ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Miles Exploratory Learning Center

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1400 East Broadway, Tucson, AZ 85719

Tucson Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	Small School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

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.

School Overview

Principal/Administrator :	Ms. Carolyn M. Eldridge
Schedule :	07:30 AM to 03:30 PM
Grades :	Pre-K-8
2005 Enrollment :	325
Web Address :	mileselc.tusd.k12.az.us
Phone Number :	(520) 225-2200
Fax Number :	(520) 225-2201
E-mail :	carolyn.eldridge@tusd.k12.az.us

Mission

We are dedicated to learning in a safe, nurturing environment where each individual is valued and involved. Teachers, students and parents work together as active engaged readers, writers, researchers, mathematicians, scientists historians and artists. We provide a curriculum that is rich and challenging where students develop skills in inquiry and research, face real problems and construct solutions. Students will develop life skills and self-confidence.

School / Academic Goals

- Increase student achievement in writing as measured by district assessments and Arizona Dual Purpose Assessment.
- Increase student achievement in math as measured by district assessments and Arizona Dual Purpose Assesment.
- Increase student achievement in reading as measured by district assessments and Arizona Dual Purpose Assessment.
- Provide a fine arts program to including music and art opportunities PreK-8.

Enrollment

October 1, 2004 School Year Student Enrollment :	339
Accepting New Students in 2005-06 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2004-05 :	246

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Project Based and Inquiry Learning
- Hands-on/Active Learning
- Inclusion Special Education
- Autism Program
- Deaf and Hard of Hearing Program
- Fine Arts Program
- Physical Education Program
- Gardening Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Ensure all students receive instruction in the Arizona Academic Standards and maintain high expectations. Communication that is informative and timely. Provide weekly updates on activities through classroom and school newsletters. Opportunities to participate in decision making and share in child's education. Frequent updates on student progress through conferences, progress reports, portfolios, rubric assessements. Positive and safe learning environment.

Parents

Ensure students attend school and arrive on time; homework support; supporting school policies; volunteer time and materials for school/classroom programs; participation in shared decision making; participation in open, two-way communication.

Transportation Policy

Parents of open enrollment students transport students to and from school. Special needs students are transported from home to school and back each day on a district provided bus.

School Honors

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

Award/Honor	Year
AZ Learns Excelling School Label	2004
Arizona Digging Deeper Garden Grant	2003
Arizona Game and Fish Heritage Grant	2003
Artist -in-Residence Grant	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

3rd 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	35	4755	79306	100	99	99	439	436	445	24	15	10	12	21	18	29	49	51	35	15	20
All Students (Prior Year)	28	4633	75509	100	98	100	555	513	521	5	16	13	18	26	23	23	32	33	55	26	31
Female	21	2272	38691	100	100	99	426	438	446	30	13	10	15	20	18	30	51	52	25	15	20
Male	14	2483	40583	100	99	99	457	433	445	14	16	11	7	22	18	29	46	50	50	16	21
African American	NC	317	4041	NC	98	99	NC	417	426	NC	22	17	NC	22	23	NC	47	50	NC	9	10
Hispanic	15	2608	32869	100	99	99	421	426	429	43	17	15	14	25	25	29	48	51	14	10	10
Asian/Pacific Islander	NC	124	1935	NC	100	99	NC	467	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	NC	222	4264	NC	98	100	NC	410	419	NC	30	19	NC	28	30	NC	38	45	NC	5	6
White	15	1484	36197	100	100	99	489	457	463	0	8	5	13	14	11	20	52	53	67	26	31
Students with Disabilities	NC	602	10321	NC	100	100	NC	374	389	NC	36	30	NC	29	27	NC	31	34	NC	5	9
Students without Disabilities	26	4154	69060	96	99	98	468	445	454	12	12	7	8	20	17	36	51	54	44	17	22
Limited English Proficient Students	NC	730	15509	NC	100	100	NC	400	406	NC	23	20	NC	30	30	NC	41	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	2845	39415	NC	97	96	NC	428	431	NC	18	15	NC	25	25	NC	48	50	NC	9	10
Non-Economically Disadvantaged	27	1911	39966	100	100	100	456	447	459	15	10	6	0	16	12	38	50	52	46	24	30

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	35	4759	79395	100	0	99	447	436	446	18	13	9	9	28	25	56	50	55	18	8	11
All Students (Prior Year)	28	4638	75492	100	98	100	536	514	519	0	16	12	9	19	16	45	44	47	45	21	24
Female	21	2273	38743	100	0	100	437	444	451	20	10	7	10	25	24	50	55	57	20	10	12
Male	14	2486	40618	100	0	99	461	428	440	14	16	11	7	31	27	64	47	53	14	6	9
African American	NC	319	4052	NC	0	100	NC	421	434	NC	17	11	NC	30	29	NC	47	54	NC	5	6
Hispanic	15	2612	32915	100	0	99	442	425	426	21	16	15	14	33	35	50	46	47	14	5	4
Asian/Pacific Islander	NC	125	1936	NC	0	99	NC	457	468	NC	6	3	NC	16	14	NC	68	63	NC	10	19
American Indian/Alaskan Native	NC	223	4271	NC	0	100	NC	418	420	NC	19	15	NC	36	42	NC	44	41	NC	2	2
White	15	1480	36221	100	0	99	479	459	465	7	7	4	7	20	15	60	58	63	27	15	17
Students with Disabilities	NC	601	10331	NC	0	100	NC	371	388	NC	35	25	NC	34	37	NC	28	34	NC	3	4
Students without Disabilities	26	4159	69139	96	0	99	481	445	454	4	10	7	8	27	24	64	54	58	24	9	11
Limited English Proficient Students	NC	734	15545	NC	0	100	NC	392	399	NC	25	21	NC	39	42	NC	34	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	2855	39484	NC	0	96	NC	426	429	NC	17	14	NC	33	35	NC	46	47	NC	4	4
Non-Economically Disadvantaged	27	1905	39986	100	0	100	465	449	461	8	8	4	8	21	16	62	57	63	23	14	17

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	34	4735	78869	97	99	99	439	439	442	15	6	6	18	22	21	42	63	63	24	9	10
All Students (Prior Year)	28	4606	75053	100	97	99	689	612	597	0	6	7	0	11	12	82	73	72	18	11	9
Female	21	2264	38536	100	99	99	439	457	458	10	4	4	25	15	15	40	69	67	25	12	14
Male	13	2471	40302	93	99	99	438	423	428	23	9	8	8	28	26	46	58	60	23	6	7
African American	NC	316	4015	NC	98	99	NC	422	430	NC	8	8	NC	19	24	NC	67	61	NC	6	7
Hispanic	15	2602	32606	100	99	98	411	432	426	21	7	8	29	24	27	43	62	60	7	7	5
Asian/Pacific Islander	NC	125	1925	NC	100	99	NC	466	471	NC	4	3	NC	11	11	NC	67	64	NC	19	22
American Indian/Alaskan Native	NC	222	4245	NC	98	100	NC	422	423	NC	8	9	NC	28	26	NC	61	61	NC	4	4
White	14	1470	36078	93	99	99	485	454	459	7	5	4	7	18	16	43	64	66	43	13	14
Students with Disabilities	NC	597	10246	NC	100	100	NC	354	367	NC	20	18	NC	40	39	NC	38	40	NC	2	4
Students without Disabilities	25	4139	68697	93	98	98	489	451	454	0	4	4	13	19	18	54	67	67	33	10	11
Limited English Proficient Students	NC	730	15339	NC	100	100	NC	398	399	NC	11	11	NC	30	31	NC	55	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	2835	39106	NC	97	95	NC	430	427	NC	8	8	NC	25	28	NC	62	59	NC	5	5
Non-Economically Disadvantaged	26	1901	39837	96	100	100	464	452	457	8	4	4	8	16	14	52	65	67	32	14	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

5th 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	26	4852	78906	96	100	99	482	488	498	19	17	13	31	22	19	38	46	48	12	15	20
All Students (Prior Year)	35	4819	76019	92	98	100	532	490	499	0	19	14	30	40	39	15	13	14	56	28	33
Female	12	2352	38644	100	100	99	501	491	500	8	15	12	33	23	19	42	48	49	17	15	19
Male	14	2500	40236	93	99	99	467	485	497	29	19	15	29	21	19	36	45	46	7	15	20
African American	NC	322	4087	NC	98	99	NC	473	481	NC	26	20	NC	27	24	NC	38	45	NC	9	11
Hispanic	NC	2621	31938	NC	99	99	NC	477	481	NC	21	19	NC	26	25	NC	44	46	NC	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	36	42
American Indian/Alaskan Native	--	218	4593	--	99	100	--	461	467	--	30	26	--	29	29	--	38	39	--	3	6
White	14	1574	36483	100	100	99	507	509	517	7	8	7	21	14	13	50	53	51	21	25	30
Students with Disabilities	10	717	10664	100	100	100	437	421	430	50	47	42	30	24	27	20	24	26	0	4	5
Students without Disabilities	16	4135	68310	94	98	98	511	499	509	0	12	9	31	21	18	50	50	51	19	17	22
Limited English Proficient Students	--	557	12573	--	100	100	--	449	454	--	29	27	--	28	30	--	38	38	--	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	12	2872	38679	100	98	96	453	478	483	42	22	20	25	26	25	33	44	45	0	8	10
Non-Economically Disadvantaged	14	1980	40295	93	100	100	508	501	513	0	9	7	36	17	13	43	50	50	21	25	30

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	26	4853	78908	96	0	99	484	475	484	12	12	10	23	27	23	54	54	58	12	7	9
All Students (Prior Year)	35	4829	76020	92	98	100	517	498	503	7	33	25	19	24	23	48	34	40	26	9	12
Female	12	2351	38648	100	0	99	496	482	489	8	9	8	17	24	22	58	60	61	17	7	10
Male	14	2502	40233	93	0	99	474	469	479	14	15	12	29	30	25	50	49	55	7	6	8
African American	NC	322	4092	NC	0	99	NC	468	473	NC	13	12	NC	32	28	NC	52	54	NC	4	5
Hispanic	NC	2622	31940	NC	0	99	NC	464	465	NC	15	16	NC	33	32	NC	49	49	NC	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	19	18
American Indian/Alaskan Native	--	217	4569	--	0	100	--	455	457	--	20	18	--	39	39	--	39	41	--	3	2
White	14	1576	36502	100	0	99	513	495	502	0	6	4	7	17	14	71	64	67	21	13	15
Students with Disabilities	10	719	10665	100	0	100	452	413	423	30	38	30	30	35	36	40	25	31	0	2	2
Students without Disabilities	16	4134	68312	94	0	98	505	486	493	0	7	7	19	26	21	63	59	62	19	7	10
Limited English Proficient Students	--	558	12556	--	0	100	--	436	436	--	22	24	--	41	40	--	36	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	12	2873	38662	100	0	96	459	467	468	25	16	16	33	33	32	42	47	49	0	3	3
Non-Economically Disadvantaged	14	1980	40315	93	0	100	506	486	498	0	6	5	14	20	15	64	63	66	21	11	14

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	26	4839	78750	96	99	99	481	499	500	15	6	6	31	28	29	54	64	63	0	2	2
All Students (Prior Year)	35	4790	75673	92	97	100	567	526	530	15	12	12	4	27	25	67	57	58	15	3	4
Female	12	2350	38586	100	100	99	539	515	515	0	4	4	17	20	22	83	72	71	0	3	3
Male	14	2489	40135	93	99	99	432	484	486	29	8	8	43	36	35	29	55	56	0	1	1
African American	NC	321	4081	NC	98	99	NC	488	488	NC	10	8	NC	30	32	NC	59	59	NC	1	2
Hispanic	NC	2615	31841	NC	99	99	NC	489	483	NC	7	8	NC	32	36	NC	60	55	NC	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	6	7
American Indian/Alaskan Native	--	217	4586	--	99	100	--	480	481	--	7	8	--	43	37	--	49	54	--	1	1
White	14	1569	36440	100	100	99	522	517	516	7	3	3	21	22	22	71	71	71	0	4	4
Students with Disabilities	10	710	10622	100	100	100	401	414	415	40	21	21	40	51	50	20	28	28	0	1	1
Students without Disabilities	16	4129	68196	94	98	98	532	514	513	0	3	3	25	24	25	75	70	69	0	2	3
Limited English Proficient Students	--	553	12504	--	100	100	--	453	451	--	13	12	--	39	44	--	47	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	12	2862	38558	100	98	96	453	490	485	25	8	8	33	33	37	42	57	54	0	1	1
Non-Economically Disadvantaged	14	1977	40260	93	100	100	505	511	514	7	3	3	29	21	21	64	72	72	0	4	4

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Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

8th 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	28	4765	78250	93	99	99	549	536	548	18	26	21	32	21	18	36	45	48	14	8	13
All Students (Prior Year)	32	4553	75001	97	98	99	486	455	468	23	46	37	36	35	36	18	12	16	23	7	10
Female	17	2364	38071	94	99	99	568	537	549	6	24	20	29	23	19	47	45	49	18	8	12
Male	11	2400	40126	92	99	99	521	534	547	36	28	23	36	19	17	18	45	46	9	9	14
African American	NC	331	4058	NC	100	99	NC	509	523	NC	36	32	NC	26	22	NC	33	41	NC	5	5
Hispanic	NC	2423	29129	NC	99	99	NC	521	527	NC	32	32	NC	24	23	NC	40	40	NC	4	6
Asian/Pacific Islander	NC	122	1747	NC	100	100	NC	585	589	NC	10	9	NC	14	9	NC	48	50	NC	29	32
American Indian/Alaskan Native	--	197	4996	--	99	100	--	512	518	--	40	36	--	28	25	--	28	36	--	3	4
White	16	1692	38320	94	99	99	564	560	568	13	14	12	31	15	14	38	56	55	19	15	19
Students with Disabilities	NC	659	9329	NC	100	100	NC	445	454	NC	65	64	NC	17	18	NC	16	16	NC	1	2
Students without Disabilities	20	4107	68996	95	99	99	568	550	561	10	20	16	30	22	18	40	49	52	20	9	14
Limited English Proficient Students	--	587	10133	--	100	100	--	485	488	--	43	45	--	28	25	--	28	28	--	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	2431	33388	NC	96	94	NC	525	530	NC	35	32	NC	24	22	NC	37	40	NC	4	5
Non-Economically Disadvantaged	22	2335	44937	96	100	100	563	546	561	9	17	13	32	18	15	41	52	54	18	13	18

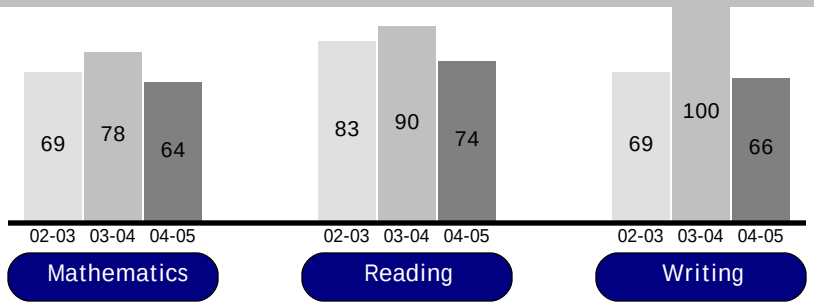
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	4767	78302	93	0	99	519	499	512	4	15	11	36	30	25	54	52	57	7	4	7
All Students (Prior Year)	31	4522	74918	94	97	99	527	485	497	5	41	32	43	19	19	19	29	35	33	11	15
Female	17	2366	38082	94	0	99	537	504	518	0	12	8	24	29	24	65	55	61	12	4	7
Male	11	2401	40166	92	0	99	492	494	507	9	17	14	55	31	26	36	49	54	0	3	6
African American	NC	331	4064	NC	0	100	NC	482	498	NC	17	14	NC	39	29	NC	42	54	NC	3	3
Hispanic	NC	2425	29152	NC	0	99	NC	486	492	NC	19	17	NC	36	34	NC	44	46	NC	2	2
Asian/Pacific Islander	NC	122	1746	NC	0	100	NC	533	542	NC	5	5	NC	21	13	NC	64	66	NC	10	16
American Indian/Alaskan Native	--	198	4993	--	0	100	--	486	484	--	17	19	--	41	38	--	40	42	--	2	1
White	16	1691	38347	94	0	99	526	520	531	0	8	5	31	19	17	69	66	68	0	7	10
Students with Disabilities	NC	662	9353	NC	0	100	NC	416	429	NC	46	40	NC	36	38	NC	18	22	NC	0	1
Students without Disabilities	20	4107	69024	95	0	99	534	512	524	0	10	7	30	29	23	60	57	62	10	4	7
Limited English Proficient Students	--	586	10140	--	0	100	--	450	451	--	27	28	--	42	43	--	30	29	--	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	2434	33398	NC	0	94	NC	488	495	NC	20	18	NC	39	35	NC	40	46	NC	1	2
Non-Economically Disadvantaged	22	2335	44979	96	0	100	532	510	525	0	9	6	27	21	18	64	64	66	9	6	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	28	4758	78094	93	99	99	555	536	545	7	4	3	7	20	18	82	74	77	4	1	2
All Students (Prior Year)	31	4511	74503	94	97	99	582	485	491	0	10	9	25	34	32	35	50	51	40	6	8
Female	17	2364	38025	94	99	99	595	548	558	0	3	2	6	16	13	88	80	82	6	2	2
Male	11	2393	40013	92	99	99	493	524	534	18	6	5	9	25	23	73	69	71	0	1	1
African American	NC	325	4037	NC	98	99	NC	519	532	NC	7	4	NC	19	22	NC	73	73	NC	1	1
Hispanic	NC	2424	29068	NC	99	99	NC	521	523	NC	6	5	NC	26	27	NC	68	67	NC	0	1
Asian/Pacific Islander	NC	122	1743	NC	100	100	NC	574	577	NC	1	2	NC	12	9	NC	78	82	NC	9	8
American Indian/Alaskan Native	--	198	4981	--	99	100	--	527	526	--	4	4	--	23	25	--	72	70	--	1	0
White	16	1689	38265	94	99	99	580	559	564	0	1	2	0	13	11	94	84	84	6	2	3
Students with Disabilities	NC	651	9275	NC	100	100	NC	433	444	NC	17	14	NC	44	46	NC	39	39	NC	1	1
Students without Disabilities	20	4108	68892	95	99	98	583	552	559	0	2	2	5	17	14	90	80	82	5	2	2
Limited English Proficient Students	--	586	10084	--	100	100	--	472	474	--	11	10	--	38	39	--	51	50	--	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	2424	33296	NC	96	94	NC	523	527	NC	6	5	NC	27	27	NC	66	67	NC	1	0
Non-Economically Disadvantaged	22	2335	44871	96	100	100	576	549	559	5	2	2	0	13	12	91	82	84	5	2	3

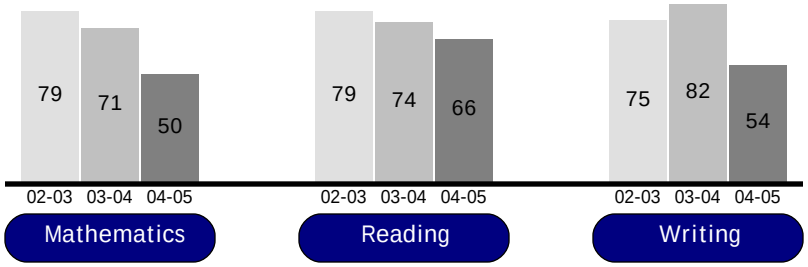
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

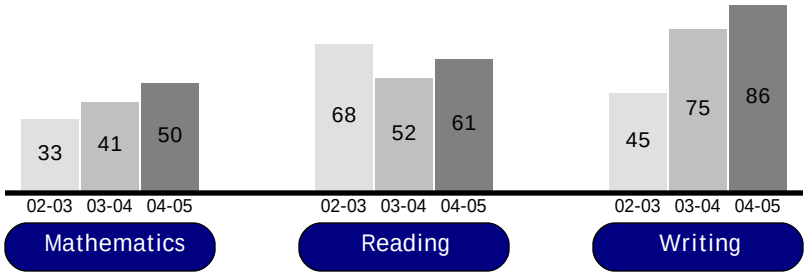
3rd Grade Proficiency



5th Grade Proficiency



8th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	Y
	Met Graduation Rate?	Not Evaluated
	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.

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	52	42	50	94	68	NA	58	96	65	43	47
	Language	92	49	39	43	94	71	45	50	96	56	42	47
	Mathematics	96	48	49	57	94	62	56	64	96	55	48	50
3	Reading	88	60	41	47	97	67	NA	55	97	59	41	44
	Language	92	64	48	54	97	71	56	61	97	47	40	44
	Mathematics	100	51	46	54	93	66	53	61	97	54	47	51
4	Reading	100	81	47	52	93	66	NA	56	100	57	43	48
	Language	100	67	44	48	93	58	45	52	100	61	44	49
	Mathematics	96	69	49	57	93	59	50	61	100	57	48	53
5	Reading	86	74	45	50	92	69	NA	55	96	52	46	50
	Language	95	57	41	46	92	64	41	49	96	53	46	50
	Mathematics	91	67	49	57	92	77	53	63	96	42	45	49
6	Reading	96	63	45	53	82	73	NA	56	95	59	44	51
	Language	100	49	38	45	88	54	38	48	95	56	41	47
	Mathematics	96	59	52	62	85	67	52	66	93	56	44	52
7	Reading	85	69	44	51	97	51	NA	54	94	60	44	50
	Language	100	69	48	54	93	57	48	58	94	60	48	52
	Mathematics	92	61	47	58	97	52	49	62	94	49	44	50
8	Reading	95	72	49	53	88	65	NA	55	93	51	46	51
	Language	95	69	46	49	94	54	41	52	93	49	47	50
	Mathematics	95	80	53	58	91	63	50	61	93	46	48	53

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
1 School Administrator(s)	ü School Goals and Action Plan
1 Non-certified Employee(s)	ü Parent/Community Events
8 Teacher(s)	ü School Improvement
8 Parent(s)	ü School Safety
1 Community Member(s)	ü School/Business/Community Relations
0 Student(s)	ü Budget/Fundraising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.50
Other Professional Staff	7.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	5	17	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer/Multimedia Lab
- ü Literacy/Research Center/Library
- ü Outdoor Education Environment

Extracurricular Activities

- ü Enrichment Classes
- ü After School City Parks Program
- ü Student Council
- ü Gardening Club
- ü Homework Club
- ü Recycling Club
- ü Sports

Social Services

- ü Counseling Services
- ü Clothing/Food Bank
- ü After School Programs
- ü Breakfast/Lunch Programs
- ü Preschool Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- The total school in math increased from 63.4% in 2003-2004 to 68.9% student mastery on the AIMS test for 2004-2005.
- Received 99.3% overall parent satisfaction rate on the TUSD School Quality Survey for the 2003-04 school year.
- The total school scores in reading increased from 72.9% in 2003-2004 to 78.5% mastery on the AIMS test for 2004-2005.
- The total school mastery score on the TUSD Writing Assessment increased from 48.79% in 2003-2004 to 51.3% for 2004-2005.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate [5]	2	12	12	17
Transfers In Rate [6]	10	28	28	37
Stability Rate [7]	97	87	87	82
Promotion Rate [8]	92	96	95	81
Retention Rate [9]	6	1	1	3
Dropout Rate [10]	0	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	NA	NA	NA	79

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

Students at Miles see themselves as part of a safe and caring community. They are taught lifeskills such as responsibility, cooperation, problem solving and truthfulness. Conflict resolution strategies are also taught and help students develop the skills to verbally and positively handle disputes and anger. Students learn and practice lifeskills, confliction resolution and problem solving through class meetings, daily interaction in diverse settings and the context of the curriculum.

Total number of incidents that occurred on the school grounds for school year 2004-05 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	Carolyn Eldridge	(520) 225-2200
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Dee Albanese	(520) 225-2200
School Nutrition Programs	Pam Palmo	(520) 225-4720
Parent Organization	Chris Aguilar	(520) 225-2200
Student Health/Nurse	Cheryl Land	(520) 225-2200

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

12 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.

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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.