

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Doolen Middle School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Tucson Unified District
2400 N. Country Club, Tucson, AZ 85716

Principal: Mrs. E. Faye West
Schedule: 8:00 AM to 5:00 PM
Web Address: Unpublished or Unavailable
E-mail: faye.west@tusd.k12.az.us

Grades: 6-8
2002 Enrollment: 910
Phone: (520) 232-6900
Fax: (520) 232-6901

∨ School Overview ∨

Mission

The goal of Doolen Middle School is to provide a safe, caring environment which fosters the development of lifelong learning skills and a successful transition for students from childhood through adolescence to adult. We strive to develop the whole person by providing challenging educational experiences, as well as creating pride in our students and our school by recognizing and exploring our unique multicultural diversity.

Organization and Philosophy

- w Team Teaching
- w Integrated Thematic Instruction
- w Middle School Philosophy
- w Professional Development

School/Academic Goals

- w To use instructional methods that prepare all students to achieve high academic standards.
- w To provide a safe and healthy school environment.

Instructional Programs

- w Teaching Teams
- w Gifted/Talented Education
- w English as a Second Language
- w Special Education
- w At-risk Programs
- w Imagine Project
- w Student Leadership Teams
- w Technology

- w To insure success for every student through the involvement of parents, community members, and community resources.
- w To reduce Doolen's suspension rate by 25%.

Enrollment

October 1, 2001 School Year Student Enrollment:	924
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	13

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Student Rights/Responsibilities
- w School Management/Assessment Plan
- w Curriculum Development
- w Community Partnerships
- w Cultural Diversity
- w Data Analysis

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	3.00	Teacher	62.00
Other Professional Staff	5.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	1	0
4 to 6 years	5	3	0	0
7 to 9 years	3	3	0	0
10 or more years	17	26	1	0

∨ **Shared Responsibilities** ∨

School

To provide a positive learning environment that fosters a continued love of lifelong learning. To support, recognize and acknowledge individual student growth and achievement. To recognize that each child is unique and should be given opportunities to develop and experience a broad range of intellectual, cultural, social, recreational, and civic interests so that each may become a productive and responsible member of society.

Parents

To work in partnership with the school to provide support for student learning and healthy development by promoting consistent attendance, compliance with school policies, procedures and guidelines, and completion of homework assignments. Parents are encouraged to create a home environment that reinforces learning; to express high expectations for their children's achievement and future careers; and to become involved in their children's education at school and in the community.

∨ **Transportation Policy** ∨

The Doolen attendance area covers north of Speedway to Snyder Road; west of Columbus to Oracle. The five feeder elementary schools are Blenman, Cragin, Wright, Davidson and Jefferson Park. Students are provided bus transportation if they live outside the three-mile perimeter of the school or are in a self-contained special education program.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	6 hrs. 40 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	12/27/02	3/21/03	5/29/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Three Computer Learning Labs	W SEI Lab
W Library Media Center	W Technology Program

Extracurricular Activities

W Student Service Learning	W Computer Club
W Student Council	W Web Site Club
W National Junior Honor Society	W Interscholastic Sports
W APEX Program	W Year Book

School/Community Resources

W Afterschool Programs	W Counseling Services
W Recreational Program	W Tutoring
W School Resource Officer	W Artist-in-Residence
W School Enhancement Team	W Imagine Project

∇ Indicators of Success ∇

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w Recipient of the JCPenney Afterschool Award and the National Council of the YMCA to provide scholarships for fourteen students at our local YMCA.</p> | <p>w Partnerships with local businesses to provide monthly lunches to recognize the positive efforts of our Doolen students.</p> |
| <p>w Partnership with the Imagine School Project.</p> | <p>w Working in conjunction with University of Arizona professors to provide College of Education students practicum experiences and work study opportunities at Doolen Middle School.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	91.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	25.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	12.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.1 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 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 2001-02 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 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∇ School Honors ∇

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
National Science Fair Finalist	2001
Silver Medal Award at the National FCCLA Conference	2001
Girls Volleyball Division 2 Champs	2002
Honors Band and Honors Orchestra	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	236	492	39%	16%	29%	16%
	State	57484	504	24%	20%	40%	16%
Writing	School	219	494	25%	36%	30%	10%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	234	454	52%	23%	10%	15%
	State	57734	459	39%	40%	14%	7%

Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
6	Reading	92	59	53	100	50	54	82	45	53	80	55	54	74	55	56
	Language	92	44	41	100	41	44	87	37	44	83	44	45	81	42	47
	Mathematics	92	54	57	100	51	59	80	49	60	80	54	63	80	50	65
7	Reading	80	60	52	95	55	53	81	52	52	78	50	53	72	54	55
	Language	80	54	52	98	59	54	83	53	54	78	53	55	77	56	58
	Mathematics	80	54	53	93	55	55	81	58	56	73	52	58	77	52	60
8	Reading	81	66	54	100	62	54	88	55	53	75	56	55	75	56	56
	Language	82	53	46	100	59	49	89	52	49	75	51	50	78	43	52
	Mathematics	82	52	52	100	62	54	86	57	56	71	59	58	81	50	59

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 5-6	78	71
Grades 6-7	71	65
Grades 7-8	83	78

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

A Safety Plan has been designed and implemented that addresses situations that may occur on campus and provides clear directions to follow. We will also be forming a School Enhancement Team (SET) this fall to assist our school in providing a reinforcement system for positive resilient behavior, leadership development, and victim avoidance skills for students. The SET team encourages and enhances the development of community-oriented problem solving for school related issues.

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).

161

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,020	\$2,908,009
Classroom Supplies	\$45	\$42,948
Administration	\$436	\$419,544
Support Services-Students	\$260	\$249,874
Other Support Services and Operations	\$669	\$643,791
Total Expenditures- All Categories 2000-2001	\$4,429	\$4,264,166

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Matt Trillo	(520) 232-6900	
Transportation Policy	Nick Makres	(520) 225-4800	
Community Resources	Carole Chavez	(520) 232-6922	
School Nutrition Programs	Carlos Navarro	(520) 232-6923	
Parent Organization	Kari Murray	(520) 232-6900	
Student Health/Nurse	Margo Evans	(520) 232-6947	

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.

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