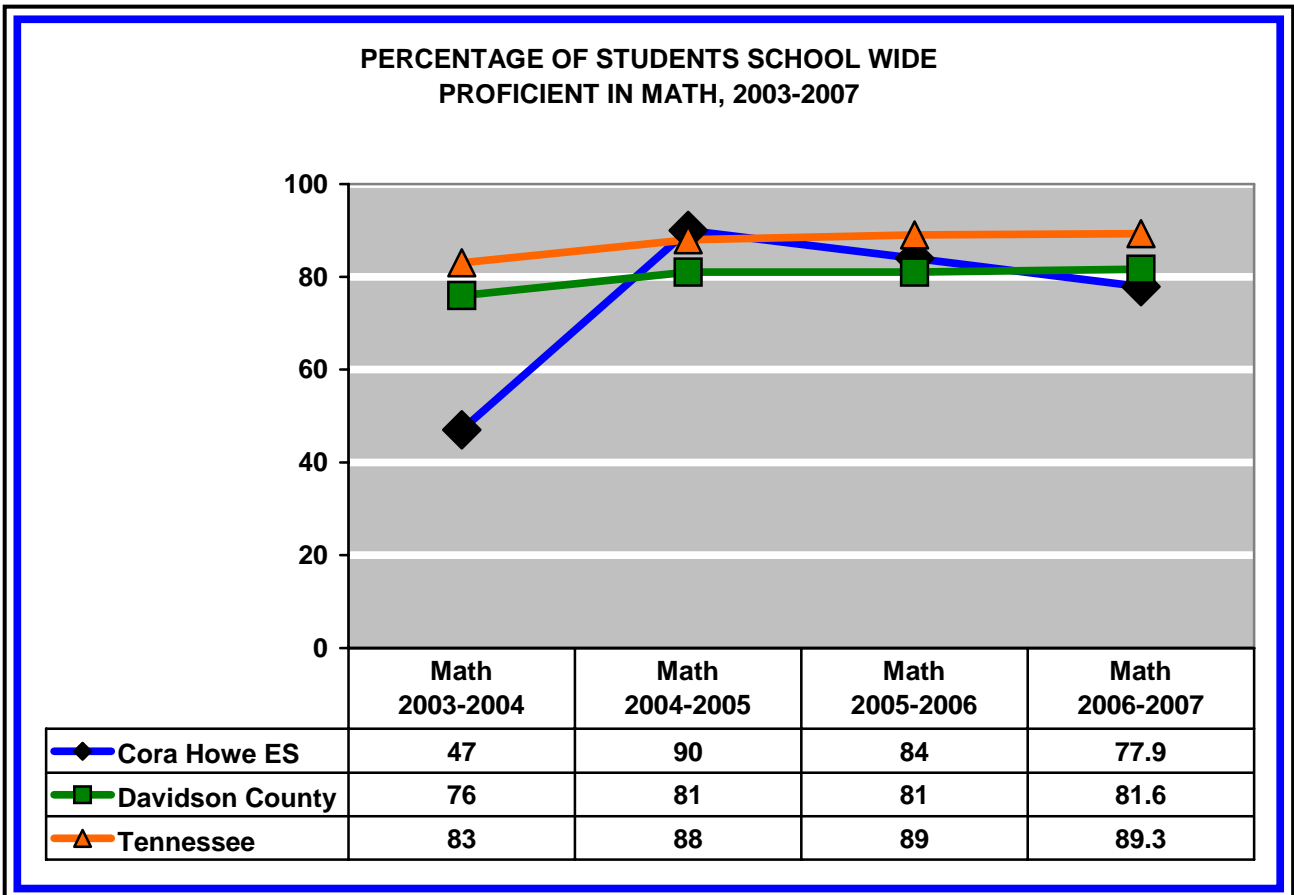
**Goal:** Children are Succeeding in School

**Measure:** Percentage of elementary students (school wide) scoring proficient on the Criterion Referenced Test (CRT) math portion of the Tennessee Comprehensive Assessment Program (TCAP).

**Description:** Criterion referenced tests measure an individual student's performance against a predetermined set of standards which are established based on the curriculum. County and state percentages include grades 3-8.

**What the data show:** The percentage of Cora Howe students who were considered proficient in math declined in 2006-2007.

**Measure implications:** Elementary school students who are not proficient in math will have academic difficulties in successive school years. Schools and school systems that do not meet required federal benchmarks for one year are assigned the status of "Target." Schools and school systems that do not meet the federal benchmark for two or more consecutive years in the same category are assigned the status of "High Priority."



**Source:** Tennessee Department of Education website

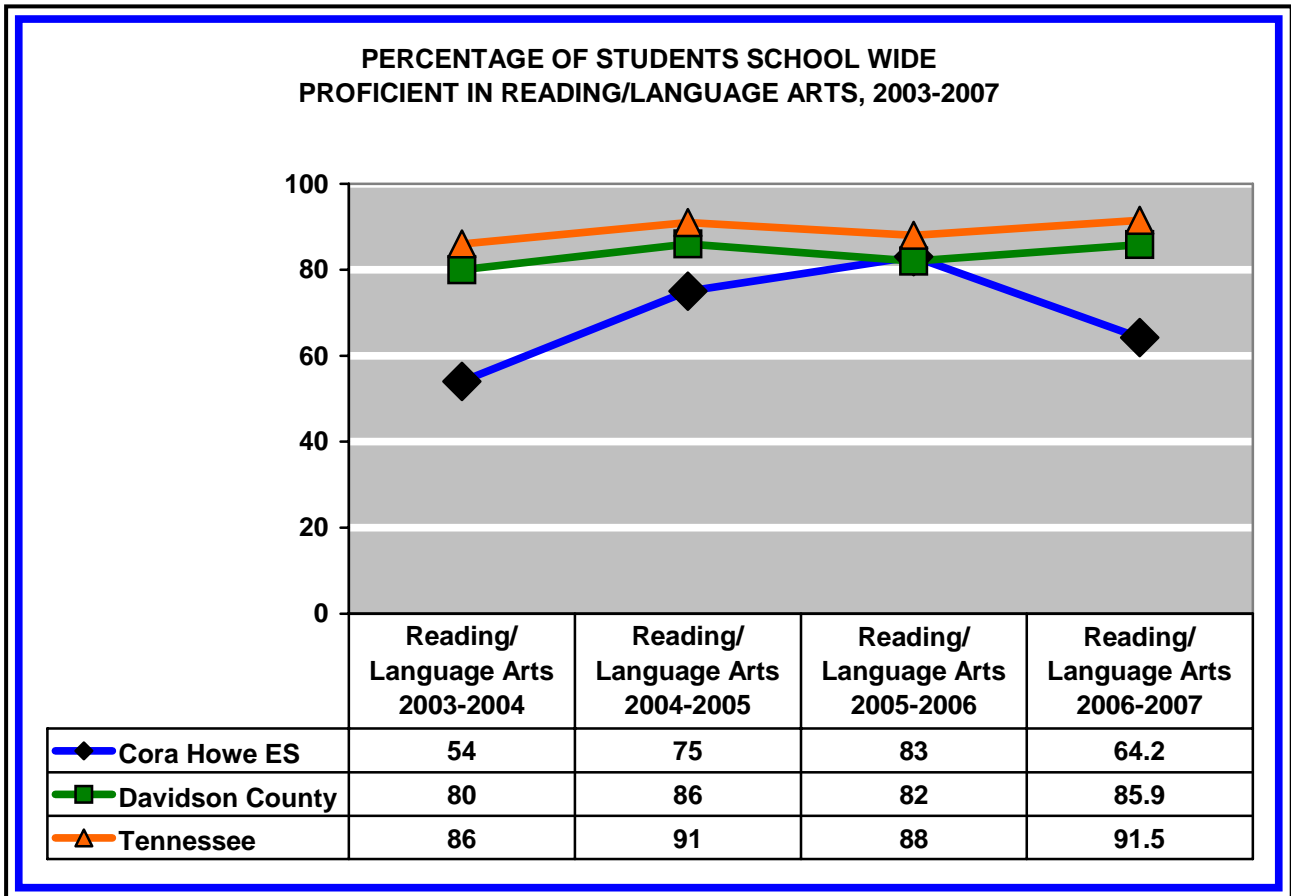
**Goal:** Children are Succeeding in School

**Measure:** Percentage of elementary students (school wide) scoring proficient on the Criterion Referenced Test (CRT) reading portion of the Tennessee Comprehensive Assessment Program (TCAP).

**Description:** Criterion referenced tests measure an individual student's performance against a predetermined set of standards which are established based on the curriculum. County and state percentages include grades 3 – 8.

**What the data show:** The percentage of Cora Howe students who were considered proficient in reading/language arts decreased measurably in 2006-2007.

**Measure implications:** Elementary school students who are not proficient in reading will have academic difficulties in successive school years. Schools and school systems that do not meet required federal benchmarks for one year are assigned the status of "Target." Schools and school systems that do not meet the federal benchmark for two or more consecutive years in the same category are assigned the status of "High Priority."



**Source:** Tennessee Department of Education website