

Building S.P.A.C.E.S Facility Educational Adequacy Report



School Name: Stone Mountain ES

Grade Configuration:

PK-5

Score: 69.55

Category	Points Earned	Possible Points	Rating	Comment
<i>Art</i>				
Environment	0.211	0.421	Poor	The art space is not configured for an art program.
Size	0.684	1.053	Fair	The art room meets approximately 76% of size standard.
Location	0.253	0.316	Good	
Storage/Fixed Equip	0.158	0.316	Poor	The art room has very limited display space. It does not have direct outside access. It has only one sink. Drying racks are small and limited. There is no kiln, although the sink in the room does have a clay trap.
<i>Computer Labs</i>				
Environment	0.200	0.307	Fair	There are some stations along and facing a wall. There are three power columns for the center clusters of computers.
Size	0.614	0.768	Good	
Location	0.184	0.230	Good	
Storage/Fixed Equip	0.150	0.230	Fair	Storage space is very limited. The room does not have motion sensors or security cameras.
<i>Early Childhood Education</i>				
Environment	0.292	0.450	Fair	The prekindergarten space has some natural light. The spatial configuration is cramped for a prekindergarten instructional program.
Size	1.125	1.125	Excel	
Location	0.270	0.337	Good	
Storage/Fixed Equip	0.219	0.337	Fair	The shared restrooms between the prekindergarten room and a kindergarten classroom are narrow and not handicap accessible. The space is very cramped for the equipment and instructional tools needed for a prekindergarten program.
<i>General Classrooms</i>				
Environment	2.866	4.410	Fair	General classrooms have some natural light. There are very few temperature variations among the rooms. Some rooms are in spaces not designed as general classrooms and their learning environment does not meet the standards of the remaining general classrooms.
Size	11.025	11.025	Excel	The general classrooms together average approximately 93% of the size standard.

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<i>General Classrooms</i>				
Location	2.150	3.307	Fair	One fifth grade is located next to a first grade classroom, with a partition dividing them from when the space was once a gymnasium, and there are sound transfer issues between the rooms due to it not being a solid wall. That first grade room is located away from the other first grades. Two kindergarten rooms are in former kindergarten spaces, and have sinks and restrooms in the spaces that are not sized for second graders.
Storage/Fixed Equip	2.150	3.307	Fair	The general classrooms have permanent casework, but they were built with very little enclosed storage space, so teachers cover up the exposed storage spaces with makeshift draping, etc. to enclose them. Some rooms have one very small storage closet; others do not. The first grade rooms do not have sinks and bubblers as indicated in standards.
<i>Instructional Resource Rooms</i>				
Environment	0.324	0.648	Poor	The ESOL space is in a former science space in the basement area that has two classrooms. Speech is in a portable.
Size	1.053	1.620	Fair	The ESOL space meets size standards. Speech is in a portable.
Location	0.243	0.486	Poor	The space used for ESOL is in a small basement of the building that was designed with two classrooms and a boiler room. It is not well located to support the instructional program, and there is not interior ADA access for the space. A student needing ADA access would have to take a route around the exterior of the building, with no designated covered walkway.
Storage/Fixed Equip	0.243	0.486	Poor	The only storage space is permanent casework designed for a science program, along one wall of the room.
<i>Kindergarten & Pre-Kindergarten</i>				
Environment	0.244	0.375	Fair	The kindergarten spaces have some natural light. The spatial configuration is cramped for a kindergarten instructional program.
Size	0.751	0.938	Good	The kindergarten classrooms meet approximately 87% of the size standard.
Location	0.225	0.282	Good	
Storage/Fixed Equip	0.183	0.282	Fair	Most of the kindergarten rooms' sinks are not sized for a kindergarten program. The shared restrooms between rooms are narrow and not handicap accessible. Not all the rooms have cubbies. The spaces are very cramped for the equipment and instructional tools needed for a kindergarten program.

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<i>Learning Environment</i>				
Learning Style Variety	2.250	4.500	Poor	The configuration and design of the school does not allow for accommodation of differentiated instruction. General classrooms are very standard in design and do not have flexible spaces.
Interior Environment	0.900	1.800	Poor	The aged facility does not facilitate an inviting and stimulating learning environment. Ceilings in common areas are low, most hallways are narrow and without natural light. The walls are aged and worn, as is the flooring and carpeting. Most window blinds are very old venetian blinds and in various stages of disrepair or missing altogether. The Overall aesthetics do not support and promote learning.
Exterior Environment	0.877	1.350	Fair	There is one outdoor space that could be used for outdoor learning labs. While overgrown and not in use currently, it does have wooden picnic-like tables and seating, with a wooden podium in the front for an instructor to use. The space is located between two classroom wings.
Environment	0.570	0.877	Fair	The media center has a number of challenges to providing an inviting and stimulating learning environment. While it does have some natural light, its ceilings are low and the space is cramped for delivering its instructional programming. There are large columns in the center of the room that may have at one time had retractable partitions; these obstruct the space and result in difficulties for flexible use of space and programming configurations.
<i>Media Center</i>				
Size	0.000	2.193	Unsat	The media center is approximately 47% of the size standard.
Location	0.526	0.658	Good	
Storage/Fixed Equip	0.329	0.658	Poor	The media center has very limited space for it storage and fixed equipment support functions. One space is small and narrow and has been converted into the teacher work room. It has one sink. The media center staff person's office area is small and cannot accommodate work space. A third space is small and narrow (and is currently being used to house the school's bookkeeper).
<i>Music</i>				
Environment	0.333	0.667	Poor	One music space is in a portable. The space in the building is not configured for a music program.
Size	0.833	1.667	Poor	The music classroom meets app
Location	0.325	0.500	Fair	The one music space in the classroom building is appropriately located. The second room is in a portable, and there is no covered walkway to the portable.

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<i>Music</i>				
Storage/Fixed Equip	0.250	0.500	Poor	One music space is in a portable building. The music space in the building appears to have originally been a general classroom. It does not have high ceilings or acoustical treatments. It does not have a sink or a drinking fountain. There is no small storage space, not adequate for a music program.
<i>Performing Arts</i>				
Environment	0.354	0.544	Fair	The space for performing arts cannot be closed off from the rest of the building when assemblies or other programs are held for parents and other members of the public. There is a stage with lights, but it is not handicap accessible. There is no backstage area.
Size	1.088	1.360	Good	
Location	0.326	0.408	Good	
Storage/Fixed Equip	0.265	0.408	Fair	There is only one small storage space.
<i>Physical Education</i>				
Environment	1.123	1.728	Fair	There is no natural light in the gymnasium and the lighting level is not very bright. The gymnasium has no air conditioning and no windows.
Size	3.456	4.320	Good	The gymnasium is on the low end of the size standard range.
Location	0.842	1.296	Fair	The gymnasium is a separate, stand alone building. It does not have a covered walkway for access from the main school building.
Storage/Fixed Equip	0.842	1.296	Fair	The gymnasium has one storage space, very limited for the instructional program. The restrooms are handicap accessible. The flooring type is adequate but it is not even all through the space. There are no backboards or safety padding.
<i>Science</i>				
Environment	0.292	0.450	Fair	The basement location of the space designed for science does not contribute to positive overall aesthetics.
Size	0.731	1.125	Fair	The room designed as a science space meets approximately 76% of the size standard.

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<i>Science</i>				
Location	0.169	0.337	Poor	The science space is in a small basement of the building that was designed with two classrooms and a boiler room. It is not well located to support the instructional program, and there is not interior ADA access for the space. A student needing ADA access would have to take a route around the exterior of the building, with no designated covered walkway.
Storage/Fixed Equip	0.169	0.337	Poor	Other than science room tables and some permanent casework, no other required science storage and equipment is present in the room.
<i>Self-Contained Special Education</i>				
Environment	0.216	0.432	Poor	The spatial configurations of the special education spaces do not contribute to an inviting and stimulating learning environment. The two rooms co-locating resource pull out and all day students are long and narrow and not configured for many students to use the space at one time.
Size	0.540	1.080	Poor	There is not a family learning center as one of the self-contained special education spaces. These two rooms fall below size standards, especially when the standard for a family learning center is taken into account for one of the spaces. The two other rooms fall far below standards for the number of students in them, especially when one considers that many of the students spend their full instructional day in the spaces.
Location	0.259	0.324	Good	
Storage/Fixed Equip	0.162	0.324	Poor	The two fully self-contained classrooms share an ADA restroom. While there is the capacity for hot water both in the rooms and in the restroom, the water is barely lukewarm when run for a long time. Changing facilities are in the classrooms themselves, with portable privacy partitions that are set up when changings occur. The rooms do not have a kitchenette, shower or laundry facilities. Storage space for the needs of a special education self-contained program is very minimal. The two rooms used for some full day students, some push in and pull out students, are narrow and small and have almost no storage space.

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<i>Non-Instructional Spaces</i>				
Administration	1.151	2.302	Poor	The administration space is very cramped. The assistant principal's office doubles as the testing storage space. The principal's office restroom is small in size and in addition has a number of wall mounted boxes for electrical or other building needs that protrude into the small room's area. The vault is an old, built into the floor, type. The bookkeeper must be housed in a media center small space due to lack of administration space. Teacher mail boxes are in the public reception area. The school does not have a conference room designed to the size standard. The bookkeeper's room, that backs into the media center, has an old sign on it labeling it as "conference". It is small and could not accommodate more than a four or five person table.
Cafeteria	2.925	4.500	Fair	The cafeteria space does not have table and chair storage. It does not have natural light.
Food Service and Prep	3.629	5.584	Fair	The food preparation area delivery door does not have a peephole. Its loading dock for deliveries is co-located with a congested parking area.
Clinic	0.263	0.526	Poor	The clinic is very small. It is narrow and the nurse's desk backs up to the one cot, with no separation. It does not have a restroom.
Counseling	0.171	0.263	Fair	There is one full time and one part time counselor. The part time counselor has a small office space; the full time counselor's only space is co-located with the reception/waiting area.
Custodial and Maintenance	0.225	0.450	Poor	All the custodial spaces are very small and cannot easily hold the necessary equipment and supplies for custodial needs.
Student Restrooms	0.519	0.798	Fair	Floor surfaces appear difficult to clean and to drain; water is pooled in many of the restrooms. Some restrooms are small and narrow and do not have handicap access; one set in one wing is wide. One boys' restroom has visibility to the urinals from the school hallway. The only urinals with privacy partitions are those in the gymnasium.
Faculty Work Space and Toilets	0.570	1.140	Poor	There is a teacher work room, but it has taken a media center work space. it is narrow and does not easily accommodate all the needs of a teacher work room.
<i>Outside Spaces</i>				
Vehicular Traffic	0.900	1.800	Poor	Bus and parent drop off and pick up are separate, but the bus area is co-located with parking and is very congested. Some parent drop off and pick up is on-street due to space limitations.
Pedestrian Traffic	0.569	0.876	Fair	There is routing to the main entrance of the school and a walkway. The front of the school is very congested with bus and parent traffic and parking constraints.

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<i>Outside Spaces</i>				
Parking	0.365	0.731	Poor	Off-street parking is inadequate. Parking occurs in numerous locations, some with quite a walk from the main entrance, around back of the school, and with no covered walkways. Other parking is on street. Some parking occurs in red "no parking" areas.
Play Areas	1.369	2.107	Fair	There are two play areas. Neither has ADA access. One is far from the school building, in a raised area away from the building, and partially obscured by overgrown trees.
<i>Safety and Security</i>				
Fencing	0.338	0.677	Poor	The property has no fencing. The two play areas are adjacent to heavily wooded areas on the perimeter of the school.
Signage & Way Finding	0.585	0.900	Fair	The only exterior signage observed is a 'no tobacco' one. Drug-Free, Weapons-Free, under surveillance and xxx were not observed.
Ease of Supervision	2.160	2.700	Good	
Controlled Entrances	0.292	0.450	Fair	The main entrance has a sight line of the front doors once they buzz persons in, but there is not a security vestibule.
<i>Technology Readiness</i>				
IDF & MDF Environment	1.500	1.500	Good	
Electrical Power	1.000	1.000	Good	
Equity of Access, Wireless & Drops	1.000	1.000	Good	
LAN Connectivity	1.500	1.500	Good	
WAN Backbone	1.000	1.000	Good	
LAN-WAN Performance	0.670	1.000	Fair	Internet connectivity is reliable and available most of the time.
Faculty & Staff Technology	1.000	1.000	Good	
Laptop Carts	1.000	1.000	Good	
Telephone/PA	1.000	1.000	Good	
Total	69.55	100.00	=	69.55