



# The New York State Report Card 2011–12

School **LOUIS M KLEIN MIDDLE SCHOOL**  
School ID **66-05-01-06-0009**  
District **HARRISON CENTRAL SCHOOL  
DISTRICT**  
Principal **SCOTT FRIED**  
Telephone **(914) 630-3033**  
Grades **6-8, 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](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **LOUIS M KLEIN MIDDLE SCHOOL**  
School ID **66-05-01-06-0009**

District **HARRISON CENTRAL SCHOOL DISTRICT**

## 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	279	284	273
Ungraded Elementary	0	0	0
Grade 7	270	273	303
Grade 8	255	265	277
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	4	4	5
<b>Total K-12</b>	<b>808</b>	<b>826</b>	<b>858</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English	22	22	23
Mathematics	21	21	23
Science	22	22	23
Social Studies	22	22	23
<b>Grade 10</b>			
English			
Mathematics			
Science			
Social Studies			

## 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.

# 1 Profile

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District **HARRISON CENTRAL SCHOOL DISTRICT**

## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	29	4%	53	6%	66	8%
Reduced Price Lunch	48	6%	26	3%	35	4%
Limited English Proficient	35	4%	26	3%	35	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	14	2%	13	2%	14	2%
Hispanic or Latino	103	13%	104	13%	117	14%
Asian or Native Hawaiian/Other Pacific Islander	72	9%	61	7%	74	9%
White	614	76%	641	78%	646	75%
Multiracial	5	1%	7	1%	7	1%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		96%
Student Suspensions	14	2%	16	2%	20	2%

## 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

School **LOUIS M KLEIN MIDDLE SCHOOL**  
School ID **66-05-01-06-0009**

District **HARRISON CENTRAL SCHOOL DISTRICT**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	83	80	76
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	8%	8%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	57%	58%	58%
<b>Total Number of Core Classes</b>	259	253	243
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
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%
<b>Total Number of Classes</b>	394	385	379
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

\*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	40%	21%	25%
Turnover Rate of All Teachers	15%	12%	18%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	8	8	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
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 **LOUIS M KLEIN MIDDLE SCHOOL**  
School ID **66-05-01-06-0009**

District **HARRISON CENTRAL SCHOOL DISTRICT**

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**

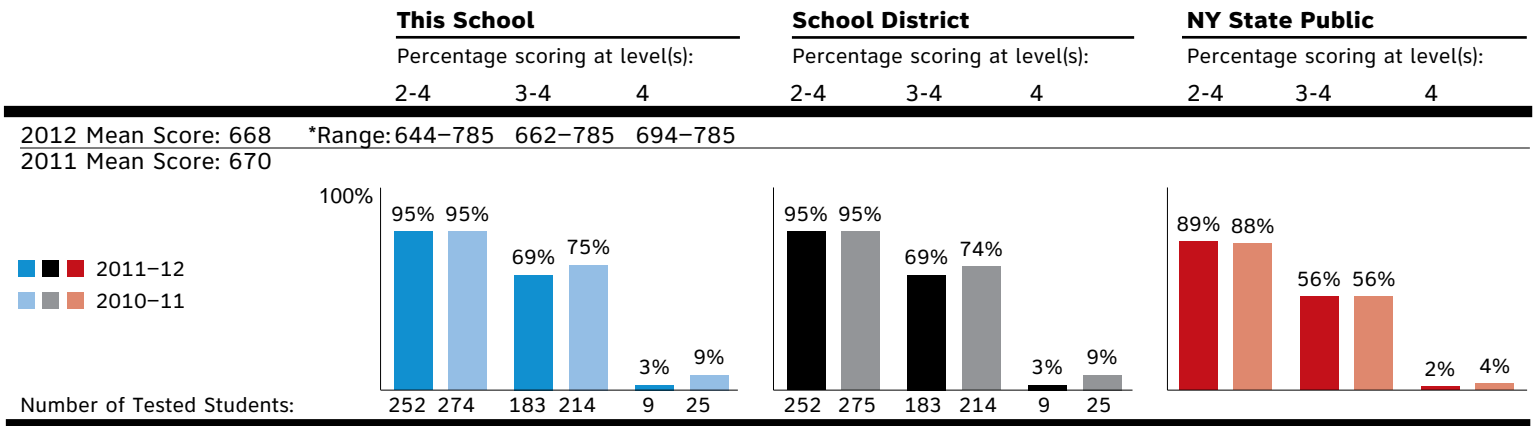
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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

School **LOUIS M KLEIN MIDDLE SCHOOL**  
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District **HARRISON CENTRAL SCHOOL DISTRICT**

## Results in Grade 6 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	264	95%	69%	3%	287	95%	75%	9%
Female	132	94%	73%	3%	125	94%	76%	11%
Male	132	97%	65%	4%	162	96%	73%	7%
American Indian or Alaska Native								
Black or African American	5	–	–	–				
Hispanic or Latino	39	92%	46%	0%	41	93%	54%	0%
Asian or Native Hawaiian/Other Pacific Islander	22	91%	77%	9%	20	–	–	–
White	196	97%	73%	4%	224	96%	79%	10%
Multiracial	2	–	–	–	2	–	–	–
Small Group Totals	7	86%	71%	0%	22	100%	73%	9%
General-Education Students	229	97%	75%	4%	255	98%	81%	10%
Students with Disabilities	35	86%	34%	0%	32	72%	22%	0%
English Proficient	250	97%	72%	4%	276	96%	76%	9%
Limited English Proficient	14	71%	29%	0%	11	73%	27%	0%
Economically Disadvantaged	35	94%	49%	0%	31	94%	58%	3%
Not Disadvantaged	229	96%	72%	4%	256	96%	77%	9%
Migrant								
Not Migrant	264	95%	69%	3%	287	95%	75%	9%

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	3	N/A	N/A	N/A

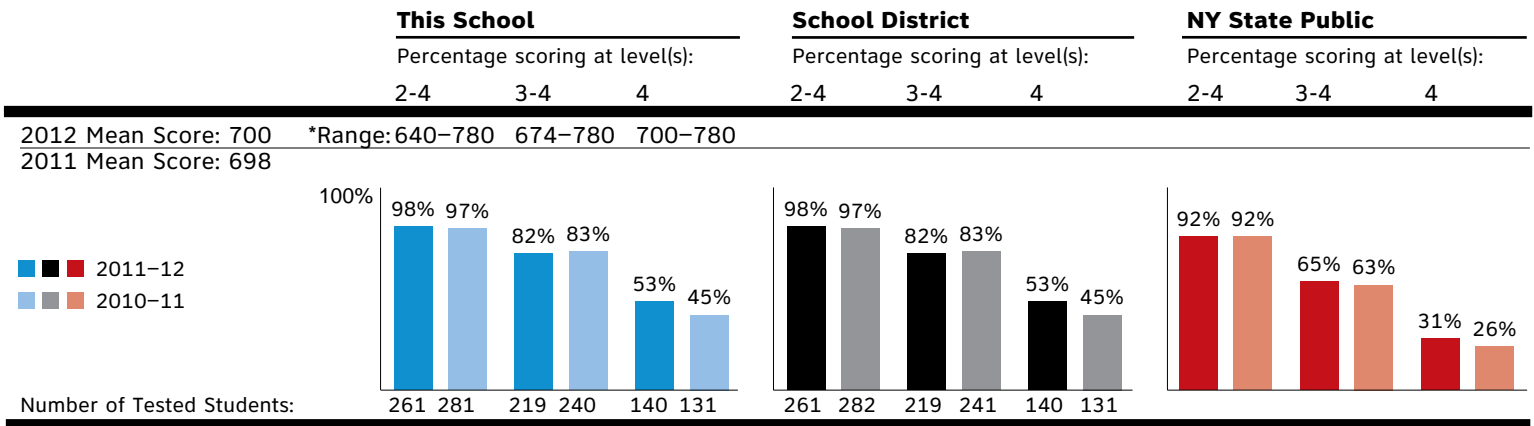
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

School **LOUIS M KLEIN MIDDLE SCHOOL**  
School ID **66-05-01-06-0009**

District **HARRISON CENTRAL SCHOOL DISTRICT**

## Results in Grade 6 Mathematics



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	266	98%	82%	53%	290	97%	83%	45%
Female	132	98%	83%	48%	126	97%	82%	41%
Male	134	98%	81%	57%	164	97%	84%	48%
American Indian or Alaska Native								
Black or African American	5	–	–	–				
Hispanic or Latino	39	100%	64%	31%	44	93%	73%	27%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	96%	68%	20	–	–	–
White	195	98%	85%	55%	224	97%	84%	46%
Multiracial	2	–	–	–	2	–	–	–
Small Group Totals	7	86%	71%	57%	22	100%	91%	73%
General-Education Students	231	100%	88%	58%	258	99%	88%	50%
Students with Disabilities	35	89%	43%	14%	32	81%	41%	9%
English Proficient	249	98%	83%	52%	276	98%	84%	46%
Limited English Proficient	17	100%	71%	59%	14	79%	50%	29%
Economically Disadvantaged	35	94%	66%	29%	34	94%	76%	26%
Not Disadvantaged	231	99%	85%	56%	256	97%	84%	48%
Migrant								
Not Migrant	266	98%	82%	53%	290	97%	83%	45%

### NOTES

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### Other

### Assessments

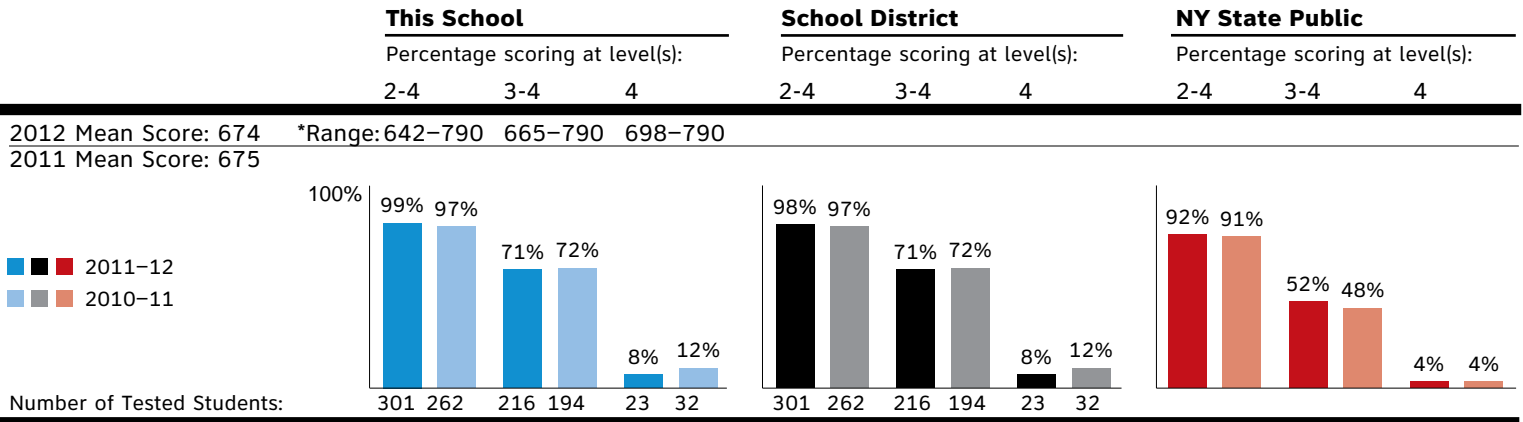
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

# 2 Student Performance

School **LOUIS M KLEIN MIDDLE SCHOOL**  
School ID **66-05-01-06-0009**

District **HARRISON CENTRAL SCHOOL DISTRICT**

## Results in Grade 7 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	305	99%	71%	8%	271	97%	72%	12%
Female	137	99%	72%	10%	135	97%	80%	16%
Male	168	99%	70%	5%	136	96%	63%	8%
American Indian or Alaska Native								
Black or African American	2	–	–	–	7	–	–	–
Hispanic or Latino	48	98%	50%	0%	32	97%	44%	6%
Asian or Native Hawaiian/Other Pacific Islander	17	–	–	–	23	91%	65%	17%
White	236	99%	75%	9%	207	98%	76%	12%
Multiracial	2	–	–	–	2	–	–	–
Small Group Totals	21	100%	76%	10%	9	89%	78%	11%
General-Education Students	270	100%	78%	9%	235	99%	80%	13%
Students with Disabilities	35	91%	14%	0%	36	81%	14%	3%
English Proficient	297	99%	73%	8%	261	98%	74%	12%
Limited English Proficient	8	75%	0%	0%	10	70%	0%	0%
Economically Disadvantaged	43	100%	42%	2%	33	91%	39%	9%
Not Disadvantaged	262	98%	76%	8%	238	97%	76%	12%
Migrant								
Not Migrant	305	99%	71%	8%	271	97%	72%	12%

### NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1	N/A	N/A	N/A	3	N/A	N/A	N/A

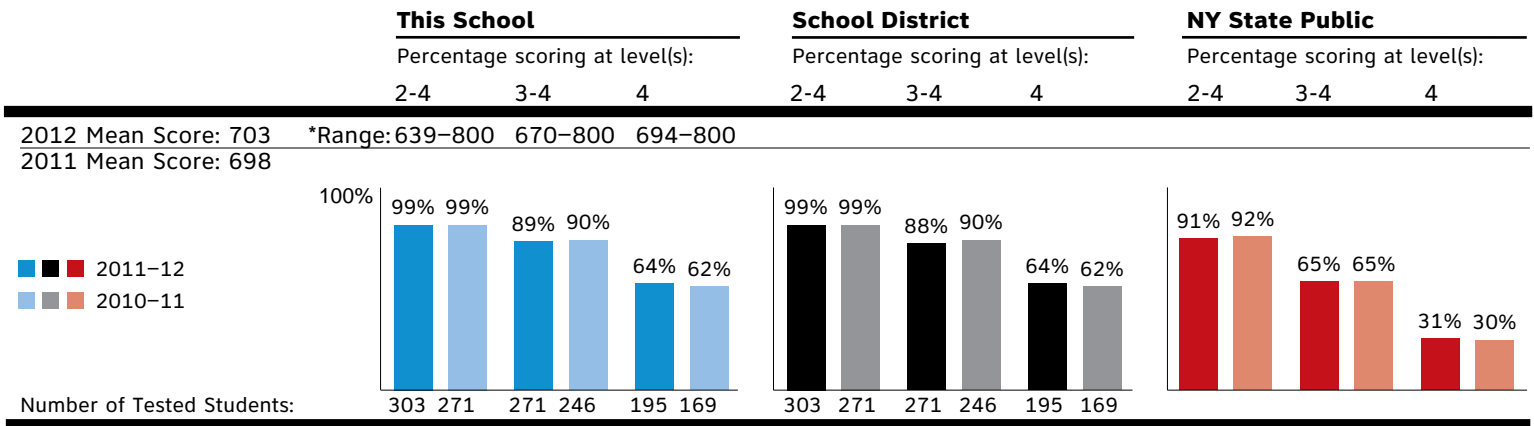
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

School **LOUIS M KLEIN MIDDLE SCHOOL**  
School ID **66-05-01-06-0009**

District **HARRISON CENTRAL SCHOOL DISTRICT**

## Results in Grade 7 Mathematics



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	306	99%	89%	64%	274	99%	90%	62%
Female	137	99%	87%	64%	137	99%	92%	65%
Male	169	99%	90%	63%	137	99%	88%	58%
American Indian or Alaska Native								
Black or African American	2	–	–	–	7	–	–	–
Hispanic or Latino	48	98%	83%	48%	32	100%	78%	34%
Asian or Native Hawaiian/Other Pacific Islander	18	–	–	–	26	100%	100%	92%
White	236	99%	89%	66%	207	99%	91%	62%
Multiracial	2	–	–	–	2	–	–	–
Small Group Totals	22	100%	91%	77%	9	89%	78%	67%
General-Education Students	271	100%	95%	71%	238	100%	96%	70%
Students with Disabilities	35	91%	40%	9%	36	92%	50%	8%
English Proficient	297	100%	90%	65%	261	99%	90%	62%
Limited English Proficient	9	78%	33%	22%	13	100%	77%	62%
Economically Disadvantaged	43	98%	81%	40%	33	94%	67%	30%
Not Disadvantaged	263	99%	90%	68%	241	100%	93%	66%
Migrant								
Not Migrant	306	99%	89%	64%	274	99%	90%	62%

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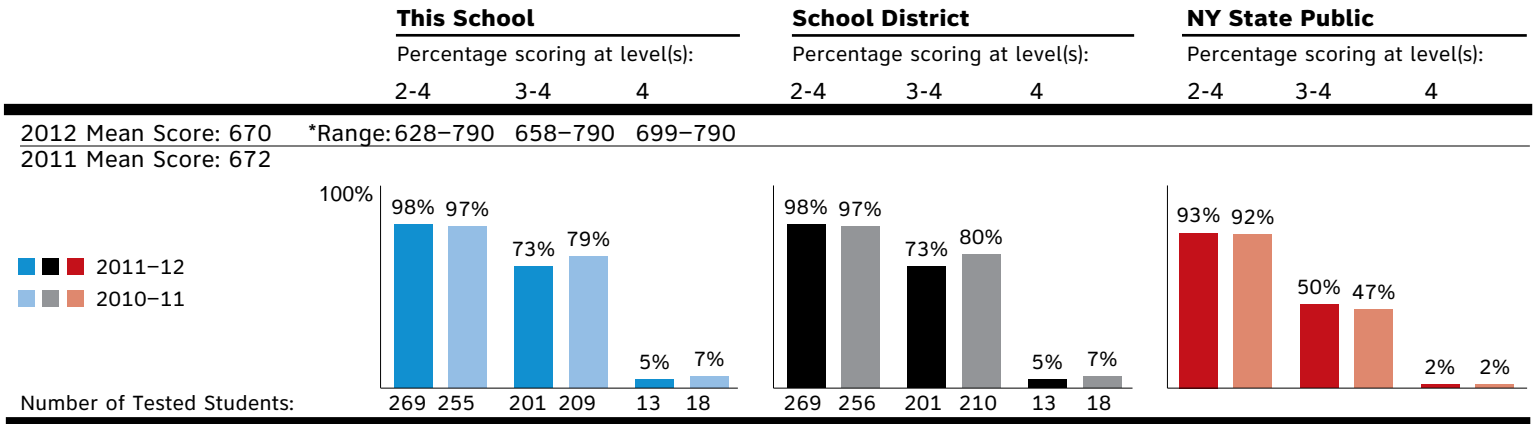
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	0	–	–	–

# 2 Student Performance

School **LOUIS M KLEIN MIDDLE SCHOOL**  
School ID **66-05-01-06-0009**

District **HARRISON CENTRAL SCHOOL DISTRICT**

## Results in Grade 8 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	275	98%	73%	5%	263	97%	79%	7%
Female	137	98%	83%	6%	127	98%	80%	9%
Male	138	98%	63%	4%	136	96%	79%	4%
American Indian or Alaska Native								
Black or African American	7	–	–	–	5	–	–	–
Hispanic or Latino	33	94%	52%	3%	38	97%	63%	0%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	71%	5%	14	100%	64%	0%
White	211	99%	77%	5%	203	97%	85%	8%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	10	90%	70%	10%	8	88%	38%	13%
General-Education Students	242	100%	81%	5%	234	100%	85%	8%
Students with Disabilities	33	85%	12%	0%	29	76%	34%	0%
English Proficient	268	98%	75%	5%	259	–	–	–
Limited English Proficient	7	86%	0%	0%	4	–	–	–
Economically Disadvantaged	36	92%	50%	0%	24	96%	58%	4%
Not Disadvantaged	239	99%	77%	5%	239	97%	82%	7%
Migrant								
Not Migrant	275	98%	73%	5%	263	97%	79%	7%

### NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSA): Grade 8 Equivalent	0				2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	4	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	4	N/A	N/A	N/A	0	N/A	N/A	N/A

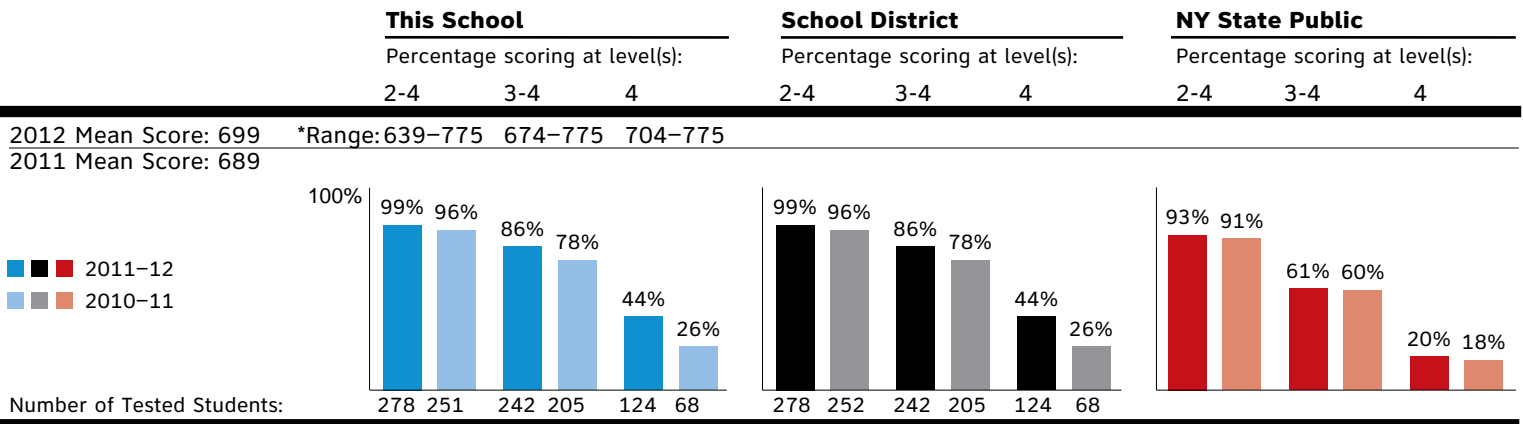
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

School **LOUIS M KLEIN MIDDLE SCHOOL**  
School ID **66-05-01-06-0009**

District **HARRISON CENTRAL SCHOOL DISTRICT**

## Results in Grade 8 Mathematics



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	281	99%	86%	44%	262	96%	78%	26%
Female	141	99%	89%	52%	126	98%	74%	24%
Male	140	99%	83%	36%	136	94%	82%	28%
American Indian or Alaska Native								
Black or African American	7	–	–	–	5	–	–	–
Hispanic or Latino	33	100%	82%	24%	38	92%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	100%	74%	14	100%	86%	57%
White	211	99%	85%	44%	202	97%	83%	28%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	10	90%	80%	40%	8	88%	38%	0%
General-Education Students	248	100%	93%	50%	233	99%	86%	29%
Students with Disabilities	33	94%	36%	0%	29	69%	17%	3%
English Proficient	268	99%	86%	43%	258	–	–	–
Limited English Proficient	13	100%	92%	62%	4	–	–	–
Economically Disadvantaged	36	97%	75%	22%	24	96%	46%	13%
Not Disadvantaged	245	99%	88%	47%	238	96%	82%	27%
Migrant								
Not Migrant	281	99%	86%	44%	262	96%	78%	26%

### NOTES

The – symbol indicates that data for a group of students have 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	–	–	–

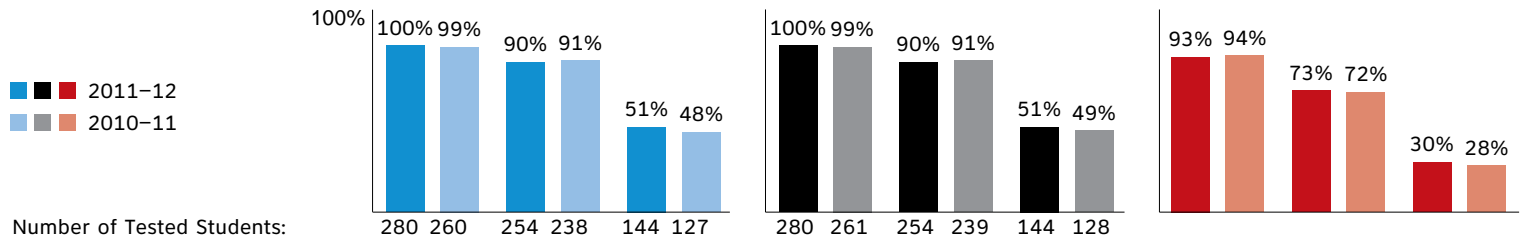
## 2 Student Performance

School **LOUIS M KLEIN MIDDLE SCHOOL**  
School ID **66-05-01-06-0009**

District **HARRISON CENTRAL SCHOOL DISTRICT**

### Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4



#### Results by Student Group

Results by Student Group	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s): 2-4      3-4      4			Total Tested	Percentage scoring at level(s): 2-4      3-4      4		
All Students	281	100%	90%	51%	262	99%	91%	48%
Female	141	99%	93%	53%	126	98%	88%	42%
Male	140	100%	88%	49%	136	100%	93%	54%
American Indian or Alaska Native								
Black or African American	7	—	—	—	5	—	—	—
Hispanic or Latino	33	100%	88%	21%	38	100%	79%	26%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	89%	48%	14	100%	93%	64%
White	211	100%	91%	55%	202	99%	93%	52%
Multiracial	3	—	—	—	3	—	—	—
Small Group Totals	10	100%	80%	70%	8	100%	88%	25%
General-Education Students	248	100%	96%	57%	233	100%	96%	53%
Students with Disabilities	33	97%	52%	9%	29	93%	48%	10%
English Proficient	268	100%	92%	53%	258	—	—	—
Limited English Proficient	13	100%	62%	8%	4	—	—	—
Economically Disadvantaged	36	100%	78%	22%	24	100%	75%	21%
Not Disadvantaged	245	100%	92%	56%	238	99%	92%	51%
Migrant								
Not Migrant	281	100%	90%	51%	262	99%	91%	48%

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#### Other Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	–	–	–
Regents Science	0				0			

## 2 Student Performance

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District **HARRISON CENTRAL SCHOOL DISTRICT**

### Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	266	100%	98%	62%	243	100%	99%	67%	23	100%	91%	4%
	2010-11	249	100%	98%	53%	231	100%	99%	56%	18	94%	83%	11%
	2009-10	240	99%	96%	55%	216	100%	98%	59%	24	88%	75%	13%
Geometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Algebra 2/Trigonometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Global History and Geography	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
U.S. History and Government	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Living Environment	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Earth Science	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Chemistry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			

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

		All Students					General-Education Students					Students with Disabilities				
		Total	Percent of students scoring				Total	Percent of students scoring				Total	Percent of students scoring			
		Tested	in each performance level:				Tested	in each performance level:				Tested	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	17	0%	18%	12%	71%	16	–	–	–	–	1	–	–	–	–
	2010–11	14	7%	14%	50%	29%	11	–	–	–	–	3	–	–	–	–
	2009–10	12	8%	17%	58%	17%	11	–	–	–	–	1	–	–	–	–
Reading and Writing (Grades 5–6)	2011–12	17	6%	12%	41%	41%	16	–	–	–	–	1	–	–	–	–
	2010–11	14	0%	21%	29%	50%	11	–	–	–	–	3	–	–	–	–
	2009–10	12	8%	17%	50%	25%	11	–	–	–	–	1	–	–	–	–
Listening and Speaking (Grades 7–8)	2011–12	22	0%	14%	27%	59%	17	0%	18%	24%	59%	5	0%	0%	40%	60%
	2010–11	18	6%	11%	28%	56%	15	–	–	–	–	3	–	–	–	–
	2009–10	20	5%	5%	25%	65%	15	7%	7%	33%	53%	5	0%	0%	0%	100%
Reading and Writing (Grades 7–8)	2011–12	22	9%	27%	36%	27%	17	12%	24%	29%	35%	5	0%	40%	60%	0%
	2010–11	18	17%	22%	33%	28%	15	–	–	–	–	3	–	–	–	–
	2009–10	20	0%	30%	25%	45%	15	0%	33%	13%	53%	5	0%	20%	60%	20%
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				

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