New York State School Report Card
Comprehensive Information Report

BEDS Code: 42-18-00-01-0045 Grade Range : 6-8
Name: James A. Shea Middle School
Principal: David Cecile

Fall Enrollment

Grade	2001–02	2002–03	2003–04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	104	105	122
Ungraded Elementary	0	0	0
Seventh	207	224	262
Eighth	160	192	206
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	62	59	0
Total K-12 Enrollment	533	580	590

Student Racial/Ethnic Origin

Race/Ethnicity	2001–02		2002–03		2003–04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	1.7%	13	2.2%	11	1.9%
Black (Not Hispanic)	282	52.9%	310	53.4%	330	55.9%
Hispanic	112	21.0%	127	21.9%	151	25.6%
White (Not Hispanic)	130	24.4%	130	22.4%	98	16.6%

Average Class Size

Grade Level	2001–02	2002–03	2003–04
Kindergarten	0	0	0
Common Branch	0	29	0
English Grade 8	20	25	20
Mathematics Grade 8	21	25	20
Science Grade 8	22	22	21
Social Studies Grade 8	21	22	18
English Grade 10	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
23	All schools in this group are middle level schools in large cities other than New York City. The schools in this group are in the middle range of student needs for middle level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001–02		2002–03		2003–04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	29	5.4%	35	6.0%	48	8.1%
Eligible for Free Lunch	425	79.7%	410	70.7%	433	73.4%

Attendance and Suspension

	2000–01		2001–02		2002–03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		82.6%		83.0%		83.0%
Student Suspensions	181	30.5%	326	61.2%	164	28.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001–02	2002–03	2003–04
Reduced Lunch	7.5%	5.2%	0.0%
Public Assistance	81-90%	61-70%	61-70%
Student Stability	90%	77%	69%

Staff Counts

Staff	2003–04
Total Teachers	55
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	5

*Teaching out of certification more than on an incidental basis.

(Form – B)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	144	167	0
	Number of Students with Disabilities	38	25	0
	Number of All Students	182	192	0
	Percent of Enrollment	34%	33%	0%
9–12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.
Note: Blank cells indicate that either the district did not have a CTE program or did not report data.
This data is reported only at the district level.

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	98	83%	0	0%

Students with Disabilities

Test	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	12	58%	0	0%

Regents Competency Tests

General-Education Students

Test	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	137	39%	60%	1%	0%
	Students with Disabilities	43	49%	51%	0%	0%
	All Students	180	41%	58%	1%	0%

(Form – I)

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

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Listening and Speaking (Grade 7–8)						
Number Tested			51			16
Beginning (0–18)			17			4
Intermediate (19–31)			12			5
Advanced (32–36)			17			5
Proficient (37–39)			5			2
Reading and Writing (Grade 7–8)						
Number Tested			51			16
Beginning (0–14)			23			9
Intermediate (15–24)			20			5
Advanced (25–32)			8			2
Proficient (33–35)			0			0
Listening and Speaking (Grade 9–12)						
Number Tested			0			0
Beginning (0–18)			0			0
Intermediate (19–31)			0			0
Advanced (32–36)			0			0
Proficient (37–39)			0			0
Reading and Writing (Grade 9–12)						
Number Tested			0			0
Beginning (0–14)			0			0
Intermediate (15–24)			0			0
Advanced (25–32)			0			0
Proficient (33–35)			0			0

*The NYSESLAT was first administered in the 2002–03 school year, but complete data for all school districts were not available until 2003–04.

(Form – L)