

The New York State School Report Card

School SCHOOL 50-HELEN BARRETT MONTGOMERY District ROCHESTER CITY SCHOOL DISTRICT School ID 261600010050 Principal TIMOTHY O'MAINS Telephone (585) 266-0331 Grades K-6

Comprehensive Information Report 2005 – 06

Regents Exams

_		All Students			General-Education Students				Students with Disabilities				
		Total Tested	Percentag scoring at	-		Total Tested	Percentage of students scoring at or above:			TotalPercentage of studeTestedscoring at or above:			
			55	65	85		55	65	85		55	65	85
Comprehensive English	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Mathematics A	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Mathematics B	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Global History	2005–06	0				0				0			
and Geography	2004–05	0				0				0			
	2003-04	0				0				0			
U.S. History	2005–06	0				0				0			
and Government	2004–05	0				0				0			
	2003-04	0				0				0			
Living Environment	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Physical Setting/	2005–06	0				0				0			
Earth Science	2004–05	0				0				0			
	2003-04	0				0				0			
Physical Setting/Chemistry	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Physical Setting/Physics	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Regents Exams

		All Students			General-Education Students				Students with Disabilities				
		Total Tested	5		TotalPercentage of studentsTestedscoring at or above:			TotalPercentage of studTestedscoring at or above					
			55	65	85		55	65	85		55	65	85
Comprehensive French	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Comprehensive German	2005–06	0				0				0			
	2004-05	0				0				0			
	2003-04	0				0				0			
Comprehensive Hebrew	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Comprehensive Italian	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Comprehensive Latin	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Comprehensive Spanish	2005–06	0				0				0			
	2004-05	0				0				0			
	2003-04	0				0				0			

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Regents Competency Tests

		All Students		General-Ed	ucation Students	s Students with Disabilitie		
		Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing	
Mathematics	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Science	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Reading	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Writing	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Global Studies	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
U.S. History	2005–06	0		0		0		
and Government	2004-05	0		0		0		
	2003-04	0		0		0		

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Second Language Proficiency Examinations

		All Student	S	General-Ed	ucation Students	ts Students with Disabilities		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
French	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
German	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Italian	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Latin	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Spanish	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

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

International problem Total result Percent of students scoring Tested in each performance level Total result in each performance level Total result in each performance level Total result in each performance level Listening and Speaking (Grades K-a) 2005-06 41 10% 29% 44% 17% 33 9% 24% 48% 18% 8 13% 70% 15% 40 0% 13% 70% 16% 8 13% 70% 16% 14% 17% 33 9% 24% 48% 18% 8 13% 70% 15% 40 0% 13% 70% 15% 40 0% 13% 70% 15% 30% 70% 15% 13% 70% 15% 13% 70% 15% 13% 70% 15% 25%			All St	udents	i			General-Education Students				Students with Disabilities						
Listening and Speaking (Grades K-1) 2005-06 41 10% 29% 44% 17% 33 9% 24% 48% 18% 8 13% 50% 25% Reading and Writing (Grades K-1) 2003-04 43 0% 9% 53% 37% 39 -							5					5					5	
and Speaking (Grades K-1) 2004-05 47 2% 13% 7% 15% 40 0% 13% 70% 18% 7 14% 14% 71% Reading and Writing (Grades K-1) 2003-04 43 0% 9% 53% 37% 39 - - - 4 - - - - - - 4 - - - - - - 4 - - - - - 4 -				Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.	
(Grades K-1) 2003-04 43 00% 9% 53% 37% 39 - - - 4 - - - Reading and Writing (Grades Z-4) 2003-04 43 20% 9% 53% 37% 39 - - - 4 - </td <td>Listening</td> <td>2005–06</td> <td>41</td> <td>10%</td> <td>29%</td> <td>44%</td> <td>17%</td> <td>33</td> <td>9%</td> <td>24%</td> <td>48%</td> <td>18%</td> <td>8</td> <td>13%</td> <td>50%</td> <td>25%</td> <td>13%</td>	Listening	2005–06	41	10%	29%	44%	17%	33	9%	24%	48%	18%	8	13%	50%	25%	13%	
2003-04 43 0% 9% 53% 37% 33 0 -		2004-05	47	2%	13%	70%	15%	40	0%	13%	70%	18%	7	14%	14%	71%	0%	
and Writing (Grades K-1) 2004-05 44 25% 25% 25% 25% 38 24% 26% 36% 36% 36% 36% 36% 36% 36% 36% 36% 36% 36% 36% 36% 36% 36% 36% 36% <	(Grades K-1)	2003-04	43	0%	9%	53%	37%	39	-	_	_	_	4	-	_	_	_	
(Grades K-1) 2003-04 43 7% 33% 49% 12% 39 - - - 4 - - - Listening and Speaking (Grades 2-4) 2003-04 52 9% 0% 6% 63% 54% 400 0% 0% 50% 50% 12 0% 0% 0% 6% 33% (Grades 2-4) 2003-04 28 4% 11% 29% 57% 25 - - - 33% 6% 6% 6% 6% 6% 6% 40 3% 8% 40% 50% 12 0% 0% 0% 6% 6% 6% 40 3% 8% 62% 31% 9 0% 0% 6% 6% 6% 6% 8% 20% 15% 50% 27% 9 0% 44% 5% Isteming and Speaking (Grades 5-6) 2003-04 28 25% 32% 57% 5 - - - 2 - - - - - - - <t< td=""><td>Reading</td><td>2005–06</td><td>41</td><td>32%</td><td>34%</td><td>17%</td><td>17%</td><td>33</td><td>30%</td><td>36%</td><td>15%</td><td>18%</td><td>8</td><td>38%</td><td>25%</td><td>25%</td><td>13%</td></t<>	Reading	2005–06	41	32%	34%	17%	17%	33	30%	36%	15%	18%	8	38%	25%	25%	13%	
2003-04 4.3 7/% 33% 49% 12% 39 - - - 4 - - - - - - - 4 -		2004-05	44	25%	25%	25%	25%	38	24%	26%	26%	24%	6	33%	17%	17%	33%	
and Speaking (Grades 2-4) 2004-05 35 0% 6% 63% 31% 26 0% 8% 62% 31% 9 0% 0% 67% Reading and Writing (Grades 2-4) 2003-04 28 4% 11% 29% 57% 25 - - - 3 - <t< td=""><td>(Grades K-1)</td><td>2003-04</td><td>43</td><td>7%</td><td>33%</td><td>49%</td><td>12%</td><td>39</td><td>-</td><td>_</td><td>_</td><td>_</td><td>4</td><td>_</td><td>_</td><td>_</td><td>_</td></t<>	(Grades K-1)	2003-04	43	7%	33%	49%	12%	39	-	_	_	_	4	_	_	_	_	
(Grades 2-4) 2003-04 28 4% 11% 29% 57% 25 - - - 3 - - - Reading and Writing 2005-06 52 4% 8% 42% 46% 400 3% 8% 40% 50% 112 8% 8% 50% (Grades 2-4) 2003-04 28 25% 32% 25% 18% 25 -	Listening	2005–06	52	0%	0%	46%	54%	40	0%	0%	50%	50%	12	0%	0%	33%	67%	
Reading 2003-04 28 4% 11% 29% 57% 25 - <td>and Speaking</td> <td>2004-05</td> <td>35</td> <td>0%</td> <td>6%</td> <td>63%</td> <td>31%</td> <td>26</td> <td>0%</td> <td>8%</td> <td>62%</td> <td>31%</td> <td>9</td> <td>0%</td> <td>0%</td> <td>67%</td> <td>33%</td>	and Speaking	2004-05	35	0%	6%	63%	31%	26	0%	8%	62%	31%	9	0%	0%	67%	33%	
and Writing (Grades 2-4) 2004-05 35 6% 23% 51% 20% 26 8% 15% 50% 27% 9 0% 44% 56% Listening and Speaking (Grades 5-6) 2003-04 28 25% 32% 25% 18% 25 -	(Grades 2–4)	2003-04	28	4%	11%	29%	57%	25	_	_	_	_	3	_	_	_	_	
(Grades 2-4) 2003-04 28 25% 32% 25% 18% 25 - - - 3 - <td< td=""><td>Reading</td><td>2005–06</td><td>52</td><td>4%</td><td>8%</td><td>42%</td><td>46%</td><td>40</td><td>3%</td><td>8%</td><td>40%</td><td>50%</td><td>12</td><td>8%</td><td>8%</td><td>50%</td><td>33%</td></td<>	Reading	2005–06	52	4%	8%	42%	46%	40	3%	8%	40%	50%	12	8%	8%	50%	33%	
2003-04 28 25% 32% 25% 18% 25 -	•	2004-05	35	6%	23%	51%	20%	26	8%	15%	50%	27%	9	0%	44%	56%	0%	
and Speaking (Grades 5-6) 2004-05 7 0% 0% 57% 43% 0 Reading 2005-06 7 0% 14% 29% 57% 5 - - - 0 Reading 2005-06 7 0% 0% 43% 57% 5 - - - 0 Reading 2005-06 7 0% 0% 43% 57% 5 - - - 0 (Grades 5-6) 2003-04 3 - - - 3 - - - 0 Listening 2005-06 0 0 0 0 0 0 and Speaking 2004-05 0 0 0 0 0 0 (Grades 7-8) 2003-04 0 0 0 0 0 0 0 0 0 (Grades 7-8) 2003-04 0 0 0 0 0 0 0 0 0 0 0 0	(Grades 2–4)	2003-04	28	25%	32%	25%	18%	25	_	_	_	_	3	_	_	_	_	
(Grades 5-6) 2003-04 3 - - - 3 - - - 0 Reading 2005-06 7 0% 14% 29% 57% 5 - - - 0 and Writing 2004-05 7 0% 0% 43% 57% 7 0% 0% 43% 57% 0 Listening 2005-06 0 - 0 0 0 0 0 0 0 0	Listening	2005–06	7	0%	0%	29%	71%	5	_	_	_	_	2	_	_	_	_	
2003-04 3 - - - 3 - - - 0 Reading and Writing (Grades 5-6) 2005-06 7 0% 14% 29% 57% 5 - - - 2 - - - - 2 - - - - 2 - - - - - 2 - - - - - 2 - 0 0 1 1 1 1 1 1 1 1 <th1< th=""> 1 1</th1<>	and Speaking	2004-05	7	0%	0%	57%	43%	7	0%	0%	57%	43%	0					
and Writing (Grades 5-6) 2004-05 7 0% 0% 43% 57% 7 0% 0% 43% 57% 0 Listening and Speaking (Grades 7-8) 2005-06 0 0 0 0 0 0 Listening and Speaking (Grades 7-8) 2005-06 0 0 0 0 0 0 Reading (Grades 7-8) 2005-06 0 0 0 0 0 0 Istening (Grades 7-8) 2005-06 0 0 0 0 0 0 Istening and Writing (Grades 7-8) 2004-05 0 0 0 0 0 0 Listening and Speaking (Grades 9-12) 2005-06 0 0 0 0 0 0 Listening and Speaking (Grades 9-12) 2004-05 0 0 0 0 0 0 Reading 2005-06 0 0 0 0 0 0 0 Reading 2005-06 0 0 0 0 0 0 0 <td>(Grades 5–6)</td> <td>2003-04</td> <td>3</td> <td>_</td> <td>_</td> <td>_</td> <td>_</td> <td>3</td> <td>_</td> <td>_</td> <td>_</td> <td>_</td> <td>0</td> <td></td> <td></td> <td></td> <td></td>	(Grades 5–6)	2003-04	3	_	_	_	_	3	_	_	_	_	0					
(Grades 5-6) 2003-04 3 - - - 3 - - 0 Listening 2005-06 0 0 0 0 0 and Speaking 2004-05 0 0 0 0 0 (Grades 7-8) 2003-04 0 0 0 0 0 Reading 2005-06 0 0 0 0 0 (Grades 7-8) 2003-04 0 0 0 0 0 2003-04 0 0 0 0 0 0 0 0 (Grades 7-8) 2003-04 0 <	Reading	2005–06	7	0%	14%	29%	57%	5	_	_	_	_	2	_	_	_	_	
Listening 2003-04 3 - - 3 - - 0 Listening 2005-06 0 0 0 0 0 0 (Grades 7-8) 2003-04 0 0 0 0 0 0 Reading 2005-06 0 0 0 0 0 0 and Writing 2004-05 0 0 0 0 0 0 and Writing 2004-05 0 0 0 0 0 0 0 0 (Grades 7-8) 2003-04 0	and Writing	2004-05	7	0%	0%	43%	57%	7	0%	0%	43%	57%	0					
and Speaking (Grades 7-8) 2004-05 0 0 0 0 2003-04 0 0 0 0 0 Reading 2005-06 0 0 0 0 and Writing 2004-05 0 0 0 0 (Grades 7-8) 2003-04 0 0 0 0 Listening 2005-06 0 0 0 0 and Speaking 2005-06 0 0 0 0 Listening 2005-06 0 0 0 0 Reading 2003-04 0 0 0 0 Reading 2005-06 0 0 0 0	(Grades 5–6)	2003-04	3	_	_	_	_	3	_	_	_	_	0					
(Grades 7-8) 2003-04 0 0 0 Reading 2005-06 0 0 0 and Writing 2004-05 0 0 0 (Grades 7-8) 2003-04 0 0 0 2003-04 0 0 0 0 Listening 2005-06 0 0 0 and Speaking 2004-05 0 0 0 (Grades 9-12) 2003-04 0 0 0 Reading 2005-06 0 0 0 Reading 2005-06 0 0 0	Listening	2005-06	0					0					0					
Reading 2003-04 0 0 0 Reading 2005-06 0 0 0 and Writing 2004-05 0 0 0 (Grades 7-8) 2003-04 0 0 0 Listening 2005-06 0 0 0 and Speaking 2004-05 0 0 0 (Grades 9-12) 2003-04 0 0 0 Reading 2005-06 0 0 0	and Speaking	2004-05	0					0					0					
and Writing (Grades 7-8) 2004-05 0 0 0 2003-04 0 0 0 0 Listening 2005-06 0 0 0 and Speaking 2004-05 0 0 0 2003-04 0 0 0 0 Reading 2005-06 0 0 0	(Grades 7-8)	2003-04	0					0					0					
(Grades 7-8) 2003-04 0 0 0 Listening 2005-06 0 0 0 and Speaking 2004-05 0 0 0 (Grades 9-12) 2003-04 0 0 0 Reading 2005-06 0 0 0	Reading	2005–06	0					0					0					
(Grades 7-8) 2003-04 0 0 0 Listening 2005-06 0 0 0 0 and Speaking 2004-05 0 0 0 0 (Grades 9-12) 2003-04 0 0 0 0 Reading 2005-06 0 0 0 0	and Writing	2004-05	0					0					0					
and Speaking (Grades 9-12) 2004-05 0 0 0 2003-04 0 0 0 0 Reading 2005-06 0 0 0	(Grades 7-8)		0					0					0					
and Speaking (Grades 9-12) 2004-05 0 0 0 2003-04 0 0 0 0 Reading 2005-06 0 0 0 0	Listening	2005-06	0					0					0					
(Grades 9-12) 2003-04 0 0 0 Reading 2005-06 0 0 0	•	-	0					0					0					
Reading 2005-06 0 0 0	(Grades 9-12)							0					0					
······································	Reading																	
and Writing 2004–05 0 0 0	and Writing	-																
(Grades 9-12) 2003-04 0 0 0	(Grades 9-12)																	

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Elementary/Middle-Level Social Studies 2005-06

	All Stu	All Students				Gener	General-Education Students				Students with Disabilities				
		Percenta scoring a	5				Total Percentage of students Tested scoring at level:			Total Percentage of studen Tested scoring at level:					
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	69	4%	4%	59%	32%	60	3%	5%	60%	32%	9	11%	0%	56%	33%
Middle Level	0					0					0				

2002 Total Cohort Performance on Regents Exams After Four Years

	All Students					Gen	General-Education Students				Students with Disabilities				
	Cohort Enrollment	Percentage students so 55–64	coring:	85-100	Approved Alternatives	Cohort Enrollment	Percentag students s 55–64	coring:	85-100	Approved Alternatives	Cohort Enrollment	Percentag students s 55–64	coring:	85-100	Approved Alternatives
Global History and Geography	0					0					0				
U.S. History and Government	0					0					0				
Science	0					0					0				

New York State Alternate Assessments (NYSAA) 2005–06

	All St	Students							
	Total Tested	Number of students scoring at Level:							
		1	2	3	4				
Elementary Level									
Social Studies	0								
Middle Level									
Social Studies	0								
Secondary Level									
Social Studies	0								
Science	0								

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels and in the English and mathematics at the secondary level are available in the Accountability and Overview Report part of The New York State Report Card.

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

NOTE

High School Completers

		All Students		General-Educ	ation Students	Students with Disabilities		
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	
Total Graduates	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Receiving a Regents Diploma	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Receiving a Regents Diploma	2005–06	0		0		0		
with Advanced Designation	2004-05	0		0		0		
	2003-04	0		0		0		
Receiving an	2005–06	0		0		0		
Individualized Education	2004-05	0		0		0		
Program (IEP) Diploma	2003-04	0		0		0		

NOTE An NA indicates that the diploma was not available in that year.

High School Noncompleters

		All Students		General-Edu	cation Students	Students with Disabilities		
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
Dropped Out	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Entered Approved High	2005–06	0		0		0		
School Equivalency	2004-05	0		0		0		
Preparation Program	2003-04	0		0		0		
Total Noncompleters	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		

Post-secondary Plans of 2005-06 Graduates

	All Students		General-Edu	cation 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	0		0		0		
To 2-year College	0		0		0		
To Other Post-secondary	0		0		0		
To the Military	0		0		0		
To Employment	0		0		0		
To Adult Services	0		0		0		
To Other Known Plans	0		0		0		
Plan Unknown	0		0		0		

7 More Information about the School

School SCHOOL 50-HELEN BARRETT MONTGOMERY District ROCHESTER CITY SCHOOL DISTRICT

Financial Information

2004–05 School District-wide Total Expenditures per Pupil	\$14,803	
2004–05 NYS Public School Total Expenditures per Pupil	\$15,035	
2005–06 Estimated Percentage of Students from Families Receiving Public Assistance	71-80%	

NOTE

Expenditure data is available only at the district level.

Public Assistance information is available only at the school level.