King Middle School

GRADES 7-8
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John Stafford
Superintendent

Paul van Loon
Principal

Principal's Message

Martin Luther King Jr., Middle School (MLK) is a great place for students to attend school. A caring and competent staff is addressing many of the needs of our diverse community; MLK has become a place where staff and student embody the District's statement of encouragement, "Every student, every day, whatever it takes."

Martin Luther King Jr., Middle School offers its students a varied menu of academic and social experiences. Students receive instruction in math, language arts, history, science and physical education (PE). Math instruction is provided in Pre-Algebra, Algebra, Algebra Readiness and Geometry; English/Language Arts (ELA) is provided in grade level equivalent as well as English Language Development (ELD). In our ELD classes, instruction is given using a new language program called "Language Star" developed by Kevin Clark. History covers World History and US History; and PE is offered through grade level instruction. We also offer additional instructional time in the form of Support classes in all math areas and ELA courses.

King Middle School also offers a wide variety of athletic and non-athletic activities. We currently offer two sections of band, students in this group not only learn to play music but also perform for events within Madera and throughout the valley. Our music program hosts concerts, performs at events for the District and participates in parades, concerts, and field performances around the Central Valley.

Throughout the year we conduct interventions are held to address student academic needs. Interventions include Class to Success which is scheduled within the regular school day, after-school intervention, and Saturday "Academies." The additional instruction is targets students who are performing below grade level expectation as measured by multiple assessments. The targeted groups of student range from students acquiring English language proficiency to students needing additional assistance in algebra.

Accomplishments in the 2009-10 school year include the greatest gain in the school's Academic Performance Index since the 2003 administration of the CST. The school grew 29 point in its API score from a score of 664 to 693. The school made positive gains in all subgroups in English language arts and mathematics with the exception of English language learners in mathematics.

Goals for the 2010-11 school year include making the Annual Yearly Progress (AYP) targets; Increase the promotion rate of our 8th grade students; increase the school's API score to 715.

During the year, students and staff also participate in numerous cultural and social activities. Activities such as Red Ribbon Week, Mix-it-up at lunch, talent show, Club YES, and a community beautification project are just a few. Students and staff also participate in a wide variety of athletic events within a league that stretches from Madera to Sanger.

King Middle School Jr. Middle school is unique and is committed to the academic enhancement and overall wellness of all of its students.
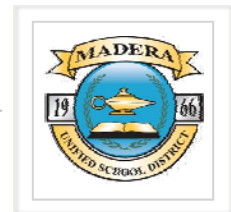
The Mission of Madera USD

The Madera Unified School District will be widely recognized throughout California as a leader in education, where the futures of children are driven by their aspirations, not bound by their circumstances.

Madera Unified School District

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MUSD Aims For...

...The Highest Student Achievement

...A Safe and Orderly Learning Environment

...Financially Sound and Effective Organization

Textbooks and Instructional Materials

Madera Unified School District places a high priority on ensuring that there are sufficient textbooks and instructional materials to support each school's instructional program. Textbook selection is done by District subject area committees coordinated by the Director of Curriculum, Instruction and Assessment. All K-8 textbooks and instructional material must be selected from the most recently approved State matrices. Since the State does not provide approved lists of instructional materials for grades 9-12, the District requires that all textbooks and instructional materials being recommended for purchase be aligned with state standards. Textbook purchases are consistent with the content cycles of the curriculum frameworks as District IMF and other funding sources permit. The Governing Board gives final approval for all core textbook and instructional materials used by students in MUSD.

It is the intent of MUSD to purchase Standards-aligned textbooks each year with new adoption cycles per core area for grades K-12. However, many textbooks at the high school level fall outside the adoption cycles. The reason for this is as follows:

- These texts are still valuable instructional resources in use by teachers and students,
- All are correlated to the academic content standards for delivery of the curriculum, and
- Some may be in areas that do not have explicit academic core content standards (such as anatomy/physiology, electives, etc.).

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
Reading-Language Arts	*Holt Literature and Language Arts, 2010,* Holt, Rinehart, & Winston *Grade 7: Course 1*	2009
Reading-Language Arts	*Holt Literature and Language Arts, 2010,* Holt, Rinehart, & Winston *Grade 8: Course 2*	2009
Reading-Language Arts*	*Inside Language, Literacy and Content 2009 (7-8)* National Geographic/Hampton Brown	2010
Mathematics	*California Mathematics, Course 2 Pre Algebra*, Holt, Rinehart, and Winston (7)	2008
Mathematics	*California Mathematics: Algebra I*, Holt, Rinehart & Winston (7-8)	2008
Mathematics	*California Algebra Readiness: Concepts, Skills & Problem Solving*, Glencoe/McGraw Hill (8)	2008
Mathematics	*Geometry*, McDougal Littell (8)	2005
Science	*California Science: Life Science*, Holt, Rinehart & Winston (7)	2007
Science	*California Science: Physical Science*, Holt, Rinehart & Winston (8)	2007
History-Social Science	*California Social Studies: World History, Medieval to Early Modern Times*, Holt, Rinehart & Winston (7)	2006
History-Social Science	*California Social Studies: US History, Independence to 1914*, Holt, Rinehart & Winston (8)	2006

* Adopted RLA/ELD Intervention for English Learners
Note: This data was most recently collected and verified in August 2010.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

King MS	
Subject	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	0%

✧ Not applicable.

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Poor	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Fair	**External**	Poor
Overall Summary of Facility Conditions			Fair
Date of the Most Recent School Site Inspection			10/19/2010
Date of the Most Recent Completion of the Inspection Form			10/19/2010

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Systems	Building (Room 8) lacks drainage causing wall damaged *(Work order submitted)*
Cleanliness	Carpets need replacing and/or thorough cleaning *(Work order submitted)*
Cleanliness	Building with mold *(Building with mold is closed and being repaired)*
Cleanliness	Unsecured wires need to be fixed *(Repairs made 10/2010)*
Cleanliness	Lights dirty *(Cleaned and replaced on 9/3/2010)*
Cleanliness	Soap dispenser missing in boys' locker room *(Replaced as needed)*
Electrical	Clock needs fixing in library *(Completed between 9/6/10 and 9/10/10)*
Electrical	Various bulbs need replacing *(Completed between 9/6/10 and 9/10/10)*
Restrooms/Fountains	Drinking fountains in cafeteria and locker rooms needed adjusting *(Completed between 9/6/10 and 9/10/10)*
Restrooms/Fountains	Girls' restroom in cafeteria was dirty *(Completed between 9/6/10 and 9/10/10)*

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facilities

King Middle School was built in 1995 and has 37 classrooms, one computer lab, a gym, two athletic fields, a cafeteria, a library and a computer lab. There is ample access to technology throughout the campus. In addition to the two computer labs/classrooms, there are 20 student computers located in the library, each teacher is issued a laptop and many of the classrooms are equipped with student computer stations.

Deficiencies and Repairs - *Continued from page 3*	
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Safety	Sharp edge on bench in cafeteria *(Completed between 9/6/10 and 9/10/10)*
Safety	Gates not locked properly *(Completed between 9/6/10 and 9/10/10)*
Structural	Fire extinguisher signage missing in boys' locker room *(Completed between 9/6/10 and 9/10/10)*
External	Fill holes in yard *(Completed on 10/11/2010)*
External	Bent poles *(Completed on 10/11/2010)*
External	Gates need adjusting *(Completed on 10/11/2010)*
External	Basketball nets need repair *(Completed on 10/11/2010)*
External	Staff parking in designated "red zone" *(Completed on 10/11/2010)*
External	Fencing in several areas on campus need repair/replacement/ adjustment *(Completed on 10/11/2010)*
External	Weeds are growing along the inside of the fence line *(Cleaned on 9/7/10)*
External	Trash visible in some areas *(Cleaned on 9/7/10)*
External	Basketball backboards need repainting *(Work order submitted in 9/10)*
External	Athletic fields and courts need new nets, wooden boards need to be removed or replaced *(Completed on 9/13/2010)*
External	Adjustments needed on fencing *(Completed on 10/11/10)*

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test	
	King MS
Percentage of Students Meeting Fitness Standards	**Grade 7**
Four of Six Standards	◈
Five of Six Standards	◈
Six of Six Standards	◈

◈ Data not available from the state at the time of publication.

School Facilities

Continued from page 3

All staff members participate in school supervision before, after, during and at all school functions. Most of these assignments are issued on a rotational basis; however, many staff members voluntarily attend events after-school hours. King Middle School has two full-time safety officers and two part-time noon aides assist with monitoring the campus.

The school facilities are maintained well and kept in exemplary condition. The grounds are well maintained and are well developed with mature trees. Any issues such as graffiti are immediately addressed. We have one day (7 a.m.-4 p.m.) custodian and two evening and night custodians (3 p.m.-11 p.m.). They follow a cleaning and ground keeping schedule. They are on call for immediate repairs and maintenance of facilities.

"Our music program hosts concerts, performs at events for the District and participates in parades, concerts, and field performances around the Central Valley."
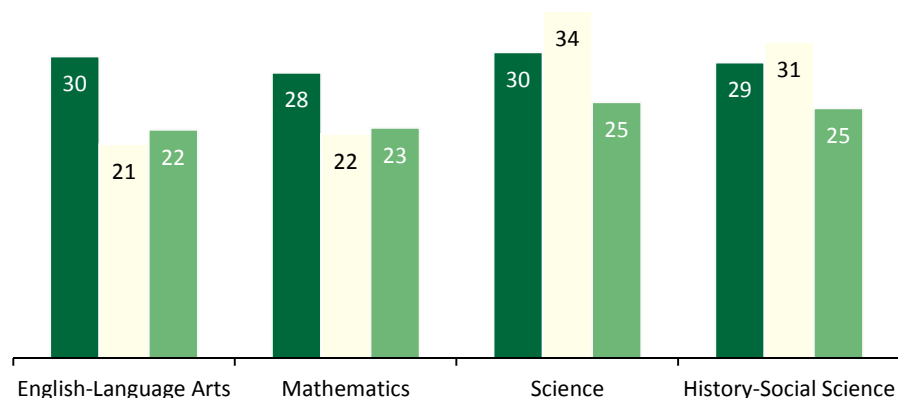
Class Size

| | 07-08 | 08-09 | 09-10 |

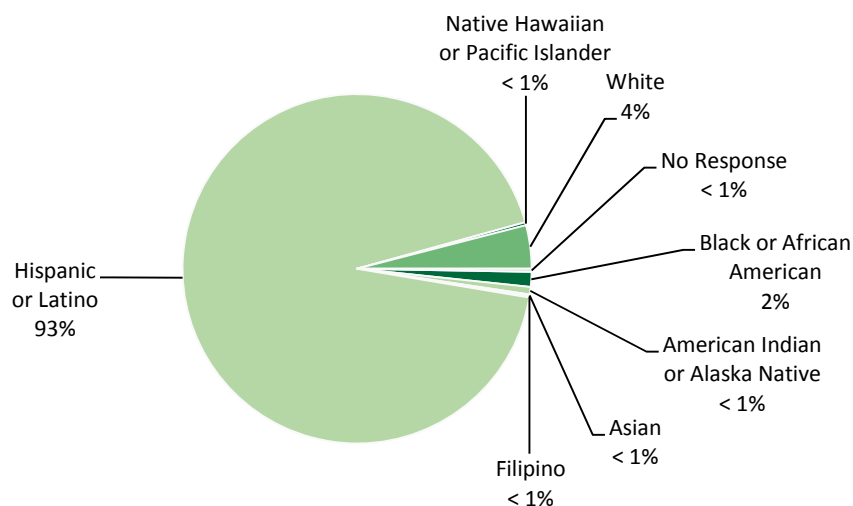The bar graph displays the three-year data for average class size.

	English-Language Arts	Mathematics	Science	History-Social Science
07-08	30	28	30	29
08-09	21	22	34	31
09-10	22	23	25	25

Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	3	19	14	28	22		15	13	
Mathematics	12	19	11	17	23		19	10	
Science		18	3		5	10	2	20	
History-Social Science	1	19	1	2	11	8	3	20	

Enrollment and Demographics

The total enrollment at the school was 721 students for the 2009-10 school year.

- Hispanic or Latino 93%
- Native Hawaiian or Pacific Islander < 1%
- White 4%
- No Response < 1%
- Black or African American 2%
- American Indian or Alaska Native < 1%
- Asian < 1%
- Filipino < 1%

Professional Development

Prior to start of the year, staff members participated in a one-day MiniCharge Conference held off site. Topics covered were team building, working with Focal Students, introduction to Explicit Direct Instruction (EDI) and TAPPLE strategies, the use of Response to Intervention (RTI), and reviewing schoolwide data. All instructors in ELA, Math and SPED received two days of training in the use of EDI strategies, subsequently the remaining CORE area instructors were trained. For the previous two school years, three days were dedicated to staff and professional development. Approximately 40 hours of training and support have been given this year in the area of EDI instructional strategies. Also, groups of teachers have visited EDI sites in MUSD and Dinuba as well as observing Kevin Clark and EL strategies at another MUSD site.

Additionally, we meet as an entire staff every Wednesday. Topics covered include EDI, RTI, Cornell Note Taking, School Safety Plans, working with Focal Students around the teachings of Ruby Payne, and rewriting the school mission and vision statements.

"King Middle School Jr. Middle school is unique and is committed to the academic enhancement and overall wellness of all of its students."

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** *(exceeds state standards)*; **Proficient** *(meets state standards)*; **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	King MS			Madera USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	27%	25%	34%	36%	39%	41%	46%	50%	52%
Mathematics	14%	29%	34%	35%	39%	40%	43%	46%	48%
Science	27%	31%	46%	35%	37%	42%	46%	50%	54%
History-Social Science	14%	20%	26%	27%	36%	36%	36%	41%	44%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
	Spring 2010 Results			
Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
All Students in the District	41%	40%	42%	36%
All Students at the School	34%	34%	46%	26%
Male	28%	30	46	28
Female	40%	38%	46%	23%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	34%	34%	45%	25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41%	38%	45%	36%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	33%	33%	44%	24%
English Learners	7%	17%	19%	8%
Students with Disabilities	17%	17%	27%	6%
Students Receiving Migrant Education Services	25%	29%	43%	27%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	**2008**	**2009**
Statewide API Rank	2	2	2
Similar Schools API Rank	6	2	8

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	**Actual API Change**		
	07-08	**08-09**	**09-10**
All Students at the School	-1	24	29
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic of Latino	-4	22	33
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	7	18	20
English Learners	-9	35	15
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	**2010 Growth API**		
	King MS	**Madera USD**	**California**
All Students	693	733	767
Black or African American	■	691	685
American Indian or Alaska Native	■	■	728
Asian	■	832	889
Filipino	■	■	851
Hispanic of Latino	693	723	715
Native Hawaiian or Pacific Islander	■	■	754
White	■	810	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	679	718	712
English Learners	668	695	691
Students with Disabilities	■	593	580

■   Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	King MS	**Madera USD**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Identified for Program Improvement		15
Percent of Schools Identified for Program Improvement		56%

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

School Safety

King Middle School recently received an upgrade to its fire alarm system. Every classroom's safety information was updated and posted, and teachers were informed and trained on the upgrades. Monthly exercises for evacuations, lockdowns, and safety are conducted by vice principals. Two full-time safety officers and two part-time noon aides assist with monitoring the campus. Additionally, King Middle School's administrative staff works with the Student Services Department and District Gang Liaison to keep up with communal issues that arise.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in October 2010.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	King MS		**Madera USD**	
Met Overall AYP	No		No	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors	**FTE and Ratio**
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	**FTE**
Counselor (Social Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

✧ Not applicable.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
King MS		
07-08	**08-09**	**09-10**
0.293	0.535	0.277
Madera USD		
07-08	**08-09**	**09-10**
0.153	0.182	0.163
Expulsion Rate		
King MS		
07-08	**08-09**	**09-10**
0.009	0.065	0.010
Madera USD		
07-08	**08-09**	**09-10**
0.009	0.017	0.009

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Teacher Credential Information				
	Madera USD	**King MS**		
Teachers	**09-10**	**07-08**	**08-09**	**09-10**
With Full Credential	683	33	35	35
Without Full Credential	11	1	4	0
Teaching Outside Subject Area of Competence		6	3	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	King MS		
	08-09	**09-10**	**10-11**
Teacher Misassignments of English Learners	4	1	1
Total Teacher Misassignments	7	2	1
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
King MS	96.9%	3.1%
All Schools in District	95.8%	4.2%
High-Poverty Schools in District	95.8%	4.2%
Low-Poverty Schools in District	✧	✧

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧   Not applicable.

Parental Involvement

Parents are encouraged to participate in King Middle School through involvement in the Parent Club, School Site Council (SSC), Alternative Governance Board (AGB), Quality Education Investment Act (QEIA) and English Learner Advisory Committee (ELAC) committees. Parent trainings are conducted in the evening throughout the year in the following areas: using the Computer to access student grades, bullying and gang Prevention. This year MLK has implemented a "Wellness Grant" program in which "Zumba" classes are offered after school to promote health and wellness among students, parents and staff members. The grant encourages and promotes healthy lifestyles through diet and exercise. Two times a year, teachers conduct parent conferences to discuss a student academic performance and behavioral needs. MLK also conducts Coordination of Services Team (COST) and Student Success Team (SST) meetings with the parents of struggling students. MLK has been implementing "Cafe con el Director" for the past three years. This is an opportunity for parents to meet with the principal and ask questions regarding the school's programs and services. Each year, the school holds Back to School Night and Open House. A 7th Grade Parent Night is held at MLK during the spring semester for parents of incoming sixth grade students.

For more information on how parents can be more involved, parents can contact Sandra Flores, MLK counselor, or Hilda Castrellón, Vice Principal at (559) 674-4681.

Types of Services Funded

King Middle School receives funds from numerous sources including Title I, GATE, and QEIA. The School Site Council is the oversight body approving the budget and expenditures.

District Financial Data

District Salary Data		
Category	**Madera USD**	**Similar Sized District**
Beginning Teacher Salary	$38,419	$41,155
Mid-Range Teacher Salary	$60,085	$65,379
Highest Teacher Salary	$73,983	$85,049
Average Principal Salary (Elementary School)	$100,493	$106,453
Average Principal Salary (Middle School)	$107,517	$111,487
Average Principal Salary (High School)	$114,667	$121,513
Superintendent Salary	$170,000	$194,802
Teacher Salaries — Percent of Budget	40.2%	39.9%
Administrative Salaries — Percent of Budget	6.1%	5.1%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	King MS
Total Expenditures Per Pupil	$6,979
Expenditures Per Pupil From Restricted Sources	$1,547
Expenditures Per Pupil From Unrestricted Sources	$5,432
Annual Average Teacher Salary	$58,973

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
King MS	$5,432	$58,973
Madera USD	$4,766	$54,773
California	$5,681	$66,478
School and District — Percent Difference	+12.3%	+7.1%
School and California — Percent Difference	-4.6%	-12.7%

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.