



# African American Academy 2006 Annual Report

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[www.seattleschools.org/area/main/ShowSchool?sid=938](http://www.seattleschools.org/area/main/ShowSchool?sid=938)

**GRADE LEVELS: K – 8**

## **VISION:**

To prepare our scholars to flourish in the future, persevering in the scholarly traditions of our ancestors who have enriched civilizations and provided knowledge of our beauty, unity, and hope".

Here at the Academy we strive to be the "**The Beacon on the Hill**" when it comes to educating our young people.

## **DESCRIPTION OF PROGRAMS AND OFFERINGS:**

The African American Academy draws students from all over the District. An African-centered education recognizes the undisputed fact that humanity began in Africa, and acknowledges contributions of all peoples and cultures. We believe the "Future Belongs to the Prepared Child". Our classrooms are all-inclusive, and addresses the academic, social and emotional needs of our scholars. Instruction at the Academy places an American people, using an interdisciplinary model that reaches every classroom and grade level. The Academy participates in the emphasis on the history, culture, and heritage of African and African WRC program, is a Title I School-Wide Project site, as well as being a participant in the Washington Reads Grant. Other services and activities we offer to enhance our curriculum include:

- \* 3 full day Kindergartens
- \* Reading Mastery (K-3)
- \* Inquiry Based Science
- \* Middle Academy, Grades 6-8
- \* Physical Education
- \* Computer Labs and Instruction
- \* Special Education Resource Room
- \* Success Maker Lab
- \* Audubon Society Program
- \* School Choir
- \* Arts Instruction
- \* Middle School Support Program
- \* Reading is Fundamental
- \* Community Learning Center
- \* Middle School Youth Leadership
- \* Scholar of the Week/Month
- \* Peer Mediation Program
- \* Performing Arts
- \* Family Support Worker
- \* Full time librarian
- \* Elementary Counselor
- \* Parent Volunteer Coordinator
- \* After School Programs
- \* Science Fair
- \* Inner City Outings
- \* Intramural Sports Program
- \* K-3 Washington Reads Grant
- \* Atlantic Street Center

**PARENT/GUARDIAN PARTICIPATION:**

Our families are very important to us. Parents/guardians are expected to play an active role. We have a Parent/Administrator/Teacher/Scholar Contract. This contract addresses areas such as parent involvement, school and classroom behavior, academics, transportation, as well as defining the parameters of respect and regular communication among all parties. Handbooks explaining how the Academy operates are given to parents and scholars at our Annual Family Orientation, which are held in late August. We offer many opportunities for parents and community people to get involved with the Academy. **We firmly believe in the African proverb “It takes a village to raise a child.” This means that we cannot achieve academic success without the help of the community.**

**STUDENT ACHIEVEMENT:**

Academic excellence is our primary goal here at the Academy. We believe in the genius and untapped potential of all our scholars. Academy scholars are scoring higher across all grade levels in reading, writing and math. Our discipline/referral policies show we have fewer scholars suspended or expelled than other schools.

**Note: The AAA has a dress code - students are required to wear a school uniform.**

**STUDENT ACHIEVEMENT PROGRAM FUNDED BY I-728:**

- 2005-06 I-728 Allocation \$69,152; 2005-06 Total School Budget \$2,596,136.
- **Amount allocated to each purpose:** class size reduction \$69,152; full day K \$0; extended learning \$0; early assistance/pre/K support \$0; professional development \$0; facility improvements/additions \$0.
- **How I-728 funds benefited students at our school:**

We used our I-728 money to reduce class size in our Kindergarten and 1st grade classroom providing more individualized instruction in reading and writing.

**SCHOOL DEMOGRAPHIC SUMMARY**

Diversity is a hallmark of Seattle Schools. The ethnic diversity of our school is shown below. Many students receive special services. Special Education is offered to students with identified disabilities who receive specially designed instruction provided or supervised by a qualified special educator. Bilingual services are offered to students who have limited fluency in English. A variety of highly trained, capable and dedicated staff provides instruction, counseling, and support to all students. Certificated staff have special certificates to allow them to provide direct instruction to students. Classified staff provide many different support services such as instructional assistance and administrative support.

**SCHOOL DEMOGRAPHICS (OCTOBER 2006)**

**STUDENTS**

	School		District	
	No.	%	No.	%
American Indian	4	1%	1,001	2%
Asian	4	1%	10,249	22%
African American	337	94%	10,122	22%
Latino	12	3%	5,208	11%
Caucasian	1	0%	19,353	42%
<b>Total Students</b>	<b>358</b>	<b>100%</b>	<b>45,933</b>	<b>100%</b>
Female	189	53%	22,605	49%
Male	169	47%	23,328	51%
Special Education	23	6%	4,203	9%
Bilingual Ed.	0	0%	4,859	11%
Free/Red. Lunch	306	85%	17,594	38%

**STAFF**

**CERTIFICATED**

	School		District	
	No.	%	No.	%
American Indian	0	0%	24	1%
Asian	0	0%	267	9%
African American	16	67%	276	9%
Latino	0	0%	83	3%
Caucasian	8	33%	2,283	78%
<b>Total Certificated</b>	<b>24</b>	<b>100%</b>	<b>2,933</b>	<b>100%</b>

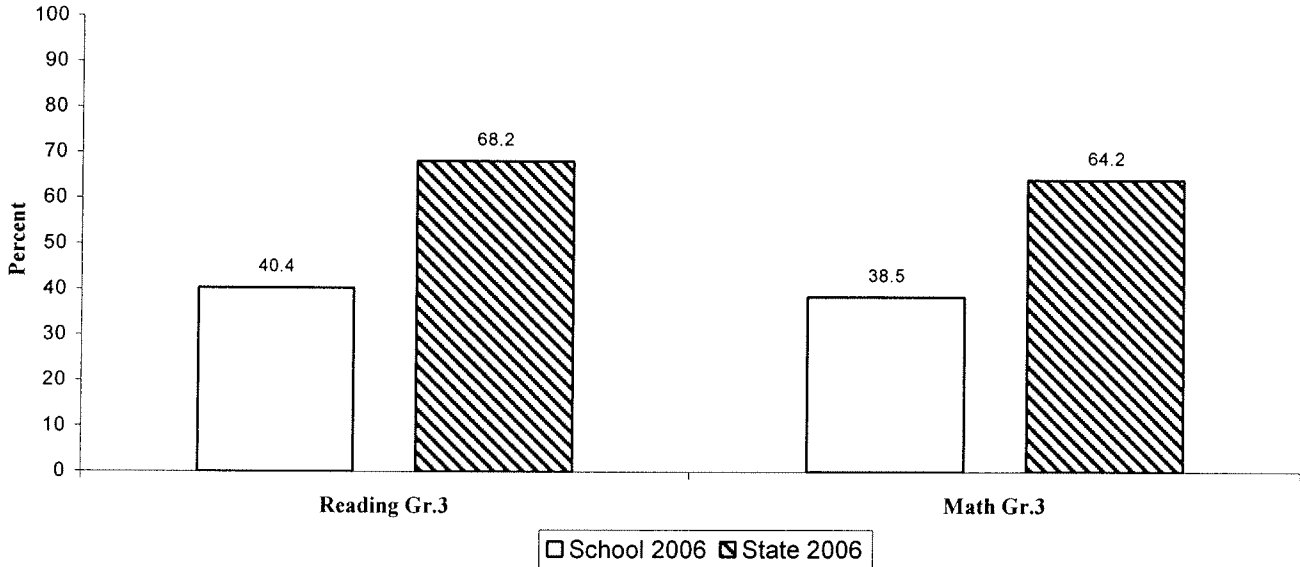
**CLASSIFIED**

	School		District	
	No.	%	No.	%
American Indian	0	0%	13	1%
Asian	0	0%	200	18%
African American	5	100%	230	20%
Latino	0	0%	93	8%
Caucasian	0	0%	599	53%
<b>Total Classified</b>	<b>5</b>	<b>100%</b>	<b>1,135</b>	<b>100%</b>

**ACADEMIC ACHIEVEMENT IN CORE SUBJECT AREAS**  
**3RD THROUGH 8TH GRADE WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL)**

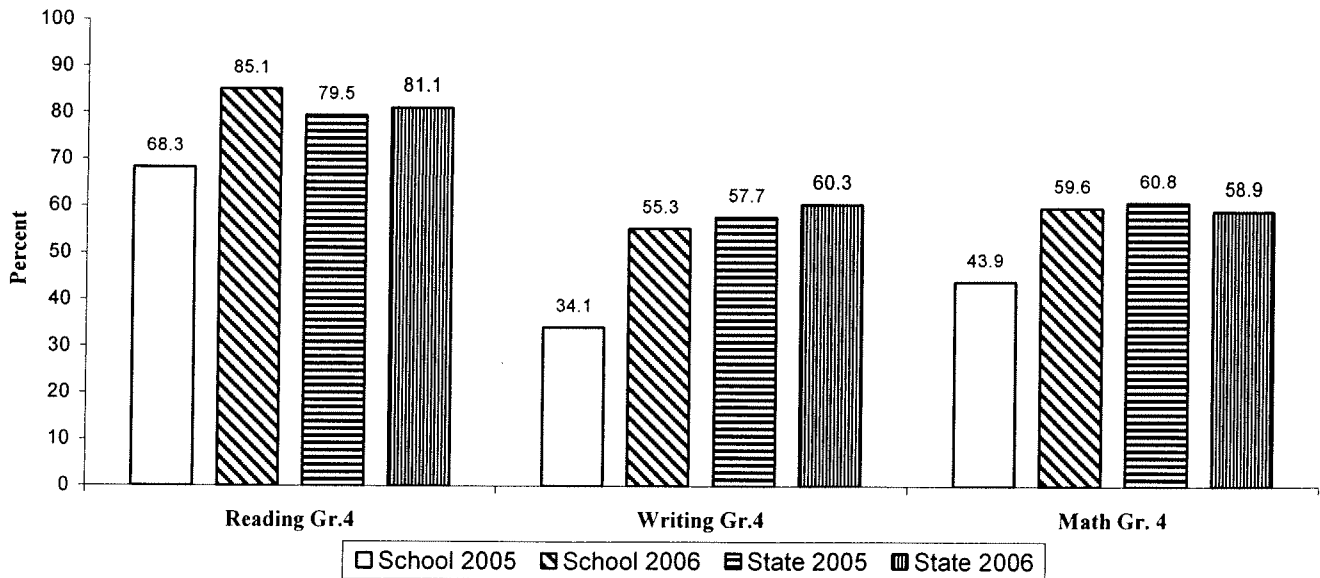
Students' academic performance is assessed throughout the year by each teacher. In addition to the daily and weekly assessment teachers normally perform, students were evaluated on whether they met standards of performance established by the State of Washington in reading and mathematics in 3rd and 6th grades, reading, writing, and mathematics in 4th and 7th grades, and reading, mathematics and science in 5th and 8th grades. Below we show the percent of our students who met the State's standards based on assessments in April of 2005 and 2006. Data are not shown if enrollment is less than 10 students.

**Grade 3 - Percent Meeting State Standards**

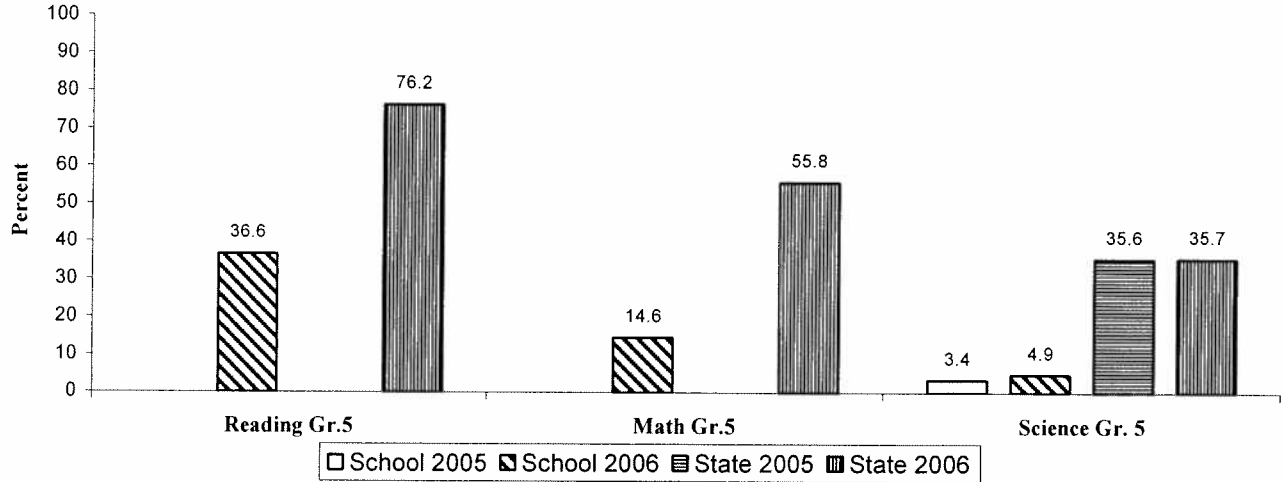


Note: WASL assessments for grade 3 began in 2006. Previous year data are not available.

**Grade 4 - Percent Meeting State Standards**

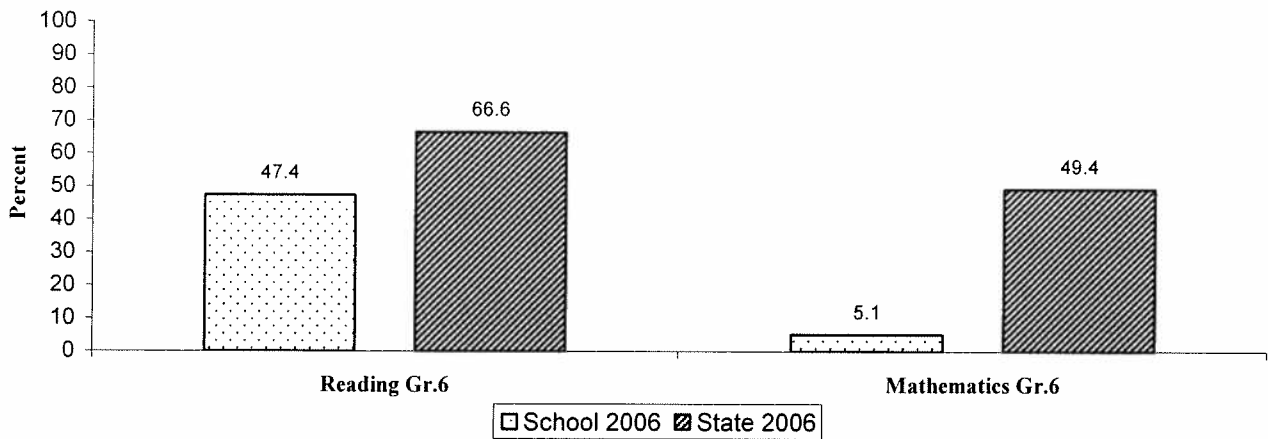


### Grade 5 - Percent Meeting State Standards



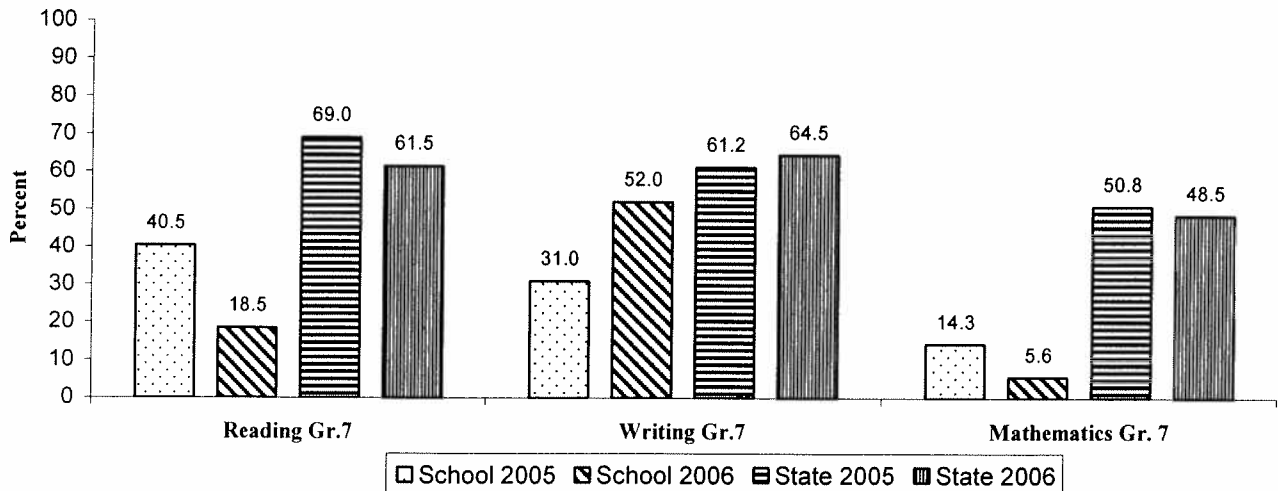
Note: WASL assessments on Reading and Mathematics for grade 5 began in 2006. Previous year data are not available for these subjects.

### Grade 6 - Percent Meeting State Standards

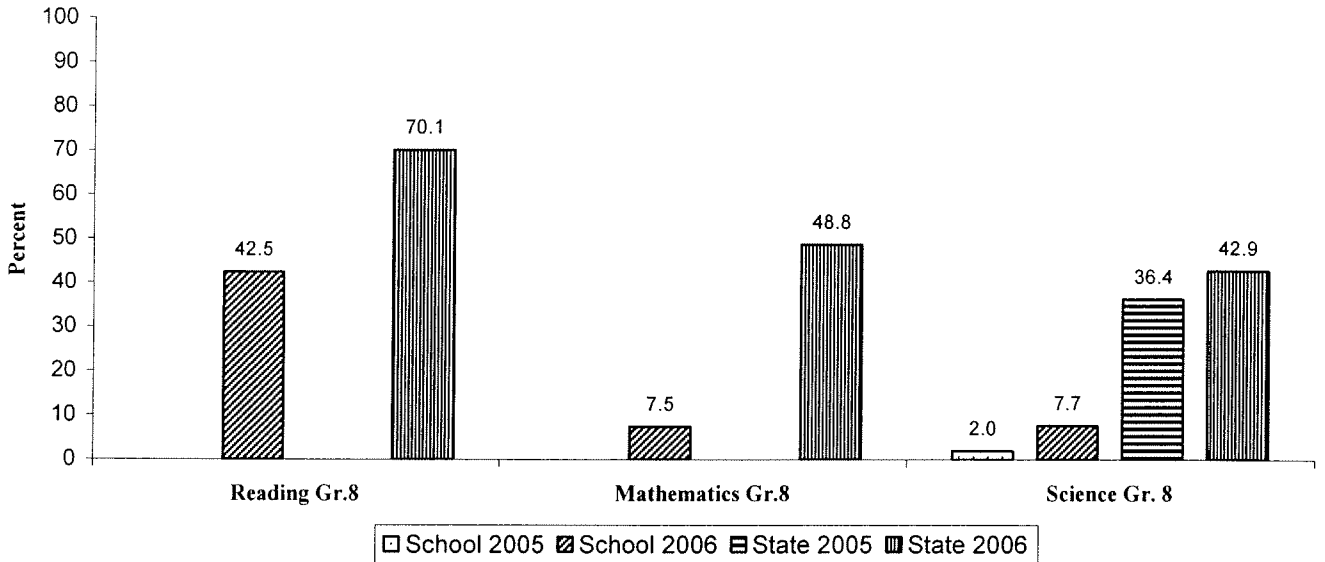


Note: WASL assessments for grade 6 began in 2006. Previous year data are not available.

### Grade 7 - Percent Meeting State Standards



### Grade 8 - Percent Meeting State Standards



More extensive breakdowns of WASL scores that comply with the School Report Card requirements of the Federal Elementary and Secondary Education Act of 2002 No Child Left Behind can be found at <http://reportcard.ospi.k12.wa.us/default.aspx>.

### DISCIPLINARY ACTIONS

We believe that a safe and positive school environment is important to both a student's learning and academic achievement and to his or her growth as a citizen. We seek to maintain a safe and secure learning environment. While there are many measures of success in this area, we have included data related to suspensions and expulsions.

<u>School Year</u>	<b>SUSPENSIONS</b>				<b>EXPULSIONS</b>			
	<b>Our School</b>		<b>District</b>		<b>Our School</b>		<b>District</b>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
2003-2004	47	10.2%	3,016	6.5%	0	0.0%	90	0.2%
2004-2005	41	10.3%	3,308	7.1%	0	0.0%	49	0.1%
2005-2006	30	6.9%	2,918	6.4%	0	0.0%	45	0.1%

Note: Percents are based on October 1 student enrollment for that school year.

Principal's Name: Rickie Malone  
 Further information concerning this annual report is available at the school.

**POLICY**

The Seattle Public Schools is an equal opportunity employer. The Seattle Public Schools provides equal employment opportunities to all applicants and employees without regard to race, creed, color, national origin, age, gender, sexual orientation, religion, pregnancy, marital status, or disability, except as may be necessary to meet a bona fide occupational qualification. The Seattle Public Schools also provides equal educational opportunities for all students without regard to race, creed, color, national origin, gender, sexual orientation, religion, pregnancy, marital status, disability, economic status, previous arrest, or previous incarceration. The Director of Equity and Race Relations is responsible for monitoring and ensuring internal compliance with non-discrimination laws. To request an accommodation or to file an internal discrimination complaint, contact Caprice D. Hollins, Director of Equity and Race Relations, P.O. Box 34165, Seattle, WA 98124. Phone: (206) 252-0138.