

## **SCHOOL: LOWELL ELEMENTARY**

**RECOMMENDATION:** Repurpose Lowell to a shared neighborhood K-5 elementary school and regional APP elementary site.

### **SECTION 1: SCHOOL PROFILE**

#### **A. Educational Profile**

**Grades:** K-5

**Programs:**

- **Kindergarten:** None
- **Advanced Learning:** Accelerated Progress Program (APP)
- **Special Education:** Preschool, Low Incidence (including medically fragile)
- **Transitional Bilingual Education:** No
- **Head Start:** No
- **Before/After School Program(s):** No

#### **B. Facility**

- **Location:** 1058 E Mercer Street, 98102
- **Site size:** 3.92 acres
- **Year Constructed:** 1919, with additions in 1960
- **Building type and size:** Elementary School (73,769 square feet)
- **Portables:** No
- **Handicap Accessibility:** Rated fair
- **Planning Capacity:** 533 students
- **Adjacent park:** No
- **Child care:** No
- **Study and survey building condition score (out of 100 possible points): 53.2**
- **Discussion:** Lowell was evaluated by Meng Analysis for the 2002 Study and Survey and was rated as poor or unsatisfactory in the following areas – foundation/structure; exterior walls and roof; floors and ceilings; fire control capability and resistance; fire alarm system and emergency lighting.
- **Most recent capital work:** Lowell received technology upgrades in 2001, and partial roof replacement and an elevator addition in 2003.
- **Planned capital work:** Lowell is scheduled to receive \$1.6 million of improvements in 2006 under the BTA II levy plan. Planned improvements include partial roof replacement, some exterior renovations, mechanical system upgrades, playground and technology upgrades.
- **Self-Help projects of note:**
  - Redevelopment of playfield and installation of accessible play equipment.
  - Asphalt overlay on playground and new game lines.
  - Painting and miscellaneous modifications in gym, office, library. Window coverings.
  - Carpet replacement in office and some classrooms
- **Comments:** Lowell School has been in operation since it opened in 1919. The site was expanded twice in its history. This building is at the end of its design lifespan. The Seattle Public Schools design lifespan is 50 years, and a section of Lowell is over

50 years old. It would be considered for replacement in the next major capital levy, BEX III, scheduled to go to voters in February 2007. Based on historical average costs for elementary school construction, replacing the facility would cost an estimated \$17 to \$20 million (in 2005 dollars).

**C. Enrollment/Demographics**

**Enrollment**

<b>Year:</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Total Students:</b>	393	397	438	431	514	570

**Current Student Demographics**

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

**SECTION 2: RECOMMENDATION AND IMPACTS**

**A. Recommendation:** Repurpose Lowell to a shared neighborhood K-5 elementary school and regional APP elementary site (grades 1-5); reassign about half of the Lowell APP students to a second APP site at Broadview-Thomson. Maintain the current special education programs.

**B. Financial Effects**

- Initial Savings: Not applicable – building will remain in service
- On-going Savings: Not applicable – building will remain in service

**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 53 students who qualify for special education programs for severely disabled students. The total capacity of Lowell is 533, 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. Lowell Elementary is currently an all-city elementary APP program. With the proposed division of elementary APP students between Lowell and Broadview-Thomson, a portion of Lowell will be available for neighborhood students. These students will likely come from one of the following current reference areas (depending on the location of the new attendance area boundaries): Stevens or T. T. Minor. The Stevens and T. T. Minor reference areas both have higher proportions of non-white, free and reduced lunch, and bilingual students than the population currently attending Lowell. Assuming residents from these areas would be evenly distributed to Lowell, opening a portion of Lowell to neighborhood students would result in an increase in the proportion of non-white, free and reduced lunch, and bilingual students at Lowell.

**Affected Reference Area Demographics**

Reference Area	Non-White		Free and Reduced Lunch		Bilingual	
	Number	Percent	Number	Percent	Number	Percent
Stevens	124	41.3	55	18.3	6	2.0
T. T. Minor	286	76.9	246	66.1	56	15.1

**E. Facility Effects**

- **Impacts to community use:** No change
- **Proposed site classification of the building:** No change (essential)

# Lowell

Student data are from the October 2004 P223Y enrollment extract that is supplied to the State. This includes all students regardless of program, as long as they are counted for state funding purposes (The New School enrollment shows pre-k and Lowell enrollment includes special education preschool). The cross-hatch shows areas that have both assignment priority and district provided transportation, and the hatch shows areas where only district transportation is provided under the current assignment plan. Gray shaded areas are priority and transportation provided areas under a newly proposed assignment plan.

Data in the table below show the number and type of students assigned to the school/program by each of the planning areas. For example, the first column shows the number of students living in the Northwest (NW) planning area that are attending the school. The column labeled 'In New Region' is the total number of students that are currently living in the proposed draw area for the school, and the 'Out of New Region' column shows the remaining students that will be outside this draw area.

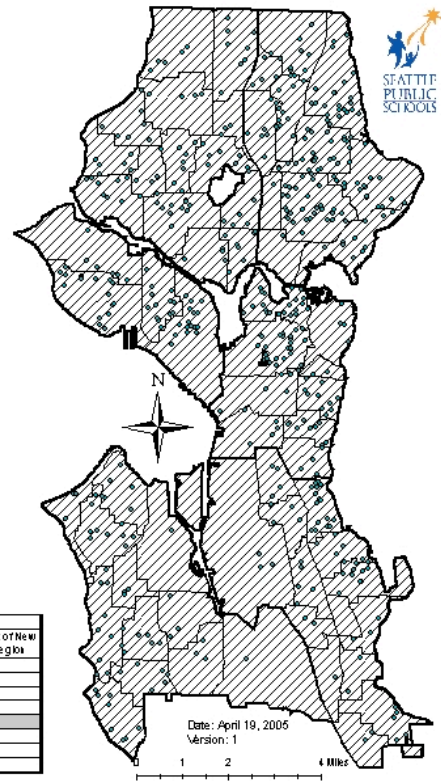
The rows at the bottom of the table show the percentages for each of the demographic characteristics, with the total percentages at the far right. These totals show the types of students that will be impacted by the boundary change. Compare the percentages in the 'Total' column with the percentages in the 'In New Region' and 'Out of new Region' columns.

Column headings: NW (Northwest), NE (Northeast), QA/Mag (Queen Anne/Magnolia), C (Central), S (South), WS (West Seattle), UK (Unknown and Non-Resident).

Lowell: The proposed changes to Lowell cannot be visually displayed until the 'draw' area for the APP portion and the reference area for the

**Legend**

- School Building
- Students
- Current Clusters**
  - North
  - Northeast
  - Northwest
  - Queen Anne/Mag
  - Central
  - South
  - Southeast
  - WS North
  - WS South
- Planning Regions**
  - Northwest
  - Northwest
  - Queen Anne/Mag
  - Central
  - South
  - West Seattle



Lowell (P.K-K-5)	Planning Regions								In New Region	Out of New Region
	NW	NE	QA/Mag	C	S	WS	UK	Total		
Enroll	97	154	60	94	69	63	1	538		
Free Lunch	5	8	0	6	8	2	0	29		
Bilingual	0	0	0	0	0	0	0	0		
Non-White Total	20	61	7	20	43	17	0	168		
% Free Lunch	5.2%	5.2%	0.0%	6.4%	11.6%	3.2%	0.0%	5.4%		
% Bilingual	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
% Non-White	20.6%	39.6%	11.7%	21.3%	62.3%	27.0%	0.0%	31.2%		