Melville Elementary School
Information Works! School Year 2001-2002

Portsmouth District
Dr. Joanne Olson, Principal
Grades KG-4
317 Students
26 Teachers

Mathematics (GRADE 4)

English Language Arts (GRADE 4)

RI Writing (GRADE 3)

Achieved the Standard with Honors
Achieved the Standard
Nearly Achieved the Standard
Below the Standard
Little Evidence of Achievement
No Score

Percentage of eligible students at each performance level on the elementary school assessments

Numbers may not sum to 100% due to rounding.

Student eligibility for subsidized lunch programs

Students from various ethnic backgrounds

Students receiving ESL or bilingual education

Students receiving special education services

Highest level of parents' education

Characteristics of students attending this school

Not Eligible
Eligible for Free or Reduced-Lunch

White
Black
Hispanic
Asian/Pacific Islander
Native American

Non-Recipients
ESL
Bilingual
In Both Programs

Non-Recipients
Resource
Self-Contained

Achievement over the past three years*

Mathematics

Reading

Writing


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).

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
- Moderately Performing Schools: All others

Understanding your school’s improvement summary:
- This school is **HIGH PERFORMING**.
- This school’s **Improvement** summary shows an increase in proficiency and a decrease in low performance categories.

### Financial information (per pupil)

#### Data source: In$ite

<table>
<thead>
<tr>
<th>Per pupil expenditures by program</th>
<th>General Education</th>
<th>LEP</th>
<th>Special Education</th>
<th>Title 1</th>
<th>Vocational Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school</td>
<td>$7,620</td>
<td>$0</td>
<td>$24,352</td>
<td>$1,081</td>
<td>NA</td>
</tr>
<tr>
<td>Elementary school average</td>
<td>$7,494</td>
<td>$3,561</td>
<td>$26,942</td>
<td>$752</td>
<td>$0</td>
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</table>

### Selected school indicators

1. **SALT Survey Teacher Response Rate (%)**
   - This School: 100
   - This District: 99
   - The State: 80
2. **SALT Survey Student Response Rate (%)**
   - This School: 98
   - This District: 98
   - The State: 98
3. **Student Attendance (%)**
   - This School: 96
   - This District: 95
   - The State: 93
4. **Students Exempted from ELA State Testing (%)**
   - This School: 4
   - This District: 1
   - The State: 1
5. **Stability Index (%)**
   - This School: 78
   - This District: 79
   - The State: 83
6. **Mobility Index (%)**
   - This School: 35
   - This District: 17
   - The State: 17
7. **Suspensions / Total # of Students**
   - This School: 0/317
   - This District: 833/2888
   - The State: 44129/158046
8. **Teachers with emergency/special provisional certification (%)**
   - This School: 4
   - This District: 4
   - The State: 3

*This is the percent of students in the tested grades who are beginning English language learners (LEP Level I) and/or students whose Individual Education Plan (IEP) exempts them from the regular state assessments. These exempted IEP students took the state’s Alternate Assessment in Spring 2002. Their results are reported in the state section.*
Information Works! School Year 2001-2002

Melville Elementary School

Tells me how my child is doing in school

Over 50% of the parents of their students regularly attend scheduled parent-teacher conferences.

Tells me what skills my child needs to learn

Explains how to check my child’s homework

Assigns homework that requires my child to talk with me about things learned in class

Percent of parents reporting that they feel this school “does well” in the following areas:

Parental Involvement

Student responses from the SALT Survey

Percent of students who report that they were hurt or bothered at school

Teachers provide support

Students show commitment

Positive student interactions take place

They experience instructional variety and innovation

Student Charts C.1, C.2

Parental Involvement

Parent and teacher responses from the SALT Survey

Percent of parents reporting that they feel this school “does well” in the following areas:

Tells me how my child is doing in school

Tells me what skills my child needs to learn

Explains how to check my child’s homework

Assigns homework that requires my child to talk with me about things learned in class

Parent Participation

Number of parents responding to the SALT Survey

Number of students in this school

Instruction

Teacher responses from the SALT Survey

Students receive writing skills instruction

Students receive assignments to read material other than textbooks

Students revise their reports and papers

Mathematical concepts and reasoning are integrated into lessons

Students use charts, graphs, and diagrams as part of assignments

Students engage in group problem solving

LITERACY

NUMERACY

SMALL GROUP ACTIVE INSTRUCTION


<table>
<thead>
<tr>
<th>Infraction</th>
<th>Out-of-School Suspensions</th>
<th>In-School Suspensions</th>
<th>Alternate Programs</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Alcohol</td>
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<td>Arson</td>
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<tr>
<td>Assault of Student</td>
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<td>Assault of Teacher</td>
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<tr>
<td>Attendance-Cut/Skipped Class</td>
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<tr>
<td>Attendance-Cut/Skipped Detention</td>
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<td>Attendance-Left School Grounds</td>
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<td>Attendance-Tardy</td>
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<td>Attendance-Truant</td>
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<td>Bomb Threat</td>
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<tr>
<td>Breaking &amp; Entering</td>
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<td>Communication/Electronic Devices</td>
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<tr>
<td>Controlled Substances-Possession or Under Influence</td>
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<tr>
<td>Controlled Substances-Possession with Intent to Sell</td>
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<td>Controlled Substances-Sale of</td>
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<tr>
<td>Disorderly Conduct</td>
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<td>Extortion</td>
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<td>Fighting</td>
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<td>Fire Regulations Violation</td>
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<td>Forgery</td>
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<td>Gambling</td>
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<td>Gang Activity</td>
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<tr>
<td>Harassment-Sexual</td>
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<td>Harassment-Stalking</td>
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<td>Harassment-Verbal/Physical</td>
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<td>Hate Crimes</td>
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<td>Hazing</td>
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<td>Insubordination/Disrespect</td>
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<td>Kidnapping/Abduction</td>
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<tr>
<td>Larceny</td>
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<tr>
<td>Obscene/Abusive Language toward Student</td>
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<tr>
<td>Obscene/Abusive Language toward Teacher</td>
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<td>Threat/Intimidiation</td>
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<td>Tobacco-Possession or Use</td>
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<tr>
<td>Trespassing</td>
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<tr>
<td>Unauthorized Use of Computers or Other Technology</td>
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<td>Weapon Possession</td>
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<tr>
<td>Reason for suspension not reported</td>
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<tr>
<td>Totals</td>
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Please note: The number indicates the number of incidents, not the number of days or students suspended.

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## 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. Teacher Attendance (%)</td>
<td>100</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>2. Grievances</td>
<td>0</td>
<td>3</td>
<td>384</td>
</tr>
</tbody>
</table>

* Indicates school did not supply this information.