

COLUMBIA SCHOOL DISTRICT

EDUCATIONAL ADEQUACY STUDY REPORT

OCTOBER 2006



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EDUCATIONAL ADEQUACY STUDY

THE NEED FOR FACILITY EVALUATION

Instructional programs throughout the United States today are changing in both content and complexity. Research is revealing teaching strategies and instructional delivery systems that have strong positive correlations to increased student success in school. The impact of this research has resulted in a number of promising trends, often referred to as “best practices.” As these instructional trends are tested and adopted, it is becoming evident that the school buildings that house new programs will either support or impede learning in direct proportion to how well they are able to sustain new program changes. To this end, the Columbia Board of Education has initiated a series of studies to describe its educational programs and evaluate the educational adequacy of its school buildings.

EDUCATIONAL ADEQUACY DEFINED

An educational adequacy study attempts to apply prevailing national standards to existing school buildings to answer the question, “Does the school building support the educational program as it now exists and will most likely exist in the foreseeable future?” It also examines the physical environment to determine health, safety, and comfort levels and their influence on teaching and learning.

The physical environment can be considered the second teacher, since space has the power to organize and promote a more pleasant relationship between people of different ages, to promote choices and activities, and for its potential for sparking different types of learning. Learning is no longer considered the accumulation of knowledge, but rather the ability to construct knowledge in meaningful ways for a particular purpose or for the solution to a problem. If the physical environment is thoughtfully considered and responsive to individual teacher and student needs, the new learning environment will enhance not hinder the learning process.

—Henry Sanoff, Mine Hashas, *School Building Assessment Methods, National Clearinghouse for Educational Facilities, 1997*

The Columbia educational adequacy assessments looked at the school programs and physical plant to assess the building’s ability to sustain current and future program growth and development. Additional studies are under way in Columbia to assess district technology needs, and a third study is now evaluating the science programs and science classrooms. All of these studies will provide the district with invaluable information and direction for the next decade. Each school will be rated against accepted national standards.

SELECTING THE ASSESSMENT TOOLS

While a variety of instruments are available to rate school buildings, no single instrument was judged to provide all of the necessary data to meet the Columbia School District’s needs. The instrumentation used to building Columbia’s assessment instrument makes use of the work of Harold Hawkins and Edward Lilley (1992, 1998), Sanoff, Pasalar, and Hashas (1997), and instruments developed for the Seattle School District (1997).

THE IMPORTANCE OF EDUCATIONAL ENVIRONMENTS

HEALTH AND SAFETY

School facilities today must provide learning environments that are safe, healthy, educationally sound, and meet both the instructional and human needs of students and teachers. For example, thermal controls for heating and cooling are critical factors in creating productive work environments. Business has long known that high productivity in the work force is directly related to environmental factors in the workplace. Temperature, lighting, air quality, and acoustics are important in schools also, and do affect student learning and academic performance. These factors are critical considerations when assessing the educational adequacy of any school building.

OVERCROWDING

Overcrowding has also been shown to be a major factor in impeding student academic progress. With continuing growth, the Columbia schools now face substantial overcrowding in fully one-third of the schools. The practice of placing temporary classrooms (at last count, one hundred fifty-two) on building sites has resulted in program disruption, overtaking food service, dining facilities, restrooms, and quality instructional space in the main buildings. It may also create problems in student traffic flow between and within the permanent buildings.

TECHNOLOGY

Students in schools today must be educated in work environments that require the ability to deal comfortably with quantification, or the world of numbers. They must be able to look at numerical data and see patterns and trends as information. This demands a level of sophistication and ease in dealing with mathematics beyond mere computation. It requires skill in the use of technology as well as a comfort in dealing with problem solving involving quantification. Learning to work productively in teams to accomplish these complex tasks is a high priority for post-information-age workers.

WORK FORCE NEEDS

Providing collaborative student work space in schools today is not a luxury, it is a necessity. A student's future employment will require well-developed communication skills in both spoken and written language. The workplace today requires an advanced ability to work productively with others in problem solving groups. This requires emotional maturity and proficiency in teaming. Working in problem solving groups helps develop both confidence and new conflict management skills. When faced with new challenges, students must learn to transfer and apply classroom knowledge to solve problems they have not yet faced.

These new Columbia school studies will provide the district's leaders with information necessary to chart the course of the school system over the next decade. The substantial involvement of parents, teachers, district staff, university partners, business and community leaders, as well as increased communication and data sharing with city and county agencies will begin the development of broad-based data sets for community engagement and progress.

TRAINING DISTRICT STAFF TO CONDUCT STANDARDS-BASED FACILITY EVALUATIONS

In order to maximize the funds spent on assessing the educational adequacy of the district school buildings, it was decided that a cross-functional group of district staff would undergo training to conduct the actual on-site walk-through evaluations. This approach is based on Seattle's work in school evaluation. The evaluators made up four teams of four people each.

The purpose of the assessment checklists used is to provide a standardized base from which any person with an understanding of schools and moderate training can make an accurate estimation of a school building. The rating instrument has a possible point value of 855 points spread over six categories:

1. Site (10 items—100 points possible)
 2. Structural and Mechanical (5 items—55 points possible)
 3. Plant Maintainability (9 items—100 points possible)
 4. Building Safety and Security (20 items—200 points possible)
 5. Educational Adequacy (23 items—200 points possible)
 6. Educational Environment (17 items—200 points possible)
- Total points possible = 855

Each of the individual items judged ranged in value from 10 to 25 points. Each item was accompanied by a detailed standards-based scoring guide supported by accepted national standards. Categories 1.0 (Site), 2.0 (Structural and Mechanical), and 3.0 (Plant Maintainability) were accorded a relatively few items, since these areas are being assessed thoroughly in the district engineering study and lend themselves to evaluation by technically trained observers.

Building Safety and Security, Educational Adequacy, and Educational Environment items accounted for 600 points, or 70 percent, of the possible 855 points available. These made up the bulk of the items evaluated by the on-site district teams.

TRAINING

The district selected four teams. Each team was made up of teachers, building administrators, and maintenance/operations/custodial staff. The teams met at Smithton Middle School on January 7, 2006, for a full six hours of training. During the day they were trained in interpretation and application of a standards-based scoring guide, culminating in an on-site evaluation of the school. Teams then walked the school and rated the site and the building using the evaluation guide. Team members rated the building individually. Individual team members then met in their teams and developed a team consensus rating. Team ratings were compared to see how closely the four teams agreed on a score for Smithton Middle School. The four team consensus scores were within a ten-point range across all four teams with 855 possible points per team. This provided both a high level of validity and reliability within and among team scores.

On-site team evaluations of all school buildings began later in January and continued through June. Reports recorded the site data, current enrollments on the date of the on-site visit, the capacity of the permanent building, the number of temporary buildings (trailers), dates of original construction, dates of additions and modifications to the permanent building, and the scores for each school in each of six areas evaluated. Final scores were ranked using a standards-based scoring guide.

RATING THE DISTRICT'S FACILITIES

A narrative listing of building strengths and weaknesses was recorded for each building. In some cases an additional narrative was added *at the team's discretion* detailing other factors, such as:

- **Context**—The setting within which the building exists.
- **Massing**—The extent to which the building parts relate to each other.
- **Interface**—The interface is the meeting place where the inside of the building connects to the outside.
- **Wayfinding**—Wayfinding is the ability for students, teachers, staff, and visitors to discern routes, traffic patterns, or passageways in and around the building.
- **Social space**—The ability of the school environment to accommodate diverse human needs.
- **Comfort**—The environmental conditions affecting human comfort.

--Sanoff, Pasalar, and Hashas, *School Building Assessment*, School of Architecture, North Carolina University. National Clearinghouse for Educational Facilities, Washington, DC, 1977

Table 1 (following) shows how each school rated in all six areas.

1.0	Site (10 items—100 points possible)
2.0	Structural and Mechanical (5 items—55 points possible)
3.0	Plant Maintainability (9 items—100 points possible)
4.0	Building Safety and Security (20 items—200 points possible)
5.0	Educational Adequacy (23 items—200 points possible)
6.0	Educational Environment (17 items—200 points possible)
	Total points possible = 855

A building's rating is a factor of the number of points earned as a percentage of the points possible.

- | | |
|-----------|-----------------|
| • 1-29% | Very inadequate |
| • 10-49% | Poor |
| • 50-69% | Borderline |
| • 70-89% | Satisfactory |
| • 90-100% | Excellent |

TABLE 1.

Rating Matrix: Denotes and Rating by Area

	1.0 Site	2.0 Structural and Mechanical	3.0 Plant Maintainability	4.0 Safety and Security	5.0 Educational Adequacy	6.0 Educational Environment
HIGH SCHOOLS						
Douglass	B	B	P	B	B	B
Hickman	B	E	S	E	B	S
Rock Bridge	S	E	E	E	S	E
Career Center	S	S	S	S	S	S
JUNIOR HIGH SCHOOLS						
Jefferson	S	S	S	S	S	S
Oakland	S	S	S	S	S	S
West	P	B	S	S	S	S
MIDDLE SCHOOLS						
Gentry	E	E	E	S	S	E
Lange	E	S	S	E	S	S
Smithton	E	S	S	E	S	S
ELEMENTARY SCHOOLS						
Benton	P	B	S	S	P	P
Blue Ridge	S	S	S	S	S	S
Cedar Ridge	B	S	S	S	B	B
Derby Ridge	S	S	E	E	S	S
Fairview	S	S	S	S	S	S
Field	P	S	S	S	S	S
Grant	B	B	S	S	S	B
Lee	B	S	S	B	S	S
Midway Heights	E	E	E	E	S	S
Mill Creek	S	S	S	E	S	E
New Haven	E	S	S	S	E	S
Parkade	S	B	B	S	S	S
Paxton Keeley	E	E	E	E	E	E
Ridgeway	B	S	S	S	B	S
Rock Bridge	S	B	S	S	S	B
Russell Blvd.	S	B	B	S	S	S
Shepard Blvd.	B	B	B	S	P	B
Two Mile Prairie	S	S	S	E	B	E
West Blvd.	S	S	S	S	S	S

1-29% Very inadequate
 10-49% Poor
 50-69% Borderline
 70-89% Satisfactory
 90-100% Excellent

THE APPLICATION OF STANDARDS-BASED EVALUATION AND THE EFFECTS OF AGE ON A BUILDING'S RATING

While each building was evaluated in all six areas, attempting to deal with average scores when making building evaluation comparisons is frustrated by the reality that so many conflicting factors impact a building's score. These factors include enrollment, location, program needs, and age. While all schools in this study were compared to prevailing national standards today, they were built at differing periods of time when design and construction standards may have been quite different than those in effect in 2006.

For example, schools built in the heart of cities before 1950 were designed using different criteria than schools being built today. A school built today is designed to house a program that is substantially different from the one of an earlier time. Take Grant Elementary School, constructed in 1910. It was designed to house an instructional program that was not nearly as complex as the one it houses today.

As a city core school, Grant's site size was limited by both its original program needs and availability of vacant parcels of land at the time of construction. To a great extent, this land availability issue still prohibits city schools from ever meeting desired site size standards in effect today. Nonetheless, current standards dictate that a contemporary elementary school should be located on a ten-acre site with an additional acre for each 100 students enrolled. If Grant Elementary School were to meet this standard, it would require a minimum of 13 acres.

While Grant Elementary can never meet these site standards, it is required to meet, and be judged on, a myriad of other demands that did not exist in 1910. These include technology demands, building accessibility standards, energy efficiency requirements, state requirements for library/media center capacity, demands of twenty-first century state requirements in science education, art, music, special-needs student programs, and the list continues to grow. Practical comparisons among buildings in Columbia can best be based on the identification of trends and patterns that seem to be affecting Columbia's schools today.

THREE MAJOR TRENDS AND THEIR IMPACTS ON SCHOOL FACILITY RATINGS IN COLUMBIA SCHOOLS

- **Overcrowding** and its impact on building functionality and socialization.
- **Physical and Educational Environment** and its impact on student performance, building occupant health, and teacher effectiveness.
- **Educational Adequacy** and how well the building supports the instructional program.

THE IMPACT OF OVERCROWDING ON A BUILDING'S FUNCTIONALITY AND SUBSEQUENT RATING ON STANDARDS-BASED EVALUATION

A school's design capacity is determined by the educational program in place as described by district staff. As programs change beyond an initial vision over the life span of the school, modifications and additions will be needed. However, increasing the school's enrollment beyond its design capacity to meet student growth without significantly renovating and modifying the existing building support spaces (cafeteria, library, bathrooms, drinking fountains, special subject rooms such as science labs, technology centers, etc.) stresses

the main building's ability to support the instructional program. Columbia's extensive use of trailers has placed significant stress on the permanent buildings. Today the district reports one hundred fifty-two trailers in use. Table 2 describes the current overcrowding issue (note enrollments as of 9/27/06).

TABLE 2.

A Comparison of Current Building Enrollments and Original Main Building Design Capacity

	Design Capacity	Current Enrollment (Numbers)	Current Enrollment Variance from Design Capacity	Trailers
HIGH SCHOOLS				
Douglass	250	191		0
Hickman	2,125	2,109		7
Rock Bridge	1,800	1,707		0
JUNIOR HIGH SCHOOLS				
Jefferson	900	911		0
Oakland	600	750	+25%*	11
West	1,025	954		8
MIDDLE SCHOOLS				
Gentry	775	747		13
Lange	775	756		12
Smithton	775	929	+20%*	15
ELEMENTARY SCHOOLS				
Benton	269	279		4
Blue Ridge	500	517		7
Cedar Ridge	100	183	+83%*	7
Derby Ridge	600	715	+19%*	12
Fairview	550	539		1
Field	250	288	+15%*	6
Grant	250	341	+36%*	5
Lee	250	323	+29%*	5
Midway Heights	375	269		0
Mill Creek	700	749		6
New Haven	325	302		1
Parkade	450	471		4
Paxton Keeley	650	686		0
Ridgeway	280	231		0
Rock Bridge	520	439		3
Russell Blvd.	500	554	+57%*	5
Shepard Blvd.	300	470	+57%*	9
Two Mile Prairie	200	279	+40%*	5
West Blvd.	300	274		6

*Percent over capacity

Revised 10/06

Over one-third of Columbia's schools are seriously overcrowded. Over half are beyond their design capacity. The Columbia School District has added student enrollment at most of its buildings to accommodate community growth. It has relied on adding trailers designed as *temporary* classrooms to do this. Main buildings have been modified in an attempt to keep up with ever-increasing enrollments, but modifications to main building support facilities as mentioned previously (restrooms, special subject rooms, libraries, art and music and science rooms, etc.) have been limited. It is easy to see that the impacts of enrollment growth, technology, building accessibility requirements, community use demands, and additional state curriculum requirements have all acted to reduce the ability of the original buildings to support ever-expanding demands.

THE EFFECTS OF OVERCROWDING ON THE FUNCTIONALITY OF COLUMBIA SCHOOLS

- The practice of placing temporary classrooms on building sites has resulted in program disruption, overtaxing food service, crowded dining facilities, limited drinking fountains, inadequate restrooms, and negative impacts on quality instructional space.
- Overcrowding has created problems in student traffic flow between and within the permanent buildings.
- The practice of simply adding more classroom space in the form of trailers to alleviate student population growth fails to recognize that the *permanent main building* was originally designed and built to serve a *specific* number of students. This is reflected as the building's original *capacity*. As additions are made to a building, they may or may not affect the ability of the structure to support additional students. For example, adding additional science classrooms to meet new demands for science credits at a high school due to new state requirements does not entail serving additional students beyond the current school enrollment. It does entail modification. However, housing more students in temporary general classroom trailers does add more students to be served by cafeteria facilities, lavatories, drinking fountains, communication systems, electrical infrastructure, etc., as well as requiring additional science facilities. A number of schools are attempting to cope with both continuing and new demands.
- Adding student populations in Columbia schools beyond a building's original capacity has resulted in instructional and support space modifications that have produced unanticipated consequences.
- This may also result in the loss of special subject spaces to meet general student housing needs. In some cases, special classroom spaces such as science rooms, art rooms, music rooms, etc., have been displaced to make room for more students. A number of elementary schools have attempted to place these special subject rooms in hallways, trailers, on stages, and in inappropriate areas.
- In some schools, *inappropriate* space has been converted to *instructional* space. In one case, student performance (stage) space was converted to classroom instructional space. This particular placement ignored the fact that the stage is situated between, and opens to, a gymnasium on one side and a dining facility on the other. In this case, the building no longer supports good instruction, it impedes it. Trying to teach in such acoustically bad surroundings is an ineffective use of instructional time and effort.
- Students now learn in a variety of spaces that were never meant to be instructional areas, including storage spaces, book rooms, hallways, stages, and converted office space.

THE EFFECTS OF OVERCROWDING ON COLLABORATIVE LEARNING AND SOCIALIZATION IN COLUMBIA SCHOOLS

Providing collaborative student work space in schools today is not a luxury, it is a necessity. A student's future employment will require well-developed communication skills in both spoken and written language as well as social/emotional maturity. The workplace today requires an advanced ability to work productively with others in problem solving groups. This requires emotional maturity and proficiency in teaming. Schools need to provide learning environments and growth opportunities for students in the development of these skills. Working in problem solving groups helps develop both confidence and new conflict management skills. When faced with new challenges, today's students must learn to transfer and apply classroom knowledge to solve problems they have not yet faced.

- Learning in the post-information age is recognized as often being an increasingly social activity. While the value of collaborate work space is only recently being advanced as a highly desirable aspect of new school design, a number of Columbia schools have spaces within them that are or were clearly meant to be collaborate work spaces.
- Like the workplace in a post-information-age world, today's schools include students grouped into interdependent problem solving teams that require high levels of social/emotional maturity as well as advanced individual work skills.
- While many schools have *commons* in place that act as collaborative work space, many of these have been rendered ineffective due to the traffic patterns necessary while moving additional students housed in trailers into and out of the main building.
- While most middle schools and high schools have commons in entry vestibules or areas attached to each house plan, these have been rendered almost unusable as collaborative work areas due to the traffic patterns necessary while moving additional students from trailers into, out of, and throughout the building each period change.
- Add to this the need for lunch periods in overstressed cafeterias that span nearly three hours of the school day, and there is little time left for student socialization so urgently needed in middle and high schools; one can see how the building now impedes rather than supports student learning, group problem solving, and socialization.

THE EFFECTS OF BUILDING AGE AND MODIFICATION ON THE PHYSICAL ENVIRONMENT IN COLUMBIA SCHOOLS

American business is well aware of the impact of environmental factors in the workplace. Air quality, ventilation, temperature, lighting, acoustics, and a variety of aesthetic factors have a direct impact on employee productivity. These same factors impact student and teacher performance.

The school district and the community both acknowledge the importance of student productivity and student performance. They are the same thing. In a climate of accountability based on high-stakes testing, teachers and students deserve the best quality physical environment the district can provide. Students and teachers in school are workers, and their productivity depends on a safe, healthful, pleasant workplace. Building evaluations in Columbia revealed real issues to be addressed in this area.

- A large number (20 out of 28) of schools reported issues in heating, cooling, and air quality.
- A number of buildings report erratic temperature fluctuations typical of older buildings. An example is Jefferson Junior High School, with notoriously hot upper-floor temperature ranges.
- As in many older buildings with extensive additions, a lack of air flow and temperature inconsistency have become problematic, even in highly modified newer buildings.

- Many schools suffer from the lack of a building ventilation system. Without adequate ventilation and air movement, buildings can exhibit moisture problems, odors, mold, and unhealthy air quality.
- As the district worked hard to secure the building envelope to upgrade energy efficiency, reduce acoustic impacts of busy traffic on streets adjacent to inner-core schools, and minimize cold air entry into the building, it may have not only sealed the building but also limited ventilation, air flow, and air quality.
- Expansibility options are limited in older buildings with extensive masonry load-bearing walls. This lack of building adaptability has created many spatial relationship problems as student overcrowding forced the need to house larger student enrollments.
- Older buildings that have been extensively expanded can suffer from losing their charm. When designed, these buildings had a logical traffic flow. The spatial relationships were sound. Instructional spaces were where they should be. Kitchens were located away from instructional spaces because of noise and distracting odors. Noisy gymnasiums were also located away from instructional areas. Libraries were placed in quiet areas to allow for concentration. Overcrowding has forced poor space relocation choices.
- Extensive building additions may significantly detract from the building's original architectural style, creating a real sense of dissonance and disequity between spaces in a single school

Finding your way in many of Columbia's buildings can be confusing. Instructional spaces have moved into less logical configurations, and rooms that were never designed as instructional spaces have been pressed into service as classrooms. Room numbering systems seem jumbled and tend to lose meaning. Many district buildings suffer from limited signage, making it difficult to identify spaces and direction especially in buildings with extensive interior hallways. Evaluating teams identified wayfinding as a common problem in many schools.

Changes and additions can create stagnant environments where the air in the building does not circulate. Outside air cannot enter the building in sufficient quantity to remove moisture and unpleasant odors. In worst cases, mold may infest the building, creating truly unhealthy respiratory conditions. These conditions are difficult to trace to a source and may be expensive to correct. These conditions are not limited to older buildings. Newer buildings are difficult to balance environmentally when dealing with complex heating, ventilation, and air conditioning (HVAC) systems.

School buildings that are "dense"—that is, built with many hallways in the interior because they are built in a square configuration—have few windows to allow natural light to penetrate the classrooms. Rock Bridge High School, while considered a dense design, *does* make excellent use of clerestories to admit natural light in north-south interior corridors, and the dining areas make extensive use of glass to alleviate this problem.

The Career Center, built in 1985, had two additions in five years and is still crowded. A series of modifications over the short life of the center seem to have replicated some of the problems found in older inner-core buildings. Staff voiced concerns about air circulation and ventilation.

The lack of air conditioning in many buildings creates a sense of disequity within and between individual buildings.

Despite these shortcomings, the buildings are *exceptionally well maintained*. While some buildings show age and wear, they are, by and large, clean and in good repair. They are significantly overcrowded and exhibit bottlenecks and congestion around basic service spaces such as drinking fountains and restrooms.

TRENDS AND PATTERNS

A series of matrix analysis documents were developed to assist the district staff to better grasp the level and frequency of issues that were reported by evaluation teams. These matrices reveal a series of building issue trends that span all six areas of evaluation.

In order for an item to be recorded on these summary matrix issue documents, they had to be mentioned by the evaluation teams as an issue, score 50% or less on the team rating instrument, or be identified by administrators and/or staff as a weakness and be verified by team interview.

An “X” in the cell indicates team reports of negative issues in these areas. After examining the matrix graphics on pages 12-17, an analysis of prevailing trends can be found in Appendix A. Specific team comments in all six areas are found in the actual team evaluation documents in Appendix B.

1.0 SITE ISSUES

1. Site size
2. Accessibility and approaches to the building
3. School neighborhood location
4. Site drainage
5. Adequate parking
6. Attractive landscaping
7. Rating of athletic fields or playgrounds
8. Reasonable student travel time

	1	2	3	4	5	6	7	8	Comments
HIGH SCHOOLS									
Douglass	X	X	X		X	X	X		
Hickman	X	X		X	X				
Rock Bridge	X				X				
JUNIOR HIGH SCHOOLS									
Jefferson	X	X			X		X		
Oakland	X	X		X	X				
West	X						X		
MIDDLE SCHOOLS									
Gentry				X				X	
Lange				X					
Smithton				X					
ELEMENTARY SCHOOLS									
Benton	X	X	X	X	X				
Blue Ridge	X	X		X					
Cedar Ridge	X	X		X					
Derby Ridge		X		X	X			X	
Fairview		X							
Field	X	X							
Grant	X		X	X			X		
Lee	X	X	X		X				
Midway Heights				X				X	
Mill Creek				X	X	X*			*Topography
New Haven									
Parkade	X			X					
Paxton Keeley	X						X		
Ridgeway	X	X	X	X	X				
Rock Bridge		X	X	X	X				Traffic noise
Russell Blvd.	X	X		X	X				Sidewalks
Shepard Blvd.	X		X	X	X				Traffic noise
Two Mile Prairie				X	X			X	
West Blvd.		X			X			X	

2.0 STRUCTURAL AND MECHANICAL

1. Outlet placement and sufficiency
2. Adequate drinking fountains
3. Adequate restrooms
4. Condition of building communication systems
5. Condition of interior plumbing

	1	2	3	4	5	Comments
HIGH SCHOOLS						
Douglass	X	X	X			
Hickman	X			X		
Rock Bridge						None
JUNIOR HIGH SCHOOLS						
Jefferson	X					
Oakland	X		X			
West	X					
MIDDLE SCHOOLS						
Gentry						
Lange		X	X			
Smithton		X	X*			*Congested
ELEMENTARY SCHOOLS						
Benton	X	X				
Blue Ridge	X				X	
Cedar Ridge	X		X* X**			*Kdg **Congested
Derby Ridge						None
Fairview	X					
Field	X					
Grant	X					
Lee				X		
Midway Heights						
Mill Creek	X					
New Haven						None
Parkade	X					
Paxton Keeley						None
Ridgeway	X				X	
Rock Bridge	X	X*	X*			*Placement
Russell Blvd.	X		X			
Shepard Blvd.	X		X			
Two Mile Prairie	X					Window leaks
West Blvd.			X			

3.0 PLANT MAINTAINABILITY

1. Window condition
2. Wall condition and ease of cleaning
3. Floor condition and ease of maintenance
4. Ceiling tiles and lights
5. Condition of built-in equipment and storage
6. Appropriate hardware and condition
7. Restroom condition and location
8. Quality of custodial spaces
9. Sufficient well-maintained electrical outlets
10. Roof integrity (potential leaks)

	1	2	3	4	5	6	7	8	9	10	Comments
HIGH SCHOOLS											
Douglass	X		X	X	X	X	X	X	X		
Hickman										X	
Rock Bridge						X*					*ADA
JUNIOR HIGH SCHOOLS											
Jefferson			X	X							
Oakland			X						X		
West											None
MIDDLE SCHOOLS											
Gentry			X	X							
Lange											
Smithton		X		X			X				
ELEMENTARY SCHOOLS											
Benton					X				X		Mold
Blue Ridge	X		X	X			X				
Cedar Ridge					X			X*			*Storage
Derby Ridge											
Fairview									X		
Field								X			Storage
Grant								X			
Lee	X		X				X	X	X		Storage
Midway Heights											None
Mill Creek			X	X				X			Water source
New Haven									X		
Parkade				X*							*Leak/stain
Paxton Keeley		X									
Ridgeway					X			X*	X		*Water 1 st floor only
Rock Bridge	X	X	X	X	X		X		X	X	
Russell Blvd.			X	X							
Shepard Blvd.				X	X				X		
Two Mile Prairie			X	X							
West Blvd.			X				X		X		

4.0 SAFETY AND SECURITY

1. Safe bus loading
2. Safe traffic flow system
3. Approach routes to the school safe (sidewalks and signs)
4. Adequate and multiple entries
5. Adequate and multiple exits
6. Condition of fields and playground equipment
7. Safe materials recessed doors
8. Hallways free from projections 8 inches or over
9. Storage in hallways

	1	2	3	4	5	6	7	8	9	Comments
HIGH SCHOOLS										
Douglass	X	X	X	X	X	X	X*	X		*Wood floors
Hickman	X	X			X					
Rock Bridge	X		X		X					Lower exit
JUNIOR HIGH SCHOOLS										
Jefferson	X	X	X				X			Chain link fence; PE on stage
Oakland	X		X*	X	X		X**			*Sidewalks
West	X									Chain link fence; PE on stage
MIDDLE SCHOOLS										
Gentry	X			X						
Lange										
Smithton										
ELEMENTARY SCHOOLS										
Benton	X							X	X*	*Projections
Blue Ridge	X		X			X*		X**		*Kdg.
Cedar Ridge	X		X						X*	*Projections and storage
Derby Ridge	X		X	X	X					Rodents
Fairview	X							X*		*Recessed
Field	X				X		X*	X		Fire escapes?
Grant										None
Lee	X	X	X	X	X	X	X*	X*	X**	*Gravel;
Midway Heights										None
Mill Creek	X	X	X	X		X*			X	*Equipment hazards
New Haven								X*		*Recessed
Parkade	X		X			X			X	
Paxton Keeley										
Ridgeway	X		X	X	X	X		X	X*	*Storage
Rock Bridge	X	X	X	X	X		X		X	
Russell Blvd.	X		X			X*		X	X	*E.C. fence
Shepard Blvd.		X					X		X	Storage/instr.
Two Mile Prairie		X				X			X	RR ties
West Blvd.	X		X			X				

5.0 EDUCATIONAL ADEQUACY

1. Room size meets standards
2. Building supports flexible grouping areas for individual and small work groups
3. Spatial relationships maintained acoustic factors
4. Space for student privacy
5. Teacher and student storage is adequate
6. Special subject rooms meet standards (science, art, music, labs, etc.)
7. Gym and/or multi-purpose room is flexible and adaptable
8. Library meets standards
9. Gym/multi-purpose room is at standard and functions with flexibility and adaptability
10. Technical support rooms and labs are adequate
11. Dining areas are adequate for enrollment
12. Administrative areas meet standards
13. Health clinics meet standards
14. Reception areas meet standards

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Com- ments
HIGH SCHOOLS															
Douglass	X	X		X	X	X					X	X	X	X	
Hickman	X	X			X	X	X	X		X			X		
Rock Bridge								X		X	X				
JUNIOR HIGH SCHOOLS															
Jefferson	X	X			X	X		X			X	X		X	
Oakland					X	X	X				X	X	X		
West				X	X			X		X					
MIDDLE SCHOOLS															
Gentry	X	X		X	X	X				X	X				
Lange															
Smithton		X	X	X	X					X	X				
ELEMENTARY SCHOOLS															
Benton	X		X			X		X		X	X	X		X	Pre-K
Blue Ridge	X		X		X	X				X			X		
Cedar Ridge			X	X	X	X		X		X		X	X	X	
Derby Ridge					X			X							
Fairview		X		X		X	X								
Field		X									X				
Grant	X		X			X		X					X	X	
Lee	X	X	X	X	X	X		X	X	X	X	X	X	X	
Midway Heights		X		X	X	X				X					
Mill Creek	X				X	X		X							
New Haven															None
Parkade												X			
Paxton Keeley								X							
Ridgeway	X	X	X	X	X	X		X			X		X		
Rock Bridge	X*	X	X	X	X		X		X				X		
Russell Blvd.														X	
Shepard Blvd.	X	X		X	X	X			X			X			
Two Mile Prairie	X	X		X	X	X		X			X		X		
West Blvd.	X*	X	X		X		X				X		X	X	*Kdg

6.0 EDUCATIONAL ENVIRONMENT

1. Aesthetics are pleasing
2. Traffic flow is good
3. Acoustics are good
4. Temperature ranges are within standards and consistent throughout
5. Humidity levels are controlled to prevent mold and mildew
6. Air circulation meets healthy standards
7. Lighting levels are task-appropriate
8. Commons areas are present to provide socialization opportunities
9. Furniture is in good condition and appropriate
10. The building allows for natural light to be introduced

	1	2	3	4	5	6	7	8	9	10	Comments
HIGH SCHOOLS											
Douglass	X		X	X	X	X		X	X	X	
Hickman		X	X	X			X				
Rock Bridge			X	X						X	
JUNIOR HIGH SCHOOLS											
Jefferson				X	X		X	X		X	
Oakland		X		X			X	X		X	
West		X							X		
MIDDLE SCHOOLS											
Gentry	X	X		X							
Lange		X		X							
Smithton	X							X			
ELEMENTARY SCHOOLS											
Benton		X		X	X			X			
Blue Ridge	X			X					X	X	
Cedar Ridge				X	X			X			
Derby Ridge				X							
Fairview								X			
Field											
Grant				X*	X						*Mold
Lee		X*	X	X	X			X			*Lunch congestion
Midway Heights											
Mill Creek		X		X	X			X			
New Haven										X	
Parkade		X		X	X						
Paxton Keeley											
Ridgeway				X				X			
Rock Bridge		X		X				X			
Russell Blvd.		X		X	X			X			
Shepard Blvd.	X		X*		X**			X		X	*Highway noise **Positive pressure
Two Mile Prairie		X		X				X	X		
West Blvd.	X	X						X			

APPENDIX A

TREND ANALYSIS BY AREA OF ASSESSMENT

1.0 SITE

1.0 Trend 1

City core schools were far below size recommendations. Overcrowded schools were also affected. Site sizes were calculated to be slightly below standards recommended. This may be due to additional students being assigned to a school and housed in trailers. Site size is calculated on the following factors:

1. Elementary school sites require 10 acres plus one additional acre per hundred students enrolled.
2. Middle schools and junior high schools require 20 acres plus one additional acre per hundred students enrolled.
3. High schools require 30 acres plus one additional acre per hundred students enrolled.

1.0 Trend 2

Due to the lack of sidewalks near many schools, these buildings rated below standards for safe community access.

1.0 Trend 3

Several schools are built on sloped sites where drainage causes erosion. Trailers create drainage issues, standing water, and unhealthful conditions. In winter, ice makes walking difficult in these areas.

2.0 STRUCTURAL AND MECHANICAL

2.0 Trend 1

Electrical outlets are insufficient and poorly placed.

3.0 PLANT MAINTAINABILITY

3.0 Trend 1

Floors were frequently listed as difficult to maintain. Some are tile, some carpeted, some wood.

3.0 Trend 2

Custodial spaces are poorly located and have storage issues. Several have no access to water. In one case, the custodian has to carry water to two upper floors.

3.0 Trend 3

Ceiling tiles are stained due to leaks or pipe condensation. Some need to be replaced.

4.0 SAFETY AND SECURITY

4.0 Trend 1

Bus loading areas are congested and some children cross active traffic patterns.

4.0 Trend 2

Traffic flow at schools is difficult to control. Pickups and dropoffs are difficult to direct and often don't follow staff direction.

4.0 Trend 3

Entry and egress to some schools is restricted and causes congestion.

4.0 Trend 4

Doors in some schools are not recessed in hallways.

4.0 Trend 5

Overcrowding forces hallways to be used for storage, and in some cases, things protrude farther than 8 inches into the hallway.

4.0 Trend 6

While not a large trend, some field playground equipment, railroad ties and chain link fences should be checked for safety concerns. These are identified in individual school team reports.

5.0 EDUCATIONAL ADEQUACY

5.0 Trend 1

Room sizes fall short of standards (kindergarten, 1,200 square feet with restroom; elementary, 900 square feet; middle school, 850 square feet; high school, 800 square feet).

5.0 Trend 2

There is little breakout space for group work and team activities.

5.0 Trend 3

Spatial relationships are compromised because of overcrowding.

5.0 Trend 4

There is little space available for student privacy.

5.0 Trend 5

Teacher and student storage space is consistently below standards.

5.0 Trend 6

Space for specialized subjects (science, art, music, etc.) has been displaced to house general education classes. Some classes are in hallways, stages, storage areas, or on carts and moved from room to room.

5.0 Trend 7

Gymnasiums and multi-purpose rooms are overcrowded.

5.0 Trend 8

Teacher professional space has been lost to student class needs.

5.0 Trend 9

Dining facilities are inadequate and result in extended lunch periods and crowded hallways outside dining spaces.

5.0 Trend 10

Administrative spaces are below standard in older schools for space, privacy, and aesthetics.

5.0 Trend 11

Reception space is inadequate for visitors and parents.

5.0 Trend 12

Health clinics in older schools do not separate well student referrals from ill students and lack lavatory facilities nearby.

6.0 EDUCATIONAL ENVIRONMENT

6.0 Trend 1

Temperature and humidity issues were repeatedly brought to the teams' attention, including hot and cold spots in the buildings.

6.0 Trend 2

Building traffic flow is disrupted by inappropriate reclaiming of space beyond design specifications ("found" space). This disrupts the logical design flow and makes wayfinding difficult.

6.0 Trend 3

Ventilation and air movement is insufficient in many buildings.

6.0 Trend 4

Space for student socialization is lacking in a majority of schools.

APPENDIX B

INDIVIDUAL TEAM REPORTS

High Schools

Douglass

Hickman

Rock Bridge

Junior High Schools

Jefferson

Oakland

West

Middle Schools

Gentry

Lange

Smithton

Elementary Schools

Benton

Blue Ridge

Cedar Ridge

Derby Ridge

Fairview

Field

Grant

Lee

Midway Heights

Mill Creek

New Haven

Parkade

Paxton Keeley

Ridgeway

Rock Bridge

Russell Boulevard

Shepard Boulevard

Two Mile Prairie

West Boulevard

INDIVIDUAL TEAM REPORTS

High Schools

Douglass

Hickman

Rock Bridge

DOUGLASS HIGH SCHOOL

310 N. Providence Road Columbia, MO 65203

Site: 5.87 Acres (31.3 recommended for a traditional high school)

Current enrollment: 200 Males: 80 Females: 120 at 5 locations

There are approximately 110 high school students in the main Douglass building at any one time.

Building design capacity: 280

The building is shared by the Douglass Alternative High School, Adult ELL, and Adult Basic Education programs, as well as PT/OT offices and Home School Communicator meeting room and office.

Temporary classrooms: 0

Grades Housed: 9 - 12

Original Construction: 1916 - 18,930 ft²

Additions: 1922, 1930, 1952, 1955, & 1960 - 30,610 ft² Total

Square Footage: 49,540 ft²

Final Team Consensus Rating-Scores by Section:

Section	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	51	51	Borderline
2.0 Structural and Mechanical	55	37	67	Borderline
3.0 Plant Maintainability	100	42	42	Poor
4.0 Safety and Security	200	133	67	Borderline
5.0 Educational Adequacy	190	117	62	Borderline
6.0 Environment	200	107	54	Borderline
Total Score	845	487	58	Borderline

Possible ratings:

VI Very Inadequate	1-29%	S Satisfactory	70-89%
P Poor	10-49%	E Excellent	90-100%
B Borderline	50-69%		

Columbia School District
Building Evaluation Summary
 Douglass High School

Findings, including strengths and weaknesses, with justification criteria included for each item.

Building Strengths:

1.	The building is solidly constructed with a brick exterior. Multiple additions have maintained the brick exterior and architectural design.
2.	The science room, media center, and computer lab have been recently remodeled.
3.	The building has ample natural light and new windows.

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> a. The school is about 20% of the recommended acreage for a traditional high school. (1.1) b. The neighborhood has a relatively high crime rate. The school is located in a mixed-use area that includes business and residential areas. The school is located on a major N/S road close to the downtown area and is adjacent to Housing Authority spat talents. (1.3) c. There is minimal landscaping. (1.4) d. The gymnasium, restroom, and locker room facilities are antiquated and need to be remodeled if the facilities are to be used for athletic events. Currently basketball games are held at other CPS gymnasiums. (1.5) e. There is an elevated crosswalk across Providence Road that is NOT used by pedestrians. This may be due to the fact that the original entrance of the building, which is near the crosswalk, is not longer used as the main entrance to the building. There is a chain link fence that runs along the property along the Providence Road sidewalk. There are no crosswalks along Park road where the current main entrance is located. (1.9) f. There is insufficient parking for visitors. (1.10)
2.	<p>Structural/Mechanical:</p> <ul style="list-style-type: none"> a. Wall outlets are minimal and poorly placed for technology in the classrooms and specialized instruction areas. (2.11) b. There are no disabled accessible water fountains in the building. (2.13) c. The restrooms facilities satisfy the numerical recommendations. However, they are small and antiquated and placement within the building is not ideal. (2.14)
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> a. The floor surfaces are extremely poor condition. In many areas the tile flooring in cracked/worn and needs to be replaced. There are some original wood floors that should be resurfaced. (3:2) b. Most of the ceilings and lighting (except in Media Center and Computer Lab) in the building need to be replaced. (3.3) c. Most of the built-in equipment is antiquated and mismatched. Many storage areas within classrooms no longer have functional doors. (3.4) d. Most interior doors do not have accessible hardware. (3.5) e. There is only one custodial closet that has water. The building has 5 levels, as multiple additions were not built on the same elevation as the original building. (3.7) f. There are no electrical outlets in the restrooms to permit routine cleaning. (3.8)

Columbia School District
Building Evaluation Summary
 Douglass High School

4.	<p>Building Safety and Security:</p> <ul style="list-style-type: none"> a. There is no segregated bus loading/unloading area. (4.1) b. Additional crosswalks are needed on Park St. for safety of pedestrians. (4.2) c. The traffic from eastbound Park St. can back up onto Providence Road during morning drop off. (4.3) d. There is only one narrow entrance and driveway behind the gym to the parking lot that is to the north of the building. (4.4) e. There are no outside athletic fields or areas. PE classes sometimes use the adjacent Parks & Recreation - Douglass Park. (4.5) f. The boiler room is in the center of the building and has classrooms above it. (4.6) g. The majority of interior doors are not recessed. (4.10) h. Most of the interior construction materials are NOT fire-resistant. (4.19)
5.	<p>Educational Adequacy</p> <ul style="list-style-type: none"> a. All classrooms are below the minimum recommended square footage of 800 sq ft and are further decreased by storage along the perimeter of the room. However, as an alternative school most of the classes have no more than 14 students. (5.1) b. There is no personal space within classrooms. (5.4) c. Storage is very limited throughout the building. (5.5, 5.6, & 5.16) d. The specialized rooms are not of adequate size according to recommendations. (5.7) e. The art room is small and lacks storage. The kiln is in another room across the hall, which is only accessible through the cafeteria. (5.13) f. Space for small groups and remedial instructions is not available adjacent to classrooms. (5.15) g. The cafeteria has no acoustical treatment. The kitchen is very small and has very limited storage space. Meals are catered in from other buildings. The cafeteria is of adequate size only because only about 60 meals per day are served. (5.18) h. The clinic space is adequate for the enrollment. The health room rest area, reception, & nurse's office are all in one room on the second floor. There is a very small restroom across the hall. (5.21) i. There is some reception space in the guidance area. The main office reception area is small. (5.22) j. The Homes School Communicator and Assistant Principal share a relatively large office area (5.23)
6.	<p>Environment for Education</p> <ul style="list-style-type: none"> a. The areas of the building that have been recently remodeled are pleasant and conducive to learning. Other areas should be remodeled to improve the functionality and reduce the institutional feel. (6.1) b. There is limited landscaping. (6.2) c. There is road noise from Providence Road that has been reduced by the installation of new windows throughout the building. (6.3) d. The interior of the building (except for the science room, media center, and computer lab) looks drab, antiquated, and institutional. There is limited décor and signage in the building. (6.6) e. There are hot and cold spots throughout the building. Thermostats often stick. There is no air-conditioning system. (6.7) f. There is no building-wide ventilation system. There are window A/C units in most rooms in the building. There is no A/C in the gym or cafeteria. (6.8) g. Most of the lighting (except in recently remodeled rooms) needs to be replaced. (6.9) h. There are no restrooms (except for the health clinic restroom) on the second floor. The restrooms on the first floor are on the far end of the building away from most of the high school classrooms. (6.10) i. There is no commons area for communication among students other than the cafeteria. (6.11 & 6.13) j. There is not acoustical treatment of ceilings, walls, or floors. (6.15) k. The furniture and equipment in most rooms is mismatched and antiquated. (6.17)

Context: The setting within which the building exists

The building is located in a mixed-use neighborhood of relatively small older homes, Housing Authority apartments, and businesses. There are continuing safety concerns in the neighborhood. The school site is only 20% of the recommended acreage for a traditional high school. The building is shared by several programs including Douglass High School with is an alternative school with students in 5 locations, adult basic education classes, adult English Language Learner program, as well as Physical/Occupational Therapy and Homes School Communicators office. This building has housed various and multiple K — 12 programs in various grade configurations at different times throughout its existence.

Massing: The extent to which the building parts relate to each other

The building is a three-story rectangular brick building. The original main entrance facing Providence Road is no longer used. There are two entrances at the N and S ends of the building. The north entrance is adjacent to the parking lot. The south entrance along Park Street is now the main entrance for pedestrians and bus drop off and pick up but it is not apparent due to a lack of signage. There are five levels within the building. The original building had three levels to which additions were added to the north and south. These additions are only two stories and were built at different elevations than the original construction. As a result there are numerous short stairways throughout the building as well as ramps on the ground floor.

Interface: The interface is the meeting place where the inside of the building connects to the outside There is a small covered area outside of the south entrance facing Park Street. This entrance has no foyer and leads to the gym and administrative offices. The north entrance adjacent to the parking lot leads to the Adult Basic Education office and the area of the building where most of the adult classes are held. There is a desk at this entrance that is often manned by an off duty police officer. There is no covered area outside and no foyer inside of this entrance.

Wayfinding: The ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building

There is one main corridor along all floors of the building. Not all rooms are clearly numbered and the numerous levels make way-finding difficult. Additional signage within the building would be beneficial.

Social Space: The ability of the school environment to accommodate diverse human needs

The older construction does not include commons areas and spaces for casual contact among students and teachers. Classroom space is well below the recommended 800 sq ft for high school classrooms. Thus areas for needed privacy and individual pursuits or small group meetings are limited. The alternative nature of the educational program, multiple session times, and the multiple locations where students attend classes alleviate some of the concerns in this area as most classes have no more than 14-15 students and only about 130 students are in the building at any one time. The high school program uses about 1/2 of the building including about 10 classrooms. There are 10 teachers and a total of 15 FTE, which include 2 administrators, 2 counselors, .5 media center specialist, and, .5 nurse in the building.

Comfort: The environmental conditions affecting human comfort

There are hot and cold spots throughout the facility. There is no air conditioning in the gym and the cafeteria. The restrooms in the building need to be remodeled. All of the windows in the building have been recently replaced and there is ample natural light in all classrooms. There are some unique features (glass/wood storage cabinets and wood floors) in this old building that could be refurbished to add to its appeal. The current mixed use and incomplete remodeling provide a disjointed institutional feel.

HICKMAN HIGH SCHOOL

1104 N. Providence Road, Columbia, MO 65203

Team 3:	
Team Leader	Janice Morris
Member	John Clowe
Member	Libby Couper
Member	Dennis Crowley

Date of Evaluation: 2/13/06

Site: 40.0 Acres (49.7 recommended minimum)

Current enrollment: 1,966 (Males: 962 and Females: 1004)

Building design capacity: 2,125

Temporary classrooms: 7

Grades Housed: 10 - 12

Original Construction: 1925 with 81,640 ft

12 Additions: 1948, 1958, 1963, 1964, 1965, 1966, 1967, 1968, 1977, 1992, 2000, and 2003

Total additional: 193,182 ft

Total: 274,822 ft

Final Team Consensus Rating—Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	63	63	Borderline
2.0 Structural and Mechanical	55	51	93	Excellent
3.0 Plant Maintainability	100	88	88	Satisfactory
4.0 Safety and Security	200	180	90	Excellent
5.0 Educational Adequacy	200	111	55	Borderline
6.0 Environment	200	161	81	Satisfactory
Total Score	855	654	77	Satisfactory

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-100%

**Columbia School District
Building Evaluation Summary
David H. Hickman Senior High School**

Findings, including strengths and weaknesses, with justification criteria included for each item.

Building Strengths:

1.	The building is solidly constructed of low maintenance materials.
2.	The newest addition has dramatically improved and increased the reception and administrative office space, dining areas, conference room space, a covered area outside near the parent pick up area, and student commons space. The addition also added classrooms of the recommended size, a state of the art language lab, and a second elevator.
3.	The building is well suited for the age level that it serves.
4.	The media center is well designed including video bays, office space, and a teacher technology center.
5.	The building has been almost completely remodeled over the last 5 years with new windows, classroom doors, lockers, ceilings, lighting, flooring, wooden crown molding in many classrooms and halls, installation of A/C in all areas (except the gym), and new seats in the auditorium.
6.	There is abundant natural lighting in just about all classrooms, the commons area, and some hallways.
7.	There are numerous well distributed remodeled restrooms.

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> a. The site is almost 10 acres below the 49.7 recommendation. As a result there is very limited landscaping and green space. (1.0, 1.4, & 6.2) b. There are concerns for student safety as the school is at the intersection of two major city roads (Providence Rd and Business Loop 70) and very close to I-70. Many students leave for lunch crossing busy streets to go to fast food restaurants. (1.3) c. There is insufficient parking for the student body, faculty, and for the many school and community events that occur at the facility. Parking lots have drainage problems during heavy rain. (1.10)
2.	<p>Structural/Mechanical:</p> <ul style="list-style-type: none"> a. In the older sections of the building there are limited electrical outlets in classrooms. The location of the network drops and phones is often in an inconvenient location based on the arrangement of the room for instructional purposes. (2.11)
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> a. There are still roof leaks in some areas of the building such as the media center and some classrooms. (3.3)
4.	<p>Building Safety and Security:</p> <ul style="list-style-type: none"> a. Students need to cross the parent pick-up driveway to get to the student parking lot. (4.1) b. The driveway location onto Business Loop 70 causes concerns as many vehicles attempt to make U-turns or use nearby businesses parking lots to turn around. (4.4) c. In an emergency situation in which the elevator cannot be used, the lower level does not have an exit for handicapped students. (4.16)
5.	<p>Educational Adequacy:</p> <ul style="list-style-type: none"> a. All classrooms including specialized classrooms (except those in the newest addition, 2003) are from 200 - 400 ft² smaller than the recommended size of 900 ft². (5.1 & 5.7) b. There is very limited space for small group, remedial, or personal activities within or adjacent to classrooms. (5.2, 5.4, & 5.14) c. The media center is about 3,000 ft² smaller than the recommended size and seats only about 7% of the student body instead of the recommended 15%. (5.9) d. There is only one gymnasium which is not air conditioned. It is the only indoor PE area other than 2 weight rooms and the pool. The locker rooms are also too small and in need of renovation. (5.10)

	<p>e. The science classrooms and labs are on average about 200 ft² smaller than the recommended size. There are an insufficient number of science labs for the physical sciences: two chemistry labs are shared by 4 classrooms in which at least 5 different science courses are taught. (5.11)</p> <p>f. The music/fine arts building has not been remodeled and does not provide adequate space for the programs in houses. The building is also used for numerous classes for younger students after school.</p> <p>g. Using the minimum recommended 500 ft²/25 teachers, the faculty workroom and lounge area total of 1,200 ft² is less than half the space recommended for a school that has 160 FTE. (5.17)</p> <p>h. The health clinic has a very limited reception area with only one exam/resting room. The clinic is located on the east side of the building where there is no ramp for wheel chair or stretcher access/egress. (5.21)</p>
6.	<p>Environment for Education:</p> <p>a. There are hot/cold spots in the building due to numerous additions and centralized control. There is no A/C in the gym. The new commons area does not have double doors (breezeway) to catch cold air in the winter. The second floor tends to have wide temperature variations. The media center and computer labs have ongoing A/C problems. (6.7 & 6.8)</p> <p>b. There are traffic flow problems at several intersections mostly in the older sections of the building where the stairs lead up from the lower level and where there are students entering and exiting the building to go to trailers and the music/fine-arts building. (6.12)</p> <p>c. Many of the partition walls between classrooms are no longer functional. Those that are functional do not provide an adequate sound barrier when closed. (6.15)</p>

Context: The setting within which the building exists

The school is located in a commercial district near Interstate 70. There is a car dealership, several restaurants, a medical clinic, as well as other small businesses along three sides of the school site. The fourth street along the athletic fields is occupied by mostly small older homes. The school building is situated closest to the northeast corner of the site and is the largest building in the immediate area. The largest parking lot (student parking) is at the northwest corner of the site with athletic fields along the entire south side of the site. The teacher parking lot is between the main building and the athletic fields. All of the buildings have a red brick exterior although the gym, pool, and music/fine arts buildings are a more modern architecture lacking the architectural details of the original building and the 2003 addition.

Massing: The extent to which the building parts relate to each other

Although there have been 12 additions to the building, the transitions from one addition to another are relatively seamless as a result of recent renovations. The exterior of the newest addition which includes a large commons area, administrative offices and classrooms was built to match the original 1925 architecture. This area of the building is the most prominent and is the main entrance of the building as it is located, at the intersection of Providence and BL 70, nearest the parking lot, and is labeled with the school name. The original entrance to the building, along BL 70, remains and is located adjacent to administrative offices allowing for visitor sign in. This exit with its circle drive is used for student egress to buses. The shape of the main building is a figure 8 downstairs and a 6 upstairs due to the location of the auditorium. The music/fine arts building is a separate building that does, not have a covered walkway to connect it to the main building. The Kewpie Village, where 5 of the 7 trailers are located, also does not have a covered walkway to the main building. There is also an additional building for the CASA program. The main building is connected to the gym by a breezeway. The gym, athletic concessions area, and the pool are all interconnected.

Interface: The interface is the meeting place where the inside of the building connects to the outside

There is an arched walkway and covered patio area at the west main entrance which leads into the commons area and the main office. The north entrance does not have a covered entrance, leads to the auditorium, administrative offices, and hallway with no commons area. The NE entrance is nearest the music/fine arts building. The SE entrance has a small commons area and is adjacent to the guidance office. In the center of the figure 8 on the south side there is a doorway that leads to the faculty parking lot. This is the access point for the security system for entry and exit when the building is closed. Both eastern and the south entrances are not ADA accessible. This is a major concern as the health clinic is adjacent to the NE entrance.

Wayfinding: The ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building

All entrances now have signage that directs visitors to offices for sign-in and provide directions. Intersections also have signs that indicate room numbers for each direction. There are several nodes where there is traffic congestion due to students entering and exiting to Kewpie Village trailers and the music/fine arts building as well as near certain stairwells. The intersections at the center of the figure 8 are also congested as there are no open areas there.

Social Space: The ability of the school environment to accommodate diverse human needs

The new commons area provides a variety of areas for socialization and interaction among students between students and teachers. There are multiple display cases distributed around the building. There is limited classroom space resulting in a lack of personalized workspace and areas for small group activities.

Comfort: The environmental conditions affecting human comfort

The building heating and cooling is centralized, resulting in numerous hot and cold spots. The second floor has the greatest fluctuations and variations in temperature. New lighting has been installed throughout the building and there is ample natural light in almost every classroom, several halls, and the commons area. Distracting noise is limited to hallway noise during passing time for the lunch shifts and rooms that have antiquated movable partitions.

ROCK BRIDGE HIGH SCHOOL

4303 S. Providence Road, Columbia, MO 65203

Team 3:	
Team Leader	Janice Morris
Member	John Clowe
Member	Libby Couper
Member	Dennis Crowley

Date of Evaluation: 1/28/06

Site: 40.81 Acres (47.7 acres recommended minimum)

Current enrollment: 1,770 (Males: 911 and Females: 859)

Building design capacity: 1,800

Temporary classrooms: 0

Grades Housed: 10 - 12

Original Construction: 1970 with 26,745 ft

4 Additions: 1972-73, 1975-76, 1992, and 1999

Total additional: 271,530 ft

Total: 298,275 ft

Final Team Consensus Rating—Scores by Section:

Section	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	79	79	Satisfactory
2.0 Structural and Mechanical	55	55	100	Excellent
3.0 Plant Maintainability	100	97	97	Excellent
4.0 Safety and Security	200	185	93	Excellent
5.0 Educational Adequacy	200	174	87	Satisfactory
6.0 Environment	200	180	90	Excellent
Total Score	855	770	90	Excellent

Possible ratings:

VI	Very Inadequate	1-29%	S	Satisfactory	70-89%
P	Poor	10-49%	E	Excellent	90-100%
B	Borderline	50-69%			

**Columbia School District
Building Evaluation Summary
Rock Bridge Senior High School**

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Buildings Strengths:

1.	The building has numerous commons areas well positioned throughout the building.
2.	The building is solidly constructed of low maintenance materials.
3.	The building has extensive well designed office space (administration, guidance, special education, and a health clinic) that offers private offices as well as secretarial and reception areas.
4.	There are numerous well designed specialized instructional areas such as the fine arts wing and Performing Arts Center, culinary arts, science labs, language lab, planetarium, and numerous computer labs.
5.	The media center is spacious and well designed including video bays, a teacher technology center, a student conference area, office space, and storage.
6.	The building is well suited for the age level that it serves.

Building Weaknesses:

1.	School Site: a. The site is about 7 acres below the 47.7 recommendation. (1.0) b. There is insufficient parking for the student body and for the many school and community events that occur at the facility. (1.10)
2.	Structural/Mechanical: There are no weaknesses in the portions of this section that were evaluated.
3.	Plant Maintainability: a. Lower level door hardware is not ADA accessible (3.5)
4.	Building Safety and Security: a. Students who are picked up after school must cross the bus line to be picked up. The site is used a bus rider transfer location increasing the number of buses on the site. (4.1) There are no sidewalks on the access road on the main entrance on the east side of the school. There are no crosswalks on the access road or on Southampton to the south of the building. (4.2) b. There is major traffic congestion at dismissal due to the volume of traffic and several factors contributing factors: the lack of traffic signals on Southampton Road to the south and the east access road, dismissal at the same time at Gentry Middle School which is around the corner, and the use of the site as a bus rider transfer location. (4.3 8s 4.4)
5.	Educational Adequacy: a. There is only one gymnasium/indoor PE area. (5.10) b. The total 1,300 ft ² of faculty workroom and lounge area of is about half the space recommended for a school that has over 130 FTE. The greatest concern is the extremely small workroom space of about 400 ft ² .(5.17) c. The food serving and dining areas are very inadequate especially since the building is an open campus were many students leave for lunch. (5.18)
6.	Environment for Education: a. There are hot/cold spots in the building due to numerous additions and centralized control. On days when the temperature is above or below average and during the transitional days of fall and spring the temperature is typically uncomfortable in the building. (6.7) b. Many of the partition walls between classrooms are no longer functional. Those that are functional do not provide an adequate sound barrier when closed. (6.15) c. There is limited natural lighting. The majority of the classrooms along the perimeter of the building have only one relatively small window. (6.16)

**Columbia School District
Building Evaluation Summary
Rock Bridge Senior High School**

Context: The setting within which the building exists

The school site is close to the southern edge of its attendance area. It is located on the access road for Providence Road, a major north-south roadway. The site is in a commercial area that includes restaurants, office complexes, and retail/grocery stores. To the west of the site is a city park and to the north is the Columbia Area Career Center, which is also part of the Columbia Public School District. The brick exterior of the building fits well with the surroundings.

Massing: The extent to which the building parts relate to each other

The circle drive and cement patio area lead visitors to the main entrance of the building. The Performing Arts center entrance is also in this same area. The cafeteria, gym, main office complex, commons, and the planetarium are all conveniently located in this main entrance area. The walls of the cafeteria are made of glass-making supervision easier although the noises from the commons and hallways can be disruptive when the area is used for meetings or instruction. This arrangement provides a quieter learning environment in the classroom wings.

Interface: The interface is the meeting place where the inside of the building connects to the outside

The patio area at the main entrance provides an appropriate meeting/waiting area in good weather. Unfortunately, there is no covered area at any entrance to the building. The Performing Arts Center entrance, main entrance (east) to the school, and the north entrance all have a commons or lobby area. Both the main entrance and the north entrance are located near offices to facilitate visitor sign-in.

Wayfinding: The ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building

There is signage at the major intersections to provide directions. There are two wide main halls that run the length of the building (north-south) on either side of the office complex and the media center. There are three pods of classrooms in the arranged in W or U shapes off of these halls. The classrooms are generally grouped by content area department. The numbering system for the classrooms can be confusing due to the numerous additions.

Social Space: The ability of the school environment to accommodate diverse human needs

There are several commons areas where students and teachers can interact. There are several areas where students can work in small groups. The media center has multiple seating areas and a study room for students. The food service and dining areas are too small to accommodate the student body that remains for lunch at this open campus where many students leave the building for lunch.

Comfort: The environmental conditions affecting human comfort

The classrooms have very limited natural lighting, as they have either no windows or one small window at one corner of the room. Only the outer rooms in the newest wing have two windows. The new central hallways which run north-south along the media center have clerestory windows which greatly improve the natural lighting in that area. The dining area has an open feel, as its walls are glass.

The heating is very uneven and difficult to regulate throughout the building. Many teachers complain of very cold classrooms in the winter especially in the newest addition.

INDIVIDUAL TEAM REPORTS

Junior High Schools

Jefferson

Oakland

West

JEFFERSON JUNIOR HIGH SCHOOL

713 Rogers Street, Columbia, MO 65201

Date	2/1/06
School	Jefferson Junior High School
Team Identification: Team Leader Member Member	Susan Robinson Gary Phillippe David Martin

Site: 8.77 acres (28.6-38.6 acres minimum required)

Current enrollment: 865

Building design capacity: 900

Temporary classrooms: 0

Grades housed: 8th-9th

Original construction: 1910

Additions: 1934, 1957, 1988, 1994, 2003

Final Team Consensus Rating-Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	72	72%	S
2.0 Structural and Mechanical	55	49	89%	S
3.0 Plant Maintainability	100	88	88%	S
4.0 Safety and Security	200	174	87%	S
5.0 Educational Adequacy	200	161	81%	S
6.0 Environment	200	149	75%	S
TOTAL SCORE	855	693	81%	S

Possible ratings:

VI Very Inadequate	1-29%	S Satisfactory	70-89%
P Poor	10-49%	E Excellent	90-100%
B Borderline	50-69%		

Building Strengths:

1.	The external building is an attractive historic landmark.
2.	It is easily accessible and conveniently located in the community. (1.2)
3.	The latest addition includes state of the art specialized learning areas and support services offices. (5.7)
4.	Classrooms are placed away from areas of the building with high noise levels and high student traffic areas. (5.3)
5.	Student enrollment (865) is within the recommended student capacity (900).* (See Additional Comments)

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> a. The site acreage (8.77 Acres) does not meet the minimum requirements (28.6-38.6 Acres) for these grade levels. b. Athletic areas include large fields with slopes on the sides. Students must cross vehicular traffic to access a second field. (1.5) c. There is insufficient parking space for a school this size. (1.10)
2.	<p>Structural/Mechanical:</p> <ul style="list-style-type: none"> a. There are too few wall outlets in the older portion of the building. (2.11)
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> a. Floor surfaces particularly in the older portion of the building are unattractive and difficult to maintain. (3.2) b. Ceiling tiles are difficult to maintain with water stains present in many areas of the building. (3.3)
4.	<p>Building Safety and Security:</p> <ul style="list-style-type: none"> a. Student loading areas are on a street with vehicular traffic present. (4.1) b. Additional walkways are needed to assure safety of pedestrians. A crosswalk and signage are needed where students must cross vehicular traffic to access the second playing field. (4.2) c. **The chain link fence has exposed sharp spokes which have resulted in a student injury. Covers similar to those used at the Hickman fields would improve safety. (4.5) d. The three story portion of the building does not have an elevator. If a student were to be injured or become ill on the upper floors he/she would have to be carried down the stairs. (4.7) e. **The stage in the performing arts area is also the basketball gymnasium creating a potential hazard for falls from the stage. The walls are very close to the baskets. f. The combination of wood floors and no immediate exit at the bottom of the stairs in the old portion of the building may create a fire hazard. (4.19)
5.	<p>Educational Adequacy:</p> <ul style="list-style-type: none"> a. Classrooms in the old portion of the building (most of which are core classrooms) do not meet the recommended square footage per student and do not allow for small group activities or personal space for individual pursuits. A limited number of classrooms available for core classes results in most of the teachers moving throughout the day rather than remaining in one classroom. (5.1, 5.2, 5.4) b. Additional storage space for equipment for specialized learning areas is needed. (5.8) c. Gymnasium is also the performing arts stage and is limited in space. (5.10) d. The performing arts stage is also used as a gymnasium limiting use by the PA. Additional instrument and equipment storage and small practice areas for individuals and ensembles are needed. (5.12) e. Undersized lockers do not meet student storage needs. (5.16)

	<ul style="list-style-type: none"> f. The Cafeteria/Kitchen uses long tables and is in a lower level area. It is also used as a study hall during the day. (5.18) g. Reception space in the administrative office is small and un-inviting in design. (5.22)
6.	<p>Environment for Education:</p> <ul style="list-style-type: none"> a. The entrances are not sheltered from sun and inclement weather.(6.4) b. There is no air-conditioning in the old portion of the building. The top floors become very hot in the winter. (6.7) c. There are no large commons areas to enhance communication among students. (6.11,6.13)

Building Features:

Context: The setting within which the building exists.

Overall Jefferson Junior High rates in the satisfactory range. The context of the building in the community was rated as a strength. The external building is an attractive historic landmark. It is easily accessible and conveniently located. With only 8.77 acres, the school site does not meet the standards for minimum number of acres per student population (28.6acres for 865 students). Additional space for parking and for safe ingress and egress would be beneficial.

Massing: The extent to which the building parts relate to each other

Jefferson Junior High was originally built in 1910. There have been five additions. The most recent addition was in 2003 and includes state of the art support services offices and specialized classrooms. The oldest portion of the building houses most of the core classrooms. It is not clear what various parts of the building might mean to visitors. The main entrance to the building would benefit from additional signage, as would common areas such as the gymnasium, the media center and the cafeteria.

Interface-The interface is the meeting place where the inside of the building connects with the outside.

The architecture of the building does indicate the school’s academic purpose. There are adequate numbers of entrances and exits placed appropriately throughout the building. The main entrance inside the building does not provide a large commons area to welcome visitors. The front office is small and uninviting in design.

Wayfinding- Wayfinding is the ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building.

The multiple additions create a challenge in this area. There is not an obvious pattern to the building plan. Additional signage is needed to direct students, staff and visitors to areas throughout the building.

Social Space-The ability of the school environment to accommodate diverse human needs

There are no commons areas to allow for casual contact among students or teachers within the building. The building arrangement does not allow for an obvious centralized area of information exchange in the building. The smaller classrooms do not allow for needed privacy or individual pursuits.

Comfort: The environmental conditions affecting human comfort

The old portion of the building does not have air-conditioning for hot weather. In cold weather the heating system in this portion of the building (three stories) creates hot spots.

OAKLAND JUNIOR HIGH SCHOOL

3405 Oakland Place, Columbia, MO 65202

Date	5/26/06
Team Identification Team Leader Members:	Susan Robinson Gary Phillippe

Site: 20.14 acres (38 acres required)

Current enrollment: 766

Building design capacity: 600 w/out trailers

Temporary classrooms: 11

Grades housed: 8th and 9th grades

Original construction: 1971

Additions: 1984, 1990, 2003

Rating

Section	Possible	Earned	Percent	Rating
1.0 School Site	100	79	79%	Satisfactory
2.0 Structural and Mechanical	55	47	85%	Satisfactory
3.0 Plant Maintainability	100	84	84%	Satisfactory
4.0 School Building Safety & Security	200	185	93%	Excellent
5.0 Educational Adequacy	200	172	86%	Satisfactory
6.0 Environment for Education	200	150	75%	Satisfactory
Total	855	717	84%	Satisfactory

Non-existent: 0

Very inadequate: 1-29%

Poor: 30-49%

Borderline: 50-69%

Satisfactory: 70-89%

Excellent: 90-100%

Building Strengths:

1.	School property adjoins a large attractive area of city park land that includes natural areas with trails and recreational facilities.
2.	The majority of academic classrooms meet size standards allowing for flexibility and adaptability in instructional style.
2.	There is adequate storage for most specialty classes and the custodian.
3.	Gymnasium and outdoor facilities adequately serve physical education instruction.
5.	The location of academic learning areas is near related educational activities and away from disruptive noises.
6.	The teacher's lounge and work areas support teachers and staff as professionals with the work area conveniently adjoining the lounge.
7.	Counselor offices, with the exception of the outreach counselor, are grouped together with a reception area and a meeting room.

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> a. The site acreage (20.14 Acres) does not meet the recommended minimum acreage (38 Acres) to meet present and future educational needs. The student enrollment (766) far exceeds the student capacity (600) (1.1) b. There is a drainage ditch behind trailers K and J which has standing water at times and causes some erosion. (1.7) c. Brown Station Road and Oakland Gravel Road have sidewalks on one side requiring students to walk to school on the opposite side of the road and cross over to get to school. (1.9) d. There is insufficient parking for staff during the school day and for guests when there are school wide assemblies or events. (1.10)
2.	<p>Mechanical/Electrical:</p> <ul style="list-style-type: none"> a. Classrooms in the older portion of the building have inadequate numbers of outlets to support educational needs.(2.11) b. There are only girls restrooms on the lower level. (2.15)
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> a. Floor surfaces throughout the building and ceiling are tile thus are not easily maintainable. Water spots and stains can be found throughout the building on the ceilings. Some ceiling tiles have become unglued and are when repaired quickly become unglued again. The floor tiles on the lower level are warped and uneven.(3.2, 3.3) b. Outlets are not present in most restrooms. (3.8)
4.	<p>Building Safety and Security:</p> <ul style="list-style-type: none"> a. Some students cross Blue Ridge Road during drop off and pick up time due to congestion in traffic going to planned drop off and pick up area in the parking lot. (4.1) b. Sidewalks are needed on the other side of Oakland Gravel Road and Brown Station Road.(4.2) c. There is only one entrance to the parking lot used for parent drop off and pick up causing traffic congestion. (4.4) d. Basement stairways are narrow. (4.7) e. Most windows do not have wire or safety material to prevent accidental injury. (4.14) f. Some lockers extend beyond 8 inches. (4.15) g. There are six classrooms with no windows.
5.	<p>Educational Adequacy:</p> <ul style="list-style-type: none"> a. Teachers report needing additional storage space especially in the older portion of the building and lower level classrooms. (5.6) b. The size of most specialized learning areas do not meet standards .(5.7,5.12)

	<ul style="list-style-type: none"> c. The Library does not have adequate seating to meet standards. (5.9) d. There is some traffic congestion as students line up to be served lunch. (5.18) e. The outreach counselor's office has the same waiting area as the nurse's (5.20)
6.	<p>Environment for Education</p> <ul style="list-style-type: none"> a. Entrances and walkways do not include shelter from sun and inclement weather.(6.4) b. There are six classrooms with no windows.(6.6) c. The basement is always cold (e.g. when 75 degrees on the main floor, it is 55 degrees on the basement level). The gymnasium gets hot during assemblies. Rooms 115 and 116 are currently being addressed for AC concerns. (6.7) d. No boy's restrooms in the lower level. (6.10) e. There are no large commons areas to enhance student communication. (6.11, 6.13) f. The intersection of the north-south hallway by 113G and the line up area for meal delivery become congested. (6.12, 6.14)

Context: The setting within which the building exists.

Oakland Junior High School is located in a residential area. Its land adjoins a large city park which includes natural areas and recreational facilities. The scale of the building suits the scale of the surrounding buildings. It is conveniently located with no student riding more than one hour by bus to school and many students walking or being transported by parents.

Massing: The extent to which the building parts relate to each other.

Minimal massing is present but the exterior appearance creates a pleasing appearance with the academic purpose of the building evident. The main entrance is not easily identifiable with an entrance at two sides. The purposes of the building parts are not obvious from the exterior.

Interface: The interface is the meeting place where the inside of the building connects to the outside.

The lack of a foyer at the circular drive entrance disrupts the transition from exterior to interior. There are no covers at the entrances to protect from sun or inclement weather and to begin the transition to the interior of the building. The parent pick up and drop off area becomes congested and causes traffic to back up along the street in front of the school as they use the parking lot (Blue Ridge Road) side of the building for these purposes. Two nearby roads need additional sidewalks. There are six academic classrooms and many other rooms without windows to provide natural lighting.

Wayfinding: The way the building provides clear routes for occupants and visitors to find their way easily and logically.

With multiple additions and few windows way-finding appears complex to the visitor. Some signs to direct visitors in the building were found throughout the building, however additional signage would be beneficial to locate key communal areas such as the gymnasium or cafeteria.

Social Space: The ability of the school environment to accommodate diverse human needs.

Adequate classroom sizes can be found throughout the building allowing for flexibility and adaptability in teaching styles including small group activities and individual pursuits. There are no commons areas for students to interact. There were no centralized areas of information exchange or large centralized areas for exhibition of student work. The staff lounge and work areas are roomy and comfortable, appropriately supporting staff as professionals. Temperatures in the basement level are always cold with as much as a 20 degree variance from the main level. The gymnasium becomes hot when used for whole school events. The lack of natural lighting in many rooms throughout the building negatively affects the learning and working environment.

WEST JUNIOR HIGH SCHOOL

401 Clinkscapes Road, Columbia, MO 65203

Date	2/11/06
School	West Junior High School
Team Identification:	Dr. Tim Wright
Team Leader	
Member	Carol Bell
Member	Jan McLuckie
Member	Cathy Yoakum

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Building Strengths:

1.	New Band and Science areas are excellent facilities
2.	
3.	
4.	
5.	

Building Weaknesses:

1.	Poor site size	6. Cafeteria congestion at dismissal times
2.	Very poor outside facilities	
3.	Classroom furniture very poor quality	
4.	Satirwells very slick	
5.	Congestion at T to new addition	

Final Team Consensus Rating—Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	52	52%	P
2.0 Structural and Mechanical	55	37.75	69%	B
3.0 Plant Maintainability	100	76.25	76.25%	S
4.0 Safety and Security	200	167	83.5%	S
5.0 Educational Adequacy	200	147.75	74%	S
6.0 Environment	200	150	75%	S
Total Score	855	630.75	74%	S

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-100%

INDIVIDUAL TEAM REPORTS

Middle Schools

Gentry

Lange

Smithton

GENTRY MIDDLE SCHOOL

4200 Bethel Street, Columbia, MO 65203

Date	2/10/06
Team Identification Team Leader	Susan Robinson Gary Phillippe David Martin Doug Mirts

Site: 31 acres (27.8 acres required)

Current enrollment: 785

Building design capacity: 775

Temporary classrooms: 13

Grades housed: 6th-7th

Original Construction: 1995

Additions: 2001

Final Team Consensus Rating-Scores by Section:

Section	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	93	93%	Excellent
2.0 Structural and Mechanical	55	50	91%	Excellent
3.0 Plant Maintainability	100	91	91%	Excellent
4.0 Safety and Security	200	193	97%	Excellent
5.0 Educational Adequacy	200	179	89%	Satisfactory
6.0 Environment	200	178	89%	Satisfactory
TOTAL SCORE	855	784	92%	Excellent

Very Inadequate 1-29%
 Poor 10-49%
 Borderline 50-69%
 Satisfactory 70-89%
 Excellent 90-100%

Findings, including strengths and weaknesses, with justification criteria included for each item.

Building Strengths:

1.	The site acreage exceeds criteria including an attractive park with a pond and large playing fields.
2.	The building is attractive and well designed.
3.	Special subject areas of Art, Vocal and Instrumental Music, Drama, Industrial Technology are located away from classroom instructional areas by design.
4.	The computer labs are conveniently located adjacent to the Media Center.
5.	The teacher's lounge and work areas are spacious. These areas support teachers as professionals.

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> a. There are students on two buses riding 1 ¼ hours to school. (1.2) b. Poor drainage in landscaped areas at the front of the building has made it difficult for plantings to grow properly. (1.4) c. There is standing water around the trailers for up to a week after a rain. This becomes ice in the winter. There is often a ditch with standing water behind the trailers.
2.	<p>Structural/Mechanical:</p> <p>The only restrooms on the north side of the building are in the locker rooms. Restrooms are poorly placed in the multilevel portion of the building with boys restrooms on one side of the wings and girls on the other.</p>
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> a. Floor surfaces in the hallways are tile which is more difficult to maintain.(3.2) b. Ceiling tiles stained by water damage can be found throughout the building (3.3).
4.	<p>Building Safety and Security:</p> <ul style="list-style-type: none"> a. Some buses of students are loaded in a vehicular traffic area.(4.1) b. Traffic congestion occurs along Bethel Street and as vehicles enter the school parking lot during drop off and pick up times. (Solar signs have been requested.)
5.	<p>Educational Adequacy</p> <ul style="list-style-type: none"> a. Thirteen temporary classrooms are being utilized to meet educational needs. b. Rooms 113, 115, and 117 are undersized according to recommendations making it more difficult to provide space for small groups or personal space for privacy time for individual students.(5.1,5.2, 5.3) c. Storage closets in the core classroom areas are used for small instructional spaces. Tables and chairs are stored in the hallways in these areas. (5.6) d. The Music program needs additional storage space and small rooms for individual and ensemble practices. They currently use unacceptable "found space" throughout the building. (i.e. the concession stand area , the stage in the multipurpose room and a storage room beside the gymnasium) e. **Kitchen does not allow space for food preparation and is not connected with the Cafeteria. Hot meals must be brought in. Serving tables must be set up in the Cafeteria.(5.18)
6.	<p>Environment for Education</p> <ul style="list-style-type: none"> a. The color scheme includes very little color other than white. (6.6) b. There are many hot and colds spots throughout the building. (6.7) c. There are a few classrooms without heat or air-conditioning. (6.8) d. Traffic flow in the building nodes is congested during high traffic periods of the day.(6.12)

Context: The setting within which the building exists

Gentry Middle School is an attractive school set atop a small hill in a predominantly residential area. It was originally built in 1995 with only one addition in 2001. It is easily viewed from a main community thoroughfare below. Its property includes Bethel Park, a park with trails and a pond used by the school for educational and recreational purposes. In addition, the school property is connected with Rockbridge High School fields allowing a large expanse of land for outdoor activities.

Massing: The extent to which the building parts relate to each other

Viewed from the outside, the building parts integrate well with each other to form a pleasing appearance. The fine arts area, performing arts areas and gymnasium are grouped away from instructional classrooms. Dining areas are located in a multi-purpose cafetorium plan that has limited functional flexibility. While adaptable to several uses these functions cannot be carried on simultaneously. The kitchen area is not directly connected with the cafetorium and is inadequate in size for preparing hot meals. The stage currently serves as inadequate instructional space for instrumental music practice as does a storage closet adjacent to the gymnasium and the concession stand area along a main hallway.

Interface: The interface is the meeting place where the inside of the building connects to the outside

Viewed from the outside, the building aesthetics and design are pleasant and blend into the setting of large fields. Its academic purpose is evident in its design. The entrance of the building is prominent and easily recognizable by visitors. Breezeways on the exterior of the building are not only functional in providing additional protection from inclement weather, but are attractive in design. Exits are appropriate from a safety point of view.

Wayfinding: Wayfinding is the ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building

A wide hallway with the multipurpose cafetorium to the left can be found as you enter the building. The glassed in office area is to the right. Signage welcoming visitors to the office area and directing visitors to the interior rooms of the building would be beneficial at the entrance interiorly. Intersections in the hallways become congested at high traffic times of day.

Social Space: The ability of the school environment to accommodate diverse human needs

The building does not offer students opportunities to personalize their work spaces. The areas designated as commons areas near the team offices in the two story portion of the building are partially blocked off so that these areas may be used for additional instructional or small group space rather than their original purpose as social space. Team offices have been changed to specialized learning space and storage closets have become the team meeting rooms.

Comfort: The environmental conditions affecting human comfort

Centralized thermal control systems offer little or no control over individual needs. Staff report hot and cold spots in the building and there are currently a few classrooms which lack heating or air-conditioning. While the building design offers good day-lighting in many areas, converted "found" spaces are windowless. Boys and girls restrooms are located on opposite sides of the two story portion of the building creating supervision and potentially

noise level issues. Instrumental practice space located in the storage area adjacent to the gymnasium is not conducive to learning in this specialized field.

LANGE MIDDLE SCHOOL

2203 E. Smiley Lane, Columbia, MO 65202

Name of Appraiser: _____ Date of Appraisal: _____
Building Name: Lange Middle School
Street Address: 2201 E. Smiley Lane
City/Town, State, Zip: Columbia, MO 65202
Telephone Number(s): (573) 214-3250 School District: Columbia Public Schools

Setting: Urban Suburban Small City Rural
Grades Housed: 6-7 Student Capacity: 775 w/out trailers
1,075 w/trailers

Number of Teaching Stations: _____ Number of Floors: 2

Student Enrollment: 719 As Of: 2005-2006

Date of Original Construction: 1997
Original Building Square Footage: 102,050 Site-Acreage: 44.0
Current Building Square Footage: 118,335

Number of Trailers: 12 Trailer Square Footage: 12,096

Addition #	Year	Square Footage
1	2001	16,285

Energy Sources: Fuel Oil Gas Electric Solar

Air Conditioning: Roof Top Central Room Units Window Units

Heating: Central Roof Top Room Units
 Forced Air Steam Hot Water

Type of Construction: Load Bearing Masonry Steel Frame Wood
 Concrete Frame Other:

Exterior Surfacing: Brick Stucco Metal Wood Other:

Floor Construction: Wood Joists Steel Joists Slab on Grade
 Structural Slab Other:

**Columbia School District
Building Evaluation Summary**

Date	2/28/2006
School	Lange Middle School
Team Identification:	
Team Leader	Jeri Petre
Member	Glenn Pickett
Member	Janice Brunstrum
Member	Marti Nichols

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

1.	The site acreage exceeds criteria
2.	Bus loading is seperated from traffic areas
3.	Exterior of the building is attractive and well designed
4.	Parking lot is adequate for staff parking as well as school functions
5.	

1	Twelve temporary classrooms are being utilized to meet student capacity
2	Number of fountains/restrooms with children using them from the trailers is inadequate
3.	Classroom space a. Two team meeting rooms are being used for classroom space b. Teachers have sacraficed 1 /2 the teacher workroom to be used as a classroom
4.	Restrooms and traffic flow
5.	

Final Team Consensus Rating—Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	95.75	96%	E
2.0 Structural and Mechanical	55	52.5	96%	E
3.0 Plant Maintainability	100	99.25	99%	E
4.0 Safety and Security	200	193.75	97%	E
5.0 Educational Adequacy	200	197	99%	E
6.0 Environment	200	194.5	97%	E
Total Score	855	832.75	97%	E

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-100%

SMITHTON MIDDLE SCHOOL

3600 West Worley Street, Columbia, MO 65203

Site: 29.42 acres (29 acres required)

Building design capacity: 700+-

Current enrollment: 959

Temporary classrooms: 15 housing 250+- students

Sq. Footage: 123,627sf.

Sq.ft. required to house 959 students @ 120sf/student= 115,080sf. (+8,547)

Grades Housed: 6-7

Original Construction: 1996

Additions: 2000 Music, 2002 Kitchen addition and expansion

Rating

Section	Possible	Earned	Percent	Rating
1.0 School Site	100	92	92%	Excellent
2.0 Structural & Mechanical	55	48	87%	Satisfactory
3.0 Plant Maintainability	100	89	89%	Satisfactory
4.0 Safety and Security	200	190	95%	Excellent
5.0 Educational Adequacy	200	155	78%	Satisfactory*
6.0 Environment for Education	200	174	87%	Satisfactory
Total	855	748	88%	Satisfactory

Rating Weights

Non-Existent	0
Very Inadequate	1-29%
Poor	30-49%
Borderline	50-69%
Satisfactory	70-89%
Excellent	90-100%

Educational Adequacy Defined

“The educational adequacy of school buildings, in a sense, represents the purpose of the entire school appraisal process. This is true because schools exist primarily to serve the educational needs of a community and a school district. The determination of how adequate the facility is, in the final analysis, must be derived from the relationships between educational program and physical structure. Individual behavior results in part from the environment. The environment provided by the school building will deter or enhance the instructional program.”

(Guide for School Facility Appraisal, Hawkins and Lilley 1998)

Smithton Middle School was designed as a standalone facility serving 700+ students. It rates highest in site size, adequacy, and location; and in safety and security features. While the mechanical/electrical systems will be dealt with in more detailed engineering studies, aspects of these systems as they provide support for the educational programs were considered, and the main building rated satisfactory. However, additional enrollments in temporary buildings place additional burdens on all systems and particularly on the middle school program.

The building is well maintained. It is attractive and well designed. The arrangement of spaces is logical and obviously designed to support a middle school program featuring multiple grade level house plans that provided a home base for students with each classroom cluster, and a commons area for each semi-autonomous team area.

The special subject areas of art, vocal and instrumental music, drama, industrial technology, and physical education are located away from classroom instructional areas by design. Computer labs are clustered adjacent to the media center and instructional technology is centered here. It is not widely dispersed into individual instructional areas. The building is not wireless. Since the building is centrally heated and air conditioned, it rates satisfactory in environmental areas. However, these centralized systems do not provide for individual controls in individual instructional and support spaces.

In summary, the Smithton building’s educational environment has deteriorated because of overcrowding. Smithton is now serving fully 25% more students than it was designed to hold. The major consequences of this are, first, the loss of many qualities of a classic middle school program; second, a serious disruption of its student traffic patterns; and third, a strain on the building’s ability to meet the human needs of students and staff. In effect, the building in its overcrowded condition can no longer support a middle school program and it is challenged in its ability to provide basic human services such as dining facilities, restroom facilities, and appropriate scheduling. The temporary classroom areas located adjacent to the main building disrupt appropriate drainage features on the site and uneven walkways with the modular cluster of rooms may be problematic.

While the main standalone building rates satisfactory in its ability to support the middle school program *under less crowded conditions*, it now fails to support the basics of a middle school program while struggling to absorb an additional 200+ students. It can no longer offer advisor/advisee periods or interdisciplinary thematic units where students can integrate their knowledge and skills across academic disciplines, both of which form the basis of a true middle school learning environment. Student traffic has had to be re-routed, disrupting some instructional activities, and the acoustics between divided classrooms does not adequately block sound transfer. Teachers have lost office space to ancillary functions, and students have lost some home base space and the identifiable aspects of a house plan. Common spaces no longer function well as collaborative work space but are subject to traffic interruption. Students have little access to space where they can work in small

problem solving groups. These problems are not the fault of poor building design characteristics, but are the predictable results of overcrowding.

Team Reports

A summary of the comments from the four teams evaluating Smithton Middle School are provided to provide insights into the ratings. Comments identified common trends in six areas:

1. **Context:** The setting within which the building exists.
2. **Massing:** The extent to which the building parts relate to each other.
3. **Interface:** The interface is the meeting place where the inside of the building connects to the outside.
4. **Wayfinding:** The way the building provides clear routes for occupants and visitors to find their way easily and logically. The degree of easily discernable traffic patterns in and around the building.
5. **Social Space:** The ability of the building to accommodate social and emotional growth opportunities for pre- and early- adolescent students.
6. **Comfort:** Environmental conditions affecting human comfort.

Team Report Comments

Context: The setting within which the building exists

Overall, the Smithton building rates in the satisfactory range. Team ratings noted the context of the building in the community is a strength. Smithton is scaled well to meet the needs of its early adolescent population. It is located on an excellent site, but the placement of fifteen temporary classrooms to the south and west of the building creates some unsatisfactory drainage and student traffic conditions which did not exist when the school was constructed in 1996.

Massing: The extent to which the building parts relate to each other

From the outside the functional parts of the building are not in evidence, making it somewhat difficult for visitors to identify the most appropriate entry for their needs. The fine and performing arts area is grouped near the gymnasium and is separated from the instructional classrooms. Dining areas are located in a multi-purpose cafetorium plan that has limited functional flexibility. While adaptable to several uses, these functions cannot be carried on simultaneously. Overcrowding makes the stage non-functional, and it now serves as a makeshift and inadequate instructional station located between the dining area and the gymnasium. This setting is noisy and incompatible with teaching and instructional use.

Interface: The interface is the meeting place where the inside of the building connects to the outside

Viewed from the outside, the building aesthetics and design are pleasant and blend into the setting in a somewhat unremarkable way. The building has several entry points. The main entry is identifiable but not prominent. The functional parts of the building are not discernable from the outside. Exits are appropriate from a safety point of view.

Wayfinding: The way the building provides clear routes for occupants and visitors to find their way easily and logically; the degree of easily discernable traffic patterns in and around the building

The building design provides pathways to, throughout, and within the two instructional classroom clusters and is indicative of a middle school design. However, the routes now require serving additional student population, resulting in some non-traditional middle school program adaptations.

These adaptations cause traffic movement issues in instructional areas. The common open spaces in each team area that could be adapted as studio space, collaborative work space, and undesignated flexible space no longer function as such. Their original purpose as meeting points has been curtailed, and interior circulation points are difficult to understand unless students are “trained” to observe traffic flow rules not in evidence and not marked. Student teams transit areas where other students’ teams are still in class. Walkways in and around temporary classrooms are plagued by drainage problems and uneven surfaces.

Social Space: The ability of the building to accommodate social and emotional growth opportunities for pre and early- adolescent students

The building does not offer students opportunities to personalize their work spaces. The opportunity for a “home base” for students in several large common areas has been compromised, as the building can no longer support the middle school program as envisioned in the original design. One of the key components in the middle school philosophy is meeting the social needs of students at this stage of their social development. It is a prominent foundational piece of middle school education. The teams rating the building report that “. . .overcrowding impacts the availability of spaces for group collaborative work, pull out meetings, and a socialization of the learning environment. Every space is in use by classes or groups. Multiple schedules now required in the building make sharing rooms and office spaces almost impossible. Teams have relinquished office space to learning specialists.”

Comfort: Environmental conditions affecting human comfort

Centralized thermal control systems offer little or no control over individual needs. While the building design offers good daylighting in many areas, converted “found” spaces are often windowless. Moveable partition walls do not block sound adequately and result in high levels of distractibility and acoustic “static”, known to lower effective learning and impede adequate student progress. There are cold spots in the building.

In summary, the building rates lowest in the area of educational adequacy, earning only 78% of possible points. Smithton can no longer offer an advisor-advisee program, interdisciplinary thematic units, collaborative learning space, adequate professional space for the instructional staff, and a middle school environment for learning. The traffic flow has become disruptive and the building infrastructure and support systems are overburdened. Although listed as satisfactory in the areas of educational adequacy and environment for education, these areas are continuing to deteriorate with a population nearly 25% over capacity.

INDIVIDUAL TEAM REPORTS

Elementary Schools

Benton

Blue Ridge

Cedar Ridge

Derby Ridge

Fairview

Field

Grant

Lee

Midway Heights

Mill Creek

New Haven

Parkade

Paxton Keeley

Ridgeway

Rock Bridge

Russell Boulevard

Shepard Boulevard

Two Mile Prairie

West Boulevard

BENTON ELEMENTARY SCHOOL

1410 Hinkson Avenue, Columbia, MO 65201

Team 3:	
Team Leader	Janice Morris
Member	John Clowe
Member	Libby Couper
Member	Dennis Crowley

Date of Evaluation: 1/25/06

Site: 3.6 Acres (12.7 recommended minimum)

Current enrollment: 269 (Males: 136 and females: 133)

Building design capacity: 260

Temporary classrooms: 4

Grades Housed: PK - 5

Original Construction: 1926 with 20,250 sq. ft.

6 Additions: 1955, 1956, 1959, 1961, 1988, and 2003 - Total additional: 9,277 sq. ft.

Total: 29,527 sq. ftl

Final Team Consensus Rating—Scores by Section:

Possible		Total	Percent	Rating
1.0 Site	100	35	35	Poor
2.0 Structural and Mechanical	55	37	67	Borderline
3.0 Plant Maintainability	100	82	82	Satisfactory
4.0 Safety and Security	200	153	77	Satisfactory
5.0 Educational Adequacy	200	88	44	Poor
6.0 Environment	200	94	.47	Poor
Total Score	855	489	57	Borderline

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-100%

**Columbia School District
Building Evaluation Summary
Benton Elementary**

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Building Strengths:

1.	The building has numerous exits well positioned throughout the building.
2.	The building is solidly constructed of low maintenance materials.
3.	The building has new windows and most of the instructional spaces have natural lighting.
4.	The building has a new well designed computer lab that meets the minimum recommended size.

Building Weaknesses:

1.	<p>School Site:</p> <p>a. The building site is approximately 25% of the recommended size of almost 13 acres. (1.1)</p> <p>b. The safety concerns in the neighborhood include: excessive traffic, undesirable business, many rental properties, and probable drug houses. (1.3)</p> <p>c. There is very poor drainage: the basement remains wet even with a sump pump, the mulch on the playground continually runs off when it rains, and the front grassy area also remains wet for long periods of time. (1.7)</p> <p>d. There are minimal school zone signs and there is only one crosswalk even though students cross two streets. (1.9)</p> <p>e. There is not enough parking for the staff and none for parents and other visitors. (1.10)</p>
2.	<p>Structural/Mechanical:</p> <p>a. There are not enough electrical outlets in classrooms to meet technology needs. (2.11)</p>
3.	<p>Plant Maintainability:</p> <p>a. There is mold in several locations in the building. (3.3)</p> <p>b. There is limited antiquated storage for student and teacher materials. Much of the storage space is too high to be easily accessible on a daily basis. (3.4)</p> <p>c. There are no electrical outlets in or near the restrooms. (3.8)</p>
4.	<p>Building Safety and Security:</p> <p>a. There is no driveway on the site for buses to pull in off of the street. In addition, there is no safe area for parents to pick up students. (4.1 86 4.4)</p> <p>b. There are minimal school zone signs and there is only one crosswalk even though students cross two streets. (4.3)</p> <p>c. The hallways are narrow. The classroom doors are not recessed and several doors are blocked from opening completely resulting in the door blocking part of the narrow hallway. (4.10)</p> <p>d. The stairs do not have non-slip surfaces. (4.12)</p> <p>e. Metal student coat racks, most of which are missing the safety plastic end caps, in the hallways reduce traffic flow. There are additional fixed projections in the hallways that extend more than 8 in from the wall including all but one of the water fountains. In addition, some of the items along the perimeter of the multipurpose room are safety hazards during PE activities. (4.15)</p>
	<p>Educational Adequacy:</p> <p>a. The classrooms are about 200 sq. ft. smaller than the recommended 900 sq. ft. for elementary classrooms. (5.1)</p> <p>b. The specialized classrooms are below the recommended square footage and music is in a trailer. (5.7)</p> <p>c. The gym/multipurpose room is used for too many purposes: in the morning as a gathering area, Adventure Club, and breakfast; dining room; PE; and assemblies. Some of the items along the perimeter of the room are safety hazards during PE activities. The location of the gym is in the center of the building. As a result, there is a continuous stream of students along the halls causing learning disruptions of the surrounding classrooms. (5.10)</p> <p>d. The PK classroom is in a trailer. One K classroom has no restroom and is one-half the recommended square footage and the other is 200 ft. smaller. (5.11)</p>

	<ul style="list-style-type: none"> e. The stage is used for storage and office space for the PE teacher. (5.16) f. The lounge and workroom are about one-half the recommended square footage. (5.17) g. The kitchen is much smaller than the recommended size. The preparation of meals disrupts the PE activities that are simultaneously occurring in the adjacent multipurpose room. (5.18) h. There is no conference room in the building and the office reception area and principal's office are smaller than recommended. The assistant principal's office is in a very inconvenient location as it is only accessible through the media center and computer lab. (5.19 & 5.22) i. The counselor and home school communicator's offices are converted closets and are upstairs and therefore not ADA accessible. (5.20)
6•	<p>Environment for Education:</p> <ul style="list-style-type: none"> a. There are no covered entrances or covered areas outside. (6.4) b. The heating system is very difficult to regulate and includes large radiators in many classrooms that get too hot causing a burn hazard. There are numerous cold spots in the winter including the office, faculty lounge, and kindergarten room. (6.7) c. There is no cooling or ventilation system in the building. (6.8) d. The only ADA accessible water fountain is upstairs and none of the water fountains in the building are recessed. (6.10) e. There are no commons areas in the building. (6.11) f. The relatively narrow hallways are further restricted by fixed projections and open non-recessed classroom doors that do not rest flush against the wall. (6.12)

Context: The setting within which the building exists

The school site is in a mixed use residential and commercial area. There are numerous small rental homes in the area immediately surrounding the school. The school site is about 25% of the recommended acreage. There is little green space buffer between the building and the road. As a result, there are significant concerns in the area of student safety due to excessive traffic, undesirable businesses, and questionable activities in some of the nearby homes. The building's brick exterior and architecture are consistent with the surrounding homes although many of the homes have not been maintained properly.

Massing: The extent to which the building parts relate to each other

The exterior appearance of the building is pleasant. The original building is in the center with main office and media center/computer lab additions to the east near the corner of the property and the kindergarten classroom addition to the west. The main office area can be identified due to signage. The multipurpose room is in the center of the building leading to disruptions of the surrounding classrooms. It is a concern as all of the classroom on the ground floor surround the multipurpose room. The main office part of the office/media center addition which was built in 1988 on the east side of the building is smaller in scale with administrative areas that are below the recommended square footage.

Interface: The interface is the meeting place where the inside of the building connects to the outside

There are multiple and well placed entrances/exits none of which are covered. There are no lobby areas at any of the entrances to the building. There is major congestion in the hallways at arrival and dismissal times.

Wayfinding: The ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building

There is limited signage within the building and the classrooms are numbered in reverse from the main office. Since the building is rather small and compact it is still fairly easy to get around. There is short flight of stairs from the main office into the main hallway in the original part of the building as well as to the teacher's lounge and one of the kindergarten classrooms making ADA accessibility a concern. To reach the assistant principal's office, one must

walk through the media center, then the computer lab. As a result, she cannot use her office for student or parent conferences during the school day.

Social Space: The ability of the school environment to accommodate diverse human needs

The classrooms are 200 - 300 sq. ft. smaller than recommended. As a result, there is little opportunity for small group and individual activities. There is no commons area other than the multipurpose room, and there are no lobby or reception areas. There is a somewhat institutional feel in the original part of the building.

Comfort: The environmental conditions affecting human comfort

There is no air conditioning or ventilation system in the building. The original part of the building has large radiators along the perimeter of the classrooms that become very hot to the touch, posing a burn hazard. Many teachers block the radiators by placing storage containers thus further limiting the usable classroom space. The temperature in this area is very difficult to regulate leading to numerous hot/cold spots in the building. The office addition and the kindergarten addition are also difficult to regulate. The windows in the building have recently been replaced and most classrooms have ample natural light. There is distracting noise from the multipurpose room most of the day.

BLUE RIDGE ELEMENTARY SCHOOL

3700 Woodland Drive, Columbia, MO 65202

Date	2/16/06
Team Identification Team Leader: Members:	Susan Robinson David Martin Sally Widbin

Site:11.53 Acres (15.6 Acres required)

Current enrollment: 560

Building design capacity: 500

Temporary classrooms: 8

Grades Housed: Preschool-5th (Includes Early Childhood Special Education classrooms)

Original construction: 1965

Additions: 1966,1968,1970,1990

Ratings .

Section	Possible	Earned	Percent	Rating
1.0 School Site	100	87	87%	Satisfactory
2.0 Structural and Mechanical	55	45	82%	Satisfactory
3.0 Plant Maintainability	100	82	82%	Satisfactory
4.0 School Building Safety & Security	200	179	89.5%	Satisfactory
5.0 Educational Adequacy	200	165	82.5%	Satisfactory
6.0 Environment for Education	200	174	87% .	Satisfactory
Total	855	732	86%	Satisfactory

Non-existent: 0

Very inadequate: 1-29%

Poor: 30-49%

Borderline: 50-69%

Satisfactory:70-89%

Excellent: 90-100%

Columbia School District
Building Evaluation Summary

Blue Ridge Elementary

Building Strengths:

1.	The building is single storied and the layout allows for good interior traffic flow.
2.	The majority of classrooms are very spacious allowing for flexibility and adaptability in instructional style.
2.	The new parking area allows for safe drop off and pick up of students as well as adequate parking for visitors and staff.
3.	The foyer provides a central location to display communication with families and student projects.
4.	A natural prairie with trails is included on the property for outdoor learning space.
5.	The building design which includes two courtyards offers good day lighting throughout the building.

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> a. The site acreage (11.53 Acres) does not meet the recommended minimum acreage (15.6 Acres) to meet present and future educational needs.(1.1) b. The old playground area frequently has standing water after rainy weather and cannot be used for days or weeks (during rainy season). Ice often develops on the asphalt by the other playgrounds.(1.7) c. Sidewalks are needed on Leeway. Additional signage and a crossing guard are needed at the streets northwest of the building. (1.9)
2.	<p>Mechanical/Electrical:</p> <ul style="list-style-type: none"> a. Drop down poles are used for electrical needs in the computer lab.(2:11) b. Significant plumbing concerns are present. Toilets in boys and girls bathroom back up to one another on an adjoining wall. When flushed the contents back up in toilets in the adjoining bathroom. Backing up of water is noted in other parts of the building as well. (2.15)
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> a: The original windows are on the building and are not energy efficient. (3.1) b. Tile floors are used throughout the building and are difficult to maintain.(3.2) c. Ceiling tiles are not easily maintained. One stained area noted in the main entrance.(3 .3) d. Urinals are connected to the floor, sinks are very old and stained in appearance.(3 .6) e. No outlets in the restrooms , but outlet is present in the closet between restrooms . (3 . 8)
4.	<p>Building Safety and Security:</p> <ul style="list-style-type: none"> a. Sidewalks are needed on Leeway.(4.2) b. Crosswalk and crossing guard are needed on the street northwest of the building. (4.3) c. There is a backlog of traffic in the drop. off and pick up drive at the beginning and end of the school day. d. The old kindergarten playground is outdated with equipment which is no longer considered safe.(4.5) ' e. Most doors in the interior building are not recessed thus increase the chance of injuries. (4.10) f. Protective glass is not present in most doors. This is especially concerning in the gymnasium area. (4.1'\$) g. Drinking fountains project slightly over 8 inches into the hallways. Table storage in the hallways may interfere with safe traffic flow. (4.15) h. The principal reports there may be asbestos in some of the tiles but it has been evaluated.

5.	<p>Educational Adequacy:</p> <ul style="list-style-type: none"> a. Classrooms which could be used for the general elementary population are used for Early Childhood Special Education. b. Two kindergartens do not meet the 1200 square feet recommendation. (5.1) c. In most cases there is room for small group activities with the exception of the two classes of 27 students. (5.2) d. The gymnasium and cafeteria are in the middle of the building across from classrooms. (5.3) e. The English as a Second Language class and the Special Education classrooms have inadequate space for the number of students in their classrooms. There is no room for music or science classrooms thus these are in trailers. The traveling orchestra teacher uses the stage area competing with gym noise once a week. One small closet is used for additional tutoring space.(5.7,5,12) f. Art class is located in a regular classroom without additional water, sinks or storage necessary for this specialized field. (5,13) g. The teacher's workroom is small and removed from the teachers' lounge. (5.17) h. The counselor's office needs additional storage space. (5.20) i. The clinic needs a sink and running water and is small at 136 square feet with two adjoining offices, one for the secretary and one for nurses. No space separate from the healthy clinic visitors is set up for those with communicable illnesses.(5.21)
6.	<p>Environment for Education</p> <ul style="list-style-type: none"> a. Entrances and walkways need additional shelter from sun and inclement weather . (6 . 4) b. There is no air-conditioning system at Blue Ridge. There is no heat in the main administrative office. Rooms close to the boiler room are too hot and rooms far from the boiler room are too cold during the winter. Older windows are not very energy efficient. The gymnasium becomes very hot. Gymnasium windows will not open. Cold air comes out of the vents of the radiators in the classrooms. 6.7) c. The décor includes a mix of furniture collected over time which is not cohesive . d. The interior building has not been painted in the past 5 years. Some classrooms have peeling paint.

Context: The setting within which the building exists

Blue Ridge Elementary is located in a residential area. The building is placed at the center of a block with a small circular drive passing in front of the main entrance. The scale of this one-story building suits the scale of the surrounding buildings. It is conveniently located, with no student riding more than 30 minutes by bus to school and many students walking or being transported by parents. There is very little land between the building and the street, and the site is approximately 4 acres short of meeting the recommended minimum acreage to meet current and future educational needs. The prairie-like land adjacent to the school is being utilized for outdoor learning with the addition of a trail traversing the site.

Massing: The extent to which the building parts relate to each other

The building is rectangular and one-storied, producing very little interest or variety to its appearance. The entrance is easily identifiable due to its location at the center of the circular drive in the front of the building.

Interface: The interface is the meeting place where the inside of the building connects to the outside

The circular drive at the front of the building and the new loading area at the rear make it possible to load buses separately from parent pick up and drop off areas. The parent pickup and dropoff area becomes congested and causes traffic to back up along the street in front of the school. One nearby road needs additional sidewalks and for overgrowth to be kept cut so that students will not walk to school either through the woods or on the street. Additional available light and air in the gymnasium are needed.

Wayfinding: The way the building provides clear routes for occupants and visitors to find their way easily and logically.

The building is of a simple design. Additional signage would be beneficial to locate key communal areas such as the gymnasium or cafeteria..

Social Space: The ability of the school environment to accommodate diverse human needs

Ample classroom size can be found throughout the building, allowing for flexibility and adaptability in teaching styles, including small-group activities and individual pursuits. Groupings of benches in the building and in the courtyards are available for casual contact among students and teachers. The front foyer area is used as a centralized area of information exchange and as an area for exhibition of student work. There are no teacher's offices. Teachers have desks within the classrooms.

CEDAR RIDGE ELEMENTARY SCHOOL

1100 Roseta Avenue, Columbia, MO 65201

Team 3: Team Leader Member Member Member	Janice Morris John Clowe Libby Couper Dennis Crowley
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Date of Evaluation: 1/21/06

Site: 10.0 Acres (12 recommended minimum)

Current enrollment: 186 (Males: 93 and Females: 93)

Building design capacity: 100

Temporary classrooms: 7

Grades Housed: K - 5

Original Construction: 1978 with 8,690 ft² **Additions:** 1985, and 1989 - Total additional: 9,405 ft² **Total:** 18,095 ft²

Final Team Consensus Rating—Scores by Section:

	Possible	Total Earned	Percent	Rating
1.0 Site	100	56	56	Borderline
2.0 Structural and Mechanical	55	41	75	Satisfactory
3.0 Plant Maintainability	100	84	84	Satisfactory
4.0 Safety and Security	180	142	79	Satisfactory
5.0 Educational Adequacy	200	108	54	Borderline
6.0 Environment	200	116	58	Borderline
Total Score	835	547	66	Borderline

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-100%

**Columbia School District
Building Evaluation Summary
Cedar Ridge Elementary**

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Building Strengths:

1.	The building has numerous exits well positioned throughout the building.
2.	The roof is in good repair with minimal leakage.
3.	Most of the instructional spaces have natural lighting.
4.	The building is solidly constructed of low maintenance material.
5.	New playground equipment.

Building Weaknesses:

1.	<p>School Site:</p> <p>a. The site is 2 acres smaller than the recommend minimum. (1.1)</p> <p>b. The first phase of development to the east of the school will increase the enrollment of this already overcrowded school. The available acreage is already below the recommendation for the current enrollment. (1.2)</p> <p>c. The traffic on Route WW is heavy and travels at a high rate of speed. (1.3)</p> <p>d. The drainage in the area between the mobile classrooms and the building and around the blacktop play area is poor resulting in mud flows over the asphalt walkways leading to the mobile classrooms and on the blacktop. Work was done recently to improve the drainage in this area but the problem persists. (1.7)</p> <p>e. There are no sidewalks on Route WW. (1.9)</p>
2	<p>Structural/Mechanical:</p> <p>a. There are not enough electrical outlets in classrooms to meet technology needs. (2.11)</p> <p>b. There are no classroom restrooms for the kindergarten classrooms. (2.14)</p>
3	<p>Plant Maintainability:</p> <p>a. The built in equipment is limited causing major storage issues. There is no built in equipment for food storage and service. There is no hand/dishwashing area available in the multipurpose room where breakfast and lunch are served. (3.4)</p> <p>b. There is very limited storage space for custodial materials and equipment. Most of the storage is in the custodial office. (3.7)</p>
4	<p>Building Safety and Security:</p> <p>a. Students who walk and those who are dropped off by parents as well as all visitors must cross the circle drive (used for buses) to enter or exit the building. (4.1)</p> <p>b. There are no crosswalks, only one school zone sign, and no school speed zones on either Roseta Ave. or WW. (4.2 & 4.3)</p> <p>c. There is only one entrance and driveway which parents, staff, and buses use. (4.4)</p> <p>d. The heating system in comprised of individual furnaces located along the hallway between two classrooms which allow for local control of the temperature in each area. Consequently there is an additional risk due to the decentralized use of natural gas and the potential for carbon monoxide accumulation. (4.6)</p> <p>e. There are numerous fixed projections in the hallways. There is no book room so there are storage cabinets in the E/W hall next to the media center. The food service carts are stored along the perimeter of the multipurpose room. (4.15)</p>

5	<p>Educational Adequacy:</p> <p>a. The number of students receiving instruction in portable classrooms (99) is greater than the number of students inside the building (87). (5.1)</p> <p>b. The location of the gym is adjacent to the K, 1st, and 2nd grade classrooms. As a result, there is a continuous stream of students along the halls causing learning disruptions for the lower grade classrooms in the area. (5.3)</p> <p>c. Very limited storage space available. As a result the book room is in the hallway, valuable classroom space in the perimeter of the classrooms is lost to storage. In addition, the only storage area in the multipurpose room is used for PE equipment & food service equipment, the cleaning chemical storage is in the custodial office, copy paper and cleaning equipment storage in the only girls restroom, and storage of portable stage risers and other materials is in electrical closets. There are no lockers for students. (5.5 & 5.6)</p> <p>d. The gym/multipurpose room is used for too many purposes: in the morning as a gathering area, Adventure Club, and breakfast; dining room; health room; PE; and assemblies. Some of the items along the perimeter of the room are safety hazards during PE activities. (5.10)</p> <p>e. The art room is in a trailer with no water for clean up. (5.13)</p> <p>f. There is no conference room and the office reception area and principal's office are smaller than recommended. As a result there is no area where meetings with patrons can take place. (5.22 & 5.23)</p>
6.	<p>Environment for Education:</p> <p>a. Entrances are not sheltered from inclement weather. (6.4)</p> <p>b. Since there is no A/C in the building, it is very warm in the early fall and spring. In the winter, the continuous travel between the building and the trailers allows warm air out and cold air into the building reducing the efficiency of the heating system. (6.7 & 6.8)</p> <p>c. There is only one set of restrooms which are not located near the multipurpose room. (6.10)</p> <p>d. There are no commons areas in the building. (6.11 & 6.11)</p> <p>e. Although the actual number of water closets meets recommendations, there is only one girls and one boys restroom in the building used by all students IC- 5. As a result, there are major traffic congestion problems in the restroom area. (6.10)</p>

Context: The setting within which the building exists

The building is on the east edge of a residential area on the outskirts of town on a busy 2 lane blacktop. There is a large new subdivision with a first phase including 400 homes under construction to the east of the school. As the building furthest to the east in the school district the children in the new subdivision would attend Cedar Ridge. This is a major concern as there are already more students receiving instruction in trailers than inside the building. This school will not be able to absorb any additional students as it is already at double its intended capacity. The building fits in well with the neighboring ranch style homes.

Massing: The extent to which the building parts relate to each other

The main office is adjacent to the main entrance of the building. The media center, teacher workroom and lounge, and the only set of restrooms in the building are located in the main entrance area. The multipurpose room, which is used for PE, assemblies, and as a cafeteria is on the opposite end of the building near the K - 2 classrooms. Since all of the 3rd - 5th graders are outside the building in trailer, they walk to and from the multipurpose room for lunch from outside as much as possible. There is an outdoor area for students to eat and socialize during good weather just outside the multipurpose room.

Interface: The interface is the meeting place where the inside of the building connects to the outside

The circle drive leads right up to the main entrance of the building. There are no lobby areas at any of the buildings entrances. However the main office is located immediately to the left of the main entrance and is easy to find. There are four other entrances each located at the end of a hallway; however, only two lead to the circle drive where the buses load causing major congestion in the halls especially during inclement weather.

Wayfinding: The ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building..

The building has a simple "t" hallway that runs the length of the building. There is no signage to indicate what areas are located in each direction at the intersection. There are 7 trailers along the north and east sides of the building with no signage inside the building to indicate where specific trailers are located. The walkways to some of the trailers and the playground are covered with mud after rains.

Social Space: The ability of the school environment to accommodate diverse human needs

The school building infrastructure is overwhelmed by the number of students in attendance. The school is currently operating at about 200% of its intended capacity. There is an extreme shortage of storage space. The multipurpose room is used as the cafeteria, the only PE area, and health classroom. There is no kitchen so food is brought in from another school. There is no sink in the storage area which is used to store food service equipment and PE equipment. There is no other common space other than the multipurpose room. The main office is small providing a very limited reception area. There is no area available to meet with parents as the principal's office is too small and there is no conference room.

Comfort: The environmental conditions affecting human comfort

There is no A/ C or ventilation system in the building. As a result it is very uncomfortable in the building in the warmer months. In addition, the large number of students entering and exiting the building to and from trailers makes the hallways cold in the winter. There is local control of the heating as there are individual units for each classroom. There is an increase safety risk as these gas forced air units are located along the hallway between the doors of two rooms. There is only one set of restrooms for all students including the kindergartners. There is limited natural lighting in the building.

DERBY RIDGE ELEMENTARY SCHOOL

4000 Derby Ridge Drive, Columbia, MO 65202

Date	2/15/06
School	Derby Ridge Elementary School
Team Identification:	
Team Leader	Dr. Tim Wright
Member	Carol Bell
Member	Jan McLuckie
Member	Cathy Yoakum

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Building Strengths:

1. Great space in all indoor classrooms
2. Restrooms in every class but one
3. Music and PE all separate from classrooms
4. Kitchen is state of the art
- 5.

Building Weaknesses:

1. More parking needed
2. Need addition of building to add classrooms and remove trailers
3. Very inadequate HVAC
4. Very small gym, needs to be larger
- 5.

Final Team Consensus Rating —Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	74.75	75%	S
2.0 Structural and Mechanical	55	48.75	88.6%	S
3.0 Plant Maintainability	100	90.75	91%	E
4.0 Safety and Security	200	183.75	92%	E
5.0 Educational Adequacy	200	171.75	86%	S
6.0 Environment	200	173.75	87%	S
Total Score	855	743.50	87%	S

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-100%

FAIRVIEW ELEMENTARY SCHOOL

909 Fairview Road, Columbia, MO 65203

Date	2/16/06
School	Fairview Elementary
Team Identification:	
Team Leader	Dr. Tim Wright
Member	Carol Bell
Member	Jan McLuckie
Member	

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Building Strengths:

1. Large faculty lounge and workroom
2. 3rd and 4th grade Meimio-in all classes, use of technology
- 3.
- 4.
- 5.

Building Weaknesses:

- | | |
|---|---------------------------------------|
| 1. No handicapped facilities | 6. Limited Breakout space |
| 2. Very small gym | 7. No recessed doors |
| 3. Media Center very small | 8. More outlets in classrooms needed. |
| 4. Asbestos tiles | |
| 5. Boiler room large pieces of asbestos | |

Final Team Consensus Rating —Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	89.5	89.5%	S
2.0 Structural and Mechanical	55	41.5	75%	S
3.0 Plant Maintainability	100	79	79%	S
4.0 Safety and Security	185	148.5	80.1%	S
5.0 Educational Adequacy	200	154.5	77.3%	S
6.0 Environment	200	155.5	78%	S
Total Score	840	668.5	80%	S

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-100%

FIELD ELEMENTARY SCHOOL

1010 Range Line, Columbia, MO 65201

Date	2/9/06
School	Field Elementary School
Team Identification:	Dr. Tim Wright
Team Leader	
Member	Carol Bell
Member	Jan McLuckie
Member	Cathy Yoakum

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Building Strengths:

1.	Very nice classroom size
2.	Updated computer lab
3.	Breakout areas for classrooms

Building Weaknesses:

1.	All 5 th grade in trailers	6. Exposed wiring in the hallways
2.	No handicap capability	
3.	Bus loading area is out in street	
4.	Too many access points to building	
5.	No fire escape for 2-3 rd floors	

Final Team Consensus Rating—Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	49.25	49.3%	P
2.0 Structural and Mechanical	55	41.75	76%	S
3.0 Plant Maintainability	100	77.25	77.3%	S
4.0 Safety and Security	200	157.25	78.6%	S
5.0 Educational Adequacy	200	162.25	81%	S
6.0 Environment	200	150.25	75%	S
Total Score	855	638	74.6%	S

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-100%

GRANT ELEMENTARY SCHOOL

10 East Broadway, Columbia, MO 65203

Name of Appraiser: Petre
Building Name Grant Elementary School
Street Address: 10 E. Broadway
City/Town, State Zip Columbia, MO 65203
Telephone Number(s) (573) 214-3520 School District: Columbia Public Schools

Setting Urban Suburban Small City Rural

Student Capacity 250 375 with trailers

Number of Floors 4
Student Enrollment 354

Date of Construction: 1910
Site Acreage 2.63
Original Square Footage: 11,630
Current Square Footage: 26,926

Number of trailers: 5

Addition	Year	Sq. Ft.
1	1952	3,790
2	1962	9,030
3	1989	1,800
4	2003	676

Energy Source: Gas
Air Conditioning Roof top and window units
Heating: Steam
Construction Type Load Bearing Masonry
Exterior Surfacing Brick
Floor Construction Slab on grade and wood joists

**Columbia School District
Building Evaluation Summary**

Date	3/15/2006
School	Grant Elementary
Team Identification:	
Team Leader	Jeri Petre
Member	Glenn Pickett
Member	Janice Brunstrum
Member	Marti Nichols

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Building Strengths:

1.	The external building is an attractive historical landmark.
2.	The building is air conditioned with window units.
3.	
4.	
5.	

Building Weaknesses:

1.	School Site: a. Inadequate parking for staff. b. Cemetery with spiked fence is next to playground. c. Overall—playground and site is too small.
2.	.Building Safety and Security: a. Students have to cross Broadway to walk home. b. Students on the second and third floor must exit using a fire escape out a classroom window in case of fire. c. Entrance doors on Broadway do not always close securely. d. Carpet is loose in several classrooms. e. Numerous groundhogs live under temporary classrooms. f. Sidewalks and metal plates are dangerous when icy.
3.	Environment for Education: a. Five temporary classrooms are needed for over-enrollment. -One classroom has mildew and carpet problems. Poles in center block student view. b. Storage space is inadequate for classroom and building needs. - Art supplies are stored in classroom. -Laminator is in boiler room. -Stage is used for storage. c. Poor ventilation in the entire building. d. Teacher mailboxes and copy machine are located on the stage. e. Custodial supplies are in the boys' restroom.
	Educational Adequacy a. Reception space in administrative office is non-existent. b. The clinic does not meet minimum space requirements and does not have a separate space for ill children. c. The gymnasium is also used as the cafeteria. Storage in the gym is packed with tables and chairs.

	<p>d. Students from all three levels must use the restrooms on the first floor.</p> <p>e. Stairways are congested at passing times.</p> <p>f. High noise levels in the cafeteria interrupt learning of students in classrooms nearby. (Long lunch periods)</p> <p>g. Specialized learning areas (ELL, School Psych., Speech, etc) are inadequate and have to share space.</p> <p>h. Classroom is limited and shared.</p>
5.	<p>Structural/Mechanical:</p> <p>a. Water stands on the flat roof after rains.</p> <p>b. More electrical outlets are needed in the building.</p>

Final Team Consensus Ratings – Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	58	58%	B
2.0 Structural and Mechanical	55	38	84%	S
3.0 Plant Maintainability	100	87	87%	S
4.0 Safety and Security	200	162	81%	S
5.0 Educational Adequacy	200	126	63%	B
6.0 Educational Environment	200	146	73%	S
Total Score	855	621	73%	S

LEE ELEMENTARY SCHOOL

1208 Locust, Columbia, MO 65201

Date	2/27/06
Team Identification Team Leader Members:	Susan Robinson Sally Widbin Doug Mirts David Martin Gary Phillippe

Site: 2.36 acres (13 acres required)

Current enrollment: 298

Building design capacity: 250

Temporary classrooms: 5

Grades Housed: Kd-5th

Original Construction:1934

Additions: 1956, 1991

Final Team Consensus Rating-Scores by Section:

Section	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	67	67%	Borderline
2.0 Structural and Mechanical	55	47	85%	Satisfactory
3.0 Plant Maintainability	100	72	72%	Satisfactory
4.0 Safety and Security	200	160	80%	Satisfactory
5.0 Educational Adequacy	200	109	55%	Borderline
6.0 Environment	200	153	77%	Satisfactory
TOTAL SCORE	855	608	71%	Satisfactory

Very Inadequate 1-29%
 Poor 10-49%
 Borderline 50-69%
 Satisfactory 70-89%
 Excellent 90-100%

Building Strengths:

1.	The overall color scheme and décor are warm and welcoming including plants, colorful curtains and art displays.
2.	There is creative use of space for individual learning such as the Poetry Corner .
3.	The new playground meets safety standards. There is a small, outdoor learning space.
4.	Student work is displayed throughout the building.
5.	The school is a historic site in the community. Its exterior indicates its academic purpose.
6.	All students ride less than 30 minutes on the bus.
7.	There is carpet throughout the building that is more easily maintainable.

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> d. The school site acreage (2.36Acres) is well below the recommended acreage (13 Acres) for the school population and age. (1.1) e. The location is in a downtown businesses area with frequent traffic. There is very little green space or landscaping. (1.3, 1.4) f. There are no sidewalks nor is there space for sidewalks across the street from the school. A crossing guard cannot be used at College Avenue according to city regulations. (1.9) g. There is very little parking for staff and visitors. (1.10)
2.	<p>Structural/Mechanical:</p> <p>There are no common restrooms on the second story or in the teacher workroom in the basement. (2.14)</p>
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> c. The windows are very old. Some can not be closed completely. (3.1) d. The wood floors on the stage are in poor condition and difficult to maintain. (3.2) e. The older type urinals which sit on the floor are difficult to maintain. (3.6) f. There is inadequate storage space for the custodian to store large equipment and tables. These must be stored in a hallway used by students. (3.7) g. There are no electrical outlets in the group restrooms. (3.8)
4.	<p>Building Safety and Security:</p> <ul style="list-style-type: none"> c. Student loading takes place in a vehicular traffic area on the school side of the road. (4.1) d. There are no sidewalks nor space to walk off the road on the opposite side of the street from the school entrance. (4.2) e. Entrances and exits to the parking areas do not permit a safe traffic flow. (4.4) f. The playground gravel will be replaced soon because there have been numerous injuries associated with this material. (4.5) g. <u>**The boiler room is located beneath two classrooms creating a potential fire hazard.</u> (4.6) h. Most classroom doors are not recessed. (4.10) i. Exterior doors and many within the building do not have wire protection for safety. (4.14) j. The kitchen and the custodian must store large items (the kitchen freezer, electronic cleaning equipment, tables, etc.) in the hallway due to lack of storage space. Water fountains extend more than 8 inches from the wall. (4.15) k. The stage floor is made of wood. (4.19)
5.	<p>Educational Adequacy</p> <ul style="list-style-type: none"> a. All of fourth and fifth grade are in temporary classrooms. b. Most classrooms are 600-700square feet (recommendation-at least 900 square feet).There is inadequate space for small group activities and privacy time for students in the classrooms.(5.1,5.2,5.4) c. The kitchen and cafeteria are not connected. The nurses office is far from the administrative offices. The teacher workroom in is the basement and the teacher's lounge is on the second floor. The gymnasium is near two classroom and the noise levels disrupts class. (5.3) d. Music class is in a temporary classroom (trailer). There is no science classroom. There are scheduling problems with the auditorium/gymnasium/cafeteria area. The stage is not usable for presentations or assemblies. This arts oriented school must use Missouri Theatre stage for performing arts. (5.7, 5.8,5.12)) e. The media center and computer lab are undersized (about 928-should be 1350). (5.9) f. Storage for Adventure Club clutters the multipurpose room. It must be shared as cafeteria and gymnasium. (5.10) g. Only one kindergarten classroom meets recommended size. (5.11) h. Space for small groups and remedial instruction is located in the hallways. (5.15)

	<ul style="list-style-type: none"> i. **PE department has no office and has to store supplies in a hallway. (5.16) j. The teachers' lounge and work areas do not support teachers as professionals. The lounge is in an undersized room on the 2nd floor and the workspace is in the basement next to the boiler room with no restroom on that level. (5.17) k. The kitchen is small and separated from the multipurpose room used for meals. There is inadequate storage space . Food storage includes a large freezer in the hallway. (5.18) l. The principals office and the main office are separated. (5.19) m. The counselors office does not assure privacy as students must walk through the art class to access the counselor. (5.20) n. The clinic is located far from the administrative offices. (5.21) o. There is very little reception space in the administrative office. (5.22, 5.23)
6.	<p>Environment for Education</p> <ul style="list-style-type: none"> e. Noise is a problem due to nearby traffic and the playground when the building is hot and windows must be open. (6.3) f. Entrances and walkways are not sheltered from sun and inclement weather. (6.4) g. There is no air-conditioning in most of the building causing uncomfortable levels of heat in warm weather. (6.7) h. There are no common restrooms on the top floor. Only two classrooms on this level have a restroom.(6.10) i. There are no commons areas for communication among students and staff.(6.11, 6.13) j. Students must line up on the stage and wind around and down some stairs to access meals in the multipurpose room. (6.14)

Context: The setting within which the building exists

Lee Elementary is a historic building in the community with an attractive exterior. The current building was built in 1934 with two additions in 1956 and 1991. It is located in the downtown area within the business community. There is very little green space surrounding the building with only 2.36 acres of property (13 acres recommended). A small urban park adjoins the school.

Massing: The extent to which the building parts relate to each other

Viewed from the outside, the building parts integrate with each other to form a pleasing appearance; however, it is not clear what various parts of the building might mean to the visitor.

Interface: The interface is the meeting place where the inside of the building connects with the outside

The exterior of the building indicates its academic function. The foyer maintains the historic appearance. Lighting is somewhat dark as you enter. Exits and entrances are easily accessible.

Wayfinding: Wayfinding is the ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building

The main entrance is not easily recognizable and would benefit from cover and additional signage. As you enter the building, the main office is easily accessible but separated from the principal's office. Additional signage in the building would be beneficial to locate the media center, computer room and classrooms. The multipurpose room is easily accessible to visitors entering the right (northwest) entrance to the building. PE storage blocks the way for those entering the left (northeast) entrance.

Social Space: The ability of the school environment to accommodate diverse human needs

Personal space in the classroom away from group instruction and space for small group sessions is difficult to provide in the smaller classrooms. Tables and chairs are set up in the

hallways for individual learning space due to lack of additional space for this purpose. Art is exhibited throughout the building. There is no centralized location available for these displays. Teachers' "offices" are in their classrooms. The PE teachers do not have office or storage space. There are not commons areas.

Comfort: The environmental conditions affecting human comfort

There is no air conditioning, creating discomfort in warm weather. Windows must be kept open during hot periods. This creates an additional noise problem from nearby traffic. Some windows are stuck open; therefore, cold air comes in during the winter. Natural lighting is minimal. The teachers' lounge and the teachers' workroom are two floors apart. The workroom is in the basement by the boiler room.

MIDWAY HEIGHTS ELEMENTARY SCHOOL

8130 West Highway 40, Columbia, MO 65202

Date	1/31/06
School	Midway Heights Elementary School
Team Identification:	
Team Leader	Dr. Tim Wright
Member	Carol Bell
Member	Jan McLuckie
Member	Cathy Yoakum

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Building Strengths:

1.	Very clean building
2.	Technology in every classroom

Building Weaknesses:

1.	No space for breakouts
2.	Very limited space for teachers/students
3.	No water in Art room
4.	Asbestos tiles
5.	

Final Team Consensus Rating—Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	97	97%	E
2.0 Structural and Mechanical	55	49.5	90%	E
3.0 Plant Maintainability	100	94.75	95%	E
4.0 Safety and Security	200	193	96.5%	E
5.0 Educational Adequacy	200	152.5	76.3%	S
6.0 Environment	200	177	88.5%	S
Total Score	855	763.75	89.3%	S

Possible ratings:

- VI Very Inadequate 1-29%
- P Poor 10-49%
- B Borderline 50-69%
- S Satisfactory 70-89%
- E Excellent 90-100%

Context: The setting within which the building exists

Midway Heights Elementary School is a typical 1950s building. Its design is unremarkable and its function is unmistakable. The school serves approximately 260 students, and the site is set in rolling countryside on fully 11.5 acres. The school building is nicely landscaped and the grassy fields that make up the team play areas are both attractive and well maintained. Recent modifications to the sloping site have improved drainage. The student population of 260 is well under the building's stated capacity of 375. The setting is rural and few homes are directly visible. However, planning and home construction in the area continue to signal future growth. The approach to the school is made on a slightly rising entry road. This allows ample setback from the main road and keeps traffic noise to a minimum.

Massing: The extent to which the building parts relate to each other

The building fits pleasantly into its solitary setting. Its brick exterior, flat roof, and utilitarian characteristics make it easily identifiable as a school built in 1956. Built on a slope, Midway Heights is of a split-level style and inside visitors enter at the highest level. Inside, a visitor would descend a series of short stairways to proceed to lower levels. The building has undergone a series of four additions: 1965, 1975, 1988, and 1991. These additions have expanded the building from 10,555 square feet to 34,885 square feet. Despite these additions, the spatial relationships have remained logical and basically sound. The gymnasium, multipurpose cafeteria/stage, and kitchen are all clustered in the southeast quadrant of the building away from most instructional areas. The technology lab and media center are adjacent to each other. The office is located at the main entrance to the building. However, the lack of a window in the north wall blocks the office staff from seeing visitors entering the building directly.

Interface: The interface is the meeting place where the inside of the building connects to the outside

The main entry leads directly into an upper-level double-loaded instructional corridor, with the office immediately to the left in an alcove. There is no commons to make a smooth transition into the instructional areas. The main office is pleasant, though small and utilitarian. Signage is minimal throughout the building, being primarily limited to room numbers, although some rooms have the teacher's name posted. There are multiple entry and exit doors on several levels. The design footprint of the building is an open-ended rectangle, allowing natural light to penetrate into most classrooms. However, a lack of a clerestory or skylight makes the interior hallways seem dim despite some lighting. Transitions from one addition to another shows successive additions have created a disequity in the quality of the spaces and equipment over time. However, attempts have been made to make the aesthetics compatible from one to the other.

Wayfinding: The ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building

The stereotypical layout of the building design and the maintenance of logical spatial relationships makes finding one's way around the building both intuitive and logical. Again, minimal signage would require a map to find a specific space. The activity and grade level served in each room is seldom obvious unless one enters the space or is guided. Parking is adequate for daily staff needs, but may be limited for parent parking during school-sponsored events. The parking lot is conveniently located immediately

north of the building and adjacent to the main entrance.

Social Space: The ability of the school environment to accommodate diverse human needs

Classrooms are exceptionally neat, clean, organized, and attractive. However, they are small (below the 900 square feet recommended). One standard classroom has been reassigned to kindergarten use and does not have the amenities of the dedicated kindergarten room next door. Neither has access to a small fenced play area. As is typical of the 1950s-era school, no space is available for remedial or small group instruction immediately adjacent to the classroom spaces. Corridor space doubles as undedicated and adaptable space for this purpose. The school has recognized that small group instruction must be accommodated with the small classrooms. To that end, the school has provided furniture that can tessellate into expanded work surfaces for small group work. These modifications have provided most of the flexibility and adaptability for teachers in their instructional program. Many rooms are equipped with “smart boards.” There is little space for student privacy. Wall hooks in the rear of the classrooms serve to hang student backpacks.

Comfort: The environmental conditions affecting human comfort

Midway Heights is air conditioned throughout, using both rooftop and window units. These provide a relative uniform comfortable thermal zone throughout the building. The system does not, however, provide for adequate air transfer and movement, resulting in conditions favorable for moisture, mold, and mildew buildup. While some question of mold has been raised, no significant problems have been identified. Acoustical problems are limited because of good spatial relationship layout, a lack of overcrowding, and the country-like setting away from traffic noise. Building materials create a somewhat utilitarian atmosphere, although the use of natural wood in cabinetry and doors helps provide a sense of warmth. Teachers have provided stimulating learning environments in the room, and have kept clutter to a bare minimum.

MILL CREEK ELEMENTARY SCHOOL

2200 Nifong Boulevard West, Columbia,, MO 65203

Date	2/14/06
Team Identification Team Leader Members:	Susan Robinson Sally Widbin Doug Mirts David Martin Gary Phillippe

Site: 20 Acres (17.7 Acres required)

Current enrollment: 773

Building design capacity: 700

Temporary classrooms: 6

Grades Housed: Kd-5th

Original Construction:1988

Additions: 1989, 1990, 2005

Final Team Consensus Rating-Scores by Section:

Section	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	88	88%	Satisfactory
2.0 Structural and Mechanical	55	46	84%	Satisfactory
3.0 Plant Maintainability	100	83	83%	Satisfactory
4.0 Safety and Security	200	190	95%	Excellent
5.0 Educational Adequacy	200	166	83%	Satisfactory
6.0 Environment	200	187	94%	Excellent
TOTAL SCORE	855	760	89%	Satisfactory

Very Inadequate	1-29%
Poor	10-49%
Borderline	50-69%
Satisfactory	70-89%
Excellent	90-100%

Building Strengths:

1.	The site acreage exceeds criteria including an attractive sloping field with an outdoor learning area.
2.	The exterior and interior building is attractive and well designed.
3.	Bus loading is separated from traffic areas.
4.	The computer labs are conveniently located adjacent to the Media Center.
5.	Academic areas are near related educational activities and away from specialized learning areas with higher noise levels such as the gymnasium, music class, and cafeteria.
6.	Instructional space includes attractive and colorful areas for individual instruction.
7.	The reception area is large and provides space for visitors.
8.	The staff conference room is large, well equipped, and promotes professionalism.

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> h. A small number of students ride the bus for 45 minutes.(1.2) i. The land has hilly topography including large slopes and a drainage ditch over which a bridge has been built. After heavy rains the bridge washes out at either end. Water collects in this ditch and remains for several days at a time.(1.6,1.7) j. There is inadequate parking for visitors during school wide events.(1.10)
2.	<p>Structural/Mechanical:</p> <p>Additional outlets are needed in the classrooms and in the Media Center for technology.</p>
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> h. Floor surfaces in the hallways are tile which is more difficult to maintain.(3.2) i. Ceiling tiles stained by water damage can be found throughout the building (3.3). j. Water is not easily accessible for the custodian in the Cafeteria. (3.7)
4.	<p>Building Safety and Security:</p> <ul style="list-style-type: none"> l. There are signs, but no traffic signals by the entrance and exit to the pick up and drop off area. (4.3) m. Traffic congestion occurs at the entrances and exits of the building creating the need to have a staff member direct traffic on Sinclair Street. Cars that are parked in the lot get trapped by drop off and pick up traffic. (4.4) n. Railroad ties on the playground area may create additional hazards. Screws are exposed beneath the bridge which is part of the upper playground equipment. The play areas are very spread out and require many playground supervisors. The nurse reports frequent accidents related to the tether ball equipment. (4.5) o. The Music hallway is cluttered with the storage of tables and a large storage cabinet for lost and found, narrowing the passageway.(4.15)
5.	<p>Educational Adequacy</p> <ul style="list-style-type: none"> p. Six temporary classrooms are being utilized to meet student capacity. q. Three of the five kindergarten rooms do not meet the recommended square footage. In addition, classrooms 214 and 267 measure less than 600 square feet.(5.1,5.11) r. Storage space for educational materials is inadequate, especially for the three small kindergarten classrooms. These teachers are using student lockers for additional storage. Additional educational supplies are being stored in the administrative office hallways.(5.6) s. The cafeteria must be used for additional physical education classes to meet the needs of the number of students enrolled in this building.(5.10) t. The Music classroom is adequate in size, however it does not have acoustical treatment of the walls and ceilings. (5.12) Electrical outlets on the stage are malfunctioning and need to be replaced.
6.	<p>Environment for Education</p> <ul style="list-style-type: none"> a. There are many hot and cold spots throughout the building. The Media Center requests ceiling fans that were present before they were moved to the new location. (6.7) b. The ventilation in the health room bathroom is not adequate to remove noxious odors in a timely manner.(6.8) Noxious odors have been noted outside the cafeteria exit area. k. Traffic flow is congested by having only one entrance to the cafeteria from inside the building. The commons area becomes very congested at parent pickup time.(6.8,6.12)

Context: The setting within which the building exists

Mill Creek Elementary is an attractive brick building located on property with varying topography. A grouping of picnic tables can be found along the lower-lying property, and an outdoor classroom is located at the highest point overlooking a grassy field. Large areas of land create a buffer between the site and the surrounding residential property. The site immediately surrounding the school building is well landscaped; however, the hilly topography results in the collection of runoff after heavy rains in a ditch that does not dry for days, sometimes weeks. A small bridge which has been placed over this drainage ditch washes out on either end after heavy rains.

Massing: The extent to which the building parts relate to each other

Viewed from the outside, the building parts integrate well with each other to form a pleasing appearance. The cafeteria and specialized learning areas which produce a higher noise level (the gymnasium and music room) are appropriately placed away from academic instructional areas. The media center and the computer lab are joined.

Interface: The interface is the meeting place where the inside of the building connects with the outside

The exterior of the building indicates its academic function. The large open foyer provides a pleasant transition from the exterior of the building to the interior. The entrances and exits are easily accessible during quieter times of day. During student pickup and dropoff periods, those parking in the parking lot must cross over dropoff and pickup traffic to enter or exit. Exits are appropriate from a safety point of view.

Wayfinding: Wayfinding is the ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building

The main office is not placed near the front entrance, making it difficult to find. Additional signage to direct visitors to the office and other key locations would be beneficial. Routes outside of the building become congested during pickup and dropoff times. It is necessary for a staff member to stand on Sinclair Street with a stop sign to direct traffic as parents and buses come in and out of the drive. Neighborhood traffic is interrupted at this time of day.

Social Space: The ability of the school environment to accommodate diverse human needs

Personal space in the classroom away from group instruction and space for small group sessions is difficult to provide in the smaller classrooms. The large foyer/commons area includes space for casual contact between students and teachers. An area at the base of the stairs has been creatively turned into additional one-on-one and group instructional space, using colorful wall art to enhance the space.

Comfort: The environmental conditions affecting human comfort

Centralized thermal control systems offer little or no control over individual needs. Hot and cold spots are reported to be present throughout the building, with air flow being reported as poor in the front office. A more effective ventilation system is needed in the clinic restroom. The light level in the building supports learning spaces. The noise levels are conducive to learning.

**Columbia School District
Building Evaluation Summary
New Haven Elementary School**

Date	2/8/06
School	New Haven
Team Identification:	
Team Leader	Dr. Tim Wright
Member	Carol Bell
Member	Jan McLuckie
Member	

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Building Strengths:

1.	Space throughout building lends itself to breakout areas.
2.	Abundance of restrooms throughout the building
3.	
4.	
5.	

Building Weaknesses:

1.	Better ventilation needed in computer room
2.	All doors open directly into traffic
3.	Window design poor for fire escape
4.	Very little security glass throughout the building
5.	Poor quality of student furniture in all classrooms

Final Team Consensus Rating--Scores b9 Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	90	90%	E
2.0 Structural and Mechanical	55	48	87.3%	S
3.0 Plant Maintainability	100	83	83%	S
4.0 Safety and Security	185	165.5	89.5%	S
5.0 Educational Adequacy	200	181.5	91%	E
6.0 Environment	200	163	81.5%	S
Total Score	840	731	87%	S

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-

PARKADE ELEMENTARY SCHOOL

111 Parkade Boulevard, Columbia, MO 65202

Date	2/13/06
School	Parkade Elementary School
Team Identification:	Dr. Tim Wright
Team Leader	
Member	Carol Bell
Member	Cathy Yoakum
Member	

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Building Strengths:

1.	Very good classroom size
2.	Very good commons area
3.	Great play area and landscaping

Building Weaknesses:

1.	Leaky ceiling in Media Center, ruining new carpet
2.	HVAC very old- barely adequate
3.	Ceiling tiles throughout building- very poor
4.	Classrooms need more outlets
5.	Administrative offices need to be expanded to include everyone

Final Team Consensus Rating—Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	72	72%	S
2.0 Structural and Mechanical	55	36.5	66.4%	B
3.0 Plant Maintainability	100	68.5	68.5%	B
4.0 Safety and Security	200	165.5	83%	S
5.0 Educational Adequacy	200	161.5	81%	S
6.0 Environment	200	150.5	75%	S
Total Score	855	654.5	76.5%	S

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-100%

PAXTON KEELEY ELEMENTARY SCHOOL

201 Park DeVille Drive, Columbia, MO 65203

Name of Appraiser: _____ Date of Appraisal: _____
Building Name: Paxton Keeley Elementary School
Street Address: 201 Park DeVille Drive
City/Town, State, Zip: Columbia, MO 65203
Telephone Number(s): (573) 214-3570 School District: Columbia Public Schools

Setting: Urban Suburban Small City Rural
Grades Housed: K-5 Student Capacity: 650
Number of Teaching Stations: _____ Number of Floors: 2
Student Enrollment: 680 As Of: 2005-2006
Date of Original Construction: 2001
Original Building Square Footage: 98,060 Site-Acreage: 8.71 Current
Building Square Footage: 98,060
Number of Trailers: 0 Trailer Square Footage: n/a

Energy Sources: Fuel Oil Gas Electric Solar

Air Conditioning: Roof Top Central Room Units Window Units

Heating: Central Roof Top Room Units
 Forced Air Steam Hot Water

Type of Construction: Load Bearing Masonry Steel Frame Wood
 Concrete Frame Other:

Exterior Surfacing: Brick Stucco Metal Wood
 Other:

Floor Construction: Wood Joists Steel Joists Slab on Grade
 Structural Slab ' Other:

**Columbia School District
Building Evaluation Summary
Paxton Keeley Elementary School**

Date	2/8/2006
School	Paxton Keeley Elementary
Team Identification:	
Team Leader	Jeri Petre
Member	Glenn Pickett
Member	Janice Brunstrum
Member	Marti Nichols

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Buildin^g Strengths:

1.	The interior and exterior building design is attractive and functional
2.	Academic learning areas are large with ample student and teacher storage
3.	The reception area is large and provides space for visitors
4.	The commons area is large and provides space for presentations/assemblies
5.	

Buildin^g Weaknesses:

1.	Paxton Keely shares its green space for PE classes and play with Smithton Middle School
2.	Walls in hallways are difficult to keep clean
3.	The acerage is small for the site
4.	Gym space is small-hard to fit audiences for performances. With additional PE classes K-2 there is no.free gym space
5.	

Final Team Consensus Rating—Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	88.33	88%	E
2.0 Structural and Mechanical	55	54	99%	E
3.0 Plant Maintainability	100	97	97%	E
4.0 Safety and Security	200	193.5	98%	E
5.0 Educational Adequacy	200	198	99%	E
6.0 Environment	200	200	100%	E
Total Score	855	831	97%	E

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-100%

RIDGEWAY ELEMENTARY SCHOOL

107 E. Sexton Road, Columbia, MO 65203

Site: 3.38 acres (12.4 recommended)

Current enrollment: 238

Building design capacity: 280

Temporary classrooms: 0

Grades Housed: K - 5th in multilevel groupings K-1, 2-3, & 4-5

Original Construction: 1922 - 17,275 ft²

Additions: 1934, & 2003 - 15, 078 ft²

Total Square Footage: 32,353 ft²

Final Team Consensus Rating-Scores by Section:

Section	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	66	66	Borderline
2.0 Structural and Mechanical	55	44	80	Satisfactory
3.0 Plant Maintainability	100	80	80	Satisfactory
4.0 Safety and Security	200	165	83	Satisfactory
5.0 Educational Adequacy	200	125	63	Borderline
6.0 Environment	200	153	77	Satisfactory
TOTAL SCORE	855	633	74	Satisfactory

Very Inadequate 1-29%
 Poor 10-49%
 Borderline 50-69%
 Satisfactory 70-89%
 EXCELLENT 90-100%

Findings, including strengths and weaknesses, with justification criteria included for each item.

Building Strengths:

1.	The building architecture is pleasing and symmetrical from the front and construction materials are of high quality.
2.	The 2003 media center and computer lab addition follow the form original architecture and is highly functional and aesthetically pleasing.
3.	The building has ample natural light and new windows.

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> k. The school is about 25% of the recommended acreage. (1.1) l. The neighborhood has a relatively high crime rate. The rose bushes on the school property were recently stolen. (1.3) m. On the east side of the building during periods of frequent rain, water seeps into the building on the ground floor in room 5. (1.7) n. Additional sidewalks are needed on roads surrounding the school. (1.9) o. There is insufficient parking for visitors. (1.10)
2.	<p>Structural/Mechanical:</p> <ul style="list-style-type: none"> a. Wall outlets are minimal and poorly placed for technology in the classrooms and specialized instruction areas. (2.11) b. Sewage from the restroom adjacent to room 5 backs up under the floor causing the carpet to get wet and producing a foul odor in the room. (2.15)
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> k. Most of the built-in equipment is antiquated and mismatched. Many storage areas within classrooms have been converted to learning space. Some of the ones that remain do not have doors. l. There is only one custodial closet that has water. As a result, the custodian staff hauls water to the other two levels of the building using the elevator. (3.7) m. There are no electrical outlets in the large restrooms to permit routine cleaning. In addition, since there are limited outlets throughout the school other equipment would need to be unplugged in order to plug in cleaning equipment. (3.8)
4.	<p>Building Safety and Security:</p> <ul style="list-style-type: none"> p. There is no segregated bus loading/unloading area. (4.1) q. Additional walkways are needed offsite for safety of pedestrians. (4.2) r. The two parking lots (one behind the building and the other across the street) have only one entrance/exit each. (4.4) s. One section of playground equipment is over 15 years old and needs to be replaced. (4.5) t. There are few classrooms that have doors. Only the ground floor has a true corridor. The doors are not recessed where there are doors. (4.10) u. Due to limited storage and small group learning spaces, there are tables, chairs, computers, and other equipment in the hallways creating possible projectiles in a tornado and narrowing the hallway in cases in which the building must be vacated quickly. The book room is on the landing of the east stairwell. (4.15)
5.	<p>Educational Adequacy</p> <ul style="list-style-type: none"> u. All classrooms are below the minimum recommended square footage of 900 sq ft and are further decreased by storage along the perimeter of the room. (5.1) v. Most teachers have created small areas for small group activities within their limited space. (5.2) w. The music room is adjacent to the Special Education room. Both of these rooms as well as the art room are directly across from the gym/cafeteria. (5.3 & 5.12)

	<ul style="list-style-type: none"> x. Although there are several closets on each level, storage for student and teacher materials is very limited, as some of the original storage space has been converted to small group work areas. (5.5, 5.6, 5.15, & 5.16) y. The specialized rooms are not of adequate size according to recommendations. (5.7) z. There is very limited specialization of rooms except for the art room. (5.8) aa. Pre-kindergarten and kindergarten space is inappropriate (over 400 ft² below) for the age of students and nature of instruction. Although all of these rooms have restrooms, only one has cubbies for student storage. The room between the stairwells does not have a wall to separate it from the corridor. (5.11) bb. The music room is a portion of a larger divided room with unsatisfactory soundproofing. (5.12) cc. Space for small groups and remedial instructions is not available adjacent to classrooms. Tables and chairs in hallways and converted storage spaces are used. (5.15) dd. The cafeteria also serves as the gym and auditorium. There is no acoustical treatment. The kitchen is very small and has very limited storage space. Meals are catered in from other buildings. (5.18) ee. The counselor's office is in what was originally a closet. (5.19) ff. The clinic space is only 72 square feet (recommended size at least 500-550sq ft). There is no separate rest area space for a cot. There is no separate nurse's office. (5.20)
6.	<p>Environment for Education</p> <ul style="list-style-type: none"> l. There are hot and cold spots throughout the building. There is no air-conditioning system. (6.7) m. There is no commons area for communication among students other than the cafeteria. (6.11)

Context: The setting within which the building exists

The building is located in a residential neighborhood of relatively small older homes. The area has an active neighborhood association but there are continuing safety concerns in the neighborhood. Recently rose bushes that were planted along the school building were stolen on a weekend evening. The school site is only 25% of the recommended acreage. There is a large grassy buffer area (which is not part of the school's acreage) to the north of the rear of the building. There is adequate green space between the front of the building and the sidewalk and street. Along the east side of the playground the back yards of the adjacent homes come right up to the playground fence. A wooden privacy fence was erected to protect children from the dogs kept in some of those yards. To the west there is a parking lot across Grand Street.

Massing: The extent to which the building parts relate to each other

The building is a three-story rectangular brick building. The main entrance is apparent due to the large sign along the sidewalk leading to the doors that are bordered by columns and large arched windows. This main entrance is part of the original construction. A similar entrance was constructed to the east in the 1932 building addition, creating a pleasing symmetrical façade. The media center/computer lab single-story addition to the west of the building maintains the brick construction. This newest addition also includes a foyer and elevator, which improves the accessibility of the entire building.

Interface: The interface is the meeting place where the inside of the building connects to the outside

The two entrances to the main building are of a split-level design. One enters the building at the landing between the ground and first floors. Of the two main building entrances, the western entrance leads to the main office. There is no foyer area and a limited reception space in the main office. The entrance to the rear of the building on the north has been covered by a metal roof to protect against the accumulation of ice in the winter. This entrance leads into the gym/cafeteria are through two sets of steps, one set outside covered by the metal roof and the other a narrow set inside along the side of the stage.

Wayfinding: The ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building

As there are limited hallways and few doors in the building, wayfinding is difficult. Additional signage within the building would be beneficial.

Social Space: The ability of the school environment to accommodate diverse human needs

The older construction does not include commons areas and spaces for casual contact among students and teachers. Classroom space is below the recommended 900 square feet for elementary classrooms and well below the 1,200 square feet recommended for preschool and kindergarten classrooms. Thus areas for needed privacy and individual pursuits or small group meetings are limited but have been created within corridors and in areas formerly used for storage.

Comfort: The environmental conditions affecting human comfort

There are hot and cold spots throughout the facility. Although there is ventilation, there is no air conditioning at this school, affecting learning during hot days, especially on the second floor. All of the windows in the building have been recently replaced and there is ample natural light in all classrooms. There is carpeting in most of the rooms and new ceilings and lighting in most rooms, which improve the acoustics and warmth of the learning environment. Although it is crowded and lacking some of the modern interior conveniences, the school has a very welcoming feel that draws the visitor's attention towards the maximization of resources, not the lack thereof.

ROCK BRIDGE ELEMENTARY SCHOOL

5151 S. Highway 163, Columbia, MO 65203

Date	5/23/06
School	Rock Bridge Elementary
Team Identification:	
Team Leader	Dr. Tim Wright
Member	Carol Bell
Member	Jan McLuckie
Member	Cathy Yoakum

Findings, including strengths and weaknesses, with justification criteria included for each item. Attach additional comment sheets as necessary.

Buildin^g Stren^gths:

1.	Outdoor spaces are well maintained and suitable for outdoor activities.
2.	Preschool classrooms are good.
3.	Overall site size would support an elementary school of up to 600.
4.	
5.	

Buildin^g Weaknesses:

1.	<p>Site:</p> <p>1.3 The building location on the corner of the intersection of Highway 163 and K has inadequate setback from the highway. Speeding traffic is hazardous. The intersection dominates all entrances and exits from the school.</p> <p>1.5 Playground near the office needs additional fencing to protect against stray balls rolling into the street. Partial fencing plan has gaps.</p> <p>1.7 The site around the trailers puddles and does not drain well. There is a small sinkhole problem near the office area.</p> <p>1.9 The approaches to the site lack adequate sidewalks in high traffic areas. Curb cuts are few, and no school speed zone signs or flashing signals are posted on busy thoroughfares.</p>
2.	<p>Mechanical/electrical:</p> <p>2.11 Wall outlets are limited to two per classroom plus one for window air conditioners. Electrical infrastructure cannot adequately handle loads and breakers fail.</p> <p>2.13-2.14 There are five drinking fountains in the school. New additions do not have adequate bathrooms or drinking fountains, most of which are in the original construction parts of the building.</p>

3.	<p>Maintainability:</p> <p>3.1 Metal frame windows and plexiglass inserts in front windows around elevated window air conditioning units.</p> <p>3.2 Carpet is worn and needs replacement. Interior walls are faced with exterior rough-surface brick and difficult to clean.</p> <p>3.3 Ceiling tiles are stained and need replacement.</p> <p>3.4 Built-in equipment is old.</p> <p>3.6 Restroom fixtures in older parts of the building need replacement.</p> <p>3.7 The storage space adequacy varies with the age of original construction and newer additions.</p>
4.	<p>Safety and security:</p> <p>4.3 Vehicle entry and egress is limited to one area that is near the intersection, making traffic backups dangerous. Signal signs and traffic lights are not adequate to permit consistently safe entry and exit during busy traffic flow.</p> <p>4.6 Room heating units need replacement. Two units burst recently, but fortunately the rooms were unoccupied at the time.</p> <p>4.10 Classroom doors open outward, but doors are not recessed.</p>
5.	<p>Educational adequacy:</p> <p>5.1 Two kindergarten rooms are converted classrooms and do not meet kindergarten room standards.</p> <p>5.3 Gym and music rooms and near operational instructional rooms.</p> <p>5.10 Gym is small and lack of air handling units creates air quality issues.</p> <p>5.12 Music space is not sound treated and creates acoustic problems for surrounding classrooms.</p> <p>5.13 Art room does not meet standards.</p> <p>5.1 No space for remedial instruction is dedicated in the school adjacent to classrooms.</p> <p>5.21 Clinic is below standard.</p>
6.	<p>Educational environment:</p> <p>6.10 Entryways and walkways are not sheltered.</p> <p>6.11 No commons area.</p>

Final Team Consensus Rating—Scores by Section:

	Possible	Total Earned	Percent	Rating
1.0 Site	100	77.75	77.75%	S
2.0 Structural and Mechanical	55	33	60%	B
3.0 Plant Maintainability	100	70	70%	S
4.0 Safety and Security	180	134	74%	S
5.0 Educational Adequacy	200	152	76%	S
6.0 Environment	200	136	68%	B
Total Score	835	600.25	71.8%	S

Possible ratings:

VI	Very Inadequate	1-29%
P	Poor	10-49%
B	Borderline	50-69%
S	Satisfactory	70-89%
E	Excellent	90-

Building Data Record

Name of Appraiser:

Date of Appraisal:

Building Name: Rock Bridge Elementary School

Street Address: 5151 S. Hwy. 163

City/Town, State, Zip: Columbia, MO 65203

Telephone Number(s): (573) 214-3290

School District: Columbia Public Schools

Setting: Urban Suburban Small City Rural

Grades Housed: 6-7

Student Capacity: 520 w/out trailers

620 w/trailers

Number of Teaching Stations: _____ Number of Floors: 1

Student Enrollment: 358 As Of: 2005-2006

Date of Original Construction: 1957

Original Building Square Footage: 11,455 Site-Acreage: 16.8

Current Building Square Footage: 47,535

Number of Trailers: 3 Trailer Square Footage: 3,168

Addition #	Year	Square Footage
1	1966	5,020
2	1968	7,740
3	1980	6,200
4	1984	2,760
5	1988	6,815
6	1991	7,545

Energy Sources: Fuel Oil Gas Electric Solar

Air Conditioning: Roof Top Central Room Units Window Units

Heating: Central Roof Top Room Units
 Forced Air Steam Hot Water

Type of Construction: Load Bearing Masonry Steel Frame Wood
 Concrete Frame Other:

Exterior Surfacing: Brick Stucco Metal Wood Other:

Floor Construction: Wood Joists Steel Joists Slab on Grade Structural Slab Other:

RUSSELL BOULEVARD ELEMENTARY SCHOOL

1800 W. Rollins, Columbia,, MO 65203

Site: 15.18 acres (15.54 required)

Current enrollment: 554

Building design capacity: 500

Temporary classrooms: 5

Grades Housed: PreSchool-5th

Original Construction:1957

Additions: 1960, 1962, 1984, 1988, 1992, 2003

Final Team Consensus Rating-Scores by Section:

Section	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	89	89%	Satisfactory
2.0 Structural and Mechanical	55	32	58%	Borderline
3.0 Plant Maintainability	100	69	69%	Borderline
4.0 Safety and Security	200	178	89%	Satisfactory
5.0 Educational Adequacy	200	142	71%	Satisfactory
6.0 Environment	200	159	79.5%	Satisfactory
TOTAL SCORE	855	669	78%	Satisfactory

Very Inadequate 1-29%
 Poor 10-49%
 Borderline 50-69%
 Satisfactory 70-89%
 Excellent 90-100%

Findings, including strengths and weaknesses, with justification criteria included for each item.

Building Strengths:

1.	The site acreage meets criteria and includes an attractive wooded park.(1.1)
2.	An attractive and stimulating outdoor learning area is available for the enhancement of learning. (1.8)
3.	A large number of students come from the surrounding neighborhood contributing to high parent involvement.
4.	T.V.s are located on drop down stands in each room and are wired to a central site for school wide educational and communication purposes.

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> p. There is a drainage ditch causing erosion adjacent to the playground asphalt.(1.7) q. Additional sidewalks are needed on roads surrounding the school. (1.9) r. There is insufficient parking for visitors.(1.10)
2.	<p>Structural/Mechanical:</p> <ul style="list-style-type: none"> c. Wall outlets are minimal and poorly placed for technology in the classrooms and specialized instruction areas.(2.11) d. There are no restrooms on the lower level, nor are there additional restrooms easily accessible to the trailers.(2.14)
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> n. Floor surfaces throughout the building, including in most classrooms, are made of tile and are therefore difficult to maintain.(3.2) o. Ceiling tiles stained by water damage can be found throughout the building (3.3). p. Sinks in one set of restrooms are not wall-mounted therefore make cleaning more difficult.(3.6) q. There are no electrical outlets in the large restrooms to permit routine cleaning.(3.8)
4.	<p>Building Safety and Security:</p> <ul style="list-style-type: none"> v. One busload of students is loaded in a vehicular traffic area.(4.1) w. Additional walkways are needed offsite for safety of pedestrians. (Solar traffic signs have been placed on a nearby street but have not been activated. (4.2) x. There is no fence around the early childhood playground area. The playground/recess area is very spread out and difficult to supervise.(4.5) y. Most of the doors do not have safety glass.(4.14) z. Due to limited storage, chairs and equipment are stored in the hallways creating possible projectiles in a tornado and narrowing the hallway in cases in which the building must be vacated quickly. Most water fountains exceed 8" limit from wall.(4.15)
5.	<p>Educational Adequacy</p> <ul style="list-style-type: none"> gg. Most classrooms are below the minimum recommended square footage of 900 sq ft (5.1) hh. The science class is not adequate size according to recommendations.(5.7) ii. Pre-kindergarten and kindergarten space is inappropriate for the age of students and nature of instruction. (5.11) jj. There is no space for an art class in the building. A trailer without access to water is being used for art class. (5.13) kk. Space for small groups and remedial instructions is not available adjacent to classrooms. Tables and chairs in hallways are used.(5.15) ll. The clinic space is only 60 square feet (recommended size at least 500-550sq ft).There is not space for a cot. The nurse's office is a small storage closet with an electrical unit.
6.	<p>Environment for Education</p> <ul style="list-style-type: none"> n. There are many hot and colds spots throughout the building. There is no air-conditioning system.(6.7) o. There is no commons area for communication among students.(6.11) p. Traffic flow in the building nodes is congested during high traffic periods of the day.(6.12) q. There are no areas for small group interaction of students.

Context: The setting within which the building exists

Russell Boulevard is set on attractive grounds including a wooded park atop a hill in a residential area. The school has taken advantage of this positive feature by extending its learning space to a model outdoor classroom. The building fits well with the surrounding buildings by keeping the majority of the building as a single story placed along the hilly grade.

Massing: The extent to which the building parts relate to each other

Possibly due to multiple additions, from the outside the identity of the functional parts of the building are not obvious to the visitor. There are two entryways that appear to be the main entrance. Additional large signage at the main entrance would be beneficial.

Interface: The interface is the meeting place where the inside of the building connects to the outside

The entrances and exits are easily accessible. Movement from the open park-like exterior of the building to the inside results in the interior space appearing close and somewhat institutional. A large, open commons and reception area with the use of multiple plantings would be beneficial. Public park land and school property blend well.

Wayfinding: The ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building

The building has signage inside to assist in wayfinding. The gymnasium, cafeteria, and media center are located are convenient to the main entrance. The multiple additions and lack of large meeting points in high-traffic areas creates student traffic congestion within the building during the busiest times of day.

Social Space: The ability of the school environment to accommodate diverse human needs

The older construction does not include commons areas and spaces for casual contact among students and teachers. Classroom space is slightly below the recommended 900 square feet for elementary classrooms and well below the 1,200 square feet recommended for preschool and kindergarten classrooms (with the exception of one classroom). Thus areas for needed privacy and individual pursuits or small group meetings are limited. The “centralized area of information exchange” is located in the small entranceway and along hallways.

Comfort: The environmental conditions affecting human comfort

There are hot and cold spots throughout the facility. Heating units on the walls within classrooms are hot to touch. There is no air conditioning at this school, affecting learning during hot days. Noise levels are a concern when students line up each day on the asphalt walkways coming from the playground outside many classrooms on the south side of the building, especially when windows must be open to cool the rooms. In addition, a dumpster is emptied just outside classrooms on the north side of the building each morning, creating a distraction for the students.

SHEPARD BOULEVARD ELEMENTARY SCHOOL

2616 Shepard Boulevard, Columbia, MO 65201

Team 3:	
Team Leader	Janice Morris
Member	John Clowe
Member	Libby Couper
Member	Dennis Crowley

Date of Evaluation: 2/15/06

Site: 12.01 Acres (14.74 recommended minimum)

Current enrollment: 474

Building design capacity: 300 (Males: 232 and Females: 241)

Temporary classrooms: 9

Grades Housed: K - 5th

Original Construction: 1968 with 16,890 ft²

4 Additions: 1970, 1980, 1988, and 1991 - Total additional: 25,295 ft² **Total:** 42,185 ft²

Final Team Consensus Rating-Scores by Section:

Section	Possible	Total Earned	Percent	Rating
1.0 Site	100	63	63	Borderline
2.0 Structural and Mechanical	55	37	67	Borderline
3.0 Plant Maintainability	100	69	60	Borderline
4.0 Safety and Security	180	150	83	Satisfactory
5.0 Educational Adequacy	200	97	49	Poor
6.0 Environment	200	129	65	Borderline
Total Score	835	545	j 65	i Borderline

Possible ratings:

Very Inadequate	1-29%
Poor	30-49%
Borderline	50-69%
Satisfactory	70-89%
Excellent	90-100%

Columbia School District
 Building Evaluation Summary
 Shepard Boulevard Elementary

Findings, including strengths and weaknesses, with justification criteria included for each item

Buildin# Strengths:

1.	The school is located in a residential neighborhood near the end of Shepard Boulevard. As a result, vehicular traffic is mostly limited to school related traffic. There is a city park that provides a buffer area between the school and Highway 63.
2.	The school has a gymnasium with a well equipped stage and adequate storage. However, it is not large enough to seat the entire student body and the community patrons and parents that attend events.
3.	Ten classrooms have restrooms located inside the room. These restrooms are currently being remodeled.
4.	The installation of colored tiles in the hallway has improved student traffic in the halls.

Buildin# Weaknesses:

	<p>School Site:</p> <p>a. The site is about 3 acres short of the recommended minimum acreage. The acreage on the east side and the outdoor classroom is rarely used due to excessive noise from Highway 63 to the east of the site. (1.1; 1.3, & 1.8)</p> <p>b. The school is located on the western side of the attendance area. The majority of the students live to the east of Highway 63. (1.2)</p> <p>c. There are continued drainage problems as the school is at the bottom of a hill. Recent drainage work has improved the situation but drainage problems persist on the east side near the 5th grade trailers, in the front drive, and the parent pick-up area. (1.7)</p> <p>d. There is insufficient parking for visitors. (1.10)</p>
2.	<p>Structural/Mechanical:</p> <p>a. Wall outlets are minimal and poorly placed for technology in the classrooms and specialized instruction areas (2.11)</p> <p>b. There are no restrooms for student use near the cafeteria and the gym. The restrooms near the main office are used by the 4^s and 5th graders, music, and a special education class which are housed in 6 trailers as well as the students in the media center, art, and science. These same restrooms are also used by 2 classes of kindergartners. (2.14)</p>
3.	<p>Plant Maintainability:</p> <p>a. All ceiling tiles are dingy and many are stained by water damage. The style of ceiling makes replacement of tiles difficult. A recent upgrade of all of the lighting fixtures throughout the building makes it unlikely that the ceiling system will be replaced. (3.3).</p> <p>b. Built-in equipment is antiquated and difficult to repair. (3.4)</p> <p>c. There are no electrical outlets in the large restrooms to permit routine cleaning. (3.8)</p>
4.	<p>Building Safety and Security:</p> <p>a. The parent pick-up area procedures require extensive training and supervision by about 20 adults to maintain a safe environment. (4.1)</p> <p>b. The fence on the south playground needs to be replaced. The bridge in the playground needs to be replaced and accessibility for those with limited mobility needs to be improved. The railroad ties around the perimeter of the playground are significantly deteriorated. (4.5)</p> <p>c. Heating units in the southeast area of the building are located between two classrooms. (4.6)</p> <p>d. Due to small classroom space and building overcrowding, there is a table and two chairs outside of every classroom and the science classroom including all materials is in a hallway. (4.15)</p>
5.	<p>Educational Adequacy:</p> <p>a. All classrooms are below the minimum recommended square footage of 900 sq ft. (5.1)</p> <p>b. Six classrooms are in the same hallway as the cafeteria and gymnasium. (5.3)</p> <p>c. Specialized instructional areas: (5.7 & 5.8)</p> <ul style="list-style-type: none"> • The science class is in a hallway. • Music is held in a trailer and in the library closet and a storage closet. (5.12) • The computer lab is poorly designed with exposed wiring. (5.14)

	<p>d. The library seats only 8% of the student population. (5.9)</p> <p>e. Kindergarten space is inappropriate for the age of students and nature of instruction. Two of the kindergarten classrooms have no restroom. (5.11)</p> <p>f. Space for small groups and remedial instructions is not available adjacent to classrooms. Tables and chairs in hallways are used.(5.15)</p> <p>g. There is very limited storage for student and teacher materials: (5.16)</p> <ul style="list-style-type: none"> • Only on kindergarten classroom has lockers. • The book room is in the small teacher workroom. <p>h. The clinic space is 179 square feet in one room which includes the nurse's desk (recommended size at least 500-550sq ft). There is a small restroom in the clinic. Since there is no full time nurse or health aide, there is a cot in the office work area as it is adjacent to the office and the clinic is across the hall. (5.21)</p> <p>i. Office reception area and counselors office are too small. There is no conference room. (5.22 & 5.23)</p>
6.	<p>Environment for Education:</p> <p>a. The noise from Highway 63 prevents the use of the outdoor classroom. (6.1)</p> <p>b. There are no covered areas outside or covered walkways/entryways. (6.2)</p> <p>c. The build-in cabinetry is limited, antiquated, and made of gray and blue laminates which do not support a warm and welcoming environment (6.6)</p> <p>d. The air-conditioning system creates a positive air flow that does not allow the exterior doors to close properly. This is a concern for appropriate use of financial resources and security as there are 9 trailers from and to which students enter and exit the building. There have been several lock downs due to bank robberies at a nearby bank. (6.7 & 6.8)</p> <p>e. There are several areas that have divided to improve the use of space in which the single light switch controls more than one room. (6.9)</p> <p>f. Although there are ten classrooms that have restrooms, there are no restrooms in the cafeteria and gym area. In addition, two kindergarten classrooms do not have restrooms. (6.10)</p> <p>g. There is no commons area for communication among students other than the gym and cafeteria.(6.11)</p> <p>h Traffic flow in the cafeteria area is congested due to the large number of students entering and exiting to and from lunch and recess. The doors to the cafeteria are too close together to allow good traffic flow especially when there is poor weather. (6.12)</p> <p>i. There is very limited natural lighting in classrooms and none in hallways away from exit doors. (6.16)</p>

Context: The setting within which the building exists

Shepard Boulevard is located in a residential neighborhood near the end of the road. As a result the traffic in front of the school is limited to school related traffic and neighborhood residents. There is a city park to the east of the building which provides a limited buffer area between the school and Highway 63. The noise from the highway negatively affects the learning environment. The brick facade of the building fits well with the surrounding ranch style homes.

Massing: The extent to which the building parts relate to each other

The main entrance of the building is clearly identifiable as it is on Shepard Boulevard, is clearly marked, and can be reached from a circle drive. The building shape is a U with the cafeteria and gymnasium on opposite ends of the hallway that is the bottom of the U shape. There is a courtyard in the center of the U.

Interface: The interface is the meeting place where the inside of the building connects to the outside

The entrances and exits are easily accessible but none are covered. There is a small reception area near the office with couches and tables that is used a visitor waiting area. The gymnasium has an exterior door that is used as an egress for students and visitors but there is no paved walkway leading to the sidewalk. One of two exits to the courtyard is often used for office space thus making it difficult to access the area.

Wayfinding: The ability for students, teachers, staff and visitors to discern routes, traffic patterns or passageways in and around the building

The numbering system for the rooms is not systematic and there is limited signage inside the building to assist in way-finding. The multiple additions and lack of large meeting points in high traffic areas creates student traffic congestion within the building during the lunch and recess times around the cafeteria especially during poor weather. The use of the hallway nearest the 6 trailers on the NE side of the building as a science classroom is not only a hazard in the event of severe weather and evacuation it also makes hallway traffic in other areas problematic.

Social Space: The ability of the school environment to accommodate diverse human needs

The older construction does not include commons areas and spaces for casual contact among students and teachers. All classrooms are below the recommended 900 sq ft. The increasing enrollment has required that classrooms that are already too small be converted to kindergarten classrooms. As a result, all but one kindergarten classroom are well below the 1200 sq ft recommended. The overcrowding also results in a lack of areas for privacy and individual pursuits or small group activities.

Comfort: The environmental conditions affecting human comfort

The nearly 200 additional students housed in the mobile classrooms put an added strain on the building infrastructure. The youngest and oldest students share the same restrooms. There are several areas that are used for storage as well as classroom or adult work space. Overall the heating and cooling systems, function adequately considering the multiple additions there are only two rooms that are considered uncomfortable. The positive air flow should be addressed to improve safety and resource efficiency.

TWO MILE PRAIRIE ELEMENTARY SCHOOL

5450 North Route Z, Columbia, MO. 65202

Date	5/23/06
School	Two Mile Prairie Elementary School
Team Identification: Team Leader Member	Susan Robinson Gary Phillippe

Site: 18.44 acres (12.5 acres required)

Current enrollment: 255

Building design capacity: 200

Temporary classrooms: 5

Grades Housed: Preschool-5th

Original Construction: 1975

Additions: 1980, 1985, 1988, 1991

Final Team Consensus Rating-Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	82	82%	S
2.0 Structural and Mechanical	55	49	89%	S
3.0 Plant Maintainability	100	78	78%	S
4.0 Safety and Security	200	180	90%	E
5.0 Educational Adequacy	200	129	65%	B
6.0 Environment	200	185	93%	E
TOTAL SCORE	855	708	83%	S

Possible ratings:

VI Very Inadequate	1-29%	S Satisfactory	70-89%
P Poor	10-49%	E Excellent	90-100%
B Borderline	50-69%		

Building Strengths:

1.	The site acreage exceeds state and local requirements. (1.1)
2.	The building meets emergency safety requirements. (4.17-4.20)
3.	Well-equipped playgrounds are separated from streets and parking areas. (1.5)
5.	Attractive brick wall surfaces in hallways require minimum maintenance. (3.3)
6.	A large outdoor classroom with trails, native prairie flora, many areas outside for individual learning space. (1.8)

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> a. Several buses have students with a ride over 1 hour between home and school. (1.2) b. Water pools after rains at north and south building entrances . In the winter there is ice buildup in these areas. (1.7) Lagoons are at capacity. c. There is inadequate parking available for staff and visitors when large school wide gatherings take place. (1.10)
2	<p>Structural/Mechanical:</p> <ul style="list-style-type: none"> a. The older side of the building has an inadequate number of outlets in the classrooms. Media center has inadequate number of outlets on the east side of the room (2.11) b. Water stains in the ceiling tiles can be found at several locations. Moisture can be felt in the ceiling tile after a rain in the area just outside the gymnasium (area E on the Roof Plan map). Staff have reported concerns about mold in the building. c. The window in the health room is not properly sealed and leaks.
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> a. Tile floors and ceilings are difficult to maintain. (3.2, 3.3)
4.	<p>Site Safety and Security:</p> <ul style="list-style-type: none"> a. Parent drop off areas are located in the parking lot but are well supervised.(4.1) b. Railroad ties on the playground have rotted and rebars are exposed. (4.5) c. The doors in the older portion of the building are not recessed. (4.10) d. Glass in doors throughout the building is not protected by wire or safety material to prevent accidental student injury. (4.14) e. Water fountains in the traffic areas extend more than eight inches from the corridor wall. (4.15)
5.	<p>Educational Adequacy:</p> <ul style="list-style-type: none"> a. The majority of classroom sizes do not meet desirable standards. Small group activities and personal space for privacy time for individual students is difficult due to class size. (5.1, 5.2, 5.4,5.11) b. Storage for school supplies and equipment is inadequate. The gymnasium is used for storage of chairs and Adventure Club supplies. The older classrooms have inadequate teacher and student storage. (5.6, 5.10, 5.16)) c. The size of specialized learning areas does not meet standards. (5.7) d. The gymnasium is too small for school wide assemblies. e. Music classroom space is not available in the building. A trailer is being used for this class. (5.12) f. Space for art is not appropriate for instruction, supplies or equipment. (5.13) g. The kitchen is inadequate in size. Kitchen staff must prepare the meals and roll them to another site in the building for service delivery. The site for food service (area E) is in “found space” just outside the gymnasium and interferes with student traffic, particularly in the morning. (5.18), h. The clinic does not have a separate space for ill students. (5.21)

6.	<p>Environment for Education:</p> <ol style="list-style-type: none"> a. Room 106 has no heat. There is no air-conditioning in the classrooms. Rooms 118 and 101 are hot and cold at various times during the year. b. There are no bathrooms in the south wing. (6.10) c. There are no commons areas for students , staff and visitors at the main entrance or within the building. (6.11) d. There is congestion in area E in the morning with students going to the gym to wait for classes to start having to walk through the small food service and eating area there. (6.12)
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Context: The setting within which the building exists

Two Mile Prairie Elementary is located in a rural area surrounded by farmland. Families and community members have been highly involved in building and developing a large covered area with picnic tables, trails, native flora and grass plantings, gazebos, and many other outdoor areas for individualized groupings can be found throughout the campus.

Massing: The extent to which the building parts relate to each other

The original building was built in 1972. There has been five additions since, the last being in 1991. The entire building from the front is a long single story rectangular shape.

Interface: The interface is the meeting place where the inside of the building connects with the outside

The interior function of the building is not indicated by its exterior appearance. Upon entering the building at the main entrance there is a small office acting as the reception area for visitors. The entrance is small and unremarkable in appearance.

Wayfinding: Wayfinding is the ability for students, teachers, staff, and visitors to discern routes, traffic patterns, or passageways in and around the building

There is no commons area with signage as you enter the building to direct visitors to areas of the building. In the morning as students arrive at school there is congestion in the E area, a small space in which breakfast is served and through which all students pass to go to the gymnasium to wait to go to class. In addition, this space becomes congested when students come in from recess mid-day.

Social Space: The ability of the school environment to accommodate diverse human needs

The centralized area of information exchange can be found in the E space outside of the gymnasium in the back of the school. There is no large centralized commons area for this or at the entrance of the building.

Comfort: The environmental conditions affecting human comfort

Two Mile Prairie Elementary does not have air conditioning in the classrooms. One room does not have any heat, and two rooms are reported to be too hot or too cold at various times of the year. There is no cafeteria per se. The food service area, media center, and gymnasium are located away from classrooms; however, the food service area is in an area opening into the halls so creates some additional noise in the hallways. The kitchen staff has to prepare meals in a very small kitchen and move the food to the crowded service area each day. The teachers' lounge does not have hot water until water has been run for a long period of time. The window in the health room is not properly sealed.

WEST BOULEVARD ELEMENTARY SCHOOL

319 West Boulevard North, Columbia, MO 65203

Date	2/6/06
School	West Boulevard Elementary School
Team Identification:	
Team Leader	Susan Robinson
Member	Gary Phillippe
Member	David Martin
Member	Sally Widbin
Member	Doug Mirts

Site: 18.7Acres (12.4 Acres required)

Current enrollment: 240

Building design capacity: 300

Temporary classrooms: 6

Grades Housed: Preschool-5th

Original Construction: 1949

Additions: 1954, 1989, 1991

Final Team Consensus Rating-Scores by Section:

	Possible Points	Total Earned	Percent	Rating
1.0 Site	100	82	82%	S
2.0 Structural and Mechanical	55	49	89%	S
3.0 Plant Maintainability	100	83	83%	S
4.0 Safety and Security	200	177	89%	S
5.0 Educational Adequacy	200	153	77%	S
6.0 Environment	200	143	72%	S
TOTAL SCORE	855	687	80%	S

Possible ratings:

VI Very Inadequate	1-29%	S Satisfactory	70-89%
P Poor	10-49%	E Excellent	90-100%
B Borderline	50-69%		

Building Strengths:

1.	The site acreage exceeds state and local requirements and includes an attractive city park. (1.1)
2.	The building meets emergency safety requirements. (4.17-4.20)
3.	Well-equipped playgrounds are separated from streets and parking areas. (1.5)
4.	Student enrollment is well within student capacity.
5.	Wall surfaces in upper hallways require minimum maintenance. (3.3)
6.	Creative use of space. Personalization of space by staff to create a warm, welcoming environment.

Building Weaknesses:

1.	<p>School Site:</p> <ul style="list-style-type: none"> a. Students from Route E must ride the bus for 45-55 minutes. (1.2) b. Sidewalks are needed on the side opposite the school. Sidewalks along the front of the building have no grassy buffer between the sidewalk and street. (1.9) c. There is inadequate parking available for staff and visitors. (1.10)
2.	<p>Structural/Mechanical:</p> <ul style="list-style-type: none"> a. There are no group restrooms on the lower level of the building where the cafeteria is located. (2.14) b. Signs of water seepage can be found along the wall of the literacy room and water stains in the ceiling tile can be found at several locations.
3.	<p>Plant Maintainability:</p> <ul style="list-style-type: none"> a. Tile floors and ceilings are difficult to maintain. (3.2, 3.3) b. Restroom sinks are old in appearance and are set in the floor, thus are not easily maintainable. (3.6) c. Outlets are not present in restrooms. (3.8)
4.	<p>Site Safety and Security:</p> <ul style="list-style-type: none"> a. Student loading areas are located on a busy street (West Boulevard). (4.1) b. Walkways are only present on the school side of W. Blvd. and have no grass buffer between the sidewalk and the street. (4.2) c. Refuge from visitors to the nearby park and school ground occasionally creates hazards. (glass, etc.) The height of the climbing wall requires specific restrictions and close supervision of students on the playground. (4.5) d. Incidents of violent crime in the surrounding neighborhood have created safety concerns.
5.	<p>Educational Adequacy:</p> <ul style="list-style-type: none"> a. Classroom sizes meet current student enrollment, but the kindergarten and preschool rooms do not meet the minimum square footage standards. (5.1, 5.11) b. High noise levels interrupt classroom learning in the classrooms surrounding the cafeteria on the lower level. (5.3) c. Storage for school supplies and equipment is inadequate. The stage is used for storage. (5.6) d. Music classroom space is inadequate. (5.12) e. There are no areas designated for small group work adjacent to classrooms. (5.15) f. The kitchen and cafeteria are located at the center of the lower /basement level of the building. Windowless concrete walls, with exposed pipes give it the appearance of an partially finished basement. (5.18) g. The clinic does not meet minimum size requirements and does not have a separate space for ill students. (5.21) h. Reception space is very small in the administrative office. (5.22)
6.	<p>Environment for Education:</p> <ul style="list-style-type: none"> a. The entrance is not clearly marked nor does it have adequate cover for inclement weather.

	<p>Students must be loaded along an uncovered sidewalk in front of the building. (6.4)</p> <p>b. Exposed pipes throughout the lower level including in classrooms create an unpleasant educational environment. (6.6)</p> <p>c. Students must go to the first floor from the lower level cafeteria to use the large restrooms. (6.10)</p> <p>d. There are no commons areas for students , staff and visitors at the main entrance or within the building. (6.11)</p> <p>e. There is congestion in the stairways during high traffic periods. (6.12)</p>
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Context: The setting within which the building exists

West Boulevard Elementary is conveniently located within a mixed residential/commercial inner-city area. The property on which it sits includes an attractive city park. The building is on a corner in very close proximity to a street with high levels of traffic. Student enrollment is well within the student capacity recommendations.

Massing: The extent to which the building parts relate to each other

West Boulevard Elementary was first built in 1949. There have been three additions since, the last being in 1991. There are two wings on the first floor with large meeting spaces convenient to the front entrance (the gymnasium and media center).

Interface: The interface is the meeting place where the inside of the building connects with the outside

The interior function of the building is not indicated by its exterior appearance. Upon entering the building at the main entrance, there is only a small office acting as the reception area for visitors.

Wayfinding: Wayfinding is the ability for students, teachers, staff, and visitors to discern routes, traffic patterns, or passageways in and around the building

The entrance of the building is not clearly marked. There is no commons area with signage as you enter the building to direct visitors to areas of the building. During the high-traffic times of the day, there is congestion at the stairs, particularly as students come in from recess and go to lunch using the same stairs. The building is relatively small and is set in an L pattern. Additional signage would be beneficial to direct visitors to important areas in the building.

Social Space: The ability of the school environment to accommodate diverse human needs

The centralized area of information exchange can be found along the wall in the hallway next to the gymnasium. There is no large centralized commons area for this or at the entrance of the building.

Comfort: The environmental conditions affecting human comfort

West Boulevard has recently undergone a heating and air-conditioning upgrade, interior painting, and repairs. The heating system has been adjusted recently and they are awaiting the next cold spell to determine its level of functioning. The cafeteria is located in the center of the basement level of the building with classrooms, support services, and specialty classrooms on either side of it. The noise level associated with lunchtime distracts classroom and staff work. There are no large restrooms on the basement level; thus, students must pass these classrooms and offices for a restroom break.