



Educational Suitability Summary Report

Bryker Woods Elementary School – BLDG #110

Date: 8/9/2016

Score 57% Average

Rev 1 – 12/13/16 – Adjusted Score for Special Ed

Bryker Woods Elementary School serves a student population of approximately 440 students in north central Austin. After speaking with the principal, the school's primary concerns are exterior, future ready student development, and technology.

Survey Overview

One administrator at Bryker Woods Elementary School completed the survey. Results found the facility to be unsatisfactory when compared to other schools in central Texas. Some of the main issues highlighted were very unsatisfactory common spaces, a subpar gym, and an insufficient cafeteria. The survey response emphasizes the need for multi-purpose functional space spread throughout the building for common use. Additional storage is also a noted need. Lastly, the administrator notes a particular dissatisfaction for the physical condition of learning spaces, restrooms, and public areas, as well as the quality of provided technologies (computers, innovation stations, document cameras, printers, etc.).

Interview Overview

When the principal was asked what existing programs are currently held in unsuitable spaces, she focused on several areas throughout campus.

The cafeteria is currently sized to accommodate student capacity, but is already at maximum capacity (440 of 450 seats are typically full). Seating capacity and the number of serving lines will need to increase if the school continues to grow. Acoustics and lighting quality are reportedly problems in the space and should be addressed. Additionally, the sound system for the stage functions poorly. The principal also mentions that as the cafetorium is the primary public use space, cosmetic improvements should be made in order to make the space more presentable.

The gym is appropriately sized and equipped. The only issue present is that the flooring may need to be replaced due to extended age and miscellaneous damages.

The library is adequately sized for current enrollment, but needs additional space for secondary functions. Additional storage is needed for the literature library and storage is needed for instruments as the space is regularly used by the orchestra class.

Core classrooms are adequate in size, but would benefit from additional storage. Technologies are also lacking in classrooms. Newer projectors or innovation stations as well as desktop computers for students are requested. A STEAM lab is currently the only appropriately equipped space as it has both

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computers and iPads available to students. However, additional space is needed for the program to grow.

Music and art room spaces have had problems with flooding in the past. Flooring has been recently replaced and additional work is scheduled within the next year. It is noted that neither space is especially attractive and that cosmetic improvements would brighten the spaces and make them more presentable. Lastly, new blinds and improved lighting quality are requested.

The administration needs additional offices as staff are currently “hoteling” throughout the building. At least two more office spaces are requested. It is noted that a secure vestibule is not desired. The teacher lounge and work room are both well utilized and do not need to be altered. It is noted that the custodial office needs new tile and plumbing repairs as strong odors are present in the space.

Both student and faculty restrooms have ADA compliance issues. Student restrooms periodically have exterior doors that allow students free egress to the outside. This causes a safety issue as runners have been known to utilize these outlets. Faculty restrooms are in adequate shape. It is noted that the historical nature of the tile and plumbing fixtures hold value in the community’s eyes.

General building storage is adequate. Most classrooms rely on built-in casework that is adequate for standard supplies and equipment, but does not fully accommodate project-based learning. Student storage is adequate as desk storage and coat hooks provide space for personal belongings. There are also no complaints regarding teacher storage.

Parking space is limited to street side parking at the front of the building, while a parking lot for staff is located at the back of the site. Pickup and drop-off conditions are poor as traffic backs up the road in both directions. Students are frequently crossing from the opposite side of the street through heavy traffic situations to get to the building. This also creates unsafe conditions at dismissal time when students cross the street again to be picked up. Other site insufficiencies involve the following: there is very little cover for students to wait under during rain events, very little shade and appropriate seating is provided to accommodate outdoor learning spaces, and topographical changes complicate sports field and playground conditions. The site frequently floods resulting in potholes at the track as well as flat spaces provided for field sports. A request for a paved track is made to avoid this issue. Steps and site terracing create further tripping hazards for students.

Desired programs and improvements include the following: converting the portables into built space, a flexible multipurpose space, dedicated, climate controlled instrument storage for music programs, stage storage for the theater program, and dedicated storage for after school programs. It is noted that the fine arts programs are growing so fast that ed specs cannot accommodate the demand. As such, a two story fine arts structure on the east side of the facility is suggested.

The principal reports several safety and security concerns on campus. First, site lighting needs to be improved at the front courtyard. Any added lights should be respectful of adjacent properties and limit light pollution. Additionally, security camera coverage should be increased to cover the original classroom wing, the immediate building site, and the exit nearest 34th street. Keycard readers are provided at all exterior entrances with the exception of the library’s exterior entrance. The office suite does not have a secure vestibule, but has good visibility of the main entrance. It is noted that a secure

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vestibule is not desired by the administration. The principal stresses that the aforementioned pickup and drop-off scenario poses strong safety risks to students. She additionally requests site fencing be installed along 34th street to improve the site perimeter. Staff report continuing problems with skunks, roaches, fire ants, hornets, and bees. However, it is noted that a honey tree is present and desired on campus, so bees are not an issue until immediately present at the building.

If renovations or additions were to occur on campus, the principal recommends caution as the community is incredibly attached to all historical aspects of the campus. Window casing, plumbing fixtures, floor and wall tile, mosaics, the marble wall by the library, hardwood floors, glass block, exterior murals, gardens and trees, as well as the old school marquee sign are examples of important elements. She expresses that unless an existing feature is unsafe or beyond repair (i.e. older playground equipment, etc.), the historical nature of the school should remain.

In an effort to think forward to the next 20 years of teaching methods, the principal believes that incorporating more advanced technologies in the classroom is critical. Individual devices for each student is the direction education is going. Additionally, more flexible, ergonomic furniture should be utilized to foster healthy environments. Newer facilities should promote student activity by featuring standing desks or providing department specific classrooms that students move between.

The hottest issues facing the school are as follows: the aforementioned fine arts addition, paving the track, and updating the cafeteria for a more impressive public front.

Assessment Findings

The Educational Suitability Assessment of Bryker Woods Elementary School earned a 57% overall score and places the campus just within the category of “average.” The assessment consists of 11 categories to determine areas that need more attention.

Lower Scoring Categories:

Exterior

The score is unsatisfactory.

Traffic circulation and congestion are primary concerns as they result in unsafe conditions for students. The site signage is dated, but evident. Outdoor learning spaces are unsatisfactory and need additional equipment (i.e. seating, shade, etc.) to facilitate teaching environments. The play spaces are adequate in size, but frequently potholed due to an undulating topography, rain, and erosion. As the site is not level, the quality of fields and play areas is limited.

Future Ready Student Development

The score is unsatisfactory.

Classroom spaces are adequately sized, but lack appropriate storage space to accommodate project-based learning. Common spaces (i.e. library) are not spacious and have less space for collaboration than the population demands. Inflexible furniture types limit classrooms to lecture based teaching, whereas collaborative methods are more ideal in the eyes of faculty. Aside

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from the library and front courtyard, the campus offers little to no space for informal interaction. Additionally, the school struggles with dated projectors that frequently break and an insufficient number of adequate computers. Smart board technologies are more ideal in the eyes of faculty as a long term solution.

Technology

The score is unsatisfactory.

Technology quality and quantity are inadequate. A single STEAM lab features adequate equipment, but does not offer enough opportunity given the school's population. Classroom technologies (projectors, innovation stations, etc.) are very dated and limited in number.

Higher Scoring Categories:

General Building

The score is good.

Access for community functions is adequate as the library and gym have exterior access points in close proximity to parking. The cafeteria is located adjacent to the main entrance, but there is no ability to close off the remainder of the school during afterhours events. The general appearance of the school is adequately perceived by the community. The historical character of the campus is highly valued. Finally, corridors are appropriate in width (+/- 10'-0") and adequately lit.

Academic & Co-Curricular Support

The score is average.

The faculty feel limited in teaching styles given the lack of storage and furniture options in general classroom spaces. While classrooms are mostly laid out per ed spec, built-in casework and bulky furniture limit the flexibility of the space. Classroom restrooms are not shared between classes and are instead located further down the corridor. Restrooms are not ADA compliant and are very dated. Classroom storage capacity is limited by built-in casework and shallow closet space. The gym, art classroom, and music space are all adequately sized and configured to ed specs. The cafetorium is reaching peak capacity and frequently receives complaints regarding acoustic quality. The only dedicated computer space is the STEAM lab. This function, while adequately equipped, is not sufficient in handling the student population demand.

Library/Media Center

The score is good.

The library is centrally located to at least half of the classrooms and easily accessible to daily users. Nighttime function is also adequate as exterior access is provided in close proximity to parking. Furniture types easily accommodate small group collaboration with limited flexibility, but opportunities for independent study are less ideal. Larger group activities are accommodated by the reading amphitheater that is also equipped with supporting technologies. Student use technologies are predominately mobile cart units that allow use throughout the building. Storage for the literacy library as well as the aforementioned computer carts is limited.

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Security

The score is average.

The location of the administration office is satisfactory in configuration and proximity to the main entrance, but no secure vestibule exists. Key card access is well covered with only one exception at the library's exterior entrance. Improvements to site lighting and security coverage are required at a few areas around the school (see additional information in interview summary above). Interior transparency is limited to door lites at each classroom.

Storage

The score is average.

General building storage is adequate with very few exceptions at the cafetorium and stage. Classroom storage is limited to inadequate built-in cabinets and shallow closet space. Teacher storage options are not a complaint of the staff and student storage appears well accounted for.

Furniture, Fixtures & Equipment

The score is average.

A mix of adequate and aged furniture is present throughout the building. It appears that most furniture is appropriate for student age groups. Staff request more flexible furniture types to better promote collaborative working environments. There is also a request for nesting cafeteria seating and tables that will allow more open space for public events.

Environmental Quality

The score is average.

The quality of the artificial lighting is appropriate for the majority classrooms. Acoustics are adequate with only slight sounds from the corridor and adjacent classroom spaces. All learning spaces have access to natural light and most have quality exterior views. Pest issues include skunks and multiple insect types (see additional information in the interview summary). Strong odors emanate from restrooms and other select spaces throughout the building (i.e. custodial office).

Controllability of Systems

The score is average.

Classrooms have individual thermal controls throughout. Natural light is controlled by blinds, most of which are in poor condition. Artificial lighting controls are predominately limited to one on/off switch, but zoned or alternating row switching is occasional present.



Austin ISD Educational Suitability Assessment Criteria

School	Bryker Woods Elementary	BLDG-110
Name	Kris Kunkel	
Date	8/9/2016 (Rev 1 - 12/13/16 - Added SPED Dept Comments)	

Scoring Scale

Excellent	81%-100%
Good	66%-80%
Average	51%-65%
Unsatisfactory	36%-50%
Very Unsatisfactory	20%-35%

Overall Educational Suitability Score	57%
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1 - Exterior	43%
2 - General Building	77%
3 - Academic & Co-Curricular Support	62%
4 - Future Ready Student Development	43%
5 - Library/Media Center	67%
6 - Security	55%
7 - Technology	50%
8 - Storage	60%
9 - Furniture, Fixtures & Equipment	60%
10 - Environmental Quality	64%
11 - Controllability of Systems	52%

1 - Exterior		1	2	3	4	5	N/A	7.00	
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?	1						Comments	1.00 1.00
	1) Bus , car and pedestrian all happen at the same location. 2) Cars and buses mix, pedestrians are separated. 3) Buses, cars, and pedestrians are separate but stack space is small. 4) Buses, cars, and pedestrians are separate but drop off does not have a canopy or a holding place like a commons or cafeteria. 5) Buses, cars, and pedestrians are separate and drop off area has a canopy and destination. N/A) Does not apply.							Visitor parking is scarce and dependent on street parking. Event parking is very poor for traffic conditions. Pickup and drop off occurs across the street so students cross traffic to get to the building. There is minimal coverage from the elements for students waiting for pickup.	
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?	1						Comments	1.00 1.00
	1) Outdoor space exists is not developed 2) Outdoor space for learning exists but not connected to classroom learning areas. 3. Outdoor learning spaces exist and are accessible but not in good condition. 4. Outdoor learning spaces need minor improvements to function well. 5. Outdoor learning spaces are in excellent condition. N/A) Does not apply.							The outdoor learning spaces need seating and shade to be conducive.	
1.3	Are outdoor play spaces and playfields adequate in size and configuration?				4			Comments	1.00 4.00
	1) Outdoor play space exists, not developed 2) Outdoor play space exists but is not connected to gym or other athletic support areas or is too small. 3. Outdoor play spaces exist, are connected to other athletic areas, are the right size, but are not in good condition. 4. Outdoor play spaces need minor improvements to function well. 5. Outdoor play spaces are in excellent condition. N/A) Does not apply.							The topography causes challenges for playscapes and fields. The lower field undulates more than is desired. Potholes from washout and erosion occur. The track requires a lot of maintenance due to crushed stone surfacing. The playgrounds are in good condition. Murals are spread throughout the site.	
1.4	Is the building easily identified with appropriate signage and community wayfinding?				4			Comments	0.25 1.00
	1) Campus has no signage and no striping. 2) Signage is faded/hidden. 3) Signage & striping visible but not apparent. 4) Signage is visible but not good condition. 5. Signage and wayfinding is visible and easy to use. N/A) Does not apply.							The original marquee sign is aged, but important to the community.	

2 - General Building		1	2	3	4	5	N/A	5.75	
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?					5		Comments	0.50 2.50
	1) Primary circulation is 5'-0" to 6'-0" wide. 2) Primary circulation is 6'-0" to 7'-0" wide 3) Primary circulation is 7'-0" to 8'-0" wide 4) Primary circulation is 8'-0"-10'-0" wide 5) Primary circulation is 10'-0"+ wide N/A) Does not apply.							The spaces are adequately lit.	
2.2	Are community use areas arranged so that the school can allow night functions without full school access?			3				Comments	0.75 2.25
	1) Cafeteria, gym, and library cannot be accessed from parking area or secured from the rest of campus. 2) Only one of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 3) Only two of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 4) All of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building but do not have individual entrances. 5) Cafeteria, gym, and library can be accessed from parking and locked off from rest of campus for night/evening use with their own entrance. N/A) Does not apply.							The library and gym have exterior entrances and are in close proximity to parking. The cafeteria is located close to the main entrance, but does not have direct access to the exterior. There is very little ability to shut down the remainder of the school if the library or cafeteria are being used for nighttime functions.	
2.3	Does the general appearance of the school evoke pride for the students and community?				4			Comments	0.25 1.00
	1) General appearance is poor. 2) General appearance is aged but ok. 3) General appearance is good. 4) General appearance shows pride in campus and student works. 5) General appearance shows pride in campus and student works and is welcoming to the community. N/A) Does not apply.							The community is well invested in the school and its historical elements (murals, marquee, etc.).	

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A	40.00	
3.2	Are Pre-K and Kinder classrooms appropriately configured per the ed spec? (elementary school only)			3				Comments	1.003.00
1) Very unsatisfactory - Too small, awkward layout, does not meet needs 2) Unsatisfactory - Too small, only one area for all teaching methods, limited flexibility 3) Neutral - Moderate size, two areas for different teaching methods, some flexibility, access to student storage/casework 4) Satisfactory - Good size, at least two zones for different teaching methods, flexibility and student storage, not new 5) Very Satisfactory - Good size, two zones for different teaching methods, flexibility and student storage/casework, adequate display area and visual teaching tools N/A) Does not apply.									
3.3	Do Pre-K and Kinder have appropriate support spaces such as restrooms and storage per the ed spec? (elementary only)		2					Comments	1.002.00
1) Very unsatisfactory - No storage, casework, or restrooms 2) Unsatisfactory - unsatisfactory size or condition of storage, casework, or restrooms 3) Neutral - Moderate size or moderate condition storage, casework, and restrooms 4) Satisfactory - Satisfies ed spec for storage, casework, and restrooms 5) Very Satisfactory - exceeds ed spec for storage, casework, and restrooms N/A) Does not apply.								The restrooms are not immediately accessible from the classroom spaces.	
3.4	Are Science Classrooms/Labs appropriately configured per the ed spec?						N/A	Comments	0.000.00
1) Very unsatisfactory 2) Unsatisfactory 3) Neutral 4) Satisfactory 5) Very Satisfactory N/A) Does not apply. (Elementary schools)									
3.5	Are Science Classrooms/Labs support areas appropriately configured per the ed spec?						N/A	Comments	0.000.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, do not meet needs 3) Average - Connected, moderate size, but need some renovations or updates 4) Good - Connected, good size, meets needs, functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply. (Elementary schools)									

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.6	Are Physical Education and Athletic spaces appropriately configured per the ed spec?				4			Comments	1.004.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The gym is appropriately sized and configured. The gym is aged and would benefit from minor cosmetic updates.	
3.7	Are Physical Education and Athletic support spaces appropriately configured per the ed spec?				4			Comments	1.004.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								The gym has its own restroom, storage, and support spaces.	
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?				4			Comments	1.004.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The space is appropriately configured and sized per ed specs.	
3.9	Are music, drama, or performance support spaces appropriately configured per the ed spec?					5		Comments	1.005.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								Both music and art rooms share restrooms a short ways down the corridor. Otherwise, support spaces are adjacent and readily accessed.	

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.10	Are Visual Arts spaces appropriately configured per the ed spec?				4			Comments	1.00 4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The space is appropriately configured and sized per ed specs.	
3.11	Are Visual Arts support spaces appropriately configured per the ed spec?					5		Comments	1.00 5.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								Both music and art rooms share restrooms a short ways down the corridor. Otherwise, support spaces are adjacent and readily accessed.	
3.12	Are computer lab spaces appropriately configured?	1						Comments	1.00 1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								No dedicated computer lab is present.	
3.13	Are computer lab support spaces appropriately configured?	1						Comments	1.00 1.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								See 3.12	

3 - Academic & Co-Curricular Support - Continued							1	2	3	4	5	N/A				
3.14	Are Special Education spaces appropriately configured per the ed spec?							2						Comments	1.00	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.													SPED Dept Comment: All SPED students in 1 room with 2 teachers and 2 TA's. There is no restroom in the classroom. Score lowered to a 2 to reflect conditions.			
3.15	Are Special Education support spaces appropriately configured per the ed spec?							2						Comments	1.00	2.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.													Scored lowered to reflect conditions.			
3.16	Are the student dining facilities appropriately configured?								3					Comments	1.00	3.00
1) Very unsatisfactory - Too small, poor circulation, inflexible seating in poor condition 2) Unsatisfactory - Too small or inadequate circulation, seating in poor condition 3) Average - moderate size, with adequate circulation, seating in okay condition 4) Good - good size, adequate circulation, seating in good condition 5) Very good - good size, adequate circulation, seating in good condition, with more than one option for eating space (ex: connection to outdoor eating space) N/A) Does not apply.													The cafetorium is appropriately sized, seats maximum of 450 (440 students enrolled), and is used heavily for public functions. The flooring is dated, the acoustics and lighting are poor, and the blinds are in poor condition. The stage has no storage capabilities. The stage is currently not ADA accessible.			

4 - Future Ready Student Development		1	2	3	4	5	N/A	17.00	
4.1	Does the facility provide specialized space and opportunities for hands-on project-based learning?		2					Comments	1.00 2.00
1) Very unsatisfactory - No project space 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - Limited dedicated spaces of moderate size and layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply.								The common spaces are tight and lack spaces for collaboration and project-based learning. The library already serves multiple functions (orchestra practice space, etc.)	
4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?			3				Comments	1.00 3.00
1) Very unsatisfactory -too small to move, set for lecture only, no connectivity, no flexibility 2) Unsatisfactory - adequate size but set for lecture only, no connectivity, no flexibility 3) Neutral - have flexibility and space for hands on or project based learning 4) Satisfactory - have flexibility and space for hands on or project based learning and connectivity for global learning 5) Very Satisfactory - space for hands on learning, flexibility for different groupings, and connectivity for global classrooms N/A) Does not apply.								The core classrooms are adequately sized and provide flexibility for multiple teaching modalities.	
4.3	Is there adequate storage and or support space to support project-based learning?		2					Comments	1.00 2.00
1) Very unsatisfactory - none 2) Unsatisfactory-minimal casework/storage 3) Average - moderately sized casework 4) Good - large casework/cabinets/support 5) Very good - walk-in storage/ample support space N/A) Does not apply.								Storage space is minimal and depends on built-in casework and shallow closets.	
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?				4			Comments	1.00 4.00
1) Very unsatisfactory - No display cases or wall space for display 2) Unsatisfactory - 1 wall in classrooms or very few spaces for display 3) Average - 2 walls in classrooms or some hallway spaces for display 4) Good - 3 walls in classrooms or multiple hallway spaces for display 5) Very good - ample classroom display space or many hallway spaces, including display cases N/A) Does not apply.									

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A		
4.5	Does the building provide adequate opportunities for students/teachers to collaborate in varying group sizes?							Comments	1.000.00
1) Very unsatisfactory - no common spaces or meeting rooms or in very poor condition 2) Unsatisfactory - a few common spaces or meeting rooms in unsatisfactory condition 3) Average - a few common spaces and meeting areas needing updates 4) Good - multiple common spaces and meeting rooms in good condition 5) Very good - adequate common spaces and meeting rooms of excellent quality N/A) Does not apply.									
4.6	Does the building provide opportunities for informal interaction?							Comments	1.000.00
1) Very unsatisfactory - no gathering areas or areas in very poor condition 2) Unsatisfactory - one exterior or interior common space with no seating or unsatisfactory condition 3) Average - one exterior or interior common space with seating needing updates 4) Good - 2 exterior or interior common spaces with appropriate seating/good condition 5) Very good - multiple exterior and interior commons spaces with appropriate seating in excellent condition N/A) Does not apply.									
4.7	Does the building provide adequate opportunities for students to work independently?			3				Comments	1.003.00
1) Very unsatisfactory - None/poor condition 2) Unsatisfactory - One area far from classrooms in unsatisfactory condition 3) Average - one area for independent work with appropriate furniture needing updates 4) Good - clusters or small rooms adjacent to classrooms with furniture in good condition 5) Very good - multiple clusters or small rooms adjacent to classrooms with appropriate furniture in excellent condition N/A) Does not apply.								The library is best suited for this use.	

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A		
4.8	Does the building support career education per house bill 5? (High School only)						N/A	Comments	0.000.00
1) Very unsatisfactory - No dedicated spaces 2) Unsatisfactory -Some spaces being used for both career education and other subjects 3) Average - A few dedicated career ed spaces, but inadequate configuration/ equipment for needs 4) Good - Some dedicated career ed spaces with adequate configuration and equipment for program needs 5) Very good - Dedicated career ed spaces with good configuration and equipment for program needs - new condition N/A) Does not apply.									
4.9	Do the career education spaces simulate real world or college environments? (High School Only)						N/A	Comments	0.000.00
1) Very unsatisfactory - No dedicated spaces, lack of necessary equipment 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - A few dedicated spaces of moderate size/layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply.									
4.10	Does the building have adequate visual communication tools?			3				Comments	1.003.00
1) Very unsatisfactory - No vis comm tools 2) Unsatisfactory - outdated, poorly functioning, or insufficient 3) Good - mix of old and new whiteboards/projectors/etc. 4) Good - projectors, marker boards, smart boards in most spaces - good condition 5) Very good - projectors, marker boards, smart boards in most spaces - new condition N/A) Does not apply.									

5 - Library/Media Center		1	2	3	4	5	N/A	18.50	
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?			3				Comments	0.501.50
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The library is centrally located to approximately half of the classrooms while the other half are on the opposite side of the facility.	
5.2	How well does the Library/Media Center support quiet study?		2					Comments	1.002.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Furniture types are more attuned to collaborative groups (4-8 persons). However, a couple window seats offer limited opportunities for independent study.	
5.3	How well does the Library/Media Center support social interaction?				4			Comments	1.004.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								More comfortable, grouped couches and chairs provide space for social interaction.	
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?				4			Comments	1.004.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								A majority of the furniture present accommodates groups ranging from 4-8 students. Furniture is not very flexible or especially appropriate for a number of seats at the higher end of this spectrum.	

5 - Library/Media Center - Continued		1	2	3	4	5	N/A		
5.5	How well does the Library/Media Center support collaborative work in larger groups (10-25)?				4			Comments	1.004.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								A reading amphitheater allows large group activity.	
5.6	How well does the Library/Media Center support technology?			3				Comments	1.003.00
1) Very unsatisfactory - Very inadequate power outlets, no Wi-Fi capability, no computers, tablets, laptops, media carts or screens for use 2) Unsatisfactory - Some power, no Wi-Fi capability, outdated and inadequate technology available 3) Average - Some power outlets, network connectivity, technology available 4) Good - Adequate power outlets available, network connectivity, appropriate number of computers/tablets/laptops/media carts or screens available 5) Very good - Adequate power outlets available, good network connectivity, computers, tablets, laptops and media carts or screens available and adequate for number of students N/A) Does not apply.								The library primarily uses mobile computer carts to provide technology opportunities outside the space.	

6 - Security		1	2	3	4	5	N/A	9.00	
6.1	Does the facility have key card access at all major entries?				4			Comments	0.25 1.00
1) Very unsatisfactory - No entries 2) Unsatisfactory - 1/4 of major entries have key card access 3) Average 1/2 of entries have key card access 4) Good - 3/4 of major entries have key card access 5) Very good - all of major entries have key card access N/A) Does not apply.								Keycards are mostly provided, but are not present at the library's exterior entrance.	
6.2	How adequate is site lighting and security for the campus overall?			3				Comments	1.00 3.00
1) No exterior lighting, no secure perimeter 2) Lighting is limited to front entry only, parking lot lighting poor, security is minimal 3) Lighting at all night-use entries and parking lot, but poor condition. Security is moderate 4) Lighting at all night-use entries and parking lots, good condition, signage less visible. Perimeter is well secured, but needs updates. 5) Signage, parking lots, and entries are well lit, visible and easy to use. Perimeter is very secure. N/A) Does not apply.								The site lighting is poor at the front courtyard. The playgrounds do not need to be lit per the principal.	
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?			3				Comments	1.00 3.00
1) Very unsatisfactory - No secure vestibule, office located far from main entry. Allows visitors access to school unsupervised. 2) Unsatisfactory - No secure vestibule, office located somewhat far from main entry, minimal supervision of visitors. 3) Average - Office close to entry, views of front door, but no secure vestibule 4) Good - Office is well-located with a secure vestibule, but needs updates 5) Very good - Office well-located with secure vestibule and all appropriate security features. N/A) Does not apply.								The office suite is front door adjacent and has a good view of the entrance. However, there is no secure vestibule present.	
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The Interior transparency is limited to views through door lites.	

7 - Technology		1	2	3	4	5	N/A	5.00	
7.1	How well equipped are the facilities with instructional technology?		2					Comments	1.00 2.00
1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology 2) Unsatisfactory- few computers/devices. Some outdated technology 3) Average- A few computers/devices. A mix of new and outdated technology 4) Good - multiple computers or devices per room. Mostly new technology. 5) Very good - multiple computers and devices and new technology. N/A) Does not apply.									
7.2	Is there an adequate number of power and data outlets in learning spaces?			3				Comments	1.00 3.00
1) Very unsatisfactory - none 2) Unsatisfactory - only for teacher 3) Average - for teacher and 1-2 students 4) Good - 2-3 outlets per wall 5) Very good - 3-4 per wall N/A) Does not apply.									

8 - Storage		1	2	3	4	5	N/A	9.00	
8.1	Is there adequate general storage in the building?				4			Comments	1.00 4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									
8.2	Is there adequate classroom storage?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Storage is limited to built-in casework and shallow closets. There is not enough to accommodate project-based learning.	
8.3	Is there adequate student storage?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The hallways are peppered with coat hooks and desk storage options.	

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A	8.25	
9.1	What is the current condition of the furniture?			3				Comments	0.75 2.25
1) Very unsatisfactory - damaged/non-functioning 2) Unsatisfactory - torn, bent, wrong size 3) Average - scratched/dented/marked 4) Good - not new but sturdy and clean 5) Very good - new N/A) Does not apply.									
9.2	How well does furniture accommodate rapid reconfiguration of a space?			3				Comments	1.00 3.00
1) Very Unsatisfactory - Furniture is fixed or very heavy 2) Unsatisfactory - Furniture does not allow desks to be configured as individuals, small groups, or large groups 3) Average - Mix of furniture that can reconfigure and that cannot 4) Good - Furniture is flexible for multiple configurations of space 5) Very good - furniture is flexible for multiple configurations of space, easy to move and stack N/A) Does not apply.									
9.3	Is the furniture ergonomic and size appropriate for grade level?			3				Comments	1.00 3.00
1) Very unsatisfactory - desk with attached chair combinations too small for grade level 2) Unsatisfactory -desk with attached chair combinations 3) Average - mix of classrooms with tables/loose chairs and desks with fixed seats 4) Good - tables with loose chairs 5) Very good - tables with loose chairs that allow students to bounce in seat N/A) Does not apply.									

10 - Environmental Quality		1	2	3	4	5	N/A	16.00	
10.1	How are acoustics in classrooms in general?			3				Comments	1.00 3.00
1)Recognized word/sound from adjacent classroom/corridor 2) audible sound from adjacent classroom/corridor 3) slight sound from outside room 4) walls to deck insulated only white noise from mechanical system 5) Able to hear quiet speaking from across the room N/A) Does not apply.									
10.2	Is the classroom artificial lighting adequate quality?			3				Comments	1.00 3.00
1) Very unsatisfactory - sporadic lights work, glare, less than 20 FC 2) Unsatisfactory - 10-19 FC or serious glare 3) Average- 20-29 FC minor glare 4) Good - 30-39 FC and no glare 5) Very good - 40+ FC and no glare N/A) Does not apply.								The Lighting quality varies, but is good in most classrooms. The art and music rooms are less ideal, but still average.	
10.3	Is there access to natural light in classrooms?					5		Comments	1.00 5.00
1) No learning spaces have natural light 2) 1-25% of learning spaces have natural light or windows are too small to let in light 3) 26-50% of learning spaces have natural light 4) 51-75% of learning spaces have natural light 5) 76-100% of learning spaces have natural light N/A) Does not apply.									

10 - Environmental Quality - Continued							1	2	3	4	5	N/A		
10.4	Is there access to outside views from learning spaces?				4			Comments					1.00	4.00
1) No learning spaces have views 2) 1-25% of learning spaces have views or windows are too small to see out 3) 26-50% of learning spaces have views 4) 51-75% of learning spaces have views 5) 76-100% of learning spaces have views N/A) Does not apply.							Some of the classroom windows (art/music) have high sills and are not easily viewed by students.							
10.5	Does the building have odor or pest problems?	1						Comments					1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.							Skunks, roaches, ants, hornets, bees, etc. are present near building. However, a honey tree on site is allowed to have a presence of bees.							

11 - Controllability of Systems		1	2	3	4	5	N/A	6.50	
11.1	Does the classroom thermostat allow for individual control?					5		Comments	0.50 2.50
1) No 5) Yes									
11.2	Are shades provided to control natural light in learning spaces?			3				Comments	1.00 3.00
1) No, windows are covered with boards/paper 2) No, windows have no light control 3) Yes, but poor condition blinds 4) Yes, blinds 5) Blackout shades N/A) Does not apply.									
11.3	What is the quality of lighting controls in the classrooms?	1						Comments	1.00 1.00
1) Single switch only per room 2) Alternating rows switch off 3) Alternating lamps in single fixtures switch off 4) Tri level switching 5) Dimmable N/A) Does not apply.							Most spaces are single switch, while some are zoned or have alternating rows.		



Photo 1. Art Room Technologies



Photo 2. Cafetorium



Photo 3. Classroom Furniture



Photo 4. Classroom Storage



Photo 5. Corridor



Photo 6. Courtyard
Outside Library



Photo 7. Gym Storage



Photo 8. Gym



Photo 9. Library Social Seating



Photo 10. Library



Photo 11. Music Room



Photo 12. Playground



Photo 13. Stage Access



Photo 14. Auditorium