



## Educational Suitability Summary Report

Norman Elementary School – BLDG # 150

Date: 06/07/2016

**Score 56% Average**

Norman Elementary, serving a student population of approximately 300 students in East Austin, was originally built in 1969. After interviewing the interim Principal and conducting a campus walk assessment, the facility exhibits overall average conditions for educational suitability. This is predominately due to the fact that two thirds of the school (the 200 wing in 1996, and the 300 wing and library in 2008) are relatively new. The remainder of the school however (the 100 wing, music room, restrooms, etc.) would on its own, *easily* score an unsatisfactory rating. In the aforementioned area in particular, a variety of deficiencies were found: undersized classrooms, inadequate technologies, lack of afterschool programs, inflexible furniture, no dedicated music or STEM classrooms, and a variety of health and security concerns.

### Survey Overview

No surveys were received.

### Interview Overview

In talking with the interim Principal, there are a few current school programs that are being held in unsuitable spaces. Of particular note, there is no dedicated music room; currently, a classroom is being used where folding partitions allow for inadequate sound separation. Additionally, the current art room is remotely located from its support spaces (i.e. Kiln) and has minimal natural daylight. There is also concern expressed for the gym, which is perceived as too small. Lastly, there is no secure storage area or bookkeeper's office. The faculty are currently using a single computer station that is open and accessible in the main office.

Programmatic needs are as follows: STEM programs and dedicated space to teach such curriculum, updated technologies with appropriate lifespans, and afterschool programs with associated outdoor spaces.

In planning for the next twenty years of teaching development, technology is assumed to be the primary focus. Video conferencing equipment allowing long distance learning could offer huge potential for a more comprehensive and specialized teaching idiom. Additionally, planning for high school and college type curriculum will gain traction at the elementary school level (refer to aforementioned STEM and afterschool programs) to better prepare students early on. Adapting to technologies and the demands of a quickly developing education system is key to school survival. The Principal expressed that the neighborhood is experiencing gentrification via rent hikes and a 50% drop in student attendance is a direct result. Over the past 10 years, student enrollment has dropped from 600 to 300 students with a teacher to student ratio of 1:16. The current facility is sized to max out at 630 students. It is thought that most are leaving for schools that offer what Norman Elementary School is not yet able to (i.e. STEM,

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afterschool program, improved technologies and teaching strategies, etc.).

Regarding what issues are the most critical, a few targeted concerns emerge. Site and building security, environmental quality, and academic and co-curricular support.

### Assessment Findings

The Educational Suitability Assessment of Norman Elementary School earned a 56% overall score and places the campus in a category of “**Average.**” The assessment consists of 11 categories to determine areas that need more attention.

#### Lower Scoring Categories:

##### Academic and Co-Curricular Support

The score is unsatisfactory.

The classroom spaces in the 100 wing are grossly undersized and lack appropriate storage space. Additionally, these classrooms lack adequate display space for student work as well as adequate visual communication and teaching tools. This is predominately due to irregularly shaped classrooms and accordion partitions that lack tackable/writable surfaces. The 200 wing classrooms are also slightly undersized per the interim Principal. The 300 wing however, is exempt from these concerns. Overall, the facility's chairs and desks are not flexible to allow for different group sizes and teaching methods. Athletic support spaces are insufficient in size while the gym itself lacks circulation and breakout space around the basketball court.

##### Security

The score is unsatisfactory.

Site lighting is sparse and often causes teachers who arrive early or leave late to be susceptible to strangers roaming the grounds. This occurs during the day as unauthorized persons are readily able to enter the school grounds. While the facility has a perimeter fence around the majority of the site, there are several unsecure entry and exit points for unauthorized visitors. This causes additional problems during recess when some students have attempted to run off campus. Couple this with the sparse coverage of security systems on the building itself and the school is susceptible to many security risks. There is no secure vestibule and multiple entry points peppered throughout the school can be accessed freely, allowing unauthorized access both to and from the building.

##### Technology

The score is unsatisfactory.

Norman suffers from inadequate technologies with short lifespans. Currently, projectors being used in classrooms last, at most, five years and are incredibly costly to replace even the most standard of maintenance items (bulbs for current projectors cost upwards of \$140.00 each). When something other than the bulb breaks, the projector is abandoned in place and the class goes without.

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### Higher Scoring Categories:

#### Exterior

The score is average.

The front pick-up and drop-off area is currently going in two different directions. The principal desires a unidirectional drive for buses only. The signage in this area also needs improving. Large limestone blocks are in the outdoor learning area, but they pose a safety issue for students. The playscapes need new equipment, additional shade, and to be re-mulched.

#### Controllability of Systems

The score is average.

Classrooms in the 200 and 300 wings have individual thermal controls, zoned light switches, and effective shades for controlling natural light. However, the artificial lighting controls in the 100 wing are limited to only one on/off switch which is very unsatisfactory for artificial lighting level control.

#### Future Ready Development

The score is average.

Specialized and hands-on project-based learning spaces are minimal. One large common space in the 200 wing is appropriately sized and located, but otherwise extended learning spaces are undersized (100 wing) or non-existent (300 wing). Classrooms in the 300 wing are appropriately sized, but the remaining two thirds of the classrooms are undersized and poorly proportioned. The corridors offer ample space for pinup and display of 2D and 3D artifacts of learning.

#### Furniture, Fixtures & Equipment

The score is average.

The current furniture is unsatisfactory in condition and size, and does not allow for easy reconfiguration of the space for different learning groups. However, the principal states that Norman is to receive new furniture from a current bond in the near future.

#### Environmental Quality

The score is average.

The majority of environmental issues occur in the 100 wing. Dated accordion walls offer virtually no acoustical value, there is an odor emanating from existing restrooms, and there is a rat infestation problem. Aside from this area of the school, the remaining spaces across campus have good access to natural daylight and views, the quality of the artificial lighting is appropriate for classroom functions, and acoustics are adequate in isolating sound from one classroom to another.

#### Storage

The score is good.

General building storage is very spacious in the 300 and 200 wings, but suffers from an inappropriate access method in a few instances. Some of the general storage spaces are only accessible from inside student restrooms. This is easily fixed by adding a door in the corridor

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side wall. Storage in the 100 wing however, would score *very unsatisfactory* on its own. Some classrooms are provided with storage cabinets in the classroom while other classrooms only have storage accessible from the corridor outside the classroom.

### **General Building**

The score is good.

The access for community functions and the general appearance of the school are perceived positively. The arrangement of school spaces allow nighttime use of the school and the corridors are average in width and height. The overall appearance of the school evokes pride, but the programmatic offerings are lacking and score poorly in the eyes of the community.

### **Library/Media Center**

The score is excellent.

The three featured elements of the school that most aptly represent school pride are the computer lab, the library, and the 300 wing. These elements should be preserved in any future development.



### Austin ISD Educational Suitability Assessment Criteria

<b>School</b>	<b>Norman ES</b>	<b>BLDG-150</b>
<b>Name</b>	<b>Kris Kunkel &amp; Sam Shipp</b>	
<b>Date</b>	<b>6/7/2016 (Rev 1 - 12/12/16 - Added SPED Dept Comments)</b>	

#### Scoring Scale

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

### Overall Educational Suitability Score **56%**

1 - Exterior	51%
2 - General Building	80%
3 - Academic & Co-Curricular Support	40%
4 - Future Ready Student Development	58%
5 - Library/Media Center	87%
6 - Security	49%
7 - Technology	50%
8 - Storage	67%
9 - Furniture, Fixtures & Equipment	60%
10 - Environmental Quality	60%
11 - Controllability of Systems	52%

1 - Exterior		1	2	3	4	5	N/A			8.25
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?		2					Comments	1.00	2.00
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.				Currently, the front pickup/drop-off loop is going in two directions. The principal would like to make this unidirectional, for buses only. It is not clearly identified where student drop is intended to take place.						
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?			3				Comments	1.00	3.00
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.				Large limestone blocks are arranged to be an outdoor class, but it is not functioning as intended. Students tend to climb on them and often hurt themselves.						
1.3	Are outdoor play spaces and playfields adequate in size and configuration?			3				Comments	1.00	3.00
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 playscapes need to be weeded and re-mulched. The playscapes lack shade and are used less than desired as a result. In general, play equipment is aged, but functional.						
1.4	Is the building easily identified with appropriate signage and community wayfinding?	1						Comments	0.25	0.25
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 site is poorly delineated in regards to traffic circulation and intended pickup/drop-off schemes.						

2 - General Building		1	2	3	4	5	N/A			6.00
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.										
2.2	Are community use areas arranged so that the school can allow night functions without full school access?				4			Comments	0.75	3.00
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 corridors are supported by double doors, which allow certain areas of the school to be shut off from after hours functions.								
2.3	Does the general appearance of the school evoke pride for the students and community?		2					Comments	0.25	0.50
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 exterior of the building would benefit from cosmetic upgrades and maintenance.								

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A			30.00
3.2	Are Pre-K and Kinder classrooms appropriately configured per the ed spec? (elementary school only)	1						Comments	1.00	1.00
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.		The shape of the building being hexagonal contributes to the general inflexibility of the space in addition to the small classroom sizes.								
3.3	Do Pre-K and Kinder have appropriate support spaces such as restrooms and storage per the ed spec? (elementary only)	1						Comments	1.00	1.00
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.		Shared pod spaces are present, but are oddly shaped and poorly utilized.								
3.4	Are Science Classrooms/Labs appropriately configured per the ed spec?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Neutral 4) Satisfactory 5) Very Satisfactory N/A) Does not apply. (Elementary schools)		There is no dedicated science room, but one is desired.								
3.5	Are Science Classrooms/Labs <b>support</b> areas appropriately configured per the ed spec?	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, 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?			3				Comments	1.00	3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		The gym is tight and needs additional wall padding to further protect students in such a cramped space.								
3.7	Are Physical Education and Athletic <b>support</b> spaces appropriately configured per the ed spec?			3				Comments	1.00	3.00
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 storage is entirely insufficient.								
3.8	Are music, drama, or performance 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.		The cafetorium is currently being utilized for the theater program as there is no dedicated space otherwise. The music room is in the hexagonal shaped 100 wing, so it is subjected to an irregular shape and acoustically ineffective accordion partitions.								
3.9	Are music, drama, or performance <b>support</b> 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.		There is insufficient storage across the school.								

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A	Comments		1.00	2.00
3.10	Are Visual Arts 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.				Teaching surfaces are dependent on rolling chalkboards and the space suffers from poor lighting.							
3.11	Are Visual Arts <b>support</b> spaces appropriately configured per the ed spec?	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.				Support spaces (i.e. kiln) are located far from the art room.							
3.12	Are computer lab spaces appropriately configured?				4			Comments		1.00	4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.				The computer lab is located in the new 300 wing and therefore is adequate in size and quality.							
3.13	Are computer lab <b>support</b> spaces appropriately configured?				4			Comments		1.00	4.00
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.											

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?	1						Comments	1.00 <b>1.00</b>
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Special education takes place in a standard classroom, subjecting it to an irregular shape and inadequate partitions. <i>SPED Dept Comment: No ADA restrooms for 3 wheelchair bound students, changing station is just on a table in a general restroom.</i>	
3.15	Are Special Education <b>support</b> spaces appropriately configured per the ed spec?	1						Comments	1.00 <b>1.00</b>
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.								Any usable storage is in the corridor and students must cross through the corridor to go to the restrooms. <i>SPED Dept Comment: Using shower curtain to partition rooms.</i>	
3.16	Are the student dining facilities appropriately configured?			3				Comments	1.00 <b>3.00</b>
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.									

4 - Future Ready Student Development		1	2	3	4	5	N/A	23.00		
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.		Only one common space exists in the 200 wing. The other wings have very little shared space to promote project-based learning.								
4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?		2					Comments	1.00	2.00
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.		Classrooms in the newest part of the building (300 wing) are adequately sized. The remaining two thirds of classrooms are undersized.								
4.3	Is there adequate storage and or support space to support project-based learning?			3				Comments	1.00	3.00
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.										
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.		Classrooms in the newest part of the building (300 wing) are adequately sized. The remaining two thirds of classrooms are undersized.								

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?			3				Comments	1.00	3.00
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?				4			Comments	1.00	4.00
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.		There are multiple areas conducive to informal interaction.								
4.7	Does the building provide adequate opportunities for students to work independently?			3				Comments	1.00	3.00
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 newer 300 wing has more room in classrooms for independent study, while other classrooms are far more constrained.								

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	0.00 0.00
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	0.00 0.00
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?		2					Comments	1.00 2.00
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.		There are some new projectors, but they are missing required cabling. Older equipment breaks frequently and remains inoperable.							

5 - Library/Media Center		1	2	3	4	5	N/A			24.00
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?				4			Comments	0.50	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										
5.2	How well does the Library/Media Center support quiet study?				4			Comments	1.00	4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										
5.3	How well does the Library/Media Center support social interaction?				4			Comments	1.00	4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		The library needs more flexible furniture to accommodate social interaction.								
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?				4			Comments	1.00	4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										

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)?					5		Comments	1.00 5.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									
5.6	How well does the Library/Media Center support technology?					5		Comments	1.00 5.00
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.									

6 - Security		1	2	3	4	5	N/A			8.00
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.										
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 entry of the building is well lit, but there are a couple areas around the building that would benefit from additional light.								
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?	1						Comments	1.00	1.00
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.		There is no secure vestibule.								
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?			3				Comments	1.00	3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										

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.								Functioning, updated projection equipment is needed in many of the classrooms.		
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			10.00
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.								The 200 wing has storage accessed through student restrooms, which poses many challenges for staff.		
8.2	Is there adequate classroom 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 300 wing has sufficient storage, while the other wings are underserved.		
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.										

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.								The principal states that the school is scheduled to receive new furniture from the current bond. The existing furniture is aged, but functional.		
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			15.00
10.1	How are acoustics in classrooms in general?		2					Comments	1.00	2.00
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.		The 100 wing has very poor acoustics due to accordion partitions that have minimal acoustical value.								
10.2	Is the classroom artificial lighting adequate quality?				4			Comments	1.00	4.00
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.										
10.3	Is there access to natural light in classrooms?				4			Comments	1.00	4.00
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 <b>4.00</b>
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.									
10.5	Does the building have odor or pest problems?	1						Comments	1.00 <b>1.00</b>
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.		Many of the restrooms across the school emit strong odors.							

11 - Controllability of Systems		1	2	3	4	5	N/A	Comments	0.50	6.50
11.1	Does the classroom thermostat allow for individual control?	1						Comments	0.50	0.50
1) No 5) Yes								The majority of the classrooms in the 100 wing are a continuous space with only accordion partitions with one control.		
11.2	Are shades provided to control natural light in learning spaces?				4			Comments	1.00	4.00
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?		2					Comments	1.00	2.00
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.								There is a mix of conditions across the school; single switches are present in older classrooms while multiple, zoned switches are present in the new 300 wing.		



Photo 1. Basketball



Photo 2. Track



Photo 3. Corridor

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Photo 4. Classroom

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Photo 5. Storage



Photo 6. Gym



Photo 7. Accordion Wall



Photo 8. Cafetorium

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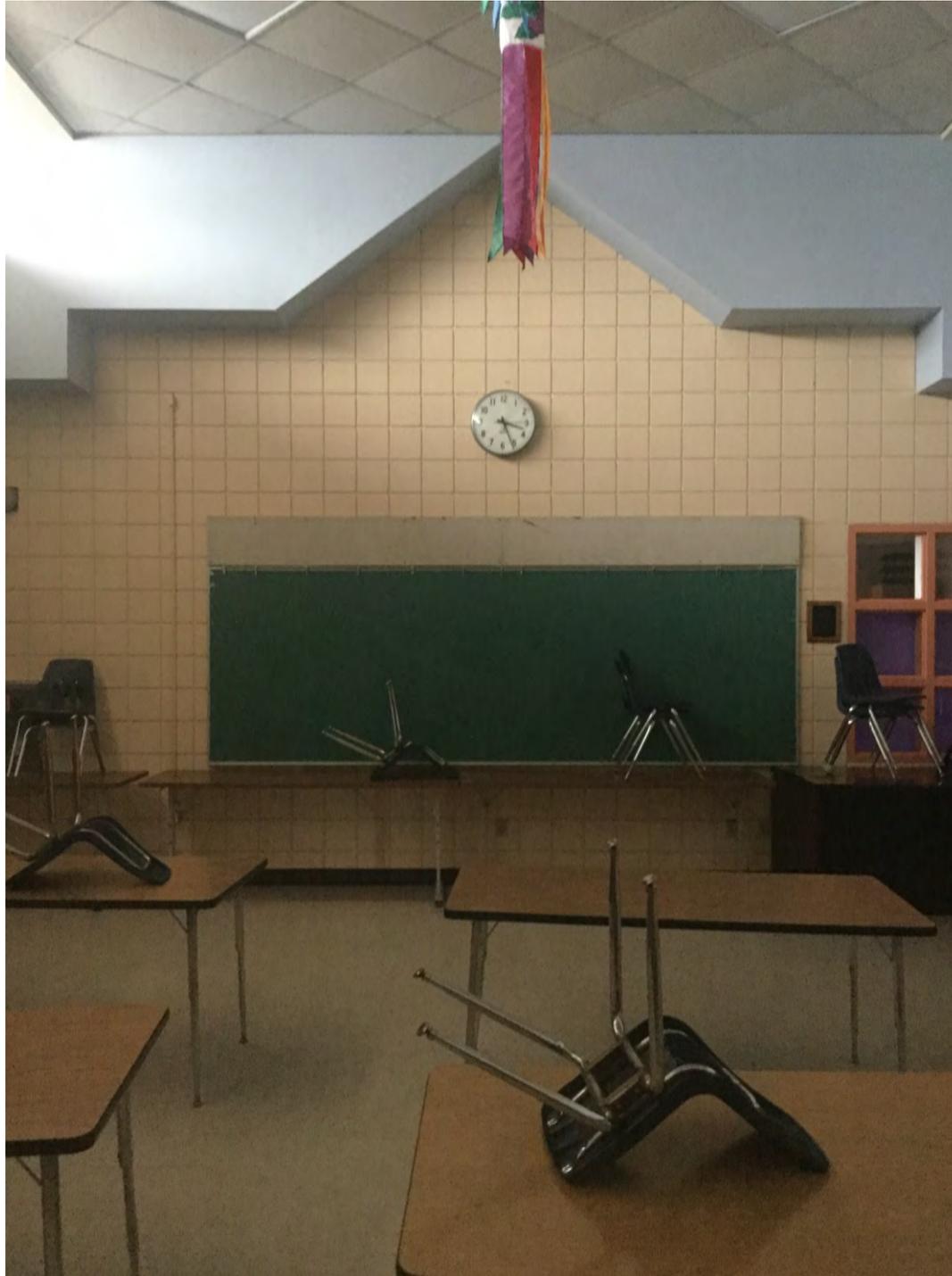


Photo 9. Communal Space