

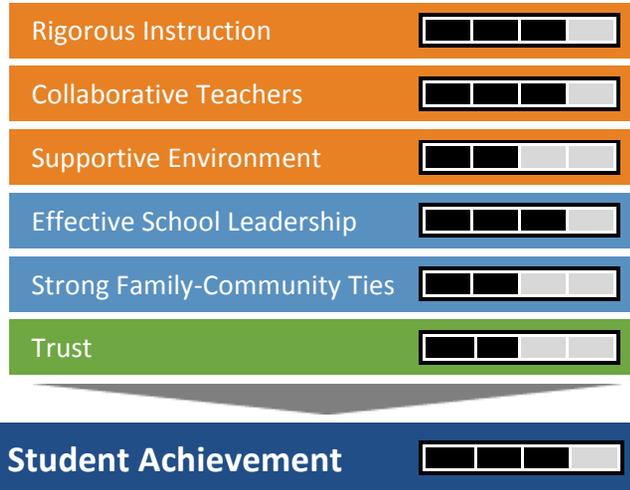
2014-15 School Quality Snapshot / MS

www.IS285.org

I.S. 285 Meyer Levin (18K285)

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.



KEY:



General Information

Principal: Frederick Underwood
 Grades served: 06,07,08,SE
 Enrollment: 807
 Shared Space: No
 Admissions methods: Composite Score, Screened, Z



[5909 Beverly Road](#)
 Brooklyn, NY 11203
 718-451-2200

Student Demographics

Asian: 0% | Black: 93% | Hispanic: 5% | White: 1%
 English Language Learners: 2%
 Student with Special Needs: 17%

Staff Experience

Years of principal experience at this school: 6.8
 % of teachers with 3 or more years of experience: 82%

Attendance

Student Attendance: 92% | Students Chronically Absent: 26%
 Teacher Attendance: 97%

School Overview

Our Performing Arts Program provides students with a strong sense of discipline and responsibility. Our teachers take advantage of the natural curiosity, energy, and enthusiasm of sixth through eighth graders. The program supports students at different levels of maturity and includes a balance of teacher-structured and student-initiated activities. The Performing Arts Program provides training for beginning and experienced students in dance, drama, instrumental band, steel pan orchestra, and vocal music. The courses represent a selection of introductory classes together with those that fulfill the needs of highly talented young artists. The curriculum focuses on basic skills, a disciplined manner of inquiry, individual creativity, and good study habits. Students are encouraged to work cooperatively and to share their special gifts and talents.

Activities and Sports

82% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school

Extracurricular Activities

Concerts, Technology, Journalism, Gaming, Graphic Design, Drama Club, Steel Pan Band, Gospel Choir, Annual Theatrical Productions, Community Day, Student Council, Mentoring, Yearbook, Conflict Resolution, Dance, Hour of Power Daily Academic Intervention Program, Drop Everything And Read (D.E.A.R), Winter Recess Academic Intervention Program, Mid-Winter Recess Test Prep Program, Spring Break Test Prep Program, Project 2015 (Specialized High School Prep Program)

CHAMPS Sports

Boys: N/A
Girls: Basketball
Co-Ed: Double Dutch, Flag Football



Student Achievement

This section presents information on this school's state test results, including student growth and performance, how students performed in core courses, and how well students are prepared for high school.

Growth on State Tests

English

How well did this school help students improve on their State English tests?



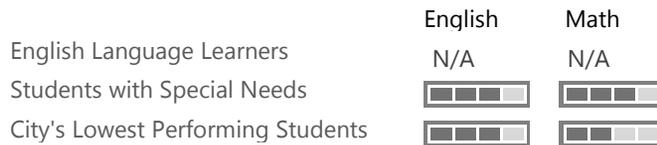
Math

How well did this school help students improve on their State math tests?



Closing the Achievement Gap

How well did this school help different groups of students improve on their State English and math tests?



Passing Courses

Core Courses

81%

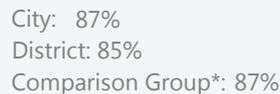
pass rate by this school's students in their math, English, social studies, and science classes



Next Level Readiness

87%

of this school's former 8th graders earned enough high school credit in 9th grade to be on track for graduation



Performance on State Tests

English

23%

met State standards on the State English test; the average score at this school was 2.5 out of 4.5



Math

13%

met State standards on the State math test; the average score at this school was 2.3 out of 4.5



At this school, how did students from different starting points in 5th grade perform on state tests in 8th grade?

English			
Starting Point (5th grade level)	8th Grade Outcomes (on state ELA test)	City	
Level 3 or 4	76% scored 3 or 4	70%	
Level 2	30% scored 3 or 4	28%	
Level 1	57% scored 2, 3, or 4	42%	

Math			
Starting Point (5th grade level)	8th Grade Outcomes (on state math test)	City	
Level 3 or 4	28% scored 3 or 4	57%	
Level 2	6% scored 3 or 4	14%	
Level 1	30% scored 2, 3, or 4	30%	

Which high schools did students from this school most frequently attend?

- 8% Clara Barton High School
- 7% Abraham Lincoln High School
- 4% Pathways In Technology Early College High School (P-Tech)
- 4% George Westinghouse Career And Technical Education High School
- 4% Brooklyn High School Of The Arts

KEY:



*Comparison Group is made up of students from other schools across the city who were the most similar to the students at this school, based on their incoming test scores, disability status, economic need, and over-age status. Comparing the school's result to the "comparison group" result provides insight on how well the school is helping its students in light of their starting points and the challenges that they face.

The section ratings are based on more information than what is included in this summary report. For more information, please see: <http://schools.nyc.gov/Accountability>



¹ Quality Review

Ratings from an experienced educator who visited and evaluated the school on December 10, 2014

² Survey Response Rates

Teachers: 61%
 Parents: 24%
 Students: 88%

KEY:



Rigorous Instruction



Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

Quality Review ¹

How interesting and challenging is the curriculum?



How effective is the teaching and learning?



How well does the school assess what students are learning?



Survey ²

89%

responded positively to questions about Rigorous Instruction

City: 87%
 District: 86%

Selected Questions

87% of students say that they learn a lot from feedback on their work (City: 87%)

89% of students know what their teacher wants them to learn in class (City: 92%)

81% of teachers say that students build on each other's ideas during class discussions (City: 80%)

Collaborative Teachers



Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Quality Review

How well do teachers work with each other?



Survey

84%

responded positively to questions about Collaborative Teachers

City: 88%
 District: 85%

Selected Questions

94% of teachers say that they work together to design instructional programs (City: 92%)

76% of teachers say that they have opportunities to work productively with colleagues in their school (City: 87%)

94% of teachers say that they feel responsible that all students learn (City: 88%)

Supportive Environment



The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

Quality Review

How clearly are high expectations communicated to students and staff?



Survey

80%

responded positively to questions about Supportive Environment

City: 85%
 District: 82%

Selected Questions

77% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 84%)

69% of students say that teachers notice when they are upset or having emotional difficulty (City: 75%)

86% of students say that the school provides useful information about the HS application and enrollment process (City: 89%)

Less Restrictive Environment

Movement of students with special needs to less restrictive environments





Effective School Leadership



School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

Survey ²

82%

responded positively to questions about Effective School Leadership

City: 83%
District: 82%

Selected Questions

- 94% of teachers say that the principal communicates a clear vision for this school (City: 90%)
- 69% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 84%)
- 89% of parents feel that the principal works to create a sense of community in the school (City: 91%)

Strong Family-Community Ties



The school forms effective partnerships with families and outside organizations to improve the school.

Survey

73%

responded positively to questions about Strong Family-Community Ties

City: 79%
District: 79%

Selected Questions

- 85% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 90%)
- 81% of parents feel that teachers try to understand families' problems and concerns (City: 92%)
- 94% of teachers say that teachers at this school work closely with families to meet students' needs (City: 94%)

Trust



Relationships between administrators, educators, students, and families are based on trust and respect.

Survey

81%

responded positively to questions about Trust

City: 90%
District: 86%

Selected Questions

- 70% of teachers say that they trust the principal (City: 86%)
- 67% of teachers say that they trust each other (City: 87%)
- 87% of parents say that school staff work hard to build trusting relationships with them (City: 92%)
- 68% of students say that teachers treat them with respect (City: 86%)

Additional Information

This report is intended to provide a useful summary of school information, but it does not cover everything.

To learn more, parents are encouraged to review additional resources, such as the School Directory, the School Quality Guide, the Quality Review, and the NYC School Survey, and to speak with members of the school community.

² Survey Response Rates

Teachers: 61%
Parents: 24%
Students: 88%

KEY:



For more information on this document: <http://schools.nyc.gov/NR/ronlyres/F75142FB-AC20-46B0-BFF3-B6F3B05B88A3/0/SnapshotFamilyGuideMS2015.pdf#>

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2014-15/School_Quality_Guide_2015_EMS_K285.pdf
 Quality Review: http://schools.nyc.gov/OA/SchoolReports/2014-15/Quality_Review_2015_K285.pdf
 NYC School Survey: http://schools.nyc.gov/OA/SchoolReports//2014-15/Survey_2015_K285.pdf
 NYC School Directory: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Directory/school/?sid=7091>