

# MNPS ZONED FEEDER PATTERN PROFILES (2018-2019):

# Overton Cluster

**CLUSTER POPULATION:** 30.1% English Language Learners 39.2% Economically Disadvantaged  
 +10% Three Year Enrollment Trend 95% Building Capacity Utilization

HIGH SCHOOL

**OVERTON**  
1,945 Students | 9-12

English	20.7%	Suspensions	7.2%
Math	7.1%	Chronic Absenteeism	27%
		Teacher Retention	80.5%

**Are these students ready for college or career?**

Average ACT	18.1	Graduation Rate	85.5%
% Ready Graduate	29.6%		

## DATA SUMMARY

Student achievement varies widely across schools within this cluster, with four schools earning Reward status and one school deemed Priority. In three of the cluster's six elementary schools, student achievement scores exceed the state average, with a fourth just short of this average. Almost every elementary school in the Overton cluster saw positive academic growth in the last school year.

One of the most diverse high schools in the city, John Overton High School can claim a high graduation rate, but students score far below the state average in measures of English and Math achievement. 27% of its students are chronically absent. Less than one-third are considered college or career ready.

MIDDLE SCHOOL

<p><b>CROFT</b> 756 Students   5-8</p> <table border="0"> <tr> <td>English</td> <td>23.8%</td> </tr> <tr> <td>Math</td> <td>20.1%</td> </tr> </table> <table border="0"> <tr> <td>Suspensions</td> <td>8.7%</td> </tr> <tr> <td>Chronic Absenteeism</td> <td>13.6%</td> </tr> <tr> <td>Teacher Retention</td> <td>73.4%</td> </tr> </table>	English	23.8%	Math	20.1%	Suspensions	8.7%	Chronic Absenteeism	13.6%	Teacher Retention	73.4%	<p><b>M<sup>C</sup>MURRAY</b> 794 Students   5-8</p> <table border="0"> <tr> <td>English</td> <td>12.5%</td> </tr> <tr> <td>Math</td> <td>16.3%</td> </tr> </table> <table border="0"> <tr> <td>Suspensions</td> <td>5.8%</td> </tr> <tr> <td>Chronic Absenteeism</td> <td>6.8%</td> </tr> <tr> <td>Teacher Retention</td> <td>69.9%</td> </tr> </table>	English	12.5%	Math	16.3%	Suspensions	5.8%	Chronic Absenteeism	6.8%	Teacher Retention	69.9%	<p><b>OLIVER</b> 961 Students   5-8</p> <table border="0"> <tr> <td>English</td> <td>35.5%</td> </tr> <tr> <td>Math</td> <td>31.1%</td> </tr> </table> <table border="0"> <tr> <td>Suspensions</td> <td>7.2%</td> </tr> <tr> <td>Chronic Absenteeism</td> <td>7.6%</td> </tr> <tr> <td>Teacher Retention</td> <td>83.2%</td> </tr> </table>	English	35.5%	Math	31.1%	Suspensions	7.2%	Chronic Absenteeism	7.6%	Teacher Retention	83.2%
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ELEMENTARY

<p><b>CRIEVE HALL</b> 476 Students   K-4</p> <table border="0"> <tr> <td>English</td> <td>57.2%</td> </tr> <tr> <td>Math</td> <td>66.7%</td> </tr> </table> <table border="0"> <tr> <td>Suspensions</td> <td>0%</td> </tr> <tr> <td>Chronic Absenteeism</td> <td>N/A</td> </tr> <tr> <td>Teacher Retention</td> <td>93.3%</td> </tr> </table>	English	57.2%	Math	66.7%	Suspensions	0%	Chronic Absenteeism	N/A	Teacher Retention	93.3%	<p><b>HAYWOOD</b> 621 Students   PK-4</p> <table border="0"> <tr> <td>English</td> <td>17.5%</td> </tr> <tr> <td>Math</td> <td>21.4%</td> </tr> </table> <table border="0"> <tr> <td>Suspensions</td> <td>0.6%</td> </tr> <tr> <td>Chronic Absenteeism</td> <td>7.7%</td> </tr> <tr> <td>Teacher Retention</td> <td>68.1%</td> </tr> </table>	English	17.5%	Math	21.4%	Suspensions	0.6%	Chronic Absenteeism	7.7%	Teacher Retention	68.1%	<p><b>GRANBERY</b> 759 Students   K-4</p> <table border="0"> <tr> <td>English</td> <td>51.9%</td> </tr> <tr> <td>Math</td> <td>55.1%</td> </tr> </table> <table border="0"> <tr> <td>Suspensions</td> <td>0.6%</td> </tr> <tr> <td>Chronic Absenteeism</td> <td>6.3%</td> </tr> <tr> <td>Teacher Retention</td> <td>86.7%</td> </tr> </table>	English	51.9%	Math	55.1%	Suspensions	0.6%	Chronic Absenteeism	6.3%	Teacher Retention	86.7%
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<p><b>NORMAN BINKLEY</b> 531 Students   PK-4</p> <table border="0"> <tr> <td>English</td> <td>31.8%</td> </tr> <tr> <td>Math</td> <td>37%</td> </tr> </table> <table border="0"> <tr> <td>Suspensions</td> <td>0.4%</td> </tr> <tr> <td>Chronic Absenteeism</td> <td>10.7%</td> </tr> <tr> <td>Teacher Retention</td> <td>81.4%</td> </tr> </table>	English	31.8%	Math	37%	Suspensions	0.4%	Chronic Absenteeism	10.7%	Teacher Retention	81.4%	<p><b>TUSCULUM</b> 672 Students   PK-4</p> <table border="0"> <tr> <td>English</td> <td>16.6%</td> </tr> <tr> <td>Math</td> <td>29.8%</td> </tr> </table> <table border="0"> <tr> <td>Suspensions</td> <td>0.4%</td> </tr> <tr> <td>Chronic Absenteeism</td> <td>8.8%</td> </tr> <tr> <td>Teacher Retention</td> <td>80.6%</td> </tr> </table>	English	16.6%	Math	29.8%	Suspensions	0.4%	Chronic Absenteeism	8.8%	Teacher Retention	80.6%	<p><b>SHAYNE</b> 739 Students   PK-4</p> <table border="0"> <tr> <td>English</td> <td>39.6%</td> </tr> <tr> <td>Math</td> <td>58%</td> </tr> </table> <table border="0"> <tr> <td>Suspensions</td> <td>0.3%</td> </tr> <tr> <td>Chronic Absenteeism</td> <td>5.4%</td> </tr> <tr> <td>Teacher Retention</td> <td>80.5%</td> </tr> </table>	English	39.6%	Math	58%	Suspensions	0.3%	Chronic Absenteeism	5.4%	Teacher Retention	80.5%
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## CHARTER SCHOOLS

Valor Flagship  
Valor Voyager

## KEY

Reward School

Identified by the state as improving student achievement and growth. The top distinction a school can earn in TN.

Priority School

Identified by the state and fall in the bottom five percent statewide over the past three years, and in need of the most support and improvement.

% Ready Graduate

The state of Tennessee identifies a Ready Graduate as a student who graduated on time and earned a composite ACT score of a 21 or higher, the score at which students are considered career and college ready.

Chronic Absenteeism

Students missing at least 10% of school days (18 days).

English & Math:  
< 35% > 37%

% for English and Math represent the number of students scoring "on track" or "mastered." Schools that fell below the TN state average (35% for English and 37% for Math) are in red and those exceeding the state average are in green.

N/A

Data not available. When the percentage of students is below 5%, or above 95%, the state suppresses the data because it could be identifiable for students. We can understand that the percentage of students "on track or mastered" is below 5 percent and therefore unavailable.