

Principal: **Archie Brown**
 School type: **District**
 Grade range: **6–8**
 Enrollment: **528**
 Address: **4201-A Indiana Avenue**
 City: **Kansas City**
 Phone: **816-418-2475**
 Fax: **816-418-2480**

M.L. King Middle School

School Performance Report 2003–04

KEEPING YOU INFORMED

This school performance report is a summary of how this school and its students are performing. You will see which data the state uses to decide whether the school district should be accredited. You will learn more about the school's teachers and learning environment.

There are many ways you can use the information in this report. As you read this, ask yourself:

- How is this school doing compared with previous years and with other schools in the city and state?
- Are some groups of students doing better or worse than other groups of students in certain subjects?
- Why might this be happening, and what is the school doing to improve the performance of all students in all subjects?
- What other information do I want to know?

Discuss questions like these with other parents and with the school's advisory committee, teachers and principal. Improving schools is everyone's responsibility. Having good information and honest conversations are important first steps.

STUDENT PERFORMANCE

★ Missouri Assessment Program Scores, Spring 2004

The state requires students in grades seven and eight to take the Missouri Assessment Program (MAP). The test measures how well students meet the state standards, which explain what students should know and be able to do in math, science, social studies and communication arts. Students' MAP scores fall into one of five categories: Advanced, Proficient, Nearing Proficient, Progressing or Step 1.

TOTALS

Percentage of students scoring at Advanced or Proficient

	This School	District Middle Schools	State Middle Schools
Grade 7			
Communication Arts	2%	12%	32%
Science	0%	6%	16%
Grade 8			
Math	0%	6%	14%
Social Studies	N/T	*	42%

MAP scores include all students. Additional detail and MAP scores on next page

★ The state considers these measures when deciding if the school district should be accredited.



Student Performance (continued)

GRADE 7**Communication Arts**

Grade seven students are tested, for example, on whether they can identify the implied cause and effect from their reading and can use precise language and varied sentences in their writing.

Percentage of students scoring at Advanced or Proficient

	This School	District Middle Schools	State Middle Schools
Total	2%	12%	32%
Black	2%	9%	10%
White	*	29%	37%
Hispanic	*	11%	20%
Asian	*	29%	46%
Female	3%	15%	37%
Male	1%	10%	27%
Low Income	2%	10%	18%
Not Yet English Proficient	*	4%	16%
Learning Disabled	0%	5%	7%
Percentage of students taking test	95%	96%	98%

Science

Grade seven students are tested, for example, on whether they can identify causes of the greenhouse effect, design an experiment to produce reliable data and list some of the state's natural resources.

Percentage of students scoring at Advanced or Proficient

	This School	District Middle Schools	State Middle Schools
Total	0%	6%	16%
Black	0%	4%	3%
White	*	17%	21%
Hispanic	*	4%	10%
Asian	*	20%	24%
Female	0%	6%	14%
Male	0%	6%	19%
Low Income	0%	4%	8%
Not Yet English Proficient	*	5%	8%
Learning Disabled	0%	8%	5%
Percentage of students taking test	95%	97%	98%

GRADE 8**Math**

Grade eight students are tested, for example, on whether they can use the concepts of similar and congruent shapes; apply perimeter, area and volume; and use algebra to describe patterns and relationships.

Percentage of students scoring at Advanced or Proficient

	This School	District Middle Schools	State Middle Schools
Total	0%	6%	14%
Black	0%	5%	3%
White	*	12%	16%
Hispanic	*	3%	8%
Asian	*	29%	36%
Female	0%	6%	14%
Male	0%	7%	14%
Low Income	0%	6%	6%
Not Yet English Proficient	*	0%	11%
Learning Disabled	0%	1%	2%
Percentage of students taking test	98%	99%	99%

Social Studies

Grade eight students are tested, for example, on whether they can explain the rights and duties of the U.S. government, know the chronology of major inventions and events, and can analyze geographical sources.

Percentage of students scoring at Advanced or Proficient

	This School	District Middle Schools	State Middle Schools
Total	N/T	*	42%
Black	N/T	N/T	15%
White	N/T	*	47%
Hispanic	N/T	N/T	31%
Asian	N/T	N/T	52%
Female	N/T	N/T	40%
Male	N/T	*	44%
Low Income	N/T	N/T	27%
Not Yet English Proficient	N/T	N/T	15%
Learning Disabled	N/T	N/T	13%
Percentage of students taking test	N/R	100%	99%

Legends used in this school performance report:

* = Too few students were tested to be statistically significant.

N/T = No test was offered.

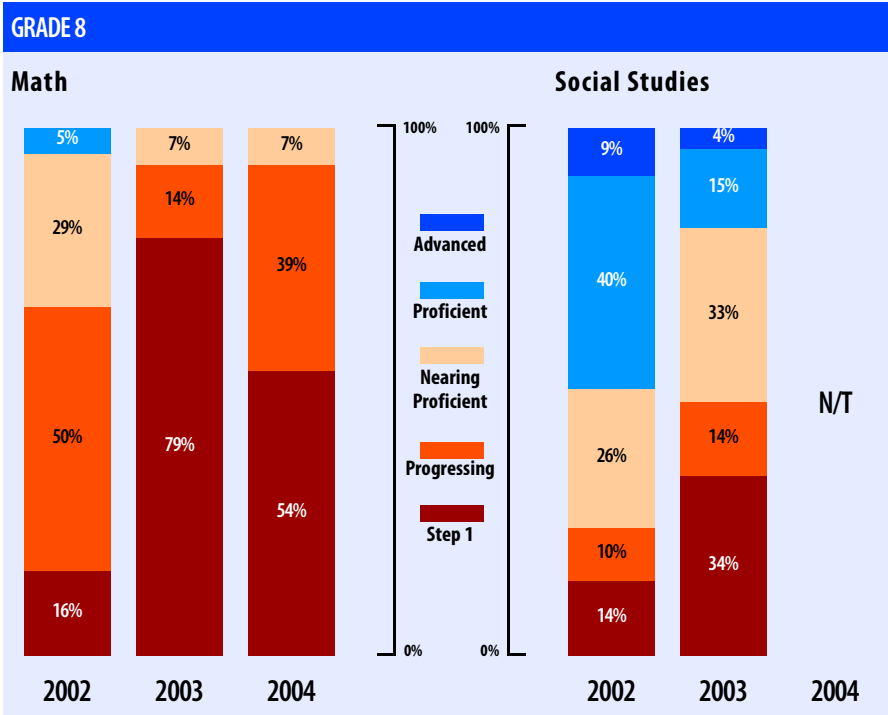
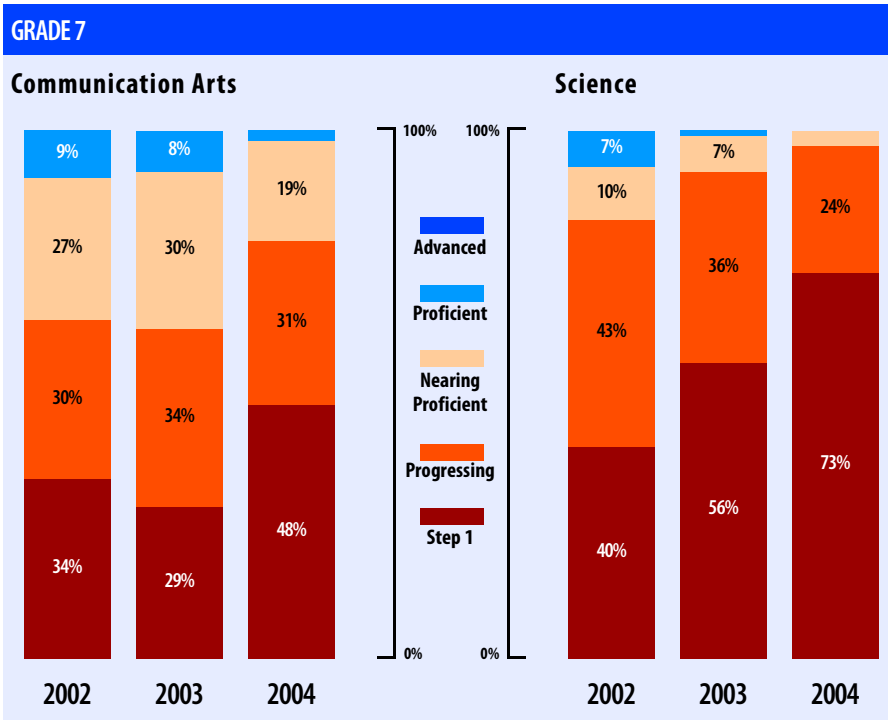
N/R = Data were not available or not reported.

Note: Due to rounding, percentages may not add up to 100 percent.

Student Performance (continued)

MAP Scores, Three-Year Trends, 2002–04

The three-year trend charts show percentages of all students who took the test. The goal is to have all students reaching Proficient or Advanced by 2014. Schools should be reducing steadily the percentage of students in the lowest categories (Step 1 and Progressing) and increasing the percentage in the Nearing Proficient, Proficient or Advanced groups. In other words, the bars at the bottom should be getting smaller each year — and the bars at the top larger. Not all schools will have students scoring in all five categories.



TEACHERS

Research shows that an effective teacher has a huge impact on student success in school. The state requires that schools report how long teachers have been in the classroom and whether they have an advanced college degree.

One of the challenges many schools face is a shortage of qualified teachers. These schools have been forced to hire teachers lacking full credentials. These teachers receive temporary credentials.

	School	District	State
Average years of experience	14	15	13
Percentage of teachers with a master's degree or higher	39%	37%	48%
Percentage of certified teachers	79%	90%	97%
Percentage of teachers with temporary credentials	18%	6%	2%
Percentage of teachers with no credentials	3%	4%	2%

EXPENDITURES, 2003–04

School-level spending data are not available. Spending can vary from school to school, based on the number of special education, limited-English proficient and high-poverty students ... as well as the seniority of the teachers.

	School	District	State
Average expenditure per student	N/R	\$9,137	\$7,394
Average teacher salary	\$39,898	\$42,071	\$39,827
Average administrator salary	\$69,254	\$71,064	\$71,470

For definitions of N/T, N/R, and * see the legend on page 2.

SCHOOL ENVIRONMENT

Safety and Discipline

Students learn best when they feel safe in school. Suspensions and expulsions can vary from school to school, based on how individual principals and teachers handle discipline. At some schools, security staff patrol hallways daily. Students who ignore safety codes are required to take anger-management classes and are trained in conflict resolution. More severe cases result in suspension or expulsion.

NUMBER OF EXPULSIONS PER 100 STUDENTS

	School	District	State
2003–04	0	0	0

NUMBER OF SUSPENSIONS PER 100 STUDENTS

	School	District	State
2003–04	26	8	2

Students are suspended for a variety of reasons, including: assault, threatening other students and school staff, pulling the fire alarm.

Average Class Size

The smaller the class size, the more one-on-one attention students receive from teachers. Research shows that individual attention can improve student learning.

STUDENT-TEACHER RATIOS*

	School	District	State
2003–04	24:1	17:1	19:1
2002–03	18:1	17:1	18:1
2001–02	13:1	17:1	18:1

*Includes only classroom teachers.

Attendance

Students who come to school every day have a better chance to learn.

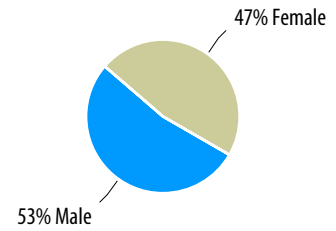
AVERAGE DAILY ATTENDANCE

	School	District	State
2003–04	81%	91%	94%

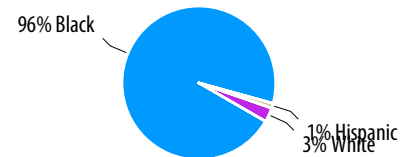
STUDENTS

Total Enrollment: 528

Gender

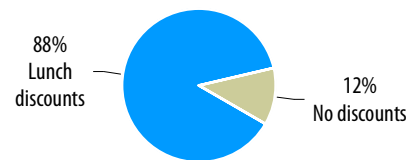


Ethnicity



Family Income

Students from low-income households are eligible to receive free and reduced-price lunches.



IS YOUR SCHOOL MAKING “ADEQUATE YEARLY PROGRESS”?

All schools in Missouri must show that they have made adequate yearly progress (AYP) in communication arts and math, according to federal rules passed in January 2002. The school as a whole must meet these goals and so must each group of students: white, black, Hispanic, Asian, low income, special education and students learning to speak English. If even one group of students doesn't meet the communication arts or math target, the school does not make AYP. Also, at least 95 percent of students in each group must be tested.

If a school receives Title I funds from the federal government and doesn't make AYP two years in a row, it must give students a chance to transfer to another school. If a school doesn't make AYP three years in a row, it must provide free tutoring services to students. The rules are complicated. We recommend talking to the principal to learn more.

AYP AT A GLANCE

	Yes / No
Did your school make AYP in communication arts?	No
Did your school make AYP in math?	No
Did your school make AYP by testing at least 95 percent of students in each group?	N/R
Does your school need to offer students a chance to transfer?	Yes
Does your school need to offer free tutoring service?	No

DISCLAIMER: We have tried to ensure the accuracy of the information contained in this report, but much of it is based on self-reports from the schools and district. Therefore, we make no representation or guarantee that the information is correct or reliable. Before making decisions using this information, you should visit the school and ask the principal to review and comment on the content of the report. Neither the Ewing Marion Kauffman Foundation nor the Partnership for Children makes any express or implied warranties with respect to this report or the information contained in it, and neither they nor their employees or contractors are responsible for any errors or omissions or for any damages caused by the use of the information contained herein.

For definitions of N/T, N/R, and * see the legend on page 2.

USING THIS REPORT

This report shows where this school is succeeding and where there is room for improvement. Please use this information to ask educators how the school plans to improve and how you can help. Think about bringing together other parents to talk about what's inside this report. Ask teachers to get involved.

No single report, however, can tell the whole story of a school's educational program or the people who work and learn there. Find out firsthand by visiting the school and taking an active role in student learning. Studies show that when parents are involved, students do better in school.

For more information, contact:

Archie Brown, Principal
M.L. King Middle School
4201-A Indiana Avenue
Kansas City, MO 64130-1455
arbrown@email.kcmsd.k12.mo.us
816-418-2475

Or contact your school advisory committee.

Data supplied by the Missouri Department of Elementary and Secondary Education unless otherwise noted. More data about this school can be found on the department's website: <http://www.dese.state.mo.us/planning/profile/building/arsd0480783040.html>.

Additional information about this school can also be found on the website of the Kansas City, Missouri School District: <http://www.kcmsd.k12.mo.us>.

Prepared by KSA-Plus Communications and School Wise Press. Published by Partnership for Children with support from the Ewing Marion Kauffman Foundation.

The school performance reports would not have been possible without the cooperation and assistance of the Kansas City, Missouri School District and the Missouri Department of Elementary and Secondary Education.

© 2004 Partnership for Children. Permission is granted to copy and disseminate this report for educational and tax-exempt purposes only.