

Maya High School

ARIZONA SCHOOL REPORT CARD 2003-04

3660 W. Glendale Avenue, Phoenix, AZ 85051

Maya Public Charter High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile *

Alternative School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Lee Dillenbeck
Schedule : 7:30 AM to 9:00 PM
Grades : 9-12
2003 Enrollment : 656
Web Address : www.leonagroupaz.com
Phone Number : (602) 242-3442
Fax Number : (602) 242-5255
E-mail : ldillenbeck@leonagroupaz.com

Mission

Maya High School is a student-centered school acknowledged for its high standards, the quality of its staff and the success of its students. With flexible block scheduling, students have the opportunity to complete up to 9.5 credits per school year.

School / Academic Goals

- Û Increase student achievement through the design and implementation of an integrated standards-based curriculum that addresses the need for all students to be technologically literate.
- Û Maintain a clean, safe and orderly learning environment.

Instructional Programs

- Û Alternative Education
- Û Standards-based Curriculum
- Û On-site Special Education
- Û Sheltered English Immersion

Enrollment

October 1, 2002 School Year Student Enrollment : 517
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 656

Calendar Information

Number of Instruction Days : 144
Average Daily Instruction Time : 5 hours 0 minutes
First Day of School : 9/2/2003
Last Day of School : 6/16/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum
- ü School Safety
- ü Discipline
- ü Textbook Selection
- ü Community Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	29.50
Other Professional Staff	.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	2	1	1	0
7 to 9 years	3	0	1	0
10 or more years	2	4	3	0

Shared Responsibilities

School

Safe learning environment, high academic standards, home/school communication.

Parents

Ensure student attendance, appropriate student attire.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Welcome Center

Extracurricular Activities

- ü Student Activities Club
- ü Robotics Club
- ü Chess Club
- ü Interscholastic Sports

Social Services

- ü United Neighborhood Association
- ü Glendale's Promise to Youth Committee
- ü Phoenix Police Department
- ü Maya Volunteer Program

Transportation Policy

Maya High School uses the public transportation system. The school will provide bus tokens for students who qualify based on federal guidelines.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Developed a curriculum guide that integrates content areas, is standards-based and includes a way to measure student achievement.

- ü Designed and implemented a student mentoring program.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Fulbright Teacher Scholarship Award	1999
ü Fulbright Master Teaching Program School	2001
ü North Central Association Accreditation	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	90	95	94	96
Transfers Out ³	25	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	38	10	10	9
Promotion Rate ⁶	79	99	98	95
Retention Rate ⁷	21	1	2	5
Dropout Rate ⁸	33			8
Status Unknown ⁹	31			6
Graduation Rate ¹⁰	58			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	130	57534	86	86	91	449	449	491	97	97	46	2	2	16	1	1	23	0	0	15
All Students (Prior Year)	46	46	51010	NA	NA	NA	440	440	483	86	86	45	14	14	20	0	0	23	0	0	11
Female	65	65	28155	86	86	90	448	448	491	98	98	47	2	2	16	0	0	24	0	0	14
Male	63	63	28932	84	84	89	449	449	491	96	96	46	2	2	15	2	2	23	0	0	16
African American	25	25	2558	86	86	86	442	442	475	100	100	64	0	0	15	0	0	16	0	0	6
Hispanic	81	81	17547	85	85	86	448	448	475	98	98	64	2	2	15	0	0	15	0	0	6
Asian/Pacific Islander	NC	NC	1395	NC	NC	96	NC	NC	519	NC	NC	22	NC	NC	16	NC	NC	28	NC	NC	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	13	13	29790	62	62	86	460	460	501	83	83	34	8	8	17	8	8	29	0	0	20
Students with Disabilities	NC	NC	5562	NC	NC	93	NC	NC	461	NC	NC	79	NC	NC	10	NC	NC	8	NC	NC	3
Students without Disabilities	127	127	51972	93	93	90	449	449	492	97	97	45	2	2	16	1	1	24	0	0	15
Limited English Proficient Students	19	19	5467	53	53	111	NA	NA	458	NA	NA	87	NA	NA	7	NA	NA	5	NA	NA	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	86	86	10446				449	449	472	97	97	70	1	1	13	1	1	13	0	0	4
Non-Economically Disadvantaged	44	44	47088				448	448	495	98	98	42	3	3	16	0	0	26	0	0	17

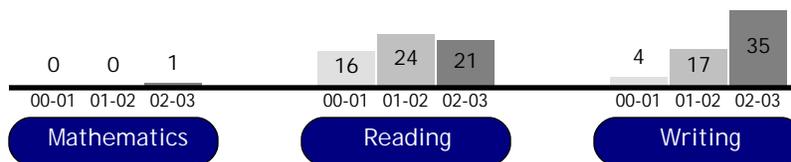
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	131	56700	86	86	89	473	473	512	46	46	15	33	33	23	21	21	52	0	0	10
All Students (Prior Year)	41	41	50525	NA	NA	NA	482	482	517	22	22	12	54	54	22	24	24	51	0	0	15
Female	66	66	27862	87	87	89	475	475	517	42	42	12	38	38	22	19	19	54	0	0	12
Male	63	63	28398	83	83	88	471	471	507	49	49	19	27	27	24	24	24	49	0	0	9
African American	27	27	2529	93	93	85	469	469	495	43	43	24	39	39	31	17	17	41	0	0	4
Hispanic	82	82	17305	85	85	85	472	472	494	48	48	24	35	35	31	17	17	41	0	0	4
Asian/Pacific Islander	NC	NC	1382	NC	NC	95	NC	NC	530	NC	NC	6	NC	NC	17	NC	NC	59	NC	NC	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	10	10	29209	48	48	84	499	499	525	22	22	9	11	11	17	67	67	59	0	0	15
Students with Disabilities	NC	NC	5215	NC	NC	87	NC	NC	478	NC	NC	43	NC	NC	29	NC	NC	25	NC	NC	2
Students without Disabilities	128	128	51485	93	93	89	473	473	513	46	46	15	33	33	23	21	21	52	0	0	11
Limited English Proficient Students	21	21	5378	57	57	109	NA	NA	471	NA	NA	48	NA	NA	36	NA	NA	15	NA	NA	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	87	87	10358				474	474	492	48	48	26	28	28	33	24	24	37	0	0	4
Non-Economically Disadvantaged	44	44	46342				472	472	516	43	43	13	40	40	21	18	18	54	0	0	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	55	55090	36	36	87	442	442	479	42	42	16	23	23	13	35	35	70	0	0	0
All Students (Prior Year)	42	42	50572	NA	NA	NA	447	447	481	33	33	14	50	50	23	17	17	63	0	0	1
Female	31	31	27752	41	41	89	439	439	483	41	41	13	30	30	12	30	30	75	0	0	0
Male	24	24	26842	32	32	83	446	446	474	43	43	20	14	14	15	43	43	65	0	0	0
African American	NC	NC	2336	NC	NC	78	NC	NC	464	NC	NC	25	NC	NC	14	NC	NC	62	NC	NC	0
Hispanic	35	35	16391	36	36	81	442	442	458	45	45	28	16	16	16	39	39	56	0	0	0
Asian/Pacific Islander	NC	NC	1356	NC	NC	93	NC	NC	499	NC	NC	7	NC	NC	9	NC	NC	83	NC	NC	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	NC	NC	29053	NC	NC	84	NC	NC	492	NC	NC	8	NC	NC	12	NC	NC	79	NC	NC	0
Students with Disabilities	NC	NC	4141	NC	NC	69	NC	NC	436	NC	NC	47	NC	NC	18	NC	NC	35	NC	NC	0
Students without Disabilities	53	53	50949	39	39	89	442	442	479	42	42	16	23	23	13	35	35	71	0	0	0
Limited English Proficient Students	NC	NC	4711	NC	NC	96	NC	NC	422	NC	NC	61	NC	NC	13	NC	NC	26	NC	NC	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	45	45	10168				447	447	453	38	38	32	23	23	18	40	40	50	0	0	0
Non-Economically Disadvantaged	10	10	44922				420	420	484	63	63	13	25	25	13	13	13	73	0	0	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	86	18	18	43	100	9	9	37	--	--	--	41
	Language	78	14	14	41	100	13	13	38	--	--	--	42
	Mathematics	73	27	27	59	100	27	27	56	--	--	--	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Maya has a zero-tolerance policy for any gang-related activity, drugs, alcohol or tobacco. With our alternative scheduling, we have no more than 350 students on campus at any one time. We work in partnership with the Phoenix Police Department.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Cyndy Woods	(602) 242-3442
Transportation Policy	Scott Griffiths	(602) 242-3442
Community Resources	Michele Kaye	(602) 242-3442
School Nutrition Programs	Michelle Malone	(602) 242-3442
Parent Organization	Lee Dillenbeck	(602) 242-3442
Student Health/Nurse	Kristi Sharp	(602) 242-3442

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards