

Brentwood Elementary

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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

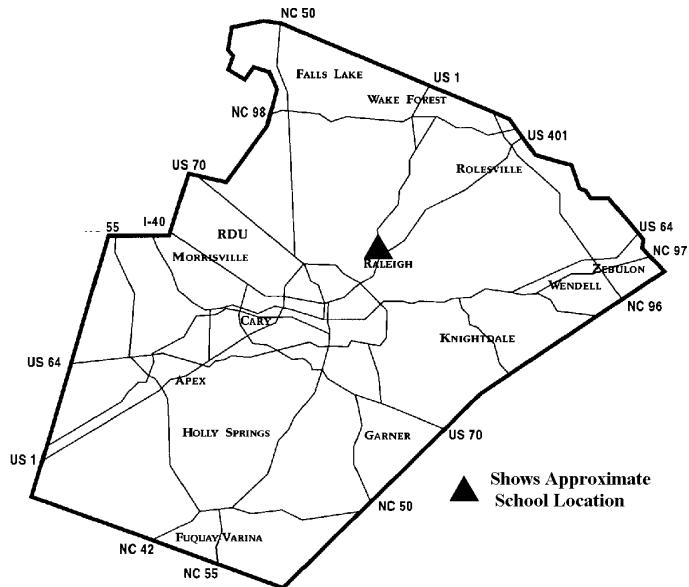
Building Square Footage: 65,824

Size of Property (acres): 19.1

Permanent Classrooms: 31

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

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 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 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.

	<u>2001-02</u>	<u>2000-01</u>	<u>1999-00</u>
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.

	Reading			Mathematics		
	2000	2001	2002	2000	2001	2002
3rd Grade	145.0	144.5	144.6	142.8	249.6	248.8
4th Grade	147.2	147.9	147.9	152.0	252.4	253.3
5th Grade	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					
		All Students			White Students			All Students			White Students		
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3rd		74	71	74	83	90	77	70	64	72	71	85	82
4th		62	71	79	77	88	90	93	77	82	93	92	85
5th		78	81	87	90	90	95	91	96	93	97	100	100
		Black Students			Other Students			Black Students			Other Students		
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3rd		70	66	71	67	62	76	74	52	60	58	67	79
4th		53	59	75	60		76	93	68	78	90		86
5th		70	74	87		80	77	90	95	92		93	85
		Males			Females			Males			Females		
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3rd		79	58	80	67	85	66	75	67	67	63	60	78
4th		59	73	79	65	69	80	90	83	83	96	73	80
5th		78	82	85	79	78	89	97	98	92	86	95	93

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

