



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2400 North Country Club Road, Tucson, AZ 85716

Tucson Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

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. Charlotte Patterson
Schedule : 08:00 AM to 04:30 PM
Grades : 6-8
Web Address :
Phone Number : (520) 232-6900
Fax Number : (520) 232-6901
E-mail : charlotte.patterson@tusd1.org

Mission

The Doolen community provides a safe, productive, and caring school environment where all students are expected to learn to the best of their ability. Doolen fosters learning in a diverse school community. Doolen recognizes 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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Not Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
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 All students will demonstrate a five percent increase from the preceding year in reading skills, as measured with the AIMS and TerraNova assessments.
- ü All students will demonstrate a five percent increase from the preceding year in writing skills, as measured with the AIMS and TerraNova assessments.
- ü All students will demonstrate a five percent increase from the preceding year in math skills, as measured with the AIMS and TerraNova assessments.
- ü All ELL students will demonstrate a five percent increase in reading proficiency, as measured with the SRI quarterly assessment.

Enrollment

October 1, 2005 School Year Student Enrollment : 830
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 20

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 :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Doolen supports communication among families, teachers, and other professional staff in order to provide an environment where all community members feel welcome. Community members are informed about programs and policies that affect student growth and achievement. Doolen ensures that students have a safe and welcoming learning environment. Doolen expects that all students will meet the individual expectations of a rigorous academic program supported with consistent disciplinary policies.

Parents

Parents work in partnership with the school to provide support for student learning and healthy development. This partnership supports regular attendance, compliance with school policies, procedures, guidelines, and completion of all academic assignments. Parents support efforts to maximize the learning of their student.

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. Some students identified through their IEP or 504 Accommodation are also provided district transportation.

School Honors

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

Award/Honor	Year
Ü 12 of Top 12 Scores in State Algebra Competition	2006
Ü Honors Band and Honors Orchestra	2004
Ü Boys/Girls Track City Championship	2003
Ü Gilder-Lehrman History Fellow	2003

6th 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	255	4286	79327	94	94	98	500	500	518	33	28	19	22	24	20	34	39	46	12	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	2076	38961	94	95	98	499	501	520	33	25	16	21	26	20	36	40	48	10	9	16
Male	128	2208	40295	93	94	97	501	499	516	31	31	21	23	22	19	32	38	44	14	10	16
African American	26	300	4247	84	95	98	469	484	499	46	38	27	27	25	24	27	34	41	NA	4	8
Hispanic	112	2354	32327	95	93	98	481	488	499	40	34	27	33	27	25	21	35	41	6	5	8
Asian/Pacific Islander	17	106	1939	100	98	99	577	544	556	12	11	6	NA	11	10	35	49	47	53	28	36
American Indian/Alaskan Native	10	195	4391	100	97	96	NA	477	489	NA	41	32	NA	29	27	NA	29	36	NA	2	4
White	90	1331	36373	95	95	98	518	524	538	22	15	10	13	19	14	49	48	52	16	19	25
Students with Disabilities	22	539	9321	59	79	87	461	457	467	50	61	54	36	22	22	14	15	21	NA	1	3
Students without Disabilities	233	3747	70006	100	97	100	503	505	524	31	23	14	21	24	19	36	42	49	13	11	18
Limited English Proficient Students	35	483	9431	95	88	95	451	454	466	66	66	53	23	23	27	11	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	139	2195	37097	91	94	97	479	487	498	45	35	27	25	26	25	25	34	41	5	5	7
Non-Economically Disadvantaged	116	2091	42230	97	95	99	524	512	535	18	20	11	18	22	15	44	44	50	20	14	24

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	264	4423	79501	97	97	98	490	485	497	12	15	10	31	31	25	52	52	60	5	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	2144	39062	98	98	99	493	490	502	11	11	8	34	30	23	48	56	64	7	3	5
Male	132	2277	40368	96	97	98	488	480	491	13	18	13	27	31	27	56	49	57	4	2	3
African American	30	309	4279	97	97	99	463	475	485	20	20	14	47	32	30	33	47	54	NA	1	2
Hispanic	115	2452	32389	97	97	98	473	474	478	17	19	16	39	36	34	44	45	48	NA	1	1
Asian/Pacific Islander	17	107	1936	100	99	99	543	512	519	NA	3	3	6	21	14	65	67	73	29	8	9
American Indian/Alaskan Native	10	195	4401	100	97	96	NA	469	473	NA	21	17	NA	41	40	NA	38	43	NA	1	1
White	92	1360	36446	97	97	99	511	506	516	7	7	4	17	21	15	67	68	73	9	5	7
Students with Disabilities	31	601	9411	84	88	88	442	443	453	32	41	36	55	40	36	13	19	26	NA	1	1
Students without Disabilities	233	3822	70090	100	99	100	496	491	502	9	11	7	28	29	24	57	58	65	6	3	5
Limited English Proficient Students	36	513	9401	97	94	94	439	434	443	42	51	40	39	39	46	19	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	146	2266	37183	96	97	97	472	473	479	17	19	16	38	36	34	45	44	49	1	1	1
Non-Economically Disadvantaged	118	2157	42318	99	98	99	513	497	513	5	10	5	23	25	17	61	61	70	11	4	7

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	269	4464	80000	99	98	99	560	560	564	3	3	3	13	11	11	76	80	75	9	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	2164	39288	99	99	99	578	574	579	NA	2	2	9	6	6	80	83	77	11	9	16
Male	135	2297	40644	99	98	98	543	546	549	5	4	4	16	16	15	73	77	74	6	3	7
African American	30	315	4307	97	99	99	529	539	551	7	8	4	23	13	13	70	74	75	NA	4	7
Hispanic	118	2475	32672	100	98	99	549	553	548	3	3	4	14	13	14	81	81	76	3	4	6
Asian/Pacific Islander	17	106	1945	100	98	99	632	596	592	NA	1	1	NA	4	4	35	70	69	65	25	25
American Indian/Alaskan Native	10	197	4424	100	98	97	NA	551	549	NA	3	3	NA	15	14	NA	79	77	NA	3	5
White	94	1370	36602	99	98	99	570	575	579	1	2	2	11	7	7	80	80	75	9	11	16
Students with Disabilities	37	640	9919	100	93	93	514	504	505	3	10	9	46	34	35	51	55	54	NA	1	2
Students without Disabilities	232	3824	70081	99	99	100	566	568	571	3	2	2	7	7	7	80	84	79	10	7	12
Limited English Proficient Students	36	524	9571	97	96	96	511	498	502	6	11	10	36	31	29	58	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	150	2296	37534	99	98	98	543	548	547	5	4	4	16	14	15	76	78	76	3	4	5
Non-Economically Disadvantaged	119	2168	42466	100	98	100	580	572	578	NA	2	2	8	8	7	76	82	75	15	9	16

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

7th 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	258	4399	78546	96	97	97	531	528	543	24	22	15	23	21	18	40	48	52	14	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	2183	38645	96	97	98	533	531	545	19	20	13	26	20	18	42	51	54	13	9	15
Male	141	2209	39792	96	96	97	529	526	542	28	25	17	21	22	17	38	44	50	14	9	15
African American	25	289	4205	93	97	97	519	518	524	28	26	22	36	24	22	28	45	49	8	4	7
Hispanic	123	2347	31177	96	97	97	512	516	524	30	27	22	27	24	23	38	44	48	5	4	7
Asian/Pacific Islander	NC	113	1940	NC	98	99	NC	560	580	NC	9	5	NC	13	9	NC	57	53	NC	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	96	1448	36450	97	97	97	556	550	563	15	13	7	17	16	12	44	54	57	25	18	23
Students with Disabilities	33	530	8093	80	84	82	486	480	489	48	58	50	33	24	24	18	18	23	NA	1	2
Students without Disabilities	225	3869	70453	99	99	100	537	534	549	20	17	11	22	21	17	43	52	56	16	10	16
Limited English Proficient Students	36	584	9323	92	95	94	486	483	491	53	56	47	22	25	28	25	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	139	2090	34694	95	96	96	513	516	524	29	28	23	27	25	23	40	43	48	4	5	7
Non-Economically Disadvantaged	119	2309	43852	98	98	99	552	539	559	17	17	10	19	17	13	39	52	56	25	13	22

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	263	4467	79045	98	98	98	505	501	512	12	14	10	32	31	25	47	51	58	8	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	2206	38860	98	98	98	512	509	519	8	9	7	31	28	22	53	57	62	8	6	8
Male	144	2254	40075	98	98	97	500	493	505	16	18	12	33	34	28	42	45	54	8	4	6
African American	26	295	4250	96	99	98	503	494	500	15	16	12	23	33	31	62	50	54	NA	1	3
Hispanic	125	2386	31314	98	98	98	487	488	493	17	18	16	40	36	34	41	45	48	2	2	2
Asian/Pacific Islander	NC	114	1949	NC	99	99	NC	523	536	NC	6	4	NC	19	15	NC	62	66	NC	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	98	1467	36730	99	98	98	530	521	532	5	7	4	27	22	16	50	60	68	18	11	12
Students with Disabilities	38	588	8552	93	93	87	469	455	463	29	43	35	42	37	40	29	19	23	NA	1	1
Students without Disabilities	225	3879	70493	99	99	100	511	507	517	9	9	7	31	30	24	50	56	62	10	5	8
Limited English Proficient Students	37	602	9355	95	98	95	455	450	456	41	44	37	49	44	48	11	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	143	2126	34922	97	98	96	490	489	493	15	17	15	36	36	34	45	44	48	3	3	3
Non-Economically Disadvantaged	120	2341	44123	98	99	99	523	511	527	8	10	6	28	26	18	50	57	66	14	7	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	269	4459	79657	100	98	99	573	569	566	2	2	3	7	8	8	90	89	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	121	2207	39120	99	98	99	589	582	580	NA	1	2	4	4	4	93	93	92	3	1	2
Male	148	2245	40423	100	98	98	560	557	553	3	4	5	9	12	12	88	84	83	NA	0	1
African American	28	296	4290	100	99	99	581	566	560	NA	4	4	11	7	9	86	87	86	4	1	1
Hispanic	126	2371	31642	98	98	99	568	561	552	1	3	5	9	10	11	89	87	84	2	0	0
Asian/Pacific Islander	NC	115	1948	NC	100	99	NC	588	589	NC	1	1	NC	4	3	NC	90	91	NC	4	4
American Indian/Alaskan Native	10	200	4760	100	100	97	NA	560	547	NA	3	5	NA	7	14	NA	91	81	NA	NA	0
White	100	1468	36929	100	98	99	580	582	579	3	1	2	3	5	5	93	92	91	1	2	2
Students with Disabilities	40	583	9069	98	92	92	534	517	508	8	10	11	20	28	30	73	61	58	NA	1	1
Students without Disabilities	229	3876	70588	100	99	100	580	576	573	1	1	2	4	5	5	93	93	91	2	1	1
Limited English Proficient Students	39	594	9521	100	96	96	536	518	507	5	9	13	15	23	24	79	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	146	2116	35341	99	97	97	563	560	551	2	3	5	9	12	12	88	86	83	1	0	0
Non-Economically Disadvantaged	123	2343	44316	100	99	100	585	577	578	2	2	2	4	5	5	92	92	90	2	1	2

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

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	255	4533	78400	93	96	97	551	545	554	31	26	21	15	21	19	36	44	47	18	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	2289	38686	92	97	98	552	544	554	30	24	20	14	22	20	39	45	49	17	8	12
Male	133	2240	39636	94	95	96	551	545	554	32	28	23	16	19	18	34	42	46	19	11	13
African American	31	339	4193	91	96	97	510	527	533	58	35	32	16	24	23	16	37	40	10	5	5
Hispanic	109	2362	30732	92	95	97	527	531	534	34	33	31	19	24	24	42	39	40	5	5	5
Asian/Pacific Islander	11	117	1827	100	98	99	649	584	594	NA	9	8	9	17	12	27	46	49	64	27	31
American Indian/Alaskan Native	10	178	4536	91	98	95	NA	519	528	NA	41	35	NA	25	25	NA	30	37	NA	4	4
White	93	1534	37038	93	96	97	583	570	575	20	14	11	11	15	14	37	54	56	32	17	19
Students with Disabilities	36	520	7840	69	76	81	499	494	498	56	63	60	22	18	18	17	17	20	6	1	2
Students without Disabilities	219	4013	70560	99	99	99	559	551	560	27	21	17	14	21	19	39	47	50	20	10	14
Limited English Proficient Students	25	533	8956	86	93	95	517	498	502	44	62	56	24	20	25	28	17	18	4	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	121	2056	33014	90	94	95	531	531	534	36	33	31	17	24	24	40	39	40	7	4	5
Non-Economically Disadvantaged	134	2477	45386	96	97	99	570	556	569	27	21	15	13	18	15	32	47	52	28	14	18

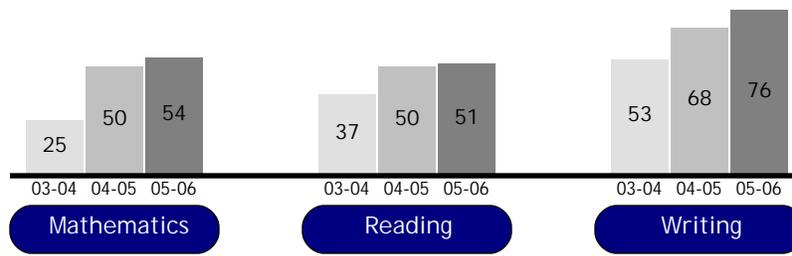
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	268	4640	79179	98	98	98	510	509	519	15	14	11	35	31	27	43	52	58	8	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	129	2327	38974	97	98	99	516	514	524	10	11	8	35	29	25	48	57	61	7	4	5
Male	139	2309	40124	99	98	97	504	504	513	19	16	13	35	33	28	37	48	54	9	3	4
African American	32	348	4243	94	98	98	495	499	506	19	20	14	38	31	32	38	45	51	6	3	3
Hispanic	115	2414	30987	97	97	98	491	497	498	18	17	17	41	37	36	40	45	45	1	1	1
Asian/Pacific Islander	11	118	1832	100	99	99	577	530	543	NA	4	4	NA	25	17	73	62	69	27	8	10
American Indian/Alaskan Native	11	182	4573	100	100	96	508	494	494	9	19	16	45	38	41	45	43	42	NA	NA	1
White	98	1574	37467	98	99	98	530	530	539	11	7	5	30	21	17	44	66	70	15	6	8
Students with Disabilities	48	626	8567	92	91	88	459	462	467	46	41	39	38	42	38	15	17	22	2	0	1
Students without Disabilities	220	4014	70612	99	99	99	520	516	524	8	9	7	34	29	25	49	58	62	9	4	5
Limited English Proficient Students	27	546	9013	93	95	95	462	457	461	41	43	40	44	47	48	15	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	128	2108	33345	95	97	96	490	496	499	19	18	17	42	37	36	38	43	46	2	2	1
Non-Economically Disadvantaged	140	2532	45834	100	99	99	527	520	533	11	10	7	28	25	19	47	60	67	14	4	7

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	270	4654	79734	99	98	99	554	555	554	3	3	3	22	18	19	76	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	2341	39243	98	99	99	566	568	568	2	2	2	16	11	12	82	87	85	NA	0	1
Male	139	2309	40413	99	98	98	543	542	541	4	3	4	27	25	26	69	72	70	NA	0	0
African American	32	350	4285	94	99	99	539	544	548	6	6	3	31	19	22	63	75	74	NA	0	0
Hispanic	118	2433	31254	100	98	99	540	547	539	3	3	5	25	22	25	71	75	70	NA	0	0
Asian/Pacific Islander	11	118	1837	100	99	99	608	580	579	NA	NA	1	9	8	9	91	91	87	NA	1	2
American Indian/Alaskan Native	11	181	4613	100	100	97	553	538	535	NA	5	4	18	24	29	82	70	67	NA	1	0
White	97	1568	37668	97	98	99	570	571	569	1	1	1	16	11	13	82	88	85	NA	0	1
Students with Disabilities	49	627	8943	94	91	92	487	499	495	12	10	11	59	49	51	29	40	38	NA	1	1
Students without Disabilities	221	4027	70791	100	100	100	568	563	561	0	1	2	14	13	15	86	85	83	NA	0	0
Limited English Proficient Students	29	551	9138	100	96	97	505	492	492	14	13	13	38	45	46	48	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	131	2117	33718	97	97	97	538	545	538	5	4	5	23	23	26	73	73	69	NA	0	0
Non-Economically Disadvantaged	139	2537	46016	100	100	100	569	564	567	1	2	2	21	14	14	78	84	84	NA	0	1

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	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 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
6	Reading	100	58	NA	56	99	45	44	51	98	54	46	56
	Language	100	48	38	48	99	45	41	47	100	46	41	50
	Mathematics	99	66	52	66	99	43	44	52	94	46	44	58
7	Reading	99	48	NA	54	96	47	44	50	100	46	44	54
	Language	98	53	48	58	96	50	48	52	100	54	50	58
	Mathematics	98	56	49	62	95	47	44	50	100	48	44	54
8	Reading	96	50	NA	55	98	44	46	51	100	54	50	58
	Language	95	43	41	52	98	47	47	50	100	54	50	56
	Mathematics	95	56	50	61	99	45	48	53	96	56	50	58

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

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

Council Duties

- Ü 301Goals/School Accountability Plan
- Ü School Culture and Climate
- Ü School Instructional Schedule
- Ü Community Partnerships
- Ü Cultural Diversity
- Ü Tax Credit Disbursements

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	58.00
Other Professional Staff	7.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	4	0	0
4 to 6 years	2	5	1	0
7 to 9 years	5	1	0	0
10 or more years	16	19	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	220
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	23%

Resources Available at School Site

Special Facilities

- Ü Computer Learning Lab
- Ü Shared Gym with Boys & Girls Club
- Ü READ 180 Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Year Book
- Ü FCCLA
- Ü National Junior Honor Society
- Ü Crafts Club
- Ü Interscholastic Sports
- Ü Band/Orchestra Club

Social Services

- Ü Clothing Bank
- Ü Safe Schools Grant
- Ü Counseling Services
- Ü Community Representative Assistance
- Ü Tutoring

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 Seven of our students won recognitions or placements at the (SARSF) Southern Arizona Regional Science and Engineering Fair (SARSEF). Two of those students went on onward to complete at the state and national levels.

- ü One of our teachers was recognized as the Southern Arizona Regional Science and Engineering Fair (SARSEF) teacher of the year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	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

Doolen has implemented the services of a School Security Agent and a district School Safety Officer to assist in maintaining a safe learning environment for all community members. In addition, Doolen employs twice the number of monitors allocated by the district. Teachers stress character education taught by the school counselors during their scheduled teaching opportunities in their respective grade level classrooms.

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) :

65

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	Jeff Crowe	(520) 232-6900
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Carole Chavez	(520) 232-6922
School Nutrition Programs	Cheri Mercer	(520) 232-6923
Parent Organization	None	(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.

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.

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