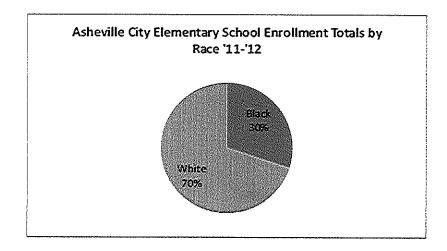
## State of Black Asheville

2014: Asheville City Elementary Schools and ACS Personnel

#### Elementary School: Enrollment and Achievement



WWW BC	***************************************		econone: d	雌
	20	11-2012		
	Bla	ek	W	hite
	Mak	Female	Mak	Female
Hall Fletcher	62	49		5:
Isanc Dickson	51	46	182	15.
Claston	72	59		13
Im B. Jones	49	49	02	- 11
Vance	39	44		12:
Subtotak:	273	247	637	57.
Totals:	52	9	12	109

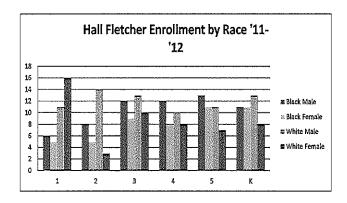
Asheville City elementary schools have an overall small population of African American students compared to the population of white students—the exception being Hall Fletcher elementary wherein there is a racial balance. Universally throughout the district's elementary schools, there is comparatively low academic achievement among African American students, as well as slight presences of African American personnel. Student achievement is assessed in grades 3 and 5 for determining eligibility for the Academically/Intellectually Gifted program (AIG), setting the course for the students' academic tracks in secondary levels of the school system; Standard/Honors/AP. Previous research in the State of Black Asheville has reported internal segregation of the Middle and High schools—curriculum tracks being racially divided with a majority of white students in higher level tracks and black students in the lower levels. The roots of these tracks and their racial divisions can be found in earlier stages of education.

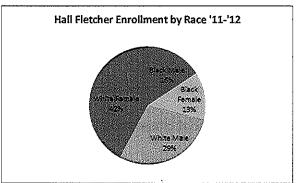
Based on End of Grade scores from 2011-2012 reporting a composite of grades 3 through 5 in Math and Reading, the percent of African American elementary school students at or above Achievement Level III range from 22% to 28%. Since it is at this early stage in students' education when AIG identification begins and because such identification is determined by

factors regarding student ability, the outcome of this grouping is likely to reflect the low achievement of African Americans and set the stage for racially divisive middle school and high school tracking.

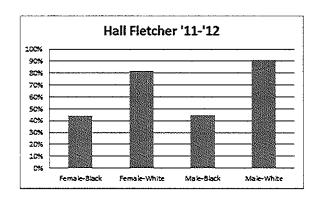
Though the termed practice of "ability grouping" is avoided within Asheville City elementary school classes and the concept of "differentiated instruction" is the adopted strategy used to address diversity in incoming abilities, the existences of the Exceptional Children program and the Academically and Intellectually Gifted program followed by clear curriculum tracking in secondary levels is a broader form of ability grouping. The problem with this overarching system is its tendency to keep low-achieving students at a detriment from improving at a greater rate than their higher-grouped schoolmates are benefitting from accelerated academics. There is reluctance to openly name and address not only the gravity of the entire school system's internal segregation, but especially its sensitive beginnings in early education.

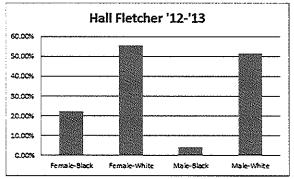
In school system models where there are successes in narrowing achievement gaps, there is corresponding openness in language and communication regarding the initial grim realities; accountability is upped and specialized entities are formed to directly zone in on achievement gaps and work on closing them. As is illustrated by ACS Personnel Reports, the relative absence of Black/African American teachers and leaders in the schools is contributing to the lack of progress being made in closing achievement gaps and what amounts to a generally discouraging learning environment for Black/African American students. One of the main initiatives that needs to manifest is the hiring of leaders and teachers that actually represent the racial and ethnic make-up of the student population.

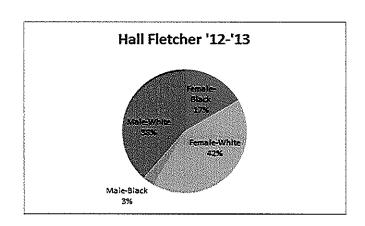




### Achievement; EOG Scores for grades 3-5, At or Above Level III in Math and Reading:



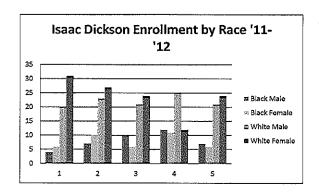


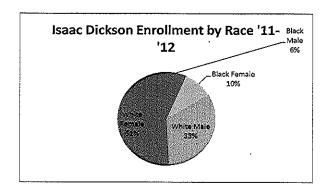


End of Grade, Grades 3 through 8 Number and Percent of Students At or Above Achievement Level III

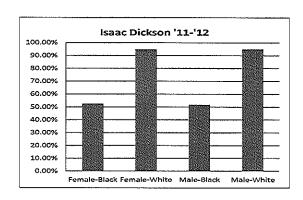
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Elementary		Action of the Control				Listensia esta esta esta esta esta esta esta est
Math and						
Reading			10.616			
		2011-2012			2012-2013	
	#At or Above	#Valid	Percent At or Above	#At or Above	#Valid	Percent At or Above
	Level III	Scores	Level III	Level III	Scores	Level III
					erros o conscion Magneta de 12	
Female-Black	11	25	44%	6	27	22.20%
Female-White	23	28	82.10%	1.0	18	55.60%
Male-Black	16	36	44.40%	-	34	<5%
Male-White	30	33	90.90%	17	33	51.50%
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Science					1	
Science		2011-2012	NEW MESSES AND A CONTROL	3003542555000000000000000000000000000000	0040-0040	www.coperspoors.com
es es estados procesos estados		2011-2012			2012-2013	
	#At or		Percent At	#At or		Percent At
para contratorio con processo	Above	#Valid	or Above	Above	#Valid	or Above
	Level III	Scores	Level III	Level III	Scores	Level III
Female-Black	3	9	33.30%	5	8	62.50%
Female-White	7	10	70%			>95%
Male-Black	10		83.30%			57.10%
Male-White		12	NATIONAL PROPERTY OF THE PARTY	6	T095 000 0000 0000 0000 0000 0000 0000 0	85.70%
POTTAL PROGRAMMENT CONTRACTOR OF THE		L				

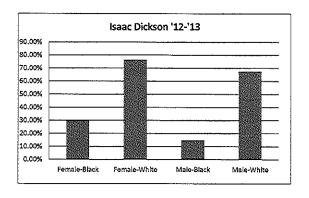
Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 - 2013 http://accrpt.ncpublicschools.org/app/2013/disag/

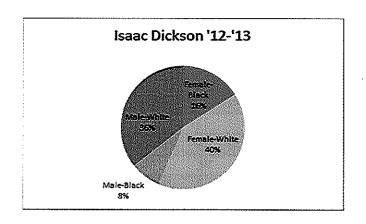




### Achievement; EOG Scores for grades 3-5, At or Above Level III in Math and Reading:



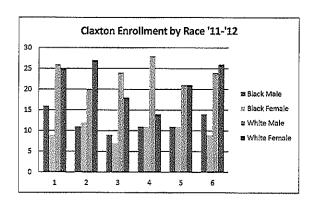


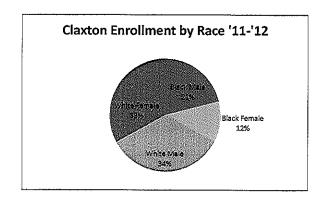


End of Grade, Grades 3 through 8 Number and Percent of Students At or Above Achievement Level III

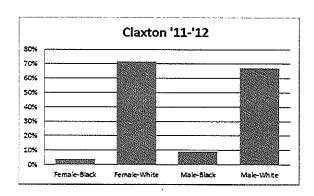
Isaac Dickson		eri Balan Balan Balan		(報告) (報告) (日本)		
Math and Reading						1,58 per 100 17,55 per 100 100 100 100 100 100 100 100 100 100
		2011- 2012			2012- 2013	:
			56.5			10000000000000000000000000000000000000
	#At or Above Level III	#Valid Scores	Percent At or Above Level III	#At or Above Level III	#Valid Scores	Percent At or Above Level III
					273.02002.01	
Female-Black	10	19	52.60%	7	23	30.40%
Female-White	57	60	95%	49	64	76.60%
Male-Black	13	25	52%	3	20	15%
Male-White	-	67	>95%	46	68	67.60%
Science						
		2011- 2012			2012- 2013	
nderder in der						
	#At or Above Level III	#Valid Scores	Percent At or Above Level III	#At or Above Level III	#Valid Scores	Percent At or Above Level III
			u Talengen Januari			
Female-Black	2	5	40%	3	11	27.30%
Female-White		25	>95%	11	13	84.60%
Male-Black	4	6	66.70%	4	9	44.40%
Male-White	20	22	90.90%	19	24	79.20%

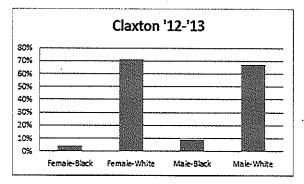
Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 - 2013 <u>http://accrpt.ncpublicschools.org/app/2013/disag/</u>

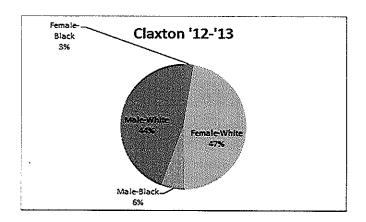




## Achievement; EOG scores for grades 3-5, At or Above Level III in Math and Reading:

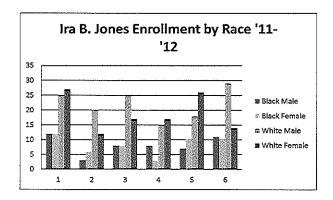


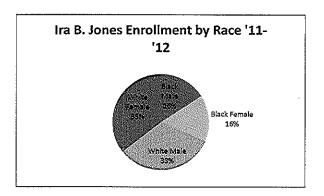




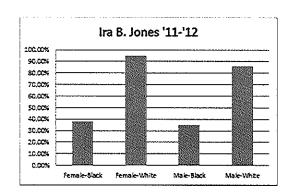
End of Grade, Grades 3 through 8 Number and Percent of Students At or Above Achievement Level III

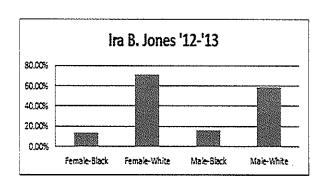
Claxton	i manada na kata sa ka		(1- 90) 1	2 (28 %) 78,78,18		
Elementary		NACONALISMO ALBERT DE ANTONIO				USA STATES OF THE STATES OF TH
Math and						
Reading						er opråv deprøved i Statistiker korte
		2011-2012			2012-2013	
			Company (September 1997)			
	#At or Above Level III	#Valid Scores	Percent At or Above Level III	#At or Above Level III	#Valid Scores	Percent At or Above Level III
Substanting regular	nes de Banko per es					SAUGIO
Female-Black	10	29	34.50%	-	27	<55%
Female-White	47	51	92.20%	40	56	71.40%
Male-Black	9	29	31%	2	22	9.10%
Male-White		70	>95%	45	67	67.20%
Science						
		2011-2012			2012-2013	
	#At or Above Level III	#Valid Scores	Percent At or Above Level III	#At or Above Level III	#Valid Scores	Percent At or Above Level III
Female-Black		10	<5%	2	10	20%
Female-White	19	20	95%	13	16	81.30%
Male-Black	10	11	90.90%		6	<5%
Male-White	_	19	>95%	-	26	>95%

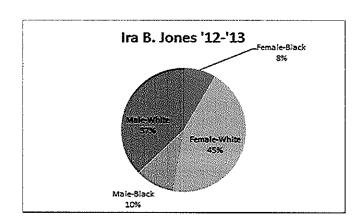




### Achievement; EOG scores for grades 3-5, At or Above Level III in Math and Reading:



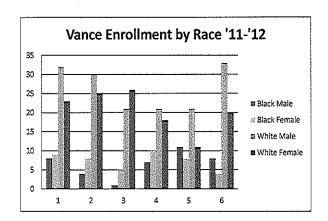


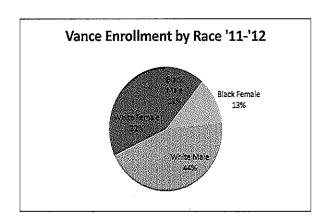


End of Grade, Grades 3 through 8 Number and Percent of Students At or Above Achievement Level III

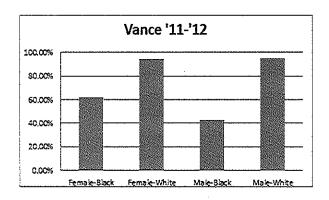
Ira B. Jones						
Math and Reading						
		2011-2012			2012-2013	
				aglese as a second		
	#At or Above Level III	#Valid Scores	Percent At or Above Level III	#At or Above Level III	#Valid Scores	Percent At or Above Level III
AMMEDIACIONES			i i al Cerando fota cuercas En la talada la Salada da la companya		adiovico escap descap Stanto da California	
Female-Black	8	21	38.10%	2	15	13.30%
Female-White		60	>95%	34	48	70.80%
Male-Black	7	20	35%	3	19	15.80%
Male-White	49	57	86%	36	61	59%
Science						
		2011-2012			2012-2013	
				PC (Ex Tay bring) as The Color		COLUMN TOTAL ALBERTANCE
	#At or Above Level III	#Valid Scores	Percent At or Above Level III	#At or Above Level III	#Valid Scores	Percent At or Above Level III
Female-Black	4	11	36.40%		The state of the s	
Female-White	-2.500.000	26	>95%	13	. 15	86.70%
Male-Black	3	6	50%	2	7	28.60%
Male-White	16	17	94.10%	12	16	75%

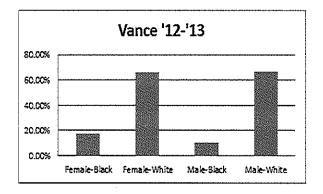
Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 - 2013 <a href="http://accrpt.ncpublicschools.org/app/2013/disag/">http://accrpt.ncpublicschools.org/app/2013/disag/</a>

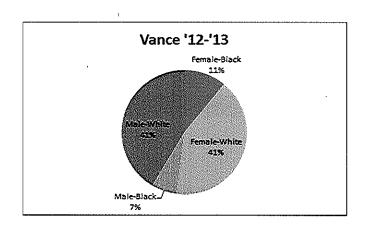




#### Achievement; EOG Scores for grades 3-5, At or Above Level III in Math and Reading:



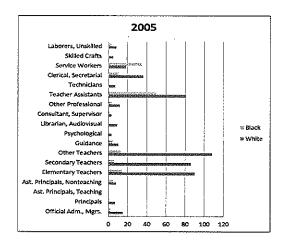


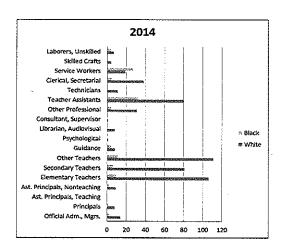


End of Grade, Grades 3 through 8 Number and Percent of Students At or Above Achievement Level III

Vance			\$1.50 per 100 per		deline Selate	5 (23) (23) (23) (24) (5) (24) (24) (25) (24)
Math and Reading	2020 - 1418 - 12 6100 155 5550 - 17	648	1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1			raisce de terro Tacadana (2000)
		2011-2012			2012-2013	
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	#At or Above Level III	#Valid Scores	Percent At or Above Level III	#At or Above Level III	#Valid Scores	Percent At or Above Level III
		689-6801-2716-6-6-6-7 509-68-6-7-6-6-6-6-6-6-6				
Female-Black	13	21	61.90%	3	17	17.60%
Female-White	53	56	94.60%	43	65	66.20%
Male-Black	9	21	42.90%	2	19	10.50%
Male-White		61	>95%	42	63	66.70%
Science						
		2011-2012			2012-2013	
	#At or Above Level III	#Valid Scores	Percent At or Above Level III	#At or Above Level III	#Valid Scores	Percent At or Above Level III
adgriggi (1900) ora ora el 14 capartici orano en Referencia de 1700 orano el 1800 en 1800 orano el 1800 en 1800						ad adoles de mercas Algebrasa sares sinc
Female-Black	4	8	50%	-	8	<5%
Female-White	10	12	83.30%	11	16	68.80%
Male-Black	8	11	72.70%	1	8	12.50%
Male-White		.21	>95%	16	19	84.20%

## **Disparities in Asheville City Schools Personnel**





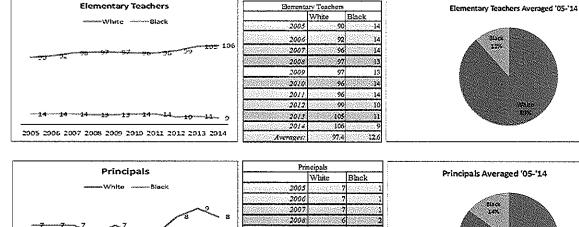
The data sets from 2005 and 2014 are nearly identical in depicting the ultimate absence of Black/African American school staff in influential positions. Black/African American staff is most present in Asheville City Schools in Service Worker positions and as Teacher Assistants. They are least represented in Administrative, Leadership, and Teaching positions. This disparate representation is out of balance with the Black/African American student population for both its lacking in positions which come into direct contact/directly guide students as well as its surplus in less-credentialed, lower paying positions. This contributes to a generally discouraging climate wherein Black/African American students, already in the minority, do not have relatable role models guiding their education. This crucial lacking is reflected in Achievement data.

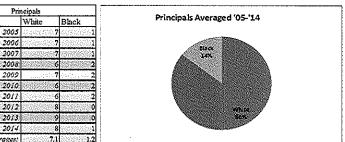
# Asheville City Schools Personnel

		White	Black
2005	Official Adm., Mgrs.	15	2
2005	Principals	7	1
2005	Ast. Principals, Teaching	0	0
2005	Ast. Principals, Nonteaching	8	5
2005	Elementary Teachers	90	14
2005	Secondary Teachers	86	6
2005	Other Teachers	108	13
2005	Guidance	10	4
2005	Psychological	3	0
2005	Librarian, Audiovisual	9	0
2005	Consultant, Supervisor	3	1
2005	Other Professional	12	3
2005	Teacher Assistants	81	50
2005	Tochnicians	7	0
2005	Clerical, Secretarial	.36	10
2005	Service Workers	18	35
2005	Skilled Crafts	5	0
2005	Laborers, Unskilled	8	3

		White	Black
2014	Official Adm., Mgrs.	14	2
2014	Principals	- 8	ii 1
2014	Ast. Principals, Teaching	0	0
2014	Ast. Principals, Nonteaching	Ø	2
2014	Elementary Toachers	106	9
2014	Secondary Teachers	81	6
2014	Other Teachers	111	11
2014	Guidance	8	4
2014	Psychological	1	0
2014	Librarian, Audiovisual	8	0
2014	Consultant, Supervisor	1	0
2014	Other Professional	31	. 4
2014	Teacher Assistants	8	32
2014	Tochnicians	11	0
2014		38	5
2014	Service Workers	19	27
2014	Skilled Crafts	4	0
2014	Laborers, Unskilled	7	4

# Asheville City Schools Personnel Reports

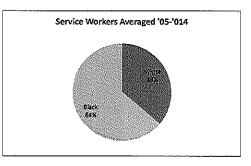




Service Workers
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38 37 38 35
20 20
20_18 30_19 19 19 21

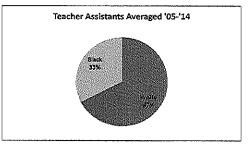
2005 2006 2007 2008 2009 2010 2011 2012 2013 2014

	White	Black
2005	165 de ana <b>18</b>	35
2006	20	33
2007		38
2008	20	37
2009	19	. 38
2010	19	37
2011	19	3.
2012	19	25
20/3	21	29
2014	19	27
Averages:	19,2	33.8



	Teacher Assistants
	White Samue Black
- 51	72 93 15
50	82 82 95
2005 2006	2007 2008 2009 2010 2011 2012 2013 2014

	White	Black
aria partera es par <b>2005</b>	81	75 V 15 Y 11 50
200 <i>6</i>	87	2004 Alam <b>38</b>
2007	244600482	200 1250 1250 1250 1250 1250 1250 1250 1
3008	80	560 SA 39
2009	78	43
2010	71	39
2011	<b>74</b>	35
2012	75	37
2013	79	30
2014	80	32 Means 32
Averages:	79	38.2



Personnel Summary 2005-2014 http://apps.schools.nc.gov/pls/apex/f?p=1;110:0::NO:::

(ear	AssignmentClassific ation	White	Black
	Official Adm., Mgrs.	15	Sydisk selegit vitation of the selection
	Principals	7	1
	Ast. Principals,		
2005	Teaching	0	0
2005	Ast. Principals, Nonteaching	8	5
	· · · · · · · · · · · · · · · · · · ·		
2005	Elementary Teachers	90	14
	Secondary Teachers	86	6
25, 17, 17, 17, 17, 17, 17, 17, 17, 17, 17	Other Teachers	108	13
	Guidance	10	<ul> <li>Control of the control of the control</li></ul>
2005	Psychological	3	0
2005	Librarian, Audiovisual	9	0
2005	Consultant, Supervisor	3	4
	Other Professional	12	<ul> <li>Supply the second control of the second of th</li></ul>
	Teacher Assistants	81	50
2005	Technicians	7	Ö
2005	Clerical, Secretarial	36	The Control of the Co
2005	Service Workers	18	35
2005	Skilled Crafts	5	0
2005	Laborers, Unskilled	8	A
2006	Official Adm., Mgrs.	14	amena necesaria esta esta esta esta esta esta esta est
2006	Principals	7	
2006	Ast. Principals, Teaching	0	0
2006	Ast. Principals, Nonteaching	1 25 25 25 2	3
		SCHOOLOGIA SERVICE SERVICE	
1 m/s , 100 p	Elementary Teachers	92	<ul> <li>a finite and another including the property of th</li></ul>
esa tersat aatomatikabakeense	Secondary Teachers	80	I PASSON STANDARGO NO MORNA SISTEMA PARA NA SANSA SI TANDARGA PA
overlassivodansdagsagsags	Other Teachers	109	and the control of the second control of the contro
Cross some model (policy	Guidance	11	EVOLUCIO SE
2006	Psychological	3	201 HE <b>(</b> ELECTRIC)
2006	Librarian, Audiovisual	2000年 10	0
2006	Consultant, Supervisor	nderen som 3	
2006	Other Professional	12	4
2006	Teacher Assistants	87	38
2006	Technicians	7	0
2006	Clerical, Secretarial	38	9
2006	Service Workers	20	33
2006	Skilled Crafts	5	0

2006	Laborers, Unskilled		3
2007	Official Adm., Mgrs.	17	2
2007	Principals	7	1
2007	Ast. Principals, Teaching	0	Ö
	Ast. Principals,	AND THE STREET	
2007	Nonteaching	10	2
SECTION STANSANCES ASSESSMENT AND	Elementary Teachers	96	14
SCHOOL STORMS AND STORMS AND STORMS	Secondary Teachers	85	8
Secondary Constitution of the Constitution of	Other Teachers	108	19
<u> </u>	Guidance	10	3
2007	Psychological	3	0
2007	Librarian, Audiovisual	11	0
2007	Consultant, Supervisor	7	1
2007	Other Professional	15	4
2007	Teacher Assistants	82	37
2007	Technicians	9	0
SERVED MAJOR AND SARRESPORTED ASS	Clerical, Secretarial	40	8
- Japanos (Al Galeria de Japanos	Service Workers	18	38
accoming to the contract of the contract of	Skilled Crafts	4	0
a k okovokok advojny ad Ziada Kokoa	Laborers, Unskilled	8	3
political recognitions and the	Official Adm., Mgrs.	16	
2008	Principals	6	2
2008	Ast. Principals, Teaching	0	0
2008	Ast Principals, Nonteaching	11	<b>2</b>
2008	Elementary Teachers	97	13 18 1 - 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
2008	Secondary Teachers	80	10
OPPRESSED STATES	Other Teachers	117	16
HEST PASSESSATION TO THE PROPERTY OF THE PASSESSATION OF THE PASSE	Guidance	10	4
2008	Psychological	4	0
2008	Librarian, Audiovisual	10	0
0.0000000000000000000000000000000000000	Consultant, Supervisor	3	
ARROSES CONTRACTOR SERVICE	Other Professional	15	5
000000000000000000000000000000000000000	Teacher Assistants	80	39
CYCTASSUMBLESSMERTESSME	Technicians	9	0
SAME TO SELECT SERVICE	Clerical, Secretarial	43	6
RESEASESPANISSES	Service Workers	20	37
PROPERTY PROPERTY OF THE PROPE	Skilled Crafts	5	0
2008	Laborers, Unskilled	5	4

2009	Official Adm., Mgrs.	15	AND THE PROPERTY OF THE PROPER
2009	Principals	i	2
2009	Ast. Principals, Teaching	0	0
2009	Ast. Principals, Nonteaching	9	3
2009	Elementary Teachers	97	13
	Secondary Teachers	96	
	Other Teachers	103	18
2009	Guidance	10	4
2009	Psychological	3	0
2009	Librarian, Audiovisual	10	0
2009	Consultant, Supervisor	0	0
2009	Other Professional	29	5
2009	Teacher Assistants	78	43
2009	Technicians	111	
2009	Clerical, Secretarial	41	6
2009	Service Workers	19	38
2009	Skilled Crafts	5	0
2009	Laborers, Unskilled	7	4
2010	Official Adm., Mgrs.	13	3
2010	Principals	6	2
18.5.8.8	Ast. Principals,		
2010	Teaching Ast. Principals,	0	0
2010	Nonteaching	8	2
2010	Elementary Teachers	96	14
cart season nematicates compart	Secondary Teachers	75	8
	Other Teachers	106	TANKA PERENGAN PERENG
000000000000000000000000000000000000000	Guidance	9	3
2010	Psychological	4	0 (1998)
2010	Librarian, Audiovisual	10	
2010	Consultant, Supervisor	0	0
2010	Other Professional	30	5
2010	Teacher Assistants	74	39
2010	Technicians	11	
2010	Clerical, Secretarial	41	5
2010	Service Workers	19	37
2010	Skilled Crafts	5	
2010	Laborers, Unskilled	z	4
2011	Official Adm., Mgrs.	00 10 10 10 16	4

2011	Principals	6	2
2044	Ast. Principals,	e e e e e e e e e e e e e e e e e e e	
2011	Teaching Ast. Principals,	0	0
2011	Nonteaching	8	3
2011	Elementary Teachers	96	14
2011	Secondary Teachers	74	8
2011	Other Teachers	103	16
2011	Guidance	9 (1.0)	9
2011	Psychological	3	0
2011	Librarian, Audiovisual	10	0
2011	Consultant, Supervisor	0	
2011	Other Professional	29	6
	Teacher Assistants	74	35
2011	Technicians	10	0
production programmers and expensions against	Clerical, Secretarial	40	5
First main set are set	Service Workers	19	35
Billion College Charles	Skilled Crafts	5	0
St. Condense Court of Condense (Condense)	Laborers, Unskilled	7	3000 3000 100 100 100 100 100 100 100 10
SILES STANKING KLENG AMERICA	Official Adm., Mgrs.	16	4 Head (1982)
2012	Principals	8	0
2012	Ast. Principals, Teaching	0	0
2012	Ast. Principals, Nonteaching	6	4
2012	Elementary Teachers	99	10
2012	Secondary Teachers	67	11
2012	Other Teachers	104	13
2012	Guidance	9	3
2012	Psychological	3	0
2012	Librarian, Audiovisual	9	0
2012	Consultant, Supervisor	0	
2012	Other Professional	25	7
ESPRESSORIERS CONTRACTOR SERVICE	Teacher Assistants		33
SHEEL STEAKEDS BUILDINGS	Technicians	10	1
as potential substitution to desired the substitution of	Professional Action Commission Co	38	5
BARA PETER ENVIORENCE PODES SE	Service Workers	19	29
la propositato a semble destitore mos	Skilled Crafts	5	0
Dear to the property and all to the Technology and a	Laborers, Unskilled	7	4
3.525.03.626.04.526.34.70.047.0038.900	Official Adm., Mgrs.	14	2
2013	Principals	9	0

Ast. Principals, 2013 Teaching	O	
Ast. Principals, 2013 Nonteaching	6	4
2013 Elementary Teachers	105	11
2013 Secondary Teachers	77	10
2013 Other Teachers	108	11
2013 Guidance	8	3
2013 Psychological	3	0
2013 Librarian, Audiovisual	9	0
2013 Consultant, Supervisor	0	
2013 Other Professional	24	6
2013 Teacher Assistants	79	36
2013 Technicians	7	1
2013 Clerical, Secretarial	37	5
2013 Service Workers	10 mil 10 21	29
2013 Skilled Crafts	5	0
2013 Laborers, Unskilled	7	4
2014 Official Adm., Mgrs.	14	2
2014 Principals	8	1
Ast. Principals, 2014 Teaching	0	0
Ast. Principals, 2014 Nonteaching	9	2
2014 Elementary Teachers	106	9
2014 Secondary Teachers	81	6
2014 Other Teachers	111	
2014 Guidance	8	4
2014 Psychological	1	0
2014 Librarian, Audiovisual	8	0
2014 Consultant, Supervisor	1	Ö
2014 Other Professional	31	4
2014 Teacher Assistants	80	32
2014 Technicians	11	0
2014 Clerical, Secretarial	38	5
2014 Service Workers	19	27
2014 Skilled Crafts	4	0
2014 Laborers, Unskilled		4

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School Name	Male	Female	Male	rite Female	Male	or More Female
			adama a assare			
HALL						
FLETCHER ELEMENTARY	62	49	72	52	26	6
	INCOMES CONTRACTOR	-tupest-freeze egypten (1602-1900-1909-1909-1909-1909-1		an create terranania estat	e opportunitation de la constantion de	W. APA - AIN -
ISAAC DICKSON						
ELEMENTARY	51	46	132	153	16	14
CLAXTON					e e e e e e e e e e e e e e e e e e e	
ELEMENTARY	72	59	143	131	15	16
IRA B JONES ELEMENTARY	49	49	132	113	13	13
VANCE	72		102	rus enverience (e	Menso color	13
ELEMENTARY	39	44	158	123	8	15
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	***************************************	······				
Sehool	Grade	TARREST OF THE PARTY OF THE PAR	ick		ite .	Two or N
Name	Level	Male	Female	Male	Female	Male
HALL FLETCHER						
ELEMENTARY	01	6	5	. 11	16	4
HALL						
FLETCHER ELEMENTARY	02	8	5	14	3	6
HALL	<u> </u>				ane and a second	
FLETCHER						1
	03	12	9	13	10	6
ELEMENTARY			lyagaya a a cara		or a same over the primary of social	
HALL					131 (1996) (0.01) (1994) (1996) (1996)	
	04	12	8	10	8	2
HALL FLETCHER ELEMENTARY HALL	04	12	8	10	3. (a) (b) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	2 The strong of the treaty of
HALL FLETCHER ELEMENTARY HALL FLETCHER						Alle Guilleine Prarvail) 100
HALL FLETCHER ELEMENTARY HALL FLETCHER ELEMENTARY	04	12	8	1.9 14	8	2. District Direct Constitution of the constit
HALL FLETCHER ELEMENTARY HALL FLETCHER						Alle Guilleine Prarvail) 100
HALL FLETCHER ELEMENTARY  HALL FLETCHER ELEMENTARY  HALL						Alle Guilleine Prarvail) 100
HALL FLETCHER ELEMENTARY  HALL FLETCHER ELEMENTARY  HALL FLETCHER ELEMENTARY	05	13	11	11.	Total Section (Control Section (Control Section (Control Section (Control Section (Control Section (Control Sec	2
HALL FLETCHER ELEMENTARY  HALL FLETCHER ELEMENTARY  HALL FLETCHER ELEMENTARY  ISAAC DICKSON	05 K	13	11	11:	7.	and the state of t
HALL FLETCHER ELEMENTARY  HALL FLETCHER ELEMENTARY  HALL FLETCHER ELEMENTARY	05	13	11	11:	Total Section (Control Section (Control Section (Control Section (Control Section (Control Section (Control Sec	2

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ISAAC DICKSON ELEMENTARY	03	10	6	<u>21</u>	4 3 3	2
ISAAC DICKSON ELEMENTARY	04	12	11	<u>25</u> 1.	21	2
ISAAC DICKSON ELEMENTARY	05	7	6	21 2	4 3 1 1 1	4
ISAAC DICKSON ELEMENTARY	K	11	7	222 3	5	0
CLAXTON ELEMENTARY	01	16	9	26 2	5	1
CLAXTON ELEMENTARY	02	11	12	20	7	4
CLAXTON ELEMENTARY	03	9	7	24 1	8	3
CLAXTON ELEMENTARY	04	11	11	<u>23</u> 1:	4	2
CLAXTON ELEMENTARY	05	11	11	21 2	1 2	2
CLAXTON ELEMENTARY	K	14	. 9	24 2	6	4
IRA B JONES ELEMENTARY	01	12	12	25 2	7 3	3
IRA B JONES ELEMENTARY	02	3	6	20 1.	2 3	3
IRA B JONES ELEMENTARY	03	8	8	25 1	7 1	2
IRA B JONES ELEMENTARY	04	. 8	3	15	7	3
IRA B JONES ELEMENTARY	05	7	10	18 2	6] 1	2
IRA B JONES ELEMENTARY	K	11	10	<u>23</u> 1.	4 4	0
VANCE ELEMENTARY	01	8	9	32 2	3	3
VANCE ELEMENTARY	02	4	8	30 university (1.12)	5	3
VANCE ELEMENTARY	03	1	5	21	6	2
VANCE ELEMENTARY	04	7	10	21 Marie de Principio de 1 de 100	<b>3</b>	3
VANCE ELEMENTARY	05	11	8	21	1	0
VANCE ELEMENTARY	K	8	4	<u> 33 2</u>	0 2	4