

# Magazine Public Schools

Annual Report to the Public

March 5, 2024

# Accreditation

## Report Status:

- Fully Accredited
- No Exceptions

# Facts & Figures

- District enrollment: 424 students
  - 71% qualify for free or reduced lunches
  - 65.55% State average
- Number of teachers: 41
- Total Number Proficient or Above in TESS: 39
- Certified National Board Teachers: 0
- Beginning teacher salary: \$50,000 (FY 2023)
- Average teacher salary: \$53,935.46 (FY 2023)
- District's assessment: \$38,888,393
- Annual Foundation Funding: \$7,413 per student
- Total per pupil spending: \$16,217.63
- Annual budget of approximately: \$6,492,398.26
- Value of facilities and contents: \$37,167,481.08

# Title Funds

<u>Fund Title</u>	<u>FY 21-22 Allocation</u>	<u>FY 22-23 Allocation</u>	<u>FY 23-24 Allocation</u>
TITLE I	\$163,631.25	\$158,383.23	\$148,698.64
TITLE IIA, PART A	\$16,442.29	\$20,618.64	\$18,267.84
TITLE IV	\$12,113.14	\$12,292.70	\$12,293.97
TITLE VIB (Special Education)	\$142,748.76	\$135,577.40	\$138,700.78

# Transfers

**2023-2024, 2022-2023, 2021-2022: Zero students transferring out under unsafe school provision**

**2023-2024: 19** students transferring into the district under A.C.A. 6-18-227 Arkansas Opportunity Public School Choice Act

**2023-2024: 11** students that transferred out of the district under A.C.A. 6-18-227 Arkansas Opportunity Public School Choice Act

**2022-2023: 26** students transferring into the district under A.C.A. 6-18-227 Arkansas Opportunity Public School Choice Act

**2022-2023: 31** students that transferred out of the district under A.C.A. 6-18-227 Arkansas Opportunity Public School Choice Act ( **24 of these students have never attended Magazine Schools**)

**2021-2022: 35** students transferring into the district under A.C.A. 6-18-227 Arkansas Opportunity Public School Choice Act

**2021-2022: 17** students that transferred out of the district under A.C.A. 6-18-227 Arkansas Opportunity Public School Choice Act

# Data with Comparisons to State

- School safety: Fire drills, earthquake, tornado drills, active shooter simulations and door lock checks are on a scheduled cycle and performed
- Average daily attendance rates (ADA) for students in district :92.42%
- Average daily attendance rates (ADA) for students in state: 92.87%

98% ADA = little chronic attendance

95% ADA = moderate chronic attendance

93% ADA = significant chronic attendance

## Graduation rate:

- 4 year cohort 94.12% (89.4% State)
- 5 year cohort 90.38% (90.93% State)

Drop out rate: 2.39%

College Remediation rate: 12.5%

Number of students in grades 9-11 who took the ACT: 27

# Data Comparisons to the State

District Act Aspire Overall Achievement Rates Ready and Exceeding Comparison to the State

English District	English State	Reading District	Reading State	Math District	Math State	Science District	Science State
64%	64%	38%	39%	33%	40%	36%	35%

# Gifted and Talented Program

32 students identified for Gifted and Talented services

10 elementary, 22 high school

Program Options:

- Grades K-2- Whole class enrichment- 30 minutes a week
- Grades 3-4 - Identified students are pulled out 150 minutes a week for direct services
- Grades 5-12- Secondary-content classes, Honors, AP, Concurrent Credit



# ESOL Program (English for Speakers of Other Languages)

The mission of the Magazine ESOL program is to equip students with the language skills they need to be socially and academically prepared to be successful students in the Magazine School District.

The district has provided English for Speakers of Other Languages (ESOL) services to English Language Learners (ELLs) for many years.

Currently, the school system serves 1% ESOL students of the total population.

The ESOL program provides students with the opportunity to reach proficiency in listening, speaking, reading, and writing as measured on the ELPA21.

Contact Delania Smith, ESOL Coordinator for more information.

# School District Goals

**The district will improve their overall ESSA rating to a “B” by the end of the 23-24 school year.**

- Each year we will increase the number of students on grade level in reading district wide by a minimum of 10%.
- Each year we will increase graduation rates by at least 2.5% in order to reach an overall graduation rate of 94%.

**The district will improve its collaborative efforts within the district.**

- Each year we will grow our collaborative practices by developing a sustainability plan for Professional Learning Communities (PLCs).
- In the 23-24 school year we will apply to become a PLC Model District.

**The district will become known for academic excellence in the region by growing our number of student academic achievements by 10%.**

- Each year we will increase our number of potential National Merit Scholars, National Merit Semi-finalist and Finalist by 10%.
- Students will show growth in postsecondary readiness in career or college readiness as measured through the workkeys, AP and concurrent enrollment by 10%.

# Policies and Practices

- Distribution of student discipline policy to parents
  - District handbook
  - Teacher packets home
- The school's teachers, administrators, classified school employees, and volunteers have been provided with appropriate student discipline training
  - Review of handbook
  - Training and committee work in PBIS
  - De-escalation and restraint (selected personnel)
- The school board will adopt a parental involvement plan
  - Posted as draft on school website pending ADE approval

# Campus Information

# Discipline Data

14 Out of School Suspensions

1 In-school Suspension

1 Corporal Punishment

2 Weapon Incidents

0 Expulsions

## **Steps taken for improvement based on overall data:**

1. Full implementation of PBIS model at both schools
2. Student and Teacher Of The Month Recognized
3. Monthly Data Reviews
4. Survey of teachers for classroom vs. school wide discipline issues.
5. New referral and tracking process
6. Rattler Room at the elementary

# Magazine High School

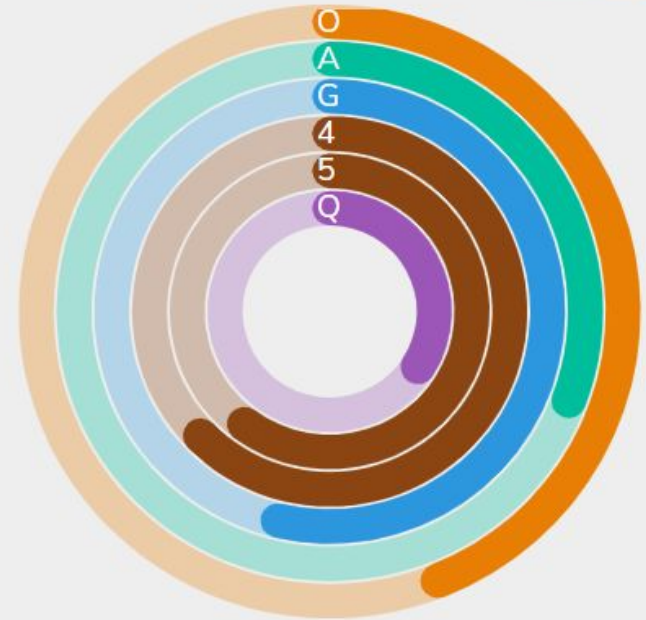
## ESSA Indicator Scores

Gauge Bar

Public School Rating	C
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Rating Scale	A = 73.22 and Above
	B = 67.96 - 73.21
	C = 61.10 - 67.95
	D = 52.95 - 61.09
	F = 0.00 - 52.94

Indicator	Score
Overall ESSA Score	66.02
Weighted Achievement Score	46.17
Value-Added Growth Score	80.76
4-Year Graduation Rate	94.12
5-Year Graduation Rate	90.38
School Quality and Student Success Score	51.06



### Public School Rating Score (State Accountability: A-F Letter Grade)

State Accountability	66.02	Public School Rating	C	**
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Rating Scale	A = 73.22 and Above B = 67.96 - 73.21 C = 61.10 - 67.95 D = 52.95 - 61.09 F = 0.00 - 52.94
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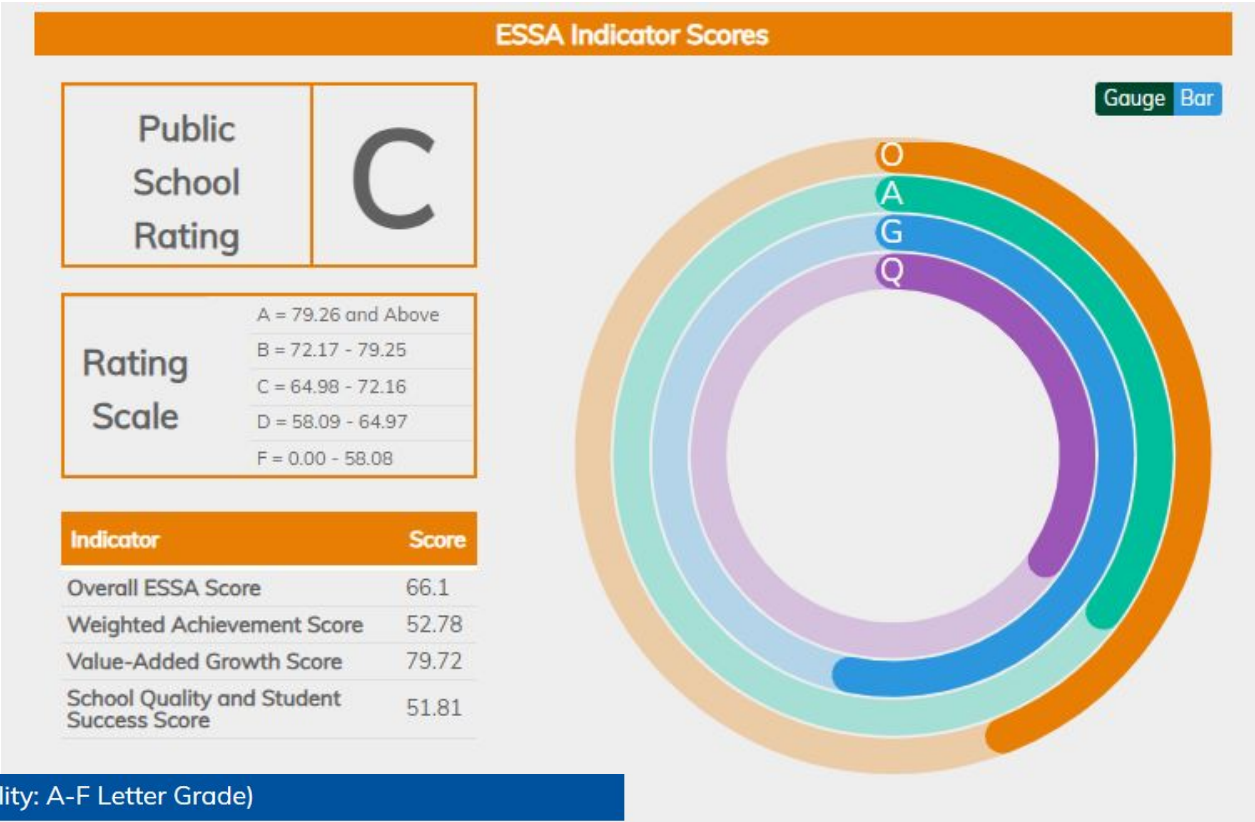
\* Alternative Education (AE) program students included in attendance zone for school rating

[Learn More about Public School Rating](#)

\*\* Results reflect the impact on student learning due to the COVID pandemic. Please use caution when comparing the results and making decisions.

Needed 1.94 for a "B"

# Magazine Elementary



Public School Rating Score (State Accountability: A-F Letter Grade)

State Accountability: **66.1**

Public School Rating: **C** \*\*

Rating Scale:

- A = 79.26 and Above
- B = 72.17 - 79.25
- C = 64.98 - 72.16
- D = 58.09 - 64.97
- F = 0.00 - 58.08

Needed 6.07 for a "B"

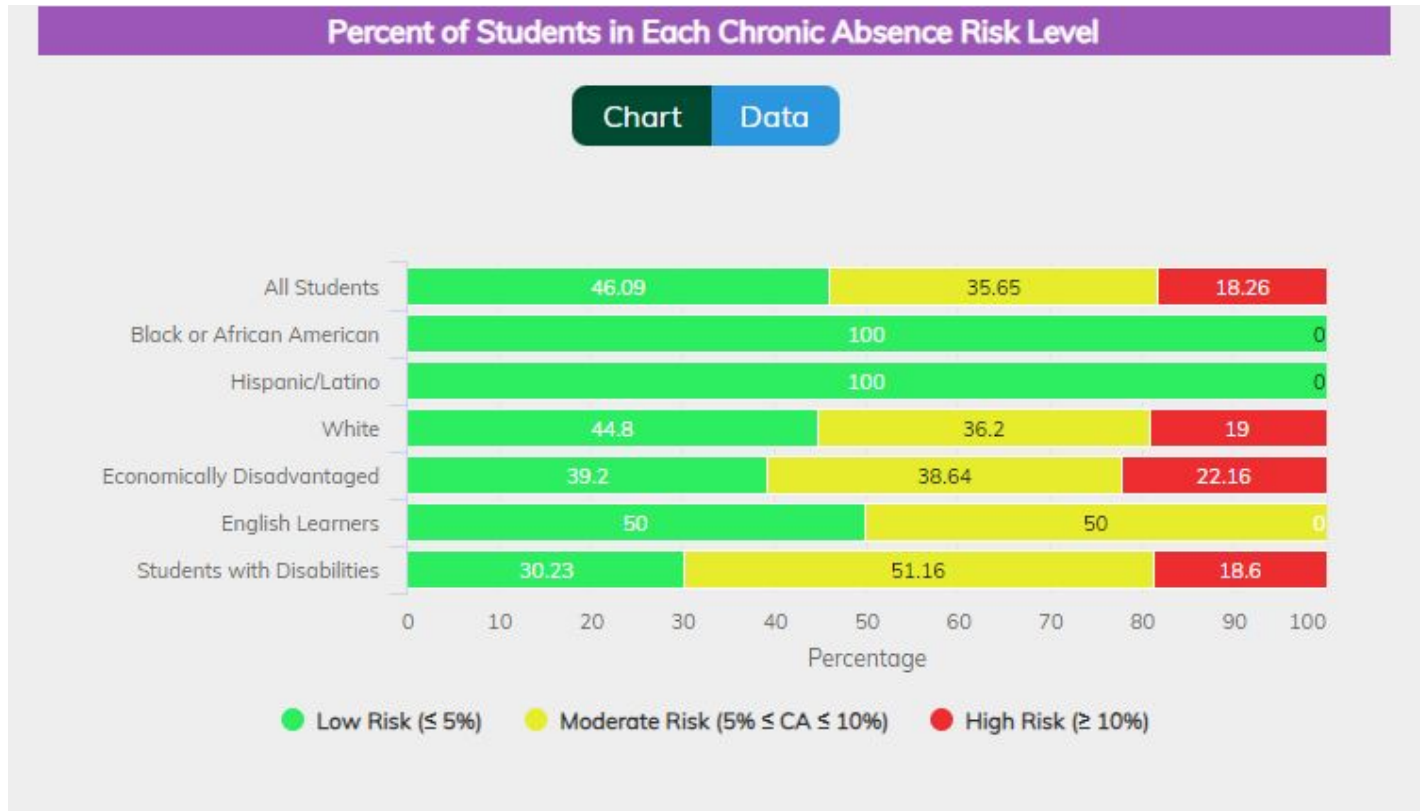
\* Alternative Education (AE) program students included in attendance zone for school rating

[Learn More about Public School Rating](#)

\*\* Results reflect the impact on student learning due to the COVID pandemic. Please use caution when comparing the results and making decisions.

# Elementary Points Assigned Based on Attendance

Absent less than 5% of time enrolled= 1 point  
Absent 5% to 10% of time enrolled=.5 points  
Absent more than 10% of time enrolled=0 points



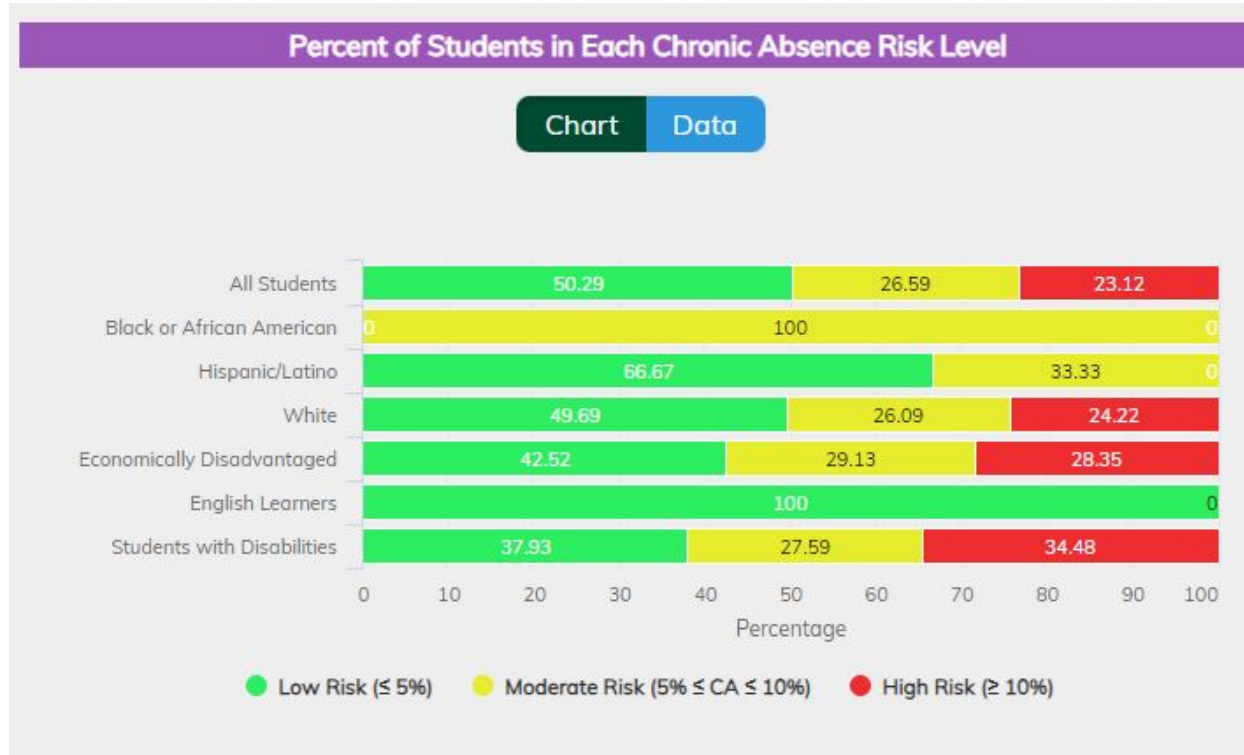


# High School Points Assigned Based On Attendance

Absent less than 5% of time enrolled= 1 point

Absent 5% to 10% of time enrolled=.5 points

Absent more than 10% of time enrolled=0 points



A red speech bubble graphic with a white outline, containing the word "Goals" in white text. The bubble is positioned on the left side of the slide, pointing towards the list of goals.

## Goals

1. **Full implementation of the PLC Process**  
(The 4 questions)
2. **Improve Achievement and Growth by 10% in Math, Reading, and Science**
3. **Work to Become a “B” School**

# English: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3	70%			35%	65%	42%
4	64%			39%	57%	77%
5	82%			29%	75%	73%
6	81%			30%	74%	85%

*2018-2019 English and Reading were combined for an ELA score  
2019-2022 No testing- COVID*

# English: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7	70%			30%	72%	74%
8	64%			34%	63%	71%
9	82%			62%	54%	33%
10	81%			46%	36%	57%
ACT Composite	18	19.9	18.6	16	16.2	18.18

*2018-2019 English and Reading were combined for an ELA score  
2019-2020 No testing COVID*

# Reading: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3	27%	41%		26%	29%	19%
4	32%	38%		32%	37%	40%
5	42%	29%		42%	39%	38%
6	47%	57%		49%	44%	50%

# Reading: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7	27%	33%		22%	40%	34%
8	32%	49%		34%	32%	56%
9	42%	37%		22%	42%	23%
10	47%	49%		28%	20%	37%
ACT	18.8	18.4	19.4	18.1	17.6	19.07

# Math: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3	51%	39%		37%	52%	31%
4	36%	41%		29%	7%	29%
5	63%	45%		55%	47%	42%
6	50%	54%		43%	45%	48%

# Math: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7	51%	42%		16%	34%	36%
8	36%	41%		32%	13%	41%
9	63%	45%		9%	26%	16%
10	50%	54%		26%	20%	26%
ACT Composite	17.7	17.6	18.7	17.5	16.8	17.68%



# Science: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3	41%	30%		23%	39%	23%
4	34%	49%		23%	35%	31%
5	48%	39%		36%	40%	46%
6	31%	54%		57%	57%	48%

# Science: Percentage Ready or Exceeding

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7	41%	30%		25%	45%	36%
8	34%	49%		33%	18%	47%
9	48%	39%		16%	30%	24%
10	31%	54%		23%	20%	34%
ACT	18.5	18.5	18.7	17.7	18.3	19.96%

# ACT Composite Score

ACT	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
District	18.3	18.2	19	17.4	17.4	18.93
State	18.7	18.5	18.6	18.2	18.3	18.90

# Advanced Placement

	2019	2020	2021	2022	2023
Total AP Students	9	4	3	8	11
Number of Exams	11	6	3	11	11
AP Students with Scores of 3+	3	1	0	3	2
Percent of Students with Scores of 3+	33%	25%	0%	37%	18%

## ATU Concurrent Credit hours earned SY 2022-2023

Course Name	Number of Credit Hours earned	Number of Students Enrolled	Number of Students that Dropped College Credit Only*	Number of Students with a 59% or less (failed course)
Comp I	42	16	1	1
Experiencing Art	27	9	1	0
Public Speaking	30	15	0	0
US History to 1877	6	2	0	0
World History	3	2	1	0
Comp II	30	11	1	0
College Algebra	33	12	1	0
US History since 1877	6	2	0	0
<b>Total</b>	<b>177 credit hours</b>	<b>69 students</b>	<b>3</b>	<b>1</b>
2022-2023 SY 177 total credit hours earned				

# Goal 1: Full implementation of the PLC Process (The four questions)

## **Goal:**

By the end of the 2023-24 school year, teams at Magazine Elementary and High School will deepen their implementation of collaborative practices, including backward planning of units, identifying aligned assessments (formative and end-of-unit), and working interdependently to improve their instructional practices, as evidenced by attaining “developing” on the PLC continuum

## **Actions:**

Continue to clarify expectations for student learning (end in mind) around the essential standards within and across collaborative teams

Provide support in the design and use of common assessments/formal formative assessments and EOU assessments that are aligned to the essential standards

Establish clear systems for recording essential standards proficiency data

Support development of unit-based SMART goals

Use critical friend/singleton protocols for vertical teams for the design of instruction and the analysis of assessment results

Provide timely support to students not demonstrating proficiency. We will daily work to answering the four questions.

## **Progress:**

Solution Tree Coaches, Professional Learning Community meetings, Professional Learning Team Activities, Book Studies, AREN specialist, PBIS

# Goal 2: Improve Achievement and Growth by 10% in Math, Reading, and Science

By Spring of 2023, Magazine Elementary and High School will demonstrate a minimum of 10% increase in **reading** achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

## **Actions for Reading**

Build vertical consensus of essential standards and proficiency in literacy.

Unit by unit, members will backward plan to clarify proficiency for essentials, and smaller learning targets leading to their attainment.

Teams will identify/design at least one CFA and an aligned common (at elementary) end of unit assessment/summative measure for every unit in literacy (working in vertical teams as needed).

Engage in new learning of instructional strategies to increase student learning in literacy, including extensions.

Teams will provide Tier 2 support for their students based on the results of their formative and end of. Unit assessments to ensure that students learn their essential standards.

**Programs: HQIM-(Benchmark Readers Workshop, I Ready Personal Pathway, Just Words, Sonday, 95% Group, Foundations, Heggerty, Studysync,) Reading Interventionist, Rtl Tracker**

By Spring of 2023, Magazine Elementary and High School will demonstrate a minimum of a 10% increase in **math** achievement across all grade levels as evidenced in results from I-Ready and ACT Aspire

### **Actions for Math**

Identify essential standards and clarify evidence of proficiency in math.

Build vertical consensus of essential standards and proficiency in math.

Engage teachers in backward planning of instructional units focused on the essential standards (singletons will work in vertical teams as needed).

Engage in new learning and implement highly effective instructional strategies to support high levels of learning in math.

Develop aligned formative and end of unit assessments to formatively and summatively measure student learning of the essential standards in math (common assessments for traditional teams) - data collection system

Teams will follow the Plan/Do/Study/Act process, using protocols to examine their practices in math and develop specific work products

**Programs: HQIM (K-8 Ready Classroom Math), AREN Support, I-Ready Specialist Support, Solution Tree Math Specialist**



## **Actions for Science**

The 2023-2024 ATLAS scores will determine our baseline.

When our scores are released administration and the guiding coalition will use that data to establish growth and achievement percentages.

# Progress Toward Goal 2

By Spring of 2023, Magazine Elementary will demonstrate a minimum of 10% increase in **reading** achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

<b>Grade Level</b>	<b>BOY IReady 22-23</b>	<b>MOY IReady 22-23</b>	<b>Spring 23 IReady Target</b>
K	18%	61%	73%
1	12%	33%	64%
2	33%	57%	48%

# Progress Toward Goal 2

By Spring of 2023, Magazine Elementary will demonstrate a minimum of 10% increase in **reading** achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

Grade Level	BOY IReady 22-23	MOY IReady 22-23	Spring 2023 ACT Aspire Targets
3	20%	31%	35%
4	13%	32%	47%
5	19%	35%	49%
6	29%	52%	54%

# Progress Toward Goal 2

By Spring of 2023, Magazine High School will demonstrate a minimum of 10% increase in **reading** achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

Current Grade Level	BOY IReady 22-23	MOY IReady 22-23	Spring 2023 ACT Aspire Targets
7	27%	23%	51%
8	35%	33%	45%
9	14%	17%	48%
10	30%	26%	45%
11	7%	11%	N/A

# Progress Toward Goal 2:

By Spring of 2023, Magazine Elementary and HS will demonstrate a minimum of a 10% increase in **math** achievement across all grade levels as evidenced in results from I-Ready and ACT Aspire.

Grade Level	BOY IReady 22-23	MOY IReady 22-23	Spring 2023 IReady Target
K	16%	46%	66%
1	6%	17%	53%
2	12%	32%	59%

# Progress Toward Goal 2

By Spring of 2023, Magazine Elementary will demonstrate a minimum of a 10% increase in **math** achievement across all grade levels as evidenced in results from I-Ready and ACT Aspire.

Grade Level	BOY IReady 22-23	MOY IReady 22-23	2023 ACT Aspire Targets
3	4%	8%	45%
4	10%	17%	62%
5	12%	16%	56%
6	39%	48%	54%

# Progress Toward Goal 2

By Spring of 2023, Magazine High School will demonstrate a minimum of a 10% increase in **math** achievement across all grade levels as evidenced in results from I-Ready and ACT Aspire.

Current Grade	BOY IReady 22-23	MOY IReady 22-23	2023 ACT Aspire Targets
7	20%	26%	49%
8	13%	18%	44%
9	12%	23%	50%
10	25%	25%	50%
11	15%	17%	N/A

# Progress toward Goal 2

*Growth is shown by a decrease in Tier 3.*

Current Grade Level	Tier 2 Reading based on IReady BOY	Tier 2 Reading based on IReady MOY	Tier 3 Reading based on IReady BOY	Tier 3 Reading based on IReady MOY
K	82%	38%	0%	0%
1	71%	61%	18%	6%
2	52%	34%	15%	18%



# Progress toward Goal 2

*Growth is shown by a decrease in Tier 3 and increase in Tier 2.*

Current Grade Level	Tier 2 Reading based on IReady BOY	Tier 2 Reading based on IReady MOY	Tier 3 Reading based on IReady BOY	Tier 3 Reading based on IReady MOY
3	24%	35%	56%	35%
4	45%	46%	42%	22%
5	38%	27%	41%	38%
6	23%	7%	49%	41%

# Progress toward Goal 2

*Growth is shown by a decrease in Tier 3 and an increase in Tier 2.*

Current Grade Level	Tier 2 Reading based on IReady BOY	Tier 2 Reading based on IReady MOY	Tier 3 Reading based on IReady BOY	Tier 3 Reading based on IReady MOY
7	8%	26%	66%	52%
8	15%	37%	51%	32%
9	26%	29%	61%	54%
10	24%	32%	54%	41%
11	0%	21%	94%	58%

# Progress toward Goal 2

*Growth is shown by a decrease in Tier 3 and an increase in Tier 2.*

Current Grade Level	Tier 2 Math based on IReady BOY	Tier 2 Math based on IReady MOY	Tier 3 Math based on IReady BOY	Tier 3 Math based on IReady MOY
K	84%	53%	0%	0%
1	65%	74%	29%	9%
2	58%	53%	30%	13%

# Progress toward Goal 2

*Growth is shown by a decrease in Tier 3 and an increase in Tier 2.*

	Tier 2 Math based on IReady BOY	Tier 2 Math based on IReady MOY	Tier 3 Math based on IReady BOY	Tier 3 Math based on IReady MOY
3	44%	58%	52%	35%
4	45%	51%	45%	31%
5	42%	50%	46%	35%
6	27%	26%	34%	26%

# Progress toward Goal 2

*Growth is shown by a decrease in Tier 3 and an increase in Tier 2.*

Current Grade Level	Tier 2 Math based on IReady BOY	Tier 2 Math based on IReady MOY	Tier 3 Math based on IReady BOY	Tier 3 Math based on IReady MOY
7	32%	26%	48%	48%
8	30%	46%	56%	37%
9	18%	5%	71%	73%
10	12%	26%	64%	50%
11	5%	8%	81%	75%

# Goal 3: Work to Become a “B” School

Currently both schools are designated as C schools as defined by ESSA Scores. For the 23-24 school year the scoring system has been revised. Collectively we have reviewed the new proposal, and have identified new focus areas.

## Changes:

- Student attendance is deleted from scoring
- Greater focus on science growth and achievement
- SQSS has been eliminated
- Significant increase in focus on CTE and Postsecondary Readiness

As soon as these new measures are approved and adopted, we will accelerate our implementation.

Progress: We will analyze current performance, focus on curriculum and instruction improvement, make decisions based on data, support at risk students, engage our parents and community, and allocate resources to improve student achievement.