Understanding your school’s performance summary:

**High Performing Schools:** 50% or more students performing proficiently

**Low Performing Schools:** 33% or more students performing in lowest categories

**Moderate Performing Schools:** All others

Understanding your school’s improvement summary:

Between academic years 1998 and 2002, improving schools increased the percentage of students reaching proficiency by at least 3% (look at purple diamonds in charts below to determine an increase) and decreased the percentage of students in the three lowest categories by at least 3% (look at black circles in charts below to determine a decrease).

---

**Melville Elementary School**

**Progress summary**

**THIS YEAR:**
Performance: This school is **HIGH PERFORMING**.
Improvement: This school is **NOT IMPROVING**.

**LAST YEAR:**
Performance: This school was **HIGH PERFORMING**.
Improvement: This school was **NOT IMPROVING**.

---

**Performance progress**

- Percent of students in lowest performance levels
- Percent of students demonstrating proficiency

**Baseline:** Cumulative ’98-00
**Current:** Cumulative ’01-02

---

### Mathematics Skills

<table>
<thead>
<tr>
<th>Category</th>
<th>Baseline</th>
<th>Current</th>
<th>Baseline</th>
<th>Current</th>
<th>Baseline</th>
<th>Current</th>
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<th>Current</th>
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</thead>
<tbody>
<tr>
<td>MATH: SKILLS</td>
<td>71</td>
<td>67</td>
<td>11</td>
<td>13</td>
<td>42</td>
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<td>MATH: CONCEPTS</td>
<td>34</td>
<td>23</td>
<td>32</td>
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<tr>
<td>MATH: PROBLEM SOLVING</td>
<td>55</td>
<td>49</td>
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<tr>
<td>WRITING: CONVENTIONS</td>
<td>65</td>
<td>56</td>
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</tbody>
</table>

---

### Reading: Basic Understanding

<table>
<thead>
<tr>
<th>Category</th>
<th>Baseline</th>
<th>Current</th>
<th>Baseline</th>
<th>Current</th>
<th>Baseline</th>
<th>Current</th>
<th>Baseline</th>
<th>Current</th>
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</thead>
<tbody>
<tr>
<td>READING: BASIC UNDERSTANDING</td>
<td>83</td>
<td>79</td>
<td>11</td>
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<tr>
<td>READING: ANALYSIS &amp; INTERPRETATION</td>
<td>70</td>
<td>74</td>
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<tr>
<td>WRITING: EFFECTIVENESS</td>
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<td>71</td>
<td>19</td>
<td>19</td>
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<tr>
<td>WRITING: CONVENTIONS</td>
<td>65</td>
<td>56</td>
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</tr>
</tbody>
</table>

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### Financial information (per pupil)

**Total school expenditures**
**Total state expenditures**

### General Education

- **Total school expenditures**
- **Total state expenditures**

**Key for school expenditures areas**

- **Instruction (5 components)**
  - Classroom teachers
  - Substitute teachers
  - Paraprofessionals
  - Classroom technology
  - Classroom materials, trips, etc.

**Per pupil expenditures by program**

- **Instructional Support**
- **Operations**
- **Leadership**

**Selected school indicators**

1. SALT Survey Teacher Response Rate (%)
2. SALT Survey Student Response Rate (%)
3. Student Attendance (%)
4. Students Exempted from ELA State Testing (%)
5. Stability Index (%)
6. Mobility Index (%)
7. Suspensions / Total # of Students
8. Teachers with emergency/special provisional certification (%)

**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. SALT Survey Teacher Response Rate (%)</td>
<td>100</td>
<td>99</td>
<td>80</td>
</tr>
<tr>
<td>2. SALT Survey Student Response Rate (%)</td>
<td>98</td>
<td>89</td>
<td>96</td>
</tr>
<tr>
<td>3. Student Attendance (%)</td>
<td>96</td>
<td>95</td>
<td>93</td>
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<tr>
<td>4. Students Exempted from ELA State Testing (%)</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Stability Index (%)</td>
<td>78</td>
<td>79</td>
<td>83</td>
</tr>
<tr>
<td>6. Mobility Index (%)</td>
<td>35</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>7. Suspensions / Total # of Students</td>
<td>0/317</td>
<td>833/2888</td>
<td>44129/158046</td>
</tr>
<tr>
<td>8. Teachers with emergency/special provisional certification (%)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Selected school indicators**

- **This school**
- **Elementary school average**

**Selected school indicators**

- **This school**
- **This District**
- **The State**

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