

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



School Name: Woodridge ES

Grade Configuration: PK-5

Score: 65.21

Category	Points Earned	Possible Points	Rating	Comment
<i>Art</i>				
Environment	0.274	0.421	Fair	The art room is on an exterior wall, but it does not have direct outdoor access.
Size	1.053	1.053	Excel	
Location	0.253	0.316	Good	
Storage/Fixed Equip	0.205	0.316	Fair	The room designed for an art program has one sink. It has a clay trap. There is a kiln but it is in the classroom space, not partitioned off in any way and has no ventilation or other hookups for it.
<i>Computer Labs</i>				
Environment	0.246	0.307	Good	
Size	0.768	0.768	Excel	
Location	0.115	0.230	Poor	The computer lab is in a classroom space that is off the cafeteria next to the stage. Its main entrance door is in the cafeteria, so all students must travel through the cafeteria to access the classroom. There is one other door to the room, from behind the stage.
Storage/Fixed Equip	0.150	0.230	Fair	The computer lab has limited storage. It does not have motion sensors or security cameras.
<i>Early Childhood Education</i>				
Environment	0.292	0.450	Fair	The room has direct outdoor access. The room also has some natural light. The biggest problem is that of sound transfer due to the partitioned room.
Size	0.900	1.125	Good	
Location	0.219	0.337	Fair	
Storage/Fixed Equip	0.219	0.337	Fair	Storage for the special education prekindergarten program is very limited. The room does not have permanent casework.
<i>General Classrooms</i>				
Environment	2.866	4.410	Fair	The rooms all have direct outdoor access. The rooms also have one or two windows. The biggest problem is that of sound transfer due to the partitioned rooms. The rooms with a partition to the hallways have especially bad sound transfer problems.
Size	11.025	11.025	Excel	
Location	2.646	3.307	Good	One third grade classroom is in a portable building.

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<i>General Classrooms</i>				
Storage/Fixed Equip	2.150	3.307	Fair	None of the general classrooms has permanent casework. Most have low cabinetry on wheels. Some of these do not have doors to enclose them. The only exception to this is two fifth grades rooms, that are in spaces that look like they were originally designed for science, as they have cabinetry along one wall with sinks that have more of a science room design than a regular classroom. None of the first grade classrooms has restrooms, sinks or bubblers, as specified in standards.
<i>Instructional Resource Rooms</i>				
Environment	0.421	0.648	Fair	Some of the interior spaces are small and windowless and the lighting is not optimum.
Size	1.296	1.620	Good	
Location	0.389	0.486	Good	
Storage/Fixed Equip	0.316	0.486	Fair	
<i>Kindergarten & Pre-Kindergarten</i>				
Environment	0.244	0.375	Fair	The rooms all have direct outdoor access. The rooms also have one or two windows. The biggest problem is that of sound transfer due to the partitioned rooms. The rooms with a partition to the hallways have especially bad sound transfer problems.
Size	0.751	0.938	Good	Storage for a kindergarten program is very limited. The rooms do not have permanent casework. Two of the classrooms do not have restrooms.
Location	0.225	0.282	Good	
Storage/Fixed Equip	0.183	0.282	Fair	
<i>Learning Environment</i>				
Learning Style Variety	2.250	4.500	Poor	The spaces in the school are not flexible to allow for individual workstations and differentiated instruction to accommodate multiple teaching and learning styles.
Interior Environment	1.170	1.800	Fair	The school has natural light in many spaces and adequate lighting levels in most spaces. There are many acoustical challenges due to the former open concept of the school and the later partitioning off of spaces, which result in lots of sound transfer between and among spaces. Some rooms have one partition wall, others two or three. A very few rooms have four permanent walls.

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<i>Learning Environment</i>				
Exterior Environment	0.000	1.350	Unsat	The school does not have any outdoor lab or social gathering spaces.
Environment	0.439	0.877	Poor	The spatial configuration does not align well with the instructional program for a media center due to its design for an open concept school. There is no way to close it off when necessary. The "walls" are the backs of wood bookshelves, so there are serious issues with noise levels and sound transfer from the school. The shelves are loud when banged on by students walking along their exterior periphery, and the shelves are just a shade over five feet in height only.
<i>Media Center</i>				
Size	0.000	2.193	Unsat	The media center space is approximately 40% of the size standard.
Location	0.428	0.658	Fair	The media center is appropriately located with regard to adjacencies to educational spaces, but it is not acoustically isolated from any noises of the school due to its open design,
Storage/Fixed Equip	0.428	0.658	Fair	The media center has production and storage space, but it is very small for all the needs of the program.
<i>Music</i>				
Environment	0.000	0.667	Unsat	The two music programs, for choral and band, are located in portables.
Size	0.000	1.667	Unsat	The two music programs, for choral and band, are located in portables.
Location	0.000	0.500	Unsat	The two music programs, for choral and band, are located in portables.
Storage/Fixed Equip	0.000	0.500	Unsat	The two music programs, for choral and band, are located in portables.
<i>Performing Arts</i>				
Environment	0.435	0.544	Good	
Size	0.884	1.360	Fair	The performing arts space does not have backstage areas or ADA access.
Location	0.326	0.408	Good	
Storage/Fixed Equip	0.000	0.408	Unsat	There is no dedicated storage space for performing arts. Storage space has been "created" by using hiding areas behind the stage's curtains.

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<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	1.037	1.296	Good	The gymnasium is a separate, stand alone building. It has 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. There are no backboards or safety padding.
<i>Science</i>				
Environment	0.292	0.450	Fair	The spaces originally designed for science have direct outdoor access. They have poor acoustics due to having at least one partition wall each, which result in sound transfer.
Size	0.731	1.125	Fair	The two rooms originally designed for science meet approximately 75% of the size standard.
Location	0.270	0.337	Good	
Storage/Fixed Equip	0.219	0.337	Fair	The two spaces designed for science have perimeter cabinetry designed for a science program, but no other science equipment or storage space.
<i>Self-Contained Special Education</i>				
Environment	0.281	0.432	Fair	The room has direct outdoor access. The room also has some natural light. The biggest problem is that of sound transfer due to the partitioned room.
Size	0.864	1.080	Good	The room is just under size standards for a self-contained special education room. If the size standard for a family living center is applied, then it is farther below size standards.
Location	0.259	0.324	Good	
Storage/Fixed Equip	0.211	0.324	Fair	Storage space is very limited, especially for a special education program's needs. There is a changing table in the restroom, and hot water, but no other requirements of a family living center, if that standard is applied.
<i>Non-Instructional Spaces</i>				
Administration	1.496	2.302	Fair	The administration area does not have a conference room. The vault is an old style floor vault. Testing materials lockable space is co-located in the assistant principal's office.

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<i>Non-Instructional Spaces</i>				
Cafeteria	2.925	4.500	Fair	There is no table and chair storage for the cafeteria. In order to access the only food service line, the students must cross over power cords that have to extend from wall outlets to the cafeteria line computers/cashiers in the cafeteria space, and the mats covering these are a tripping hazard.
Food Service and Prep	3.629	5.584	Fair	The kitchen does not have air conditioning. The delivery door does not have a peephole. The cold storage spaces (refrigerator and freezer) are very small.
Clinic	0.263	0.526	Poor	The clinic space is dark, windowless and narrow in configuration. It has one cot with no separation and the nurse's desk is at the foot of the cot.
Counseling	0.171	0.263	Fair	The counseling space does not have a reception/waiting area. Waiting has to occur in the main office area. There is only room for the full time counselor in the space; the part-time counselor is located in a media center space.
Custodial and Maintenance	0.225	0.450	Poor	All custodial spaces are extremely small for storing of equipment and supplies needed. The head custodian's office is a shared space with the school's IT servers.
Student Restrooms	0.399	0.798	Poor	The student restrooms have poor to no ventilation. Several boys' restrooms have urinals that are in full view of the hallways when the door is open, which is usually done for safety and supervision of the restroom spaces. The only urinals with privacy partitions are in the gymnasium.
Faculty Work Space and Toilets	0.570	1.140	Poor	The staff work room is an odd L shape. Its configuration limits the usefulness of the space for teacher work needs. The school only has two faculty restrooms in the building, one male and one female, and these are aged and with no ventilation. The male restroom is extremely small.
<i>Outside Spaces</i>				
Vehicular Traffic	1.170	1.800	Fair	Bus and parent lanes are off-street, but co-located. Conflicting traffic concerns are managed organizationally through varying time schedules.
Pedestrian Traffic	0.701	0.876	Good	
Parking	0.475	0.731	Fair	Parking is off-public street, but some parking has to occur on a school property roadside, rather than a parking lot, in order to accommodate all of the staff and faculty's parking needs. This causes some congestion at drop off and pick up times, since the parking is on the same stretch as the drop off and pick up traffic flow.
Play Areas	1.369	2.107	Fair	There are two play areas. Both have limitations on walkways to access them, especially for handicap accessible needs.

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<i>Safety and Security</i>				
Fencing	0.440	0.677	Fair	The school has some fencing around the rear of its property. There is no fencing in the front and public traffic uses the property as a space to cut through on foot, and as such there is unwanted pedestrian traffic on the property. Entrances and egresses around much of the property are not limited.
Signage & Way Finding	0.585	0.900	Fair	Signage and wayfinding inside the school are adequate. The exterior has limited wayfinding, which is a challenge for visitors given the configuration of the school with several entrance doors along the front. Drug and Weapons-Free signage exists, but not subject to search and under surveillance signage.
Ease of Supervision	1.350	2.700	Poor	There are many areas around the rear perimeter of the school that are dark at night and not well captured by security camera radius, which result in break-ins, theft, vandalism and use of the rear of the property for illicit activities that leave trash and other remnants on the property.
Controlled Entrances	0.292	0.450	Fair	The school has controlled access but the reception personnel's desks have their backs to the viewing area when visitors enter the building, and there is not security vestibule.
<i>Technology Readiness</i>				
IDF & MDF Environment	0.000	1.500	Unsat	The space housing the IDF and MDF equipment is co-located with the custodian's office. It is cluttered with custodial supplies and equipment and is warm, without any secondary cooling.
Electrical Power	0.500	1.000	Fair	Most spaces have adequate electrical power requirements. The media center is limited in its instructional flexibility due to the location of its power outlets.
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	0.330	1.000	Poor	Internet connectivity throughout the school is often very slow, thus adversely impacting instruction at times.
Faculty & Staff Technology	0.670	1.000	Fair	All staff have a desktop or a laptop. Most staff have interactive boards. Those that do not have the capability for one, but theirs have been stolen in school break-ins.
Laptop Carts	0.000	1.000	Unsat	Laptop carts are stored in a book room due to it having space, but there is not adequate charging capacity for them all. One is often transported to the media center for charging.
Telephone/PA	1.000	1.000	Good	

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