Summary of Section Ratings

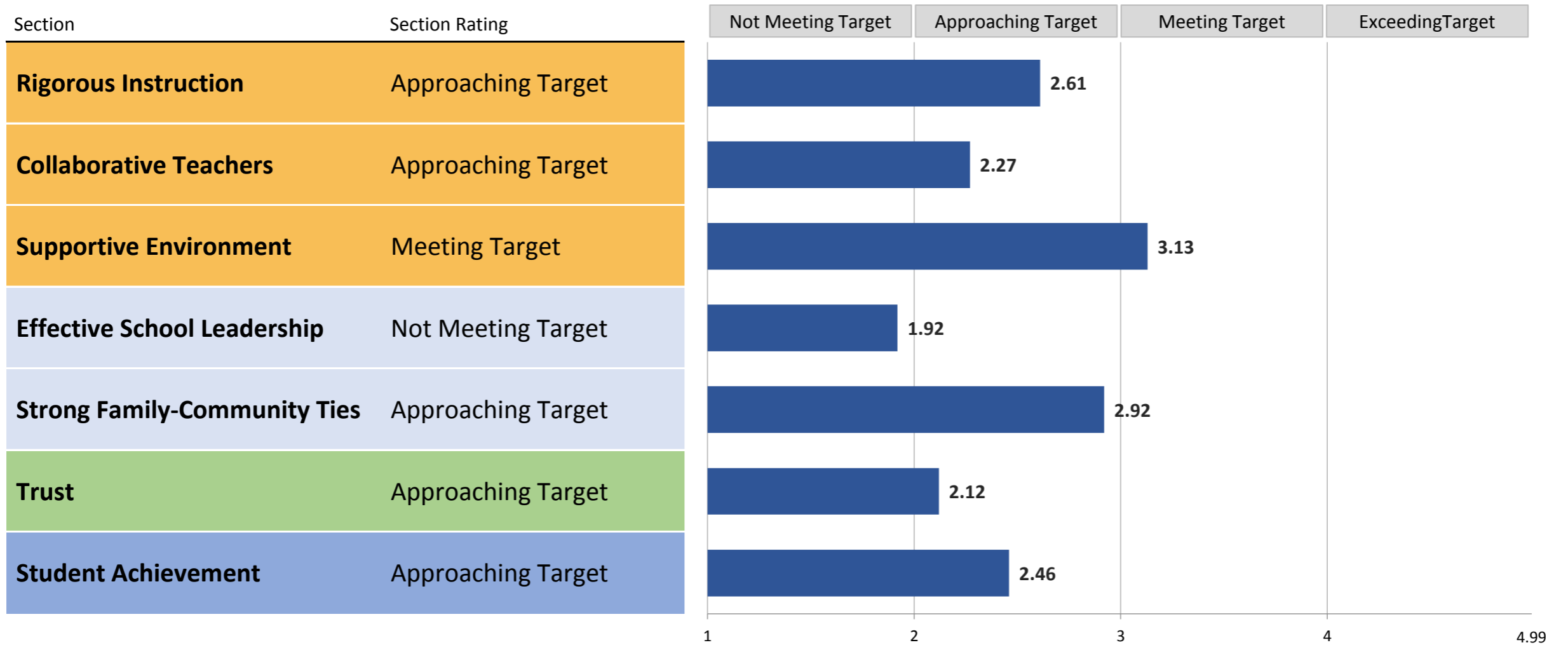Invictus Preparatory Charter School

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	Section Rating	Not Meeting Target	Approaching Target	Meeting Target	ExceedingTarget
Rigorous Instruction	Approaching Target		2.61		
Collaborative Teachers	Approaching Target		2.27		
Supportive Environment	Meeting Target			3.13	
Effective School Leadership	Not Meeting Target	1.92			
Strong Family-Community Ties	Approaching Target		2.92		
Trust	Approaching Target		2.12		
Student Achievement	Approaching Target		2.46		

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: N/A

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

Student Enrollment

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Grade 5	91	73	53
Grade 6	89	85	83
Grade 7	-	84	100
Grade 8	-	-	68
All students	**180**	**242**	**304**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	1%	2%	3%
% Free Lunch Eligible	81%	82%	66%
% Student with IEPs	16%	14%	15%
% Student with IEPs (less than 20% time)	3%	1%	1%
% HRA Eligible	-	57%	51%
% Temporary Housing	-	7%	9%
% Asian	2%	0%	0%
% Black	84%	86%	80%
% Hispanic	12%	14%	18%
% White	2%	0%	0%
% Other	0%	0%	1%
Average Incoming ELA Proficiency	2.73	2.39	2.37
Average Incoming Math Proficiency	2.98	2.45	2.43

Student Achievement Rating	Student Achievement Score
Approaching Target	**2.46**

Student Achievement Metrics	n	2014-15 School Value	Bottom of Target Range	2014-15 Targets Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Weight Pct
State Test Results - ELA									
Average Student Proficiency	297	**2.30**	1.90	2.14	2.28	2.45	2.72	**3.12**	11.90%
Percentage of Students at Level 3 or 4	297	**13.8%**	0.0%	7.5%	13.0%	19.3%	27.9%	**3.13**	11.90%
○ Median Adjusted Growth Percentile	258	**52.5**	46.9	52.9	61.6	67.3	77.6	**1.93**	11.90%
○ Median Adjusted Growth Percentile - School's Lowest Third	93	**64.0**	62.5	67.9	75.7	80.9	90.2	**1.28**	11.90%
State Test Results - Math									
Average Student Proficiency	297	**2.44**	1.71	2.07	2.33	2.61	2.98	**3.39**	11.90%
Percentage of Students at Level 3 or 4	297	**21.2%**	0.0%	9.4%	16.5%	24.3%	34.2%	**3.60**	11.90%
○ Median Adjusted Growth Percentile	259	**43.0**	40.3	48.6	60.6	68.6	82.8	**1.33**	11.90%
○ Median Adjusted Growth Percentile - School's Lowest Third	91	**60.0**	56.3	62.9	72.6	79.0	90.4	**1.56**	11.90%
Core Course Pass Rates									
ELA	237		63.0%	73.5%	81.3%	90.1%	100.0%		0.00%
Math	237		66.6%	76.1%	83.1%	91.0%	100.0%		0.00%
Science	237		69.9%	78.5%	84.8%	91.9%	100.0%		0.00%
Social Studies	237		62.0%	72.8%	80.8%	89.8%	100.0%		0.00%
○ Percent of 8th Graders Earning HS Credit	68	**0.0%**	0.0%	10.4%	18.2%	26.9%	38.0%	**1.00**	4.76%
9th Grade Adjusted Credit Accumulation of Former 8th Graders			58.0%	70.0%	79.0%	89.0%	100.0%		0.00%
								Weighted Average Score	**2.35**

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 Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Extra Points Possible	Extra Points Earned
ELA - Percent at Level 3 or 4												
● Self-Contained	19	6.4%	33.2%	**5.3%**	0.0%	0.4%	0.8%	1.3%	2.2%	**4.99**	0.030	0.030
○ Integrated Co-Teaching	18	6.1%	33.5%	**0.0%**	0.0%	1.6%	3.2%	5.1%	8.4%	**1.00**	0.030	0.000
○ SETSS	11	3.7%	39.8%	**0.0%**	0.0%	2.6%	5.2%	8.2%	13.6%	**1.00**	0.030	0.000
Math - Percent at Level 3 or 4												
● Self-Contained	19	6.4%	33.9%	**10.5%**	0.0%	0.7%	1.4%	2.3%	3.8%	**4.99**	0.030	0.030
○ Integrated Co-Teaching	18	6.1%	33.7%	**0.0%**	0.0%	2.4%	4.8%	7.6%	12.6%	**1.00**	0.030	0.000
○ SETSS	11	3.7%	40.2%	**0.0%**	0.0%	3.3%	6.6%	10.4%	17.2%	**1.00**	0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	8	3.1%	6.9%	**25.0%**	17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
○ Lowest Third Citywide	98	38.0%	47.3%	**32.7%**	31.5%	39.4%	47.2%	56.3%	72.7%	**1.15**	0.030	0.001
○ Black and Hispanic Males in Lowest Third Citywide	64	24.8%	55.5%	**28.1%**	29.6%	38.0%	46.2%	55.9%	73.2%	**1.00**	0.030	0.000
○ SC/ICT/SETSS	36	14.0%	26.1%	**36.1%**	35.0%	42.9%	50.8%	60.0%	76.4%	**1.14**	0.030	0.001
Math - Percent at 75th+ Growth Percentile												
ELL	8	3.1%	6.4%	**25.0%**	12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
Lowest Third Citywide	66	25.5%	31.0%	**45.5%**	24.4%	34.1%	43.7%	54.9%	75.0%	**3.16**	0.030	0.016
Black and Hispanic Males in Lowest Third Citywide	43	16.6%	37.3%	**48.8%**	24.1%	34.0%	43.7%	55.1%	75.5%	**3.45**	0.030	0.018
SC/ICT/SETSS	36	13.9%	26.8%	**38.9%**	25.8%	34.5%	43.0%	53.1%	71.0%	**2.52**	0.030	0.011
ELL Progress				**0.0%**		11.3%	22.8%	34.2%	47.5%	71.3%	0.030	0.000
										CtAG Additional Points		**0.11**
										Overall Student Achievement Score		**2.46**

● 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
Rigorous Instruction			
Quality Review 1.1			
Quality Review 1.2			
Quality Review 2.2			
NYC School Survey - Rigorous Instruction	78%	2.28	100%
Section Rating: Approaching Target	**Section Score:***	**2.61**	
Collaborative Teachers			
Quality Review 4.2			
NYC School Survey - Collaborative Teachers	71%	1.76	100%
Section Rating: Approaching Target	**Section Score:***	**2.27**	
Supportive Environment			
Quality Review 3.4			
NYC School Survey - Supportive Environment	80%	2.24	65%
Percentage of students with 90%+ attendance			
EMS	86.5%	3.76	
HS			
Overall	86.5%	3.76	30%
Movement of students with disabilities to less restrictive environments			
EMS	1.08	4.99	
HS			
Overall	1.08	4.99	5%
Section Rating: Meeting Target	**Section Score:***	**3.13**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	65%	1.92	100%
Section Rating: Not Meeting Target	**Section Score:**	**1.92**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	79%	2.92	100%
Section Rating: Approaching Target	**Section Score:**	**2.92**	
Trust			
NYC School Survey - Trust	79%	2.12	100%
Section Rating: Approaching Target	**Section Score:**	**2.12**	

* These scores have been rescaled so that schools without Quality Review ratings are measured on a comparable scale to schools with Quality Review ratings.

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
Common Core shifts in literacy	Teachers	89	79.4	91.4	100.0	0.48	2.92
Common Core shifts in math	Teachers	77	68.9	87.1	100.0	0.26	2.04
Course clarity	Students	89	81.3	89.7	98.1	0.46	2.84
○ Quality of student discussion	Teachers	58	53.2	78.4	100.0	0.09	1.36
Section Results:		**78%**					**2.28**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	87	84.5	94.1	100.0	0.25	
Cultural awareness	Parents	91	87.1	93.3	99.5	0.50	
Cultural awareness	Students	75	70.6	84.2	97.8	0.15	
Cultural awareness	Combined	84				0.30	2.20
Inclusive classroom instruction	Teachers	91	81.7	93.3	100.0	0.51	3.04
Quality of professional development	Teachers	67	54.0	77.4	100.0	0.28	2.12
○ School commitment	Teachers	44	59.7	84.3	100.0	0.00	1.00
○ Innovation	Teachers	66	65.8	85.2	100.0	0.01	1.04
Reflective dialogue	Teachers	92	86.6	95.8	100.0	0.50	3.00
○ Peer collaboration	Teachers	64	76.7	91.9	100.0	0.00	1.00
○ Focus on student learning	Teachers	65	68.4	88.4	100.0	0.00	1.00
○ Collective responsibility	Teachers	64	57.5	82.3	100.0	0.15	1.60
Section Results:		**71%**					**1.76**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	77	67.5	82.9	98.3	0.29	
Safety	Combined	77				0.29	2.16
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	72	63.4	79.2	95.0	0.28	
Classroom behavior	Combined	72				0.28	2.12
○ Social-emotional measure	Teachers	83	84.7	95.3	100.0	0.00	1.00
Peer interactions	Students	79	67.5	80.7	93.9	0.45	2.80
Next-level guidance	Students	85	76.9	88.3	99.7	0.34	2.36
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	86	80.6	88.2	95.8	0.32	
Press toward academic achievement	Combined	86				0.32	2.28
Personal attention and support	Students	82	74.1	85.5	96.9	0.33	2.32
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	92	76.8	88.6	100.0	0.63	
Peer support for academic work	Students	57	48.0	66.6	85.2	0.24	
Peer support for academic work	Combined	74				0.44	2.76
Section Results:		**80%**					**2.24**

| | | Survey % Positive | City Range | | | Percent of Range | Score |
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	90	82.1	90.7	99.3	0.50	3.00
○ Teacher influence	Teachers	44	34.5	67.1	99.7	0.15	1.60
○ Program coherence	Teachers	51	60.8	85.2	100.0	0.00	1.00
Principal instructional leadership	Teachers	75	67.2	88.0	100.0	0.25	2.00
Section Results:		65%					**1.92**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	86	79.9	92.5	100.0	0.31	
Teacher outreach to parents	Parents	90	81.6	90.6	99.6	0.50	
Teacher outreach to parents	Combined	88				0.40	2.60
Parent involvement in the schools	Parents	69	47.1	66.3	85.5	0.56	3.24
Section Results:		79%					**2.92**
Trust							
Parent-teacher trust	Parents	93	88.9	94.3	99.7	0.50	3.00
Parent-principal trust	Parents	92	88.6	94.8	100.0	0.50	3.00
○ Student-teacher trust	Students	75	69.2	82.0	94.8	0.21	1.84
○ Teacher-principal trust	Teachers	56	63.2	87.4	100.0	0.00	1.00
○ Teacher-teacher trust	Teachers	79	74.2	90.6	100.0	0.19	1.76
Section Results:		79%					**2.12**

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
State Test Results - ELA*					
Average Student Proficiency	2.30	2.28 or lower	2.29 to 2.35	2.36 to 2.42	2.43 or higher
Average Student Proficiency - School's Lowest Third	1.95	1.96 or lower	1.97 to 2.05	2.06 to 2.12	2.13 or higher
Percentage of Students at Level 3 or 4	13.8%	12.1% or lower	12.2% to 15.8%	15.9% to 18.8%	18.9% or higher
State Test Results - Math*					
Average Student Proficiency	2.44	2.27 or lower	2.28 to 2.40	2.41 to 2.51	2.52 or higher
Average Student Proficiency - School's Lowest Third	2.03	1.91 or lower	1.92 to 2.03	2.04 to 2.13	2.14 or higher
Percentage of Students at Level 3 or 4	21.2%	13.4% or lower	13.5% to 19.2%	19.3% to 24.0%	24.1% or higher
Core Course Pass Rates					
ELA		77.1% or lower	77.2% to 82.5%	82.6% to 86.9%	87.0% or higher
Math		79.6% or lower	79.7% to 84.4%	84.5% to 88.3%	88.4% or higher
Science		82.0% or lower	82.1% to 86.2%	86.3% to 89.6%	89.7% or higher
Social Studies		76.2% or lower	76.3% to 81.8%	81.9% to 86.3%	86.4% or higher
Percent of 8th Graders Earning HS Credit	0.0%	12.2% or lower	12.3% to 19.2%	19.3% to 24.9%	25.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders		78.9% or lower	79.0% to 83.9%	84.0% to 87.9%	88.0% or higher

Closing the Achievement Gap Metrics*	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
ELA - Average Proficiency Rating					
Self-Contained	1.90	1.79 or lower	1.80 to 1.85	1.86 to 1.91	1.92 or higher
Integrated Co-Teaching	1.87	1.96 or lower	1.97 to 2.03	2.04 to 2.10	2.11 or higher
SETSS	2.08	1.97 or lower	1.98 to 2.08	2.09 to 2.17	2.18 or higher
ELL	1.94	2.07 or lower	2.08 to 2.19	2.20 to 2.28	2.29 or higher
Lowest Third Citywide	1.92	1.95 or lower	1.96 to 2.00	2.01 to 2.04	2.05 or higher
Black and Hispanic Males in Lowest Third Citywide	1.93	1.92 or lower	1.93 to 1.96	1.97 to 2.00	2.01 or higher
Math - Average Proficiency Rating					
Self-Contained	2.04	1.77 or lower	1.78 to 1.86	1.87 to 1.92	1.93 or higher
Integrated Co-Teaching	1.95	1.91 or lower	1.92 to 2.03	2.04 to 2.13	2.14 or higher
SETSS	2.15	1.94 or lower	1.95 to 2.10	2.11 to 2.22	2.23 or higher
ELL	2.12	2.13 or lower	2.14 to 2.29	2.30 to 2.42	2.43 or higher
Lowest Third Citywide	1.99	1.88 or lower	1.89 to 1.96	1.97 to 2.02	2.03 or higher
Black and Hispanic Males in Lowest Third Citywide	2.00	1.87 or lower	1.88 to 1.93	1.94 to 1.99	2.00 or higher
ELL Progress		42.3% or lower	42.4% to 52.1%	52.2% to 60.1%	60.2% 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	86.5%	72.1% or lower	72.2% to 78.0%	78.1% to 82.8%	82.9% or higher
Movement of Students with Disabilities to Less Restrictive Environments	1.08	0.19 or lower	0.20 to 0.31	0.32 to 0.40	0.41 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.