



Educational Suitability Summary Report

Murchison Middle School – BLDG 052

Date: 08/18/2016 (REV1 – 12/19/2016 CAC/Revised Score)

Score 42% Unsatisfactory

Murchison Middle School is serving a student population of approximately 1,500 students in North Austin and is the only middle school with an IB (International Baccalaureate) program in the district. After interviewing the principal, staff and the CAC for science, as well as conducting a campus walk assessment, the facility exhibits an overall unsatisfactory condition for educational suitability. The deficiencies found were primarily resulting from this being an overcrowded campus with a lack of space in general. There is a false community perception that the condition and functionality of the facility is as impressive as their strong academic record and active community support.

Survey Overview

No survey results have been received at this time.

Interview Overview

From the interview with the principal and other staff, it is evident that the entire campus is well beyond its capacity. Currently it is at 127% of its capacity and expected to increase to a student enrollment of 1,700 students. The age of the building also contributes to the lack of space in every classroom. The typical class has 36 students. Currently there are 29 classrooms in portables. The programs currently in the portables are band, orchestra, choir, and robotics. It is not possible to have the entire band in the current band hall at the same time, so they split part of the band into a portable. The only place that can accommodate the band at once is in the gym. The science rooms are inconsistent in layout and furniture. Some science classrooms do not have the appropriate science lab tables and chairs. Some of the rooms have fixed tables and there is a concern about possible asbestos if this furniture is to be removed. The fixed tables in the science room greatly limit the space and this affects the possible number of students in class. The furniture in typical classrooms is dated, worn, and does not have flexibility. The science classrooms lack perimeter cabinets and are not up to the district specifications. Because every space is utilized, there is a lack of adequate storage. There are storage rooms used as offices, and one is used as a sound room. Book rooms are beyond capacity, and the campus is relying on storage containers. A science room is shared with a graphic design class.

Currently, the special education and life skills room are two converted typical classrooms that have outfitted storage rooms with kitchen and laundry appliances. The space has minimal natural light. The spaces lack a quiet corner and uses a closet down the hall as a cool down space. This is an issue due to having to maneuver past other students to get to the cool down closet. The band has to use storage space as sectional rehearsal space, and occasionally has to break out into the vestibule area for separate rehearsals. The number of practice rooms is inadequate, and one of the practice rooms has an electrical panel that hums. Band is supposed

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to have a sink that functions to clean larger instruments per the educational specification, but the current sink is too small with only one functioning faucet out of the three. The storage is insufficient, and there is minimal secure storage. One office space is shared with three teachers and used for chair tests. Some of the faucets for the art rooms are not functioning well, and of the three art classrooms only one has a connected kiln. The dance room has been created from a previous stage area. This area is too small for 44 students at once. The students are hindered and cannot perform full dance moves due to the lack of space. The library is too small and is about one third of the size it should be. There is a lack of technological connectivity in the library as well. The space can only comfortably accommodate only one class at one time. The library classroom is now used as ISS and IB office.

The principal has expressed some safety concerns on the campus. There is no shelter sufficient for all of the students in portables in the event of a severe weather storm, such as a tornado shelter. In the past, students have been taken into the shower stall areas. Lock down of the campus is also difficult. The number of portables and lack of lighting makes monitoring activity at the portables a challenge. Additional cameras are needed for blind spots at various locations on campus. The exterior ramps are dangerous during cold weather due to ice formation. Conduits have fallen down in some locations into the exterior corridors. The basketball floor is the original, 50 year old flooring, and it is buckling in some locations. The dance floor is not level and does not provide enough movement.

If any major renovations occur on campus, measures should be taken to preserve or salvage the trees, especially the tree planted by the boy scouts near the marquee sign. The donor pavers and green house should be preserved as well. Some of the community members may be nostalgic about the campus, and would not like to lose the character of the original building. Instead of a building replacement, there should be consideration for a phased construction to expand the campus with new buildings specifically for Fine Arts and Science.

Moving toward the future, the faculty expressed the importance of having sufficient power and data connectivity for technology. Currently, the conduits are exposed throughout the campus, and they have been retrofitted multiple times. Some of the conduits are disconnected. In addition to an expansion for the campus to address current and future growth, the school also desires more flexible and varied collaboration spaces with sufficient data and power connections. The library should become more of a student-union type hub with the ability for multiple groups to meet at the same time.

The most critical issue for the campus is addressing the overcrowding with adequate classroom spaces and common spaces. The campus needs a common area that can accommodate the entire student body, staff and visitors for an assembly. The decibel level in the cafeteria is too loud, and this space needs additional sound control. The campus is in desperate need of an expansion to accommodate the number of students and to respect the community's desire to keep the identity of Murchison. They expressed that creating a separate campus would be inappropriate, and would not maintain the strong vertical alignment between Murchison and the high school.

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Assessment Findings

The Educational Suitability Assessment of Murchison Middle School earned a 42% overall score and places the campus in a category of unsatisfactory. The assessment consists of 11 categories to determine areas that need more attention.

Lower Scoring Categories:

Academic & Co-Curricular Support

The score is very unsatisfactory.

Some science classrooms have desks and tables with chairs instead of lab tables. Other science rooms have fixed furniture. Not all of the science rooms have an accessible sink or a connected storage/prep room. The gym has dated equipment, and the original flooring is beginning to buckle. The bleachers are old and do not function well, and the basketball goals do not retract. There is a general lack of storage for athletics, and part of the shower areas are used for storage. Only athletics uses the showers. The storage for soccer equipment is in a Spanish class with the soccer coach. The orchestra is broken up into the band wing and in a portable. The dance area is in a previous stage area to the gym and the flooring is not conducive to movement. The space is too small to accommodate the number of students at one time, and there are no connected locker/dressing rooms. The dance storage is inadequate and serves as sectional rehearsal space for band and orchestra. Offices are used for chair testing and rehearsal/practice space. One practice room has electrical panels that create a humming sound. There is a lack of secure storage for instruments. The art rooms lack running water. Two of the art rooms do not have a connected kiln. The campus lacks a dedicated computer lab. The special education and life skills room is a large room created from two former classrooms, but it lacks a cool down corner. They are currently using a cool down corner in a repurposed office down the hall. The recent expansion of the cafeteria has fallen short of expectations to seat 100 more students. The area appears to be too small to accommodate the number of students with appropriate ADA circulation clearances. The outdoor seating is a necessity in order to accommodate the number of students with only 3 lunch periods.

Future Ready Student Development

The score is unsatisfactory.

The campus has limited spaces for hands-on project-based learning. There is a woodshop, greenhouse, and robotics space with equipment for project-based learning, but more storage is needed. Robotics takes place in a portable. Typical classroom storage is insufficient and undersized for project-based learning. More breakout spaces are needed for one-on-one instruction and small collaborations. Meeting spaces, areas for informal interaction, and areas for students to work independently are lacking. Display space is limited in classrooms. One classroom wall has a chalkboard and another has a whiteboard and projection screen. There is minimal hallway space for display.

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Security

The score is very unsatisfactory.

The campus is fairly open to visitors and potentially allows visitors to roam freely to classrooms. The portables lack lighting, and additional security cameras are needed. Some exterior doors have key card access. Most classroom doors have a narrow window creating minimal interior transparency to supervise students not in classrooms.

Technology

The score is unsatisfactory.

The facility has outdated devices, and the technology needs upgrades throughout the campus. There is an insufficient amount of connectivity and power outlets for the number of students per classroom. The campus does not have a dedicated computer lab. Half of the CTE computers are new. The only shared computer area is in the library, and it has a very limited number of computers.

Storage

The score is unsatisfactory.

The general building storage is limited, and the book room is too small. The campus has resorted to using storage containers. It was reported that the lockers for students are not being used in order to minimize unfavorable distractions during class transitions. There are minimal cabinets in typical classrooms. The band hall practice rooms are used for storage when not in use. Storage rooms are also used as sectional rehearsal space, offices, a sound recording room, and a cool down room.

Furniture, Fixtures & Equipment

The score is very unsatisfactory.

The furniture is old and in worn condition. The classrooms have a mix of furniture that can and cannot reconfigure easily. Some science classrooms do not have proper lab tables, and other science classrooms have a mix of desks with attached chairs and fixed lab tables.

Exterior

The score is average.

Buses, cars and pedestrian traffic occur in the same location with a large number of buses. The interior courtyard spaces are nice, but need maintenance to function appropriately due to their heavy use. The playfields are in good condition. The signage is faded and not clearly visible. Signage does not clearly indicate where visitors should enter.

General Building

The score is unsatisfactory.

The circulation routes are wide enough to safely and effectively accommodate student movement with primary corridors about 8 feet wide. The exterior walkways are 10 feet wide. The ramps are narrow for multiple users at once. Only two of the community use areas (gym and cafeteria) can be secured appropriately from the rest of the school. The overall building appearance is unique and in average condition.

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Library/Media Center

The score is average.

The library is not convenient to the main entry and requires entering the main building to gain access. The overall condition of library is good, but it lacks adequate technology and sufficient space for more than one class at one time.

Environmental Quality

The score is unsatisfactory.

The classrooms allow some sound transfer between rooms. There are some classrooms without windows that have no outside views. The campus has a rodent problem.

Controllability of Systems

The score is average.

The classrooms have individual thermal controls and blinds for controlling natural light. However, the artificial lighting controls are limited to one switch.



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Austin ISD Educational Suitability Assessment Criteria

School	Murchison Middle School	BLDG - 052
Name	Anacleto Rojas Jr.	
Date	8/18/2016 (REV1 - SPED and CAC comments - 12/19/2016)	

Scoring Scale

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

Overall Educational Suitability Score 42%

1 - Exterior	52%
2 - General Building	47%
3 - Academic & Co-Curricular Support	31%
4 - Future Ready Student Development	43%
5 - Library/Media Center	53%
6 - Security	35%
7 - Technology	50%
8 - Storage	40%
9 - Furniture, Fixtures & Equipment	33%
10 - Environmental Quality	48%
11 - Controllability of Systems	60%

1 - Exterior		1	2	3	4	5	N/A	8.50	
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.							There is a large number of buses and a small amount of stack space. Due to the number of buses that serve the campus, AISD stated that there is a need to mix traffic of buses and parents, due to stacking issues. <i>CAC Comments: Extremely limited parking access for visitor/staff. Parking for visitors only available at bus circle adding to congestion. CAC recommends lowering score from 3 to a 1.</i>	
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.							The exterior spaces are used frequently by necessity due to the number of students on campus. The interior courtyard space is used and has furniture located through out.	
								See Photo 1	
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 athletic corridor opens to the exterior facing the tennis courts and practice fields. <i>CAC comments: while the tennis courts & some equipment is close to the building the track and field is a good distance away and not visible from the main building (blocked by portables). Track is worn and need replacement. CAC requests a score of 3.</i>	
1.4	Is the building easily identified with appropriate signage and community wayfinding?		2					Comments	0.25 0.50
	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 main entry is unclear for visitors coming to the school. <i>CAC comments: Signage in the building is inadequate. Paper signs currently used in some areas.</i>	

2 - General Building		1	2	3	4	5	N/A	3.50	
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?			3				Comments	0.501.50
							The primary circulation is covered exterior corridors that are sufficiently wide, but the corridors into the classroom areas are not sufficient to accommodate the number of students, as described by staff. The corridors are 10' wide with lockers on each side of the corridor. Stairs are approximately 8'-9' wide. CAC comments: In addition, the number & size of stair wells do not provide for safe adequate circulation of student. No space large enough to accommodate whole student body.		
2.2	Are community use areas arranged so that the school can allow night functions without full school access?		2					Comments	0.751.50
							CAC comments: The cafeteria is only area accessible from a close parking space. Visitors have to walk to the complete opposite side of the building from parking lot to access the one door that can secure from the main building. CAC recommends at score of 2.		
2.3	Does the general appearance of the school evoke pride for the students and community?		2					Comments	0.250.50
							CAC comments: Campus needs new interior paint job & significant landscape improvements. Entire floor covering in courtyard needs to be replaced. CAC recommends a score of 1.		

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A	20.00	
3.2	Are Pre-K and Kinder classrooms appropriately configured per the ed spec? (elementary school only)						N/A	Comments	0.00 0.00
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)						N/A	Comments	0.00 0.00
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.									
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)									Most science labs do not have lab tables. Some science classrooms have desks and tables with chairs and some have fixed desk and chair combinations. Not all of the rooms have an accessible sink. Science labs are small. <i>CAC comments: Science classrooms are too small to ensure student safety during labs. CAC recommends a score of 1.</i>
									See Photos 3-5
3.5	Are Science Classrooms/Labs support areas 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, 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)									Not all of the science labs have sufficient storage or a connected prep/storage room.

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?		2										Comments	1.00 2.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.	The gym has dated equipment and the original 1967 flooring is beginning to buckle. The bleachers are old and do not function well. The basketball goals do not function to swing up. The layout meets current ED Spec. <i>CAC comments: 1 Large gym and 1 small gym is not enough space to accommodate # of seats in PE and Athletics. Classes meet in the foyer. CAC requests a score of 1.</i>											See Photo 6 -7	
3.7	Are Physical Education and Athletic 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.	There is insufficient storage, and part of the shower areas are used for storage. Only the athletics programs use the showers. The soccer equipment storage is in a Spanish class with the teacher that also is the soccer coach. <i>CAC comments: Showers do not work. Need for Washers and Dryers in a laundry room. CAC recommends a score of 1.</i>											See Photo 8	
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?	1											Comments	1.00 1.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.	Performing arts spaces are insufficient, due to current enrollment. Orchestra is currently split between the band wing and a portable. The dance area is in a previous stage area (that was converted) next to the gym, and the flooring is not conducive to movement. The space is too small to accommodate the number of students necessary at one time.												
3.9	Are music, drama, or performance support 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.	There are no connected locker or dressing rooms for dance. The storage space is inadequate and serves as sectional rehearsal space for band and orchestra. Part of orchestra is conducted in a portable. The offices are used for chair testing and rehearsal/practice space. The practice room has electrical panels that create a humming sound. The storage is not secure for instruments. Layout meets current ED Spec, but due to enrollment, the departments is struggling with space. <i>CAC comments: Orchestra, Band and Choir are in portables. Choir office is also private practice space. No functional performance space. New A/C in gym makes it unable to hear musical performances.</i>											See Photo 9	

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?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There are three art classrooms that are too small and lack hot water. CAC comments: Third room on 2nd floor is converted German classroom.	
3.11	Are Visual Arts 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.								The three art rooms do not have a connected kiln room and lack sufficient storage. CAC comments: Art Room on 2nd floor lacks storage.	
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.								The campus lacks a dedicated computer lab. The current computer room is dedicated to other programs. Computers access is limited to either the library or in classrooms. Every room on campus is utilized to its fullest extent.	
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.								There is no dedicated storage area to support the existing technology.	

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.								The space is large, with two classrooms dedicated to space. The space lacks a quiet/cool down corner. A makeshift cool-down corner is in a small repurposed office down the hall. <i>CAC comments: Special behavior support programs in Autistic support programs lack space and significant supports. Currently in portables. SPED comments: SBS & SCORES are in separate rooms in portable with restroom.</i>	See Photo 10
3.15	Are Special Education support 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.								The space lacks a shower and has support spaces created from former storage rooms for the kitchen area. <i>CAC comments: No space for shower! Unsanitary- very unsatisfactory! Tiny kitchenette area not sufficient to teach life skills of meal food prep. Cool down spaces for all programs are insufficient.</i>	
3.16	Are the student dining facilities appropriately configured?		2					Comments	1.00 2.00
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 recent expansion of the cafeteria has fallen short of expectations to seat 100 more students. The area appears to be too small of an expansion to accommodate number of students or handle circulation widths to comfortably allow ADA clearances. The outdoor seating is a necessity to accommodate the number of students with only 3 lunch periods. <i>CAC comments: Inflexible seating. Space used as theater for presentations. Acoustics are inaudible. CAC recommends a score of 1.</i>	See Photo 11

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?			3				Comments	1.00 3.00
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.								There are limited spaces. There is a woodshop and greenhouse space.	See Photo 12
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.								Due to the number of students, the rooms are insufficient in size. Average size classroom is above 700sqft. <i>CAC comments: classrooms are too small for activities with student movement; inflexible seating -science spaces have permanent fixtures that don't need to be. CAC recommends a score of 1.</i>	
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.								The classrooms have minimal casework and storage cabinets.	
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?		2					Comments	1.00 2.00
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.								One classroom wall has a chalkboard and another has white board and projection screen used for instruction. There is minimal hallway space for display.	

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?		2					Comments	1.00 2.00
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.							Few common areas exist. The corridor and foyer spaces are often used as spill-over due to the lack of classroom and instructional space, due to current enrollment. <i>CAC comment: One general meeting room that cannot accommodate whole faculty, just small collaborative groups. No common space to accommodate whole student body.</i>		
4.6	Does the building provide opportunities for informal interaction?			3				Comments	1.00 3.00
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.							Most informal interaction spaces are exterior courtyard areas. There are few interior common spaces, with limited availability, as these areas serve as spill-over for instructional space.		
4.7	Does the building provide adequate opportunities for students to work independently?	1						Comments	1.00 1.00
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.							No spaces provided.		

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.								CAC comment: One flat screen in common area in main office to display student work.	

5 - Library/Media Center		1	2	3	4	5	N/A	14.50	
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?	1						Comments	0.50 0.50
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							It is not clear where to navigate to find the library for visitors unfamiliar to the campus. The wayfinding signage is not evident. <i>CAC comments: No separation of quiet and collaborative works spaces. CAC recommends a score of 1.</i>	
5.2	How well does the Library/Media Center support quiet study?		2					Comments	1.00 2.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							The library is too small and has a small area for social interaction. The rest of the space and the adjacent office spaces have been repurposed for other programs.	
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.							There is a small seating area with appropriate furniture conducive to support social interaction.	
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?			3				Comments	1.00 3.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							The library supports smaller group collaborative work with a few different seating options. <i>CAC comments: While some space supports collaborative groups, cannot support more than 4 small groups at a time. CAC recommends a score of 3.</i>	

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)?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The library is sufficient to accommodate two classes, but not ideal since there are no conference or classroom spaces available for separation of one group from another. <i>CAC comments: All bookcases are fixed and cannot accommodate more than one class at a time. CAC recommends a score of 2.</i>	
5.6	How well does the Library/Media Center support technology?		2					Comments	1.00 2.00
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.								There is an insufficient amount of computers and limited connectivity throughout the library. <i>CAC comments: Minimal AC/DC outlets or space to host and entire class on computer - limited to 14 desktops. No 'innovation station' or presentation station to meet the needs of teachers/innovation.</i>	

6 - Security		1	2	3	4	5	N/A	5.75	
6.1	Does the facility have key card access at all major entries?			3				Comments	0.25 0.75
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?		2					Comments	1.00 2.00
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 campus is fairly open to visitors and potentially allows visitors to roam freely and enter into classrooms. The portables lack lighting.
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.									CAC comments: Main office is far from the 'main entry' of the building. Administration has limited access to one door far from access to parking. Visibility from office to entry is limited allowing easy access for visitors.
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.									There are narrow windows in classroom doors. The campus has multiple blind spots.

7 - Technology		1	2	3	4	5	N/A	5.00	
7.1	How well equipped are the facilities with instructional technology?			3				Comments	1.00 3.00
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.								Half of the CTE computer lab has new computers. <i>CAC comments: More outdated technology than new. Majority of student laptops are at end of life. Less than 1/4 of classrooms have innovation stations. Most innovation stations are at end of life and are fixed. Estimated 3:1 Device ratio. Technology limited to mostly laptops only 3 iPad COWS. Choir innovation station died& is end of life.</i>	
7.2	Is there an adequate number of power and data outlets in learning spaces?		2					Comments	1.00 2.00
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.								There is an insufficient amount of outlets for the number of students per classroom.	

8 - Storage		1	2	3	4	5	N/A	6.00	
8.1	Is there adequate general storage in the building?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There is storage in various spaces where it was not intended. Part of the shower area is used for storage, and lockers are being utilized as general storage. <i>CAC comments: Concession stand used as PTA storage. General campus has lack of storage.</i>	
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.								There are minimal storage cabinets. There are some classrooms with bookshelves and file cabinets.	
8.3	Is there adequate student storage?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Lockers exist, but they are not issued to students.	

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A	4.50	
9.1	What is the current condition of the furniture?		2					Comments	0.75 1.50
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.								See Photo 13	
9.2	How well does furniture accommodate rapid reconfiguration of a space?	1						Comments	1.00 1.00
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.								The science classrooms have fixed tables that hinder the capacity of the room with the large number of students per class. <i>CAC comments: General classroom furniture is not flexible, using attached desk and chairs.</i>	
9.3	Is the furniture ergonomic and size appropriate for grade level?		2					Comments	1.00 2.00
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.								<i>CAC comments: Majority of rooms are desk with attached chair.</i>	

10 - Environmental Quality		1	2	3	4	5	N/A	12.00	
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.								CAC comments: Audible noise from floors/classes above.	
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 lack of natural light does not provide sufficient lighting for the space.	
10.3	Is there access to natural light in classrooms?			3				Comments	1.00 3.00
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.								Some classrooms do not have natural light.	

10 - Environmental Quality - Continued								1	2	3	4	5	N/A		
10.4	Is there access to outside views from learning spaces?			3					Comments					1.00	3.00
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.								There are classrooms that have no windows or views to the outside.							
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.								There is a rat problem on the campus. <i>CAC comments: Seasonal bee problem in every trash can. Sewage odor problem in library and science wing & 100s corridor at least once a week. CAC recommends a score of 1.</i>							

11 - Controllability of Systems								1	2	3	4	5	N/A	7.50			
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?										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?							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.																	



Photo 1. Outdoor Space

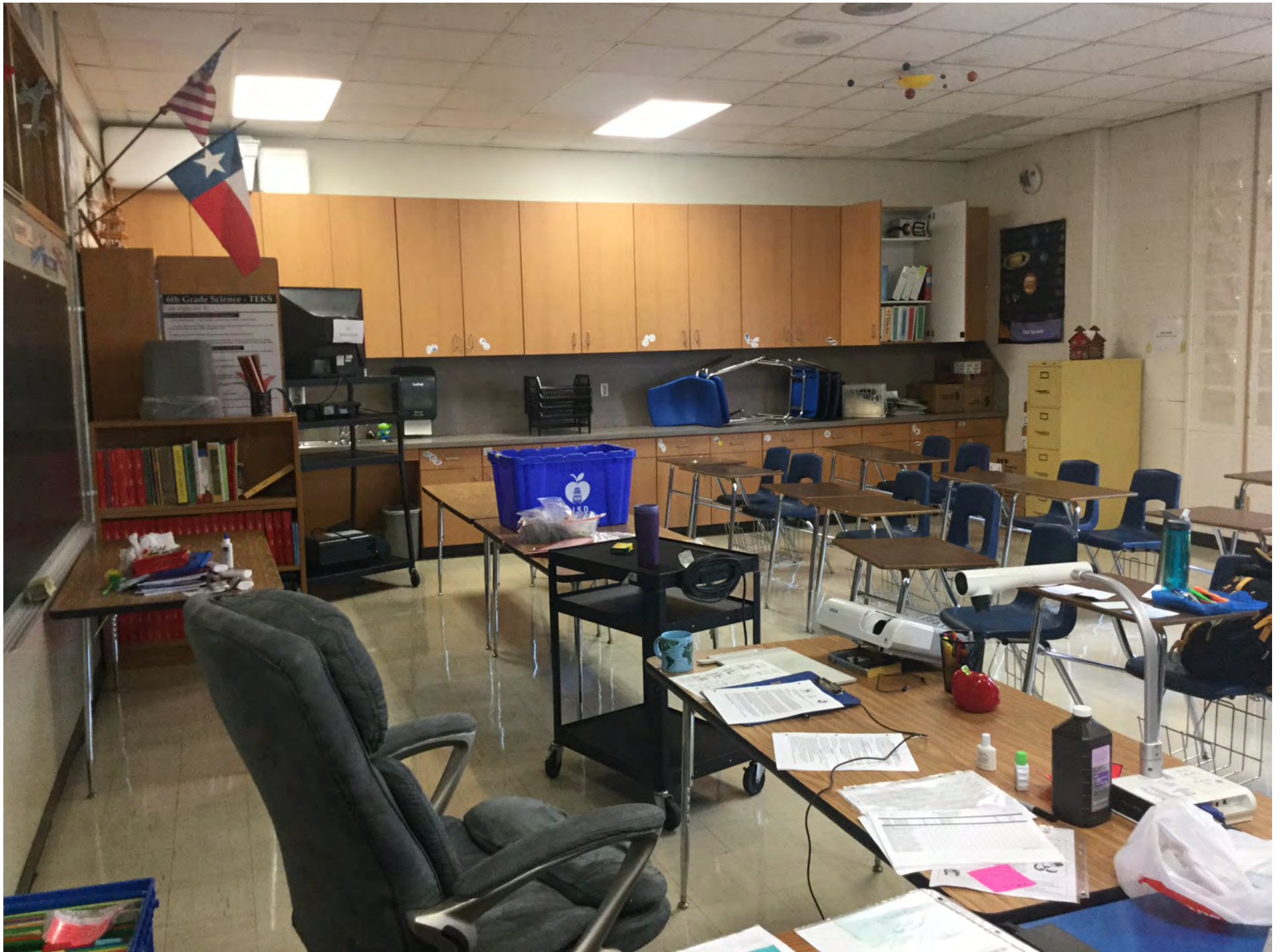


Photo 2. Science Room



Photo 3. Science Room



Photo 4. Science Room



Photo 5. Science Storage



Photo 6. Gym



Photo 7. Gym Equipment

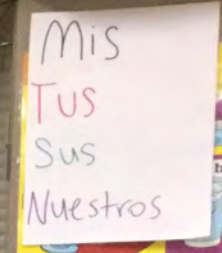


Photo 8. Athletics Storage



Photo 9. Practice Room



Photo 10. Special Education



Photo 11. Outdoor dining



Photo 12. Greenhouse



Photo 13. Typical Classroom Furniture