

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3660 W. Glendale Ave., 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 ^(a)

2003-04	Performing
2002-03	Alternative School
2001-02	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Lee Dillenbeck
 Schedule : 7:00 AM to 9:00 PM
 Grades : 9-12
 2004 Enrollment : 600
 Web Address :
 Phone Number : (602) 242-3442
 Fax Number : (602) 242-5255
 E-mail : lee.dillenbeck@leonagroup.com

Mission

Maya's mission: to prepare students for the challenges and choices of the 21st century by developing quality life skills; to maintain high academic standards and expectations by increasing academic proficiency in language, mathematics and core supporting academic disciplines; to foster interpersonal development by addressing the personal/social challenges facing students; to create a climate that is safe, clean, orderly, and disciplined and to provide school-wide accountability.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü 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.
- ü Maintain a clean, safe and orderly learning environment.

Enrollment

October 1, 2003 School Year Student Enrollment : 598
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 600

Instructional Programs

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

Calendar Information

Number of Instruction Days : 144
Average Daily Instruction Time : 5 hours 0 minutes
First Day of School : 8/30/2004
Last Day of School : 6/9/2005

Shared Responsibilities

School

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

Parents

Ensure student attendance, appropriate student attire.

Transportation Policy

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

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

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	134	134	65934	94	94	100	456	456	492	86	86	43	8	8	18	6	6	24	0	0	15
All Students (Prior Year)	130	130	57534	86	86	91	449	449	491	97	97	46	2	2	16	1	1	23	0	0	15
Female	72	72	32586	95	95	100	460	460	491	85	85	44	10	10	19	6	6	24	0	0	14
Male	62	62	33226	93	93	99	452	452	493	87	87	42	6	6	18	6	6	24	0	0	16
African American	11	11	3042	85	85	98	456	456	478	82	82	58	9	9	19	9	9	17	0	0	6
Hispanic	95	95	21740	96	96	100	454	454	475	89	89	63	7	7	17	3	3	15	0	0	5
Asian/Pacific Islander	NC	NC	1643	NC	NC	99	NC	NC	519	NC	NC	23	NC	NC	13	NC	NC	30	NC	NC	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	24	24	34819	100	100	99	466	466	505	75	75	27	13	13	20	13	13	31	0	0	22
Students with Disabilities	13	13	6507	81	81	100	439	439	456	92	92	83	8	8	9	0	0	6	0	0	2
Students without Disabilities	121	121	59427	95	95	100	458	458	494	85	85	41	8	8	19	7	7	25	0	0	16
Limited English Proficient Students	26	26	6793	100	100	100	447	447	464	92	92	79	8	8	11	0	0	8	0	0	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	66	66	18745				454	454	475	89	89	64	3	3	16	8	8	15	0	0	5
Non-Economically Disadvantaged	68	68	47182				458	458	499	82	82	35	13	13	19	4	4	27	0	0	19

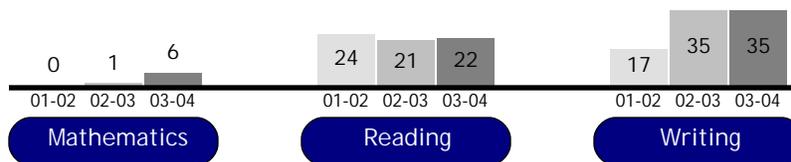
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	131	68162	100	100	100	472	472	509	49	49	18	29	29	24	22	22	51	0	0	8
All Students (Prior Year)	131	131	56700	86	86	89	473	473	512	46	46	15	33	33	23	21	21	52	0	0	10
Female	73	73	33509	100	100	100	477	477	513	42	42	15	32	32	23	26	26	52	0	0	9
Male	58	58	34521	97	97	100	464	464	505	57	57	20	26	26	24	17	17	49	0	0	7
African American	13	13	3163	100	100	99	461	461	497	69	69	22	23	23	30	8	8	46	0	0	3
Hispanic	88	88	22624	100	100	100	467	467	487	51	51	32	30	30	31	19	19	35	0	0	2
Asian/Pacific Islander	NC	NC	1666	NC	NC	100	NC	NC	523	NC	NC	11	NC	NC	17	NC	NC	60	NC	NC	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	25	25	35727	93	93	100	492	492	526	28	28	7	36	36	17	36	36	64	0	0	12
Students with Disabilities	14	14	6845	100	100	100	459	459	468	71	71	53	21	21	29	7	7	18	0	0	1
Students without Disabilities	117	117	61317	99	99	100	473	473	512	46	46	15	30	30	23	24	24	53	0	0	8
Limited English Proficient Students	30	30	7152	100	100	100	447	447	464	87	87	57	13	13	31	0	0	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	60	60	19528				473	473	487	45	45	31	32	32	32	23	23	34	0	0	2
Non-Economically Disadvantaged	71	71	48595				470	470	518	52	52	13	27	27	20	21	21	57	0	0	10

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	129	129	67629	99	99	100	471	471	524	50	50	22	15	15	16	35	35	59	0	0	3
All Students (Prior Year)	55	55	55090	36	36	87	442	442	479	42	42	16	23	23	13	35	35	70	0	0	0
Female	74	74	33347	100	100	100	501	501	537	35	35	17	15	15	15	50	50	64	0	0	4
Male	55	55	34151	92	92	99	430	430	512	71	71	27	15	15	18	15	15	54	0	0	2
African American	12	12	3150	100	100	99	478	478	515	42	42	24	25	25	19	33	33	56	0	0	2
Hispanic	86	86	22313	98	98	100	461	461	493	55	55	34	13	13	19	33	33	46	0	0	1
Asian/Pacific Islander	NC	NC	1659	NC	NC	100	NC	NC	564	NC	NC	11	NC	NC	12	NC	NC	68	NC	NC	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	27	27	35593	100	100	99	491	491	547	48	48	13	11	11	14	41	41	69	0	0	4
Students with Disabilities	13	13	6712	100	100	100	430	430	445	69	69	61	8	8	18	23	23	21	0	0	0
Students without Disabilities	116	116	60917	98	98	100	475	475	530	48	48	19	16	16	16	36	36	61	0	0	3
Limited English Proficient Students	28	28	6994	100	100	100	405	405	442	82	82	58	7	7	18	11	11	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	61	61	19310				479	479	489	44	44	35	20	20	20	36	36	44	0	0	1
Non-Economically Disadvantaged	68	68	48278				463	463	538	56	56	17	10	10	15	34	34	65	0	0	4

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	9	9	37	--	--	--	41	80	22	NA	42
	Language	100	13	13	38	--	--	--	42	82	19	19	42
	Mathematics	100	27	27	56	--	--	--	60	82	34	34	63

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 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 2004-05

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

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	20
Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Welcome Center
- Ü Mobile Computer Lab

Extracurricular Activities

- Ü Student Activities Club
- Ü Robotics Club
- Ü Chess Club
- Ü Interscholastic Sports
- Ü Volleyball
- Ü Basketball
- Ü Soccer

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	89	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	55			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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. Maya also offers classes in drug prevention, health, and crime prevention.

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) :

3

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	Sean Woods	(602) 242-3442
Community Resources	Scott Griffiths	(602) 242-3442
School Nutrition Programs	Michelle Malone	(602) 242-3442
Parent Organization	Lee Dillenbeck	(602) 242-3442
Student Health/Nurse	Jennifer Cisneros	(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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.