336 3426 Ingram Drive Raleigh, NC 27604

This profile contains 2001-02 information describing the school environment, student population, and accountability program results. Access current information by visiting the school's website at the link above.

Current Principal: Myrna Pagan Current Phone: (919) 850-8720 Current Fax: (919) 850-8728

Information for 2001-02 School Year

Principal: Linda McMasters **Grade Levels Served:** K-5

Calendar: Traditional

Original Construction Date: 1965

Most Recent Renovation: 1999

Building Square Footage: 65,824

Size of Property (acres): 19.1

Permanent Classrooms: 31

Portable Classrooms: 0 (as of 12-12-01)

WAKE FOREST

US 1

WAKE FOREST

US 401

ROLESVILLE

US 401

ROLESVILLE

WENDELL

NC 96

KNIGHTRALE

US 70

Shows Approximate School Location

NC 42

PUQUAY VARINA

NC 55

Campus Capacity: 120% (as calculated by the WCPSS Facilities Department)

Mission/Program Description for the 2001-02 School Year

Brentwood Elementary School's vision is to be a showcase of excellence -- a school known nationally for an atmosphere that encourages learning, stimulates investigation, and assists every student in becoming the best that America has to offer. In the spring of 1997, our school received a site visit from representatives of the United States Department of Education with regard to national Blue Ribbon Schools recognition.

Our staff continues to focus on William Glasser's "Quality School" model. A quality school is a place where children want to be every day; where diversity is valued; and where students learn relevant information and the lifelong skills of reading, speaking, writing, computation, and problem solving. At Brentwood, children are taught to respect self and others, to participate in a supportive school climate, and to evaluate work and choices for best effort and decision-making.

Our achievement data reflect the conscientious efforts of Brentwood students, faculty, and parents. All are important partners as we pursue learning and preparation for proactive citizenship in a global community.

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Fall 2001-02 Student Population Characteristics

	Male				Female				Total		
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
Kindergarten	12	25	4	14	4	12	19	2	3	1	96
Grade 1	13	25	2	9	7	8	15	5	5	1	90
Grade 2	16	24	4	9	3	11	26	4	1	0	98
Grade 3	14	19	5	9	5	6	17	7	5	1	88
Grade 4	8	18	5	8	1	15	24	4	4	0	87
Grade 5	7	18	1	7	1	16	25	2	4	2	83
TOTAL	70	129	21	56	21	68	126	24	22	5	542

Note: Counts of students refer to the 20th day of the school year.

Students Identified for Special Programs as of October 2001

Academically Gifted: 19

Special Education (not AG): 48

ESL (English as a Second Language): 52

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	542	500	525	555
Percent Receiving Free/Reduced Lunch	52%	42%	36%	37%
Average Daily Attendance (calc. at end of school year)	95.6%	96.1%	95.4%	95.8%

2001-02 Student Mobility

Student Mobility measures describe how much students move into, out of, and between schools. Mobility can impact classroom planning and student performance when students leave and are replaced by other students whose needs must be assessed.

One measure of mobility is "stability"-- the percentage of students at a school at the end of the year who were continually enrolled in the school since the first week. The higher the percentage, the more "stable" the student population has been.

Another measure of mobility is "turbulence"-- the movement in and out of a school during the year after the first 20 days. This is calculated by adding all entries and withdrawals and then dividing by the cumulative enrollment (all students who enter the school during the year). A lower percentage shows less mobility.

Stability:

This school in 2001-02: **89%**

All elementary schools in 2001-02: 92%

Turbulence:

This school in 2001-02: 27%

All elementary schools in 2001-02: 17%

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School Effectiveness Over Time

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables considered in the model include the prior year's achievement scores for each student, each student's special education status, and two measures of socioeconomic status. Achievement test scale scores are analyzed for all of the students in a school who take an end-of-year test, and schoolwide performance is summarized by comparing how students in that school perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected." If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end-of-year tests was below or above what might be expected based upon the characteristics of the students in the school. The indices are based upon North Carolina End-of-Grade Tests administered in grades 3-8.

Measuring This School's EOG Achievement Against Similar Students Across Wake County

	2001-02		2000)-01	1999-00		
	Reading	Math	Reading	Math	Reading	Math	
3rd Grade	Expected	Expected	Below	Expected	Expected	Expected	
4th Grade	Expected	Below	Below	Below	Expected	Expected	
5th Grade	Expected	Expected	Below	Expected	Below	Above	

Results from the North Carolina ABC Accountability Program

In 1996, the State Board of Education was given the authority to implement a plan that sets student achievement goals for every North Carolina school. The "ABC" Plan sets school level standards for students' growth and performance in Reading, Writing, and Mathematics. All elementary and middle schools in the state are evaluated annually on the results of the statewide End-of-Grade (EOG) Reading and Mathematics Tests. Growth standards ("Expected" and "High") were set by a formula developed for the State Board of Education.

Performance: The "Composite Performance" was defined in 2002 as the percentage of EOG tests and alternative assessments administered in the school on which students achieved scores equal to or greater than established grade level standards. Schools with more than 80% of test scores at or above grade level were designated as "Schools of Distinction," and schools with more than 90% of test scores at or above grade level were designated as "Schools of Excellence" by the State Board of Education if the school achieved Expected or High growth.

2001-02
2000-01
1999-00

The Composite Performance scores for this school: 79.6% 71.8% 75.0%

Growth: The Expected and High Growth targets for every school were based upon EOG pretests administered at the beginning of third grade or the end of the previous school year for students in grades 4-8. Average student growth was calculated and compared to the standards. Prior to 2002, "High Growth" was called "Exemplary Growth" by the State Board of Education.

In 2001-02 this school: Met Expected Growth Standard

In 2000-01 this school: Met the expected growth standard

In 1999-00 this school: Met the exemplary growth standard

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Writing Test Results

The North Carolina Writing Test was administered in grades 4 and 7 in 2002. However, after tests were scored by an independent contractor, the State Board of Education determined the results were invalid and would not be used in the accountability program for the 2001-02 school year. Charts comparing writing results over time are not included in this volume of School Profiles because of the State Board's decision. A new writing test with a more detailed scoring system will be piloted statewide in North Carolina during the 2002-03 school year.

End-Of-Grade Test Results

End-of-Grade tests are given statewide in North Carolina at the end of grades 3, 4, 5, 6, 7, and 8. EOG tests use a multiple-choice format and measure Reading and Mathematics skills, using multiple forms of the test in each classroom. Results are reported as scale scores that can range from approximately 100 to 200 across the six grade levels. Progress is measured from year to year as scores move up the scale. The following table and figure show the mean (average) scale scores for students in this school for the past three years. Reading across a line compares the performance of three different cohorts of students at a grade level for three years. Reading diagonally (as indicated by the arrows) follows a cohort of students across years.

A new set of EOG mathematics tests were administered in the 2000-2001 school year. The North Carolina Dept. of Public Instruction (NCDPI) used a new scale ranging from 200 to 300 for these tests.

3rd Grade	
4th Grade	
5th Grade	

		Reading		Mathematics				
I	2000	2001	2002	2000	2001	2002		
;	145.0	144.5	144.6	142.8	249.6	248.8		
:	147.2	147.9	147.9	152.0	252.4	253.3		
: [155.4	154.5	155.1	161.7	260.4	259.1		

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In August, 1998, the WCPSS Board of Education adopted the following goal for the school system:

"The Wake County Public School System is committed to academic excellence. By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8."

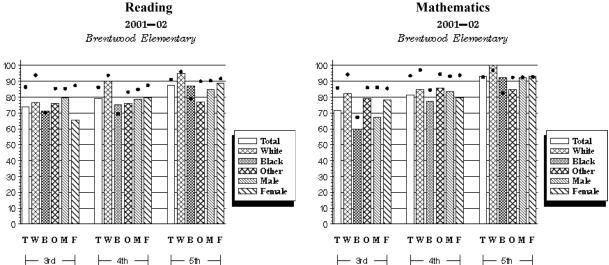
The progress of students in this school toward the systemwide goal is shown in the following figures. The tables report the percentage of students whose scale score on EOG tests was at or above grade level. The graphs compare the May 2002 percentages of the school (bars) and the system (dots) for each subgroup. If a subgroup has fewer than 10 students, the percentage is blank and the bar is missing on the graph.

Percentage of Students in Levels III or IV by Race and by Gender Reading Mathematics

Reading							
Al	l Stude	nts	Whi	White Students			
2000	2001	2002	2000	2001	2002		
74	71	74	83	90	77		
62	71	79	77	88	90		
78	81	87	90	90	95		
Black Students			Other Students				
2000	2001	2002	2000	2001	2002		
70	66	71	67	62	76		
53	59	75	60		76		
70	74	87		80	77		
	Males		Females				
2000	2001	2002	2000	2001	2002		
79	58	80	67	85	66		
59	73	79	65	69	80		
78	82	85	79	78	89		
	2000 74 62 78 Blace 2000 70 53 70 2000 79 59	2000 2001 74 71 62 71 78 81 Black Stud 2000 2001 70 66 53 59 70 74 Males 2000 2001 79 58 59 73	All Students 2000 2001 2002 74 71 74 62 71 79 78 81 87 Black Students 2000 2001 2002 70 66 71 53 59 75 70 74 87 Males 2000 2001 2002 79 58 80 59 73 79	All Students Whit 2000 2001 2002 2000 74 71 74 83 62 71 79 77 78 81 87 90 Black Students Oth 2000 2001 2002 2000 70 66 71 67 53 59 75 60 70 74 87 2000 2001 2002 2000 79 58 80 67 59 73 79 65	All Students White Students 2000 2001 2002 2000 2001 74 71 74 83 90 62 71 79 77 88 78 81 87 90 90 Black Students Other Students 2000 2001 2002 2000 2001 70 66 71 67 62 53 59 75 60 80 70 74 87 80 80 80 67 85 2000 2001 2002 2000 2001 79 58 80 67 85 59 73 79 65 69		

			_				
All Students			Whi	White Students			
2000	2001	2002	2000	2001	2002		
70	64	72	71	85	82		
93	77	82	93	92	85		
91	96	93	97	100	100		
Black Students			Oth	Other Students			
2000	2001	2002	2000	2001	2002		
74	52	60	58	67	79		
93	68	78	90		86		
90	95	92		93	85		
	Males		Females				
2000	2001	2002	2000	2001	2002		
75	67	67	63	60	78		
90	83	83	96	73	80		
97	98	92	86	95	93		
	2000 70 93 91 Blac 2000 74 93 90 2000 75 90	2000 2001 70 64 93 77 91 96 Black Stud 2000 2001 74 52 93 68 90 95 Males 2000 2001 75 67 90 83	2000 2001 2002 70 64 72 93 77 82 91 96 93 Black Students 2000 2001 2002 74 52 60 93 68 78 90 95 92 Males 2000 2001 2002 75 67 67 90 83 83	2000 2001 2002 2000 70 64 72 71 93 77 82 93 91 96 93 97 Black Students Oth 2000 2001 2002 2000 74 52 60 58 93 68 78 90 90 95 92 Males 2000 2001 2002 2000 75 67 67 63 90 83 83 96	2000 2001 2002 2000 2001 70 64 72 71 85 93 77 82 93 92 91 96 93 97 100 Black Students Other Students 2000 2001 2002 2000 2001 74 52 60 58 67 93 68 78 90 93 90 95 92 93 Males Female 2000 2001 2002 2000 2001 75 67 67 63 60 90 83 83 96 73		

2001-02 Percentage of Students in Levels III or IV by Race and by Gender



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WCPSS Survey Results

During the 1990s WCPSS conducted periodic surveys of parents and high school students. Beginning with the 2000-01 school year, the district is surveying samples of parents and students annually at all schools. Some of the items on the surveys will be kept constant over time so that schools can measure improvement. The following two tables show the percentage of respondents "agreeing" or "strongly agreeing" with selected statements from the surveys. When comparing percentages across years, note that the 2001 surveys included an option to mark "Uncertain." This option was not included in the 2002 surveys.

Parent Survey Results (Approximately 150 parents surveyed.)	2002	2001
My child's school is a safe place to learn.	93.7 %	95.1 %
My child's school provides a high quality educational program.	89.1 %	87.8 %
My child is given challenging work in all classes.	87.5 %	87.8 %
If I call the school, I receive courteous attention.	95.1 %	87.8 %
Students at my child's school are well behaved overall.	76.2 %	56.1 %
The rules of this school are fair.	95.1 %	92.7 %
Teachers in this school really seem to care about the students.	88.9 %	85.4 %
This school promotes understanding among students from various backgrounds.	93.2 %	N/A
The percentage of Parents returning the survey at this school was:	44%	44%

Student Survey Results (Approximately 150 students surveyed.)	2002	2001
This school is a safe place to learn.	95.5 %	84.3 %
The students at this school get along with each other.	38.6 %	16.5 %
The rules of this school are fair.	85.7 %	71.6 %
It is easy to get help from the adults in this school.	77.6 %	66.3 %
I like my school.	81.3 %	N/A

This table compares the percentage of Parents and Students rating this school in 2002 as "good" or "excellent" on helping students learn certain skills.

in 2002 as "good" or "excellent" on helping students learn certain skills.	Parents	Students
Reading Skills	82.8 %	88.4 %
Writing Skills	78.1 %	84.3 %
Math Skills	87.5 %	90.8 %
Social Studies Skills	82.0 %	71.5 %
Science Skills	79.0 %	75.6 %

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