

# 2014-15 School Quality Guide / MS

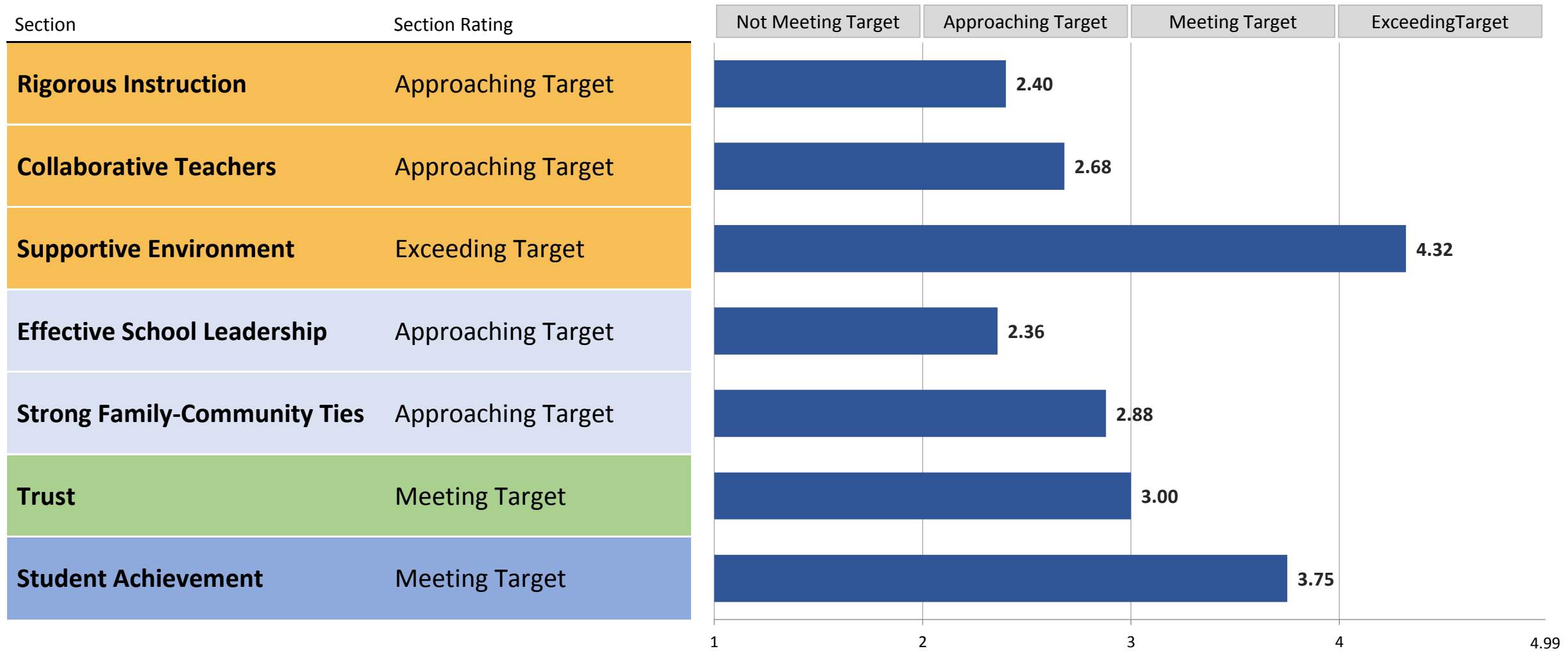
## Summary of Section Ratings

19K661

Vista Academy

### Framework for Great Schools

The Framework consists of six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive Student Achievement. The School Quality Guide shares ratings and data on each of the Framework elements, based on information from Quality Reviews, the NYC School Survey, student attendance, and movement of students with disabilities to less restrictive environments. The School Quality Guide also shares ratings and data on Student Achievement based on a variety of quantitative measures of student growth and performance.



**Section scores** are on a scale from 1.00 - 4.99. The first digit corresponds to the section rating, and the additional digits show how close the school was to the next rating level.

### State Accountability Status: Good Standing

This designation is determined by the New York State Department of Education. More information on New York State accountability can be found at:

<http://schools.nyc.gov/Accountability/tools/accountability/default.htm>

### Note

In addition, an online version of the 2014-15 School Quality Guide, with additional features, can be found at <http://schoolqualityreports.nyc>

**2014-15 School Quality Guide / MS**  
**School Enrollment and Demographic Data**

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**Student Enrollment**

<b>Grade</b>	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
Grade 6	-	114	113
Grade 7	-	-	112
<b>All students</b>	-	<b>114</b>	<b>225</b>

**Student Demographics**

	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
% English Language Learners	-	17%	15%
% Free Lunch Eligible	-	60%	95%
% Student with IEPs	-	25%	21%
% Student with IEPs (less than 20% time)	-	11%	9%
% HRA Eligible	-	72%	64%
% Temporary Housing	-	14%	14%
% Asian	-	2%	4%
% Black	-	39%	28%
% Hispanic	-	59%	65%
% White	-	1%	1%
% Other	-	0%	1%
Average Incoming ELA Proficiency	-	2.30	2.36
Average Incoming Math Proficiency	-	2.50	2.63

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Student Achievement Scoring Appendix

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Student Achievement Rating <b>Meeting Target</b>	Student Achievement Score <b>3.75</b>
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Student Achievement Metrics	n	2014-15 School Value	Bottom of Target Range	2014-15 Targets			Top of Target Range	Metric Score	Weight Pct
				Approaching Target	Meeting Target	Exceeding Target			
<b>State Test Results - ELA</b>									
Average Student Proficiency	211	2.22	1.88	2.07	2.18	2.31	2.58	3.31	11.36%
Percentage of Students at Level 3 or 4	211	12.3%	0.0%	5.5%	9.5%	14.1%	22.5%	3.61	11.36%
○ Median Adjusted Growth Percentile	196	52.0	49.8	54.8	62.0	66.8	75.4	1.44	11.36%
● Median Adjusted Growth Percentile - School's Lowest Third	67	83.0	64.8	70.0	77.6	82.6	91.5	4.04	11.36%
<b>State Test Results - Math</b>									
● Average Student Proficiency	218	2.45	1.77	2.00	2.14	2.30	2.63	4.45	11.36%
● Percentage of Students at Level 3 or 4	218	23.9%	0.0%	5.3%	9.2%	13.6%	23.0%	4.99	11.36%
Median Adjusted Growth Percentile	202	54.0	39.3	46.9	58.0	65.4	78.5	2.64	11.36%
Median Adjusted Growth Percentile - School's Lowest Third	69	69.0	56.7	63.1	72.4	78.7	89.7	2.63	11.36%
<b>Core Course Pass Rates</b>									
● ELA	216	96.3%	51.6%	66.5%	76.4%	87.4%	100.0%	4.71	2.27%
● Math	216	98.6%	54.7%	68.3%	77.7%	88.1%	100.0%	4.88	2.27%
● Science	216	99.5%	56.2%	69.4%	78.4%	88.5%	100.0%	4.96	2.27%
● Social Studies	216	93.5%	48.9%	64.5%	75.0%	86.7%	100.0%	4.51	2.27%
Percent of 8th Graders Earning HS Credit			0.0%	5.0%	8.8%	13.0%	23.8%		0.00%
9th Grade Adjusted Credit Accumulation of Former 8th Graders			62.0%	70.0%	77.0%	84.0%	93.0%		0.00%
								<b>Weighted Average Score</b>	<b>3.51</b>

Closing the Achievement Gap (CtAG) Metrics	n	2014-15 School Population %	Population % of Range	2014-15 School Value	Bottom of Target Range	2014-15 Targets			Top of Target Range	Metric Score	Extra Points Possible	Extra Points Earned
						Approaching Target	Meeting Target	Exceeding Target				
<b>ELA - Percent at Level 3 or 4</b>												
● Self-Contained	28	13.3%	68.9%	3.6%	0.0%	0.4%	0.8%	1.3%	2.2%	4.99	0.030	0.030
● Integrated Co-Teaching	11	5.2%	28.6%	9.1%	0.0%	1.6%	3.2%	5.1%	8.4%	4.99	0.030	0.030
SETSS	4	1.9%	20.4%		0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
<b>Math - Percent at Level 3 or 4</b>												
● Self-Contained	28	12.8%	67.7%	3.6%	0.0%	0.7%	1.4%	2.3%	3.8%	4.87	0.030	0.029
○ Integrated Co-Teaching	11	5.0%	27.6%	0.0%	0.0%	2.4%	4.8%	7.6%	12.6%	1.00	0.030	0.000
SETSS	4	1.8%	19.6%		0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
<b>ELA - Percent at 75th+ Growth Percentile</b>												
ELL	31	15.8%	35.3%	41.9%	17.2%	27.0%	36.6%	47.8%	68.0%	3.47	0.030	0.019
Lowest Third Citywide	85	43.4%	54.8%	51.8%	31.5%	39.4%	47.2%	56.3%	72.7%	3.51	0.030	0.019
Black and Hispanic Males in Lowest Third Citywide	50	25.5%	57.0%	50.0%	29.6%	38.0%	46.2%	55.9%	73.2%	3.39	0.030	0.018
● SC/ICT/SETSS	42	21.4%	48.6%	66.7%	35.0%	42.9%	50.8%	60.0%	76.4%	4.41	0.030	0.026
<b>Math - Percent at 75th+ Growth Percentile</b>												
ELL	38	18.8%	38.8%	23.7%	12.4%	22.8%	33.0%	45.0%	66.4%	2.09	0.030	0.008
Lowest Third Citywide	68	33.7%	41.2%	45.6%	24.4%	34.1%	43.7%	54.9%	75.0%	3.17	0.030	0.016
Black and Hispanic Males in Lowest Third Citywide	39	19.3%	43.4%	48.7%	24.1%	34.0%	43.7%	55.1%	75.5%	3.44	0.030	0.018
SC/ICT/SETSS	42	20.8%	48.0%	35.7%	25.8%	34.5%	43.0%	53.1%	71.0%	2.14	0.030	0.009
ELL Progress	32	14.3%	39.6%	31.3%	11.3%	22.8%	34.2%	47.5%	71.3%	2.75	0.030	0.013
											<b>CtAG Additional Points</b>	<b>0.24</b>
											<b>Overall Student Achievement Score</b>	<b>3.75</b>

- Filled circle indicates a metric rating of Exceeding Target (and a metric score of 4.00 or higher).
- Empty circle indicates a metric rating of Not Meeting Target (and a metric score of 1.99 or lower).

	Metric Value	Metric Score	Weight Pct
<b>Rigorous Instruction</b>			
Quality Review 1.1	Proficient	3.40	22%
Quality Review 1.2	Developing	2.00	22%
Quality Review 2.2	Developing	2.00	22%
NYC School Survey - Rigorous Instruction	74%	2.28	34%
<b>Section Rating: Approaching Target</b>	<b>Section Score:</b>	<b>2.40</b>	

<b>Collaborative Teachers</b>			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	73%	1.96	50%
<b>Section Rating: Approaching Target</b>	<b>Section Score:</b>	<b>2.68</b>	

<b>Supportive Environment</b>			
Quality Review 3.4	Well Developed	4.99	35%
NYC School Survey - Supportive Environment	89%	3.80	25%
Percentage of students with 90%+ attendance			
EMS	75.9%	4.16	
HS			
Overall	75.9%	4.16	35%
Movement of students with disabilities to less restrictive environments			
EMS	0.33	2.94	
HS			
Overall	0.33	2.94	5%
<b>Section Rating: Exceeding Target</b>	<b>Section Score:</b>	<b>4.32</b>	

<b>Effective School Leadership</b>			
NYC School Survey - Effective School Leadership	74%	2.36	100%
<b>Section Rating: Approaching Target</b>	<b>Section Score:</b>	<b>2.36</b>	

<b>Strong Family-Community Ties</b>			
NYC School Survey - Strong Family-Community Ties	77%	2.88	100%
<b>Section Rating: Approaching Target</b>	<b>Section Score:</b>	<b>2.88</b>	

<b>Trust</b>			
NYC School Survey - Trust	79%	3.00	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.00</b>	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
<b>Rigorous Instruction</b>							
Common Core shifts in literacy	Teachers	86	79.4	91.4	100.0	0.34	2.36
○ Common Core shifts in math	Teachers	71	68.9	87.1	100.0	0.08	1.32
● Course clarity	Students	96	81.3	89.7	98.1	0.86	4.44
○ Quality of student discussion	Teachers	44	53.2	78.4	100.0	0.00	1.00
<b>Section Results:</b>		74%					<b>2.28</b>
<b>Collaborative Teachers</b>							
Cultural awareness:							
Cultural awareness	Teachers	75	84.5	94.1	100.0	0.00	
Cultural awareness	Parents	96	87.1	93.3	99.5	0.75	
Cultural awareness	Students	94	70.6	84.2	97.8	0.86	
Cultural awareness	Combined	88				0.54	3.16
○ Inclusive classroom instruction	Teachers	68	81.7	93.3	100.0	0.00	1.00
○ Quality of professional development	Teachers	53	54.0	77.4	100.0	0.00	1.00
○ School commitment	Teachers	56	59.7	84.3	100.0	0.00	1.00
Innovation	Teachers	84	65.8	85.2	100.0	0.53	3.12
Reflective dialogue	Teachers	90	86.6	95.8	100.0	0.50	3.00
○ Peer collaboration	Teachers	73	76.7	91.9	100.0	0.00	1.00
Focus on student learning	Teachers	80	68.4	88.4	100.0	0.37	2.48
○ Collective responsibility	Teachers	68	57.5	82.3	100.0	0.24	1.96
<b>Section Results:</b>		73%					<b>1.96</b>
<b>Supportive Environment</b>							
Safety:							
Safety	Teachers						
Safety	Students	90	67.5	82.9	98.3	0.73	
Safety	Combined	90				0.73	3.92
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	89	63.4	79.2	95.0	0.82	
● Classroom behavior	Combined	89				0.82	4.28
○ Social-emotional measure	Teachers	75	84.7	95.3	100.0	0.00	1.00
● Peer interactions	Students	94	67.5	80.7	93.9	1.00	4.99
Next-level guidance	Students	92	76.9	88.3	99.7	0.66	3.64
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	92	80.6	88.2	95.8	0.78	
● Press toward academic achievement	Combined	92				0.78	4.12
● Personal attention and support	Students	97	74.1	85.5	96.9	1.00	4.99
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	91	76.8	88.6	100.0	0.63	
Peer support for academic work	Students	72	48.0	66.6	85.2	0.65	
Peer support for academic work	Combined	82				0.64	3.56
<b>Section Results:</b>		89%					<b>3.80</b>

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
<b>Effective School Leadership</b>							
Inclusive principal leadership	Parents	92	82.1	90.7	99.3	0.59	3.36
Teacher influence	Teachers	64	34.5	67.1	99.7	0.45	2.80
○ Program coherence	Teachers	60	60.8	85.2	100.0	0.00	1.00
Principal instructional leadership	Teachers	78	67.2	88.0	100.0	0.33	2.32
<b>Section Results:</b>		74%					<b>2.36</b>
<b>Strong Family Community Ties</b>							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	86	79.9	92.5	100.0	0.28	
Teacher outreach to parents	Parents	94	81.6	90.6	99.6	0.71	
Teacher outreach to parents	Combined	90				0.50	3.00
Parent involvement in the schools	Parents	64	47.1	66.3	85.5	0.43	2.72
<b>Section Results:</b>		77%					<b>2.88</b>
<b>Trust</b>							
● Parent-teacher trust	Parents	96	88.9	94.3	99.7	0.75	4.00
● Parent-principal trust	Parents	95	88.6	94.8	100.0	0.75	4.00
● Student-teacher trust	Students	94	69.2	82.0	94.8	0.98	4.92
○ Teacher-principal trust	Teachers	58	63.2	87.4	100.0	0.00	1.00
○ Teacher-teacher trust	Teachers	53	74.2	90.6	100.0	0.00	1.00
<b>Section Results:</b>		79%					<b>3.00</b>

**2014-15 School Quality Reports / MS**  
**Targets for 2015-16**

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These tables show the values needed in 2015-16 for the school to achieve a rating of Exceeding Target, Meeting Target, Approaching Target, or Not Meeting Target on each metric.

Student Achievement Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
<b>State Test Results - ELA*</b>					
Average Student Proficiency	2.22	2.27 or lower	2.28 to 2.35	2.36 to 2.41	2.42 or higher
Average Student Proficiency - School's Lowest Third	1.91	1.85 or lower	1.86 to 1.94	1.95 to 2.00	2.01 or higher
Percentage of Students at Level 3 or 4	12.3%	13.5% or lower	13.6% to 17.2%	17.3% to 20.2%	20.3% or higher
<b>State Test Results - Math*</b>					
Average Student Proficiency	2.45	2.25 or lower	2.26 to 2.38	2.39 to 2.49	2.50 or higher
Average Student Proficiency - School's Lowest Third	1.94	1.79 or lower	1.80 to 1.90	1.91 to 2.00	2.01 or higher
Percentage of Students at Level 3 or 4	23.9%	14.1% or lower	14.2% to 19.9%	20.0% to 24.6%	24.7% or higher
<b>Core Course Pass Rates</b>					
ELA	96.3%	79.3% or lower	79.4% to 84.1%	84.2% to 88.1%	88.2% or higher
Math	98.6%	80.0% or lower	80.1% to 84.6%	84.7% to 88.5%	88.6% or higher
Science	99.5%	82.2% or lower	82.3% to 86.4%	86.5% to 89.8%	89.9% or higher
Social Studies	93.5%	78.0% or lower	78.1% to 83.2%	83.3% to 87.4%	87.5% or higher
Percent of 8th Graders Earning HS Credit		10.9% or lower	11.0% to 17.1%	17.2% to 22.2%	22.3% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders					

Closing the Achievement Gap Metrics*	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
<b>ELA - Average Proficiency Rating</b>					
Self-Contained	1.92	1.81 or lower	1.82 to 1.88	1.89 to 1.93	1.94 or higher
Integrated Co-Teaching	2.09	1.94 or lower	1.95 to 2.02	2.03 to 2.08	2.09 or higher
SETSS		1.98 or lower	1.99 to 2.09	2.10 to 2.18	2.19 or higher
ELL	2.02	1.97 or lower	1.98 to 2.09	2.10 to 2.18	2.19 or higher
Lowest Third Citywide	1.92	1.90 or lower	1.91 to 1.95	1.96 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.89	1.87 or lower	1.88 to 1.92	1.93 to 1.99	2.00 or higher
<b>Math - Average Proficiency Rating</b>					
Self-Contained	1.89	1.76 or lower	1.77 to 1.85	1.86 to 1.92	1.93 or higher
Integrated Co-Teaching	2.27	1.96 or lower	1.97 to 2.08	2.09 to 2.18	2.19 or higher
SETSS		2.02 or lower	2.03 to 2.17	2.18 to 2.30	2.31 or higher
ELL	2.27	2.05 or lower	2.06 to 2.21	2.22 to 2.34	2.35 or higher
Lowest Third Citywide	1.93	1.83 or lower	1.84 to 1.91	1.92 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.95	1.82 or lower	1.83 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	31.3%	35.4% or lower	35.5% to 45.2%	45.3% to 53.2%	53.3% or higher

\*To earn additional points from the Closing the Achievement Gap section on the 2015-16 School Quality Reports, the school must meet the targets below and have a population percentage (of the relevant high-need group) that is not more than one standard deviation below the citywide average.

Supportive Environment Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Percentage of Students with 90%+ Attendance	75.9%	66.5% or lower	66.6% to 72.4%	72.5% to 77.2%	77.3% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.33	0.30 or lower	0.31 to 0.45	0.46 to 0.58	0.59 or higher

\* If the participation in state tests is low, the targets may be adjusted to reflect the students at the school that actually take the tests.