



# The New York State School Report Card

**Comprehensive Information Report  
2007 – 08**

School **PS 41 NEW DORP SCHOOL**  
District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

School ID **35-31-00-01-0041**  
Principal **ELISA FELDMAN**  
Telephone **(718) 351-6777**  
Grades **PK-5, UE**

## 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
<b>Comprehensive English</b>	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
<b>Mathematics A</b>	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
<b>Mathematics B</b>	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
<b>Integrated Algebra</b>	2007-08	0				0				0			
	2006-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2005-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Global History and Geography</b>	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
<b>U.S. History and Government</b>	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
<b>Living Environment</b>	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
<b>Physical Setting/Earth Science</b>	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
<b>Physical Setting/Chemistry</b>	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
<b>Physical Setting/Physics</b>	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			

**NOTE**

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.

# English as a Second Language Achievement Test

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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.
<b>Listening and Speaking (Grades K-1)</b>	2007-08	20	10%	25%	40%	25%	18	—	—	—	—	2	—	—	—	—
	2006-07	28	4%	11%	75%	11%	26	—	—	—	—	2	—	—	—	—
	2005-06	27	0%	33%	44%	22%	26	—	—	—	—	1	—	—	—	—
<b>Reading and Writing (Grades K-1)</b>	2007-08	20	30%	50%	10%	10%	18	—	—	—	—	2	—	—	—	—
	2006-07	28	29%	29%	14%	29%	26	—	—	—	—	2	—	—	—	—
	2005-06	27	26%	37%	22%	15%	26	—	—	—	—	1	—	—	—	—
<b>Listening and Speaking (Grades 2-4)</b>	2007-08	41	0%	0%	54%	46%	34	0%	0%	53%	47%	7	0%	0%	57%	43%
	2006-07	40	5%	0%	38%	58%	34	6%	0%	35%	59%	6	0%	0%	50%	50%
	2005-06	30	0%	7%	70%	23%	28	—	—	—	—	2	—	—	—	—
<b>Reading and Writing (Grades 2-4)</b>	2007-08	41	7%	27%	46%	20%	34	6%	26%	44%	24%	7	14%	29%	57%	0%
	2006-07	40	8%	35%	23%	35%	34	9%	26%	24%	41%	6	0%	83%	17%	0%
	2005-06	30	10%	23%	47%	20%	28	—	—	—	—	2	—	—	—	—
<b>Listening and Speaking (Grades 5-6)</b>	2007-08	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—
	2006-07	7	0%	29%	14%	57%	7	0%	29%	14%	57%	0	—	—	—	—
	2005-06	6	0%	17%	50%	33%	4	—	—	—	—	2	—	—	—	—
<b>Reading and Writing (Grades 5-6)</b>	2007-08	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—
	2006-07	7	0%	29%	29%	43%	7	0%	29%	29%	43%	0	—	—	—	—
	2005-06	6	0%	17%	50%	33%	4	—	—	—	—	2	—	—	—	—
<b>Listening and Speaking (Grades 7-8)</b>	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
<b>Reading and Writing (Grades 7-8)</b>	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
<b>Listening and Speaking (Grades 9-12)</b>	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
<b>Reading and Writing (Grades 9-12)</b>	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				

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# Other Assessments

School **PS 41 NEW DORP SCHOOL**  
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## Elementary/Middle-Level Social Studies 2007–08

	All Students					General-Education Students					Students with Disabilities				
	Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:			
		1	2	3	4		1	2	3	4		1	2	3	4
<b>Elementary Level</b>	104	7%	6%	64%	23%	80	0%	1%	70%	29%	24	29%	21%	46%	4%
<b>Middle Level</b>	0					0					0				

## 2004 Total Cohort Performance on Regents Exams After Four Years

	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
<b>Global History and Geography</b>	0				0				0			
<b>U.S. History and Government</b>	0				0				0			
<b>Science</b>	0				0				0			

## New York State Alternate Assessments (NYSAA) 2007–08

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

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

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# More Information about the School

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## Financial Information

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**2006-07 School District-wide Total  
Expenditures per Pupil**

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<b>2006-07 NYS Public School Total Expenditures per Pupil</b>	\$17,330
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<b>2007-08 Estimated Percentage of Students from Families Receiving Public Assistance</b>	41-50%
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**NOTE**

Expenditure data are available only at the district level.

Public Assistance information is available only at the school level.