

Clas

2016 SCHOOL PROFILES

Office of Educational Quality and Accountability 840 Research Parkway, Suite 455, Oklahoma City, OK, 73104 (405) 522-5399 Fax: (405) 525

Fax: (405) 525-0373 Web: http://www.EdProfiles.info

M.L. KING JR. ELEMENTARY (EC-6)

OKLAHOMA CITY PUBLIC SCHOOLS

1201 Northeast 48th Street, Oklahoma City, OK 73111 Telephone: (405) 587-4000

55-I089-283

Community Characteristics

economic Data	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment:			
Caucasian	15%	19%	589
Black	78%	24%	99
Asian	0%	2%	29
Hispanic	6%	52%	16
Native American	1%	3%	14
Average Property Valuation per Student (12/2016)		\$50,805	\$49,62
Students Eligible for Free/Reduced Lunch	100%	83%	62
Census Data (American Community Survey 2011-2015 5-Year Estimates Unless O	therwise Noted)		
District Population		293,970	7,40
Poverty Rate		28%	17
Unemployment Rate		8%	6
Average Household Income		\$53,956	\$63,89
Single-Parent Families		47%	34
Highest Educational Level for Adults Age 25+			
College Degree		22%	24
H.S. Diploma w/o College Degree		55%	63
Less than 12th Grade Education		23%	13
ration, Motivation & Parental Support			
KG-3rd graders receiving reading remediation	69%	62%	39
Average Number of Days Absent per Student	11.0	11.2	9
Mobility Rate (Incoming Students)	19%	11%	10
Student Suspension Ratio: (Higher number is better.)			
There was 1 suspension (of 10 days or less) for every students	2.3	5.6	13
There was 1 suspension (of more than 10 days) for every students	417.0	178.1	171
Parents Attending Parent/Teacher Conference	63%	71%	74
Patrons' Volunteer Hours per Student	7.6	2.9	3
ile Offenders & Offenses (Office of Juvenile Affairs)*			
One out of every students was charged. (<i>Higher number is better.</i>)		184.5	119
Of those charged, each averaged offense(s).		2.1	2
Of those charged, were alleged gang members.		40	0
*These statistics are provided as another indicator of the environment in which s	chools must operate In	most cases the offenses w	vere not committed

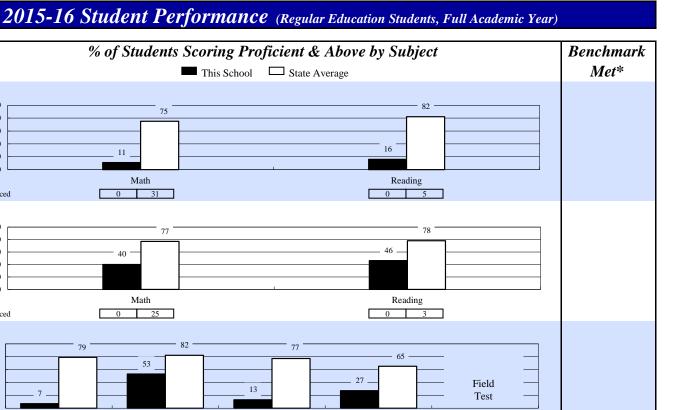
*These statistics are provided as another indicator of the environment in which schools must operate. In most cases the offenses were not committed at school.

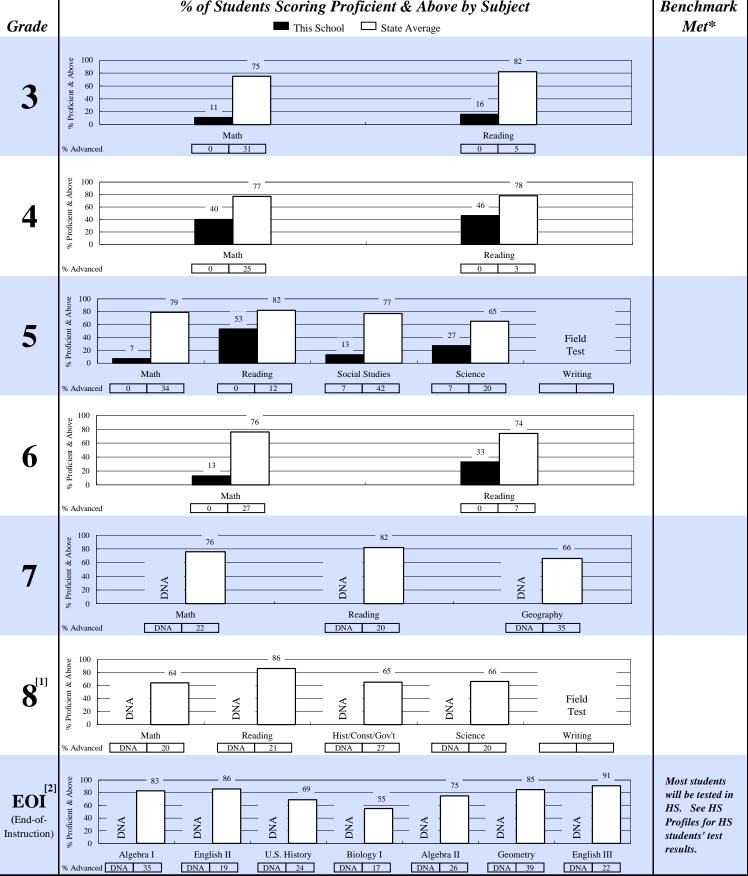
2015-2016 School Educational Process

		District Total	ES/MS/JHS
ssroom & Administration Characteristics	C -11		
Fall Enrollment	School 417	(All Schools) 45,577	State Average 386
	417	31.9%	8.7%
Students as English Language Learners (ELL)			
Students in Special Education*	19.9%	12.7%	15.5%
Non-Special Ed. Teachers (FTE):			
Number of Teachers	21.8	2,484.3	21.3
Average Salary (w/ Fringe)	\$50,114	\$50,573	\$44,573
Teachers with Advanced Degree(s)	36.7%	29.2%	23.0%
Average Years of Experience	9.2	10.3	12.8
Special Education Teachers (FTE)*	3.8	338.4	2.4
Counselors (FTE)	0.4	78.5	0.7
Other Certified Professional Staff (FTE)	3.2	273.8	1.8
Administrators (FTE)	2.0	264.3	1.3

*Each school has its own unique characteristics for special education programs. Please contact the school for program specific information.

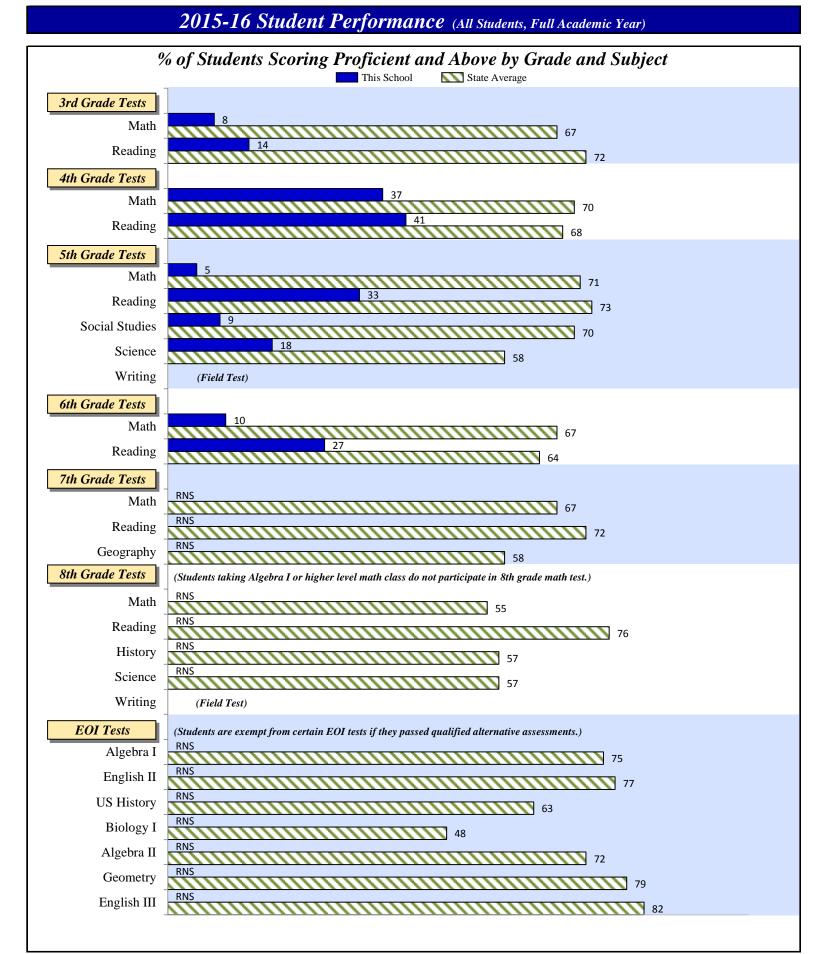
◆ Symbols Used on this Report ◆					
DNA = Data Not Available	RM = Revised Methodology	FTE = Full Time Equivalen	t ** = Data Protected by Privacy Laws		
NA = Not Applicable	ADM = Average Daily Members	hip (Average Enrollment)	FTR = School/District Failed to Respond with Useable Data		





[1]: Students taking Algebra I or higher level math class do not participate in 8th grade math test. [2]: Students are exempt from certain EOI tests if they passed qualified alternative assessments.

• Performance Benchmark Symbols (*Test results must be available for every subject.*) ✓ (The 'Basic-70' Benchmark) = at least 70% of students scoring "Proficient & Above" in all subjects. 🔆 (The 'Advanced-25' Benchmark) = meet the Basic-70 benchmark plus at least 25% of students scoring "Advanced" in all subjects.



♦ Results Not Shown (RNS) for This School

Test results cannot be shown if no students were tested (grade not offered), if test results were not available (no record found), or if circumstances require that results be protected by federal privacy laws.