

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Herma Hall	*Principal or Designee	
Carl Cambria	*UFT Chapter Chairperson or Designee	
Bernadine Burton	*PA/PTA President or Designated Co-President	
Sonia Rivera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Denise Faust	DC 37 Representative, if applicable	
Tony Adams	Student Representative, if applicable	
Yensy Fernandez	Student Representative	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision

At the Wadleigh Secondary School for the Performing & Visual Arts we place emphasis on the all around student. As our focus is on Arts, as well as academics, we believe we will become the premier Arts School in the Harlem community. At Wadleigh, students will be able to participate in a vibrant school life as they engage in a rigorous academic curriculum inclusive of Advance Placement courses, Honor classes, and College credit courses while pursuing and developing their interests and talents in the Arts and a multitude of extracurricular activities such as athletics and student government. Wadleigh students will graduate with Regents and Advanced Regents diplomas, academic skills and artistic proficiency necessary for them to excel at top four-year colleges and universities and specialized Art schools.

Mission Statement

The Wadleigh Secondary School for the Performing & Visual Arts is a school committed to combining the pursuit of education with character building to better equip our students to answer the knock of opportunity as it is made available. As a collaborative learning community, we are determined to provide an academically rigorous program for all of our students inclusive of our ELLs and special needs population. Through a thematic art approach which includes instrumental music, vocal music, theatre, dance and fine arts partnered with a standards driven curriculum, our students will be prepared to attain the highest levels of academic success and artistic proficiency. With the collective energies of our teachers, support staff and parents, our students will be tooled with the knowledge and skills necessary to become critical thinkers, problem solvers, active life-long learners and productive competitive citizens in their communities and in the world at large.

School Profile

According to the latest ethnic data, the school population is composed of 66% African-American and 32% Hispanic. The school has 48% male students and 52 female students. Approximately 17% of the students have Individual Education Plans (IEPs) and receive the full continuum of services, including Special Education Teacher Support Services, integrated inclusion classes, instruction in self-contained classes, and related services, such as speech and language, counseling and physical therapy. Additionally, 6% of the students are English Language Learners (ELLs), with Spanish as the dominant language. One hundred percent of the students receive free lunch.

The facilities at Wadleigh are modern, well designed and accessible to persons who are disabled. The classrooms, laboratories and studios are up-to-date and well equipped. The fully automated library provides over twenty thousand books, periodicals and audio and visual media to the school's community. The library is home to a collection of rare and out-of-print books by African-American authors and a lecture series by contemporary African-American authors. Wadleigh maintains a

functional gymnasium that facilitates instruction and recreation programs for students, alumni and members of the community. The school is equipped with three computer labs and two mobile computer carts affording students and staff full access to technology. The school is comprised of one sixth grade class, one seventh grade class, one eighth grade class and one multi-grade middle school self-contained class. There are 611 students in grades nine to twelve. The average size of classes in the middle school is twenty-five (25) students and in the high school, thirty-four (34) students. Admission to the sixth grade is open to all with an interest in the visual and the performing arts, special education, ELL and high achieving students are included. Students articulating from eighth grade from other schools are able to apply to Wadleigh for admissions to the high school if there is an interest in the arts. However, students promoted from the eighth grade at Wadleigh are seated first. There is an honors program for high achieving students, which began in September, 2002. The Honors program and the Advanced Placement Programs will continue in the 2008-2009 school year.

The arts program is a significant addition to the school's course offerings. The arts program combines fine arts and performing arts in the sixth grade, music and technology in the seventh and major electives for students in grades eight to twelve. The current strategies for implementing the continuum for special needs students include mainstreaming in high school, inclusion in the middle school, instruction in self-contained classes, speech therapy, physical therapy and counseling. Wherever possible, students are placed in a least restrictive environment.

The student body is served by 107 professionals and support staff including, one principal, five assistant principals, four counselors, 65 teachers, a coordinator for Science, ELA, and Social Studies, one mathematics coach, two secretaries, 16 aides, and five safety agents. The teaching staff is highly qualified with 100% fully licensed, certified and permanently assigned. Approximately 90% possess a Masters Degree or higher, 53% have more than five years teaching experience. The teachers in the arts, fine arts, dance, music and drama are all artists and professionals in their field.

