

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Grade Truncation of Wadleigh Secondary School for the Performing & Visual Arts (03M415) to a High School Beginning in 2012-2013**

#### **I. Summary of Proposal**

Wadleigh Secondary School for the Performing & Visual Arts (03M415, “Wadleigh”) is an existing secondary school located at 215 West 114<sup>th</sup> Street, New York, NY 10026, in Community School District 3, in Building M088 (“M088”). It currently serves students in grades 6-12.

The Department of Education (“DOE”) is proposing to implement a “grade truncation,” that would result in Wadleigh serving only students in the high school grades 9-12. If the proposal is approved, Wadleigh would no longer admit sixth-grade students after the current 2011-2012 school year. One grade would be phased out in each subsequent year until Wadleigh serves only grades nine through twelve in 2014-2015. Current middle school students will continue to be served and supported by Wadleigh as they progress toward completion of middle school. Current eighth-grade students will be supported through the Citywide High School Admissions Process (“High School Admissions Process”) as they select a high school. Students may continue to choose Wadleigh for high school grades.

The DOE is proposing this grade truncation because of the low enrollment, demand, and performance of the middle school grades at Wadleigh. Very few eighth-grade students continue at Wadleigh for high school, thus limiting the intended goal of a 6th-12<sup>th</sup> grade school working with students over a seven-year period to create stronger relationships and student support. This grade truncation would also enable Wadleigh’s administration to focus its efforts on improving the performance of its high school grades, which are also experiencing performance declines.

Wadleigh currently serves students in sixth through twelfth grades. It admits rising sixth-grade students through the District 3 Middle School Choice Process and the District 5 Middle School Choice Process, and rising ninth- and tenth-grade students through the Citywide High School Application Process. Wadleigh is currently “co-located” in building M088 with Frederick Douglass Academy II Secondary School (03M860, “FDA II”), which serves students in grade 6-12, and an Alternative Learning Center (“ALC”), where students attend school when they are suspended from their regular school.<sup>1</sup> In 2012-2013, the fifth, sixth, and seventh grades of Harlem Success Academy I (84M351, “HSA1”) will also be located in M088. The co-location of HSA1 middle school grades 5-8 in M088 was approved by the Panel for Educational Policy (“PEP”) on February 1, 2011.

#### *Background on the DOE’s Decision-Making Process*

The DOE undertakes grade truncations for several reasons. In some cases, grade truncations are initiated to create grade alignment across New York City schools. Schools may also be identified for truncation for performance reasons. A performance-related truncation is considered for the same three reasons that drive a “phase-out” decision:

(1) the school received poor grades on their annual Progress Report; (2) the school received a poor rating

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<sup>1</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

on their annual Quality Review; or (3) the school has been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report, and all schools that received a rating of Underdeveloped on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of truncation.<sup>2</sup> Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes attendance and survey feedback from parents, teachers, and sixth- to twelfth-grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe classrooms, and talk with students, staff, and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.

A school’s Progress Report and its Quality Review may initially suggest a school should be considered for intervention, but no single criterion leads to a truncation decision. To identify the appropriate action that will best serve the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, as well as gathers community feedback.

Wadleigh’s middle school grades earned an overall D grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report Wadleigh earned a C grade, and on the 2008-2009 Progress Report, Wadleigh earned an A grade.<sup>3</sup>

Wadleigh’s high school grades earned an overall D grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report Wadleigh earned a B grade, and on the 2008-2009 Progress Report Wadleigh earned an A grade.<sup>4</sup>

As a result, the DOE initiated a comprehensive review of Wadleigh with the goal of determining what intensive supports and interventions would best benefit the Wadleigh community. During that review, the DOE looked at recent and historical performance, consulted with superintendents and other experienced educators who have worked closely with the school, assessed student demand, and gathered community feedback.

After completing that review, the DOE believes that a grade truncation will best serve students and the community.

### *Performance and School Environment at Wadleigh*

Wadleigh’s middle school performance has declined during the last few years and does not demonstrate the capacity to quickly improve to better support student needs.

- The majority of Wadleigh middle school students remain below grade level in English and Math. Last year, only 16% of students were performing on grade level in English and only 26% of students were performing on grade level in Math—putting Wadleigh in the bottom 17% of middle schools Citywide for English and the bottom 13% Citywide for Math proficiency.

<sup>2</sup> Elementary and middle schools that have average math and English Language Arts (“ELA”) proficiency rates that are higher than the district average, which earned a Well Developed or Outstanding rating on the quality review, which received an A or B on the 2010-11 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

<sup>3</sup> 84% of elementary/middle schools citywide received an A (97% received an A or B) on the 2008-09 Progress Report. This school’s 2008-09 Progress Report overall score was in the bottom third of middle schools Citywide.

<sup>4</sup> As above; In 2008-09, Wadleigh’s high school Progress Report was in the top 40% Citywide.

- Wadleigh is not adequately helping middle school students to make academic progress. Wadleigh’s middle school is in the bottom 10% of middle schools in District 3 in terms of learning growth in English. Wadleigh’s middle school is the lowest performing middle school in District 3 in terms of learning growth in Math and is in the bottom 1% of middle schools Citywide. Learning growth measures annual student growth on State ELA and Math tests relative to similar students. If these outcomes persist, Wadleigh middle school students will fall further behind their peers in other schools, across both the district and city at large.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Wadleigh middle school earned an overall D grade on its 2010-11 annual Progress Report, including F grades for both Student Progress and School Environment and a D grade for Student Performance.
- The Quality Review uses a four-tiered rubric (well-developed, proficient, developing, under-developed) to measure how well a school is organized to support student achievement. Wadleigh was rated “Developing” on its most recent Quality Review 2010-2011, indicating deficiencies in the way the school is organized.<sup>5</sup> The Quality Review provides a single grade for the combined middle school and high school.
- Safety issues have been a concern at the school. On the 2011 New York City School Survey, only 69% of student respondents agreed that they felt safe and only 48% of teacher respondents agreed that discipline and order were maintained at Wadleigh. The Learning Environment Survey is for the combined middle school and high school.

In addition, demand for Wadleigh’s middle school grades is very low. This indicates that Wadleigh is not a desirable school option to rising sixth graders in District 3.

- During the 2010-2011 school year, only 29% of students who applied to Wadleigh for middle school ranked it in their top three choices – the lowest of any middle school in District 3; the average is 55%.<sup>6</sup>
- In each of the past five years, only 10 or fewer sixth-grade students at Wadleigh have either resided in District 3 or attended a District 3 elementary school; other students are admitted to Wadleigh from District 5. There is sufficient capacity in each of District 3 and District 5 to serve the number of students enrolling at Wadleigh in other schools.
- The small size of the middle school grades means that only a small portion of ninth-grade students were previously enrolled in Wadleigh’s middle school. In 2011-2012 less than 10% of ninth-grade students were previously enrolled in Wadleigh’s middle school. Thus, Wadleigh’s middle school does not substantially contribute to the continuity of students in the high school, and the school is not providing a true 6-12 experience for most of its students.

The chart below summarizes key performance data for Wadleigh over the past three years.

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<sup>5</sup> For more information about Quality Reviews, please visit the DOE’s website at: <http://schools.nyc.gov/Accountability/tools/review>.

<sup>6</sup> 2010-2011 Fifth grade applicants applying to middle school for the 2011-2012 school year.

<b>Wadleigh Secondary School for the Performing &amp; Visual Arts – <u>Middle School</u></b> <sup>7</sup>	2008-2009	2009-2010	2010-2011
<b><i>School Performance and Progress</i></b>			
Overall Progress Report Grade	A	C	D
Progress Report Performance Grade	A	C	D
Progress Report Progress Grade	B	B	F
Progress Report Environment Grade	C	F	F
Quality Review Score <sup>8</sup>			D
<b><i>Performance Data</i></b>			
English Language Arts % Proficient (Levels 3 and 4)	54%	15%	16%
Math % Proficient (Levels 3 and 4)	80%	49%	26%
<b><i>Other Key Performance Indicators</i></b>			
Attendance Rate	91.0%	87.8%	83.9%

<b>2010-2011 State Accountability Status</b> <sup>9</sup>	In Good Standing
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<b>M415 Wadleigh Secondary School for the Performing &amp; Visual Arts – <u>High School</u></b>	2008-2009	2009-2010	2010-2011
<b><i>School Performance and Progress</i></b>			
Overall Progress Report Grade	A	B	D
Progress Report Performance Grade	A	A	B
Progress Report Progress Grade	B	C	F
Progress Report Environment Grade	D	F	F
Quality Review Score			D
<b><i>Key Components of Performance and Progress</i></b>			
% 10+ Credit Accumulation in Year 1	68%	77%	63%

<sup>7</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>8</sup> Per the Quality Review, WD = Well Developed, P = Proficient, D = Developing, UPF = Undeveloped with Proficient Features, U = Undeveloped. The Quality Review Criteria Rubric, which explains the different scores, can be found here: <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricheader.pdf>.

<sup>9</sup> For more information on measures of state accountability, visit: <http://www.p12nysed.gov/irs/accountability>.

4 Year Graduation Rate	71%	70%	61%
6 Year Graduation Rate	74%	79%	76%
% Graduating with a Regents Diploma	52%	57%	52%
Attendance Rate	78%	76%	78%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

### *Overview of Past Strategic Improvement Efforts at Wadleigh*

Staff members have worked hard to improve Wadleigh Secondary School but even with support the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE offered numerous supports including:

#### **Leadership Support:**

- Extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school's Comprehensive Education Plan and Language Allocation Plan.
- Coaching and training for leadership on implementing plans in support of citywide instructional initiatives.

#### **Instructional Support:**

- Supporting and training teachers in improvement strategies for addressing the various needs and learning styles of English Language Learners and Special Education students.
- Facilitating training for teachers in assessment design, curriculum mapping, and student feedback as tools aimed at meeting necessary standards and expected student outcomes.
- Providing professional development opportunities for teachers on best practices for infusing technology into instruction.
- Professional development opportunities for staff on various measures and protocols to evaluate and support student work.
- Training for staff in successful ways to increase instructional support for students with disabilities through co-teaching models and frameworks.

#### **Operational Support:**

- Advising school staff on budgeting, human resources, teacher recruitment and building management.
- Supporting school staff on developing strategies and practices for improving student attendance.
- Supporting a partnership with the 21<sup>st</sup> Century Leadership Program to provide funding and support for the Saturday Academy Intervention, tutoring and Regents Preparation classes.

**Student Support:**

- Training the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Supporting comprehensive afterschool programming aimed at improving student outcomes through enrichment and academic support.
- Supporting the development and maintenance of relationships with a variety of organizations including the New York City Mission Society and Beacon Program, providing a host of after school and summer community activities, including homework help, drum core, salsa and African dance.

Given Wadleigh’s lack of success with its middle school despite these supports – whether a part of the centralized effort to support all schools or the individualized plans for Wadleigh – it is apparent that Wadleigh has failed to develop the proper infrastructure to meet the needs of its students and families.

*Summary of Community Feedback*

Prior to issuing this proposal, the DOE sought and received feedback from the Wadleigh community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association (“PTA”) and the School Leadership Team (“SLT”) on November 14, 2011, to discuss possible outcomes for Wadleigh due to its continued poor performance. The meetings were attended by approximately 50 people in total. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public:

<http://schools.nyc.gov/community/planning/changes/manhattan/proposal?id=41>

While members of the school community had some positive comments about the school’s staff, theater arts department, more consistent discipline, and the newly developing culinary program, they raised concerns about the lack of effort to grow community partnerships and school programs, and general leadership.

Many members of the Wadleigh community objected to the possibility of phasing out the middle school. However, the DOE believes the very small scale of the middle school program, the declining academic results at both the middle school and high school levels, and the very low demand for seats at the school indicate that a grade truncation is the right course to help support Wadleigh better serve its high school students.

We will also continue to seek and review community feedback while this proposal is under consideration by the PEP.

**II. Potential Use of Building**

The building in which Wadleigh is located, M088, has the capacity to serve 1,375 students.<sup>10</sup> M088 is a fully programmatically accessible building for students with physical disabilities. In 2010-2011—the most recent school year for which audited enrollment data is available—the building served only 948<sup>11</sup> total

<sup>10</sup> 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”).

<sup>11</sup> 2010-2011 Audited Register.

students, yielding a utilization rate of just 69%.<sup>12</sup> In 2011-2012, the building serves 988 total students, yielding a utilization rate of 72%.<sup>13,14</sup> The concept of “capacity” and “utilization rate” is explained below.

If this proposal is approved, Wadleigh middle school would begin phasing out one grade at a time, beginning in the 2012-2013 school year and completing its grade truncation at the end of the 2013-2014 school year.

In a separate EIS that was posted on December 10, 2010 the DOE proposed the co-location of grades 5-8 of HSA1 in M088. That proposal also indicated the intent to relocate the ALC from M088 to a different location prior to September 2012. The DOE has not yet identified the alternate location for the ALC. As a result, the charts below provide the projected enrollment and building utilization over the next four years with the ALC remaining in the building; the DOE will continue to pursue identifying an alternate location for this program:

<b>Grade Spans</b>						
<b>DBN</b>	<b>School Name</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
03M415	Wadleigh Secondary School for the Performing & Visual Arts	06-12	07-12	08-12	09-12	09-12
03M860	Frederick Douglass Academy II Secondary School	06-12	06-12	06-12	06-12	06-12
84M351	Harlem Success Academy Charter School 1	-	05-07	05-08	05-08	05-08
88M971	Alternative Learning Center @ M088	Ungraded – Middle School				

<sup>12</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

<sup>13</sup> 2011-2012 Unaudited Register as of October 31, 2011.

<sup>14</sup> The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

Enrollment at each school and total building utilization is as follows:

School Name	2010-2011 Audited Register	2011-12 Unaudited Enrollment	2012-2013 Projected Enrollment <sup>15</sup>	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
03M415	484	537	470 - 530	450 - 500	420 - 460	420 - 460
03M860	405	423	440 - 510	465 - 535	470 - 540	470 - 540
84M351	-	-	175 - 202	274 - 307	338 - 367	396 - 420
88M971	59	28	30 - 60	30 - 60	30 - 60	30 - 60
<b>Total Building Enrollment</b>	948	988	1,085 - 1,272	1,189 - 1,372	1,228 - 1,397	1,286 - 1,450
<b>Utilization</b>	69%	72%	79% - 93%	86% - 100%	89% - 102%	94% - 105%

In 2015-2016, once the Wadleigh grade truncation is complete and HSA1 is fully phased-in, there would be approximately 1,286-1,450 total students served in the building (assuming the ALC remains in the building). The projected utilization for M088 at that point is approximately 94-105%.

Although a projected utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

<sup>15</sup> Enrollment projections based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.

The most recent school year for which target capacity has been calculated for buildings is 2010-2011. As described earlier in this EIS, the DOE's projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2011-2012 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

### III. Impact of the Proposal on Affected Students, Schools, and Community

#### A. Students

##### *Enrollment Options for Current Wadleigh Students*

If this proposal is approved, Wadleigh's middle school grades would be phased out gradually over the next three years and would no longer admit new sixth-grade students after the end of this school year. Current sixth- and seventh-grade students would be supported at Wadleigh as they progress towards completion of middle school and transition to high school. Current eighth-grade students who meet promotional requirements would apply for high school through the Citywide High School Admissions Process.

If this proposal is approved, in 2012-2013, Wadleigh would only serve students in seventh through twelfth grades and in 2013-2014, Wadleigh would only serve students in eighth through twelfth grades. After June 2014, Wadleigh would only serve high school grades.

Students who do not meet promotional requirements during the truncation would continue to have access to appropriate courses to support their progress toward promotion and continue to be enrolled at Wadleigh. For example, if a current sixth-grade student does not meet promotional standards to enter seventh grade in 2012-13, he or she would continue enrollment as a sixth-grade student at Wadleigh even though the school would not admit any incoming sixth-grade students.

Students who do not meet promotional requirements will be provided with the appropriate support and instruction needed to meet promotion requirements, and this may include accommodating those students in existing classes, bridged classes, or pull-out classes.<sup>16</sup> Specific instructional decisions on how to serve students who do not meet promotion requirements are made by school administrators and instructional staff. In June 2014 (the final year of truncation), any eighth grade student who does not meet graduation requirements would be placed at another District 3 middle school, or a middle school in the district in which the student resides.

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<sup>16</sup> A bridge class refers to instances where a small number of students from multiple grade levels are combined and served in the same class or period by 1 or more teachers. A pull out class refers to instances where a small group of students may be provided with targeted instruction apart from their peers for a class period. Instructional decisions are made by school leaders.

*Impact on Academic, Extracurricular Programs, and Community Partnerships at Wadleigh*

The DOE does not anticipate that there will be any immediate proposed changes to available academic or extracurricular programs currently offered at Wadleigh. That said, the availability of certain offerings at the school may be impacted as the middle school phases out; however, since middle school grades are only a small portion of total enrollment at Wadleigh, the impact of phasing out middle school grades on partnerships and extra-curricular programs may be small.

With respect to academics, Wadleigh would continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, the school may scale back its special programs and initiatives or enrichment classes, especially those targeted at middle school grades. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

The DOE remains focused on helping Wadleigh students to succeed. If this proposal is approved, Wadleigh would be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement, and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

Wadleigh currently offers Special Classes (“SC”) and Special Education Teacher Support Services (“SETSS”). It also provides English as a Second Language (“ESL”) services for English Language Learners (“ELLs”). The existing SC classes and SETSS services would continue to be provided as Wadleigh middle school grades phase out, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”). As noted elsewhere in this document, M088 will continue to be fully programmatically accessible. Current students at Wadleigh who receive ELL services will continue to receive ELL services as the middle school grades phase out.

According to the District 3 Middle School Directory, Wadleigh currently offers the following special programs and initiatives, extracurricular activities, and partnerships:<sup>17</sup>

**Enrichment Classes:** Renaissance Learning Accelerated Reading, Saturday Academy

**Academic:** Advancement via Individual Determination (AVID)

**Artistic:** All students take an art studio (vocal music, instrumental music, photography, ceramics, visual arts).

**Clubs:** Boys Leadership Workshop, Girls Arts & Crafts Workshop, Dance Workshop, Drumming, Martial Arts

**Athletics:** Basketball

**Partnerships:** The Apollo Theater Academy, The Metropolitan Museum of Art, Jazz at Lincoln Center, The Children’s Museum of Manhattan, The Joyce Theater Dance Education Program, Lar Lubovitch Dance Company, The Museum for African Art

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<sup>17</sup> <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm>

Wadleigh would continue offering these options, and the impact of middle school truncation may only be slight due to the continuing high school enrollment. Saturday Academy is the only program offered only to middle school students. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

As outlined in the Middle School Directory, other District 3 middle schools currently offer a wide range of extra-curricular and academic activities, or have partnerships with a wide range of similar organizations. Therefore, residents of District 3 will continue to have access to partnerships like those currently offered at Wadleigh at other District 3 middle schools.

As appropriate, the DOE will work with Wadleigh to introduce or expand partnerships with the community organizations that currently support Wadleigh students and other District 3 middle school students.

#### *Impact on Current and Future Students at Existing Schools in M088*

The DOE anticipates that the proposed truncation of Wadleigh middle school grades may impact future student enrollment at FDA II by increasing demand for FDA II. The DOE does not anticipate that the proposed truncation of Wadleigh middle school grades will impact the admission process or instructional programming at FDA II.

As previously noted, the DOE is looking to identify an alternate location for the ALC. A relocation of the ALC would be proposed in a separate EIS when a new location is identified.

The DOE does not anticipate that the proposed truncation of Wadleigh middle school grades will impact the admission process or instructional programming at HSA1.

#### *Admissions Impact for Future Middle School Students*

Wadleigh middle school admits students through the District 3 Middle School Choice process, where fifth-grade students rank order their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. District 5 students are also eligible to apply to Wadleigh through a similar process. If this proposal is approved, students would continue to have access to a broad range of middle school options through the District 3 and District 5 Middle School Choice processes, as outlined in the tables at the end of this section.

Middle school admissions applications for the 2012-2013 school year were due on December 16, 2011. If this proposal is approved by the PEP on February 9, 2012, the school will be removed from the matching process for the 2011-2012 District 3 and District 5 middle school choice application processes, and no current fifth-grade students would be matched to Wadleigh for the 2012-2013 school year. For example, if a current fifth-grade student has submitted his or her application and selected Wadleigh as a third-choice school, the matching process will automatically skip to the fourth-choice school, and so on and so forth.

In Districts 3 and 5, where there is middle school choice, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or city-wide eligibility. Students may also choose to apply to a number of schools in district 3 and in other districts that manage their own admission process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>.

In the Middle School Choice process, students rank their preferences from among District 3 (or District 5, as appropriate) choice middle schools. These options include:

- Choice middle schools with a screened application process (entrance is based on criteria designated by the school);
- Choice middle schools with an unscreened or limited-unscreened application process (Note: limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session).

Not counting Wadleigh, there are 12 existing District 3 middle schools participating in the middle school choice process with an admissions method (screened academic) comparable to that of Wadleigh; additional information on these schools is provided in the charts below in this section. In addition, unscreened and limited unscreened middle schools, and screened language schools are also available. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools. Similarly, in District 5 there are seven screened academic middle schools, including one with a performing arts focus, that admit students through the middle school choice process.

In addition to the potential for students to enroll at FDA II, which will continue to offer middle school in the M088 building, there are sufficient seats available in District 3 and District 5 to meet the demand for middle school seats, even with the proposed reduction of seats at Wadleigh. Please see Section III. C. for analysis of middle school capacity in these districts. While Wadleigh offers strong arts programs, the low demand for Wadleigh among District 3 students suggests these arts programs are not as high a priority for applicants as other factors. In District 5, Choir Academy is a 6-12 program with a strong arts program, and thus would provide a comparable alternative choice for District 5 students who apply to Wadleigh.

Students with IEPs participate in the middle school admissions processes in the same manner as their general education peers. The DOE supports middle schools in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the student's needs. This process applies to students with IEPs transitioning to middle school in the same manner as it applies to all other students. All students with IEPs will continue to receive mandated services at the choice school to which they are matched.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Thus, students who are ELLs are placed according to the same placement criteria as their English-speaking peers.

#### *Enrollment Impact for Over-the-Counter Students*

Over-the-counter ("OTC") placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101).<sup>18</sup>
- Students who did not participate in the middle school choice process for some other reason.

When a middle school eligible student arrives for an OTC placement, his/her school assignment is determined by his or her interest, home address and which schools have available seats, and where

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<sup>18</sup> Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are limited unscreened or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if the student so chooses.

Approximately 26 students were admitted to sixth grade through the Middle School Choice process at Wadleigh during the 2010-2011 school year for September 2011 enrollment. Two students were held over from the previous year, and approximately six sixth-grade students were admitted to Wadleigh through the OTC placement process. Similarly, three OTC students were admitted to Wadleigh for seventh grade and 11 OTC students were admitted for eighth grade.

During the 2011-2012 school year, 19 schools in District 3 accepted a total of 361 students in grades 6-8 through the OTC placement process, reflecting an average of approximately 19 students per school.

Future sixth-grade students will continue to have access to a broad range of middle school options through the District 3 and District 5 Middle School Choice processes, and City-wide middle school options. The table below outlines District 3, District 5, and City-wide middle schools' grade span, building utilization, performance, the percentage of special education students (“SE”), the percentage of ELLs, the admissions process, and site accessibility.<sup>19</sup> Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.<sup>20</sup>

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<sup>19</sup> Target Utilization Rates is from the 2010-2011 Enrollment Capacity Utilization Report.

<sup>20</sup> <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

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**District Choice Options**


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DBN	School Name	Building Code	Address	Grade Span 2011-12	Grade Span at Scale	Building Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
<b>DISTRICT 3 Choice</b>											
03M054	J.H.S. 054 Booker T. Washington	M054	103 WEST 107 STREET	06-08	06-08	94%	B	8%	3%	Screened	Not functionally accessible
03M076	P.S. 076 A. Philip Randolph	M076	220 WEST 121 STREET	0K-08	0K-08	96%	B	8%	7%	Limited Unscreened	Not functionally accessible
03M149	P.S. 149 Sojourner Truth	M207	41 WEST 117 STREET	0K-08	0K-08	91%	C	16%	7%	Screened	Not functionally accessible
03M165	P.S. 165 Robert E. Simon	M165	234 WEST 109 STREET	0K-08	0K-08	83%	A	14%	19%	Screened	Not functionally accessible
03M180	P.S. 180 Hugo Newman	M180	370 WEST 120 STREET	0K-08	0K-08	82%	B	6%	6%	Screened	Partially Programmatically accessible
03M191	P.S. 191 Amsterdam "Hudson Honors"	M191	210 WEST 61 STREET	0K-08	0K-08	82%	C	12%	9%	Unscreened	Not functionally accessible
03M243	M.S. 243 Center School	M009	100 WEST 84 STREET	05-08	05-08	97%	B	5%	1%	Screened – School based admission process	Not functionally accessible
03M245	M.S. M245 The Computer School	M044	100 WEST 77 STREET	06-08	06-08	103%	B	3%	2%	Screened	Fully Programmatically accessible
03M247	M.S. M247 Dual Language Middle School	M084	32 WEST 92 STREET	06-08	06-08	88%	A	13%	26%	Screened	Not functionally accessible
03M250	M.S. 250 West Side Collaborative Middle School	M075	735 WEST END AVENUE	06-08	06-08	107%	B	21%	10%	Screened	Not functionally accessible
03M256	M.S. 256 Academic & Athletic Excellence	M118	154 WEST 93 STREET	06-08	06-08	95%	B	17%	16%	Screened	Fully Programmatically accessible
03M258	Community Action School - MS 258	M118	154 WEST 93 STREET	06-08	06-08	95%	A	19%	7%	Screened	Fully Programmatically accessible
03M333	P.S. 333 Manhattan School for	M118	154 WEST 93 STREET	0K-08	0K-08	95%	B	8%	2%	Screened	Fully Programmatic

	Children										ally accessible
03M421	WEST PREP ACADEMY	M145	150 WEST 105 STREET	06-08	06-08	78%	C	17%	8%	Limited Unscreened	Not functionally accessible
03M860	Frederick Douglass Academy II Secondary School	M088	215 WEST 114 STREET	06-12	06-12	68%	F	15%	6%	Screened	Fully Programmatically accessible
03M862	Mott Hall II	M165	234 WEST 109 STREET	06-08	06-08	83%	A	12%	2%	Screened	Not functionally accessible
<b>DISTRICT 5 Choice</b>											
05M046	P.S. 046 Arthur Tappan	M046	2987 FREDERICK DGLS BLVD	0K-08	0K-08	77%	B	10%	10%	Limited Unscreened	1st floor functionally Programmatically accessible
05M123	P.S. 123 Mahalia Jackson	M123	301 WEST 140 STREET	0K-08	0K-08	94%	D	9%	23%	Limited Unscreened	Not functionally accessible
05M129	P.S. 129 John H. Finley	M129	425 WEST 130 STREET	0K-08	0K-08	82%	C	10%	9%	Limited Unscreened	Not functionally accessible
05M161	P.S. 161 Pedro Albizu Campos	M161	499 WEST 133 STREET	0K-08	0K-08	107%	B	10%	30%	Limited Unscreened	Not functionally accessible
05M195	I.S. 195 Roberto Clemente	M195	625 WEST 133 STREET	07-08	Closed	40%	N/A	28%	38%	Screened	Not functionally accessible
05M286	I.S. M286 Renaissance Military Leadership Academy	M043	509 WEST 129 STREET	06-08	06-08	81%	C	15%	13%	Screened	Not functionally accessible
05M302	KAPPA IV	M136	6 EDGECOMBE AVENUE	06-08	06-08	85%	A	15%	10%	Screened	Not functionally accessible
05M362	Columbia Secondary School	M125	425 WEST 123 STREET	06-10	06-12	65%	A	0%	0%	Screened – School based admission process	Partially Programmatically accessible
05M367	Academy for Social Action: A College Board School	M043	509 WEST 129 STREET	06-12	06-12	81%	D	15%	10%	Screened	Not functionally accessible
05M410	The Urban Assembly School for New Technologies	M043	509 WEST 129 STREET	06-08	06-08	81%	B	28%	9%	Limited Unscreened	Not functionally accessible

05M469	Choir Academy of Harlem	M501	2005 MADISON AVENUE	06-12	06-12	67%	B	8%	2%	Screened	Not functionally accessible
05M499	Frederick Douglass Academy	M010	2581 7TH AVENUE	06-12	06-12	90%	B	6%	2%	Screened	Not functionally accessible
05M514	New Design Middle School	M195	625 WEST 133 STREET	06-06	06-08	40%	N/A	18%	10%	Limited Unscreened	Fully Programmatically accessible
05M670	Thurgood Marshall Academy for Learning and Social Change	M970	200-214 WEST 135TH STREET	06-12	06-12	85%	D	8%	1%	Screened	Fully Programmatically accessible

CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math	M022	111 COLUMBIA STREET	0K-12	0K-12	99%	A	0%	0%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	06-12	06-12	146%	B	0%	0%	Screened	Not functionally accessible
02M408	Professional Performing Arts School	M017	328 WEST 48 STREET	06-12	06-12	97%	B	0%	2%	Screened, Audition	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	04-08	04-08	60%	B	0%	3%	Screened, Audition	Not functionally accessible
03M334	The Anderson School	M044	100 WEST 77 STREET	0K-08	0K-08	103%	A	0%	0%	Screened	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	0K-08 <sup>21</sup>	0K-08	57%	A	0%	1%	Screened	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	0K-08	0K-08	76%	B	0%	0%	Screened	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	06-08	06-08	79%	A	2%	1%	Test Outcome	Not functionally accessible

In addition, District 3 and District 5 students have several charter middle school options. The table below lists charter schools currently located in District 3 and District 5 that serve middle school grades, admit students through a lottery application process, and provide a preference for District 3 or District 5 students based on their location.<sup>22</sup> All students in District 3 and District 5 will continue to have the opportunity to participate in these respective charter lotteries.

<sup>21</sup> In a separate EIS posted on December 22, 2011, the DOE is proposing to expand the grades of Special Music School to serve kindergarten through twelfth grade beginning with ninth grade in 2013-2014.

<sup>22</sup> For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's website: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

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**District 3 Charter Options**


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DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment <sup>23</sup>	Admissions Method
84M861	FUTURE LEADERS INSTITUTE CHARTER SCHOOL	K-8	K-8	346	Lottery
84M351*	HARLEM SUCCESS ACADEMY CHARTER SCHOOL	K-6	K-8	729	Lottery
84M386*	HARLEM SUCCESS ACADEMY CHARTER SCHOOL 4	K-4	K-5 <sup>24</sup>	388	Lottery
84M483	NEW YORK FRENCH AMERICAN CHARTER SCHOOL	K-3	K-12	190	Lottery
84M279	OPPORTUNITY CHARTER SCHOOL	6-12	6-12	443	Lottery

\*Admission is at grades K-2 only

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**District 5 Charter Options**


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DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment <sup>12</sup>	Admissions Method
84M481	DEMOCRACY PREP HARLEM CHARTER SCHOOL	6-7	6-8	229	Lottery
84M284	HCZ PROMISE ACADEMY CHARTER SCHOOL	K-12	K-12	956	Lottery
84M341	HCZ PROMISE ACADEMY II CHARTER SCHOOL	K-7	K-12	548	Lottery
84M384*	HARLEM SUCCESS ACADEMY CHARTER SCHOOL 2	K-4	K-8	620	Lottery

<sup>23</sup> Based on headcount as of October 1, 2011.

<sup>24</sup> The current charter is grades K-5. Success Charter Network intends to apply to expand grades to K-8 when the charter is up for renewal in 2013.

84M482*	HARLEM SUCCESS ACADEMY CHARTER SCHOOL 5	K-2	K-8	236	Lottery
84M709	HARLEM VILLAGE ACADEMY CHARTER SCHOOL	5-12	5-12	398	Lottery
84M388	ST. HOPE LEADERSHIP ACADEMY	5-8	5-8	280	Lottery

\*Admission is at grades K-2 only

Detailed information about charter schools is published annually and is available in print or on the DOE's website here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

## B. Schools

In 2015-2016, once Wadleigh middle school has phased out, and HSA1 is at full scale, there would be approximately 1,286-1,450 total students served in the building, including the ALC. The projected utilization for M088 at that point is approximately 94-105%. The DOE will continue to search for an alternate location for the ALC. The estimated enrollment for all organizations over a five-year period are shown below:

<b>03M415 - Wadleigh</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2011-12 (unaudited)	34	26	34	192	110	72	69	537
2012-13 (proj.)	-	30 - 40	20 - 30	420 - 460				470 - 530
2013-14 (proj.)	-	-	30 - 40	420 - 460				450 - 500
2014-15 (proj.)	-	-	-	420 - 460				420 - 460
2015-16 (proj.)	-	-	-	420 - 460				420 - 460

<b>03M860 – FDA II</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2011-12 (unaudited)	49	31	34	99	76	73	61	423
2012-13 (proj.)	50 - 60	45 - 55	25 - 35	290 - 330				410 - 480
2013-14 (proj.)	50 - 60	50 - 60	45 - 55	290 - 330				435 - 505

2014-15 (proj.)	50 - 60	50 - 60	50 - 60	290 - 330	440 - 510
2015-16 (proj.)	50 - 60	50 - 60	50 - 60	290 - 330	440 - 510

As set forth above, total enrollment at FDA II is projected to increase vs. 2011-2012 to reflect the current enrollment increases in both entry grades vs. prior years and the potential enrollment of students who might have selected Wadleigh middle school.

<b>84M351 – HSA1 in M088</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2011-12 (unaudited)	-	-	-	-	-
2012-13 (proj.)	99-105	41-52	35-45	-	175-202
2013-14 (proj.)	99-105	99-105	41-52	35-45	274-307
2014-15 (proj.)	99-105	99-105	99-105	41-52	338-367
2015-16 (proj.)	99-105	99-105	99-105	99-105	396-420

<b>88M971 - ALC</b>	<b>Total Enrollment<sup>25</sup></b>
2011-12 (unaudited)	28
2012-13 (proj.)	30 - 60
2013-14 (proj.)	30 - 60
2014-15 (proj.)	30 - 60
2015-16 (proj.)	30 - 60

If this proposal is approved there will be sufficient space to accommodate Wadleigh, FDA II, HSA1 and

<sup>25</sup> Daily enrollment at the ALC will vary; the enrollment range reflects the prior year enrollment and maximum capacity of the ALC.

the ALC pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools:  
<http://schools.nyc.gov/community/planning/default.htm>.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

The baseline Footprint of instructional classrooms for each organization in the building over the period of the Wadleigh middle school truncation and the phase-in of HSA1 is as follows:

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**Baseline Footprint Allocation for Full-Size Classrooms**

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DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16
03M415	Wadleigh	19	18	17	16	16
03M860	FDA II	16	17	18	18	18
84M381	HSA1	-	9	13	15	17
88M971	ALC	3	3	3	3	3

<b>TOTAL</b>	<b>38</b>	<b>47</b>	<b>51</b>	<b>52</b>	<b>54</b>
<b>EXCESS</b>	<b>26</b>	<b>17</b>	<b>13</b>	<b>12</b>	<b>10</b>

This chart adjusts the baseline allocation for Wadleigh to reflect the grade truncation, and for FDA II to reflect the articulation of larger entry grade cohorts as they articulate to the next grade level. The baseline allocation for HSA1 is consistent with the allocation provided in the Building Utilization Plan (“BUP”) approved by the Panel for Educational Policy last year. Sufficient excess rooms remain to fully meet all administrative baseline allocations for all organizations, and to provide excess space as noted in the approved BUP. If this truncation is approved, however, additional excess rooms would become available in

the building. If the proposal is approved, the DOE will issue a revised BUP detailing the allocation of these additional excess rooms.

### C. Community

Wadleigh currently enrolls 94 sixth- through eighth-grade students. Of that 94, approximately half were eligible for placement in a District 3 middle school, and half were eligible for placement in a District 5 middle school. If this proposal is approved, Wadleigh middle school grades will phase out gradually, but the middle school seats lost as a result of that truncation will be addressed by existing capacity in District 3 and District 5 schools.

Middle school enrollment at Wadleigh has been only one section per grade for several years. Other District 3 and District 5 schools currently have capacity to serve additional students. As a result, the proposed truncation of the middle school grades at Wadleigh will have limited impact on either the District 3 or District 5 communities. Wadleigh is the only middle school in District 3 that the DOE is proposing to phase out this year. There are no proposed truncations in District 5.

The chart in Section A above lists current middle school choice options in District 3 along with specific information on each school.

- Excluding the seats currently available at Wadleigh, there are 1,501 total sixth-grade seats in District 3 middle schools and 100 sixth grade seats in charter schools located in District 3 that offer admission at sixth grade, for a total of 1,601 sixth grade seats.<sup>26</sup>
- In 2011-2012, there were only 1,360 sixth-grade students enrolled in District 3 middle schools and 100 students enrolled in charter schools located in District 3 that offer admission at sixth grade.
- In 2011-2012, total enrollment in District 3 middle schools represented 102% of the prior year's fifth grade enrollment in District 3 elementary schools. If the same percentage holds true for next year, 2012-2013 enrollment in District 3 middle schools will be 1,395 students, a small decrease from 2011-2012 enrollment. Therefore, even after excluding the seats that would have been offered at Wadleigh, there is still excess seat capacity in District 3 middle schools.
- In short, the proposal to truncate Wadleigh is not expected to yield a net deficit of seats in District 3. There will continue to be an excess seat capacity in District 3 middle schools.

Enrollment and capacity data for District 5 also demonstrates sufficient middle school capacity for District 5 students.

- Excluding the seats currently available at Wadleigh, there are 1,085 total sixth-grade seats in District 5 choice middle schools and 662 sixth-grade seats in charter schools in District 5, for a total of 1,747 sixth grade seats.
- In 2011-2012, there are 958 sixth-grade students enrolled in District 5 middle schools and 662 sixth-grade students in charter schools in District 5 for a total of 1,620 students. Therefore, even after excluding the seats that would have been offered at Wadleigh, there is still excess in seat capacity in District 5 middle schools.
- In short, the proposal to phase out Wadleigh is not expected to yield a net deficit of seats in District 5. There will continue to be an excess seat capacity in District 5 middle schools.

Finally, this proposal is not expected to impact the ability of community members and organizations to

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<sup>26</sup> This section excludes enrollment and capacity at 03M334 Anderson School and 03M859 Special Music School, which are Citywide admission programs that do not participate in the District 3 Middle School Choice process, and have very few seats available at sixth grade. Parents interested in Anderson or Special Music schools should contact those schools directly for admission information. It also excludes enrollment and capacity at HSA1, which does not offer entry at sixth grade.

obtain school building use permits at M088. This proposal is not expected to impact the site accessibility (fully programmatically accessible) of M088.

## IV. Enrollment, Admissions and School Performance Information

### Wadleigh

#### Admissions Data

<b>Current Admissions</b>	6 <sup>th</sup> grade: District 3 and District 5 Middle School Choice Application Processes – Screened Academic 9 <sup>th</sup> grade: Citywide High School Admissions Process, with priority to continuing 8 <sup>th</sup> graders. Selection Method -- Audition
<b>Admissions after truncation of Wadleigh Middle School grades</b>	Citywide High School Admissions Process. Selection Method – Audition

#### Enrollment Data

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2011-12 (unaudited)	34	26	34	192	110	72	69	537
2012-13 (proj.)	-	30 - 40	20 - 30	420 - 460				470 - 530
2013-14 (proj.)	-	-	30 - 40	420 - 460				450 - 500
2014-15 (proj.)	-	-	-	420 - 460				420 - 460
2015-16 (proj.)	-	-	-	420 - 460				420 - 460

## Demographic Data

Percentage of Students Receiving ICT or SC Services <sup>27</sup>	13%
Percentage of Students with Individual Education Plans <sup>28</sup>	22%
Percentage of English Language Learner Students <sup>29</sup>	7%
Percentage of Students Eligible for Free or Reduced Lunch <sup>30</sup>	87%

## School Performance Data

<b>Wadleigh Secondary School for the Performing &amp; Visual Arts – <u>Middle School</u><sup>31</sup></b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	C	D
Quality Review Score			D
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	54%	15%	16%
Math % Proficient (Levels 3 and 4)	80%	49%	26%
<b>Other Key Performance Indicators</b>			
Attendance Rate	91.0%	87.8%	83.9%
<b>2010-2011 State Accountability Status<sup>32</sup></b>	In Good Standing		

<sup>27</sup> Students receiving ICT and SC services as percentage of total students from the 2011-2012 Unaudited Register as of October 31, 2011.

<sup>28</sup> Students with Individualized Education Plans as percentage of total students from the 2011-2012 Unaudited Register as of October 31, 2011.

<sup>29</sup> English Language Learner students as percentage of total students from the 2011-2012 Unaudited Register as of October 31, 2011.

<sup>30</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

<sup>31</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>32</sup> <http://www.p12.nysed.gov/irs/accountability/>

<b>M415 Wadleigh Secondary School for the Performing &amp; Visual Arts – <u>High School</u></b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	B	D
Quality Review Score			D
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	68%	77%	63%
4 Year Graduation Rate	71%	70%	61%
6 Year Graduation Rate	74%	79%	76%
% Graduating with a Regents Diploma	52%	57%	52%
Attendance Rate	78%	76%	78%
<b>2010-2011 State Accountability Status</b>	In Good Standing		

## FDA II

### Admissions Data

<b>Current Admissions</b>	6 <sup>th</sup> grade: District 3 Middle School Choice Application Process. Screened Academic. 9 <sup>th</sup> grade: Citywide High School Admissions Process, with priority to continuing 8 <sup>th</sup> graders. Selection method: Ed. Opt.
<b>Admissions after truncation of Wadleigh Middle School grades</b>	6 <sup>th</sup> grade: District 3 Middle School Choice Application Process. Screened Academic 9 <sup>th</sup> grade: Citywide High School Admissions Process, with priority to continuing 8 <sup>th</sup> graders. Selection method: Ed. Opt.

### Enrollment Data

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2011-12 (unaudited)	49	31	34	99	76	73	61	423
2012-13 (proj.)	50 - 60	45 - 55	25 - 35	290 - 330				410 - 480

2013-14 (proj.)	50 - 60	50 - 60	45 - 55	290 - 330	435 - 505
2014-15 (proj.)	50 - 60	50 - 60	50 - 60	290 - 330	440 - 510
2015-16 (proj.)	50 - 60	50 - 60	50 - 60	290 - 330	440 - 510

### Demographic Data

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with Individual Education Plans	22%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	70%

### School Performance Data

<b>Frederick Douglass Academy II Secondary School – Middle School</b>	2008-2009	2009-2010	2010-2011
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#### **School Performance and Progress**

Overall Progress Report Grade	A	C	F
Progress Report Progress Grade	A	F	F
Progress Report Performance Grade	A	D	F
Progress Report Environment Grade	D	D	F
Quality Review Score		P	D

#### **Performance Data**

English Language Arts % Proficient (Levels 3 and 4)	61%	18%	6%
Math % Proficient (Levels 3 and 4)	63%	18%	15%

#### **Other Key Performance Indicators**

Attendance Rate	90.8%	89.5%	86.3%
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<b>2010-2011 State Accountability Status</b>	In Good Standing
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<b>M860 Frederick Douglass Academy II Secondary School – High School</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	C	C
Progress Report Performance Grade	D	D	C
Progress Report Progress Grade	B	A	C
Progress Report Environment Grade	D	C	C
Quality Review Score		P	D
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	61%	53%	81%
4 Year Graduation Rate	58%	76%	68%
6 Year Graduation Rate	86%	78%	65%
% Graduating with a Regents Diploma	47%	58%	60%
Attendance Rate	82%	90%	87%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

## HSA1

### Admissions Data

<b>Current Admissions</b>	Lottery: K-2 <sup>nd</sup> grades
<b>Admissions after truncation of Wadleigh Middle School grades</b>	Lottery: K-2 <sup>nd</sup> grades

### Enrollment Data in M088

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	-	-	-	-	-
2012-13 (proj.)	99-105	41-52	35-45	-	175-202
2013-14 (proj.)	99-105	99-105	41-52	35-45	274-307
2014-15 (proj.)	99-105	99-105	99-105	41-52	338-367
2015-16 (proj.)	99-105	99-105	99-105	99-105	396-420

### Demographic Data

Percentage of Students Receiving ICT or SC Services	3%
Percentage of Students with Individual Education Plans	13%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	76%

### School Performance Data

<b>Harlem Success Academy 1 Charter School</b>	2008-2009	2009-2010	2010-2011
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#### **School Performance and Progress**

Overall Progress Report Grade	-	A	A
Progress Report Progress Grade	-	B	A
Progress Report Performance Grade	-	A	A
Progress Report Environment Grade	-	A	A
Quality Review Score			

#### **Performance Data**

English Language Arts % Proficient (Levels 3 and 4)	-	86%	86%
Math % Proficient (Levels 3 and 4)	-	94%	99%

#### **Other Key Performance Indicators**

Attendance Rate	-	96.2%	96.6%
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<b>2010-2011 State Accountability Status</b>	In Good Standing
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## V. Initial Costs and Savings

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Wadleigh roster as the truncation is implemented, the school is expected to receive approximately \$4,412.45 less in base per pupil funding annually for middle school students. These estimates are based on current Fair Student Funding (“FSF”) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the truncation, the total number of students enrolled at Wadleigh will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (“ATR”). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 2012 allocations and are subject to annual variation based on adjustments to the DOE’s overall operating budget.

## VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

### A. Personnel Needs

Some teachers, administrative and non-pedagogical staff at Wadleigh would be excessed<sup>33</sup> over the course of the truncation of the middle school grades. This process would take place gradually as student enrollment declines. With fewer students, the school’s staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (“UFT”) contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher’s license area within one year of the teacher being excessed, the teacher would have a right to return to the school, consistent with applicable contractual provisions regarding teachers’ seniority.

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<sup>33</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

It is also important to understand that the students who would otherwise have enrolled in Wadleigh may enroll in other District 3 schools, and those schools might hire additional staff. Consequently, this proposal would not necessarily result in a net loss of teaching positions within District 3.

There is no anticipated impact on the personnel needs of the other existing organizations in the building.

## **B. Cost of Instruction**

As a result of the truncation, the total number of students enrolled at Wadleigh will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for Wadleigh and FDA II are determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for middle schools is \$4,412.45 and for high schools is \$4,207.47.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle and high schools received an additional \$2,043.69 for each English Language learner they enrolled.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools citywide, Wadleigh may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Wadleigh is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. Even as Wadleigh middle school grades are phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

There is no anticipated impact on the cost of instruction for the other existing organizations in the building.

## **C. Administration**

Some school supervisor and/or administrator positions assigned to Wadleigh may eventually be excessed as the middle school grades phase out. Again, all excessing would take place in accordance with existing labor contracts.

There is no anticipated impact on the administration of the other existing organizations in the building.

## D. Transportation

There will be no change to existing transportation practices at Wadleigh throughout the truncation of its middle school grades.

Transportation will be provided according to Chancellor's Regulation A-801:

<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There is no anticipated impact on the transportation of the other existing organizations in the building.

## E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with citywide policy.

## VII. Building Information

<b>Building</b>		M088
<b>Type of Building</b>		Secondary School
<b>Year Built</b>		1901
<b>Overall BCAS rating</b>		2.59
<b>2010-2011 Target Building Utilization</b>		68%
<b>2010-2011 Target Building Capacity</b>		1375
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$51,243
	<b>Materials</b>	\$31,319
	<b>Maintenance and repair contracts</b>	\$110,134
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs— Materials</b>	\$12,491
	<b>Custodial operations costs— Custodial Allocation</b>	\$357,710
<b>FY 2011 Energy Costs</b>	<b>Electric</b>	\$348,163
	<b>Gas</b>	\$5,717
	<b>Oil<sup>34</sup></b>	\$193,426
<b>Projects completed during the current or prior school year</b>		n/a

<sup>34</sup> Exact fuel oil cost data not available. Amount based on delivery data for FY11 and average FY11 costs for #2 fuel oil.

<b>Projects proposed in the capital plan</b>	Building Upgrade - Flood Elimination
<b>Accessibility of the building</b>	Fully Programmatically accessible
<b>Building attributes</b>	Art room, Auditorium, Cafeteria, Computer rooms, Gymnasium, Library, Multi- purpose room, Nurse's office & Science labs