

## Millbrook Elementary

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1520 E. Millbrook Road

Raleigh, NC 27609

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: Robert M. Lewis**

**Current Phone: (919) 850-8700**

**Current Fax: (919) 850-8709**

### Information for 2001-02 School Year

**Principal:** Robert M. Lewis

**Grade Levels Served:** K-5

**Calendar:** Traditional

**Original Construction Date:** 1953

**Most Recent Renovation:** 1998

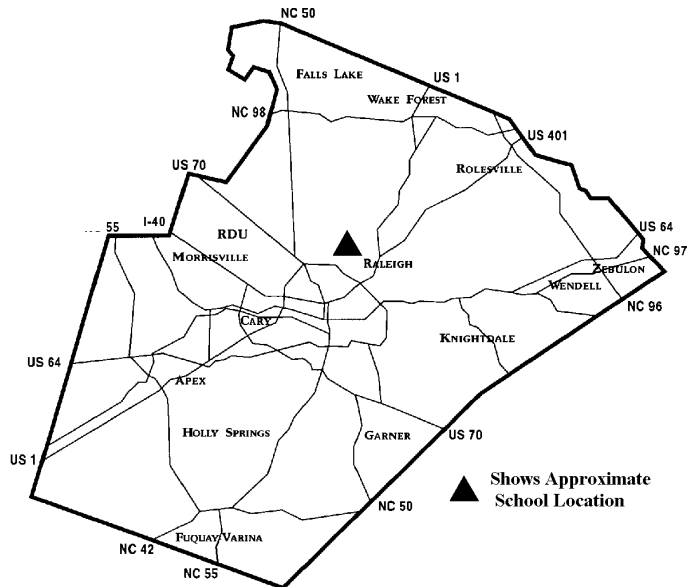
**Building Square Footage:** 94,319

**Size of Property (acres):** 15.4

**Permanent Classrooms:** 38

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

**Campus Capacity:** 90% (as calculated by the WCPSS Facilities Department)



### Mission/Program Description for the 2001-02 School Year

Millbrook Elementary is a magnet school offering the International Baccalaureate Organisation's Primary Years Programme. This engaging educational program focuses on the total growth of the developing child combining the best research and practice from a range of national systems. The learning environment at Millbrook Elementary School will develop learners who display the following characteristics: Inquirers, Thinkers, Communicators, Risk-Takers, Knowledgeable, Principled, Caring, Open-Minded, Well-Balanced, Reflective, Enthusiastic, Self-Managers, Tolerant, and Creative. Millbrook Elementary School offers a comprehensive, inquiry-based approach to teaching and learning, using basic questions that focus a program of inquiry for the entire school. In addition, specific strands develop student skills in technological applications and research, foreign language, arts, community service, and international understanding.

The mission statement of Millbrook Elementary is Millbrook Elementary Magnet, A Family of Lifelong Learners Committed to International Awareness and Inquiry. This statement outlines our promise to nurture every child in a spirit of partnership with the home and community. Inherent in our mission is the recognition that our students need to be Learners for Life in order to be successful and that love of learning is an important ingredient for this success. In order to actualize this philosophy, the staff is dedicated to developing a safe, inviting, stimulating, and supportive environment. Millbrook Elementary provides a rich educational experience for all students. Each student is accepted as a unique individual with his/her own talents and potentials. The teachers, administrators, and entire staff work collaboratively with parents, students, and the community to educate each student to reach his or her maximum potential as a lifelong learner and a responsible citizen.

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### Fall 2001-02 Student Population Characteristics

	Male					Female					Total
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
<b>Kindergarten</b>	24	29	2	3	3	16	20	2	6	3	<b>108</b>
<b>Grade 1</b>	10	25	5	3	6	15	24	2	5	3	<b>98</b>
<b>Grade 2</b>	11	26	1	6	6	13	29	0	6	1	<b>99</b>
<b>Grade 3</b>	18	29	4	3	1	8	32	0	2	3	<b>100</b>
<b>Grade 4</b>	16	31	2	2	7	19	21	0	1	1	<b>100</b>
<b>Grade 5</b>	15	26	0	4	1	10	24	1	4	2	<b>87</b>
<b>TOTAL</b>	<b>94</b>	<b>166</b>	<b>14</b>	<b>21</b>	<b>24</b>	<b>81</b>	<b>150</b>	<b>5</b>	<b>24</b>	<b>13</b>	<b>592</b>

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

### Students Identified for Special Programs as of October 2001

Academically Gifted: 14

Special Education (not AG): 83

ESL (English as a Second Language): 0

	2001-02	2000-01	1999-00	1998-99
<b>Total Membership at End of First 20 Days</b>	592	552	516	543
<b>Percent Receiving Free/Reduced Lunch</b>	40%	38%	32%	36%
<b>Average Daily Attendance</b> (calc. at end of school year)	95.9%	95.7%	95.8%	96.0%

### 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.

#### **Stability:**

This school in 2001-02: **85%**

All elementary schools in 2001-02: 92%

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.

#### **Turbulence:**

This school in 2001-02: **33%**

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**

	<b>2001-02</b>		<b>2000-01</b>		<b>1999-00</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	Below	Expected	Expected	Expected
<b>4th Grade</b>	Expected	Expected	Expected	Below	Expected	Below
<b>5th Grade</b>	Below	Expected	Expected	Expected	Above	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.

	<b><u>2001-02</u></b>	<b><u>2000-01</u></b>	<b><u>1999-00</u></b>
The Composite Performance scores for this school:	<b>76.4%</b>	<b>79.0%</b>	<b>77.0%</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 2001-02 this school: **Did Not Meet 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	146.0	147.1	144.2	142.4	249.7	248.6
4th Grade	151.6	150.5	150.5	151.3	252.5	255.4
5th Grade	157.1	157.0	156.1	162.3	259.6	258.6

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

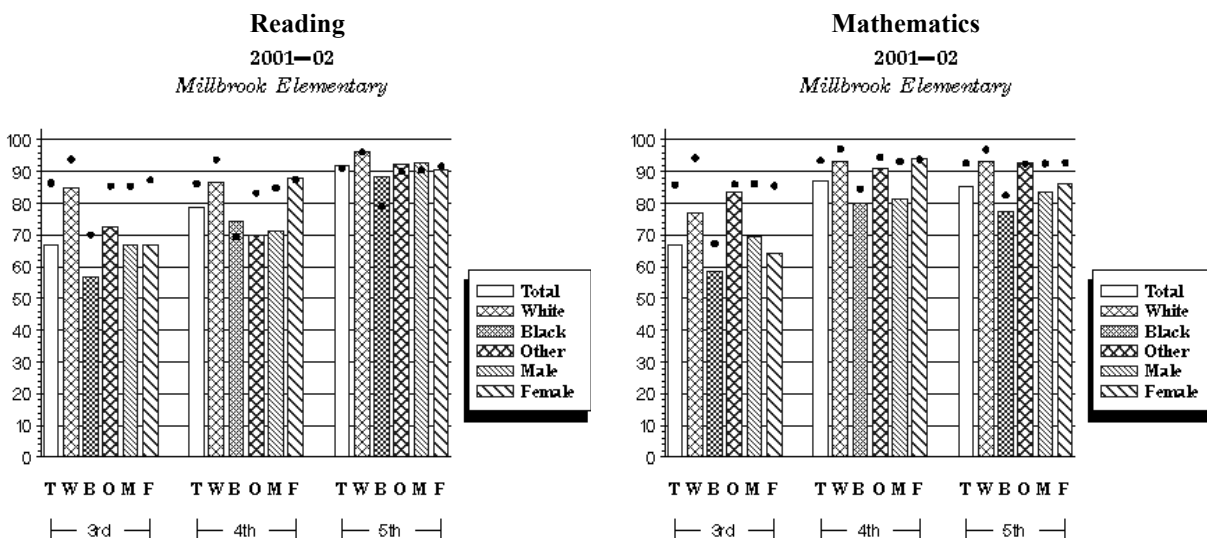
**“The Wake County Public School System is committed to academic excellence. By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8.”**

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	82	67	86	94	85	69	71	67	86	85	77
4th		81	75	79	85	100	87	87	81	87	88	91	93
5th		82	91	92	85	93	96	90	89	85	91	100	93
		Black Students			Other Students			Black Students			Other Students		
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3rd		68	71	57	60	86	73	64	61	59	40	73	83
4th		80	65	74		64	70	93	74	80		87	91
5th		75	91	88			92	88	81	77			93
		Males			Females			Males			Females		
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3rd		73	81	67	74	82	67	64	67	69	74	76	64
4th		86	73	71	78	76	88	93	86	81	83	77	94
5th		74	93	93	88	90	91	90	90	84	91	88	86

## 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.)

	<b>2002</b>	<b>2001</b>
My child's school is a safe place to learn.	97.6 %	92.3 %
My child's school provides a high quality educational program.	92.6 %	81.5 %
My child is given challenging work in all classes.	84.1 %	73.8 %
If I call the school, I receive courteous attention.	92.7 %	85.9 %
Students at my child's school are well behaved overall.	88.8 %	59.4 %
The rules of this school are fair.	92.9 %	85.7 %
Teachers in this school really seem to care about the students.	96.4 %	90.8 %
This school promotes understanding among students from various backgrounds.	97.4 %	N/A
<b>The percentage of Parents returning the survey at this school was:</b>	<b>62%</b>	<b>71%</b>

#### Student Survey Results (Approximately 150 students surveyed.)

	<b>2002</b>	<b>2001</b>
This school is a safe place to learn.	93.8 %	70.3 %
The students at this school get along with each other.	19.2 %	14.3 %
The rules of this school are fair.	80.8 %	63.7 %
It is easy to get help from the adults in this school.	66.4 %	58.2 %
I like my school.	73.1 %	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.

#### **Parents Students**

Reading Skills	81.9 %	79.2 %
Writing Skills	83.1 %	67.7 %
Math Skills	77.8 %	79.2 %
Social Studies Skills	78.2 %	67.4 %
Science Skills	73.3 %	80.6 %

**Grades given to this school on the 2002 Parent Survey:**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
38.3 %	48.1 %	12.3 %	1.2 %	0.0 %