

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3029 N. Alma School Rd. 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 LEARNS¹

High School Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Damian P Creamer
 Schedule : 08:00 AM to 05:00 PM
 Grades : 9-12
 Web Address : www.primaveratech.org
 Phone Number : (480) 456-6678
 Fax Number : (480) 820-2168
 E-mail : dcreamer@primaveratech.org

Mission

Primavera Technical Learning in cooperation with Primavera Online High School serves all students with an emphasis on the following categories of students: those with behavioral issues, those identified as dropouts, those who are pregnant and/or teen parents, those adjudicated as youthful offenders, and those with a poor academic standing as manifested by their failure to keep up with their cohort group.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü We will provide our students with a unique opportunity to advance their high school credits without compromising the quality of their education through an online curriculum that is highly structured combined with effective teacher leadership.
- ü All of Primavera students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of mathematics.
- ü All of Primavera's students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of reading.
- ü All of Primavera students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 16
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 10

Instructional Programs

- ü Life Style Instruction for Teens (P.E.)
- ü Block Scheduling
- ü Highly Structured Online Curriculum
- ü Teacher Taught Online Courses
- ü Credit Recovery Programs
- ü General and Scholastic Diplomas
- ü AIMS Remediation and Drop Out Prevention
- ü Technology-based Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	4 hours 0 minutes
First Day of School :	8/12/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our primary mission is to educate all of our students according to the Arizona academic standards through the medium of the internet. Blackboard™, our learning management system, provides a safe learning and protective online environment. Student expectations and goals are introduced into each lesson in each course. Highly qualified teachers provide the necessary leadership with their students to ensure that learning is taking place and students are succeeding in their courses.

Parents

In a virtual school the nurturing role of the parent is as important as that of the teacher. Parents are expected to prepare their child for participation in the online school in much the same manner as they would for a traditional school, that is, ensuring school attendance, viewing the online grade book, supporting school policies, communicating regularly with the teacher via email or phone, and becoming involved in the school's educational goals and expectations.

Transportation Policy

Primavera does not provide transportation unless it is appropriate and necessary for students with special needs identified in their I.E.P.

As a courtesy our students are provided with Valley Transit bus tickets free of charge.

School Honors

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

Award/Honor	Year
ü Carol M White PEP Grant	2004
ü 2006 AIMS Remediation and Drop out Prevention Grant	2005

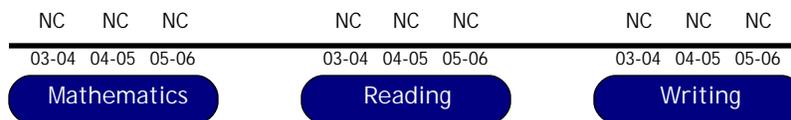
10th Grade

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	NC	197	71130	NC	97	95	NC	673	701	NC	46	23	NC	19	13	NC	33	51	NC	2	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	114	35465	NC	96	96	NC	674	702	NC	48	21	NC	18	13	NC	31	53	NC	3	13
Male	NC	83	35648	NC	98	94	NC	671	701	NC	43	24	NC	19	12	NC	36	50	NC	1	14
African American	--	NC	3868	--	NC	95	--	NC	686	--	NC	33	--	NC	17	--	NC	45	--	NC	6
Hispanic	--	27	25103	--	100	95	--	672	685	--	48	34	--	19	16	--	33	45	--	NA	5
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	731	--	NC	9	--	NC	7	--	NC	50	--	NC	34
American Indian/Alaskan Native	--	NC	4241	--	NC	90	--	NC	679	--	NC	39	--	NC	19	--	NC	39	--	NC	3
White	NC	155	36075	NC	95	95	NC	673	715	NC	45	12	NC	19	9	NC	34	58	NC	3	21
Students with Disabilities	--	10	5862	--	83	71	--	NA	658	--	NA	63	--	NA	15	--	NA	20	--	NA	2
Students without Disabilities	NC	187	65268	NC	97	98	NC	674	705	NC	44	19	NC	19	12	NC	35	54	NC	2	15
Limited English Proficient Students	--	NC	4859	--	NC	93	--	NC	662	--	NC	64	--	NC	15	--	NC	20	--	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	73	22957	--	95	93	--	670	685	--	52	34	--	19	17	--	27	44	--	1	5
Non-Economically Disadvantaged	NC	124	48173	NC	98	96	NC	674	709	NC	43	17	NC	19	11	NC	36	55	NC	2	18

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	NC	177	73018	NC	95	97	NC	696	703	NC	6	6	NC	28	23	NC	62	64	NC	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	106	36181	NC	95	97	NC	699	708	NC	2	4	NC	31	21	NC	64	65	NC	3	9
Male	NC	71	36816	NC	93	96	NC	691	699	NC	13	7	NC	23	24	NC	59	62	NC	6	7
African American	--	NC	3976	--	NC	96	--	NC	689	--	NC	8	--	NC	29	--	NC	59	--	NC	3
Hispanic	--	27	25801	--	100	96	--	691	683	--	NA	10	--	37	34	--	63	53	--	NA	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	NC	137	37024	NC	93	97	NC	699	721	NC	7	2	NC	24	12	NC	64	73	NC	5	13
Students with Disabilities	--	NC	7170	--	NC	85	--	NC	654	--	NC	23	--	NC	47	--	NC	29	--	NC	1
Students without Disabilities	NC	175	65848	NC	99	98	NC	696	708	NC	6	4	NC	27	20	NC	62	67	NC	4	9
Limited English Proficient Students	--	NC	5099	--	NC	95	--	NC	641	--	NC	29	--	NC	59	--	NC	12	--	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	69	23912	--	96	94	--	688	681	--	6	10	--	35	36	--	58	52	--	1	2
Non-Economically Disadvantaged	NC	108	49106	NC	94	98	NC	701	714	NC	6	4	NC	23	16	NC	65	69	NC	6	11

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	NC	176	72810	NC	94	96	NC	674	685	NC	7	6	NC	36	30	NC	55	58	NC	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	105	36111	NC	95	97	NC	681	695	NC	3	4	NC	36	23	NC	59	65	NC	2	8
Male	NC	71	36678	NC	93	95	NC	663	674	NC	14	9	NC	37	36	NC	49	52	NC	NA	3
African American	--	NC	3962	--	NC	96	--	NC	675	--	NC	8	--	NC	33	--	NC	55	--	NC	3
Hispanic	--	27	25735	--	100	96	--	679	669	--	4	10	--	41	41	--	56	48	--	NA	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	NC	136	36915	NC	93	97	NC	673	697	NC	8	3	NC	35	21	NC	55	67	NC	1	8
Students with Disabilities	--	NC	7071	--	NC	84	--	NC	634	--	NC	24	--	NC	53	--	NC	21	--	NC	1
Students without Disabilities	NC	174	65739	NC	99	98	NC	674	689	NC	7	4	NC	36	27	NC	56	62	NC	1	6
Limited English Proficient Students	--	NC	5046	--	NC	94	--	NC	621	--	NC	31	--	NC	56	--	NC	12	--	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	69	23814	--	96	94	--	671	667	--	6	10	--	45	41	--	49	47	--	NA	2
Non-Economically Disadvantaged	NC	107	48996	NC	93	97	NC	676	693	NC	8	4	NC	31	24	NC	59	64	NC	2	7

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	83	NA	NA	42	--	--	50	51	NC	NC	54	52
	Language	83	NA	15	42	--	--	48	50	NC	NC	46	50
	Mathematics	92	NA	37	63	--	--	38	50	NC	NC	37	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	9.00
Other Professional Staff	1.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	3	5	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Internet Campus
- Ü Interactive Internet-based Library
- Ü Virtual science labs
- Ü Physical Fitness Assessment Program

Extracurricular Activities

- Ü LIFT (Life Style Instruction for Teens)
- Ü Fieldtrips

Social Services

- Ü Counseling

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Primavera continues to provide a distance education program for all students leading to a standard high school diploma.

- ü Primavera was in year 2 of a 3 year Federal Physical Education Grant promoting wellness as a lifestyle including a course in health and physical education activities in the student's local community.

- ü Primavera continues to participate in the 2006 AIMS Remediation and Drop Out prevention grant program by providing students with instruction in Career Exploration and Career Development.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	85	95	94	95
Promotion Rate ⁵	0	89	88	73
Graduation Rate ⁶	60	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Primavera Technical Learning Center students access our online school. We protect our students through the use of a learning management system which requires a unique username and password to enter. In addition, course related discussion groups are monitored by the teacher of the course. Computer systems are secured against hackers seeking personally identified information. The site-based computer lab is monitored by a Primavera teacher or paraprofessional.

Total number of incidents that occurred on the school grounds for school year 2005-06 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Monica Baviera	(480) 456-6678
Community Resources	Megan Henry	(480) 456-6678
School Nutrition Programs		
Parent Organization	Megan Henry	(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 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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.