

SCHOOL: OLD HAY

RECOMMENDATION: Close

SECTION 1: SCHOOL PROFILE

A. Educational Profile

Grades: 7-12 Bilingual Orientation Center

Programs:

- **Special Education:** No
- **Transitional Bilingual Education:** Secondary Bilingual Orientation Center (BOC)

B. Facility

- **Location:** 411 Boston Street, 98109
- **Site size:** 3.01 acres
- **Year constructed:** 1903, with an addition in 1914 and a separate new building in 1922
- **Building type and size:** Elementary School (43,881 square feet)
- **Portables:** 3 (with 6 teaching stations)
- **Handicap accessibility:** Rated unsatisfactory
- **Planning capacity:** 389 students (with portables)
- **Adjacent park:** No
- **Child care:** Not applicable
- **Study and survey building condition score (out of 100 possible points): 28.2**
(combined score for two buildings)
- **Discussion:** Old Hay was evaluated by Meng Analysis for the 2002 Study and Survey and was rated as poor or unsatisfactory in the following areas – foundation/structure and exterior walls; roof, exterior windows/doors and trim; floors; interior walls and ceilings; electrical, plumbing and heating systems; fire control capability and means of exit; fire alarm system, emergency lighting, and fire resistance (1903 wood building) and foundation/structure and exterior walls; roof; exterior windows/doors and trim; floors, interior walls, ceilings and fixed equipment; electrical, plumbing and heating systems; fire control capability and means of exit; fire alarm system, emergency lighting and fire resistance (1922 brick building).
- **Most recent capital work:** In 2004, Old Hay received a complete roof replacement, seismic upgrades, fire alarm system upgrades, some exterior restoration, and science facility upgrades.
- **Planned capital work:** Old Hay is scheduled for about \$1 million of improvements for work in 2005-10. Planned work includes complete exterior renovations and technology upgrades.
- **Self-help projects of note:**
 - Friends of Old Hay sponsored development of site master plan. Improvements to playground including garden, parking, landscaping, basketball court. Climbing wall
 - **Comments:** This building is at the end of its design lifespan. The Seattle Public Schools design lifespan is 50 years. The wood building is 102 years old and the brick building is 83 years old. If Old Hay were

to remain 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 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:	318	291	258	271	252	267

Current Student Demographics

	Number	Percent
Ethnic Group:		
White	9	3.6
Non-White	243	96.4
Asian	69	27.4
Black	64	25.4
Latino	110	43.7
Native American	0	0.0
Free and Reduced Lunch eligible	224	88.9
Bilingual served	252	100.0
Special Education served	0	0.0

SECTION 2: RECOMMENDATION AND IMPACTS

A. Recommendation: Close Old Hay building and relocate the BOC program from the Old Hay building in Queen Anne to T.T. Minor in the Central region.

B. Financial Effects

- Initial Savings: \$253,161
- On-going Savings: \$362,274 annually

C. Educational Impact

The Secondary BOC program is designed to educate those students who have recently immigrated to the Seattle area. Students traditionally remain in the school for one semester, although some students may remain for up to one year. The school is currently located in the Old Hay building, in Queen Anne. This building needs extensive renovation, and while levy dollars were originally set aside to renovate Old Hay, after reviewing the program it became desirable to relocate the program to a more central area, rather than maintaining the program in Queen Anne. Some of the levy dollars remain available, should they be necessary to renovate the new location.

Relocating the program will be difficult in some senses, as the Queen Anne community has “adopted” the Secondary BOC through the “Friends of Old Hay” association. However, given that more than half of the Secondary BOC students live south of the Ship Canal Bridge, as well as the fact that public transportation to Queen Anne is difficult to navigate, it made sense to relocate the program to the Central region.

With the recommended closure of T.T. Minor, that building became available for another use. The T.T. Minor building is very easily accessible by public transportation, and the building is large enough to house the current Secondary BOC students. While the Secondary BOC enrollment fluctuates depending on the number of recently immigrated students, the T.T. Minor building has the capacity to serve more than even the highest enrollment that the BOC has confronted in recent years. This available capacity becomes important as we engage the community in a discussion about whether all students should remain in the BOC for one year, as opposed to the current one semester. If the decision is made that students should remain for one year, T.T. Minor has the capacity to retain those students, without undergoing extensive renovation or adding significant numbers of seats.

In addition to its central location, the T.T. Minor building is more suitable to an academic program than the Old Hay building. For example, the T.T. Minor building contains a gymnasium, library, computer lab, and theater. Additionally, the centralized location of the facility allows the families of Secondary BOC students to have access to community services.

D. Demographic and Integration Effects

With the proposed closure of Old Hay, the Secondary BOC program will move to the T. T. Minor building. It will continue to be an all-city program, so there will be no significant changes in the demographic composition of the school.

E. Facility Effects

- **Impacts to community use:** This building is not part of the joint use agreement with Seattle Parks Department and there is no child care facility on site.

Proposed site classification of the building: **Change from essential to inventoried.**

Secondary BOC



Student data are from the October 2004 F223Y 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

SiteID

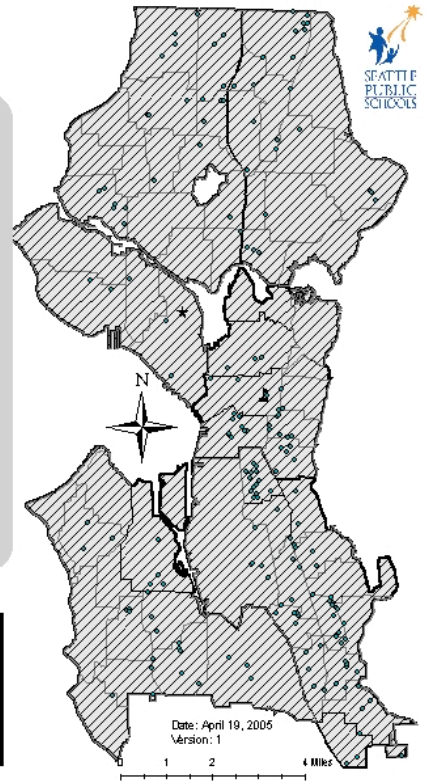
- ★ Old Hay (Crestside)
- ⬇ T.T. Minor (Proposed Site)
- Student

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



Secondary BOC 6-12	Planning Regions							Total	In New Region	Out of New Region
	NW	NE	QAMag	C	S	WS	UK			
Enroll	30	29	8	42	100	41	2	252	252	0
Free Lunch	24	23	7	40	89	39	2	224	224	0
Bilingual	30	28	8	42	100	41	2	252	252	0
Non-White Total	28	29	7	40	96	41	2	243	243	0
% Free Lunch	80.0%	79.3%	87.5%	95.2%	89.0%	95.1%	100.0%	88.9%	88.9%	0.0%
% Bilingual	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%
% Non-White	93.3%	100.0%	87.5%	95.2%	96.0%	100.0%	100.0%	96.4%	96.4%	0.0%