



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2400 North Country Club Road, Tucson, AZ 85716

Tucson Unified District

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

Elementary Achievement Profile (a)

2003-04 Excelling
2002-03 Excelling
2001-02 Maintaining

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

School Overview

Principal/Administrator : Ms. E. Faye West
Schedule : 7:30 AM to 5:00 PM
Grades : 6-8
2004 Enrollment : 899
Web Address :
Phone Number : (520) 232-6900
Fax Number : (520) 232-6901
E-mail : faye.west@tusd.k12.az.us

Mission

To improve student achievement at Doolen, we provide challenging educational experiences; create pride in our students and our school; and recognize/explore our unique multicultural diversity in a safe, caring environment which fosters the development of lifelong learning skills.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü 8th Grade students will demonstrate improved writing skills as measured by a 5% decrease in the number of students in the 'Falls Far Below' category on the 2005 AIMS Writing Subtest when compared to the 8th Grade 2004 AIMS Writing Subtest.
- ü 6th/7th grade students will demonstrate improved writing skills as measured by a 5% increase in the number of students reaching mastery on the 2005 District Writing Assessment when compared to the 6th/7th grade 2004 District Writing Assessment.

Enrollment

October 1, 2003 School Year Student Enrollment : 856
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 57

Instructional Programs

- Ü Teaching Teams
- Ü Gifted/Talented Education
- Ü English as a Second Language
- Ü Special Education
- Ü 'Character Counts' Program
- Ü Read 180 Program
- Ü Law Related Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

To foster open communication among families, teachers, and other professional staff, so that all feel welcome and are informed about programs and policies that affect student growth and achievement.

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.

Transportation Policy

The five feeder elementary schools are Blenman, Cragin, Wright, Davidson and Jefferson Park. Students are provided bus transportation if they live outside the two and one-half mile perimeter of the school or are in a self-contained special education program.

School Honors

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

Award/Honor	Year
Ü 13 of Top 15 Scores in State Algebra Competition	2004
Ü Boys/Girls City Track Team Champions	2003
Ü Honors Band and Honors Orchestra	2004
Ü Gilder-Lehrman History Fellow	2003

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	274	4553	75001	100	98	99	455	455	468	52	46	37	22	35	36	12	12	16	13	7	10
All Students (Prior Year)	286	4534	71167	98	96	99	467	460	463	40	41	38	33	39	41	14	14	14	14	6	7
Female	122	2223	36846	98	98	99	456	457	468	50	44	36	26	37	38	13	13	16	11	6	10
Male	152	2320	37974	100	97	99	454	454	467	54	47	39	20	34	34	11	11	16	15	7	11
African American	34	333	3720	100	98	98	429	442	446	58	54	53	32	34	33	10	9	9	0	3	4
Hispanic	97	2243	26675	100	97	98	433	442	448	69	57	52	15	32	34	12	8	10	4	2	4
Asian/Pacific Islander	15	111	1575	100	97	99	536	501	504	18	22	18	18	32	33	0	21	20	64	25	29
American Indian/Alaskan Native	10	183	4731	100	94	98	411	432	438	90	63	61	10	32	30	0	5	7	0	1	2
White	117	1659	37785	98	97	99	476	475	482	37	29	25	27	41	39	15	18	21	21	13	15
Students with Disabilities	40	594	8802	100	95	100	399	407	418	89	88	79	11	10	16	0	1	3	0	1	1
Students without Disabilities	234	3959	66199	100	98	99	465	460	472	46	42	34	25	38	38	14	13	17	16	7	11
Limited English Proficient Students	48	748	11710	100	100	100	403	418	429	88	81	70	12	18	25	0	2	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	182	2559	29814				431	440	448	67	60	53	22	30	33	8	8	10	3	3	4
Non-Economically Disadvantaged	92	1994	45170				498	474	479	27	30	28	23	42	38	19	17	20	31	12	14

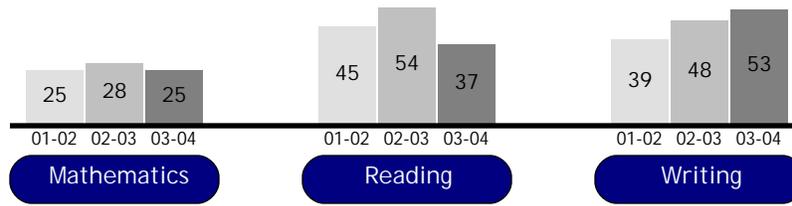
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	274	4522	74918	100	97	99	479	485	497	49	41	32	14	19	19	23	29	35	14	11	15
All Students (Prior Year)	289	4538	71100	99	96	99	507	499	502	29	29	25	18	21	21	28	35	40	26	15	15
Female	122	2207	36805	98	97	99	482	490	501	46	36	28	15	21	19	23	31	37	16	12	16
Male	152	2307	37936	100	96	99	477	481	493	51	46	35	12	18	18	23	27	33	13	10	14
African American	34	333	3719	100	98	98	459	476	481	61	48	43	10	17	21	19	28	29	10	7	7
Hispanic	97	2227	26645	100	96	98	455	471	478	62	52	46	18	20	20	18	24	27	2	5	6
Asian/Pacific Islander	15	111	1571	100	97	99	546	519	521	18	23	18	9	16	15	9	30	38	64	31	30
American Indian/Alaskan Native	10	179	4729	100	92	98	432	459	468	80	68	57	20	16	19	0	12	19	0	3	4
White	117	1649	37773	98	97	99	501	506	511	34	24	20	12	20	18	32	38	41	22	19	21
Students with Disabilities	40	595	8801	100	95	100	421	437	448	86	80	75	8	12	13	5	7	10	0	1	2
Students without Disabilities	234	3927	66117	100	97	99	489	490	501	42	37	28	15	20	19	26	31	37	17	12	16
Limited English Proficient Students	48	748	11706	100	100	100	424	442	454	88	83	71	12	9	16	0	8	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	182	2538	29785				456	470	477	64	54	47	16	19	20	18	22	26	3	5	6
Non-Economically Disadvantaged	92	1984	45115				520	504	508	22	26	23	10	19	18	33	37	39	34	18	20

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	273	4511	74503	99	97	99	486	485	491	15	10	9	32	34	32	42	50	51	11	6	8
All Students (Prior Year)	277	4328	69001	95	92	96	492	488	490	23	20	17	29	37	37	43	41	45	5	1	1
Female	122	2202	36686	98	97	99	506	500	506	11	6	5	31	30	29	44	56	57	14	8	9
Male	151	2302	37644	100	96	98	471	470	476	18	14	13	33	37	36	41	43	45	8	5	6
African American	34	331	3677	100	97	97	448	471	475	32	11	12	19	37	36	45	50	46	3	2	5
Hispanic	95	2222	26500	98	96	97	448	468	467	18	13	13	45	38	39	31	45	44	6	4	4
Asian/Pacific Islander	15	110	1566	100	96	99	633	541	537	0	3	5	27	23	23	9	55	55	64	19	18
American Indian/Alaskan Native	10	175	4695	100	90	97	455	459	464	10	20	14	40	33	39	50	45	44	0	2	3
White	118	1653	37606	99	97	99	515	508	508	9	6	6	26	28	28	53	56	56	13	10	10
Students with Disabilities	40	585	8662	100	94	100	380	400	409	51	38	37	35	45	42	14	16	20	0	1	1
Students without Disabilities	233	3926	65841	99	97	98	505	493	499	8	8	7	32	33	32	47	53	53	13	7	8
Limited English Proficient Students	47	738	11608	100	100	100	386	417	430	32	30	23	56	45	47	12	24	28	0	1	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	181	2534	29587				450	462	465	20	15	14	39	39	40	39	43	43	3	3	4
Non-Economically Disadvantaged	92	1977	44898				551	512	507	6	5	7	21	27	28	49	57	55	24	10	10

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)

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.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

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

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	37	36	49	95	52	45	53	100	58	NA	56
	Language	100	33	32	42	96	39	38	45	100	48	38	48
	Mathematics	100	39	41	58	94	53	52	62	99	66	52	66
7	Reading	100	36	39	48	91	46	44	51	99	48	NA	54
	Language	100	42	43	51	93	46	48	54	98	53	48	58
	Mathematics	100	39	41	54	94	48	47	58	98	56	49	62
8	Reading	100	39	41	49	96	59	49	53	96	50	NA	55
	Language	100	32	39	46	97	50	46	49	95	43	41	52
	Mathematics	100	40	45	54	96	57	53	58	95	56	50	61

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 301Goals
3 Non-certified Employee(s)	Ü School Accountability Plan
5 Teacher(s)	Ü Data Analysis
5 Parent(s)	Ü Community Partnerships
1 Community Member(s)	Ü Cultural Diversity
0 Student(s)	Ü Student Rights/Responsibilities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	62.00
Other Professional Staff	9.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	5	1	0	0
7 to 9 years	0	5	0	0
10 or more years	16	29	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	66
Core academic classes taught by Highly Qualified (NCLB) teachers.	187
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Three Computer Learning Labs
- Ü SEI Lab
- Ü Read 180 Lab

Extracurricular Activities

- Ü Student Council
- Ü Year Book
- Ü National Junior Honor Society
- Ü Interscholastic Sports
- Ü Chess Club
- Ü FCCLA
- Ü Outdoors Club
- Ü Culture Club

Social Services

- Ü Clothing Bank
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Tutoring
- Ü Safe Schools Grant
- Ü Strengthening Families Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü We work in conjunction with University of Arizona professors to provide College of Education students practicum experiences and work study opportunities on our campus.
- ü We partner with local businesses to provide monthly lunches to recognize the positive efforts of our Doolen students.
- ü 8th Grade GATE students competed in a regional middle school science bowl. Doolen placed first and represented Arizona at the National Middle School Science Bowl. Our team won first place in the hydrogen fuel cell car stock national division.
- ü Several 7th grade GATE students placed as semi-finalists in a national naturalist competition. One Doolen student placed first in the nation in this competition. The student and her family were flown to New York City for the awards ceremony.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	91	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	71	75
Grades 6-7	60	73
Grades 7-8	77	80

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

We are implementing a 'Character Counts' program which is a national character-building curriculum endorsed by the state of Arizona. Two hours per week are devoted to lessons involving six 'pillars' of good character - responsibility, respect, fairness, caring, trustworthiness and citizenship. Through an Arizona Behavior Initiative Grant, teachers received curricular materials, including posters and banners, to enhance the effectiveness of the program.

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) :

49

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	Mel Williams	(520) 232-6900
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Carole Chavez	(520) 232-6922
School Nutrition Programs	Carlos Navarro	(520) 232-6923
Parent Organization	Nancy Schlegel	(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. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

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

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

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Total cost of printing: 12 Pages X .0318 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.