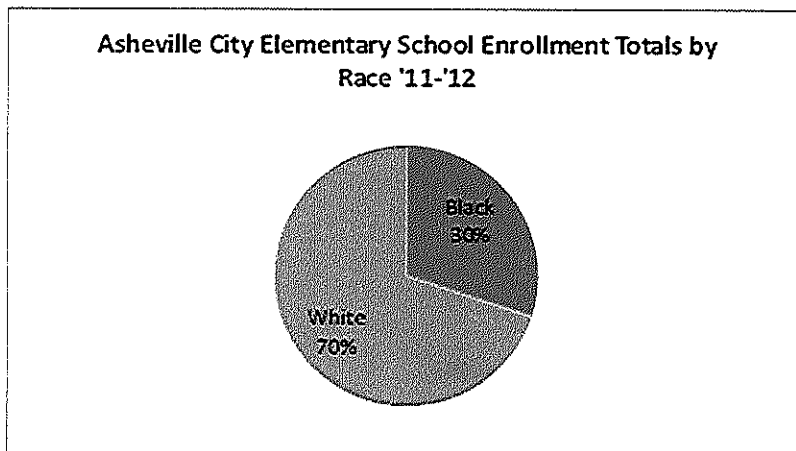


State of Black Asheville

2014: Asheville City Elementary Schools and ACS Personnel

Flora Wolpert Checknoff

Elementary School: Enrollment and Achievement



Best 1 out of 2 Average Daily Membership by Grade, Race, and Sex
www.ashevillepublicschools.org/academics/dms

2011-2012

	Black		White	
	Male	Female	Male	Female
Hall Fletcher	62	49	71	92
Issac Dickson	51	46	112	153
Claxton	72	59	153	131
Im B. Jones	49	49	107	113
Vance	39	44	53	123
Subtotal:	273	247	637	572
Totals:	520		1209	

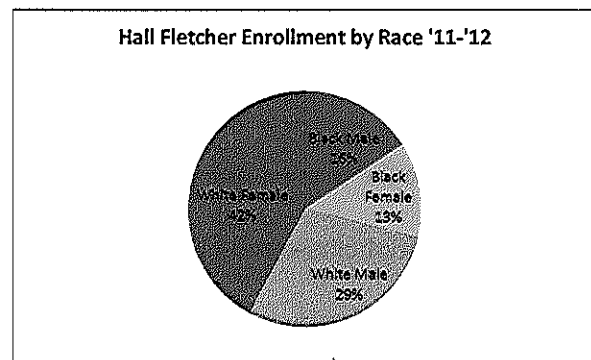
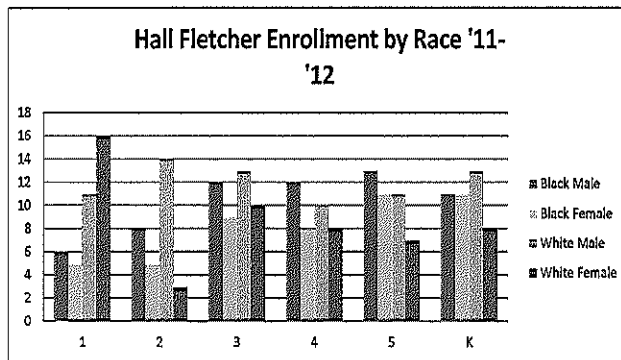
Asheville City elementary schools have an overall small population of African American students compared to the population of white students--the exception being Hall Fletcher elementary wherein there is a racial balance. Universally throughout the district's elementary schools, there is comparatively 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

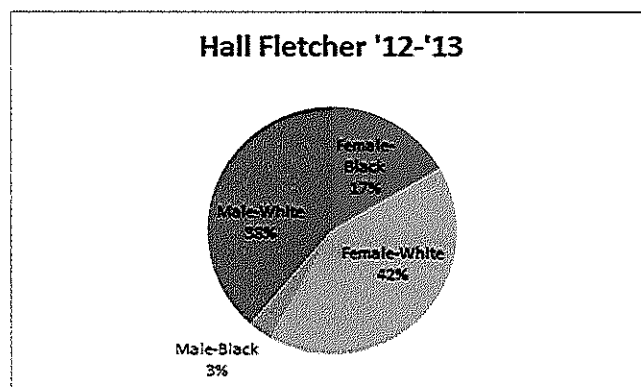
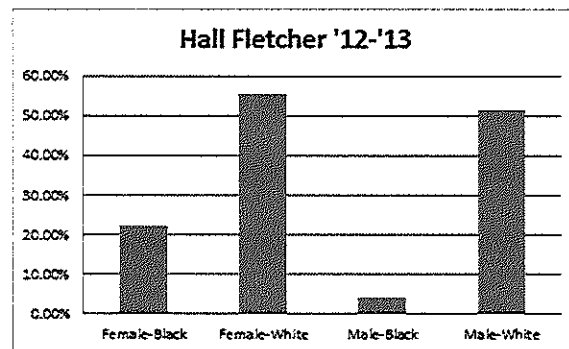
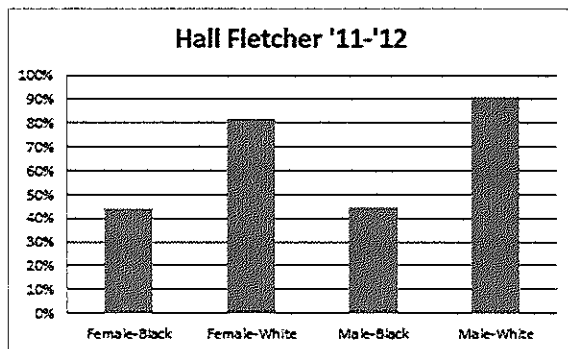
factors regarding student ability, the outcome of this grouping is likely to reflect the low achievement of African Americans and set the stage for racially divisive middle school and high school tracking.

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.



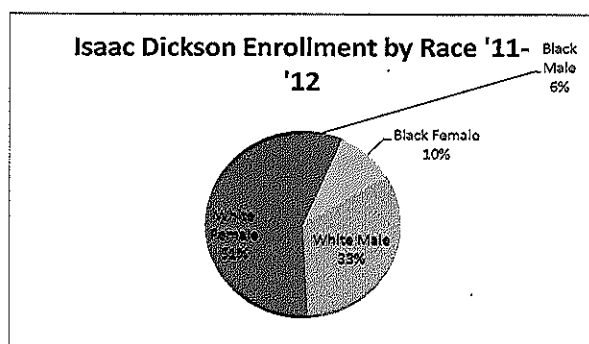
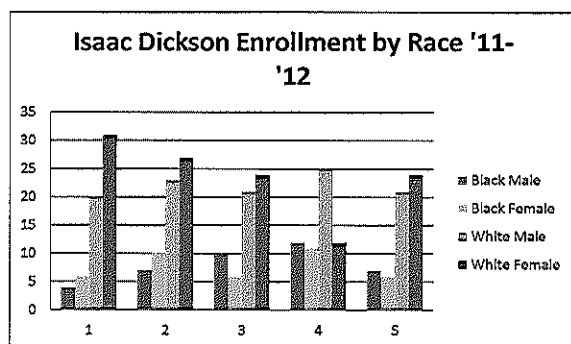
Achievement; EOG Scores for grades 3-5, At or Above Level III in Math and Reading:



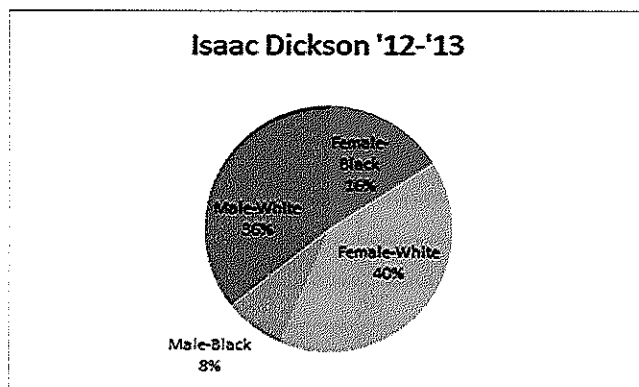
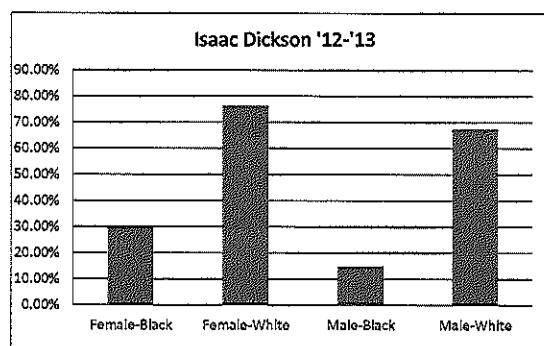
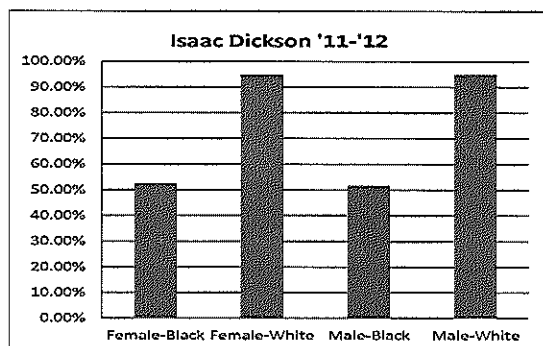
Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 - 2013

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

Hall Fletcher Elementary						
Math and Reading						
		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	11	25	44%	6	27	22.20%
Female-White	23	28	82.10%	10	18	55.60%
Male-Black	16	36	44.40%	-	34	<5%
Male-White	30	33	90.90%	17	33	51.50%
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	3	9	33.30%	5	8	62.50%
Female-White	7	10	70%	-	7	>95%
Male-Black	10	12	83.30%	8	14	57.10%
Male-White	-	12	>95%	6	7	85.70%



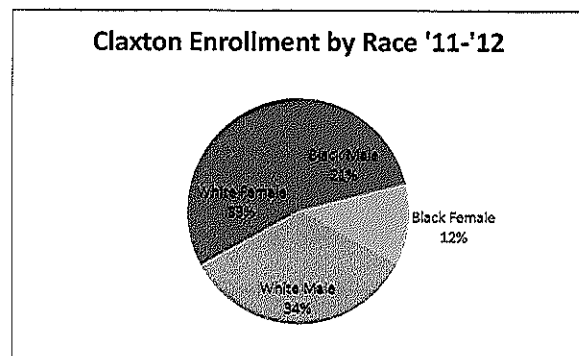
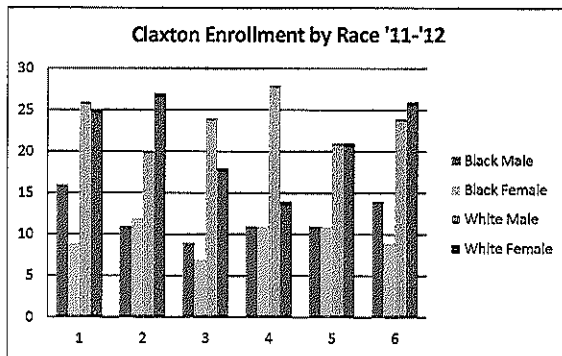
Achievement; EOG Scores for grades 3-5, At or Above Level III in Math and Reading:



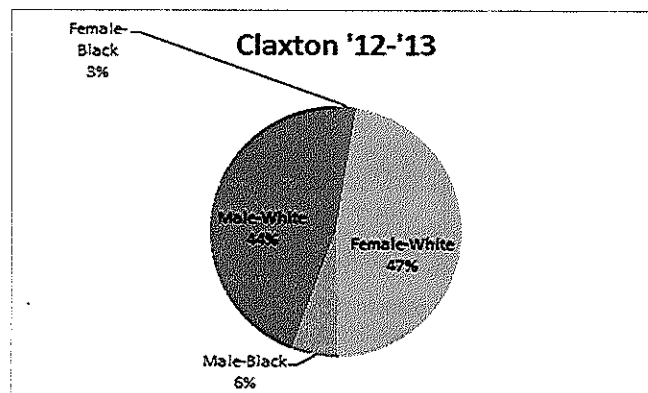
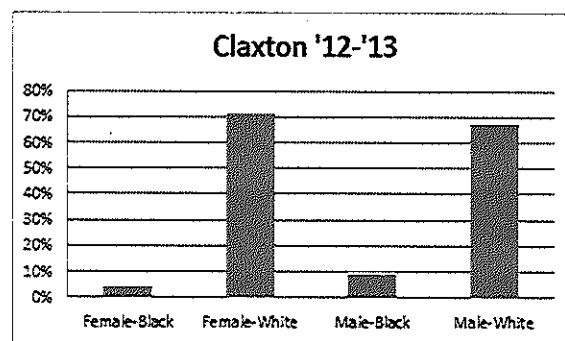
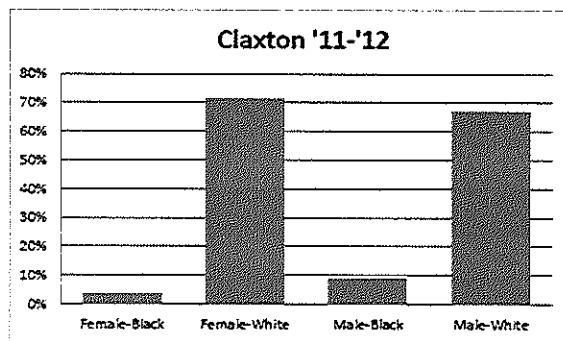
Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 - 2013

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

Isaac Dickson						
Math and Reading						
		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	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	
	#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	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%



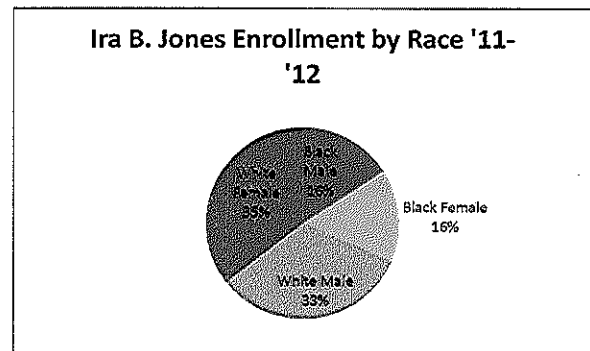
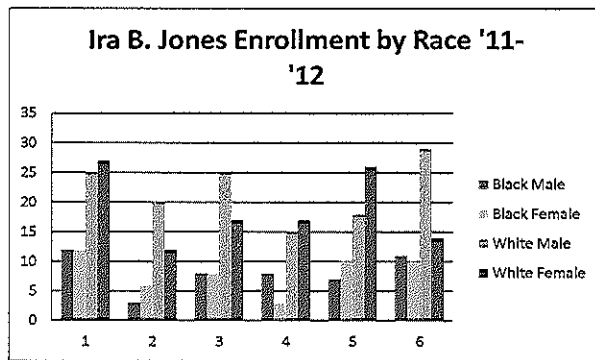
Achievement; EOG scores for grades 3-5, At or Above Level III in Math and Reading:



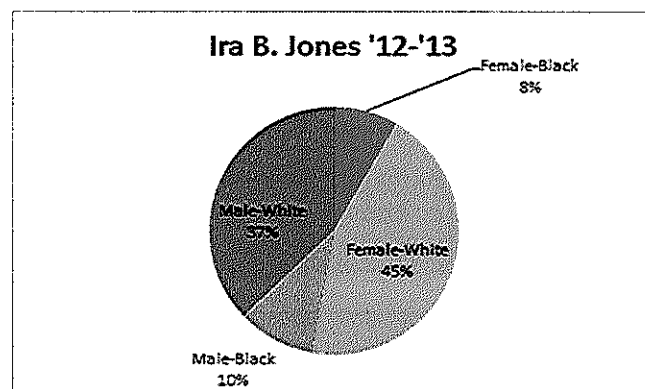
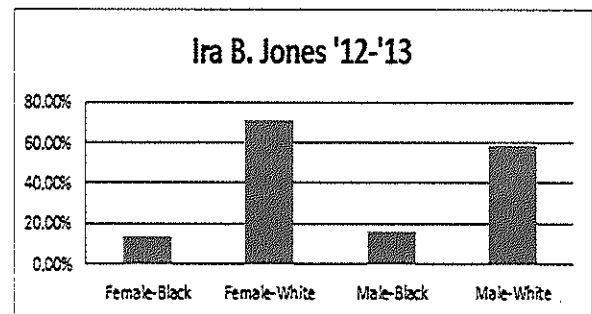
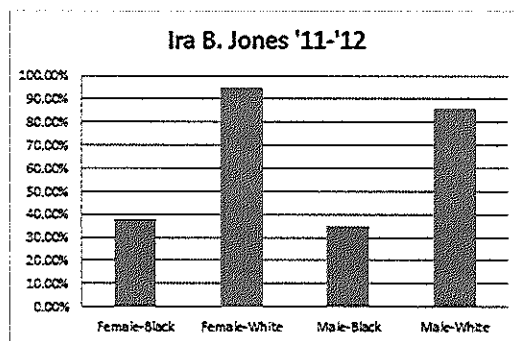
Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 - 2013

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

Claxton Elementary						
Math and Reading						
		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	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%



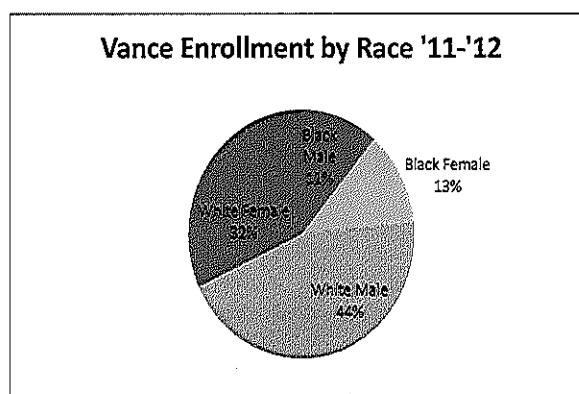
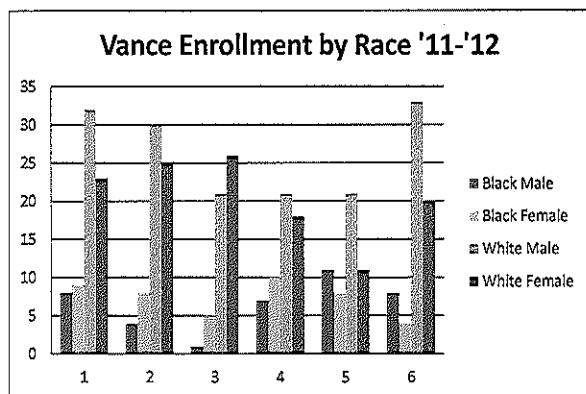
Achievement; EOG scores for grades 3-5, At or Above Level III in Math and Reading:



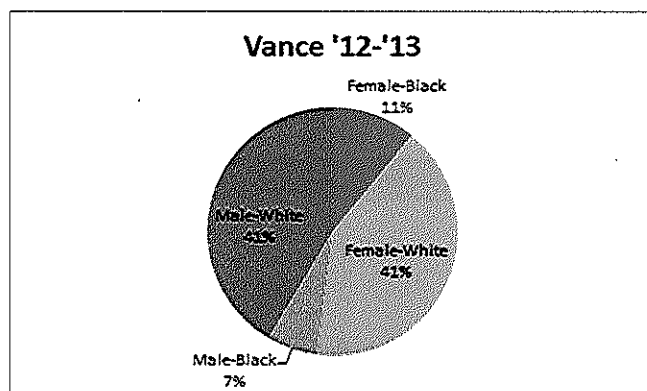
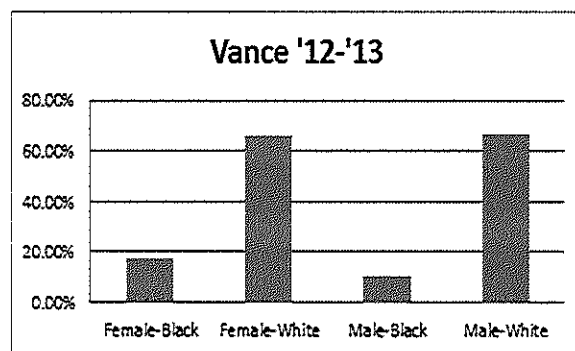
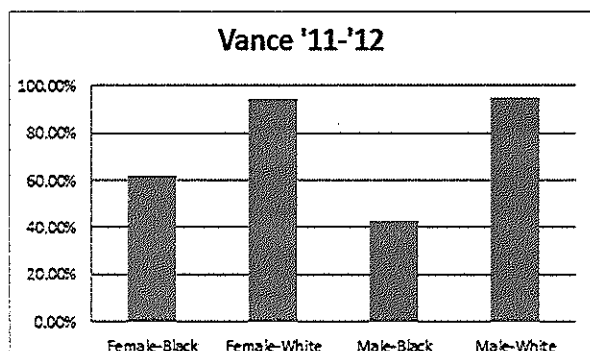
Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 - 2013

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	
	#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	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	
	#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%			
Female-White	-	26	>95%	13	15	86.70%
Male-Black	3	6	50%	2	7	28.60%
Male-White	16	17	94.10%	12	16	75%



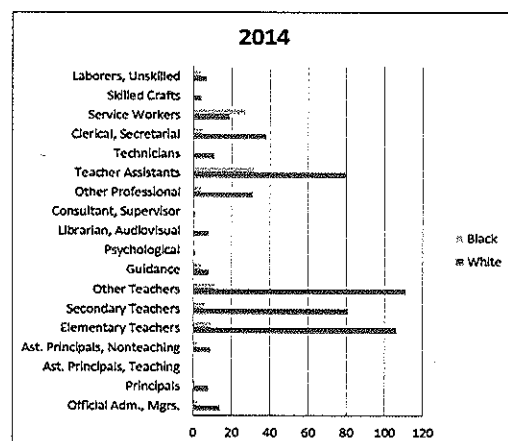
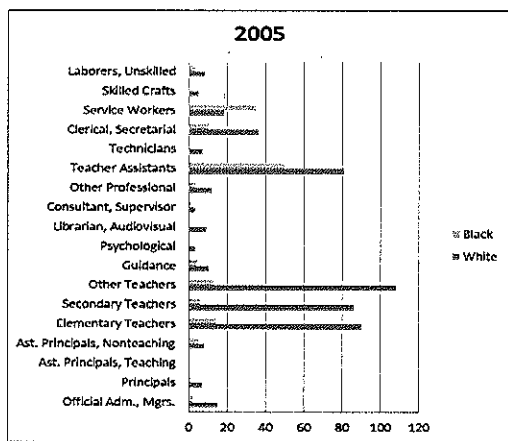
Achievement; EOG Scores for grades 3-5, At or Above Level III in Math and Reading:



Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 - 2013
End of Grade, Grades 3 through 8 Number and Percent of Students At or Above Achievement Level III

Vance						
Math and Reading						
		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	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
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



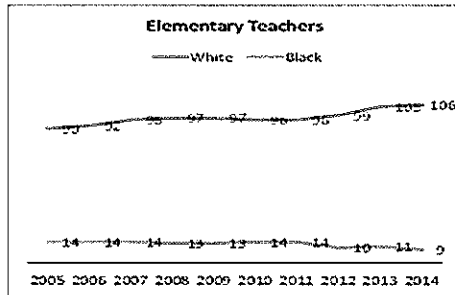
The data sets from 2005 and 2014 are nearly identical in depicting the ultimate absence of Black/African American school staff in influential positions. Black/African American staff is most present in Asheville City Schools in Service Worker positions and as Teacher Assistants. They are least represented 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

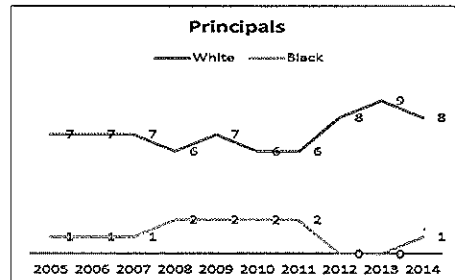
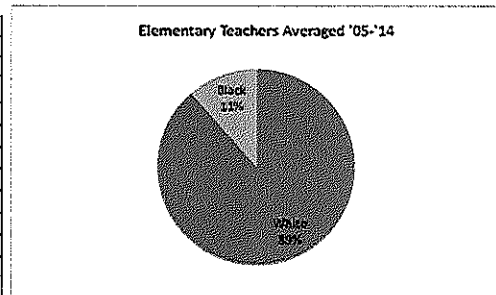
		White	Black
2005	Official Adm., Mgrs.	15	2
2005	Principals	7	1
2005	Ast. Principals, Teaching	0	0
2005	Ast. Principals, Nonteaching	8	5
2005	Elementary Teachers	90	14
2005	Secondary Teachers	86	6
2005	Other Teachers	108	13
2005	Guidance	10	4
2005	Psychological	3	0
2005	Librarian, Audiovisual	9	0
2005	Consultant, Supervisor	3	1
2005	Other Professional	12	3
2005	Teacher Assistants	81	50
2005	Technicians	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	1
2014	Ast. Principals, Teaching	0	0
2014	Ast. Principals, Nonteaching	9	2
2014	Elementary Teachers	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	80	32
2014	Technicians	11	0
2014	Clerical, Secretarial	38	5
2014	Service Workers	19	27
2014	Skilled Crafts	4	0
2014	Laborers, Unskilled	7	4

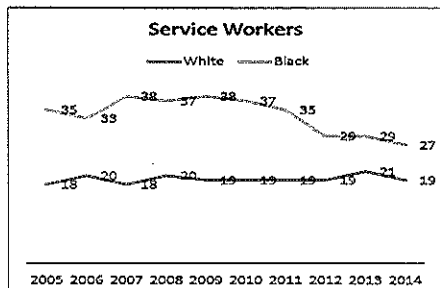
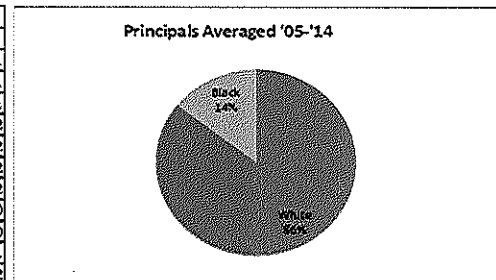
Asheville City Schools Personnel Reports



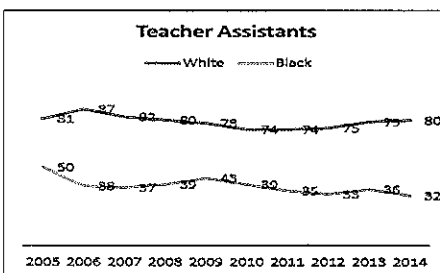
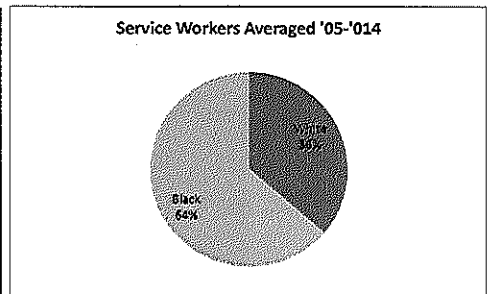
Elementary Teachers		
	White	Black
2005	93	14
2006	94	14
2007	95	14
2008	97	13
2009	97	13
2010	96	14
2011	96	14
2012	99	10
2013	105	11
2014	106	9
Averages:	97.4	12.6



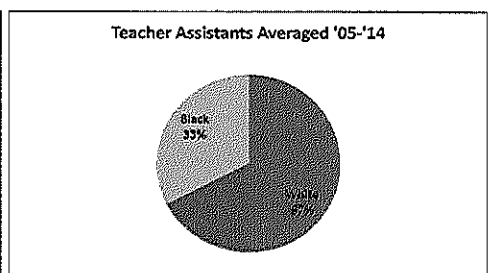
Principals		
	White	Black
2005	7	1
2006	7	1
2007	7	1
2008	6	2
2009	7	2
2010	6	2
2011	6	2
2012	8	0
2013	9	0
2014	8	1
Averages:	7.1	1.2



Service Workers		
	White	Black
2005	35	18
2006	33	20
2007	38	18
2008	37	20
2009	38	19
2010	37	19
2011	35	19
2012	29	19
2013	29	21
2014	27	19
Averages:	33.8	19.2



Teacher Assistants		
	White	Black
2005	81	50
2006	87	48
2007	83	42
2008	80	40
2009	79	43
2010	74	39
2011	74	35
2012	75	33
2013	79	36
2014	80	32
Averages:	79	38.2



Year	Assignment Classification	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	Technicians	7	0
2005	Clerical, Secretarial	36	10
2005	Service Workers	18	35
2005	Skilled Crafts	5	0
2005	Laborers, Unskilled	8	3
2006	Official Adm., Mgrs.	14	3
2006	Principals	7	1
2006	Ast. Principals, Teaching	0	0
2006	Ast. Principals, Nonteaching	9	3
2006	Elementary Teachers	92	14
2006	Secondary Teachers	80	9
2006	Other Teachers	109	15
2006	Guidance	11	4
2006	Psychological	3	0
2006	Librarian, Audiovisual	10	0
2006	Consultant, Supervisor	3	1
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	7	3
2007	Official Adm., Mgrs.	17	2
2007	Principals	7	1
2007	Ast. Principals, Teaching	0	0
2007	Ast. Principals, Nonteaching	10	2
2007	Elementary Teachers	96	14
2007	Secondary Teachers	85	8
2007	Other Teachers	108	19
2007	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
2007	Clerical, Secretarial	40	8
2007	Service Workers	18	38
2007	Skilled Crafts	4	0
2007	Laborers, Unskilled	8	3
2008	Official Adm., Mgrs.	16	1
2008	Principals	6	2
2008	Ast. Principals, Teaching	0	0
2008	Ast. Principals, Nonteaching	11	2
2008	Elementary Teachers	97	13
2008	Secondary Teachers	80	10
2008	Other Teachers	117	16
2008	Guidance	10	4
2008	Psychological	4	0
2008	Librarian, Audiovisual	10	0
2008	Consultant, Supervisor	3	1
2008	Other Professional	15	5
2008	Teacher Assistants	80	39
2008	Technicians	9	0
2008	Clerical, Secretarial	43	6
2008	Service Workers	20	37
2008	Skilled Crafts	5	0
2008	Laborers, Unskilled	5	4

2009	Official Adm., Mgrs.	15	1
2009	Principals	7	2
2009	Ast. Principals, Teaching	0	0
2009	Ast. Principals, Nonteaching	9	3
2009	Elementary Teachers	97	13
2009	Secondary Teachers	96	8
2009	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	11	0
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
2010	Ast. Principals, Teaching	0	0
2010	Ast. Principals, Nonteaching	8	2
2010	Elementary Teachers	96	14
2010	Secondary Teachers	75	8
2010	Other Teachers	106	15
2010	Guidance	9	3
2010	Psychological	4	0
2010	Librarian, Audiovisual	10	0
2010	Consultant, Supervisor	0	0
2010	Other Professional	30	5
2010	Teacher Assistants	74	39
2010	Technicians	11	1
2010	Clerical, Secretarial	41	5
2010	Service Workers	19	37
2010	Skilled Crafts	5	0
2010	Laborers, Unskilled	7	4
2011	Official Adm., Mgrs.	16	4

2011	Principals	6	2
2011	Ast. Principals, Teaching	0	0
2011	Ast. Principals, Nonteaching	8	3
2011	Elementary Teachers	96	14
2011	Secondary Teachers	74	8
2011	Other Teachers	103	16
2011	Guidance	9	3
2011	Psychological	3	0
2011	Librarian, Audiovisual	10	0
2011	Consultant, Supervisor	0	0
2011	Other Professional	29	6
2011	Teacher Assistants	74	35
2011	Technicians	10	0
2011	Clerical, Secretarial	40	5
2011	Service Workers	19	35
2011	Skilled Crafts	5	0
2011	Laborers, Unskilled	7	4
2012	Official Adm., Mgrs.	16	4
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	0
2012	Other Professional	25	7
2012	Teacher Assistants	75	33
2012	Technicians	10	1
2012	Clerical, Secretarial	38	5
2012	Service Workers	19	29
2012	Skilled Crafts	5	0
2012	Laborers, Unskilled	7	4
2013	Official Adm., Mgrs.	14	2
2013	Principals	9	0

2013	Ast. Principals, Teaching	0	0
2013	Ast. Principals, 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	0
2013	Other Professional	24	6
2013	Teacher Assistants	79	36
2013	Technicians	7	1
2013	Clerical, Secretarial	37	5
2013	Service Workers	21	29
2013	Skilled Crafts	5	0
2013	Laborers, Unskilled	7	4
2014	Official Adm., Mgrs.	14	2
2014	Principals	8	1
2014	Ast. Principals, Teaching	0	0
2014	Ast. Principals, Nonteaching	9	2
2014	Elementary Teachers	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	80	32
2014	Technicians	11	0
2014	Clerical, Secretarial	38	5
2014	Service Workers	19	27
2014	Skilled Crafts	4	0
2014	Laborers, Unskilled	7	4

Best 1 out of 2 Average Daily Membership by Grade, Race, and Sex							
www.ncpublicschools.org/fbs/accounting/data							
2011-2012							
School	Black		White		Two or More		
Name	Male	Female	Male	Female	Male	Female	
HALL FLETCHER ELEMENTARY	62	49	72	52	26	6	
ISAAC DICKSON ELEMENTARY	51	46	132	153	16	14	
CLAXTON ELEMENTARY	72	59	143	131	15	16	
IRA B JONES ELEMENTARY	49	49	132	113	13	13	
VANCE ELEMENTARY	39	44	153	123	8	15	
School	Grade	Black		White		Two or More	
Name	Level	Male	Female	Male	Female	Male	Female
HALL FLETCHER ELEMENTARY	01	6	5	11	16	4	1
HALL FLETCHER ELEMENTARY	02	8	5	14	3	6	1
HALL FLETCHER ELEMENTARY	03	12	9	13	10	6	1
HALL FLETCHER ELEMENTARY	04	12	8	10	8	2	1
HALL FLETCHER ELEMENTARY	05	13	11	11	7	2	0
HALL FLETCHER ELEMENTARY	K	11	11	13	8	6	2
ISAAC DICKSON ELEMENTARY	01	4	6	20	31	6	2
ISAAC DICKSON ELEMENTARY	02	7	10	23	27	2	4

ISAAC DICKSON ELEMENTARY	03	10	6	21	24	3	2
ISAAC DICKSON ELEMENTARY	04	12	11	25	12	1	2
ISAAC DICKSON ELEMENTARY	05	7	6	21	24	1	4
ISAAC DICKSON ELEMENTARY	K	11	7	22	35	3	0
CLAXTON ELEMENTARY	01	16	9	26	25	2	1
CLAXTON ELEMENTARY	02	11	12	20	27	3	4
CLAXTON ELEMENTARY	03	9	7	24	18	3	3
CLAXTON ELEMENTARY	04	11	11	23	14	2	2
CLAXTON ELEMENTARY	05	11	11	21	21	2	2
CLAXTON ELEMENTARY	K	14	9	24	26	3	4
IRA B JONES ELEMENTARY	01	12	12	25	27	3	3
IRA B JONES ELEMENTARY	02	3	6	20	12	3	3
IRA B JONES ELEMENTARY	03	8	8	25	17	1	2
IRA B JONES ELEMENTARY	04	8	3	15	17	1	3
IRA B JONES ELEMENTARY	05	7	10	18	26	1	2
IRA B JONES ELEMENTARY	K	11	10	29	14	4	0
VANCE ELEMENTARY	01	8	9	32	23	0	3
VANCE ELEMENTARY	02	4	8	30	25	1	3
VANCE ELEMENTARY	03	1	5	21	26	3	2
VANCE ELEMENTARY	04	7	10	21	18	1	3
VANCE ELEMENTARY	05	11	8	21	11	1	0
VANCE ELEMENTARY	K	8	4	33	20	2	4