



The New York State Report Card 2011–12

School **JAMES MADISON HIGH SCHOOL**
School ID **33-22-00-01-1425**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #22**
Principal **JOSEPH GOGLIORMELLA**
Telephone **(718) 758-7200**
Grades **9-12, US**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

- 1 Profile**
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

School **JAMES MADISON HIGH SCHOOL**
School ID **33-22-00-01-1425**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#22

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	1007	976	847
Grade 10	871	956	968
Grade 11	559	568	607
Grade 12	865	655	640
Ungraded Secondary	3	0	1
Total K-12	3305	3155	3063

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	31	33	34
Mathematics	30		34
Science	30		
Social Studies	29	32	33

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	1440	44%	1796	57%	1750	57%
Reduced Price Lunch	252	8%	299	9%	303	10%
Limited English Proficient	341	10%	416	13%	410	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	0%	6	0%	6	0%
Black or African American	740	22%	597	19%	545	18%
Hispanic or Latino	516	16%	475	15%	450	15%
Asian or Native Hawaiian/Other Pacific Islander	578	17%	610	19%	643	21%
White	1465	44%	1467	46%	1419	46%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		91%		92%		90%
Student Suspensions	112	3%	112	3%	125	4%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	173	155	158
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	14%	21%	15%
Percent with Fewer than Three Years of Experience	5%	3%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	60%	63%	62%
Total Number of Core Classes	587	546	552
Percent Not Taught by Highly Qualified Teachers in This School*	11%	19%	15%
Percent Not Taught by Highly Qualified Teachers in This District**	4%	5%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	731	683	718
Percent Taught by Teachers Without Appropriate Certification	13%	17%	16%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	25%	14%
Turnover Rate of All Teachers	11%	12%	8%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	20	20	20
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	10	10	10
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **JAMES MADISON HIGH SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
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This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

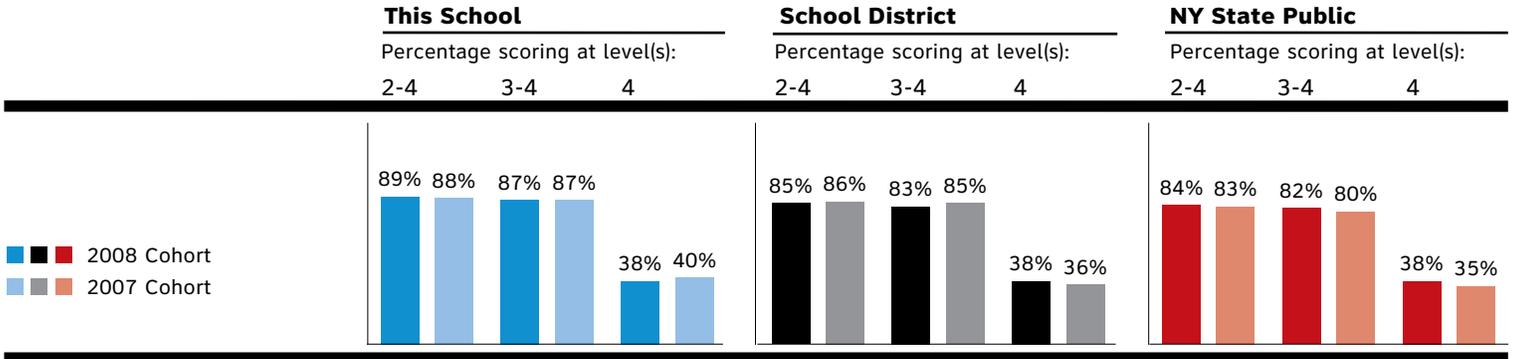
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	780	89%	87%	38%	726	88%	87%	40%
Female	383	92%	91%	43%	338	89%	88%	46%
Male	397	85%	82%	34%	388	86%	86%	35%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	125	95%	92%	41%	125	90%	89%	33%
Hispanic or Latino	113	-	-	-	106	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	162	90%	88%	39%	120	90%	90%	39%
White	379	88%	86%	40%	374	88%	88%	46%
Multiracial								
Small Group Totals	114	82%	79%	29%	107	79%	79%	27%
General-Education Students	681	90%	89%	42%	636	89%	89%	43%
Students with Disabilities	99	79%	72%	11%	90	76%	74%	14%
English Proficient	680	91%	89%	42%	641	88%	88%	44%
Limited English Proficient	100	71%	68%	12%	85	82%	82%	7%
Economically Disadvantaged	556	91%	88%	37%	424	93%	92%	38%
Not Disadvantaged	224	83%	83%	42%	302	80%	79%	43%
Migrant								
Not Migrant	780	89%	87%	38%	726	88%	87%	40%

NOTES

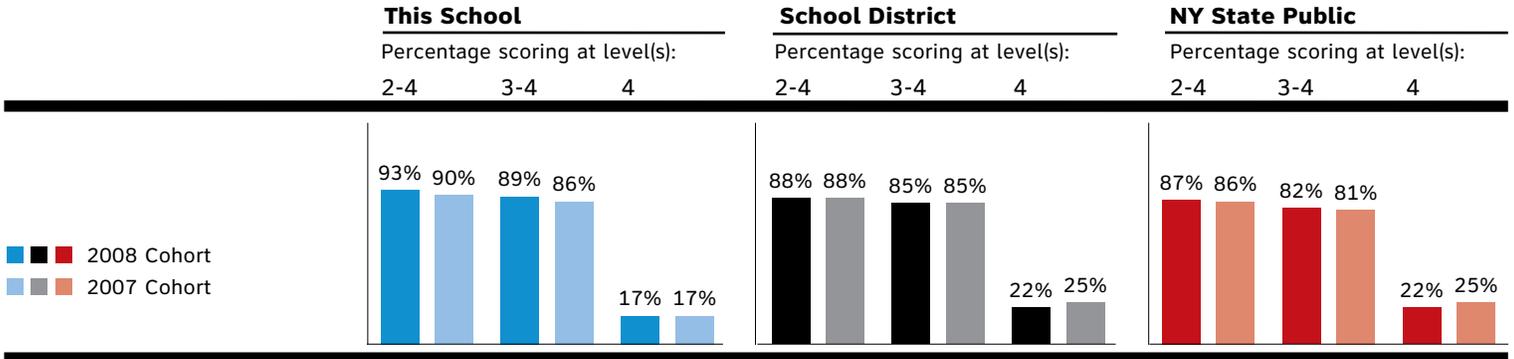
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2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	780	93%	89%	17%	726	90%	86%	17%
Female	383	96%	91%	18%	338	91%	87%	18%
Male	397	90%	86%	15%	388	90%	85%	15%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	125	95%	89%	11%	125	86%	76%	8%
Hispanic or Latino	113	-	-	-	106	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	162	96%	94%	35%	120	97%	96%	30%
White	379	92%	89%	13%	374	92%	88%	17%
Multiracial								
Small Group Totals	114	87%	81%	9%	107	81%	78%	8%
General-Education Students	681	95%	92%	19%	636	92%	90%	19%
Students with Disabilities	99	78%	63%	4%	90	73%	56%	1%
English Proficient	680	94%	90%	17%	641	90%	85%	17%
Limited English Proficient	100	85%	80%	15%	85	87%	87%	12%
Economically Disadvantaged	556	95%	91%	17%	424	94%	90%	19%
Not Disadvantaged	224	87%	83%	15%	302	85%	79%	13%
Migrant								
Not Migrant	780	93%	89%	17%	726	90%	86%	17%

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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
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2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	780	4%	54%	23%	681	3%	57%	26%	99	10%	32%	2%
U.S. History and Government	780	5%	44%	33%	681	4%	47%	36%	99	13%	29%	12%
Science	780	6%	58%	20%	681	5%	62%	22%	99	14%	35%	3%

New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	0				
Mathematics	0				
Social Studies	0				
Science	0				

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2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
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Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	947	90%	82%	24%	844	91%	84%	27%	103	81%	64%	6%
	2010-11	1050	92%	86%	31%	929	94%	88%	33%	121	82%	73%	12%
	2009-10	1058	93%	91%	47%	949	94%	92%	50%	109	85%	79%	16%
Integrated Algebra	2011-12	848	88%	67%	9%	674	93%	77%	11%	174	68%	29%	0%
	2010-11	988	86%	74%	10%	816	91%	81%	12%	172	63%	41%	1%
	2009-10	649	83%	67%	6%	553	89%	73%	7%	96	53%	35%	1%
Geometry	2011-12	607	89%	75%	17%	585	91%	76%	17%	22	45%	32%	0%
	2010-11	592	92%	83%	12%	573	93%	83%	12%	19	79%	68%	21%
	2009-10	399	91%	76%	14%	375	92%	78%	14%	24	71%	46%	4%
Algebra 2/Trigonometry	2011-12	349	83%	71%	27%	341	82%	71%	27%	8	88%	75%	38%
	2010-11	319	79%	68%	24%	313	79%	68%	23%	6	83%	83%	33%
	2009-10	152	89%	76%	26%	152	89%	76%	26%	0			
Global History and Geography	2011-12	1056	86%	75%	25%	916	90%	81%	28%	140	55%	34%	4%
	2010-11	944	78%	61%	17%	838	81%	65%	18%	106	51%	32%	3%
	2009-10	805	73%	59%	17%	699	77%	64%	19%	106	43%	21%	2%
U.S. History and Government	2011-12	948	85%	77%	34%	850	87%	80%	36%	98	63%	46%	12%
	2010-11	975	83%	72%	29%	876	86%	75%	31%	99	58%	37%	11%
	2009-10	866	90%	82%	30%	795	91%	84%	32%	71	77%	62%	6%
Living Environment	2011-12	724	86%	70%	15%	622	91%	76%	17%	102	55%	30%	2%
	2010-11	701	92%	79%	17%	657	94%	81%	18%	44	73%	41%	0%
	2009-10	785	85%	72%	10%	704	88%	77%	11%	81	54%	28%	1%
Physical Setting/Earth Science	2011-12	535	70%	50%	12%	492	73%	53%	13%	43	37%	21%	2%
	2010-11	594	74%	54%	9%	536	79%	58%	10%	58	31%	12%	0%
	2009-10	479	78%	59%	12%	417	83%	64%	13%	62	42%	29%	3%
Physical Setting/Chemistry	2011-12	634	84%	56%	4%	622	85%	57%	4%	12	33%	8%	0%
	2010-11	550	87%	57%	3%	535	88%	58%	3%	15	53%	33%	0%
	2009-10	547	76%	44%	2%	531	77%	44%	2%	16	44%	25%	0%
Physical Setting/Physics	2011-12	109	93%	83%	35%	109	93%	83%	35%	0			
	2010-11	85	95%	86%	28%	83	—	—	—	2	—	—	—
	2009-10	90	83%	73%	11%	90	83%	73%	11%	0			

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2 Student Performance

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Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	11	18%	0	—	11	18%
	2010-11	28	57%	0	—	28	57%
	2009-10	44	25%	0	—	44	25%
Science	2011-12	46	24%	2	—	44	—
	2010-11	57	53%	1	—	56	—
	2009-10	53	26%	0	—	53	26%
Reading	2011-12	2	—	1	—	1	—
	2010-11	0	—	0	—	0	—
	2009-10	10	60%	1	—	9	—
Writing	2011-12	2	—	1	—	1	—
	2010-11	2	—	0	—	2	—
	2009-10	8	100%	0	—	8	100%
Global Studies	2011-12	61	72%	2	—	59	—
	2010-11	77	40%	1	—	76	—
	2009-10	67	36%	3	—	64	—
U.S. History and Government	2011-12	42	71%	3	—	39	—
	2010-11	52	60%	3	—	49	—
	2009-10	22	45%	0	—	22	45%

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New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities							
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:						
			Begin.	Interm.	Adv.		Prof.	Begin.	Interm.		Adv.	Prof.	Begin.	Interm.	Adv.	Prof.	
Listening and Speaking (Grades K-1)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Reading and Writing (Grades K-1)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Listening and Speaking (Grades 2-4)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Reading and Writing (Grades 2-4)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Listening and Speaking (Grades 5-6)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Reading and Writing (Grades 5-6)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Listening and Speaking (Grades 7-8)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Reading and Writing (Grades 7-8)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Listening and Speaking (Grades 9-12)	2011-12	403	6%	21%	25%	48%	349	7%	23%	25%	45%	54	0%	6%	26%	69%	
	2010-11	368	5%	20%	25%	50%	318	6%	21%	25%	48%	50	2%	14%	26%	58%	
	2009-10	338	6%	28%	25%	41%	299	6%	28%	24%	42%	39	3%	33%	26%	38%	
Reading and Writing (Grades 9-12)	2011-12	403	13%	38%	25%	24%	349	14%	37%	25%	24%	54	4%	46%	28%	22%	
	2010-11	368	14%	45%	20%	21%	318	14%	44%	19%	23%	50	12%	50%	24%	14%	
	2009-10	338	13%	49%	22%	16%	299	13%	47%	23%	17%	39	15%	64%	13%	8%	

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3 Student Outcomes

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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
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High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011-12	640		580		60	
	2010-11	585		543		42	
	2009-10	826		781		45	
Receiving a Regents Diploma	2011-12	576	90%	549	95%	27	45%
	2010-11	507	87%	487	90%	20	48%
	2009-10	703	85%	683	87%	20	44%
Receiving a Regents Diploma with Advanced Designation	2011-12	201	31%	194	33%	7	12%
	2010-11	166	28%	166	31%	0	0%
	2009-10	254	31%	249	32%	5	11%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	6	N/A	0		6	N/A
	2010-11	6	N/A	0		6	N/A
	2009-10	4	N/A	0		4	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011-12	147	5%	123	5%	24	6%
	2010-11	166	5%	128	5%	38	9%
	2009-10	213	6%	171	6%	42	11%
Entered Approved High School Equivalency Preparation Program	2011-12	5	0%	4	0%	1	0%
	2010-11	22	1%	17	1%	5	1%
	2009-10	28	1%	19	1%	9	2%
Total Non-completers	2011-12	152	5%	127	5%	25	6%
	2010-11	188	6%	145	5%	43	11%
	2009-10	241	7%	190	6%	51	13%

Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	302	47%	289	50%	13	20%
To 2-year College	178	28%	159	27%	19	29%
To Other Post-secondary	1	0%	1	0%	0	0%
To the Military	4	1%	4	1%	0	0%
To Employment	4	1%	4	1%	0	0%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	5	1%	3	1%	2	3%
Plan Unknown	152	24%	120	21%	32	48%