

SCHOOL: BROADVIEW-THOMSON

RECOMMENDATION: Add APP (Accelerated Progress Program) for grades 1-5

SECTION 1: SCHOOL PROFILE

A. Educational Profile

Grades: K-5

Programs:

- **Kindergarten:** Full day and half day kindergarten (no fee)
- **Advanced Learning:** Spectrum (grades 1-5)
- **Special Education:** Preschool, Transitional Kindergarten, Primary Generic Self-Contained, Intermediate Generic Self-Contained, Intermediate Autism Self-Contained
- **Transitional Bilingual Education:** Yes
- **Head Start:** Yes
- **Before/After School Program(s):** Bitter Lake Community Center

B. Facility

- **Location:** 13052 Greenwood Avenue N, 98133
- **Site size:** 9.8 acres
- **Year Constructed:** 1963
- **Building type and size:** Junior High School (122,062 square feet)
- **Portables:** No
- **Handicap Accessibility:** Rated good
- **Planning Capacity:** 745 students
- **Adjacent park:** Bitter Lake Playfield (7 acres) and Bitter Lake Community Center
- **Child care:** No dedicated child care space on site
- **Study and survey building condition score (out of 100 possible points): 67**
- **Discussion:** Broadview-Thomson was evaluated by Meng Analysis for the 2002 Study and Survey in May of 2002 and was rated as poor or unsatisfactory in the following areas – exterior windows/doors, floors, emergency lighting, and fire resistance.
- **Most recent capital work:** Broadview-Thomson received partial roof replacement, seismic upgrades, elevator addition, and technology upgrades in 2001.
- **Planned capital work:** Under the current BEX II levy plan, Broadview-Thomson is scheduled for \$1.6 million of building improvements for work in 2011. Planned improvements include partial roof replacement; interior finishes; ADA/life safety; and mechanical system, library, and technology upgrades.
- **Self-Help projects of note:**
 - Reader board sign.
 - Playground project including new equipment, seating, art.
- **Comments:** Broadview-Thomson opened in 1963 as a junior high school. The school was closed in June 1981 as a junior high school and re-opened as Broadview-Thomson Elementary School in September 1981. The building is large and is currently not fully utilized by the elementary school program.

C. Enrollment/Demographics

Enrollment

Year:	2000	2001	2002	2003	2004	2005
Total Students:	515	515	500	497	533	531

Current Student Demographics: Broadview-Thomson

	Number	Percent
Ethnic Group:		
White	232	43.5
Non-White	301	56.5
Asian	114	21.4
Black	86	16.1
Latino	86	16.1
Native American	15	2.8
Free and Reduced Lunch eligible	230	43.2
Bilingual served	99	18.6
Special Education served	71	13.3

Current Student Demographics: Lowell

	Number	Percent
Ethnic Group:		
White	358	69.7
Non-White	156	30.4
Asian	107	20.8
Black	25	4.9
Latino	18	3.5
Native American	6	1.2
Free and Reduced Lunch eligible	27	5.3
Bilingual served	0	0.0
Special Education served	32	6.2

SECTION 2: RECOMMENDATION AND IMPACTS

A. Recommendation: Add APP (Accelerated Progress Program) for grades 1-5; relocate about half of the Lowell APP students to Broadview-Thomson.

B. Financial Effects

- Initial Savings: Relocation of staff (\$12,000)
- On-going Savings: No further costs or savings

C. Educational Impact

There are currently nearly 500 students in grades 1-5 who qualify for the Accelerated Progress Program (APP) option in Seattle Public Schools who choose to attend Lowell Elementary, which houses the self-contained APP program for grades 1-5.

These students are co-housed with approximately 533 students who qualify for special education programs for severely disabled students. The total capacity of Lowell is 53, and the number of students in the building is causing safety concerns. Therefore we recommend moving some students out of the Lowell building. While we considered relocating the special education students, the number of students was small enough to cause us to reject that option. In addition, the number of APP students in grades 1-5 is growing, and we anticipate the need for additional elementary APP seats in future years. Because of this, the recommendation is to move approximately half of the elementary APP students out of the Lowell building, and relocate them to Broadview-Thomson, where they would be co-housed with general education students.

In the first, the number of students now at Lowell is posing a safety concern, to the extent that construction work will be done on the building this summer in order to temporarily alleviate the concerns. The growing number of APP students, therefore, requires us to find another locale for some or all of the students. Given the configuration of existing buildings, moving the program intact, while still allowing for room for growth, does not seem feasible.

Lowell is in the center of the city (in north Capitol Hill), while Broadview-Thomson is in the far north of the city. As the elementary APP program grows, it may become desirable to find a third location for elementary APP students in the southern part of the city. At this time, however, the majority of APP students reside north of the Ship Canal Bridge. For that reason, Broadview-Thomson, which has a total capacity of over 700 students but currently enrolls only approximately 500 students, became desirable. Its far north location means that transportation costs will be reduced for those students who reside north of the Ship Canal, and students north of the Bridge will have the opportunity to attend school closer to their homes. Freeing up space at Lowell, meanwhile, which is easily accessible by students in the southern part of the city, means that increasing numbers of qualified students who live in the south will be able to access this program.

Although splitting the program in half will be a change for students, parents, and staff who have previously attended the Lowell program, doing this makes the most sense academically, as well as fiscally. First, dividing the program in half, with half of the grade 1-5 students at Lowell, and half at Broadview-Thomson, allows siblings to remain together. Second, dividing this way, rather than, for example, grades 1-3 at Lowell and 4-5 at Broadview-Thomson, permits APP students to stay in the same building for their elementary years, like their peers. Third, as mentioned above, having the program in the center of the city and in the north will allow for decreased transportation costs, as more students will be attending school closer to home.

Another benefit is that Lowell may have additional seats available for neighborhood students, which would provide a broad continuum of students (special education, general education, and APP) in the same building; Broadview-Thomson, again, would educate both general education and APP students. By splitting the program,

all students will have an opportunity to be educated in a more diverse environment, as it is anticipated that by moving to a more neighborhood model, a more diverse student body will be created.

Parents will, of course, have concerns about such a split. Seattle Public Schools is committed to continuing the rigorous academic program that the Lowell program has offered. The curriculum will be the same in both sites, and some staff members will be moved from Lowell to Broadview-Thomson. While there may be some differences in programs offered (for example, one school may offer different after school activities than the other), the actual APP program will be equivalent.

D. Demographic and Integration Effects

Under the proposed assignment plan changes, students will be assigned to their neighborhood schools. The elementary school students living in the current Broadview-Thomson reference area have smaller proportions of non-white, free and reduced lunch, and bilingual students than the population currently attending Broadview-Thomson. Returning Broadview-Thomson resident students to their neighborhood school would therefore reduce the proportion of non-white, free and reduced lunch, and bilingual students at Broadview-Thomson.

With the proposed division of elementary APP students between Lowell and Broadview-Thomson, a portion of Broadview-Thomson will become available for APP students. The current student enrollment at Lowell has smaller proportions of non-white, free and reduced lunch, and bilingual students compared with Broadview-Thomson.

Assuming APP students would be evenly distributed between Lowell and Broadview-Thomson, changing the assignment plan and dividing APP could result in decreasing the proportions of non-white, free and reduced lunch, and bilingual students at Broadview-Thomson.

Affected Reference Area Demographics

Reference Area	Non-White		Free and Reduced Lunch		Bilingual	
	Number	Percent	Number	Percent	Number	Percent
Broadview	152	41.4	133	36.2	33	9.0

E. Facility Effect

- **Impacts to community use:** Broadview-Thomson was jointly constructed with the Bitter Lake Community Center and has a shared gymnasium. There is an agreement between Seattle Public Schools and the Seattle Parks Department for joint construction/use of the facility with prorated construction, maintenance, and custodial costs.
- **Proposed site classification of the building:** No change (classified as essential)