

SCHOOL: MONTLAKE ELEMENTARY
RECOMMENDATION: Close

SECTION 1: SCHOOL PROFILE

A. Educational Profile

Grades: K-5

Programs:

- **Kindergarten:** Full day and half day kindergarten (no fee)
- **Advanced Learning :** No
- **Special Education:** Low Incidence Inclusion
- **Transitional Bilingual Education:** No
- **Head Start:** No
- **Before/After School Program(s):** Community Day School Association

B. Facility

- **Location:** 2409 22nd Avenue E, 98112
- **Site size:** 1.66 acres
- **Year constructed:** 1924
- **Building type and size:** Elementary School (21,129 square feet)
- **Portables:** 6
- **Handicap accessibility:** Rated unsatisfactory
- **Planning capacity:** 270 students (with portables)
- **Adjacent park:** No
- **Child care:** No dedicated child care space on site
- **Study and survey building condition score (out of 100 possible points): 43.6**
- **Discussion:** Montlake was evaluated by Meng Analysis for the 2002 Study and Survey and was rated as poor or unsatisfactory in the following areas – Exterior windows/doors and wood trim; floors; electrical, plumbing and heating systems; fire alarm system and emergency lighting; and fire control capability and means of exit.
- **Most recent capital work:** Fire alarm system was upgraded in 2004.
- **Planned capital work:** Montlake is scheduled for \$1.67 million of improvements in 2006-2011 under the BTA II capital levy. Planned improvements include new roof, some exterior renovation, mechanical systems, playground, library, portables and technology upgrades.
- **Self-help projects of note:**
 - Play toy
 - Greenhouse and plaza
 - Prep lead paint, paint all trim and repair windows
- **Comments:** This building is at the end of its design lifespan. The Seattle Public Schools design lifespan is 50 years, and Montlake is currently 81 years old. If Montlake remains an operating school, it should be considered for replacement in the next major capital levy, BEX III scheduled to go to the voters in February of 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

Year:	2000	2001	2002	2003	2004	2005
Total Students:	253	239	239	238	234	238

Current Student Demographics

	Number	Percent
Ethnic Group:		
White	155	66.2
Non-White	79	33.6
Asian	32	13.7
Black	37	15.8
Latino	10	4.3
Native American	0	0
Free and Reduced Lunch eligible	30	12.8
Bilingual served	0	0
Special Education served	16	6.8

SECTION 2: RECOMMENDATION AND IMPACTS

A. Recommendation: Close Montlake and reassign students to neighborhood schools.

B. Financial Effects (chart)

- Initial Savings: \$316,150
- On-going Savings: \$369,151 annually

C. Educational Impact

Montlake Elementary School is in the Central region. Although the school is consistently enrolled to capacity, its small site size, poor building condition, and geographic location close to other schools, along with the decreasing population in the Central region, make this school a desirable candidate for closure, compared with other schools in the region.

Montlake Elementary has a strong arts focus and strong academic program, and it is anticipated that high quality programs in the schools the students are reassigned to will meet the academic needs of the Montlake students. Additionally, by being relocated to newer, somewhat larger facilities, students may have access to better technology, as well as expanded libraries and gymnasiums.

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 Montlake reference area have a smaller proportion of non-white and free and reduced lunch students than the population currently attending Montlake; both have the same proportion of bilingual students. Returning Montlake resident students to their

neighborhood school would therefore reduce the proportion of non-white and free and reduced lunch students but would not affect the proportion of bilingual students at Montlake.

However, with the proposed closure of Montlake, students currently living in the Montlake reference area will likely be assigned to one of the following neighboring reference area schools (depending on the location of the new attendance area boundaries): McGilvra or Stevens. The McGilvra reference area has slightly higher proportions of both non-white and free and reduced lunch students, and the same proportion of bilingual students as Montlake. The Stevens reference area has significantly higher proportions of non-white and free and reduced lunch students, and a slightly higher proportion of bilingual students than the Montlake area.

Assuming Montlake resident students would be evenly distributed among these neighboring schools, changing the assignment plan and closing Montlake could result in reducing the proportion of non-white, free and reduced lunch, and bilingual students at Stevens, while not significantly changing the demographics of McGilvra.

Affected Reference Area Demographics

Reference Area	Non-White		Free and Reduced Lunch		Bilingual	
	Number	Percent	Number	Percent	Number	Percent
Montlake	42	20.0%	18	8.6%	0	0%
McGilvra	33	26.0%	12	9.4%	0	0%
Stevens	124	41.3%	55	18.3%	6	2.0%

E. Facility Effects

- **Impacts to community use:** The before and after school care services provided by the Community Day School Association will end.
- **Proposed site classification of the building:** Change from essential to inventoried.

Montlake

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 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), QAMag (Queen Anne/Magnolia), C (Central), S (South), WS (West Seattle), UK (Unknown and Non-Resident).

Legend

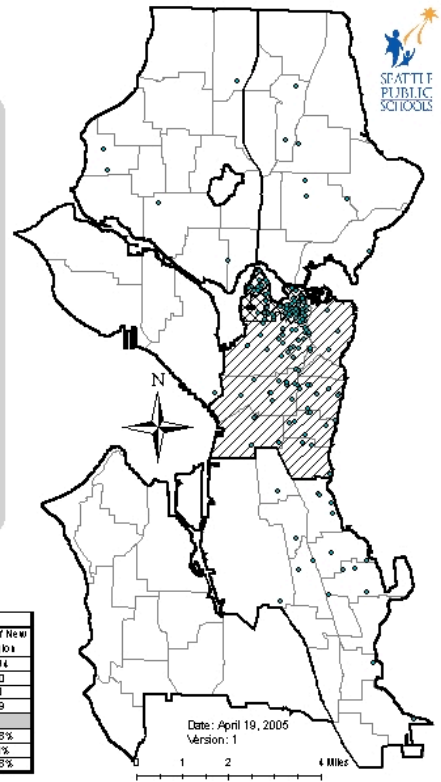
- School Building
- Street

Current Clusters:

- North
- Northeast
- Northwest
- Queen Anne/Mag
- Central
- South
- Southeast
- WS North
- WS South

Planning Regions:

- Northwest
- Northeast
- Queen Anne/Mag
- Central
- South
- West Seattle



Montlake (K-5)	Planning Region							Total	In New Region	Out of New Region
	NW	NE	QAMag	C	S	WS	UK			
Enroll	6	8	1	195	22	0	2	234	0	234
Free Lunch	1	1	1	23	3	0	1	30	0	30
Bilingual	0	0	0	0	0	0	0	0	0	0
Non-White Total	0	4	1	59	13	0	2	79	0	79
% Free Lunch	16.7%	12.5%	100.0%	11.8%	13.6%	0.0%	50.0%	12.8%	0.0%	12.8%
% Bilingual	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Non-White	0.0%	50.0%	100.0%	30.3%	59.1%	0.0%	100.0%	33.8%	0.0%	33.8%

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