

# Primavera Technical Learning Center

## ARIZONA SCHOOL REPORT CARD 2003-04

3029 N. Alma School Road, 226-227, Chandler, AZ 85224

### Primavera Technical Learning Center

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 LEARNS<sup>1</sup>

High School  
Achievement Profile \*

New School\*\*

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

#### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Not Met

School Improvement  
Status\*\*\*

N/A

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

#### School Overview

Principal/Administrator : Mr. Damian Parnell Creamer  
Schedule : 8:00 AM to 8:00 PM  
Grades : 9-12  
2003 Enrollment : 120  
Web Address : Primaveratech.org  
Phone Number : (480) 456-6678  
Fax Number : (480) 820-2168  
E-mail : info@primaveratech.org

#### Mission

Our mission is to educate students with competence and character so that they will demonstrate skill levels for a changing society, reach their potential for critical thinking and life-long learning, and enter the community as productive members.

#### School / Academic Goals

- ü We will provide our students with a unique opportunity to accelerate their high school curriculum without compromising the quality of their education through a highly structured online and campus program.
- ü Students will apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including classic and contemporary. Students effectively use written language and speaking for variety of purposes and audiences.

#### Instructional Programs

- ü High School Diploma
- ü Block Scheduling
- ü Highly Structured & Organized Curriculum
- ü Online Courses & Curriculum

#### Enrollment

October 1, 2002 School Year Student Enrollment : 76  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 100

#### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 4 hours 0 minutes  
First Day of School : 9/2/2003  
Last Day of School : 6/14/2004

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

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

Council Duties

- Ü Source of Advisement to the Gov. Board
- Ü Coordinate School Fund-raising Activity
- Ü Discuss Issues Affecting Students

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	5.00
Other Professional Staff	2.00	Teacher Aide	.00

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

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

Shared Responsibilities

School

Our highest responsibility is to ensure a safe learning environment where students can achieve academic excellence. Parents are contacted if their child is not in attendance, and can view their child's progress and attendance online daily.

Parents

Our goal is to work collaboratively between the school, the students and their parents. Parents help their children maintain good grades and attendance. They will contact the school within 24 hours of an absence.

Resources Available at School Site

Special Facilities

- Ü Multimedia Computer Lab
- Ü Online Campus

Extracurricular Activities

- Ü Sister Schools in Hermosillo, Mexico
- Ü Cultural Student Exchange Program
- Ü Basketball
- Ü Baseball

Social Services

- Ü Chandler/Gilbert/Mesa Community College
- Ü Chandler/Gilbert/Mesa Public Libraries
- Ü Human Resource Referrals

Transportation Policy

Primavera is located conveniently next to public transportation. Students are provided with bus tickets distributed by the school free of charge to our students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

New School - No Data Available

School Honors

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

New School - No Data Available

Student Activity Rates for School Year 2002-03

New School - No Data Available

Measure of Academic Progress

New School - No Data Available

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.

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).

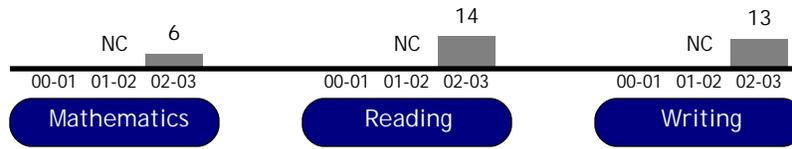
10th Grade

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	31	31	57534	86	86	91	454	454	491	84	84	46	10	10	16	3	3	23	3	3	15
All Students (Prior Year)	NC	NC	51010	NC	NC	NA	NC	NC	483	NC	NC	45	NC	NC	20	NC	NC	23	NC	NC	11
Female	17	17	28155	77	77	90	460	460	491	82	82	47	12	12	16	6	6	24	0	0	14
Male	14	14	28932	100	100	89	446	446	491	86	86	46	7	7	15	0	0	23	7	7	16
African American	--	--	2558	--	--	86	--	--	475	--	--	64	--	--	15	--	--	16	--	--	6
Hispanic	10	10	17547	71	71	86	444	444	475	90	90	64	10	10	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	15	15	29790	75	75	86	456	456	501	80	80	34	7	7	17	7	7	29	7	7	20
Students with Disabilities	--	--	5562	--	--	93	--	--	461	--	--	79	--	--	10	--	--	8	--	--	3
Students without Disabilities	31	31	51972	86	86	90	454	454	492	84	84	45	10	10	16	3	3	24	3	3	15
Limited English Proficient Students	--	--	5467	--	--	111	--	--	458	--	--	87	--	--	7	--	--	5	--	--	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	31	31	47088				454	454	495	84	84	42	10	10	16	3	3	26	3	3	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	29	29	56700	78	78	89	462	462	512	66	66	15	21	21	23	14	14	52	0	0	10
All Students (Prior Year)	NC	NC	50525	NC	NC	NA	NC	NC	517	NC	NC	12	NC	NC	22	NC	NC	51	NC	NC	15
Female	16	16	27862	70	70	89	469	469	517	50	50	12	31	31	22	19	19	54	0	0	12
Male	13	13	28398	93	93	88	453	453	507	85	85	19	8	8	24	8	8	49	0	0	9
African American	--	--	2529	--	--	85	--	--	495	--	--	24	--	--	31	--	--	41	--	--	4
Hispanic	10	10	17305	71	71	85	456	456	494	80	80	24	0	0	31	20	20	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	14	14	29209	67	67	84	459	459	525	71	71	9	21	21	17	7	7	59	0	0	15
Students with Disabilities	--	--	5215	--	--	87	--	--	478	--	--	43	--	--	29	--	--	25	--	--	2
Students without Disabilities	29	29	51485	78	78	89	462	462	513	66	66	15	21	21	23	14	14	52	0	0	11
Limited English Proficient Students	--	--	5378	--	--	109	--	--	471	--	--	48	--	--	36	--	--	15	--	--	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	29	29	46342				462	462	516	66	66	13	21	21	21	14	14	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	23	23	55090	62	62	87	423	423	479	65	65	16	22	22	13	13	13	70	0	0	0
All Students (Prior Year)	NC	NC	50572	NC	NC	NA	NC	NC	481	NC	NC	14	NC	NC	23	NC	NC	63	NC	NC	1
Female	14	14	27752	61	61	89	438	438	483	50	50	13	29	29	12	21	21	75	0	0	0
Male	NC	NC	26842	NC	NC	83	NC	NC	474	NC	NC	20	NC	NC	15	NC	NC	65	NC	NC	0
African American	--	--	2336	--	--	78	--	--	464	--	--	25	--	--	14	--	--	62	--	--	0
Hispanic	NC	NC	16391	NC	NC	81	NC	NC	458	NC	NC	28	NC	NC	16	NC	NC	56	NC	NC	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	--	--	4141	--	--	69	--	--	436	--	--	47	--	--	18	--	--	35	--	--	0
Students without Disabilities	23	23	50949	62	62	89	423	423	479	65	65	16	22	22	13	13	13	71	0	0	0
Limited English Proficient Students	--	--	4711	--	--	96	--	--	422	--	--	61	--	--	13	--	--	26	--	--	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	23	23	44922				423	423	484	65	65	13	22	22	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



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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	Made AYP?	No

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](http://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	--	--	--	43	100	13	13	37	NC	NC	NC	41
	Language	--	--	--	41	100	15	15	38	NC	NC	NC	42
	Mathematics	--	--	--	59	100	27	27	56	NC	NC	NC	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

Primavera Technical Learning Center conducts frequent safety training and drills for students and staff members. Evacuation, shelter-in-place, lockdown and other safety drills are conducted frequently. Primavera is a closed campus.

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) :

0

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	Damian Creamer	(480) 456-6678
Transportation Policy	Damian Creamer	(480) 456-6678
Community Resources	Damian Creamer	(480) 456-6678
School Nutrition Programs		
Parent Organization	Jon Thomas	(480) 456-6678
Student Health/Nurse	Monica Baviera	(480) 456-6678

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](http://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](http://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](http://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](http://www.ade.az.gov/standards)