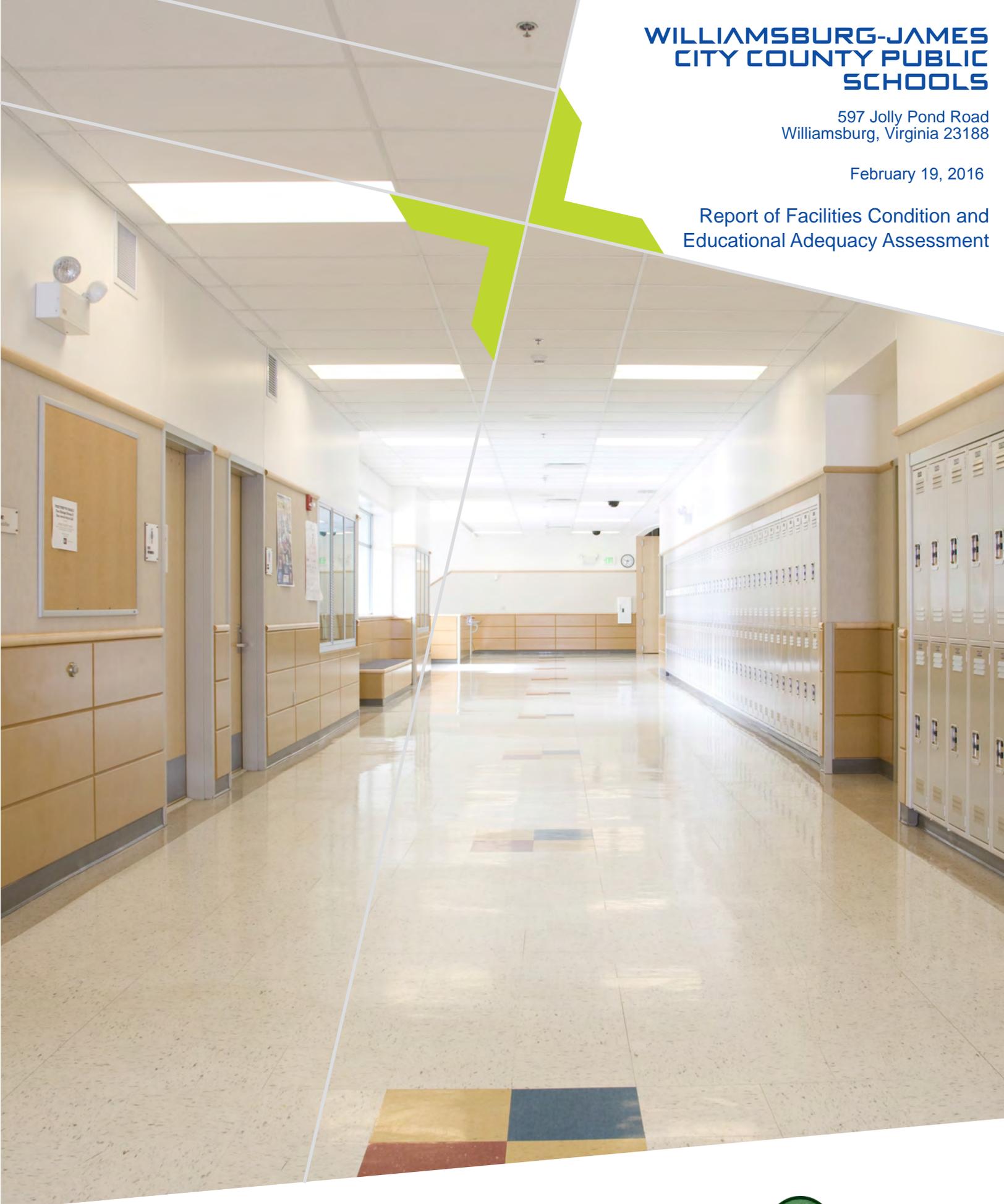


WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS

597 Jolly Pond Road
Williamsburg, Virginia 23188

February 19, 2016

Report of Facilities Condition and Educational Adequacy Assessment



February 19, 2016

Williamsburg-James City County Public Schools
597 Jolly Pond Road
Williamsburg, Virginia 23188

Attention: Mr. Marcellus Snipes
Senior Director for Operations

Reference: **Report of Facility Condition and Educational Adequacy Assessment**
Williamsburg-James City County Public Schools
Williamsburg, Virginia
F+G Project No. 100045326

Dear Mr. Snipes:

Faithful+Gould, Inc. has completed a Report of Facility Condition and Educational Adequacy Assessment of the Williamsburg-James City County Public Schools. In addition, Faithful+Gould has completed the data population of the capital planning software Capital Forecast by SchoolDude. This report provides a summary of the project information known to us at the time of the study, the scope of work performed, recommendations regarding operations and maintenance improvements, an overview of the educational adequacy of each facility, and a forecast of the anticipated capital expenditures required over the next 10-years.

This report was completed in general accordance with the ASTM E2018-08 Standard Guide for Property Condition Assessments: Baseline Property Condition Assessment Process, Faithful+Gould's Facility Study Price Proposal dated June 10, 2014 and as approved by the Williamsburg-James City County School Board on April 21, 2015.

It has been a pleasure working with you on this project, and we look forward to working with you in the future.

Very Truly Yours,

D. Jonathan Bailey, CCM, CEM, LEED AP
Chief Facility Assessor

Benjamin J.M. Dutton, MRICS, MCIQB, FFB
Vice President

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SUMMARY OF FACILITY CONDITION ASSESSMENT

1.0 Introduction

In April of 2015, Faithful+Gould, Inc. was retained by the Williamsburg-James City County Public Schools (WJCC) to complete a comprehensive Facility Condition and Educational Adequacy Assessment of the 15 schools within the division. The assessment included all high, middle and elementary schools within the division and the Operations Building, however, the Central Office and Cooley Field were not included within the assessment. Completed between May and June of 2015, the objectives of the assessment were to:

- Identify and document the present condition and risks at each school
- Recommend corrections for all deficiencies
- Identify the risk of deficiencies and the consequence of not correcting those deficiencies
- Provision of cost estimates for such corrections
- Forecast future facility renewal costs based on documented methodology
- Determine the Facilities Condition Needs Index (FCNI) to illustrate the relative condition of each school
- Identify improvements required to meet the educational mission of each school based on developed criteria
- Identify opportunities to improve operations and maintenance practices.

In order to meet the above objectives, we evaluated the current condition of all elements of the subject facilities and sites, met with the Department of Facility management staff and other key stakeholders, assessed each facility in regards to how the current facilities support the divisions teaching mission, and then projected future alteration, repair and replacement needs required over the next 10-years (study period), beginning in calendar year 2016 and running through 2025, from both a timing and criticality (risk of failure) basis. The following sections of this report highlight key findings with regards to the financial requirements over the study period, areas of improvement identified in completion of the Educational Adequacy Assessment and recommendations for improvements of the current operations and maintenance practices for the division. Details regarding the recommended projects, costs, timing, and priority have all been captured within the capital planning software, SchoolDude, utilized by WJCC.

1.1 Condition & Financial Need Summary

As discussed within this document and as shown within the tables, in order for the assessed facilities to continue to function in a safe and cost efficient manner, and in order for WJCC to reduce risk relative to facility conditions (from both a cost, continuity of service and health/safety standpoint) immediate and on-going capital investment (system/component replacement) is required. Based upon observed conditions, it appears that each facility has received an average level of funding for timely capital repair and replacement of the major systems. In general, we noted that current capital funding practices appeared to be more life cycle driven as opposed to the condition of the system as a whole. In addition, it was also noted that current staffing levels for maintenance activities are not adequate to ensure preventative maintenance activities are completed in a timely basis. This issue could also be the driver for more comprehensive system wide replacements as the life cycle of equipment can be reduced due to the lack of a comprehensive preventative maintenance program. This issue is discussed further within the Operations and Maintenance section of this report.

1.2 Recommended Action

Each year, Faithful+Gould, Inc. works with clients of all types and sizes to help them understand the condition of their facilities and the resulting capital requirements. Few of our clients have a history of adequately funding their facilities and are always seen as long-life assets, with increased maintenance will continue to function. However, many of these clients face an ultimate decision relative to their facilities – 1) do they “ignore” the condition of their facilities and corresponding funding needs resulting in increased maintenance costs, an increase in the eventual required cost of system replacement, a decrease in user comfort, an increase in liability/risk, and a failure in good financial stewardship. The alternative is 2) do they embrace the fact that building systems do have a finite life, will need replacement (regardless of whether this replacement is funded or planned), and through adequate funding and planning for these replacements, facility costs (both capital and operational) can be reduced, liability will be reduced, user comfort will be increased and ultimately WJCC will provide effective fiscal stewardship of their facilities. Ultimately, the capital requirements detailed in the following section will happen; the decision is whether they will be funded and planned and their costs contained, or whether they will be reactionary, unfunded and their costs inflated.

1.3 Projected Capital Needs

The following section provides a summary of capital expenditures for the schools over the 10-year study period. The 10-year study period includes calendar years 2016 through 2025. The Education Adequacy Assessment costs have been excluded from the capital expenditure tables pending the review of the EAA results with the district. Table 1-1 below provides a tabular listing off all recommended expenditures identified over the study period. Table 1-2 on the following page provides the total expenditures recommended for each school over the study period. All numbers are shown in current dollar values. Opinions of cost include the construction cost, contractor overhead and profit, architectural and engineering fees, and contingency. These expenditures also include cyclical allowances for replacement of furniture, audio and visual equipment, and information technology, however, these expenditures do not include for items such as preventative maintenance activities, such as filter changes, or other operating costs, such as custodial services.

Table 1-1 – Summary of Expenditures over 10 year Study Period (2016-2025)

Fiscal Year	Expenditures
2016	\$4,310,010
2017	\$5,287,877
2018	\$3,031,490
2019	\$4,055,435
2020	\$5,396,160
2021	\$2,407,556
2022	\$4,233,200

Fiscal Year	Expenditures
2023	\$2,417,092
2024	\$1,660,300
2025	\$1,110,700
TOTAL	\$33,909,820

Table 1-2 – Summary of Expenditures over 10-Year Study Period by School

School	10 Year Capital Need
Clara Byrd Baker Elementary School	\$1,639,840
D.J. Montague Elementary School	\$1,004,600
J. Blaine Blayton Elementary School	\$412,500
James River Elementary School	\$1,417,393
Matthew Whaley Elementary School	\$973,390
Matoaka Elementary School	\$863,340
Norge Elementary School	\$3,632,050
Rawls Byrd Elementary School	\$1,569,405
Stonehouse Elementary School	\$1,890,700
Berkeley Middle School	\$2,474,800
Lois Hornsby Middle School	\$1,220,00
Toano Middle School	\$1,665,100
Jamestown High School	\$3,345,252
Lafayette High School	\$3,628,800
Warhill High School	\$2,560,705
Operations Building	\$511,945
Division Wide*	\$5,100,000
TOTAL	\$33,909,820

The expenditures related to Division Wide in the table above relate to cyclical expenditures related to replacement of furnishings, security equipment, and information technology equipment across the division

and are not attributable to a specific facility. A cost allowance was derived based on factors such as historical costs and industry recommended funding levels.

We have provided a tabular overview of the expenditures required at each school over the 10-year study period based on school type. Table 1-3a/b, 1-4a/b, 1-5a/b, and 1-6a/b provide a tabular overview of the expenditures required at each school and across the division over the 10 year period.

Table 1-3a – Elementary School Expenditures by Year (2016-2020)

School	2016	2017	2018	2019	2020
Blayton	\$40,000	\$-	\$-	\$-	\$5,600
Clara Byrd Baker	\$288,900	\$496,040	\$-	\$8,000	\$434,700
DJ Montague	\$147,100	\$120,000	\$-	\$341,600	\$10,000
James River	\$950,400	\$61,000	\$6,000	\$270,900	\$4,000
Matoaka	\$51,100	\$-	\$-	\$192,040	\$10,200
Matthew Whaley	\$182,840	\$146,500	\$192,000	\$31,900	\$3,500
Norge	\$270,700	\$372,200	\$89,000	\$200,000	\$2,001,400
Rawls Byrd	\$233,650	\$183,885	\$71,500	\$745,300	\$12,900
Stonehouse	\$71,300	\$311,200	\$142,000	\$735,300	\$57,000
TOTAL	\$2,235,990	\$1,690,825	\$500,500	\$2,525,040	\$2,539,300

Table 1-3b – Elementary School Expenditures by Year (2021-2025)

School	2021	2022	2023	2024	2025
Blayton	\$84,700	\$230,300	\$8,500	\$43,400	\$-
Clara Byrd Baker	\$-	\$386,700	\$-	\$25,500	\$-
DJ Montague	\$189,700	\$-	\$-	\$196,200	\$-
James River	\$65,093	\$48,000	\$-	\$-	\$12,000
Matoaka	\$160,500	\$277,200	\$-	\$60,300	\$112,000
Matthew Whaley	\$64,000	\$64,900	\$-	\$282,850	\$4,900
Norge	\$547,000	\$-	\$-	\$151,750	\$-
Rawls Byrd	\$165,770	\$-	\$105,000	\$8,900	\$42,500

School	2021	2022	2023	2024	2025
Stonehouse	\$43,700	\$233,700	\$-	\$108,500	\$188,000
TOTAL	\$1,320,463	\$1,240,800	\$113,500	\$877,400	\$359,400

Table 1-4a – Middle School Expenditures by Year (2016-2020)

School	2016	2017	2018	2019	2020
Berkeley	\$162,100	\$250,000	\$270,700	\$319,500	\$248,300
Lois Hornsby	\$121,200	\$40,000	\$-	\$-	\$13,600
Toano	\$100,900	\$206,600	\$-	\$85,000	\$926,700
TOTAL	\$384,200	\$496,600	\$270,700	\$404,500	\$1,190,620

Table 1-4b – Middle School Expenditures by Year (2021-2025)

School	2021	2022	2023	2024	2025
Berkeley	\$124,500	\$97,500	\$981,200	\$21,000	\$-
Lois Hornsby	\$220,600	\$-	\$534,300	\$90,300	\$200,000
Toano	\$-	\$180,900	\$-	\$28,700	\$136,300
TOTAL	\$345,100	\$278,400	\$1,515,500	\$140,000	\$336,300

Table 1-5a – High School Expenditures by Year (2016-2020)

School	2016	2017	2018	2019	2020
Jamestown	\$120,532	\$220,000	\$673,500	\$130,000	\$147,030
Lafayette	\$350,600	\$1,941,900	\$482,000	\$130,000	\$267,700
Warhill	\$160,430	\$211,750	\$85,000	\$450,895	\$934,530
TOTAL	\$631,562	\$2,373,650	\$1,240,500	\$710,895	\$1,349,260

Table 1-5b – High School Expenditures by Year (2021-2025)

School	2021	2022	2023	2024	2025
Jamestown	\$-	\$1,687,900	\$351,290	\$15,000	\$-
Lafayette	\$346,700	\$34,000	\$-	\$75,900	\$-
Warhill	\$20,000	\$486,100	\$80,000	\$132,000	\$-
TOTAL	\$366,700	\$2,208,000	\$431,290	\$222,900	\$-

Table 1-6a – Division Wide and Operations Building Expenditures by Year (2016-2020)

School	2016	2017	2018	2019	2020
Division Wide	\$965,000	\$715,000	\$815,000	\$415,000	\$315,000
Operations	\$93,258	\$11,802	\$204,790	\$-	\$4,000
TOTAL	\$1,058,258	\$726,802	\$1,019,790	\$415,000	\$319,000

Table 1-6b – Division Wide and Operations Building Expenditures by Year (2021-2025)

School	2021	2022	2023	2024	2025
Division Wide	\$365,000	\$415,000	\$315,000	\$365,000	\$415,000
Operations	\$10,293	\$91,000	\$41,802	\$55,000	\$-
TOTAL	\$375,293	\$506,000	\$356,802	\$420,000	\$415,000

For each recommendation, Faithful+Gould assigned a classification category in order to detail why the recommendation should be completed. For instance, if the recommendation is due to changes in use of the space from its original intended use, we classify that requirement as Plant Adaptation. Or, if a requirement is needed to improve a system or aspect of the facility, we classify those types of requirements as Capital Improvements. We have classified each recommendation by one of the five classifications.

- Capital Improvement – Capital Improvement is the addition, expansion, extension, alteration, conversion, or replacement (complete reconstruction due to damage or major repair) of a facility. Work done to a building that improves, enhances or updates the building is a Capital Improvement.
- Capital Renewal – Capital Renewal projects correct unacceptable conditions caused by aged building components which will exceed their useful life cycle within the next ten years. These items generally function as originally intended. If execution of Capital Renewal projects is deferred for an inordinate amount of time, conditions may deteriorate and the projects may be re-categorized as Deferred Maintenance.

- Routine Maintenance – Routine maintenance is major maintenance that is typically required to maintain effective operation of an asset and or prolong the lifecycle. Does not include items related to preventative maintenance activities and typically have a requirement total over \$3,000.
- Plant Adaptation – Plant Adaptation is a requirement resulting from the change of use or reconfiguration of space from its initially intended or designed purpose.
- Deferred Maintenance – Deferred Maintenance is maintenance or repair that is past due. This work will return a component or system to an acceptable condition, and prevent physical depreciation or loss in the value of a building, minimize or correct wear, and ensure the maximum reliability and current useful life of the facility or component.

Table 1-7 on the following page details the recommended expenditures by classification for all facilities and site systems over the study period beginning in 2016.

Table 1-7 – Summary of Expenditures by Classification

Classification	Expenditure Totals
Capital Improvement	\$950,200
Capital Renewal	\$28,825,745
Routine Maintenance	\$3,742,936
Plant Adaptation	\$76,000
Deferred Maintenance	\$314,939
TOTAL	\$33,909,820

From table 1-7, it is evident that the majority of the expenditures across the division are classified as Capital Renewal, however, it should also be noted that the Deferred Maintenance backlog is lower than what is typically expected for a portfolio of this size. This means that WJCC is utilizing the funding they have been given in an efficient manner in order to keep their facilities in good condition. The above table also shows that significant Capital Renewal requirements have been identified, specifically in the first five years of the study period, indicating that many of the facilities have systems or components that will require replacement in order to keep the facilities in a condition that provides a satisfactory learning environment. This also means that if these Capital Renewal projects are not funded in a timely manner, then as the projects get deferred, the Deferred Maintenance backlog will increase. In order to keep this scenario from occurring, strategic capital planning must be implemented in order to level the funding requirements over the next ten years, so that a median funding level can be determined to ensure the facilities remain in good condition.

In order to provide an additional level of granularity so that further prioritization of expenditures can be made, a justification was assigned to each expenditure. The justification category provides additional details as to why an expenditure is required. The 10 justification categories are as follows:

- Accessibility – Expenditures required to address areas of non-compliance with the Americans with Disabilities Act Accessibility Guidelines.
- Appearance – Expenditures required to restore a component or system to an acceptable level to maintain the aesthetics of the facility or site. Expenditures primarily related to interior finishes.
- Beyond Useful Life – Expenditures required to restore a component or system as a result of being beyond its service life or in a state of disrepair.
- Building Code – Expenditures required to correct building code required items, such as correcting handrails, installation of backflow preventers, etc. Does not include code related items dealing with life safety.
- Capacity/Design – Expenditure required to increase the capacity of a component or system, either as a result of an inadequate design or due to changes in use or reconfiguration of space.
- Educational Adequacy – Expenditures identified as part of the Educational Adequacy Assessment that will help advance the WJCC educational mission.
- Energy – Expenditures identified that will help improve energy efficiency by either changes in operations, replacement or retrofits, or by installation of supplemental systems.
- Life Safety – Expenditures identified as having a direct impact on the life safety of the occupants. These types of expenditures focus on paths of egress, fire suppression systems and other systems provided to protect building occupants.
- Maintenance – Expenditures identified that will help address routine maintenance issues and or correct repeated repairs or replacements.
- Obsolescence – Expenditures required due to replacement components becoming obsolete as a result of manufacturers no longer supporting a system or component. Often these expenditures are required due to the lack of availability of replacements parts.
- Reliability – Expenditures required to improve a component or system in order to improve reliability. These expenditures can either improve reliability of equipment to reduce probability of failure or at the system level.
- Security – Expenditures required to improve the security of a building either through the use of active security features such as electronic systems or through passive features.

Table 1-8 below provides a tabular overview of the top five, by total dollar value, justification categories by year over the 10-year study period. It should be noted below, that the categories listed below do not represent all recommended expenditures for the respective year.

Table 1-8 – Top Five Justification Categories by Year (2016-2020)

Justification	2016	2017	2018	2019	2020
Appearance	\$125,250	\$100,050	\$516,290	\$1,638,495	\$3,207,030
Beyond Useful Life	\$739,700	\$3,171,500	\$1,024,400	\$1,437,500	\$1,312,930
Maintenance	\$176,900	\$20,400	\$10,000	\$324,040	\$0
Obsolescence	\$1,090,000	\$836,500	\$887,000	\$370,000	\$630,500
Reliability	\$1,902,030	\$637,427	\$143,800	\$200,400	\$245,700
TOTAL	\$4,310,010	\$5,287,877	\$3,031,490	\$4,055,435	\$5,396,160

Based on the data above, it is shown that the majority of the expenditures fall within the Beyond Useful Life category and, for the most part, coincide with the identified Capital Renewal expenditures shown in table 1-7. For 2016, the expenditures within the Reliability category are primarily related to several roof replacement and exterior envelope projects. The expenditures within the Appearance category are primarily recommendations for refurbishment of interior finishes within the schools and is indicative of the cyclical nature of renewal of interior finishes. These types of expenditures can often be deferred based on functionality of the finishes or can even be separated out into multiple phases where the renewal of finishes becomes more condition driven then life cycle driven. Based on our observations, WJCC has taken the approach of major interior finish renewal at one given time as opposed to select finish or system replacements phased out over two to three years or strictly based on condition. This is important due to the disruption multiple projects over a two or three year period can cause for the respective school. In addition, condition driven replacements and system upgrades often time require additional staff to manage multiple individual projects, as opposed to completing two or three large scale renewal projects per year. An approach driven by life cycle replacement of finishes or systems often times leads to replacing finishes or system prematurely. Even though a condition driven replacement cycle would require a more extensive management of projects and planning, it could help redirect expenditures to areas where needed and provide a more strategic approach to capital planning.

1.4 Facility Condition Needs Index

The Facility Condition Needs Index (FCNI) provides a relative measure for comparing one facility (or group of facilities) to another. This index is a calculation, derived by dividing the total project costs (for the 10-year study period) by the total Current Replacement Value (CRV). It should be noted that the CRV is calculated within the SchoolDude capital planning software. We took these developed costs and compared them against the CRV’s utilized for insurance purposes and when compared it was decided to use the SchoolDude calculated values in order to capture site improvements, such as ball fields, tracks, etc. When applying the index as an evaluation tool, the lower the number, the better the facility’s condition. The CRV represents the cost to replace an existing building with one of similar use type and size on the same site. This helps provide a snap shot of the condition of a facility if the recommended projects are not funded in a timely manner. This includes demolition, site preparation, professional fees, and construction costs. Table 1-9 below describes the ranges of FCNI with respect to condition.

Table 1-9 – FCNI Range and Descriptions

FCNI Range	Condition Description
0.00 – 0.10	Excellent condition, typically new construction
0.11 – 0.20	Good Condition, renovations occur on schedule
0.21 – 0.30	Fair Condition, in need of normal renovation
0.31 – 0.50	Below average condition, major renovation required
0.51 – 0.59	Poor condition, total renovation needed
0.60 – Above	Complete facility replacement indicated

In order for WJCC to compare facilities to one another across the portfolio, Tables 1-10a and 1-10b on the following pages provides a tabular listing of each facility’s FCNI ranked in order of highest to lowest FCNI in order to demonstrate the facilities with the greatest needs and then sorted alphabetically by school.

Table 1-10a – Facility Condition Index by Rank

School	FCNI
Norge Elementary School	0.18
Operations Building	0.17
Stonehouse Elementary School	0.10
Berkeley Middle School	0.10
Clara Byrd Baker Elementary School	0.10
Lafayette High School	0.09
Jamestown High School	0.08
Rawls Byrd Elementary School	0.08
Toano Middle School	0.08
James River Elementary School	0.08
Matthew Whaley Elementary School	0.07
D.J. Montague Elementary School	0.07
Warhill High School	0.05
Matoaka Elementary School	0.05

School	FCNI
Lois Hornsby Middle School	0.04
J. Blaine Blayton Elementary School	0.02
Division FCNI	0.08

Table 1-10b – Facility Condition Index by School

School	FCNI
Berkeley Middle School	0.10
Clara Byrd Baker Elementary School	0.10
D.J. Montague Elementary School	0.07
J. Blaine Blayton Elementary School	0.02
James River Elementary School	0.08
Jamestown High School	0.08
Lafayette High School	0.09
Lois Hornsby Middle School	0.04
Matoaka Elementary School	0.05
Matthew Whaley Elementary School	0.07
Norge Elementary School	0.18
Rawls Byrd Elementary School	0.08
Stonehouse Elementary School	0.10
Toano Middle School	0.08
Warhill High School	0.05
Operations Building	0.17
Division FCNI	0.08

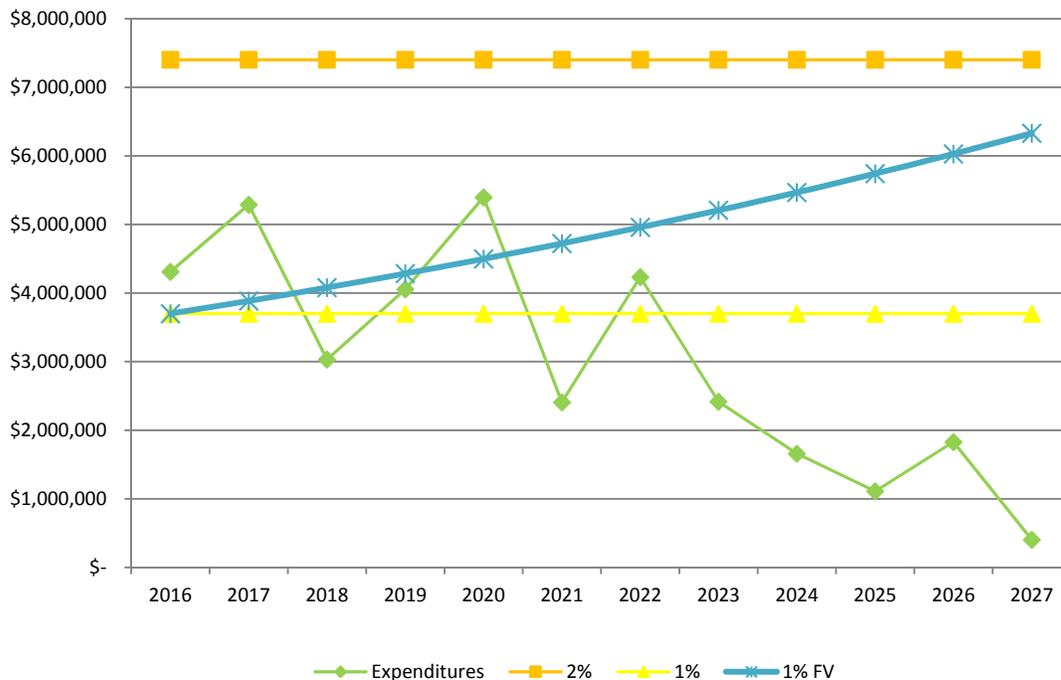
Based on the information provided above, the FCNI for the portfolio is 0.08, which is in the Excellent Condition category. For the most part, the FCNI scores are indicative of WJCC being efficient with the annual funding received and taking care of the facilities with the resources given. However, given the upcoming required Capital Renewal expenditures, funding levels will need to be increased in order to prevent the relatively low Deferred Maintenance backlog from increasing, which will ultimately effect the conditions of

the facilities. The facilities with the higher FCNI are due to significant Capital Renewal expenditures being identified over the study period. These recommended expenditures are typically a result of the facility and/or system age. For instance at Norge Elementary School, replacement of the major mechanical systems as well as interior finishes will be required within the first five years of the study period.

1.5 Capital Funding Levels

Determining an appropriate annual funding level to ensure that facilities remain in good condition while balancing the fluctuation of funding actually received can be challenging. The industry standard for funding of capital renewal is between 2% and 4% of the current replacement value. Based on the summation of the CRV for each facility across the portfolio, \$370,054,359 as taken from SchoolDude, this would equate to an annual funding requirement between \$7.4 million and \$14.8 million. This level of funding is often not achievable for County and City governments, so a more structured and strategic approach must be taken to determine an acceptable funding level to ensure long range capital renewal needs are met. Understanding that the funding received from one year to the next will likely not be consistent, an average target should still be identified in order to help ensure future projects are budgeted for. Chart 1-1 below shows a comparison of funding levels versus the required expenditures over the study period.

Chart 1-1 – Funding Level Scenarios as Percentage of CRV



As you can see from the chart above, the approach of funding more than 2% of the portfolio CRV results in an annual surplus and exceeds the expenditures identified as part of the study period. Based on those factors, a more realistic funding level should be targeted. Based on our experience and analysis of the data, we determined that a target funding level of 1% of the CRV or \$3.7 million should be targeted. If the target funding level of 1% of the portfolio CRV is analyzed, you can see that this level of funding is much more in line with the annual expenditures identified over the study period, however, this level of funding is still not sufficient for all years. In those instances, one must look at the recommended projects and identify which

projects could possibly be deferred for another year in order to spread the expenditures over the study period so that the targeted funding level (yellow line) matches up with the recommended expenditures (green line). The goal is to try and get these two lines to match as closely as possible. For most clients, we find that a half day budget workshop evaluating the recommended projects and determining which projects could be moved in order to stay within the targeted annual funding levels is beneficial. It should be noted that these funding requirements are above and beyond normal operations expenses, capital expenditures for new construction or expansion projects, or expenditures related to the purchase and/or repair of vehicles, such as schools busses.

An additional part of our analysis included a comparison of the expenditures identified through the Facility Condition Assessment (FCA) process versus the current proposed five year Capital Improvement Plan (CIP). In order to provide an accurate comparison, expenditures related to vehicles and new construction are removed from the proposed annual funding request. Table 1-11 below provides a comparison of the FCA proposed five year plan versus the current five year CIP.

Table 1-11 – Five Year FCA CIP vs Current WJCC CIP

	2016	2017	2018	2019	2020
FCA	\$4,310,010	\$5,287,877	\$3,031,490	\$4,055,435	\$5,396,160
WJCC CIP	\$3,429,415	\$6,154,198	\$6,261,474	\$801,949	\$5,353,776
Difference	\$880,595	\$(866,321)	\$(3,229,984)	\$3,253,486	\$(42,384)

After further analysis of the comparison data to determine significant differences in funding levels, specifically 2018, we identified a difference in the timing of some project expenditures that were identified in the Facility Condition Assessment (FCA) process relative to the WJCC CIP. In addition, we identified one large capital project at Clara Byrd Baker that was included within the WJCC CIP, which based on our assessment appears to be excessive based on observed conditions. It should be noted that the methodology of the FCA recommendations were developed with a strategic approach and more condition driven, focusing on individual projects and not system wide replacements based on life cycle data. Many of the projects identified fall below the \$50,000 CIP threshold, however, these projects can be grouped together to develop a large scale renovation projects across the portfolio.

1.6 Risks & Consequence of Inaction

In order to allow WJCC to balance containment of capital investment with probability and consequence of failure, we have assigned each project with a risk number. Risk priority numbers have been calculated based upon assignment of risk resulting from system criticality, impact of failure, system condition, and failure probability. Numerical scores from each element are added to provide an end risk priority number. The lower the number, the greater the risk if the recommendation is not completed. By providing each expenditure recommendation with a risk priority number, it helps further prioritize expenditures so that funding can be directed to expenditures that could potentially have the most impact if not addressed in a timely manner. Risk numbers have been calculated based upon a numerical assignment of risk resulting from four categories: 1) Impact of Failure, 2) Condition, 3) Probability of Failure, and 4) Frequency of Failure. Numbers assigned to each category are added together to create a total risk number. This risk number is assigned a risk category

based upon its numerical range. For instance, deterioration of a computer room air conditioning unit could score 2 under Impact of Failure, 3 under Condition, 3 under Probability of Failure, and 3 under Frequency of Failure, resulting in a score of 11 (2+ 3 + 3 + 3) which equates to a high risk. Table 1-12 below details the risk criteria.

Table 1-12 - Risk Criteria

Impact of Failure	Condition	Probability of Failure	Frequency of Failure
1 - Catastrophic: The Facility/System/Component cannot be used; personnel death.	1 – Very Poor OR Critical active non grandfathered code violation	1 – In state of failure	1 - Frequent: occurrence happens once per week or more - Mean Time Between Failure (MTBF) <7 days. OR Item failure will be of terminal consequence to the facility
2 - Major: A large portion of the facility is rendered unusable; interruption of facility's official mission activities; personnel injury; deterioration of historic fabric, critical operations severely affected.	2 – Poor OR Severe active non grandfathered code violation	2 – Chance of immediate failure	2 - Common: occurrence happens once per month - MTBF 7 - 30 days.
3 - Significant: Reduced use of a facility; scaled back operations; interruption of business (staff) activities; property damage as result of failure.	3 – Fair OR System/component not present	3 – Increased chance of failure	3 - Seldom: occurrence is less than once every quarter – MBTF = 30-90 days.
4 - Minor: Active intervention required to maintain operations; repairs needed to maintain operations.	4 – Good	4 – Slight chance of failure	4 - Rare: occurrence is greater than once a quarter but less than once per year – MBTF = 91-365 days.
5 - Insignificant: Nuisance; operations not impacted; alternative service available without active intervention. OR Failure does not require near term active intervention.	5 – Very Good	5 – No chance of failure	5 - Very rare: occurrence is less than once every year - MBTF >366 days.

Risk Categories

Low Risk: 17-20
High Risk: 9-13

Medium Risk: 14-16
Critical Risk: 4-8

Based on the above criteria, Faithful+Gould assigned a risk priority number for each identified expenditure. Table 1-13 provides a summary of the recommended expenditures by risk category for the first five years of the study period.

Table 1-13 – Expenditure Summary by Risk Category (2016-2020)

Risk Category	2016	2017	2018	2019	2020
Critical Risk: 4-8	\$5,000	\$0	\$0	\$0	\$0
High Risk: 9-13	\$1,058,267	\$3,406,600	\$887,500	\$342,000	\$269,000
Medium Risk: 14-16	\$2,751,253	\$1,372,900	\$1,704,400	\$1,842,800	\$1,309,300
Low Risk: 17-20	\$495,490	\$508,377	\$439,590	\$1,870,635	\$3,817,860
TOTAL	\$4,310,010	\$5,287,877	\$3,031,490	\$4,055,435	\$5,396,160

At this point in time, WJCC has been mitigating potential risks effectively by making sure any issues identified are addressed within a timely manner. However, as shown in the table 1-13, there are significant High Risk expenditures which have been identified within the first two years of the study period. If these High Risk expenditures are not addressed within a timely manner they are likely to become Critical Risks items within year three or four of the study period and could possibly have a significant impact on the facilities. The majority of the High Risk items, relate to reconfiguration of the entrances to many of the schools to provide a more secure point of entry into the facility. The most costly High Risk expenditure is the roof replacement at Lafayette High School. As this roofing system continues to deteriorate, significant collateral damage to the building fabric could occur if not addressed in a timely manner. Areas of water infiltration are already being noted and are reportedly becoming more frequent. It should be noted, that no capital expenditures were identified as being Critical Risk items. The items identified during our assessment were typically low/no cost items related to improperly stored materials either obstructing paths of egress or access electrical equipment. These items noted have since been corrected.

SUMMARY OF EDUCATIONAL ADEQUACY ASSESSMENT

2.0 Objective

In conjunction with completing a Facility Condition Assessment of each school facility, Faithful+Gould was also tasked with completing an Education Adequacy Assessment for each of the schools. An Educational Adequacy Assessment (EAA), in broad terms, measures the extent to which the facility supports current and anticipated teaching missions. The assessment quantifies the ability of a school facility to meet educational program requirements by evaluating the quantity, configuration, size, and existence of spaces defined by educational specifications. Educational adequacy criteria include conditions that can be realistically remedied as part of general renovation, as well as functionally obsolete conditions which may not be economically feasible to remedy; these conditions include incorrectly sized teaching spaces, the lack of appropriate plumbing facilities, and undersized core spaces. The team utilized Property metrics provided by the District including square footage, site area, floor plans, student capacity and current enrollment. End of school year scheduling and time constraints limited our engagement to one four-hour mini-workshop with key district personnel to identify criteria to be used in the assessment, based largely on existing standards employed by the Commonwealth of Virginia. The workshop was then followed up with site visits to each school in order to assess the educational space and support services against the standards. Subsequent to issuing the initial report for public review comment, community input generated revisions leading to an amended report.

2.1 Assessment Criteria

To comprehensively assess educational effectiveness, it is first necessary to understand the components that affect the instructional or teaching program. These components can generally be formulated into standards or guidelines and bridge the gap between the architectural programs from which schools are built and the district's educational standards. There may be numerous criteria that contribute to educational adequacy, however, they fall into eight major categories:

- **Capacity:** Ability of core facilities to meet needs of the student population. It is critical to consider the programs at a particular campus and the impact these programs have on classroom inventory and student teaching stations. It is also important to evaluate the use of permanent versus temporary structures.
- **Support for Programs:** Provision of special spaces or classrooms that support specific curriculum offerings such as music, sports, science, and technology programs.
- **Technology:** Presence of infrastructure, data distribution/storage, and equipment within classroom and laboratory settings. This will also include local area network cabling, video distribution systems, electrical outlets, and projection or video display screens.
- **Supervision and Security:** Extent to which physical configurations help or hinder building operation and include both passive and physical security.

- Instructional Support: Presence of necessary equipment within teaching spaces including teacher storage, student storage, writing and tack surfaces, sinks, demonstration tables, and fixed audio/video equipment.
- Physical Characteristics: Primarily size and shape of individual teaching spaces.
- Learning Environment: Degree to which learning areas are comfortable, well-lit, odor-free, controllable, and quiet.
- Relationship of Spaces: Proximity of instructional spaces to support areas like libraries, restrooms, and student dining and recreational areas.

These eight categories set the stage for data collection and subsequent analysis. At any school, there are certain things that can be resolved or upgraded, and there are specific things that cannot realistically be resolved without spending more than the replacement value of a structure. For instance, electrical outlets can be added, flooring materials can be changed, and data ports can be installed. However, it is generally cost prohibitive to reconfigure a building's layout, expand a classroom to house five extra students, or move a library. Therefore, the eight categories are used to identify "deficiencies" that can be repaired or upgraded, and "inadequacies" that simply impact a building's learning environment and should be considered when making decisions that will affect the long-term utilization of a particular facility.

2.2 Assessment Process

With standards established and collection vehicles developed, the team conducted the educational adequacy assessments. After checking in at the main office, the surveyor attempted to conduct an interview with the principal or designee and maintenance staff, if necessary, of the school. During our assessments, 90 percent of the principals were attending a conference and unavailable to answer our questions. Therefore, other available staff were interviewed regarding the general layout of the school pertaining to safety and security, bus and parent drop-off areas, and other operational-based information. After the initial interview, the surveyor set out to complete the remainder of the educational adequacy assessment by gathering various pieces of information by walking through every space in each facility surveying all classrooms, any other instructional spaces, and the core areas (cafeteria, library, auditorium, and gymnasiums). Once the interior survey was complete, the assessor then walked the site and exterior of the school facility to include: number/type of playgrounds, number/type of play fields/athletic fields, and general characteristics of all buildings and structures. Once the assessment was complete, the assessor compiled the data elements, calculated their raw score, then applied a designated weighting according to relative importance resulting in a category score. Each category score had been brought forward to a summary page where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS) by facility. The ESS provides a comparative measure of a facility's relative compliance with the district's educational design guidelines. The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type. The summary page for the Educational Suitability Score of each school is provided in Appendix B.

2.3 Key Findings

Schools were rated for educational suitability defined as the degree to which the facility was suitable for the educational program being offered. Since the educational suitability is a function of the educational program, the Educational Suitability Scores (ESS) are used to evaluate schools of like type and each of the eight categories across facility types based on identified educational adequacy deficiencies. The average educational suitability score for schools districtwide is 87.6. This indicates that the average building is generally suitable for the educational program but has some problems meeting all of the program needs. The drivers of the scoring are four fold, 1) positive advancements in implementing the district’s published Technology Plan, 2) negative effects of legacy design issues, 3) the negative effects of capacity/overcrowding, and 4) desired program space for auxiliary gymnasiums and a shared swimming pool. None of these are considered as “correctable” deficiencies and no costs have been allocated to those deficiencies. Table 2-1 below describes the ranges of ESS and what factors can contribute to the scoring of each facility.

Table 2-1 – ESS Range and Descriptions

ESS Range	Condition Description
80 – 100	Good, the facility has minor suitability issues but generally meets the needs of the educational program.
50 – 79	Fair, the facility has some problems meeting the needs of the educational program and may require some remodeling or additions.
30 – 49	Poor, the facility has numerous problems meeting the needs of the educational program and needs significant remodeling or additions.
29 – 0	Unsatisfactory, the facility essentially meets no needs of the educational program and consideration should be given to discontinuing the use of the facility.

In order to provide a snapshot of the entire division, we have provide the low, high, and Median Educational Suitability Score by school type in Table 2-2 below. For a listing of all ESS, refer to refer to the follow page.

Table 2-2 – ESS Summary

School Type	Educational Suitability Score Summary		
	Low	High	Median
Elementary Schools	80.5	92.1	88.2
Middle Schools	85.0	91.8	88.5
High Schools	83.9	88.7	87.2

\$1.376 million are related to correctable educational adequacy deficiencies that contribute to functional equity districtwide. These costs only cover basic repairs to existing facilities and do not account for programmatic changes, addressing capacity issues, new construction, or renovations to incorporate new

construction standards. Correctable educational adequacy deficiencies are changes that can be made within the current layout of the building or site. Examples would include items such as improving storage, installing technology infrastructure or installing science labs. These “correctable” deficiencies do not include changes to the basic structure of the building such as the size of classrooms with structural walls, the location of the cafeteria, etc. These changes would be prohibitively expensive in an existing structure. Additionally, these costs do not include the addition of square footage to a site or facility to support programs or alleviate capacity concerns.

The overall District Suitability Score is 87.6, which represents a “passing” grade. Table 2-3a below and Table 2-3b on the following page, provides a tabular listing of each facilities ESS by School sorted from lowest to highest ESS and then alphabetically by school. Refer to Appendix A for the Educational Suitability Score summary page for each school.

Table 2-3a – Educational Suitability Score By Rank (Lowest to Highest)

School	ESS
Rawls Byrd Elementary School	80.5
Matthew Whaley Elementary School	82.4
Berkeley Middle School	85.0
Stonehouse Elementary School	85.5
Lafayette High School	85.8
Matoaka Elementary School	86.6
Jamestown High School	88.1
Clara Byrd Baker Elementary School	88.2
Toano Middle School	88.5
JB Blayton Elementary School	88.9
Warhill High School	89.6
Norge Elementary School	90.5
James River Elementary School	90.6
Hornsby Middle School	91.8
DJ Montague Elementary School	92.1
Division ESS	87.6

Table 2-3b – Educational Suitability Score By School

School	ESS
Berkeley Middle School	85.0
Clara Byrd Baker Elementary School	88.2
DJ Montague Elementary School	92.1
JB Blayton Elementary School	88.9
James River Elementary School	90.6
Jamestown High School	88.1
Lafayette High School	85.8
Hornsby Middle School	91.8
Matoaka Elementary School	86.6
Matthew Whaley Elementary School	82.4
Norge Elementary School	90.5
Rawls Byrd Elementary School	80.5
Stonehouse Elementary School	85.5
Toano Middle School	88.5
Warhill High School	89.6
Division ESS	87.6

SUMMARY OF OPERATIONS AND MAINTENANCE REVIEW

3.0 Objective

In order to help the Williamsburg-James City County Public Schools operate and maintain their facilities in an efficient and cost effective manner, Faithful+Gould was requested to evaluate the current operations and maintenance practices being implemented, focusing primarily on the maintenance practices across the division. In order to help the Facilities Management Office identify areas where industry best practices could be implemented to improve the overall management of each facility, key aspects of the current policies and procedures were evaluated. In order to complete this objective, as part of the Facility Condition Assessment process, our assessors evaluated the level of maintenance being carried out at each facility, as well as interviewing the maintenance staff responsible for each school. This included a more in-depth visual assessment of the systems and components at each facility focusing on the following areas:

- Mechanical, Electrical and Plumbing Systems – Visual inspections of equipment in order to determine how current maintenance practices are impacting the operation, reliability, efficiency, and service life of the equipment.
- Building Envelope – Visual inspections of the exterior elements as well as the roofing system(s) to identify how current maintenance practices are impacting the interior elements of the facility with regards to water infiltration and resulting collateral damage.
- Personnel Interviews – Interviews were held with the maintenance staff who operate and maintain the facilities in order to gain an understanding of how each maintenance shop operates and the day to day activities completed.
- Document Review – Review current operations and maintenance documents, including work order history, Operations and Maintenance Manual, and other documents as necessary.

After completing our assessment, we then compared our findings to industry standards and best practices developed by industry leading associations such as the School Facilities Maintenance Task Force National Forum on Education Statistics and the Association of School Business Officials International (ASBO) and APPA: Leadership in Educational Facilities. The following sections provide an overview of the key findings from our evaluation.

3.1 Operations and Maintenance Manual

The most important part of any Facilities Management Office is having a well-defined plan. As routine and unexpected maintenance demands are an inherent part of every type of facility, an organization must establish and execute a plan for addressing these demands, as well as other aspects of facilities management. An Operations and Maintenance Manual is a key document that is used to give the Facilities Management Office a road map of how each facility aspect will be managed. The Facility Management Office does have an Operations and Maintenance Manual that was originally developed in circa 2005 and was last updated in 2009, however, since the manual has not been updated in six years, a lot of the information is outdated. During our review of the manual, we did note that it does contain key information, but appeared to focus more on human resources than best practices for operating and maintaining the facilities. For instance, the manual includes information on job descriptions, workers compensation, and payroll but did not include

information regarding routine and preventative maintenance requirements, quality assurance, work order management, environmental management, technical training, detailed information regarding health and safety, and security. Below are key sections with brief details of the information that should be added during the next update of the Operations and Maintenance Manual.

- **Routine and Preventative Maintenance** – This section should detail how routine and preventative maintenance will be planned for and completed. Information regarding the level and type of preventative maintenance activities that are to be completed and the frequency of when the activities are completed should be outlined. In addition, a standard of quality of all activities should be stated in order to set goals for the department. This section does not just focus on maintenance of mechanical, electrical, and plumbing systems, but also addresses how other components are to be maintained, such as the roofing system or exterior elements. A comprehensive preventative maintenance program would be included within this section.
- **Quality Assurance** – In order to understand how the Facilities Management Office is performing in meeting the goals and objectives defined in the overall mission statement, a way to measure the quality in which these activities are being completed should be developed. Examples of topics to discuss in a quality assurance program include customer satisfaction surveys, follow up inspections of completed preventative maintenance activities, follow up of completed work orders, and other key performance indicators. In order to be able to compare these, a standard or level of quality must be clearly defined. Information regarding management of outside vendors should also be included in order to develop a means of monitoring contractor compliance with the contracted scope of work.
- **Work Order Management** – Work Order Management is an integral part of facilities management and requires a detailed plan in order to ensure a high level of customer satisfaction, as well as capture historical information regarding labor productivity and historical cost information with regards to repair of equipment and or building components. This section should clearly define the process of how a work order is completed, beginning with the means of how work orders are to be submitted and processed, through to how information regarding the work performed and associated costs are captured. In addition, quality standards regarding work order response times, customer service satisfaction rates, and other key information should be provided in order to establish a standard of quality with which all work orders are to be completed.
- **Environmental Management** – As a steward of public funding, policies identifying areas where efficiencies and reduction in operating costs are to be realized should be developed. Often times areas that provide the greatest savings is through reduction in utility consumption by implementing sound energy saving and water conservation measures. In addition, to promote a sense of environmental responsibility throughout the community, programs for recycling, sustainable purchasing, along with sustainable design and construction polices should be developed.
- **Technical Training** – As building systems and components evolve over time and become more complex, employees should also receive the appropriate training in order to be sure they are capable of operating and maintaining these systems. As new schools are constructed with more advanced systems, technical training is often required for maintenance staff in order to ensure the systems are operated as designed and in the most efficient manner possible.

- Health and Safety – The most important aspect of any Operations and Maintenance manual is the Health and Safety section. This section is key as the health and safety risks of the day to day activities are identified and the means to mitigate those risks are established, such as the appropriate personal protective equipment required to complete a specific task. Additional procedural requirements for training or special certifications are also detailed within this section.
- Security – A big responsibility for the Facility Management Office of K-12 schools is making sure that each facility is a safe and secure learning environment for each student. In order to help ensure this, detailed security procedures should be developed. Having a security plan is vital for a Facility Management Office as maintenance personnel are often responsible for key security elements at each facility. Topics such as locking systems, equipment protection, visibility, communication systems, and crisis management/disaster planning should all be included within the security section. As most public school systems have a division wide security policy focusing on all aspects, the security information within the operations and maintenance manual should have primary focus on the roles the Facilities Management Office have and their responsibility with regards to facilities.

We also noted that information regarding custodial services was not included within the manual. Although not assessed as part of our scope of work, an Operations and Maintenance manual should also detail how facilities are to be cleaned and to what level of care custodial services are to be carried out. Information regarding custodial services and related topics should also be included within the manual updates.

3.2 Routine and Preventative Maintenance

During our assessment and interviews with personnel from the Facility Management Office and the various maintenance shops, it was identified that a comprehensive preventative maintenance program has not been developed or implemented. Based on our observations, preventative maintenance is completed as time allows and is not on a set schedule. Furthermore, preventative maintenance tasks that are completed are not recorded in order to capture key historical information. During our on site assessment, we did note several instances where preventative maintenance tasks were past due for completion, such as HVAC filter changes and cleaning of roof drains/gutters. These conditions can be attributed to two main factors, the first being the lack of a preventative maintenance plan with set schedules and equipment inventories, and the second being adequate staffing levels to be able to adequately complete preventative maintenance tasks while still being able to address day to day operational issues. Each of these topics are discussed further within this report section.

Preventative Maintenance Program

Preventive maintenance on equipment, as well as other building components, is important for several reasons. First and foremost, a comprehensive preventative maintenance program ensures a reliable level of service, thereby reducing unwanted service calls and complaints. In addition, equipment and building components that have been a part of a preventative maintenance program will operate more efficiently and will have a longer service life than those that have not been included in such a program. For instance, an air handler unit with dirty air filters does not operate as efficiently as a unit with clean air filters due to the increase in fan power as a result of the air flow restrictions caused by the dirty filters. This could also lead to reduction in air conditioning capacity, in turn affecting indoor air quality and occupant comfort, and

reduce the service life of the equipment. For an educational program, the classroom environment is an important element of a successful education and can be directly impacted by the level of preventative maintenance completed throughout a facility. Implementing a comprehensive preventative maintenance program is vital as teachers and students need to be in comfortable environments free of air pollutants, noisy equipment and distractions.

The service life of equipment and building systems can also be affected by the lack of a comprehensive maintenance program. For instance, implementing a preventative maintenance program for roofing systems will help reduce instances of clogged drains or could identify areas of deterioration sooner, allowing for timely repairs before further damage could be done to the underlying membrane. If left undedicated, a problem area could develop into a significant leak resulting in deterioration of the membrane and roof deck, eventually leading to water infiltration into the building. Reactive repairs and replacements as a result of not completing preventative maintenance activities often result in costs 18% - 20% higher than if completed as planned.

The key to developing a comprehensive preventative maintenance program is identifying the best type of program, or possibly combination of programs, that works best for the types of facilities maintained and the organizational structure of the Facilities Management Office. There are four main types of maintenance programs that could be implemented. The benefits and disadvantages of each are briefly detailed below.

- **Reactive Maintenance** – This program is the type of program that is currently implemented across the portfolio and focuses on completing maintenance when time allows or upon failure of equipment. The end result of this type of program is reactive in nature because work is only completed upon equipment failure. Advantages of this type of program are low annual operating material cost and lower staffing levels. The disadvantages are overall increased operating costs due to unplanned downtime for equipment, increased labor costs (especially if contracted services or overtime), increased energy costs due to inefficient operation, increased frequency of equipment or system failures resulting in emergency replacements, inefficient use of staff by responding to emergencies, and reduced service life of equipment or system requiring more frequent capital replacements.
- **Preventive Maintenance** – In this program, actions are typically performed on a scheduled basis, either by equipment run time or based on a period of time, to detect, preclude, or mitigate degradation of equipment or system with the aim of sustaining or extending its service life through controlling degradation to an acceptable level. For example, a generator runs 10 hours a year, and has the oil changed on an annual basis as part of a preventive program. A technician would remove the old oil and place new oil in the generator. Advantages of this type of program include cost effectiveness and better allocation of capital dollars, flexibility to allow for the adjustment of maintenance periodicity, increased component life cycle, possible energy savings, reduced equipment or process failure. The disadvantages to this program are that catastrophic failures will still likely occur and can even be driven by poor practices, are more labor intensive, can sometimes result from over maintaining a system depending on operating times and manufacturer recommendations, and requires higher staff levels to maintain scheduled tasks.
- **Predictive Maintenance** – Predictive maintenance is a program that incorporates the use of measurements to detect the onset of system degradation. This means instead of changing the oil

every year, we will now change the oil based on lubrication properties of the oil. Therefore, a \$500 dollar annual oil change might cost \$100 for oil sample, and the oil in the generator might be utilized for 3 years. Savings would equate to \$1,200 over the preventive program. The advantages of this program include increased operational life/availability, decrease in equipment downtime, decrease in costs for parts/materials, and cost savings based on the preventive program. The disadvantages are more specialized equipment or the use of service providers are required to properly maintain the equipment in the program, increase in staffing levels, and additional technical training for staff.

- Reliability Centered Maintenance – Reliability Centered Maintenance (RCM) is the most complex of the maintenance programs. This program recognizes that all equipment in a facility is not of equal importance to either the operations or occupant comfort. It recognizes that equipment design and operation differs and that different equipment will have a higher probability to undergo failures from different degradation mechanisms than others. The advantages of RCM are that the program can be the most efficient maintenance program. RCM lowers cost by eliminating unnecessary maintenance or overhauls and can also reduce the probability of sudden equipment failures. Compared to the preventive program, staff is better able to focus maintenance activities on critical components. The disadvantages of the program are the significant upfront costs in developing the program, the higher skill level required to carry out the activities of the program, management of the program, and increased staffing levels.

No one specific maintenance program is always the most appropriate but often times the combination of two or more types of programs can be integrated to help ensure that the most realistic and cost effective preventative maintenance program is developed. For WJCC, we recommend that elements from the Preventative and Reliability Centered Maintenance programs are adopted to develop a sensible and realistic approach to developing a comprehensive preventative maintenance program. Based on our observations, we recommend the following elements be included in the program for WJCC.

- Equipment Inventory – In order to be able to develop a plan, a detailed asset/equipment inventory for each facility should be developed. This information should include name plate data of equipment and components, which can then be entered into the SchoolDude Maintenance Direct system. We recommend a two to three tier inventory be completed, meaning that the information for each piece of equipment should not only include the overall name plate data, but should also include sub components data as well. For instance, an air handler is built of several components and will typically have one main nameplate, but then sub components like the fan motor will also have name plate data. In this case the air handler would be the first tier, the motor a second tier component, and so on. We recommend that information regarding belt and filter sizes also be recorded, so that this information can be entered into the preventative maintenance work order and the materials required will be known before the technician leaves to complete the work.
- Preventative Maintenance Schedules – Once the equipment inventory is completed, the preventative maintenance schedules can then be generated for each piece of equipment. The schedules should be based on manufacturer recommendations as well as local conditions. The schedules should include the required maintenance task and the frequency of which the task is to be completed. However, if the manufacturer recommends filter changes at a specific interval but due to local conditions and exterior environment it is known that the filters should be changed

more frequently, then the schedule should be adjusted to reflect those conditions. In the instance of scheduling roof system preventative maintenance activities, one would want to schedule roof inspections based on season changes, so that the cleaning of roof drains takes place after leaves have fallen to prevent the drains from becoming blocked again. Often times CMMS, such as SchoolDude, software companies have preventative maintenance schedules can be prepopulated with tasks based on the type of equipment. Utilizing these schedules and modifying as necessary will help save on the upfront program startup costs. Once these schedules are entered into the SchoolDude software, then work orders can automatically be generated when the preventative maintenance tasks are due.

- **Prioritization of Maintenance Schedules** – Once the schedules have been developed there are often too many tasks to be completed, resulting in a continuous backlog of preventative maintenance work orders. In addition, equipment such a general building exhaust fans often require less preventative maintenance then typically recommended resulting in unnecessary cost. Once the schedules are generated, we recommend that the schedules be reviewed in order to determine if the level of use necessitates the frequency of which preventative maintenance tasks are completed. The criticality of the equipment should also be taken into consideration as some equipment failures might not have that great of an impact on facility operations allowing the preventative maintenance schedule to be pushed out. This important step is where portions of the RCM program should be incorporated to help prioritize which preventative maintenance tasks are completed first and for most to prevent unexpected failures and pro-long the service life of equipment and systems.
- **Data Collection** – As preventative maintenance tasks are complete, information regarding the work completed, costs, condition, and any diagnostic readings should be completed so that historical data can be captured. Currently there is not system in place to capture historical repairs or costs in order to be able to analyze such information in order to make financial decisions regarding if it is more cost effective to replace a piece of equipment or system in lieu of continual repair. In addition, data collection helps a Facility Management Office capture all of the institutional knowledge from the staff so that if a staff member leaves, their knowledge of the facility is captured. This should also be incorporated in general completion of work order requests and not just for preventative maintenance activities.

Once a preventative maintenance program is established, the program will have to be managed for it to be successful. Often times, depending on organizational structure, a dedicated preventive maintenance manager will be hired to manage the program. Management of the preventative maintenance program requires constant evaluation to ensure tasks are being done properly and within a timely manner and costs are captured in order to identify areas where cost control measures should be implemented or where possible volume discounts on materials could be achieved. In addition, the preventative maintenance tasks completed need to be evaluated to ensure the level of quality is being met. This often requires quality assurance audits based on a percentage of completed tasks. As the development of this type of program can be extensive, it should be done in stages to help ensure the program is developed properly. This will also help with getting full support and buy in from all maintenance staff.

3.3 Maintenance Staffing Levels

In order to ensure that each facility is operated and maintained in the most efficient manner and to help ensure each facility provides a safe and comfortable learning environment an appropriate staffing level must be determined. The Facility Management Office currently has four maintenance shops with a total of 15 staff, excluding administrative and support staff. Staff members are responsible for completing work order requests and general repairs for their respective trade within their assigned facilities. In addition, some staff members are asked to also manage small construction and renovation projects within their facility. Based on our observations and discussions with personnel, it is evident that staffing levels are lower than what would be expected to maintain a portfolio of this size to a standard of care required to provide a proper learning environment. Currently, staff are too busy responding to service calls/work orders or managing projects to complete preventative maintenance activities. As these types of routine maintenance activities are unpredictable, this often results in differing the completion of preventative maintenance activities and as previously mentioned, can lead to the inefficient operation and shortened service life of equipment and systems. In addition, age of equipment can also impact operations due to the fact that as equipment ages, maintenance activities and service calls increase. Coupled with the fact that a comprehensive maintenance program is currently not in place, these factors often times lead to increased maintenance costs, as well as an increase in staffing requirements.

In order to determine if the maintenance shops are truly understaffed, as opposed to just low work productivity or efficiency, we have compared the current staffing levels for WJCC with industry standards developed by APPA: Leadership in Educational Facilities and the International Facility Management Association (IFMA). These associations provide staffing guidelines to help assist in determining an appropriate staffing level based on the type of facility being maintained and also to the level of quality with which the facility is should maintained to. Based on data collected by APPA and IFMA, the recommended staffing level benchmark is one maintenance full time equivalent (FTE) per 47,000 square feet of maintained space. Utilizing this benchmark and a total maintainable square footage of 1,913,791, which includes Operations, Central Office, and Cooley Field, this calculates to a total of 40 FTE's required to properly operate and maintain the WJCC facilities. These industry benchmarks indicates that the Facility Management Office is having to maintain the facilities with a shortage of 25 FTE's. In further analysis of the benchmark data, it shows that the WJCC staff have to maintain double the recommended square footage or 106,321 square feet per FTE. Because of the age of the facilities and frequency with which systems are replaced, the Facility Management Office has been able to sufficiently provide reactive maintenance and service with fewer staff, however, as the facilities continue to age, this continued level of service will diminish, resulting in further equipment and system deterioration unless staffing levels are not adjusted accordingly. It should be noted that these calculations do not account for additional school facilities that may be in the planning stages which would ultimately increase the required FTE. Based on our experience, the industry standards can tend to be on the high side as each facility is different based on the types of systems installed and the quantity of equipment to be maintained. Based on our observations at each facility, the types of systems installed, and the quantity of equipment to maintain, we anticipate that a maintenance staff of approximately 30 FTE, which would include the establishment of management for in-house projects and preventative maintenance program manager, would help significantly improve staffing levels.

A Facility Management Office is only capable of providing a level of service in which they are provided the resources to complete the service with. As an additional 15 to 25 FTE are likely not going to be added to the

existing staff within the next year, additional means to supplement the existing staff will need to be identified. A solution must be found to ensure that routine maintenance, service calls and work orders, and preventative maintenance activities are completed in a timely manner in order to help the Williamsburg-James City County Public School System in achieving its overall mission.

3.4 Next Steps

The Facility Management Office is doing a good job with the resources they have been given and have been utilizing the funds appropriated in a cost-effective manner. However, unless the items addressed within this section of the report are not addressed in a timely manner, operational and maintenance costs will continue to rise. This will result in a scenario where all maintenance becomes reactionary or an emergency service call leading to premium costs for repairs and replacements. With previous clients, it has been seen that once this cycle begins, it is hard to stop, as all funding is being diverted to emergency repairs and replacements and not to planned projects. In order to prevent this, a plan of how to address each of the three areas noted within this report section should be developed. The plan should include milestone dates and goals in order to ensure the program stays on track. As with the development or modification to any process or organization, staff engagement and buy-in is crucial to success. The three areas of improvement could be completed as a single internal or consultant assisted project, or could be completed as separate projects with the end goal of developing the overall program. Once the program has been developed and is being implemented, we recommend that a more detailed study be completed that focuses on operational costs and opportunities for cost reductions. In conjunction, the established program should be periodically audited by an independent third party in order to ensure that the developed plan is being carried out properly.

SCOPE OF SERVICES

4.0 Project Objectives

The objective of the information contained in this report (as sourced from the accompanying SchoolDude web based capital planning software) is to produce an advanced facilities condition assessment and capital planning process, utilizing all current data from a complete condition assessment of each facility, to result in a strong and well-developed plan to support strategic capital investment, and identify and reduce risk. In short, the objective is to assess the condition of all included building and site systems and develop a prioritized forecast of anticipated capital expenditures over the 10-year study period between 2016 and 2025. This will inform the WJCC long term capital improvement plan for the division by developing an array of projects, architectural and mechanical/electrical/plumbing systems, that can be inputted into a planning model from which sound management decisions can be made to best utilize funding resources and aid in determining the future investment needs of the division. Specific objectives of this study are listed below:

- Identification and documentation of the present condition and risks at each school
- Recommendation of corrections for all deficiencies
- Identification of the risk of deficiencies and the consequence of not correcting those deficiencies
- Provision of cost estimates for such corrections
- Forecasting of future facility renewal costs based on documented methodology
- Obtaining a Facilities Condition Needs Index (FCNI) to illustrate the relative condition of each school
- Identification of improvements required to meet the educational mission of each school based on developed criteria

In order to meet these objectives, we have completed a visual evaluation of installed systems at each Property (i.e. site systems, structural, roofing, exterior, mechanical, electrical, plumbing, fire and life safety, conveyance, interiors, disabled access) and produced these findings using information sourced from the WJCC utilized SchoolDude Capital Forecast web based capital planning software.

4.1 Key Issues

Faithful+Gould was requested to complete a Facility Condition and Educational Adequacy Assessment of schools along with the site and site improvements. The key issues to be addressed by the assessments include the following:

- Identification of the visually apparent condition, installation date, remaining useful life and deficiencies at the Property to include all systems and elements detailed in the following "Strategy Employed to Meet the Key Issues" section.
- Recommendations and opinions of cost for capital projects over a 10-year study period from and including 2016. Projects were categorized using various prioritizes and categories.
- Proposed projects and timelines for when the system/component should be replaced.
- Assessment of the adequacy of the school facilities in regards to the extent to which the facility supports current and anticipated teaching missions.
- Identification of areas where industry standard best practices for operations and maintenance can be implemented.

4.2 Strategy Employed to Meet Key Issues

The strategy employed to meet the key issues detailed (i.e. our scope of services) consisted of performing a visual assessment of the interior, exterior and site components of the Property. The primary purpose of the Facility Condition Assessment was to identify visually apparent deficiencies in the building and site. The evaluation included site visits to observe the building and site systems, interviewing building management and maintenance personnel, and reviewing available maintenance systems, design and construction documents and plans. This Facility Condition Assessment has been conducted in general accordance with industry standards and the American Society for Testing and Materials (ASTM) Standard E 2018-08 Standard Guide for Property Condition Assessment: Baseline Property Condition Assessment Process.

We performed a visual non-destructive assessment of the interior, exterior and site components of the building, including the following major components and systems:

- **Site Systems.** We visually observed the site systems for the removal of stormwater and evidence of poor drainage and/or erosion potential. We also reviewed (where applicable) the condition of pavements, site concrete, retaining walls, fencing, landscaping, site grading, and stormwater drainage features.
- **Structural System.** We observed the structures for visible signs of distress and have reported our findings. We also reviewed available structural drawings for information regarding the design load criteria of the existing structures and the building codes to which the structures were designed. We did not complete a seismic evaluation (PML) of the Property.
- **Roof System.** We visually evaluated the condition of accessible roof systems, accessories, and details. In addition, where applicable, we discussed existing roof warranties.
- **Building Exterior Elements.** We visually observed the exterior wall system, window and door systems for visible evidence of deficiencies, continuity of seals, and other types of distress, and have reported our findings. We reviewed available flashing and connection details for drainage design and observed the condition and placement of expansion joints. Our visual observations were based on those conditions that can be observed from ground level, roof level terraces and through the use of binoculars.
- **Mechanical/HVAC, Electrical, Plumbing (MEP) Systems.** We observed the age and condition of the MEP and related building systems and have commented on their condition and visible deficiencies.
- **Fire and Life Safety.** We observed the age and condition of the fire and life safety elements and have commented on their condition and any visible deficiencies. The elements surveyed included structural fire protection, means of egress, fire suppression systems, and fire detection and alarm systems.
- **Conveyance Systems.** We completed a visual evaluation of the conveyance systems, including a review of maintenance and service records.
- **Interior Finishes.** We visually observed the interior areas of the Property and have reported their general condition.

- **Accessibility.** We reviewed the Property for conformance with applicable accessibility requirements and have reported our findings.

The scope of services under which the services were completed was visual in nature and not intended to be destructive to each facility to gain access to hidden conditions. We did not perform any destructive testing or uncover or expose any system members. We have documented the type and extent of visually apparent defects in the systems in order to perform the condition assessment.

4.3 Personnel

Over the course of three weeks, the weeks of May 11, June 1 and June 15, of 2015, representatives from Faithful+Gould visited the division schools to observe and document the condition of the building and site components as well as determine the educational adequacy of various schools. Members of the Faithful+Gould assessment team are detailed in table 4-1 below.

Table 4-1 Faithful+Gould Assessment Team

Name	Title	Qualifications	Systems Assessed
Benjamin Dutton	Vice President / Director, Strategic Facility Consulting	BSc (Hons), MCIQB, MRICS	Project Manager, Site, Structure, Exteriors, Roofing, Conveyance, Interiors
D. Jonathan Bailey	Chief Facility Assessor	CCM, CEM, LEED AP	Mechanical, Electrical, Plumbing, Fire and Life Safety, Maintenance
Thomas Hall	Senior Facility Assessor	MRICS	Structure, Exteriors, Roofing, Interiors
Imran Ishaq	Lead Facility Assessor	MRICS	Structure, Exteriors, Roofing, Interiors
Kyle Thompson	Lead Facility Assessor	CEM	Mechanical, Electrical, Plumbing, Fire and Life Safety, Maintenance
Richard W. Daspit	Lead Facility Assessor	AIA, CLSSYB	Structure, Exteriors, Roofing, Interiors, Educational Adequacy
Richard North	Facility Assessor	BSc (Hons)	Site Systems, Site Improvements

4.4 Assessment Methodology

Each member of the assessment team has a minimum of 10 years of experience completing similar projects. We used this experience coupled with our review of the requested scope of services, objectives and discussions with the key staff to develop a specific assessment methodology for WJCC. This methodology focused on risk mitigation and identification of capital expenditures.

Our methodology commenced with meeting the WJCC Operations and Maintenance staff and management personnel with experience operating or managing the systems to be assessed at each facility. Information reported by the subject matter experts was considered as for information purposes only, with all information verified (where possible) by our assessment team. Following meeting with the WJCC staff, we reviewed available drawings, specifications and other relevant information for each system.

Following interview with subject matter experts and review of documents, we evaluated each system. Our evaluation consisted of a visual non-destructive assessment completed in general accordance with the ASTM 2018-08 Standard Guide for Property Condition Assessments. For each system and component of that system, we noted the visually apparent condition, noted for system/component specific modes of failure, noted the age of the system/component and made a determination of required repairs/replacements and the timing of those actions. We also quantified any system/components that we judged would require replacement within the study period.

4.5 Deliverable

Upon completion of the physical evaluation, we generated a list of capital requirements (Needs) and entered the project descriptions, estimated costs, and estimated completion dates into the WJCC utilized SchoolDude Capital Forecast web based capital planning software. Faithful+Gould also provided system descriptions and renewal dates for each of the facilities within the SchoolDude software. In order to provide meaning to all of the data within the capital planning software, we then developed this respective report in order to provide an overview of our findings.

4.6 Development of Estimated Useful Life/Remaining Useful Life

A fundamental part of any capital planning process is the development of the Estimated Useful Life (EUL) and Remaining Useful Life (RUL) for each piece of equipment. EUL considers the life of a system or component of that system (i.e. a roof may have a 15 year life). RUL considers the remaining life of that system (i.e. a roof may have a RUL of 10 years – therefore replacement will occur in 10 years).

We developed our EUL and RUL based on the determined condition of a system, our experience with that specific installation (i.e. roof membranes installed by Carlyle may last longer than a comparable system installed by Firestone) and the impact of that system's failure. For instance, batteries for an Uninterruptable Power Supply system may typically last 5 to 7 years. However, as they may be a critical part of the electrical supply to a process machine, we would consider a RUL of 4 years under the assumption that one replaces prior to failure and prior to when the likelihood of failure increases to an unacceptable risk level.

The EUL and RUL can be further modified by the quality/type of existing installation and the quality/type of the replacement installation. For instance, if we noted that a system that typically achieves a 10 year life was not installed correctly and as a result will require replacement at a 7 year life, we will show replacement after 7 years. However, assuming that a replacement system is installed correctly, it will last 10 years, we then show a cycle 1 replacement after 7 years, and a cycle 2 replacement 10 years after the cycle 1 replacement.

4.7 Opinions of Cost

Our opinion of cost included within this report are based upon our experience with similar buildings and systems, industry-standard cost data, local cost data, discussions with contractors, and information provided by the current building management and maintenance staff. The costs provided are for planning purposes only. Actual project costs may vary significantly to those projected based upon inflationary factors, weather and time of season, unforeseen economic circumstances and market trends, contractor schedules, unusual owner requirements, and other factors beyond our control.

The timing of the projected expenditures and their associated costs represent our opinion considering the aforementioned factors. Alternative methods of managing the existing equipment or systems may be feasible over the seven-year study period. However, these alternative methods will depend upon actual management practices, financing requirements, and the ability of the engineering staff to perform some of the repairs in-house. Alternative scenarios that have not been presented to Faithful+Gould have not been considered within this report.

Appendix A

Educational Adequacy Assessment Documents



Number

Clara Byrd Baker Elementary School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	82.3 X	15% =	12.4
02 Support for Programs	93.7 X	15% =	14.1
03 Technology	90.3 X	15% =	13.5
04 Security and Supervision	80.1 X	15% =	12.0
05 Instructional Support	100.0 X	15% =	15.0
06 Physical Characteristics	77.7 X	10% =	7.8
07 Learning Environment	100.0 X	10% =	10.0
08 Relationship of Spaces	69.0 X	5% =	3.5

Total Score: **88.2**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Clara Byrd Baker Elementary School

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01 - Capacity

Score

82.3

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	65.4	X	20.00%	=	13.1
Classroom Utilization (permanent and transportable)	93.4	X	30.00%	=	28.0
Media Center Utilization	57.4	X	15.00%	=	8.6
Open Site Utilization	100.0	X	10.00%	=	10.0
Parking	84.4	X	15.00%	=	12.7

Capacity Score: 82.3

Number **Clara Byrd Baker Elementary School**

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Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0				100.0
Core Utilization		153%	385	589	65.4
Classroom Capacity (permanent and transportable)			550	589	93.4
Media Center Utilization		174%	338	589	57.4
Site Area		40%	1463	589	100.0
Parking		119%	497	589	84.4

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	31	100%	0	0%	31	100%
Building Area (SF)	78,940	100%	0	0%	78,940	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	2,070	0	2,070	3,163	153%
Student Dining / Food Prep (SF)	9,315	0	9,315	4,829	52%
Student Toilets (SF)	1,893	0	1,893	1309	69%

The Constraining Factor in Core Space is: Administration
 With a Utilization Factor of: 153%
 And a Student Capacity of: 550

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	1753	3,056	57.4%	174%
Open Site Area (Acre)	23.6	9.50	248.4%	40%
Parking Spaces	108	128	84.4%	119%

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Clara Byrd Baker Elementary School

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02 - Support for Programs

Score **93.7**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	34	28	100.0	X	15.0%	=	15.0
Art Classroom	22	25	69.0	X	10.0%	=	6.9
Media Center (Ext'g SF / Req'd SF)	1,753	2,767	81.0	X	15.5%	=	12.6
Theater/Dance Arts	28	28	91.0	X	10.0%	=	9.1
Cafeteria (3 periods)	352	196	100.0	X	16.5%	=	16.5
Music	28	28	95.0	X	10.0%	=	9.5
Gymnasium (Ext'g SF / Req'd SF)	3,600	3,150	94.0	X	16.5%	=	15.5
Transportables			100.0	X	6.5%	=	6.5

*Students unless otherwise noted under program space

Classroom Raw Score: 91.6
Classroom Adjusted Score: 75.0% 68.7

Program Area/Field	Site Score		Weight		Total
Kindergarten Play Area	100.0	X	27.5%	=	27.5
Recess Playground	100.0	X	22.5%	=	22.5
Paved Play Area	100.0	X	10.0%	=	10.0
Soccer Field	100.0	X	10.0%	=	10.0
Baseball Field	100.0	X	15.0%	=	15.0
Basketball Courts	100.0	X	15.0%	=	15.0

Site Raw Score: 100.0
Site Adjusted Score: 25.0% 25.0

Number

Clara Byrd Baker Elementary School

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03 - Technology

Score

90.3

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.00%	=	20.0
Data ports drops	93.0	X	10.00%	=	9.3
Technology for teachers	100.0	X	10.00%	=	10.0
Bandwidth	90.0	X	15.00%	=	13.5
Alternative power supply	0.0	X	5.00%	=	0.0
Separate outlets for computer lab	100.0	X	10.00%	=	10.0
Charging station outlets	80.0	X	10.00%	=	8.0
Phone System	100.0	X	5.00%	=	5.0
PA System	100.0	X	10.00%	=	10.0
Laptop cart storage and power supply	90.0	X	5.00%	=	4.5

Technology Score:

90.3

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02/19/2016

04 - Security and Supervision

Score **80.1**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	60.0	X	10.0%	=	6.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	=	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	100.0	X	10.0%	=	10.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	=	10.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	=	0.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	80.0	X	5.0%	=	4.0
School-Level Raw Score:					85.0
School-Level Weighted Score:					42.5

Building-Level Adequacy	Score		Weight		Total
Building Entrances	70.0	X	40.0%	=	28.0
Major Corridors	70.0	X	30.0%	=	21.0
Supervision Points	90.0	X	30.0%	=	27.0
Building-Level Raw Score:					76.0
Building-Level Weighted Score:					26.6

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	24.0%	=	24.0
Vision Panels in Doors	90.0	X	24.0%	=	21.6
Utility Shut-Off Valves	NA	X	14.0%	=	14.0
Exhaust System	100.0	X	14.0%	=	14.0
Emergency radios communicate directly with JCC Emergency	0.0	X	24.0%	=	0.0
Room-Level Raw Score:					73.6
Room-Level Weighted Score:					11.0

Security and Supervision Score: **80.1**

Number

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05 - Instructional Support

Score 100.0

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	31 ÷	31 =	100.0%	x 21.0%	= 21.0
Book shelves	31 ÷	31 =	100.0%	x 16.0%	= 16.0
Tack Surface	31 ÷	31 =	100.0%	x 13.5%	= 13.5
Student Cubbies/Lockers	31 ÷	31 =	100.0%	x 16.0%	= 16.0
Student Coat Hooks	31 ÷	31 =	100.0%	x 16.0%	= 16.0
Demonstration Table	0 ÷	0 =	100.0%	x 17.5%	= 17.5

Instructional Support Score: 100.0

Number

Clara Byrd Baker Elementary School

02/19/2016

06 - Physical Characteristics

Score

77.7

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	100.0	X	50.0%	=	50.0
Required Elevator(s)	100.0	X	50.0%	=	50.0
Building Raw Score:					100.0
Building Weighted Score:					25.0

Room Characteristics	Score		Weight		Total
Area	67.7	X	25.0%	=	16.9
Aspect Ratio	67.7	X	25.0%	=	16.9
Ceiling Height	32.3	X	20.0%	=	6.5
Sinks in Classrooms	100.0	X	6.6%	=	6.6
Power Assisted Bleachers in Gym	N/A	X	10.0%	=	10.0
Drinking Fountains in Classroom	100.0	X	6.6%	=	6.6
Hot Water Available	100.0	X	6.8%	=	6.8
Room Raw Score:					70.3
Room Weighted Score:					52.7

Physical Characteristics Score: **77.7**

Number

Clara Byrd Baker Elementary School

02/19/2016

07 - Learning Environment

Score 100.0

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	31 ÷	31 =	100.0%	x 15.0%	= 15.0
Adjustable Lighting	31 ÷	31 =	100.0%	x 10.0%	= 10.0
Noise	31 ÷	31 =	100.0%	x 15.0%	= 15.0
Daylight Control	31 ÷	31 =	100.0%	x 20.0%	= 20.0
Odors	31 ÷	31 =	100.0%	x 10.0%	= 10.0
Storage	31 ÷	31 =	100.0%	x 15.0%	= 15.0
Natural Light	31 ÷	31 =	100.0%	x 15.0%	= 15.0

Learning Environment Score: 100.0

Number

Clara Byrd Baker Elementary School

02/19/2016

08 - Relationship of Spaces

Score

69.0

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Off Set	3.0	X	15.0%	=	0.5
Location of Student Dining	Centrally located	5.0	X	15.0%	=	0.8
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Poor	1.0	X	5.0%	=	0.1
Wayfinding	Minimal	3.0	X	10.0%	=	0.3
All PK, K, and 1st Grade CRs on 1st Floor	All Rooms on Appropriate Floor	5.0	X	10.0%	=	0.5
Ability to Zone School for Community	Not Gated for Zoning	1.0	X	10.0%	=	0.1
Signage	Adequate Signage System	4.0	X	7.5%	=	0.3
Capacity Signs	No Signs in Observed	0.0	X	7.5%	=	0.0

Scale factor 20

Relationship of Spaces Score: 69.0

Number

DJ Montague Elementary School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	100.0 X	15% =	15.0
02 Support for Programs	98.1 X	15% =	14.7
03 Technology	90.5 X	15% =	13.6
04 Security and Supervision	89.7 X	15% =	13.5
05 Instructional Support	100.0 X	15% =	15.0
06 Physical Characteristics	69.9 X	10% =	7.0
07 Learning Environment	90.0 X	10% =	9.0
08 Relationship of Spaces	87.0 X	5% =	4.4

Total Score: **92.1**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

DJ Montague Elementary School

02/19/2016

01 - Capacity

Score

100.0

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	100.0	X	20.00%	=	20.0
Classroom Utilization (permanent and transportable)	100.0	X	30.00%	=	30.0
Media Center Utilization	100.0	X	15.00%	=	15.0
Open Site Utilization	100.0	X	10.00%	=	10.0
Parking	100.0	X	15.00%	=	15.0

Capacity Score: 100.0

Number **DJ Montague Elementary School**

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0				100.0
Core Utilization		87%	510	444	100.0
Classroom Capacity (permanent and transportable)			590	444	100.0
Media Center Utilization		100%	444	444	100.0
Site Area		47%	942	444	100.0
Parking		75%	594	444	100.0

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	31	100%	0	0%	31	100%
Building Area (SF)	74,460	100%	0	0%	74,460	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	3,914	0	3,914	3,393	87%
Student Dining / Food Prep (SF)	6,234	0	6,234	3,886	62%
Student Toilets (SF)	1,788	0	1,788	1404	79%

The Constraining Factor in Core Space is: Administration
 With a Utilization Factor of: 87%
 And a Student Capacity of: 590

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	2767	2,766	100.0%	100%
Open Site Area (Acre)	21	9.90	212.1%	47%
Parking Spaces	143	107	133.7%	75%

Number *DJ Montague Elementary School*

02/19/2016

02 - Support for Programs

Score **98.1**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Classroom	1,085	444	100.0	X	15.0%	=	15.0
Art Classroom	20	28	65.2	X	10.0%	=	6.5
Media Center (Ext'g SF / Req'd SF)	2,763	2,766	99.9	X	15.5%	=	15.5
Theater/Dance Arts	28	28	100.0	X	10.0%	=	10.0
Cafeteria (Ext'g SF / Req'd SF)	3,744	1,176	100.0	X	16.5%	=	16.5
Music	36	28	100.0	X	10.0%	=	10.0
Gymnasium (Ext'g SF / Req'd SF)	3,655	3,450	105.9	X	16.5%	=	17.5
Transportables	0	0	100.0	X	6.5%	=	6.5

*Students unless otherwise noted under program space

Classroom Raw Score: 97.5
Classroom Adjusted Score: 75.0% 73.1

Program Area/Field	Site Score		Weight		Total
Kindergarten Play Area	100.0	X	27.5%	=	27.5
Recess Playground	100.0	X	22.5%	=	22.5
Paved Play Area	100.0	X	10.0%	=	10.0
Soccer Field	100.0	X	10.0%	=	10.0
Baseball Field	100.0	X	15.0%	=	15.0
Basketball Courts	100.0	X	15.0%	=	15.0

Site Raw Score: 100.0
Site Adjusted Score: 25.0% 25.0

Number

DJ Montague Elementary School

02/19/2016

03 - Technology

Score **90.5**

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate	Weight	Total
Wireless access points (1 WAP per 1000 nsf)	100.0 X	20.0%	= 20.0
Data ports drops	100.0 X	10.0%	= 10.0
Technology for teachers	100.0 X	10.0%	= 10.0
Bandwidth	90.0 X	15.0%	= 13.5
Alternative power supply	0.0 X	5.0%	= 0.0
Separate outlets for computer lab	100.0 X	10.0%	= 10.0
Charging station outlets	80.0 X	10.0%	= 8.0
Phone System	100.0 X	5.0%	= 5.0
PA System	100.0 X	10.0%	= 10.0
Laptop cart storage and power supply	80.0 X	5.0%	= 4.0

Technology Score: 90.5

Number DJ Montague Elementary School

02/19/2016

04 - Security and Supervision

Score **89.7**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	80.0	X	10.0%	=	8.0
Generally Safe Building Configuration	100.0	X	10.0%	=	10.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	=	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	100.0	X	10.0%	=	10.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	=	10.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	=	0.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	100.0	X	5.0%	=	5.0

School-Level Raw Score: 100.0% **88.0**
 School-Level Weighted Score: 50% **44.0**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	95.0	X	40.0%	=	38.0
Major Corridors	100.0	X	30.0%	=	30.0
Supervision Points	100.0	X	30.0%	=	30.0

Building-Level Raw Score: **98.0**
 Building-Level Weighted Score: 35.0% **34.3**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	24.0%	=	24.0
Vision Panels in Doors	100.0	X	24.0%	=	24.0
Utility Shut-Off Valves	100.0	X	14.0%	=	14.0
Exhaust System	100.0	X	14.0%	=	14.0
Emergency radios communicate directly with JCC Emergency	0.0	X	24.0%	=	0.0

Room-Level Raw Score: **76.0**
 Room-Level Weighted Score: 15% **11.4**

Security and Supervision Score: 89.7

Number

DJ Montague Elementary School

02/19/2016

05 - Instructional Support

Score 100.0

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	31 ÷	31 =	100.0% x	21.0% =	21.0
Book shelves	31 ÷	31 =	100.0% x	16.0% =	16.0
Tack Surface	31 ÷	31 =	100.0% x	13.5% =	13.5
Student Cubbies/Lockers	31 ÷	31 =	100.0% x	16.0% =	16.0
Student Coat Hooks	31 ÷	31 =	100.0% x	16.0% =	16.0
Demonstration Table	0 ÷	0 =	100.0% x	17.5% =	17.5

Instructional Support Score: **100.0**

Number

DJ Montague Elementary School

02/19/2016

06 - Physical Characteristics

Score

69.9

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	100.0	X	100.0%	=	100.0
Required Elevator(s)	100.0	X	0.0%	=	0.0
Building Raw Score:					100.0
Building Weighted Score:					25.0%
					25.0

Room Characteristics	Score		Weight		Total
Area	100.0	X	25.0%	=	25.0
Aspect Ratio	19.4	X	25.0%	=	4.8
Ceiling Height	0.0	X	20.0%	=	0.0
Sinks in Classrooms	100.0	X	6.6%	=	6.6
Mechanical Bleachers in Gym	0.0	X	10.0%	=	10.0
Drinking Fountains in Classroom	100.0	X	6.6%	=	6.6
Hot Water Available	100.0	X	6.8%	=	6.8
Room Raw Score:					59.8
Room Weighted Score:					75%
					44.9

Physical Characteristics Score: **69.9**

Number

DJ Montague Elementary School

02/19/2016

07 - Learning Environment

Score 90.0

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	31 ÷	31 =	100.0% x	15.0% =	15.0
Adjustable Lighting	0 ÷	31 =	0.0% x	10.0% =	0.0
Noise	31 ÷	31 =	100.0% x	15.0% =	15.0
Daylight Control	31 ÷	31 =	100.0% x	20.0% =	20.0
Odors	31 ÷	31 =	100.0% x	10.0% =	10.0
Storage	31 ÷	31 =	100.0% x	15.0% =	15.0
Natural Light	31 ÷	31 =	100.0% x	15.0% =	15.0

Learning Environment Score: **90.0**

Number

DJ Montague Elementary School

02/19/2016

08 - Relationship of Spaces

Score **87.0**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Center	5.0	X	15.0%	=	0.8
Location of Student Dining	Off Set	5.0	X	15.0%	=	0.8
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Minimal	3.0	X	5.0%	=	0.2
Wayfinding	Good	4.0	X	10.0%	=	0.4
All PK, K, and 1st Grade CRs on 1st Floor	All Rooms on Appropriate Floor	5.0	X	10.0%	=	0.5
Ability to Zone School for Community	Gated for Zoning	5.0	X	10.0%	=	0.5
Signage	Adequate Signage System	4.0	X	7.5%	=	0.3
Capacity Signs	No Signs in Observed	0.0	X	7.5%	=	0.0

Scale Factor 20

Relationship of Spaces Score: 87.0

Number

JB Blayton Elementary School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	89.5 X	15% =	13.4
02 Support for Programs	93.6 X	15% =	14.0
03 Technology	91.0 X	15% =	13.7
04 Security and Supervision	82.6 X	15% =	12.4
05 Instructional Support	100.0 X	15% =	15.0
06 Physical Characteristics	81.3 X	10% =	8.1
07 Learning Environment	90.0 X	10% =	9.0
08 Relationship of Spaces	65.5 X	5% =	3.3

Total Score: **88.9**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

JB Blayton Elementary School

02/19/2016

01 - Capacity

Score

89.5

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	59.2	X	20.00%	=	11.8
Classroom Utilization (permanent and transportable)	97.1	X	30.00%	=	29.1
Media Center Utilization	100.0	X	15.00%	=	15.0
Open Site Utilization	100.0	X	10.00%	=	10.0
Parking	90.4	X	15.00%	=	13.6

Capacity Score: 89.5

WJCC Facility Assessment

Educational Suitability Score (ESS)

Number **JB Blayton Elementary School**

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0				100.0
Core Utilization		169%	329	556	59.2
Classroom Capacity (permanent and transportable)			540	556	97.1
Media Center Utilization		92%	605	556	100.0
Site Area		47%	1178	556	100.0
Parking		111%	502	556	90.4

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	32	100%	0	0%	32	100%
Building Area (SF)	93,247	100%	0	0%	93,247	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	1,842	0	1,842	3,105	169%
Student Dining / Food Prep (SF)	5,150	0	5,150	4,614	90%
Student Toilets (SF)	1,260	0	1,260	1285	102%

The Constraining Factor in Core Space is: Administration
 With a Utilization Factor of: 169%
 And a Student Capacity of: 540

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	3256	2,990	108.9%	92%
Open Site Area (Acre)	20.12	9.50	211.8%	47%
Parking Spaces*	122	135	90.4%	111%

*Shares parking with Hornsby middle school, parking is not adequate for both schools.

Number

JB Blayton Elementary School

02/19/2016

02 - Support for Programs

Score **93.6**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	34	28	100.0	X	15.0%	=	15.0
Art Classroom	40	28	44.0	X	10.0%	=	4.4
Media Center (Ext'g SF / Req'd SF)	2,474	2,668	96.0	X	15.5%	=	14.9
Theater/Dance Arts	28	28	77.0	X	10.0%	=	7.7
Cafeteria (3 periods)	239	185	100.0	X	16.5%	=	16.5
Music	28	28	100.0	X	10.0%	=	10.0
Gymnasium (Ext'g SF / Req'd SF)	6,499	3,150	100.0	X	16.5%	=	16.5
Transportables			100.0	X	6.5%	=	6.5

*Students unless otherwise noted under program space

Classroom Raw Score: 91.5
Classroom Adjusted Score: 75.0% 68.6

Program Area/Field	Site Score		Weight		Total
Kindergarten Play Area	100.0	X	27.5%	=	27.5
Recess Playground	100.0	X	22.5%	=	22.5
Paved Play Area	100.0	X	10.0%	=	10.0
Soccer Field	100.0	X	10.0%	=	10.0
Baseball Field	100.0	X	15.0%	=	15.0
Basketball Courts	100.0	X	15.0%	=	15.0

Site Raw Score: 100.0
Site Adjusted Score: 25.0% 25.0

Number

JB Blayton Elementary School

02/19/2016

03 - Technology

Score

91.0

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.00%	=	20.0
Data ports drops	100.0	X	10.00%	=	10.0
Technology for teachers	100.0	X	10.00%	=	10.0
Bandwidth	90.0	X	15.00%	=	13.5
Alternative power supply	0.0	X	5.00%	=	0.0
Separate outlets for computer lab	100.0	X	10.00%	=	10.0
Charging station outlets	80.0	X	10.00%	=	8.0
Phone System	100.0	X	5.00%	=	5.0
PA System	100.0	X	10.00%	=	10.0
Laptop cart storage and power supply	90.0	X	5.00%	=	4.5

Technology Score: 91.0

Number JB Blayton Elementary School

02/19/2016

04 - Security and Supervision

Score **82.6**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight	Total
Adequate Site Lighting	100.0	X	10.0%	10.0
Generally Safe Building Configuration	70.0	X	10.0%	7.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	2.0
Surveillance Cameras	100.0	X	10.0%	10.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	10.0
Visibility of Parking	100.0	X	5.0%	5.0
Intrusion Alarm System	100.0	X	10.0%	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	0.0
Control of Site Entrances	0.0	X	5.0%	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	10.0
Entry Vestibule	100.0	X	5.0%	5.0

School-Level Raw Score: 100.0% **87.0**
 School-Level Weighted Score: 50% **43.5**

Building-Level Adequacy	Score		Weight	Total
Building Entrances	70.0	X	40.0%	28.0
Major Corridors	100.0	X	30.0%	30.0
Supervision Points	70.0	X	30.0%	21.0

Building-Level Raw Score: **79.0**
 Building-Level Weighted Score: 35% **27.7**

Room-Level Adequacy	Score		Weight	Total
Locking Door	100.0	X	24.0%	24.0
Vision Panels in Doors	100.0	X	24.0%	24.0
Utility Shut-Off Valves	NA	X	14.0%	14.0
Exhaust System	100.0	X	14.0%	14.0
Emergency radios communicate directly with JCC Emergency	0.0	X	24.0%	0.0

Room-Level Raw Score: **76.0**
 Room-Level Weighted Score: 15% **11.4**

Security and Supervision Score: 82.6

Number

JB Blayton Elementary School

02/19/2016

05 - Instructional Support

Score **100.0**

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	32 ÷	32 =	100.0% x	21.0% =	21.0
Book shelves	32 ÷	32 =	100.0% x	16.0% =	16.0
Tack Surface	32 ÷	32 =	100.0% x	13.5% =	13.5
Student Cubbies/Lockers	32 ÷	32 =	100.0% x	16.0% =	16.0
Student Coat Hooks	32 ÷	32 =	100.0% x	16.0% =	16.0
Demonstration Table	0 ÷	0 =	100.0% x	17.5% =	17.5

Instructional Support Score: **100.0**

Number

JB Blayton Elementary School

02/19/2016

06 - Physical Characteristics

Score

81.3

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	100.0	X	50.0%	=	50.0
Required Elevator(s)	100.0	X	50.0%	=	50.0
Building Raw Score:					100.0
Building Weighted Score:					25.0%
					25.0

Room Characteristics	Score		Weight		Total
Area	100.0	X	25.0%	=	25.0
Aspect Ratio	0.0	X	25.0%	=	0.0
Ceiling Height	100.0	X	20.0%	=	20.0
Sinks in Classrooms	100.0	X	6.6%	=	6.6
Power Assisted Bleachers in Gym	0.0	X	10.0%	=	10.0
Drinking Fountains in Classroom	100.0	X	6.6%	=	6.6
Hot Water Available	100.0	X	6.8%	=	6.8
Room Raw Score:					75.0
Room Weighted Score:					75%
					56.3

Physical Characteristics Score: **81.3**

Number

JB Blayton Elementary School

02/19/2016

07 - Learning Environment

Score 90.0

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	32 ÷	32 =	100.0%	x 15.0%	= 15.0
Adjustable Lighting	0 ÷	32 =	0.0%	x 10.0%	= 0.0
Noise	32 ÷	32 =	100.0%	x 15.0%	= 15.0
Daylight Control	32 ÷	32 =	100.0%	x 20.0%	= 20.0
Odors	32 ÷	32 =	100.0%	x 10.0%	= 10.0
Storage	32 ÷	32 =	100.0%	x 15.0%	= 15.0
Natural Light	32 ÷	32 =	100.0%	x 15.0%	= 15.0

Learning Environment Score: 90.0

Number

JB Blayton Elementary School

02/19/2016

08 - Relationship of Spaces

Score **65.5**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Centrally located	5.0	X	15.0%	=	0.8
Location of Student Dining	Off Set	1.0	X	15.0%	=	0.2
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Adequate	3.0	X	5.0%	=	0.2
Wayfinding	Poor	1.0	X	10.0%	=	0.1
All PK, K, and 1st Grade CRs on 1st Floor	All Rooms on Appropriate Floor	5.0	X	10.0%	=	0.5
Ability to Zone School for Community	Gated for Zoning	1.0	X	10.0%	=	0.1
Signage	Adequate Signage System	4.0	X	7.5%	=	0.3
Capacity Signs	Most Signs in Observed	3.0	X	7.5%	=	0.2

Scale factor 20
Relationship of Spaces Score: 65.5

Number

James River Elementary School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	100.0 X	15% =	15.0
02 Support for Programs	99.5 X	15% =	14.9
03 Technology	90.5 X	15% =	13.6
04 Security and Supervision	91.4 X	15% =	13.7
05 Instructional Support	86.5 X	15% =	13.0
06 Physical Characteristics	59.5 X	10% =	6.0
07 Learning Environment	100.0 X	10% =	10.0
08 Relationship of Spaces	88.5 X	5% =	4.4

Total Score: **90.6**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

James River Elementary School

02/19/2016

01 - Capacity

Score

100.0

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	100.0	X	20.00%	=	20.0
Classroom Utilization (permanent and transportable)	100.0	X	30.00%	=	30.0
Media Center Utilization	100.0	X	15.00%	=	15.0
Open Site Utilization	100.0	X	10.00%	=	10.0
Parking	100.0	X	15.00%	=	15.0

Capacity Score: 100.0

WJCC Facility Assessment

Educational Suitability Score (ESS)

Number **James River Elementary School**

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0				100.0
Core Utilization		120%	580	505	100.0
Classroom Capacity (permanent and transportable)			580	505	100.0
Media Center Utilization		90%	560	505	100.0
Site Area		45%	1116	505	100.0
Parking		57%	890	505	100.0

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	24	100%	0	0%	24	100%
Building Area (SF)	68,000	100%	0	0%	68,000	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	2,768	0	2,768	3,335	120%
Student Dining / Food Prep (SF)	7,492	0	7,492	4,283	57%
Student Toilets (SF)	1,788	0	1,788	1380	77%

The Constraining Factor in Core Space is: Administration
 With a Utilization Factor of: 120%
 And a Student Capacity of: 505

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	3,200	2,888	110.8%	90%
Open Site Area (Acre)	24.19	10.95	220.9%	45%
Parking Spaces	146	83	176.3%	57%

Number

James River Elementary School

02/19/2016

02 - Support for Programs

Score **99.5**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	20	20	100.0	X	15.0%	=	15.0
Art Classroom	20	20	100.0	X	10.0%	=	10.0
Media Center (Ext'g SF / Req'd SF)	3,500	2,888	100.0	X	15.5%	=	15.5
Theater/Dance Arts	63	20	100.0	X	10.0%	=	10.0
Cafeteria (Ext'g SF / Req'd SF)	3,400	2,020	98.0	X	16.5%	=	16.2
Music	58	20	100.0	X	10.0%	=	10.0
Gymnasium (Ext'g SF / Req'd SF)	5,510	3,450	98.0	X	16.5%	=	16.2
Transportables	0	0	100.0	X	6.5%	=	6.5

*Students unless otherwise noted under program space

Classroom Raw Score: 99.3
Classroom Adjusted Score: 75.0% 74.5

Program Area/Field	Site Score		Weight		Total
Kindergarten Play Area	100.0	X	27.5%	=	27.5
Recess Playground	100.0	X	22.5%	=	22.5
Paved Play Area	100.0	X	10.0%	=	10.0
Soccer Field	100.0	X	10.0%	=	10.0
Baseball Field	100.0	X	15.0%	=	15.0
Basketball Courts	100.0	X	15.0%	=	15.0

Site Raw Score: 100.0
Site Adjusted Score: 25.0% 25.0

Number

James River Elementary School

02/19/2016

03 - Technology

Score **90.5**

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.0%	=	20.0
Data ports drops	100.0	X	10.0%	=	10.0
Technology for teachers	100.0	X	10.0%	=	10.0
Bandwidth	90.0	X	15.0%	=	13.5
Alternative power supply	0.0	X	5.0%	=	0.0
Separate outlets for computer lab	100.0	X	10.0%	=	10.0
Charging station outlets	80.0	X	10.0%	=	8.0
Phone System	100.0	X	5.0%	=	5.0
PA System	100.0	X	10.0%	=	10.0
Laptop cart storage and power supply	80.0	X	5.0%	=	4.0

Technology Score: 90.5

Number James River Elementary School

02/19/2016

04 - Security and Supervision

Score 91.4

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	100.0	X	10.0%	=	10.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	=	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	100.0	X	10.0%	=	10.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	=	10.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	=	0.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	100.0	X	5.0%	=	5.0

School-Level Raw Score: 100.0% **90.0**
 School-Level Weighted Score: 50% **45.0**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	100.0	X	40.0%	=	40.0
Major Corridors	100.0	X	30.0%	=	30.0
Supervision Points	100.0	X	30.0%	=	30.0

Building-Level Raw Score: **100.0**
 Building-Level Weighted Score: 35.0% **35.0**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	24.0%	=	24.0
Vision Panels in Doors	100.0	X	24.0%	=	24.0
Utility Shut-Off Valves	100.0	X	14.0%	=	14.0
Exhaust System	100.0	X	14.0%	=	14.0
Emergency radios communicate directly with JCC Emergency	0.0	X	24.0%	=	0.0

Room-Level Raw Score: **76.0**
 Room-Level Weighted Score: 15% **11.4**

Security and Supervision Score: 91.4

Number

James River Elementary School

02/19/2016

05 - Instructional Support

Score 86.5

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	24 ÷	24 =	100.0%	x	21.0% = 21.0
Book shelves	24 ÷	24 =	100.0%	x	16.0% = 16.0
Tack Surface	0 ÷	24 =	0.0%	x	13.5% = 0.0
Student Cubbies/Lockers	24 ÷	24 =	100.0%	x	16.0% = 16.0
Student Coat Hooks	24 ÷	24 =	100.0%	x	16.0% = 16.0
Demonstration Table	0 ÷	0 =	100.0%	x	17.5% = 17.5

Instructional Support Score: **86.5**

Number

James River Elementary School

02/19/2016

06 - Physical Characteristics

Score **59.5**

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	50.0	X	100.0%	=	50.0
Required Elevator(s)	N/A	X	0.0%	=	50.0
Building Raw Score:					100.0
Building Weighted Score:					25.0

Room Characteristics	Score		Weight		Total
Area	0.0	X	25.0%	=	0.0
Aspect Ratio	0.0	X	25.0%	=	0.0
Ceiling Height	100.0	X	20.0%	=	20.0
Sinks in Classrooms	100.0	X	6.6%	=	6.6
Electrically Operated Bleachers in Gym	0.0	X	10.0%	=	10.0
Drinking Fountains in Classroom	70.6	X	6.6%	=	4.7
Hot Water Available	70.6	X	6.8%	=	4.8
Room Raw Score:					46.1
Room Weighted Score:					34.5

Physical Characteristics Score: **59.5**

Number

James River Elementary School

02/19/2016

07 - Learning Environment

Score 100.0

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	24 ÷	24 =	100.0%	x 15.0%	= 15.0
Adjustable Lighting	24 ÷	24 =	100.0%	x 10.0%	= 10.0
Noise	24 ÷	24 =	100.0%	x 15.0%	= 15.0
Daylight Control	24 ÷	24 =	100.0%	x 20.0%	= 20.0
Odors	24 ÷	24 =	100.0%	x 10.0%	= 10.0
Storage	24 ÷	24 =	100.0%	x 15.0%	= 15.0
Natural Light	24 ÷	24 =	100.0%	x 15.0%	= 15.0

Learning Environment Score: 100.0

Number

James River Elementary School

02/19/2016

08 - Relationship of Spaces

Score **88.5**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Center	5.0	X	15.0%	=	0.8
Location of Student Dining	Off Set	5.0	X	15.0%	=	0.8
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Minimal	3.0	X	5.0%	=	0.2
Wayfinding	Everything identical	4.0	X	10.0%	=	0.4
All PK, K, and 1st Grade CRs on 1st Floor	All Rooms on Appropriate Floor	5.0	X	10.0%	=	0.5
Ability to Zone School for Community	Zoned for Community Rec Center	5.0	X	10.0%	=	0.5
Signage	Adequate Signage System	5.0	X	7.5%	=	0.4
Capacity Signs	No Signs in Observed	0.0	X	7.5%	=	0.0

Scale Factor 20
Relationship of Spaces Score: 88.5

Number

Matthew Whaley Elementary School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	87.8 X	15% =	13.2
02 Support for Programs	89.3 X	15% =	13.4
03 Technology	83.0 X	15% =	12.5
04 Security and Supervision	84.1 X	15% =	12.6
05 Instructional Support	100.0 X	15% =	15.0
06 Physical Characteristics	68.3 X	10% =	6.8
07 Learning Environment	57.2 X	10% =	5.7
08 Relationship of Spaces	63.5 X	5% =	3.2

Total Score: **82.4**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Matthew Whaley Elementary School

02/19/2016

01 - Capacity

Score **87.8**

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	74.6	X	20.00%	=	14.9
Classroom Utilization (permanent and transportable)	92.5	X	30.00%	=	27.7
Media Center Utilization	75.6	X	15.00%	=	11.3
Open Site Utilization	95.2	X	10.00%	=	9.5
Parking	95.5	X	15.00%	=	14.3

Capacity Score: 87.8

Number

Matthew Whaley Elementary School

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	7%				100.0
Core Utilization		134%	396	530	74.6
Classroom Capacity (permanent and transportable)			490	530	92.5
Media Center Utilization		132%	401	530	75.6
Site Area		105%	504	530	95.2
Parking		105%	506	530	95.5

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	25	93%	2	7%	27	100%
Building Area (SF)	64,500	98%	1305	2%	65,805	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	2,445	0	2,445	2,274	93%
Student Dining / Food Prep (SF)	5,064	0	5,064	4,445	88%
Student Toilets (SF)	1,602	0	1,602	1166	73%

The Constraining Factor in Core Space is: Administration
 With a Utilization Factor of: 134%
 And a Student Capacity of: 490

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	2221	2,938	75.6%	132%
Open Site Area (Acre)	8.47	8.90	95.2%	105%
Parking Spaces	89	93	95.5%	105%

Number

Matthew Whaley Elementary School

02/19/2016

02 - Support for Programs

Score **89.3**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special- purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	26	28	92.9	X	15.0%	=	13.9
Art Classroom	19	28	68.8	X	10.0%	=	6.9
Media Center (Ext'g SF / Req'd SF)	2,221	2,938	75.6	X	15.5%	=	11.7
Theater/Dance Arts	28	28	88.3	X	10.0%	=	8.8
Cafeteria (Ext'g SF / Req'd SF)	3,562	2,120	100.0	X	16.5%	=	16.5
Music	20	28	52.6	X	10.0%	=	5.3
Gymnasium (Ext'g SF / Req'd SF)	4,447	3,450	100.0	X	16.5%	=	16.5
Transportables	50	0	93.0	X	6.5%	=	6.0

*Students unless otherwise noted under program space

Classroom Raw Score: 85.7
Classroom Adjusted Score: 75.0% 64.3

Program Area/Field	Site Score		Weight		Total
Kindergarten Play Area	100.0	X	27.5%	=	27.5
Recess Playground	100.0	X	22.5%	=	22.5
Paved Play Area	100.0	X	10.0%	=	10.0
Soccer Field	100.0	X	10.0%	=	10.0
Baseball Field	100.0	X	15.0%	=	15.0
Basketball Courts	100.0	X	15.0%	=	15.0

Site Raw Score: 100.0
Site Adjusted Score: 25.0% 25.0

Number

Matthew Whaley Elementary School

02/19/2016

03 - Technology

Score

83.0

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.0%	=	20.0
Data ports drops	100.0	X	10.0%	=	10.0
Technology for teachers	100.0	X	10.0%	=	10.0
Bandwidth	90.0	X	15.0%	=	13.5
Alternative power supply	0.0	X	5.0%	=	0.0
Separate outlets for computer lab	100.0	X	10.0%	=	10.0
Charging station outlets	30.0	X	10.0%	=	3.0
Phone System	100.0	X	5.0%	=	5.0
PA System	100.0	X	10.0%	=	10.0
Laptop cart storage and power supply	30.0	X	5.0%	=	1.5

Technology Score: 83.0

Number**Matthew Whaley Elementary School**

02/19/2016

04 - Security and Supervision**Score** **84.1**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	100.0	X	10.0%	=	10.0
Car Pool Drop-Off Separated from Other Traffic	0.0	X	5.0%	=	0.0
Bus Lane Adjacent to Building	75.0	X	5.0%	=	3.8
Bus Staging Separated from Other Traffic	50.0	X	8.0%	=	4.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	100.0	X	10.0%	=	10.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	=	10.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	=	0.0
Control of Site Entrances	25.0	X	5.0%	=	1.3
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	100.0	X	5.0%	=	5.0

School-Level Raw Score: 100.0% **81.0**
 School-Level Weighted Score: 50% **40.5**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	80.0	X	40.0%	=	32.0
Major Corridors	100.0	X	30.0%	=	30.0
Supervision Points	100.0	X	30.0%	=	30.0

Building-Level Raw Score: **92.0**
 Building-Level Weighted Score: 35% **32.2**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	24.0%	=	24.0
Vision Panels in Doors	100.0	X	24.0%	=	24.0
Utility Shut-Off Valves	NA	X	14.0%	=	14.0
Exhaust System	100.0	X	14.0%	=	14.0
Emergency radios communicate directly with JCC Emergency	0.0	X	24.0%	=	0.0

Room-Level Raw Score: **76.0**
 Room-Level Weighted Score: 15% **11.4**

Security and Supervision Score: 84.1

Number

Matthew Whaley Elementary School

02/19/2016

05 - Instructional Support

Score 100.0

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	27 ÷	27 =	100.0%	x 21.0%	= 21.0
Book shelves	27 ÷	27 =	100.0%	x 16.0%	= 16.0
Tack Surface	27 ÷	27 =	100.0%	x 13.5%	= 13.5
Student Cubbies/Lockers - in hallway*	27 ÷	27 =	100.0%	x 16.0%	= 16.0
Student Coat Hooks - in hallway lockers*	27 ÷	27 =	100.0%	x 16.0%	= 16.0
Demonstration Table	0 ÷	0 =	100.0%	x 17.5%	= 17.5

Instructional Support Score: 100.0

* Classroom furniture was covered placed against the walls during audit, K - 1 cubbies and hooks not observable. There were 520 lockers counted in the main corridors.

Number

Matthew Whaley Elementary School

02/19/2016

06 - Physical Characteristics

Score 68.3

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	50.0	X	100.0%	=	50.0
Required Elevator(s)	N/A	X	0.0%	=	50.0
Building Raw Score:					100.0
Building Weighted Score:					25.0%
					25.0

Room Characteristics	Score		Weight		Total
Area *	7.4	X	25.0%	=	1.9
Aspect Ratio	29.6	X	25.0%	=	7.4
Ceiling Height**	92.6	X	20.0%	=	18.5
Sinks in Classrooms***	100.0	X	6.6%	=	6.6
Mechanical Bleachers in Gym	0.0	X	10.0%	=	10.0
Drinking Fountains in Classroom	100.0	X	6.6%	=	6.6
Hot Water Available	100.0	X	6.8%	=	6.8

Room Raw Score: **57.8**
Room Weighted Score: **75%** **43.3**

Physical Characteristics Score: 68.3

* Many specialty classrooms are housed in former storage closets

** Ceiling heights in Art and Music do not meet standard.

*** No self-contained K - 1 classrooms

Number

Matthew Whaley Elementary School

02/19/2016

07 - Learning Environment

Score 57.2

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate		Weight	Weighted Score
Lighting Quality	27 ÷	27 =	100.0%	x	15.0% =	15.0
Adjustable Lighting	2 ÷	27 =	7.4%	x	10.0% =	0.7
Noise	27 ÷	27 =	7.4%	x	15.0% =	1.1
Daylight Control	27 ÷	27 =	7.4%	x	20.0% =	1.5
Odors	27 ÷	27 =	100.0%	x	10.0% =	10.0
Storage	25 ÷	27 =	92.6%	x	15.0% =	13.9
Natural Light	27 ÷	27 =	100.0%	x	15.0% =	15.0

Learning Environment Score: **57.2**

Number

Matthew Whaley Elementary School

02/19/2016

08 - Relationship of Spaces

Score **63.5**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight	Total
Location of Media Center	Center 2nd Floor	4.0	X	15.0%	= 0.6
Location of Student Dining	Center	3.0	X	15.0%	= 0.5
Location of Main Office	Easily Accessible	5.0	X	20.0%	= 1.0
Good Marquee	Yes	5.0	X	5.0%	= 0.3
Wayfinding	Specialty teaching rooms hidden	0.0	X	10.0%	= 0.0
All PK, K, and 1st Grade CRs on 1st Floor*	All Rooms on Appropriate Floor	0.0	X	10.0%	= 0.0
Ability to Zone School for Community	Lockable for Zoning	5.0	X	10.0%	= 0.5
Signage	Marginal Signage System	3.0	X	7.5%	= 0.2
Capacity Signs	Auditorium only	2.0	X	7.5%	= 0.2

Scale Factor 20

Relationship of Spaces Score: 63.5

*No Kindergarten or First Grade classrooms located on the floor of exit discharge; Kindergarten classrooms in Rooms 201, 219; First Grade classrooms in Rooms 2202 and 224

Number

Matoaka Elementary School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	85.7 X	15% =	12.9
02 Support for Programs	80.4 X	15% =	12.1
03 Technology	90.0 X	15% =	13.5
04 Security and Supervision	86.8 X	15% =	13.0
05 Instructional Support	86.5 X	15% =	13.0
06 Physical Characteristics	94.5 X	10% =	9.4
07 Learning Environment	92.9 X	10% =	9.3
08 Relationship of Spaces	70.0 X	5% =	3.5

Total Score: **86.6**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Matoaka Elementary School

02/19/2016

01 - Capacity

Score

85.7

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	44.4	X	20.00%	=	8.9
Classroom Utilization (permanent and transportable)	100.0	X	30.00%	=	30.0
Media Center Utilization	78.9	X	15.00%	=	11.8
Open Site Utilization	100.0	X	10.00%	=	10.0
Parking	100.0	X	15.00%	=	15.0

Capacity Score: 85.7

WJCC Facility Assessment

Educational Suitability Score (ESS)

Number **Matoaka Elementary School**

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0				100.0
Core Utilization		225%	319	717	44.4
Classroom Capacity (permanent and transportable)			760	717	100.0
Media Center Utilization		127%	565	717	78.9
Site Area		29%	2472	717	100.0
Parking		93%	769	717	100.0

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	34	100%	0	0%	34	100%
Building Area (SF)	91,000	100%	0	0%	91,000	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	1,939	0	1,939	4,370	225%
Student Dining / Food Prep (SF)	5,720	0	5,720	5,661	99%
Student Toilets (SF)	1,473	0	1,473	1809	123%

The Constraining Factor in Core Space is: Administration
 With a Utilization Factor of: 225%
 And a Student Capacity of: 760

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	2612	3,312	78.9%	127%
Open Site Area (Acre)	40	11.60	344.8%	29%
Parking Spaces	133	124	107.3%	93%

Number

Matoaka Elementary School

02/19/2016

02 - Support for Programs

Score **80.4**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	21	28	75.0	X	15.0%	=	11.3
Art Classroom	15	28	39.0	X	10.0%	=	3.9
Media Center (Ext'g SF / Req'd SF)	2,612	3,151	54.0	X	15.5%	=	8.4
Theater/Dance Arts	28	28	66.0	X	10.0%	=	6.6
Cafeteria (3 periods)	288	239	83.0	X	16.5%	=	13.7
Music	55	28	70.0	X	10.0%	=	7.0
Gymnasium (Ext'g SF / Req'd SF)	4,286	3,150	100.0	X	16.5%	=	16.5
Transportables			100.0	X	6.5%	=	6.5

*Students unless otherwise noted under program space

Classroom Raw Score: 73.8
Classroom Adjusted Score: 75.0% 55.4

Program Area/Field	Site Score		Weight		Total
Kindergarten Play Area	100.0	X	27.5%	=	27.5
Recess Playground	100.0	X	22.5%	=	22.5
Paved Play Area	100.0	X	10.0%	=	10.0
Soccer Field	100.0	X	10.0%	=	10.0
Baseball Field	100.0	X	15.0%	=	15.0
Basketball Courts	100.0	X	15.0%	=	15.0

Site Raw Score: 100.0
Site Adjusted Score: 25.0% 25.0

Number

Matoaka Elementary School

02/19/2016

03 - Technology

Score

90.0

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.0%	=	20.0
Data ports drops	100.0	X	10.0%	=	10.0
Technology for teachers	100.0	X	10.0%	=	10.0
Bandwidth	80.0	X	15.0%	=	12.0
Alternative power supply	0.0	X	5.0%	=	0.0
Separate outlets for computer lab	100.0	X	10.0%	=	10.0
Charging station outlets	80.0	X	10.0%	=	8.0
Phone System	100.0	X	5.0%	=	5.0
PA System	100.0	X	10.0%	=	10.0
Laptop cart storage and power supply	100.0	X	5.0%	=	5.0

Technology Score:

90.0

Number**Matoaka Elementary School**

02/19/2016

04 - Security and Supervision**Score****86.8**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight	Total
Adequate Site Lighting	100.0	X	10.0%	10.0
Generally Safe Building Configuration	90.0	X	10.0%	9.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	2.0
Surveillance Cameras	80.0	X	10.0%	8.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	10.0
Visibility of Parking	100.0	X	5.0%	5.0
Intrusion Alarm System	100.0	X	10.0%	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	0.0
Control of Site Entrances	0.0	X	5.0%	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	10.0
Entry Vestibule	100.0	X	5.0%	5.0

School-Level Raw Score: 100.0% **87.0**
 School-Level Weighted Score: 50% **43.5**

Building-Level Adequacy	Score		Weight	Total
Building Entrances	100.0	X	40.0%	40.0
Major Corridors	80.0	X	30.0%	24.0
Supervision Points	90.0	X	30.0%	27.0

Building-Level Raw Score: **91.0**
 Building-Level Weighted Score: 35% **31.9**

Room-Level Adequacy	Score		Weight	Total
Locking Door	100.0	X	24.0%	24.0
Vision Panels in Doors	100.0	X	24.0%	24.0
Utility Shut-Off Valves	NA	X	14.0%	14.0
Exhaust System	100.0	X	14.0%	14.0
Emergency radios communicate directly with JCC Emergency	0.0	X	24.0%	0.0

Room-Level Raw Score: **76.0**
 Room-Level Weighted Score: 15% **11.4**

Security and Supervision Score: 86.8

Number

Matoaka Elementary School

02/19/2016

05 - Instructional Support

Score **86.5**

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	34 ÷	34 =	100.0% x	21.0% =	21.0
Book shelves	34 ÷	34 =	100.0% x	16.0% =	16.0
Tack Surface	0 ÷	34 =	0.0% x	13.5% =	0.0
Student Cubbies/Lockers	34 ÷	34 =	100.0% x	16.0% =	16.0
Student Coat Hooks	34 ÷	34 =	100.0% x	16.0% =	16.0
Demonstration Table	0 ÷	0 =	100.0% x	17.5% =	17.5

Instructional Support Score: **86.5**

Number

Matoaka Elementary School

02/19/2016

06 - Physical Characteristics

Score

94.5

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	N/A	X	50.0%	=	50.0
Required Elevator(s)	N/A	X	50.0%	=	50.0
Building Raw Score:					100.0
Building Weighted Score:					25.0%
					25.0

Room Characteristics	Score		Weight		Total
Area	70.6	X	25.0%	=	17.6
Aspect Ratio	100.0	X	25.0%	=	25.0
Ceiling Height	100.0	X	20.0%	=	20.0
Sinks in Classrooms	100.0	X	6.6%	=	6.6
Power Assisted Bleachers in Gym	N/A	X	10.0%	=	10.0
Drinking Fountains in Classroom	100.0	X	6.6%	=	6.6
Hot Water Available	100.0	X	6.8%	=	6.8
Room Raw Score:					92.6
Room Weighted Score:					75%
					69.5

Physical Characteristics Score: **94.5**

Number

Matoaka Elementary School

02/19/2016

07 - Learning Environment

Score 92.9

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	34 ÷	34 =	100.0%	x 15.0% =	15.0
Adjustable Lighting	34 ÷	34 =	100.0%	x 10.0% =	10.0
Noise	34 ÷	34 =	100.0%	x 15.0% =	15.0
Daylight Control	22 ÷	34 =	64.7%	x 20.0% =	12.9
Odors	34 ÷	34 =	100.0%	x 10.0% =	10.0
Storage	34 ÷	34 =	100.0%	x 15.0% =	15.0
Natural Light	34 ÷	34 =	100.0%	x 15.0% =	15.0

Learning Environment Score: **92.9**

Number

Matoaka Elementary School

02/19/2016

08 - Relationship of Spaces

Score **70.0**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Central	5.0	X	15.0%	=	0.8
Location of Student Dining	Off Set	3.0	X	15.0%	=	0.5
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Adequate	3.0	X	5.0%	=	0.2
Wayfinding	Poor	1.0	X	10.0%	=	0.1
All PK, K, and 1st Grade CRs on 1st Floor	All Rooms on Appropriate Floor	5.0	X	10.0%	=	0.5
Ability to Zone School for Community	Very Difficult to Zone	1.0	X	10.0%	=	0.1
Signage	Limited Signage System	3.0	X	7.5%	=	0.2
Capacity Signs	Limited Observed Signs in Place	3.0	X	7.5%	=	0.2

Scale factor 20
Relationship of Spaces Score: 70.0

Number

Norge Elementary School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	100.0 X	15% =	15.0
02 Support for Programs	96.0 X	15% =	14.4
03 Technology	90.5 X	15% =	13.6
04 Security and Supervision	74.6 X	15% =	11.2
05 Instructional Support	100.0 X	15% =	15.0
06 Physical Characteristics	84.6 X	10% =	8.5
07 Learning Environment	90.0 X	10% =	9.0
08 Relationship of Spaces	77.0 X	5% =	3.9

Total Score: **90.5**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Norge Elementary School

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01 - Capacity

Score

100.0

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	100.0	X	20.00%	=	20.0
Classroom Utilization (permanent and transportable)	100.0	X	30.00%	=	30.0
Media Center Utilization	100.0	X	15.00%	=	15.0
Open Site Utilization	100.0	X	10.00%	=	10.0
Parking	100.0	X	15.00%	=	15.0

Capacity Score: 100.0

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Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0				100.0
Core Utilization		93%	622	578	100.0
Classroom Capacity (permanent and transportable)			695	578	100.0
Media Center Utilization		75%	773	578	100.0
Site Area		55%	1057	578	100.0
Parking		62%	933	578	100.0

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	42	100%	0	0%	42	100%
Building Area (SF)	98,387	100%	0	0%	98,387	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	5,002	0	5,002	3,574	71%
Student Dining / Food Prep (SF)	6,988	0	6,988	4,757	68%
Student Toilets (SF)	1,788	0	1,788	1654	93%

The Constraining Factor in Core Space is: Student Toilets
 With a Utilization Factor of: 93%
 And a Student Capacity of: 695

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	4055	3,034	133.7%	75%
Open Site Area (Acre)	20.02	10.95	182.8%	55%
Parking Spaces	234	145	161.5%	62%

Number

Norge Elementary School

02/19/2016

02 - Support for Programs

Score **96.0**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	25	25	100.0	X	15.0%	=	15.0
Art Classroom	31	700	97.2	X	10.0%	=	9.7
Media Center (Ext'g SF / Req'd SF)	5,136	3,266	100.0	X	15.5%	=	15.5
Theater/Dance Arts	28	28	100.0	X	10.0%	=	10.0
Cafeteria (Ext'g SF / Req'd SF)	3,288	2,276	100.0	X	16.5%	=	16.5
Music	28	28	100.0	X	10.0%	=	10.0
Gymnasium (Ext'g SF / Req'd SF)	4,676	3,450	100.0	X	16.5%	=	16.5
Transportables	0	0	100.0	X	6.5%	=	6.5

*Students unless otherwise noted under program space

Classroom Raw Score: 99.7
Classroom Adjusted Score: 75.0% 74.8

Program Area/Field	Site Score		Weight		Total
Kindergarten Play Area	100.0	X	27.5%	=	27.5
Recess Playground	100.0	X	22.5%	=	22.5
Paved Play Area	100.0	X	10.0%	=	10.0
Soccer Field	100.0	X	10.0%	=	10.0
Baseball Field	100.0	X	15.0%	=	15.0
Basketball Courts	0.0	X	15.0%	=	0.0

Site Raw Score: 85.0
Site Adjusted Score: 25.0% 21.3

Number

Norge Elementary School

02/19/2016

03 - Technology

Score

90.5

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.0%	=	20.0
Data ports drops	100.0	X	10.0%	=	10.0
Technology for teachers	100.0	X	10.0%	=	10.0
Bandwidth	90.0	X	15.0%	=	13.5
Alternative power supply	0.0	X	5.0%	=	0.0
Separate outlets for computer lab	100.0	X	10.0%	=	10.0
Charging station outlets	80.0	X	10.0%	=	8.0
Phone System	100.0	X	5.0%	=	5.0
PA System	100.0	X	10.0%	=	10.0
Laptop cart storage and power supply	80.0	X	5.0%	=	4.0

Technology Score: 90.5

Number Norge Elementary School

02/19/2016

04 - Security and Supervision

Score **74.6**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	100.0	X	10.0%	=	10.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	=	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	100.0	X	10.0%	=	10.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	=	10.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	=	0.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	0.0	X	5.0%	=	0.0

School-Level Raw Score: 100.0% **85.0**
 School-Level Weighted Score: 50% **42.5**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	80.0	X	40.0%	=	32.0
Major Corridors	70.0	X	30.0%	=	21.0
Supervision Points	20.0	X	30.0%	=	6.0

Building-Level Raw Score: **59.0**
 Building-Level Weighted Score: 35% **20.7**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	24.0%	=	24.0
Vision Panels in Doors	100.0	X	24.0%	=	24.0
Utility Shut-Off Valves	100.0	X	14.0%	=	14.0
Exhaust System	100.0	X	14.0%	=	14.0
Emergency radios communicate directly with JCC Emergency	0.0	X	24.0%	=	0.0

Room-Level Raw Score: **76.0**
 Room-Level Weighted Score: 15% **11.4**

Security and Supervision Score: 74.6

Number

Norge Elementary School

02/19/2016

05 - Instructional Support

Score 100.0

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	34 ÷	34 =	100.0% x	21.0% =	21.0
Book shelves	34 ÷	34 =	100.0% x	16.0% =	16.0
Tack Surface	34 ÷	34 =	100.0% x	13.5% =	13.5
Student Cubbies/Lockers	34 ÷	34 =	100.0% x	16.0% =	16.0
Student Coat Hooks	34 ÷	34 =	100.0% x	16.0% =	16.0
Demonstration Table	0 ÷	0 =	100.0% x	17.5% =	17.5

Instructional Support Score: **100.0**

Number

Norge Elementary School

02/19/2016

06 - Physical Characteristics

Score **84.6**

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	50.0	X	100.0%	=	50.0
Required Elevator(s)	N/A	X	0.0%	=	50.0
Building Raw Score:					100.0
Building Weighted Score:					25.0

Room Characteristics	Score		Weight		Total
Area	67.6	X	25.0%	=	16.9
Aspect Ratio	50.0	X	25.0%	=	12.5
Ceiling Height	100.0	X	20.0%	=	20.0
Sinks in Classrooms	100.0	X	6.6%	=	6.6
Power Assisted Bleachers in Gym	0.0	X	10.0%	=	10.0
Drinking Fountains in Classroom	100.0	X	6.6%	=	6.6
Hot Water Available	100.0	X	6.8%	=	6.8
Room Raw Score:					79.4
Room Weighted Score:					59.6

Physical Characteristics Score: **84.6**

Number

Norge Elementary School

02/19/2016

07 - Learning Environment

Score 90.0

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	37 ÷	37 =	100.0%	x 15.0%	= 15.0
Adjustable Lighting	0 ÷	37 =	0.0%	x 10.0%	= 0.0
Noise	37 ÷	37 =	100.0%	x 15.0%	= 15.0
Daylight Control	37 ÷	37 =	100.0%	x 20.0%	= 20.0
Odors	37 ÷	37 =	100.0%	x 10.0%	= 10.0
Storage	37 ÷	37 =	100.0%	x 15.0%	= 15.0
Natural Light	37 ÷	37 =	100.0%	x 15.0%	= 15.0

Learning Environment Score: 90.0

Number

Norge Elementary School

02/19/2016

08 - Relationship of Spaces

Score **77.0**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score	Weight	Total
Location of Media Center	Off Set	3.0 X	15.0% =	0.5
Location of Student Dining	Off Set	5.0 X	15.0% =	0.8
Location of Main Office	Easily Accessible	5.0 X	20.0% =	1.0
Good Marquee	Minimal	3.0 X	5.0% =	0.2
Wayfinding	Poor	2.0 X	10.0% =	0.2
All PK, K, and 1st Grade CRs on 1st Floor	All Rooms on Appropriate Floor	5.0 X	10.0% =	0.5
Ability to Zone School for Community	Gated for Zoning	5.0 X	10.0% =	0.5
Signage	Adequate Signage System	4.0 X	7.5% =	0.3
Capacity Signs	No Signs in Observed	0.0 X	7.5% =	0.0

Scale factor 20

Relationship of Spaces Score: 77.0

Number

Rawls Byrd Elementary School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	83.7 X	15% =	12.6
02 Support for Programs	83.2 X	15% =	12.5
03 Technology	91.5 X	15% =	13.7
04 Security and Supervision	68.6 X	15% =	10.3
05 Instructional Support	93.0 X	15% =	14.0
06 Physical Characteristics	73.4 X	10% =	7.3
07 Learning Environment	82.9 X	10% =	8.3
08 Relationship of Spaces	38.0 X	5% =	1.9

Total Score: **80.5**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Rawls Byrd Elementary School

02/19/2016

01 - Capacity

Score **83.7**

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	44.6	X	20.00%	=	8.9
Classroom Utilization (permanent and transportable)	93.5	X	30.00%	=	28.0
Media Center Utilization	78.2	X	15.00%	=	11.7
Open Site Utilization	100.0	X	10.00%	=	10.0
Parking	100.0	X	15.00%	=	15.0

Capacity Score: 83.7

WJCC Facility Assessment

Educational Suitability Score (ESS)

Number **Rawls Byrd Elementary School**

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0				100.0
Core Utilization		224%	239	535	44.6
Classroom Capacity (permanent and transportable)			500	535	93.5
Media Center Utilization		128%	418	535	78.2
Site Area		74%	723	535	100.0
Parking		77%	691	535	100.0

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	31	100%	0	0%	31	100%
Building Area (SF)	85,084	100%	0	0%	85,084	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	1,800	0	1,800	2,875	160%
Student Dining / Food Prep (SF)	5,238	0	5,238	4,478	85%
Student Toilets (SF)	531	0	531	1190	224%

The Constraining Factor in Core Space is: Student Toilets
 With a Utilization Factor of: 224%
 And a Student Capacity of: 500

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	2306	2,948	78.2%	128%
Open Site Area (Acre)	12.63	9.35	135.1%	74%
Parking Spaces	137	106	129.2%	77%

Number

Rawls Byrd Elementary School

02/19/2016

02 - Support for Programs

Score **83.2**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	28	28	100.0	X	15.0%	=	15.0
Art Classroom	19	28	34.0	X	10.0%	=	3.4
Media Center (Ext'g SF / Req'd SF)	2,306	2,605	84.0	X	15.5%	=	13.0
Theater/Dance Arts	28	28	55.0	X	10.0%	=	5.5
Cafeteria (3 periods)	700	178	100.0	X	16.5%	=	16.5
Music	52	28	62.0	X	10.0%	=	6.2
Gymnasium (Ext'g SF / Req'd SF)	3,645	3,150	100.0	X	16.5%	=	16.5
Transportables			100.0	X	6.5%	=	6.5

*Students unless otherwise noted under program space

Classroom Raw Score: 82.6
Classroom Adjusted Score: 75.0% 62.0

Program Area/Field	Site Score		Weight		Total
Kindergarten Play Area	100.0	X	27.5%	=	27.5
Recess Playground	100.0	X	22.5%	=	22.5
Paved Play Area	100.0	X	10.0%	=	10.0
Soccer Field	100.0	X	10.0%	=	10.0
Baseball Field	100.0	X	15.0%	=	15.0
Basketball Courts	0.0	X	15.0%	=	0.0

Site Raw Score: 85.0
Site Adjusted Score: 25.0% 21.3

Number

Rawls Byrd Elementary School

02/19/2016

03 - Technology

Score

91.5

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.0%	=	20.0
Data ports drops	100.0	X	10.0%	=	10.0
Technology for teachers	100.0	X	10.0%	=	10.0
Bandwidth	90.0	X	15.0%	=	13.5
Alternative power supply	0.0	X	5.0%	=	0.0
Separate outlets for computer lab	100.0	X	10.0%	=	10.0
Charging station outlets	80.0	X	10.0%	=	8.0
Phone System	100.0	X	5.0%	=	5.0
PA System	100.0	X	10.0%	=	10.0
Laptop cart storage and power supply	100.0	X	5.0%	=	5.0

Technology Score:

91.5

Number Rawls Byrd Elementary School

02/19/2016

04 - Security and Supervision

Score **68.6**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	50.0	X	10.0%	=	5.0
Car Pool Drop-Off Separated from Other Traffic	60.0	X	5.0%	=	3.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	20.0	X	10.0%	=	2.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	=	10.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	=	0.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	20.0	X	5.0%	=	1.0

School-Level Raw Score: 100.0% **71.0**
 School-Level Weighted Score: 50% **35.5**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	50.0	X	40.0%	=	20.0
Major Corridors	50.0	X	30.0%	=	15.0
Supervision Points	90.0	X	30.0%	=	27.0

Building-Level Raw Score: **62.0**
 Building-Level Weighted Score: 35% **21.7**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	24.0%	=	24.0
Vision Panels in Doors	100.0	X	24.0%	=	24.0
Utility Shut-Off Valves	NA	X	14.0%	=	14.0
Exhaust System	100.0	X	14.0%	=	14.0
Emergency radios communicate directly with JCC Emergency	0.0	X	24.0%	=	0.0

Room-Level Raw Score: **76.0**
 Room-Level Weighted Score: 15% **11.4**

Security and Supervision Score: 68.6

Number

Rawls Byrd Elementary School

02/19/2016

05 - Instructional Support

Score **93.0**

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	31 ÷	31 =	100.0% x	21.0% =	21.0
Book shelves	31 ÷	31 =	100.0% x	16.0% =	16.0
Tack Surface	15 ÷	31 =	48.4% x	13.5% =	6.5
Student Cubbies/Lockers	31 ÷	31 =	100.0% x	16.0% =	16.0
Student Coat Hooks	31 ÷	31 =	100.0% x	16.0% =	16.0
Demonstration Table	0 ÷	0 =	100.0% x	17.5% =	17.5

Instructional Support Score: **93.0**

Number

Rawls Byrd Elementary School

02/19/2016

06 - Physical Characteristics

Score **73.4**

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	N/A	X	50.0%	=	50.0
Required Elevator(s)	N/A	X	50.0%	=	50.0
Building Raw Score:					100.0
Building Weighted Score:					25.0%
					25.0

Room Characteristics	Score		Weight		Total
Area	64.5	X	25.0%	=	16.1
Aspect Ratio	100.0	X	25.0%	=	25.0
Ceiling Height	0.0	X	20.0%	=	0.0
Sinks in Classrooms	100.0	X	6.6%	=	6.6
Power Assisted Bleachers in Gym	N/A	X	10.0%	=	10.0
Drinking Fountains in Classroom	0.0	X	6.6%	=	0.0
Hot Water Available	100.0	X	6.8%	=	6.8
Room Raw Score:					64.5
Room Weighted Score:					75%
					48.4

Physical Characteristics Score: 73.4

Number

Rawls Byrd Elementary School

02/19/2016

07 - Learning Environment

Score 82.9

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	31 ÷	31 =	100.0%	x 15.0% =	15.0
Adjustable Lighting	0 ÷	31 =	0.0%	x 10.0% =	0.0
Noise	31 ÷	31 =	100.0%	x 15.0% =	15.0
Daylight Control	20 ÷	31 =	64.5%	x 20.0% =	12.9
Odors	31 ÷	31 =	100.0%	x 10.0% =	10.0
Storage	31 ÷	31 =	100.0%	x 15.0% =	15.0
Natural Light	31 ÷	31 =	100.0%	x 15.0% =	15.0

Learning Environment Score: **82.9**

Number

Rawls Byrd Elementary School

02/19/2016

08 - Relationship of Spaces

Score **38.0**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score	Weight	Total
Location of Media Center	Separate Building	1.0 X	15.0% =	0.2
Location of Student Dining	Separate Building	1.0 X	15.0% =	0.2
Location of Main Office	Separate Building	1.0 X	20.0% =	0.2
Good Marquee	Minimal	1.0 X	5.0% =	0.1
Wayfinding	Poor	1.0 X	10.0% =	0.1
All PK, K, and 1st Grade CRs on 1st Floor	All Rooms on Appropriate Floor	5.0 X	10.0% =	0.5
Ability to Zone School for Community	May Zone	3.0 X	10.0% =	0.3
Signage	Adequate Signage System	3.0 X	7.5% =	0.2
Capacity Signs	Nearly All Signs in Place	3.0 X	7.5% =	0.2

Scale factor 20

Relationship of Spaces Score: 38.0

Number

Stonehouse Elementary School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	96.0 X	15% =	14.4
02 Support for Programs	97.7 X	15% =	14.7
03 Technology	92.5 X	15% =	13.9
04 Security and Supervision	69.6 X	15% =	10.4
05 Instructional Support	65.5 X	15% =	9.8
06 Physical Characteristics	95.3 X	10% =	9.5
07 Learning Environment	90.0 X	10% =	9.0
08 Relationship of Spaces	75.5 X	5% =	3.8

Total Score: **85.5**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Stonehouse Elementary School

02/19/2016

01 - Capacity

Score

96.0

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	80.0	X	20.00%	=	16.0
Classroom Utilization (permanent and transportable)	100.0	X	30.00%	=	30.0
Media Center Utilization	100.0	X	15.00%	=	15.0
Open Site Utilization	100.0	X	10.00%	=	10.0
Parking	100.0	X	15.00%	=	15.0

Capacity Score: 96.0

Number **Stonehouse Elementary School**

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0				100.0
Core Utilization		125%	569	711	80.0
Classroom Capacity (permanent and transportable)			765	711	100.0
Media Center Utilization		97%	733	711	100.0
Site Area		45%	1587	711	100.0
Parking		68%	1052	711	100.0

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	28	100%	0	0%	28	100%
Building Area (SF)	90,851	100%	0	0%	90,851	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	3,514	0	3,514	4,399	125%
Student Dining / Food Prep (SF)	5,969	0	5,969	5,622	94%
Student Toilets (SF)	2,205	0	2,205	1821	83%

The Constraining Factor in Core Space is: Administration
 With a Utilization Factor of: 125%
 And a Student Capacity of: 765

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	3400	3,300	103.0%	97%
Open Site Area (Acre)	26	11.65	223.2%	45%
Parking Spaces	142	96	147.9%	68%

Number

Stonehouse Elementary School

02/19/2016

02 - Support for Programs

Score **97.7**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	37	28	100.0	X	15.0%	=	15.0
Art Classroom	25	28	84.0	X	10.0%	=	8.4
Media Center (Ext'g SF / Req'd SF)	3,400	3,133	97.0	X	15.5%	=	15.0
Theater/Dance Arts	28	28	100.0	X	10.0%	=	10.0
Cafeteria (3 periods)	479	233	100.0	X	16.5%	=	16.5
Music	37	28	100.0	X	10.0%	=	10.0
Gymnasium (Ext'g SF / Req'd SF)	5,083	3,150	100.0	X	16.5%	=	16.5
Transportables			100.0	X	6.5%	=	6.5

*Students unless otherwise noted under program space

Classroom Raw Score: 97.9
Classroom Adjusted Score: 75.0% 73.5

Program Area/Field	Site Score		Weight		Total
Kindergarten Play Area	100.0	X	27.5%	=	27.5
Recess Playground	100.0	X	22.5%	=	22.5
Paved Play Area	70.0	X	10.0%	=	7.0
Soccer Field	100.0	X	10.0%	=	10.0
Baseball Field	100.0	X	15.0%	=	15.0
Basketball Courts	100.0	X	15.0%	=	15.0

Site Raw Score: 97.0
Site Adjusted Score: 25.0% 24.3

Number

Stonehouse Elementary School

02/19/2016

03 - Technology

Score

92.5

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.0%	=	20.0
Data ports drops	100.0	X	10.0%	=	10.0
Technology for teachers	100.0	X	10.0%	=	10.0
Bandwidth	90.0	X	15.0%	=	13.5
Alternative power supply	0.0	X	5.0%	=	0.0
Separate outlets for computer lab	100.0	X	10.0%	=	10.0
Charging station outlets	90.0	X	10.0%	=	9.0
Phone System	100.0	X	5.0%	=	5.0
PA System	100.0	X	10.0%	=	10.0
Laptop cart storage and power supply	100.0	X	5.0%	=	5.0

Technology Score:

92.5

Number Stonehouse Elementary School

02/19/2016

04 - Security and Supervision

Score **69.6**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	70.0	X	10.0%	=	7.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	=	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	80.0	X	10.0%	=	8.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	=	10.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	=	0.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	70.0	X	5.0%	=	3.5

School-Level Raw Score: 100.0% **83.5**
 School-Level Weighted Score: 50% **41.8**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	50.0	X	40.0%	=	20.0
Major Corridors	50.0	X	30.0%	=	15.0
Supervision Points	40.0	X	30.0%	=	12.0

Building-Level Raw Score: **47.0**
 Building-Level Weighted Score: 35% **16.5**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	24.0%	=	24.0
Vision Panels in Doors	100.0	X	24.0%	=	24.0
Utility Shut-Off Valves	NA	X	14.0%	=	14.0
Exhaust System	100.0	X	14.0%	=	14.0
Emergency radios communicate directly with JCC Emergency	0.0	X	24.0%	=	0.0

Room-Level Raw Score: **76.0**
 Room-Level Weighted Score: 15% **11.4**

Security and Supervision Score: 69.6

Number

Stonehouse Elementary School

02/19/2016

05 - Instructional Support

Score **65.5**

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	0 ÷	28 =	0.0% x	21.0% =	0.0
Book shelves	28 ÷	28 =	100.0% x	16.0% =	16.0
Tack Surface	0 ÷	28 =	0.0% x	13.5% =	0.0
Student Cubbies/Lockers	28 ÷	28 =	100.0% x	16.0% =	16.0
Student Coat Hooks	28 ÷	28 =	100.0% x	16.0% =	16.0
Demonstration Table	0 ÷	0 =	100.0% x	17.5% =	17.5

Instructional Support Score: **65.5**

Number

Stonehouse Elementary School

02/19/2016

06 - Physical Characteristics

Score

95.3

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	N/A	X	50.0%	=	50.0
Required Elevator(s)	N/A	X	50.0%	=	50.0

Building Raw Score: **100.0**
Building Weighted Score: **25.0%** **25.0**

Room Characteristics	Score		Weight		Total
Area	75.0	X	25.0%	=	18.8
Aspect Ratio	100.0	X	25.0%	=	25.0
Ceiling Height	100.0	X	20.0%	=	20.0
Sinks in Classrooms	100.0	X	6.6%	=	6.6
Power Assisted Bleachers in Gym	N/A	X	10.0%	=	10.0
Drinking Fountains in Classroom	100.0	X	6.6%	=	6.6
Hot Water Available	100.0	X	6.8%	=	6.8

Room Raw Score: **93.8**
Room Weighted Score: **75%** **70.3**

Physical Characteristics Score: **95.3**

Number

Stonehouse Elementary School

02/19/2016

07 - Learning Environment

Score 90.0

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	28 ÷	28 =	100.0%	x 15.0% =	15.0
Adjustable Lighting	0 ÷	28 =	0.0%	x 10.0% =	0.0
Noise	28 ÷	28 =	100.0%	x 15.0% =	15.0
Daylight Control	28 ÷	28 =	100.0%	x 20.0% =	20.0
Odors	28 ÷	28 =	100.0%	x 10.0% =	10.0
Storage	28 ÷	28 =	100.0%	x 15.0% =	15.0
Natural Light	28 ÷	28 =	100.0%	x 15.0% =	15.0

Learning Environment Score: **90.0**

Number

Stonehouse Elementary School

02/19/2016

08 - Relationship of Spaces

Score **75.5**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Central	5.0	X	15.0%	=	0.8
Location of Student Dining	Off Set	3.0	X	15.0%	=	0.5
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Adequate	3.0	X	5.0%	=	0.2
Wayfinding	Minimal Observed	3.0	X	10.0%	=	0.3
All PK, K, and 1st Grade CRs on 1st Floor	All Rooms on Appropriate Floor	5.0	X	10.0%	=	0.5
Ability to Zone School for Community	Very Difficult to Zone	1.0	X	10.0%	=	0.1
Signage	Adequate Signage System	3.0	X	7.5%	=	0.2
Capacity Signs	Nearly All Signs in Place	4.0	X	7.5%	=	0.3

Scale factor 20
Relationship of Spaces Score: 75.5

Number

Berkeley Middle School

02/19/2016

School(s) at Site:

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	61.5 X	15% =	9.2
02 Support for Programs	85.9 X	15% =	12.9
03 Technology	93.5 X	15% =	14.0
04 Security and Supervision	84.8 X	15% =	12.7
05 Instructional Support	99.0 X	15% =	14.9
06 Physical Characteristics	73.8 X	10% =	7.4
07 Learning Environment	92.4 X	10% =	9.2
08 Relationship of Spaces	92.5 X	5% =	4.6

Total Score: **85.0**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Berkeley Middle School

02/19/2016

01 - Capacity

Score

61.5

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	90.2	X	20.00%	=	18.0
Classroom Utilization (permanent and transportable)	90.2	X	30.00%	=	27.1
Media Center Utilization	25.2	X	15.00%	=	3.8
Open Site Utilization	3.2	X	10.00%	=	0.3
Parking	15.2	X	15.00%	=	2.3

Capacity Score: 61.5

WJCC Facility Assessment

Educational Suitability Score (ESS)

Number *Berkeley Middle School*

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Capacity Summary					
	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	15%				100.0
Core Utilization		111%	829	919	90.2
Classroom Capacity (permanent and transportable)			829	919	90.2
Media Center Utilization		396%	232	919	25.2
Open Site Area		3169%	29	919	3.2
Parking		656%	140	919	15.2

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	33	85%	6	15%	39	100%
Building Area (SF)	114,992	97%	4050	3%	119,042	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	5,012	0	5,012	7,328	146%
Student Dining / Food Prep (SF)	7,640	0	7,640	6,974	91%
Student Toilets	1,893	165	2,058	2785	135%

The Constraining Factor in Core Space is: Administration
 With a Utilization Factor of: 146
 And a Student Capacity of: 829

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	6307	5,035	125.3%	80%
Open Site Area (Acre)	19.3	18.29	105.5%	95%
Parking Spaces	143	114	125.6%	80%

Number *Berkeley Middle School*

02/19/2016

02 - Support for Programs

Score **85.9**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	35	32	100.0	X	15.0%	=	15.0
Art Classroom	21	25	67.7	X	10.0%	=	6.8
Media Center (Ext'g SF / Req'd SF)	6,307	4,615	100.0	X	15.5%	=	15.5
Auditorium	383	383	100.0	X	10.0%	=	10.0
Cafeteria (Students / 3 Periods)	303	306	99.0	X	16.5%	=	16.3
Band/Orchestra/Choral Classroom	151	149	100.0	X	10.0%	=	10.0
Gymnasium (Ext'g SF / Req'd SF)	4,860	5,400	100.0	X	16.5%	=	16.5
Transportables (Ext'g SF / Req'd SF)	24,704	28,619	93.7	X	6.5%	=	6.1

*Students unless otherwise noted under program space

Classroom Raw Score: 96.2
Classroom Adjusted Score: 75.0% 72.1

Program Area/Field	Site Score		Weight		Total
Paved Play Area	0.0	X	20.0%	=	0.0
Soccer Field	100.0	X	25.0%	=	25.0
Baseball Field	100.0	X	30.0%	=	30.0
Basketball Courts	0.0	X	25.0%	=	0.0

Site Raw Score: 55.0
Site Adjusted Score: 25.0% 13.8

Number

Berkeley Middle School

02/19/2016

03 - Technology

Score

93.5

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.0%	=	20.0
Data ports drops	100.0	X	10.0%	=	10.0
Technology for teachers	100.0	X	10.0%	=	10.0
Bandwidth	90.0	X	15.0%	=	13.5
Alternative power supply	0.0	X	5.0%	=	0.0
Separate outlets for computer lab	100.0	X	10.0%	=	10.0
Charging station outlets	100.0	X	10.0%	=	10.0
Phone System	100.0	X	5.0%	=	5.0
PA System	100.0	X	10.0%	=	10.0
Laptop cart storage and power supply	100.0	X	5.0%	=	5.0

Technology Score:

93.5

Number**Berkeley Middle School**

02/19/2016

04 - Security and Supervision**Score****84.8**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	90.0	X	10.0%	=	9.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	=	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	80.0	X	10.0%	=	8.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	=	10.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	=	0.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	100.0	X	5.0%	=	5.0

School-Level Raw Score: 100.0% **87.0**
 School-Level Weighted Score: 50% **43.5**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	65.0	X	40.0%	=	26.0
Major Corridors	100.0	X	30.0%	=	30.0
Supervision Points	92.5	X	30.0%	=	27.8

Building-Level Raw Score: **83.8**
 Building-Level Weighted Score: 35% **29.3**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	20.0%	=	20.0
Vision Panels in Doors	100.0	X	20.0%	=	20.0
Utility Shut-Off Valves	NA	X	10.0%	=	10.0
Emergency Eyewash	100.0	X	10.0%	=	10.0
Exhaust System	100.0	X	10.0%	=	10.0
Fume Hood	100.0	X	10.0%	=	10.0
Emergency radios communicate directly with JCC Emergency	0.0	X	20.0%	=	0.0

Room-Level Raw Score: **80.0**
 Room-Level Weighted Score: 15% **12.0**

Security and Supervision Score: **84.8**

Number

Berkeley Middle School

02/19/2016

05 - Instructional Support

Score 99.0

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	41 ÷	41 =	100.0% x	15.0% =	15.0
Book shelves	41 ÷	41 =	100.0% x	10.0% =	10.0
Tack Surface	41 ÷	41 =	100.0% x	7.5% =	7.5
Student Cubbies/Lockers	874 ÷	919 =	95.1% x	10.0% =	9.5
Student Coat Hooks	874 ÷	919 =	95.1% x	10.0% =	9.5
Associated Prep Room or Workroom	1 ÷	1 =	100.0% x	12.5% =	12.5
Sink in Prep Room or Workroom	1 ÷	1 =	100.0% x	12.5% =	12.5
Demonstration Table	9 ÷	9 =	100.0% x	12.5% =	12.5
Refrigerator (Family or Consumer Science, Science)	1 ÷	1 =	100.0% x	10.0% =	10.0

Instructional Support Score: 99.0

Number

Berkeley Middle School

02/19/2016

06 - Physical Characteristics

Score **73.8**

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	50.0	X	100.0%	=	50.0
Required Elevator(s)	N/A	X	0.0%	=	50.0
Building Raw Score:					100.0
Building Weighted Score:					25.0%

Room Characteristics	Score		Weight		Total
Area	100.0	X	25.0%	=	25.0
Aspect Ratio	0.0	X	25.0%	=	0.0
Ceiling Height	100.0	X	20.0%	=	20.0
Sinks in Classrooms (Science, Prep, Art, Shop, Life Skills, etc.)	100.0	X	15.0%	=	15.0
Mechanical Bleachers in Gym	0.0	X	10.0%	=	0.0
Hot Water Available	100.0	X	5.0%	=	5.0
Room Raw Score:					65.0
Room Weighted Score:					75%

Physical Characteristics Score: 73.8

Number

Berkeley Middle School

02/19/2016

07 - Learning Environment

Score 92.4

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	41 ÷	41 =	100.0%	x 15.0%	= 15.0
Adjustable Lighting	22 ÷	41 =	53.7%	x 10.0%	= 5.4
Noise	41 ÷	41 =	100.0%	x 15.0%	= 15.0
Daylight Control	33 ÷	33 =	100.0%	x 20.0%	= 20.0
Odors	41 ÷	41 =	100.0%	x 10.0%	= 10.0
Storage	41 ÷	41 =	100.0%	x 15.0%	= 15.0
Natural Light	33 ÷	41 =	80.5%	x 15.0%	= 12.1

Learning Environment Score: **92.4**

Number

Berkeley Middle School

02/19/2016

08 - Relationship of Spaces

Score **92.5**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Off Set	5.0	X	15.0%	=	0.8
Location of Student Dining	Off Set	5.0	X	15.0%	=	0.8
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Good	5.0	X	5.0%	=	0.3
Wayfinding	Not intuitive	2.0	X	10.0%	=	0.2
2 stories or under	All Rooms on Appropriate Floor	5.0	X	10.0%	=	0.5
Ability to Zone School for Community	Gated for Zoning	5.0	X	10.0%	=	0.5
Signage	Adequate Signage System	4.0	X	7.5%	=	0.3
Capacity Signs		5.0	X	7.5%	=	0.4

Scale Factor 20

Relationship of Spaces Score: 92.5

Number

Hornsby Middle School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	95.7 X	15% =	14.4
02 Support for Programs	93.9 X	15% =	14.1
03 Technology	92.5 X	15% =	13.9
04 Security and Supervision	80.6 X	15% =	12.1
05 Instructional Support	98.9 X	15% =	14.8
06 Physical Characteristics	100.0 X	10% =	10.0
07 Learning Environment	96.4 X	10% =	9.6
08 Relationship of Spaces	57.5 X	5% =	2.9

Total Score: **91.8**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Hornsby Middle School

02/19/2016

01 - Capacity

Score **95.7**

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	91.7	X	20.00%	=	18.3
Classroom Utilization (permanent and transportable)	100.0	X	30.00%	=	30.0
Media Center Utilization	82.6	X	15.00%	=	12.4
Open Site Utilization	100.0	X	10.00%	=	10.0
Parking	100.0	X	15.00%	=	15.0

Capacity Score: 95.7

WJCC Facility Assessment

Educational Suitability Score (ESS)

Number **Hornsby Middle School**

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0				100.0
Core Utilization		109%	828	902	91.7
Classroom Capacity (permanent and transportable)			952	902	100.0
Media Center Utilization		121%	745	902	82.6
Site Area		22%	4031	902	100.0
Parking		52%	1723	902	100.0

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	39	100%	0	0%	39	100%
Building Area (SF)	145,458	100%	0	0%	145,458	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	5,002	0	5,002	5,474	109%
Student Dining / Food Prep (SF)	7,072	0	7,072	6,863	97%
Student Toilets (SF)	3,158	0	3,158	3199	101%

The Constraining Factor in Core Space is: Administration
 With a Utilization Factor of: 109%
 And a Student Capacity of: 952

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	3042	3,682	82.6%	121%
Open Site Area (Acre)	60.42	13.52	446.9%	22%
Parking Spaces*	256	134	191.0%	52%

*Shares parking with J. Blaine Blayton elementary school, parking is not adequate for both schools.

Number

Hornsby Middle School

02/19/2016

02 - Support for Programs

Score **93.9**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enrollment*	Score		Weight		Total
Computer Classroom	52	42	100.0	X	15.0%	=	15.0
Art Classroom	21	25	52.0	X	10.0%	=	5.2
Media Center (Ext'g SF / Req'd SF)	6,307	4,615	100.0	X	15.5%	=	15.5
Auditorium	533	26	95.0	X	10.0%	=	9.5
Cafeteria (Students / 3 Periods)	286	300	85.0	X	16.5%	=	14.0
Band/Orchestra/Choral Classroom	85	25	97.0	X	10.0%	=	9.7
Gymnasium (Ext'g SF / Req'd SF)	6,790	4,860	100.0	X	16.5%	=	16.5
Transportables			100.0	X	6.5%	=	6.5

*Students unless otherwise noted under program space

Classroom Raw Score: 100.0% 91.9
Classroom Adjusted Score: 75.0% 68.9

Program Area/Field	Site Score		Weight		Total
Paved Play area	100.0	X	22.5%	=	22.5
Soccer Field	100.0	X	22.5%	=	22.5
Baseball Field	100.0	X	27.5%	=	27.5
Basketball Courts	100.0	X	27.5%	=	27.5

Site Raw Score: 100.0
Site Adjusted Score: 25.0% 25.0

Number

Hornsby Middle School

02/19/2016

03 - Technology

Score

92.5

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.0%	=	20.0
Data ports drops	100.0	X	10.0%	=	10.0
Technology for teachers	100.0	X	10.0%	=	10.0
Bandwidth	90.0	X	15.0%	=	13.5
Alternative power supply	0.0	X	5.0%	=	0.0
Separate outlets for computer lab	100.0	X	10.0%	=	10.0
Charging station outlets	90.0	X	10.0%	=	9.0
Phone System	100.0	X	5.0%	=	5.0
PA System	100.0	X	10.0%	=	10.0
Laptop cart storage and power supply	100.0	X	5.0%	=	5.0

Technology Score:

92.5

Number

Hornsby Middle School

02/19/2016

04 - Security and Supervision

Score **80.6**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	80.0	X	10.0%	=	8.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	=	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	90.0	X	10.0%	=	9.0
Alarms: motion, glass break, door, access control, entrance buzzers	90.0	X	10.0%	=	9.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	=	0.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	100.0	X	5.0%	=	5.0

School-Level Raw Score: 100.0% **86.0**
 School-Level Weighted Score: 50% **43.0**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	70.0	X	40.0%	=	28.0
Major Corridors	70.0	X	30.0%	=	21.0
Supervision Points	80.0	X	30.0%	=	24.0

Building-Level Raw Score: **73.0**
 Building-Level Weighted Score: 35% **25.6**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	20.0%	=	20.0
Vision Panels in Doors	100.0	X	20.0%	=	20.0
Utility Shut-Off Valves	NA	X	10.0%	=	10.0
Emergency Eyewash	100.0	X	10.0%	=	10.0
Exhaust System	100.0	X	10.0%	=	10.0
Fume Hood	100.0	X	10.0%	=	10.0
Emergency radios communicate directly with JCC Emergency	0.0	X	20.0%	=	0.0

Room-Level Raw Score: **80.0**
 Room-Level Weighted Score: 15% **12.0**

Security and Supervision Score: 80.6

Number

Hornsby Middle School

02/19/2016

05 - Instructional Support

Score 98.9

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	39 ÷	39 =	100.0% x	15.0% =	15.0
Book shelves	39 ÷	39 =	100.0% x	10.0% =	10.0
Tack Surface	39 ÷	39 =	100.0% x	7.5% =	7.5
Student Cubbies/Lockers	852 ÷	902 =	94.5% x	10.0% =	9.4
Student Coat Hooks	852 ÷	902 =	94.5% x	10.0% =	9.4
Associated Prep Room or Workroom	6 ÷	6 =	100.0% x	12.5% =	12.5
Sink in Prep Room or Workroom	6 ÷	6 =	100.0% x	12.5% =	12.5
Demonstration Table	10 ÷	10 =	100.0% x	12.5% =	12.5
Refrigerator (Family or Consumer Science, Science)	6 ÷	6 =	100.0% x	10.0% =	10.0

Instructional Support Score: 98.9

Number

Hornsby Middle School

02/19/2016

06 - Physical Characteristics

Score **100.0**

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	100.0	X	50.0%	=	50.0
Required Elevator(s)	100.0	X	50.0%	=	50.0
Building Raw Score:					100.0
			Building Weighted Score:	25.0%	25.0

Room Characteristics	Score		Weight		Total
Area	100.0	X	25.0%	=	25.0
Aspect Ratio	100.0	X	25.0%	=	25.0
Ceiling Height	100.0	X	20.0%	=	20.0
Sinks in Classrooms (Science, Prep, Art, Shop, Life Skills, etc.)	100.0	X	15.0%	=	15.0
Power Assisted Bleachers in Gym	100.0	X	10.0%	=	10.0
Hot Water Available	100.0	X	5.0%	=	5.0
Room Raw Score:					100.0
			Room Weighted Score:	75%	75.0

Physical Characteristics Score: **100.0**

Number

Hornsby Middle School

02/19/2016

07 - Learning Environment

Score 96.4

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	39 ÷	39 =	100.0%	x 15.0% =	15.0
Adjustable Lighting	39 ÷	39 =	100.0%	x 10.0% =	10.0
Noise	39 ÷	39 =	100.0%	x 15.0% =	15.0
Daylight Control	35 ÷	39 =	89.7%	x 20.0% =	17.9
Odors	39 ÷	39 =	100.0%	x 10.0% =	10.0
Storage	39 ÷	39 =	100.0%	x 15.0% =	15.0
Natural Light	35 ÷	39 =	89.7%	x 15.0% =	13.5

Learning Environment Score: **96.4**

Number

Hornsby Middle School

02/19/2016

08 - Relationship of Spaces

Score **57.5**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Central	5.0	X	15.0%	=	0.8
Location of Student Dining	Off Set	1.0	X	15.0%	=	0.2
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Adequate	3.0	X	5.0%	=	0.2
Wayfinding	Poor	1.0	X	10.0%	=	0.1
2 stories or under	All Rooms on Appropriate Floor	1.0	X	10.0%	=	0.1
Ability to Zone School for Community	Very Difficult to Zone	1.0	X	10.0%	=	0.1
Signage	Adequate Signage Sytem	3.0	X	7.5%	=	0.2
Capacity Signs	Nearly All Signs in Place	4.0	X	7.5%	=	0.3

Scale factor 20
Relationship of Spaces Score: 57.5

Number

Toano Middle School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	93.4 X	15% =	14.0
02 Support for Programs	80.8 X	15% =	12.1
03 Technology	92.0 X	15% =	13.8
04 Security and Supervision	83.1 X	15% =	12.5
05 Instructional Support	100.0 X	15% =	15.0
06 Physical Characteristics	80.4 X	10% =	8.0
07 Learning Environment	100.0 X	10% =	10.0
08 Relationship of Spaces	61.0 X	5% =	3.1

Total Score: **88.5**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Toano Middle School

02/19/2016

01 - Capacity

Score

93.4

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	67.1	X	20.00%	=	13.4
Classroom Utilization (permanent and transportable)	100.0	X	30.00%	=	30.0
Media Center Utilization	100.0	X	15.00%	=	15.0
Open Site Utilization	100.0	X	10.00%	=	10.0
Parking	100.0	X	15.00%	=	15.0

Capacity Score: 93.4

Number **Toano Middle School**

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0				100.0
Core Utilization		149%	512	763	67.1
Classroom Capacity (permanent and transportable)			790	763	100.0
Media Center Utilization		77%	992	763	100.0
Site Area		35%	2204	763	100.0
Parking		82%	935	763	100.0

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	34	100%	0	0%	34	100%
Building Area (SF)	97,526	100%	0	0%	97,526	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	3,051	0	3,051	4,543	149%
Student Dining / Food Prep (SF)	6,099	0	6,099	5,960	98%
Student Toilets (SF)	2,391	0	2,391	2654	111%

The Constraining Factor in Core Space is: Administration
 With a Utilization Factor of: 149%
 And a Student Capacity of: 790

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	4427	3,404	130.1%	77%
Open Site Area (Acre)	34.37	11.90	288.8%	35%
Parking Spaces	147	120	122.5%	82%

Number

Toano Middle School

02/19/2016

02 - Support for Programs

Score **80.8**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	27	25	100.0	X	15.0%	=	15.0
Art Classroom	39	25	78.0	X	10.0%	=	7.8
Media Center (Ext'g SF / Req'd SF)	4,427	3,289	99.0	X	15.5%	=	15.3
Auditorium	284	26	56.0	X	10.0%	=	5.6
Cafeteria (Students / 3 Periods)	539	254	100.0	X	16.5%	=	16.5
Band/orchestra Classroom	85	25	78.0	X	10.0%	=	7.8
Gymnasium (Ext'g SF / Req'd SF)	6,987	4,860	100.0	X	16.5%	=	16.5
Transportables			100.0	X	6.5%	=	6.5

*Students unless otherwise noted under program space

Classroom Raw Score: 91.0
Classroom Adjusted Score: 75.0% **68.3**

Program Area/Field	Site Score		Weight		Total
Paved Play area	0.0	X	22.5%	=	0.0
Soccer Field	100.0	X	22.5%	=	22.5
Baseball Field	100.0	X	27.5%	=	27.5
Basketball Courts	0.0	X	27.5%	=	0.0

Site Raw Score: 50.0
Site Adjusted Score: 25.0% **12.5**

Number

Toano Middle School

02/19/2016

03 - Technology

Score

92.0

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.0%	=	20.0
Data ports drops	100.0	X	10.0%	=	10.0
Technology for teachers	100.0	X	10.0%	=	10.0
Bandwidth	90.0	X	15.0%	=	13.5
Alternative power supply	0.0	X	5.0%	=	0.0
Separate outlets for computer lab	100.0	X	10.0%	=	10.0
Charging station outlets	90.0	X	10.0%	=	9.0
Phone System	100.0	X	5.0%	=	5.0
PA System	100.0	X	10.0%	=	10.0
Laptop cart storage and power supply	90.0	X	5.0%	=	4.5
Technology Score:					92.0

Number Toano Middle School

02/19/2016

04 - Security and Supervision

Score **83.1**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	60.0	X	10.0%	=	6.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	=	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	80.0	X	2.0%	=	1.6
Surveillance Cameras	100.0	X	10.0%	=	10.0
Alarms: motion, glass break, door, access control, entrance buzzers	80.0	X	10.0%	=	8.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	0.0	X	5.0%	=	0.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	80.0	X	5.0%	=	4.0

School-Level Raw Score: 100.0% **82.6**
 School-Level Weighted Score: 50% **41.3**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	80.0	X	40.0%	=	32.0
Major Corridors	100.0	X	30.0%	=	30.0
Supervision Points	80.0	X	30.0%	=	24.0

Building-Level Raw Score: **86.0**
 Building-Level Weighted Score: 35% **30.1**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	20.0%	=	20.0
Vision Panels in Doors	100.0	X	20.0%	=	20.0
Utility Shut-Off Valves	NA	X	10.0%	=	10.0
Emergency Eyewash	80.0	X	10.0%	=	8.0
Exhaust System	100.0	X	10.0%	=	10.0
Fume Hood	100.0	X	10.0%	=	10.0
Emergency radios communicate directly with JCC Emergency	0.0	X	20.0%	=	0.0

Room-Level Raw Score: **78.0**
 Room-Level Weighted Score: 15% **11.7**

Security and Supervision Score: 83.1

Number

Toano Middle School

02/19/2016

05 - Instructional Support

Score 100.0

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate		Weight	Weighted Score
Whiteboard space	34 ÷	34 =	100.0%	x	15.0% =	15.0
Book shelves	34 ÷	34 =	100.0%	x	10.0% =	10.0
Tack Surface	34 ÷	34 =	100.0%	x	7.5% =	7.5
Student Cubbies/Lockers	898 ÷	763 =	117.7%	x	10.0% =	10.0
Student Coat Hooks	898 ÷	763 =	117.7%	x	10.0% =	10.0
Associated Prep Room or Workroom	3 ÷	3 =	100.0%	x	12.5% =	12.5
Sink in Prep Room or Workroom	3 ÷	3 =	100.0%	x	12.5% =	12.5
Demonstration Table	9 ÷	9 =	100.0%	x	12.5% =	12.5
Refrigerator (Family or Consumer Science, Science)	3 ÷	3 =	100.0%	x	10.0% =	10.0

Instructional Support Score: **100.0**

Number

Toano Middle School

02/19/2016

06 - Physical Characteristics

Score **80.4**

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	100.0	X	50.0%	=	50.0
Required Elevator(s)	100.0	X	50.0%	=	50.0
Building Raw Score:					100.0
Building Weighted Score:					25.0%

Room Characteristics	Score		Weight		Total
Area	35.3	X	25.0%	=	8.8
Aspect Ratio	100.0	X	25.0%	=	25.0
Ceiling Height	100.0	X	20.0%	=	20.0
Sinks in Classrooms (Science, Prep, Art, Shop, Life Skills, etc.)	100.0	X	15.0%	=	15.0
Power Assisted Bleachers in Gym	0.0	X	10.0%	=	0.0
Hot Water Available	100.0	X	5.0%	=	5.0
Room Raw Score:					73.8
Room Weighted Score:					75%

Physical Characteristics Score: **80.4**

Number

Toano Middle School

02/19/2016

07 - Learning Environment

Score 100.0

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	34 ÷	34 =	100.0% x	15.0% =	15.0
Adjustable Lighting	34 ÷	34 =	100.0% x	10.0% =	10.0
Noise	34 ÷	34 =	100.0% x	15.0% =	15.0
Daylight Control	34 ÷	34 =	100.0% x	20.0% =	20.0
Odors	34 ÷	34 =	100.0% x	10.0% =	10.0
Storage	34 ÷	34 =	100.0% x	15.0% =	15.0
Natural Light	34 ÷	34 =	100.0% x	15.0% =	15.0

Learning Environment Score: **100.0**

Number

Toano Middle School

02/19/2016

08 - Relationship of Spaces

Score 61.0

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Off Set	3.0	X	15.0%	=	0.5
Location of Student Dining	Off Set	3.0	X	15.0%	=	0.5
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Adequate	3.0	X	5.0%	=	0.2
Wayfinding	Poor	1.0	X	10.0%	=	0.1
2 stories or under	All Rooms on Appropriate Floor	5.0	X	10.0%	=	0.5
Ability to Zone School for Community	Very Difficult to Zone	1.0	X	10.0%	=	0.1
Signage	Adequate Signage System	3.0	X	7.5%	=	0.2
Capacity Signs	Limited Signs Observed	1.0	X	7.5%	=	0.1

Scale factor 20

Relationship of Spaces Score: 61.0

Number

Jamestown High School

02/19/2016

School(s) at Site:

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	55.6 X	15% =	8.3
02 Support for Programs	95.7 X	15% =	14.4
03 Technology	98.5 X	15% =	14.8
04 Security and Supervision	93.2 X	15% =	14.0
05 Instructional Support	100.0 X	15% =	15.0
06 Physical Characteristics	81.3 X	10% =	8.1
07 Learning Environment	90.5 X	10% =	9.0
08 Relationship of Spaces	89.5 X	5% =	4.5

Total Score: **88.1**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Jamestown High School

02/19/2016

01 - Capacity

Score

55.6

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	64.5	X	20.00%	=	12.9
Classroom Utilization (permanent and transportable)	93.9	X	30.00%	=	28.2
Media Center Utilization	18.0	X	15.00%	=	2.7
Open Site Utilization	2.3	X	10.00%	=	0.2
Parking	10.9	X	15.00%	=	1.6

Capacity Score: 55.6

WJCC Facility Assessment

Educational Suitability Score (ESS)

Number

Jamestown High School

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0%				100.0
Core Utilization		155%	829	1286	64.5
Classroom Capacity (permanent and transportable)			1208	1286	93.9
Media Center Utilization		554%	232	1286	18.0
Open Site Area		4434%	29	1286	2.3
Parking		919%	140	1286	10.9

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	43	100%	0	0%	43	100%
Building Area (SF)	193,094	100%	0	0%	193,094	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	9,443	0	9,443	10,679	113%
Student Dining / Food Prep (SF) (2 seatings)	11,582	0	11,582	9,359	81%
Student Toilets	4,275	0	4,275	4421	103%

The Constraining Factor in Core Space is: Administration
 With a Utilization Factor of: 113
 And a Student Capacity of: 829

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	7568	6,136	123.3%	81%
Open Site Area (Acre)	80.01	22.86	350.0%	29%
Parking Spaces	495	305	162.4%	62%

Number

Jamestown High School

02/19/2016

02 - Support for Programs

Score **95.7**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	128	120	100.0	X	15.0%	=	15.0
Art Classroom	60	50	100.0	X	9.0%	=	9.0
Media Center (Ext'g SF / Req'd SF)	8,150	5,752	100.0	X	15.0%	=	15.0
Auditorium	727	727	100.0	X	9.0%	=	9.0
Cafeteria (Students / 3 Periods)	324	428	100.0	X	15.0%	=	15.0
Band/Orchestra/Choral Classroom	210	160	100.0	X	10.0%	=	10.0
Gymnasium (Ext'g SF / Req'd SF)	4,860	5,400	75.0	X	15.0%	=	11.3
Auxilliary Gymnasium (Ext'g SF / Req'd SF)	5,278	3,250	100.0	X	4.0%	=	4.0
Swimming Pool	0	0	0.0	X	2.0%	=	0.0
Transportables (Ext'g SF / Req'd SF)	0	0	100.0	X	6.0%	=	6.0

*Students unless otherwise noted under program space

Classroom Raw Score: 94.3
Classroom Adjusted Score: 75.0% 70.7

Program Area/Field	Site Score		Weight		Total
Paved Play Area (Tennis Court)	100.0	X	20.0%	=	20.0
Soccer Field	100.0	X	25.0%	=	25.0
Baseball Field	100.0	X	30.0%	=	30.0
Basketball Courts	100.0	X	25.0%	=	25.0

Site Raw Score: 100.0
Site Adjusted Score: 25.0% 25.0

Number

Jamestown High School

02/19/2016

03 - Technology

Score **98.5**

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.0%	=	20.0
Data ports drops	100.0	X	10.0%	=	10.0
Technology for teachers	100.0	X	10.0%	=	10.0
Bandwidth	90.0	X	15.0%	=	13.5
Alternative power supply	100.0	X	5.0%	=	5.0
Separate outlets for computer lab	100.0	X	10.0%	=	10.0
Charging station outlets	100.0	X	10.0%	=	10.0
Phone System	100.0	X	5.0%	=	5.0
PA System	100.0	X	10.0%	=	10.0
Laptop cart storage and power supply	100.0	X	5.0%	=	5.0

Technology Score: 98.5

Number Jamesstown High School

02/19/2016

04 - Security and Supervision

Score **93.2**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	20.0	X	10.0%	=	2.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	=	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	100.0	X	10.0%	=	10.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	=	10.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	100.0	X	5.0%	=	5.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	100.0	X	5.0%	=	5.0

School-Level Raw Score: 100.0% **87.0**
 School-Level Weighted Score: 50% **43.5**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	100.0	X	40.00%	=	40.0
Major Corridors	100.0	X	30.00%	=	30.0
Supervision Points	100.0	X	30.00%	=	30.0

Building-Level Raw Score: **100.0**
 Building-Level Weighted Score: 35% **35.0**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	20.0%	=	20.0
Vision Panels in Doors	100.0	X	20.0%	=	20.0
Utility Shut-Off Valves	100.0	X	10.0%	=	10.0
Emergency Eyewash	80.0	X	10.0%	=	8.0
Exhaust System	100.0	X	10.0%	=	10.0
Fume Hood	100.0	X	10.0%	=	10.0
Emergency radios communicate directly with JCC Emergency	100.0	X	20.0%	=	20.0

Room-Level Raw Score: **98.0**
 Room-Level Weighted Score: 15% **14.7**

Security and Supervision Score: 93.2

Number

Jamestown High School

02/19/2016

05 - Instructional Support

Score 100.0

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	32 ÷	32 =	100.0%	x 15.0%	= 15.0
Book shelves	40 ÷	40 =	100.0%	x 10.0%	= 10.0
Tack Surface	32 ÷	32 =	100.0%	x 7.5%	= 7.5
Student Lockers	1348 ÷	1348 =	100.0%	x 10.0%	= 10.0
Student Coat Hooks	1348 ÷	1348 =	100.0%	x 10.0%	= 10.0
Associated Prep Room or Workroom	1 ÷	1 =	100.0%	x 12.5%	= 12.5
Sink in Prep Room or Workroom	1 ÷	1 =	100.0%	x 12.5%	= 12.5
Demonstration Table	7 ÷	7 =	100.0%	x 12.5%	= 12.5
Refrigerator (Family or Consumer Science, Science)	1 ÷	1 =	100.0%	x 10.0%	= 10.0

Instructional Support Score: **100.0**

Number

Jamestown High School

02/19/2016

06 - Physical Characteristics

Score **81.3**

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	100.0	X	100.0%	=	100.0
Required Elevator(s)	100.0	X	0.0%	=	0.0
Building Raw Score:					100.0
Building Weighted Score:					25.0

Room Characteristics	Score		Weight		Total
Area	100.0	X	25.0%	=	25.0
Aspect Ratio	0.0	X	25.0%	=	0.0
Ceiling Height	100.0	X	20.0%	=	20.0
Sinks in Classrooms (Science, Prep, Art, Shop, Life Skills, etc.)	100.0	X	15.0%	=	15.0
Electrically Operated Bleachers in Gym	100.0	X	10.0%	=	10.0
Hot Water Available	100.0	X	5.0%	=	5.0
Room Raw Score:					75.0
Room Weighted Score:					56.3

Physical Characteristics Score: **81.3**

Number

Jamestown High School

02/19/2016

07 - Learning Environment

Score **90.5**

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	41 ÷	41 =	100.0% x	15.0% =	15.0
Adjustable Lighting	2 ÷	41 =	4.9% x	10.0% =	0.5
Noise	41 ÷	41 =	100.0% x	15.0% =	15.0
Daylight Control	46 ÷	46 =	100.0% x	20.0% =	20.0
Odors	46 ÷	46 =	100.0% x	10.0% =	10.0
Storage	46 ÷	46 =	100.0% x	15.0% =	15.0
Natural Light	46 ÷	46 =	100.0% x	15.0% =	15.0

Learning Environment Score: 90.5

Number

Jamestown High School

02/19/2016

08 - Relationship of Spaces

Score **89.5**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Center, 2nd floor	4.0	X	15.0%	=	0.6
Location of Student Dining	Central	3.0	X	15.0%	=	0.5
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Good	5.0	X	5.0%	=	0.3
Wayfinding	Good	5.0	X	10.0%	=	0.5
2 stories or under	All Rooms on Appropriate Floor	5.0	X	10.0%	=	0.5
Ability to Zone School for Community	Gated for Zoning	5.0	X	10.0%	=	0.5
Signage	Adequate Signage System	4.0	X	7.5%	=	0.3
Capacity Signs		5.0	X	7.5%	=	0.4

Scale Factor 20
Relationship of Spaces Score: 89.5



Lafayette High School

02/19/2016

School(s) at Site: 1

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	59.3 X	15% =	8.9
02 Support for Programs	95.6 X	15% =	14.3
03 Technology	98.5 X	15% =	14.8
04 Security and Supervision	94.3 X	15% =	14.1
05 Instructional Support	87.5 X	15% =	13.1
06 Physical Characteristics	81.3 X	10% =	8.1
07 Learning Environment	80.0 X	10% =	8.0
08 Relationship of Spaces	88.5 X	5% =	4.4

Total Score: **85.8**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Lafayette High School

02/19/2016

01 - Capacity

Score

59.3

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	71.3	X	20.00%	=	14.3
Classroom Utilization (permanent and transportable)	100.0	X	30.00%	=	30.0
Media Center Utilization	19.9	X	15.00%	=	3.0
Open Site Utilization	2.5	X	10.00%	=	0.2
Parking	12.0	X	15.00%	=	1.8

Capacity Score: 59.3

*The space that houses the weight room was originally intended to be used as an auxiliary gym. Like some of the spaces in the high school that have been repurposed to meet the needs of the school, we consider this space as an auxiliary gym.

Number **Lafayette High School**

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0%				100.0
Core Utilization		140%	829	1163	71.3
Classroom Capacity (permanent and transportable)			1314	1163	100.0
Media Center Utilization		501%	232	1163	19.9
Open Site Area		4010%	29	1163	2.5
Parking		831%	140	1163	12.0

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	27	100%	0	0%	27	100%
Building Area (SF)	202,500	100%	0	0%	202,500	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	8,899	0	8,899	11,616	131%
Student Dining / Food Prep (SF) (2 seatings)	9,665	0	9,665	8,560	89%
Student Toilets	2,371	0	2,371	4809	203%

The Constraining Factor in Core Space is: Student Toilets
 With a Utilization Factor of: 203
 And a Student Capacity of: 1314

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	6785	5,767	117.7%	85%
Open Site Area (Acre)	50	23.14	216.1%	46%
Parking Spaces	562	192	292.0%	34%

Number Lafayette High School

02/19/2016

02 - Support for Programs

Score **95.6**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	215	200	100.0	X	15.0%	=	15.0
Art Classroom	100	100	93.5	X	9.0%	=	8.4
Media Center (Ext'g SF / Req'd SF)	6,785	6,070	100.0	X	15.0%	=	15.0
Auditorium	742	736	93.5	X	9.0%	=	8.4
Cafeteria (Students / 3 Periods)	432	380	95.0	X	15.0%	=	14.3
Band/Orchestra/Choral Classroom	197	200	100.0	X	10.0%	=	10.0
Gymnasium (Ext'g SF / Req'd SF)	5,620	4,860	95.1	X	15.0%	=	14.3
Auxilliary Gymnasium (Ext'g SF / Req'd SF)	3,030	3,250	68.2	X	4.0%	=	2.7
Swimming	0	0	0.0	X	2.0%	=	0.0
Transportables (Ext'g SF / Req'd SF)	0	0	100.0	X	6.0%	=	6.0

*Students unless otherwise noted under program space

Classroom Raw Score: 94.1
Classroom Adjusted Score: 75.0% 70.6

Program Area/Field	Site Score		Weight		Total
Paved Play Area (Tennis Court)	100.0	X	20.0%	=	20.0
Soccer Field	100.0	X	25.0%	=	25.0
Baseball Field	100.0	X	30.0%	=	30.0
Basketball Courts	100.0	X	25.0%	=	25.0

Site Raw Score: 100.0
Site Adjusted Score: 25.0% 25.0

Number

Lafayette High School

02/19/2016

03 - Technology

Score

98.5

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.00%	=	20.0
Data ports drops	100.0	X	10.00%	=	10.0
Technology for teachers	100.0	X	10.00%	=	10.0
Bandwidth	90.0	X	15.00%	=	13.5
Alternative power supply	100.0	X	5.00%	=	5.0
Separate outlets for computer lab	100.0	X	10.00%	=	10.0
Charging station outlets	100.0	X	10.00%	=	10.0
Phone System	100.0	X	5.00%	=	5.0
PA System	100.0	X	10.00%	=	10.0
Laptop cart storage and power supply	100.0	X	5.00%	=	5.0

Technology Score:

98.5

Number**Lafayette High School**

02/19/2016

04 - Security and Supervision**Score****94.3**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	75.0	X	10.0%	=	7.5
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	=	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	100.0	X	10.0%	=	10.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	=	10.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	100.0	X	5.0%	=	5.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	100.0	X	5.0%	=	5.0

School-Level Raw Score: 100.0% **92.5**
 School-Level Weighted Score: 50% **46.3**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	90.0	X	40.0%	=	36.0
Major Corridors	100.0	X	30.0%	=	30.0
Supervision Points	95.0	X	30.0%	=	28.5

Building-Level Raw Score: **94.5**
 Building-Level Weighted Score: 35.0% **33.1**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	20.0%	=	20.0
Vision Panels in Doors	100.0	X	20.0%	=	20.0
Utility Shut-Off Valves	100.0	X	10.0%	=	10.0
Emergency Eyewash	100.0	X	10.0%	=	10.0
Exhaust System	100.0	X	10.0%	=	10.0
Fume Hood	100.0	X	10.0%	=	10.0
Emergency radios communicate directly with JCC Emergency	100.0	X	20.0%	=	20.0

Room-Level Raw Score: **100.0**
 Room-Level Weighted Score: 15% **15.0**

Security and Supervision Score: **94.3**

Number

Lafayette High School

02/19/2016

05 - Instructional Support

Score **87.5**

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	27 ÷	27 =	100.0% x	15.0% =	15.0
Book shelves	27 ÷	27 =	100.0% x	10.0% =	10.0
Tack Surface	27 ÷	27 =	100.0% x	7.5% =	7.5
Student Lockers	2506 ÷	2506 =	100.0% x	10.0% =	10.0
Student Coat Hooks	2506 ÷	2506 =	100.0% x	10.0% =	10.0
Associated Prep Room or Workroom	3 ÷	3 =	100.0% x	12.5% =	12.5
Sink in Prep Room or Workroom	3 ÷	3 =	100.0% x	12.5% =	12.5
Demonstration Table	0 ÷	0 =	0.0% x	12.5% =	0.0
Refrigerator (Family or Consumer Science, Science)	3 ÷	3 =	100.0% x	10.0% =	10.0

Instructional Support Score: **87.5**

Number

Lafayette High School

02/19/2016

06 - Physical Characteristics

Score **81.3**

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	100.0	X	100.0%	=	100.0
Required Elevator(s)	100.0	X	0.0%	=	0.0
Building Raw Score:					100.0
Building Weighted Score:					25.0%

Room Characteristics	Score		Weight		Total
Area	96.3	X	25.0%	=	24.1
Aspect Ratio	3.7	X	25.0%	=	0.9
Ceiling Height	100.0	X	20.0%	=	20.0
Sinks in Classrooms (Science, Prep, Art, Shop, Life Skills, etc.)	100.0	X	15.0%	=	15.0
Electrically Operated Bleachers in Gym	100.0	X	10.0%	=	10.0
Hot Water Available	100.0	X	5.0%	=	5.0
Room Raw Score:					75.0
Room Weighted Score:					75%

Physical Characteristics Score: 81.3

Number

Lafayette High School

02/19/2016

07 - Learning Environment

Score 80.0

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	27 ÷	27 =	100.0%	x 15.0% =	15.0
Adjustable Lighting	1 ÷	27 =	3.7%	x 10.0% =	0.4
Noise	27 ÷	27 =	100.0%	x 15.0% =	15.0
Daylight Control	19 ÷	27 =	70.4%	x 20.0% =	14.1
Odors	27 ÷	27 =	100.0%	x 10.0% =	10.0
Storage	27 ÷	27 =	100.0%	x 15.0% =	15.0
Natural Light	19 ÷	27 =	70.4%	x 15.0% =	10.6

Learning Environment Score: **80.0**

Number

Lafayette High School

02/19/2016

08 - Relationship of Spaces

Score **88.5**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Center,	5.0	X	15.0%	=	0.8
Location of Student Dining	Central	3.0	X	15.0%	=	0.5
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Good	5.0	X	5.0%	=	0.3
Wayfinding	Challenging	3.0	X	10.0%	=	0.3
2 stories or under	All Rooms on Appropriate Floor	5.0	X	10.0%	=	0.5
Ability to Zone School for Community	Gated for Zoning	5.0	X	10.0%	=	0.5
Signage	Adequate Signage System	4.0	X	7.5%	=	0.3
Capacity Signs	Present	5.0	X	7.5%	=	0.4

Scale Factor 20

Relationship of Spaces Score: 88.5

Number

Warhill High School

02/19/2016

School(s) at Site:

In order to determine educational suitability, an assessment survey was conducted. During each survey, every instructional space was evaluated using a standard data collection form. The collected data was categorized into eight major suitability categories, and compared to the district's educational adequacy standards.

Each of the eight categories consist of several data elements, weighted according to relative importance. To determine the weighting, the importance of the educational mission and the cost to upgrade to an acceptable level of standard are primary considerations. Each category score has been brought forward to this summary page, where criteria were summarily weighted to arrive at a combined Educational Suitability Score (ESS).

The following chart summarizes the ESS results for this school and presents the combined scoring along with its overall ranking among the schools that were assessed. This figure may be used along with the building condition assessment Facility Condition Index (FCI) to determine repair/upgrade priorities. A detailed description of the criteria and the analysis of ESS components follows on subsequent pages. Detailed information on standards used for this evaluation can be found in "Educational Suitability Standards and Guidelines" (published separately).

Criteria	Score	Weight	Total Points
01 Capacity	59.7 X	15% =	8.9
02 Support for Programs	94.7 X	15% =	14.2
03 Technology	98.5 X	15% =	14.8
04 Security and Supervision	95.6 X	15% =	14.3
05 Instructional Support	100.0 X	15% =	15.0
06 Physical Characteristics	83.7 X	10% =	8.4
07 Learning Environment	100.0 X	10% =	10.0
08 Relationship of Spaces	79.5 X	5% =	4.0

Total Score: **89.6**

The highest possible total score is 100, meaning that the school meets or exceeds every standard within each category. This assessment is solely associated with the suitability of a given facility to meet educational standards for that school type.

Number

Warhill High School

02/19/2016

01 - Capacity

Score **59.7**

School capacity is the first category in the educational suitability analysis. As schools become overcrowded, the infrastructure is strained, scheduling becomes difficult, and students, teachers, and administrators alike suffer the consequences. The criteria used to determine the effects of overcrowding are: 1) the amount of classrooms housed in transportable buildings; 2) the capacity of core facilities compared with actual enrollment; 3) the number of student stations that should be housed in classrooms compared to actual enrollment; 4) the size of the media center; 5) the amount of open site area; and 6) the amount of parking.

Each criterion is weighted according to the calculations shown below. In general, scores are based on a sliding scale whereby a school scores a zero for criteria which exceed a maximum capacity value and a 100 for values which are less than a minimum capacity standard. Criteria which fall between these values are scored on a sliding scale using straight line interpolation.

For transportable building use, schools with less than the maximum guideline (15%) score 100. Schools exceeding the guideline are evaluated on a sliding scale based on the extent to which the guideline is exceeded. All other criteria are evaluated using the ratio of the particular capacity to actual enrollment, with a maximum score of 100.

Capacity Score	Score		Weight		Total
Transportable Building	100.0	X	10.00%	=	10.0
Core Utilization	72.6	X	20.00%	=	14.5
Classroom Utilization (permanent and transportable)	100.0	X	30.00%	=	30.0
Media Center Utilization	20.3	X	15.00%	=	3.0
Open Site Utilization	2.5	X	10.00%	=	0.3
Parking	12.3	X	15.00%	=	1.8

Capacity Score: 59.7

WJCC Facility Assessment

Educational Suitability Score (ESS)

Number **Warhill High School**

02/19/2016

Capacity Summary	%	Utilization	Capacity	Enrolled	Score
Instructional Spaces in Transportables	0%				100.0
Core Utilization		138%	829	1142	72.6
Classroom Capacity (permanent and transportable)			1441	1142	100.0
Media Center Utilization		492%	232	1142	20.3
Open Site Area		3938%	29	1142	2.5
Parking		816%	140	1142	12.3

Building Summary	Permanent		Transportable		Total	
	Number	%	Number	%	Number	%
Classrooms	31	100%	0	0%	31	100%
Building Area (SF)	240,000	100%	0	0%	240,000	100%

Core Capacity (perm / trans)	Quantity (SF or Num)				
	Perm	Tran	Total	Required	Utilization
Administration	13,652	0	13,652	12,738	93%
Student Dining / Food Prep (SF) (2 seatings)	11,869	0	11,869	8,423	71%
Student Toilets	4,808	0	4,808	5274	110%

The Constraining Factor in Core Space is: Student Toilets
 With a Utilization Factor of: 110
 And a Student Capacity of: 1441

Core Capacity (perm / trans)	Existing Area/Space	Required Area/Space	% of Required	Utilization
Media Center (SF)	7568	5,704	132.7%	75%
Open Site Area (Acre)	54.5	24.41	223.3%	45%
Parking Spaces	774	220	351.1%	28%

Number

Warhill High School

02/19/2016

02 - Support for Programs

Score **94.7**

Each school has been evaluated for its ability to provide the facility with support for minimum programs as determined by the district. The minimum programs are those basic to district-wide standard school curriculum and do not include specialized enhancement programs. The score has two parts: a classroom score and a site score for outdoor physical education areas and athletic fields.

The classroom score is derived by comparing the school's current number of rooms and their actual square footage to the requirement based on district standards. The standards are specific to elementary, middle, and high schools. Certain programs have a preferred location in permanent buildings. Therefore, if a particular space is located in a transportable building and it has a preferred permanent building location, the suitability score is reduced based on the relative amount of space housed in transportable buildings. The total score is the average percent adequacy for all rooms applicable to the particular school type. The classroom score uses a raw score and a weighted score.

The site score is based on the presence of appropriate physical education areas and athletic fields. For special-purpose high schools, the site is not part of the overall evaluation.

Program Space	Capacity*	Enroll-ment*	Score		Weight		Total
Computer Classroom	128	120	100.0	X	15.0%	=	15.0
Art Classroom	174	75	88.4	X	9.0%	=	8.0
Media Center (Ext'g SF / Req'd SF)	15,198	6,451	100.0	X	15.0%	=	15.0
Auditorium	680	1,142	100.0	X	9.0%	=	9.0
Cafeteria (Students / 3 Periods)	462	380	100.0	X	15.0%	=	15.0
Band/Orchestra/Choral Classroom	197	200	100.0	X	10.0%	=	10.0
Gymnasium (Ext'g SF / Req'd SF)	4,860	7,250	100.0	X	15.0%	=	15.0
Auxilliary Gymnasium (Ext'g SF / Req'd SF)	0	3,250	0.0	X	4.0%	=	0.0
Swimming Pool	0	0	0.0	X	2.0%	=	0.0
Transportables (Ext'g SF / Req'd SF)	0	0	100.0	X	6.0%	=	6.0

*Students unless otherwise noted under program space

Classroom Raw Score: 93.0
Classroom Adjusted Score: 75.0% 69.7

Program Area/Field	Site Score		Weight		Total
Paved Play Area (Tennis Court)	100.0	X	20.0%	=	20.0
Soccer Field	100.0	X	25.0%	=	25.0
Baseball Field	100.0	X	30.0%	=	30.0
Basketball Courts	100.0	X	25.0%	=	25.0

Site Raw Score: 100.0
Site Adjusted Score: 25.0% 25.0

Number

Warhill High School

02/19/2016

03 - Technology

Score **98.5**

The degree to which a particular school can accommodate technology can be measured by evaluating the infrastructure supporting computer access to the district-wide area network and the cabling, via local area network, to the computer center and the classrooms. Additionally, each instructional space should meet minimum standards for electrical outlets in order to properly meet demand without overloading circuits.

The following table scores the media center and the computer or math lab to determine if the rooms have computer LAN or WAN connections. Then, each instructional space was analyzed to determine if it meets standard requirements for electrical outlets, data ports, and other requirements. The score for each room was then averaged to determine the degree to which the school is deficient.

Finally, each school is evaluated for the presence of a dedicated computer equipment room. The district standard is for each school to have a dedicated room with independently controlled air conditioning and a workstation for the school's computer technician.

Technology Requirement	% Adequate		Weight		Total
Wireless access points (1 WAP per 1000 nsf)	100.0	X	20.00%	=	20.0
Data ports drops	100.0	X	10.00%	=	10.0
Technology for teachers	100.0	X	10.00%	=	10.0
Bandwidth	90.0	X	15.00%	=	13.5
Alternative power supply	100.0	X	5.00%	=	5.0
Separate outlets for computer lab	100.0	X	10.00%	=	10.0
Charging station outlets	100.0	X	10.00%	=	10.0
Phone System	100.0	X	5.00%	=	5.0
PA System	100.0	X	10.00%	=	10.0
Laptop cart storage and power supply	100.0	X	5.00%	=	5.0

Technology Score: 98.5

Number Warhill High School

02/19/2016

04 - Security and Supervision

Score **95.6**

The degree to which a school's facilities contribute to the ease of supervision and security is an indicator of educational suitability. Students should be safe from unauthorized campus visitors and should be easily supervised. There are three levels of supervision and security: the school, the building, and the room. Each of the supervision and security levels has a corresponding weight of importance.

At the school level, criteria were either present or not present. Total points are awarded for the criterion being present, and a total score is derived by dividing the accumulated points into the total available points. At the building level, three criteria are evaluated. Excessive building entrances, major corridors, and supervision points put a greater burden on the school staff to maintain a safe environment. At the room level, each room was assessed for the presence of a two-way communication system, door locks, vision panels in the door(s), tamper-proof lighting (where required), and the presence of casework or other structures that limit teacher views and make supervision difficult.

School-Level Adequacy	Score		Weight		Total
Adequate Site Lighting	100.0	X	10.0%	=	10.0
Generally Safe Building Configuration	100.0	X	10.0%	=	10.0
Car Pool Drop-Off Separated from Other Traffic	100.0	X	5.0%	=	5.0
Bus Lane Adjacent to Building	100.0	X	5.0%	=	5.0
Bus Staging Separated from Other Traffic	100.0	X	8.0%	=	8.0
On-Site Car Pool Drop-Off	100.0	X	2.0%	=	2.0
Surveillance Cameras	100.0	X	10.0%	=	10.0
Alarms: motion, glass break, door, access control, entrance buzzers	100.0	X	10.0%	=	10.0
Visibility of Parking	100.0	X	5.0%	=	5.0
Intrusion Alarm System	100.0	X	10.0%	=	10.0
Control of Building Entrances: Security Guards	100.0	X	5.0%	=	5.0
Control of Site Entrances	0.0	X	5.0%	=	0.0
Dedicated lines for security and fire alarms	100.0	X	10.0%	=	10.0
Entry Vestibule	100.0	X	5.0%	=	5.0

School-Level Raw Score: 100.0% **95.0**
 School-Level Weighted Score: 50% **47.5**

Building-Level Adequacy	Score		Weight		Total
Building Entrances	90.0	X	40.00%	=	36.0
Major Corridors	100.0	X	30.00%	=	30.0
Supervision Points	95.0	X	30.00%	=	28.5

Building-Level Raw Score: **94.5**
 Building-Level Weighted Score: 35% **33.1**

Room-Level Adequacy	Score		Weight		Total
Locking Door	100.0	X	20.0%	=	20.0
Vision Panels in Doors	100.0	X	20.0%	=	20.0
Utility Shut-Off Valves	100.0	X	10.0%	=	10.0
Emergency Eyewash	100.0	X	10.0%	=	10.0
Exhaust System	100.0	X	10.0%	=	10.0
Fume Hood	100.0	X	10.0%	=	10.0
Emergency radios communicate directly with JCC Emergency	100.0	X	20.0%	=	20.0

Room-Level Raw Score: **100.0**
 Room-Level Weighted Score: 15% **15.0**

Security and Supervision Score: 95.6

Number

Warhill High School

02/19/2016

05 - Instructional Support

Score 100.0

Each classroom within the school has been evaluated to determine what instructional support is available to support the curriculum or subject taught in that classroom. These resources are then compared against the district standard for that classroom.

At the school-wide level, the number of resources present is compared to the total requirement in order to determine the extent to which the school meets the standard. This figure is then weighted in order to determine the total score for the school. The weighting is based on the estimated cost to bring the school to standard. More expensive items are weighted more heavily than less expensive items.

Instruction Support Requirement	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Whiteboard space	31 ÷	31 =	100.0%	x 15.0%	= 15.0
Book shelves	31 ÷	31 =	100.0%	x 10.0%	= 10.0
Tack Surface	31 ÷	31 =	100.0%	x 7.5%	= 7.5
Student Lockers	1770 ÷	1770 =	100.0%	x 10.0%	= 10.0
Student Coat Hooks	1770 ÷	1770 =	100.0%	x 10.0%	= 10.0
Associated Prep Room or Workroom	4 ÷	4 =	100.0%	x 12.5%	= 12.5
Sink in Prep Room or Workroom	4 ÷	4 =	100.0%	x 12.5%	= 12.5
Demonstration Table	7 ÷	7 =	100.0%	x 12.5%	= 12.5
Refrigerator (Family or Consumer Science, Science)	4 ÷	4 =	100.0%	x 10.0%	= 10.0

Instructional Support Score: 100.0

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Warhill High School

02/19/2016

06 - Physical Characteristics

Score **83.7**

The physical characteristics of a facility either enhance or detract from the educational suitability of a school. These characteristics have been assessed at both the room level and the building level.

At the building level, the assessment evaluates the number of floors. If there is more than one floor, the school is given a score for the presence or absence of elevator(s). The building assessment further considers the number of corridors and whether the corridors meet a standard width. The building score accounts for 25% of the total score for physical characteristics.

At the room level, the assessment evaluates the degree to which each classroom meets each of three criteria: area, aspect ratio, and ceiling height. The percent adequacy is the ratio of rooms (permanent and transportable) meeting or exceeding the standard divided by the total number of applicable rooms. The overall area of each classroom must meet or exceed the minimum standard. The aspect ratio of a classroom (the longest side of a room divided by the shortest side) must be less than or equal to the standard. And finally, the ceiling height must conform to the standard for that room type. The room score accounts for 75% of the total score for physical characteristics.

Building Characteristics	Score		Weight		Total
Number of Floors	100.0	X	100.0%	=	100.0
Required Elevator(s)	100.0	X	0.0%	=	0.0
Building Raw Score:					100.0
Building Weighted Score:					25.0

Room Characteristics	Score		Weight		Total
Area	100.0	X	25.0%	=	25.0
Aspect Ratio	12.9	X	25.0%	=	3.2
Ceiling Height	100.0	X	20.0%	=	20.0
Sinks in Classrooms (Science, Prep, Art, Shop, Life Skills, etc.)	100.0	X	15.0%	=	15.0
Electrically Operated Bleachers in Gym	100.0	X	10.0%	=	10.0
Hot Water Available	100.0	X	5.0%	=	5.0
Room Raw Score:					78.2
Room Weighted Score:					58.7

Physical Characteristics Score: **83.7**

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Warhill High School

02/19/2016

07 - Learning Environment

Score 100.0

The environment in the classroom is an important part of the learning experience. Observations are subjective and were made over the course of a single site visit. Observations of the surveyors were, however, supplemented by teacher comments when available. Surveyors physically observed every classroom instructional spaces.

The percent adequate in each category was calculated by dividing the number of rooms without deficiencies into the total number of rooms in which the criterion applies. Individual criteria in the analysis are shown in the chart below.

Learning Environment	Rooms @ Std	Rooms Applicable	% Adequate	Weight	Weighted Score
Lighting Quality	31 ÷	31 =	100.0%	x 15.0%	= 15.0
Adjustable Lighting	31 ÷	31 =	100.0%	x 10.0%	= 10.0
Noise	31 ÷	31 =	100.0%	x 15.0%	= 15.0
Daylight Control	31 ÷	31 =	100.0%	x 20.0%	= 20.0
Odors	31 ÷	31 =	100.0%	x 10.0%	= 10.0
Storage	31 ÷	31 =	100.0%	x 15.0%	= 15.0
Natural Light	31 ÷	31 =	100.0%	x 15.0%	= 15.0

Learning Environment Score: 100.0

Number

Warhill High School

02/19/2016

08 - Relationship of Spaces

Score **79.5**

The design of a school and the relationship of major support spaces within that design contribute to the overall educational suitability of a school. In order to quantify the adequacy of spatial relationships, the assessment team identified the location of the media center as either central (favored) or non-central; the location of student dining as central, offset (favored), or remote; and the location of the main office as either easy (favored) or not easy to access. The assessment then evaluated the degree of ease in accessing the front door of the school.

In buildings where the configuration is complex, wayfinding can help in location and access of spaces and make the facility easier to understand for students, teachers, and visitors. The assessment gives credit to schools that have wayfinding signage or schools where the building design is so intuitive that wayfinding signage is not required. Additionally, schools were evaluated for having good control of entrances and for having a marquee that meets current district standard or are of appropriate size and condition.

All schools were evaluated to determine if all pre-kindergarten, kindergarten and 1st grade classrooms are on the first floor, and to determine if all second grade classrooms are on the second floor or below.

The assessment further credited schools that have room identification signage in place that meets the Americans with Disabilities Act standard. The assessment also credited schools that have good access to music areas for after-hours use and for bus loading and unloading.

Relationship of Spaces		Score		Weight		Total
Location of Media Center	Center, 2nd floor	5.0	X	15.0%	=	0.8
Location of Student Dining	Central	3.0	X	15.0%	=	0.5
Location of Main Office	Easily Accessible	5.0	X	20.0%	=	1.0
Good Marquee	Good	5.0	X	5.0%	=	0.3
Wayfinding	Adequate	4.0	X	10.0%	=	0.4
2 stories or under	All Rooms on Appropriate Floor	5.0	X	10.0%	=	0.5
Ability to Zone School for Community	Not Gated for Zoning	1.0	X	10.0%	=	0.1
Signage	Adequate Signage System	4.0	X	7.5%	=	0.3
Capacity Signs	Partial Compliance	3.0	X	7.5%	=	0.2

Scale Factor 20
Relationship of Spaces Score: 79.5