Develop and implement computer programs relative to classroom experience.

Develop and implement interdisciplinary writing tasks designed by new standards.

New Standards Math integrated into Math Component through literature-based anthology.

Develop and implement classroom health curriculum.

**Suspensions**

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Expected</th>
<th>Out-of-School Suspensions</th>
<th>In-School Suspensions</th>
<th>Alternate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Fighting</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>3. Weapon Possession</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Sale of Controlled Substance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Possession with Intent to Sell</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Possession (under influence)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Disorderly Conduct</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Threat/Intimidation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Tobacco-Possession or Use</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. Vandalism</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11. Larceny/Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12. Other</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
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</table>

**Grievances**

<table>
<thead>
<tr>
<th>Reason</th>
<th>No. of Grievances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Insufficient Materials</td>
<td>0</td>
</tr>
<tr>
<td>2. Too Many Students in Class</td>
<td>0</td>
</tr>
<tr>
<td>3. Physical Environment</td>
<td>1</td>
</tr>
<tr>
<td>4. District-level Administrative Decisions</td>
<td>0</td>
</tr>
<tr>
<td>5. School-level Administrative Decisions</td>
<td>3</td>
</tr>
<tr>
<td>6. Other</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
</tr>
</tbody>
</table>

**Selected school indicators**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Average Class Size</td>
<td>25</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>2. Teacher Attendance (%)</td>
<td>91</td>
<td>96</td>
<td>97</td>
</tr>
</tbody>
</table>

- **Mathematics (SKILLS)**
  - % of students performing at standard or above:
    - 1998 Actual: 41
d    - 2001 Target: 46
  - % of students performing at lowest achievement level(s):
    - 1998 Actual: 23
    - 2001 Target: 21

- **Mathematics (PROBLEM SOLVING)**
  - % of students performing at standard or above:
    - 1998 Actual: 76
    - 2001 Target: 89
  - % of students performing at lowest achievement level(s):
    - 1998 Actual: 6
    - 2001 Target: 14

- **English Language Arts (READING: ANALYSIS & INTERPRETATION)**
  - % of students performing at standard or above:
    - 1998 Actual: 43
    - 2001 Target: 48
  - % of students performing at lowest achievement level(s):
    - 1998 Actual: 19
    - 2001 Target: 17

- **English Language Arts (WRITING: EFFECTIVENESS)**
  - % of students performing at standard or above:
    - 1998 Actual: 37
    - 2001 Target: 43
  - % of students performing at lowest achievement level(s):
    - 1998 Actual: 24
    - 2001 Target: 22