

# School Profiles

for the  
2002-03 School Year

## Brentwood Elementary

School ID Number: 336

3426 Ingram Drive Raleigh, NC 27604

Phone: (919) 850-8720

Fax: (919) 850-8728

Current Principal: Myrna Pagan

This profile contains information from the 2002-03 school year describing the school environment, student population, and accountability program results. Current information may be obtained by contacting the school.

2002-03 Principal: Linda McMasters

Grade Levels Served: K-5

Calendar: Traditional

### Facility Data

Original Construction Date: 1965

Most Recent Renovation: 1999

Building Square Footage: 86,259

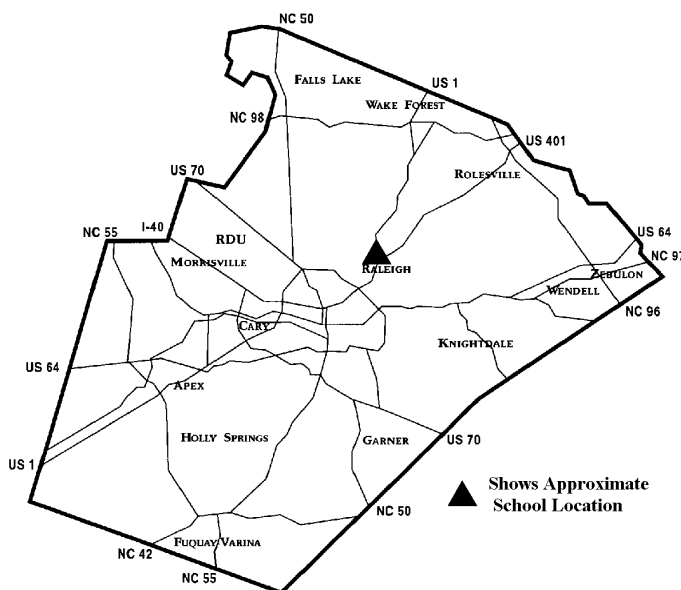
Size of Property (acres): 19.1

Permanent Classrooms: 31

Portable Classrooms: 0

Campus Capacity: 144%

(See the introduction to the profiles for further explanation of items in this report.)



## Mission Statement/Program Description

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.

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 2002-03 Student Population Characteristics

	Male						Female						Total
	White	Black	Asian	Hisp	Multi	AmInd	White	Black	Asian	Hisp	Multi	AmInd	
<b>Kindergarten</b>	14	30	1	14	2	0	9	28	3	5	7	0	<b>113</b>
<b>Grade 1</b>	9	21	2	12	3	0	8	24	1	6	2	0	<b>88</b>
<b>Grade 2</b>	8	21	3	9	7	0	7	20	4	7	1	0	<b>87</b>
<b>Grade 3</b>	11	26	4	13	2	0	10	21	4	9	0	0	<b>100</b>
<b>Grade 4</b>	11	22	5	6	5	0	4	17	4	6	1	0	<b>81</b>
<b>Grade 5</b>	12	30	6	8	1	0	10	23	4	4	0	0	<b>98</b>
<b>TOTAL</b>	<b>65</b>	<b>150</b>	<b>21</b>	<b>62</b>	<b>20</b>	<b>0</b>	<b>48</b>	<b>133</b>	<b>20</b>	<b>37</b>	<b>11</b>	<b>0</b>	<b>567</b>

Note: Counts of students refer to the membership on the 20th day of the school year.  
Membership means the number of students being served in a school at a particular time.

## Students Identified for Special Programs

	1999-00	2000-01	2001-02	2002-03
<b>Academically Gifted</b>	31	18	19	15
<b>Students with Disabilities</b>	N/A	67	48	39
<b>Limited English Proficiency</b>	N/A	0	52	69

	1999-00	2000-01	2001-02	2002-03
<b>Total Membership at End of First 20 Days</b>	530	509	564	567
<b>Percent Receiving Free/Reduced Lunch</b>	36%	42%	52%	55%
<b>Average Daily Attendance (calc. at end of school year)</b>	95.4%	96.1%	95.6%	95.0%

## Student Mobility

Student Mobility describes 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). The lower the percentage, the lower the impact of entries and withdrawals on school operation.

### **Stability:**

This school in 2002-03: **87%**

All elementary schools in 2002-03: 91%

### **Turbulence:**

Not Yet Available

This school in 2002-03:

All elementary schools in 2001-02:

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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 socio-economic 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 examining how students in that school perform compared 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**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>
<b>3rd Grade</b>	Below	Expected	Expected	Expected	Below	Below
<b>4th Grade</b>	Below	Below	Expected	Below	Below	Expected
<b>5th Grade</b>	Below	Expected	Expected	Expected	Below	Expected

### **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 "Performance Composite" 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.

	<u><b>2000-01</b></u>	<u><b>2001-02</b></u>	<u><b>2002-03</b></u>
The Performance Composite scores for this school:	<b>71.8%</b>	<b>79.6%</b>	<b>81.2%</b>

**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 2000-01 this school: **Met Expected Growth Standard**

In 2001-02 this school: **Met Expected Growth Standard**

In 2002-03 this school: **Met Expected Growth Standard**

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## Adequate Yearly Progress (AYP)

AYP is based upon a set of performance targets that schools must achieve each year to meet the requirements of the federal No Child Left Behind (NCLB) Act of 2001. The ten student subgroups that must meet prescribed targets in reading and math are: the school as a whole, American Indian, Asian, Black, Hispanic, Multiracial, White, Economically Disadvantaged (FRL students), Limited English Proficient, and Students with Disabilities. Schools are identified as meeting AYP if both reading and math targets are met for all student subgroups comprised of 40 or more students. North Carolina statewide targets in 2003 were 68.9% in reading and 74.6% in math for grades 3-8

**For the 2002-03 School Year:** This school MET AYP

It Met: **21** out of **21** targets, or **100%** of all its targets.

For more in-depth information on AYP, please see the North Carolina Department of Public Instruction AYP website at: <http://ayp.ncpublicschools.org>

## Writing Test Results

The design of the North Carolina Writing Test was changed in 2002 and was given as a pilot test in grades 4, 7, and 10 in the winter of 2003. No summary reports are available. The revised tests will be administered in 2004 using a new scoring system.

## 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 200 to 300 across the six grade levels. (Note: Reading scale scores prior to 2003 ranged from 100 to 200.) Progress is measured from year to year as scores move up the scale. The following table shows 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.

	Reading			Mathematics		
	2001	2002	2003	2001	2002	2003
3rd Grade	144.5	144.6	244.7	249.6	248.8	249.4
4th Grade	147.9	150.4	248.2	252.4	253.3	255.6
5th Grade	154.5	155.1	254.0	260.4	259.1	259.3

# Brentwood Elementary

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

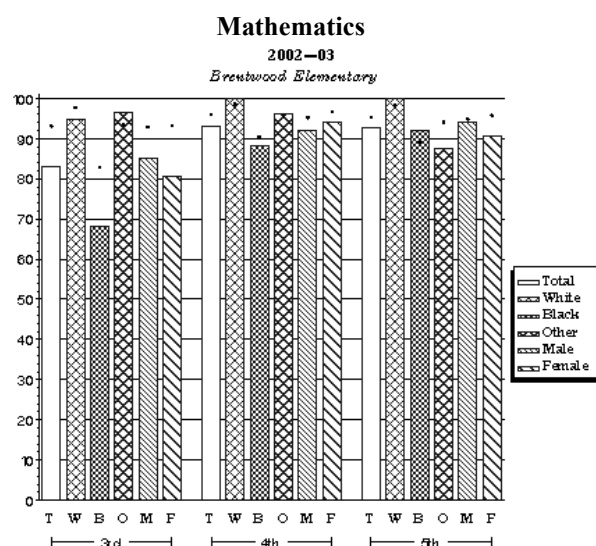
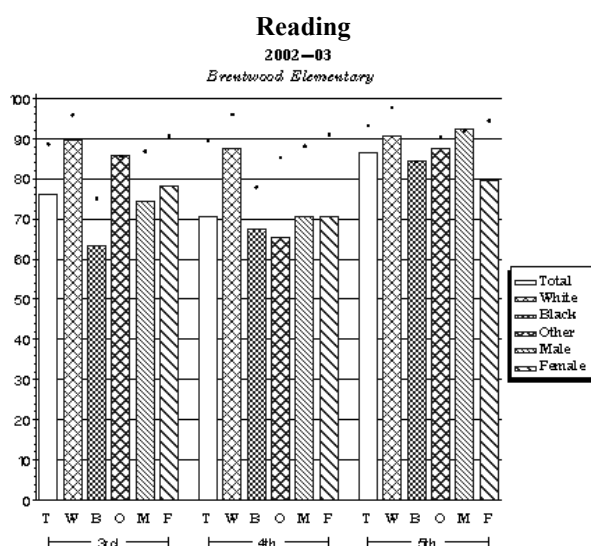
**“The Wake County Public School System is committed to academic excellence. By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8.”**

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 2003 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 Scoring At or Above Grade Level By Race and By Gender

		Reading					
		All Students			White Students		
		2001	2002	2003	2001	2002	2003
3rd		71	74	76	90	77	90
4th		71	79	71	88	90	88
5th		81	87	87	90	95	91
		Black Students			Other Students		
		2001	2002	2003	2001	2002	2003
3rd		66	71	63	62	76	86
4th		59	75	67		76	65
5th		74	87	84	80	77	88
		Males			Females		
		2001	2002	2003	2001	2002	2003
3rd		58	80	75	85	66	78
4th		73	79	71	69	80	71
5th		82	85	92	78	89	80

		Mathematics					
		All Students			White Students		
		2001	2002	2003	2001	2002	2003
3rd		64	72	83	85	82	95
4th		77	82	93	92	85	100
5th		96	93	93	100	100	100
		Black Students			Other Students		
		2001	2002	2003	2001	2002	2003
3rd		52	60	68	67	79	96
4th		68	78	88		86	96
5th		95	92	92	93	85	88
		Males			Females		
		2001	2002	2003	2001	2002	2003
3rd		67	67	85	60	78	81
4th		83	83	92	73	80	94
5th		98	92	94	95	93	91



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## WCPSS Survey Results

WCPSS conducts annual surveys of parents and high school students using randomly chosen samples of participants. Some of the items on the surveys are 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 Spring 2002 and the Spring 2003 surveys. Detailed summaries of districtwide responses to all survey questions are available on the Evaluation and Research Department website.

<b>Parent Survey Results</b>	<b>2002</b>	<b>2003</b>
My child's school is a safe place to learn.	93.7 %	97.4 %
My child's school provides a high quality educational program.	89.1 %	92.3 %
My child is given challenging work in all classes.	87.5 %	81.6 %
Students at my child's school are well behaved overall.	76.2 %	71.4 %
The rules of this school are fair.	95.1 %	86.8 %
Teachers in this school really seem to care about the students.	88.9 %	91.9 %
This school promotes understanding among students from various backgrounds	93.2 %	86.1 %
<b>The percentage of Parents returning the survey at this school was:</b>	<b>44%</b>	<b>22%</b>

<b>Student Survey Results</b>	<b>2002</b>	<b>2003</b>
This school is a safe place to learn.	95.5 %	%
The students at this school get along with each other.	38.6 %	%
The rules of this school are fair.	85.7 %	%
My school provides many ways to help me learn.	N/A	%
I like my school.	81.3 %	%

This table compares the percentage of Parents and Students rating this school in 2003 as "good" or "excellent" on helping students learn certain skills.

	<b>2003 Parents</b>	<b>Students</b>
Reading Skills	87.2 %	%
Writing Skills	87.2 %	%
Math Skills	92.1 %	%
Social Studies Skills	85.3 %	%
Science Skills	91.4 %	%

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Grades given to this school on the 2003 Parent Survey:</b>	30.8%	48.7%	15.4%	5.1%	0.0%
<b>Grades given to this school on the 2003 Student Survey:</b>	%	%	%	%	%