
CONTEMPORARY LEARNING SPACES EVALUATION

08/07/14



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1. PURPOSE

*“Priority 1.3: Integrate the use of **contemporary learning spaces** and supportive technologies into the instructional program delivery.”*

This is one of the School Board’s established priorities in support of their one student-centered goal: *All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers, and citizens.* In order to begin a rigorous and equitable integration of contemporary learning spaces, we first need to understand our starting point. This evaluation inventoried all school learning spaces to gauge how many support the 21st Century Student by aligning with the following guiding principles:

- Transparency
- Sustainability
- Flexibility
- Mobility/Interactivity
- Multi-age
- Making Everywhere
- Problem/Project/Passion Based Learning
- Choice & Comfort
- Inside/Outside

Ultimately, our goals for learning spaces are as follows:

- Create learning spaces that inspire, encourage and compel students to become designers, developers, producers and creators who participate in the learning process in ways that ensure the engagement of higher-order thinking.
- Create spaces that provide cross-curricular and multi-age opportunities that leverage natural learning patterns.
- Create environments that foster contagious creativity, cross cultural boundaries, and bring groups together.
- Offer choice in comfort.
- Offer choice in learning paths.

Process

This evaluation touches upon the most critical aspects of contemporary learning spaces. Data were gathered from a variety of sources, primarily:

1. Architectural Drawings
2. Classroom Field Survey

The full survey is included in Appendix A. It involved a room by room walk-through of all school buildings. It was completed by Building Services & DART staff.

2. BUILDING AGE

Why does it matter?

Building age is a good snapshot of some overarching features of a school. For instance, the age of the original building gives some sense of the era in which the school was designed. The lack of day lighting is indicative of the 1970's when Western Albemarle & Walton were built. Other commonalities include older buildings tend to lack a variety of small support spaces such as resource rooms. Lastly, building age is often an indicator of the overall condition of the building.

What is not captured in these data?

Ongoing maintenance projects including flooring replacement, lighting upgrade or casework refurbishment are not captured in these figures. Just because a building is 40 years old, doesn't mean it hasn't been touched since then. These dates refer to classrooms only. Certain schools had gyms or media center additions added later than the dates listed.

School	Original Building	Last Major Addition or Renovation
Scottsville	1974	1981
Red Hill	1973	1982
Meriwether Lewis	1988	n/a
Murray Elementary	1960	1990
Yancey	1960	1990
Hollymead	1972	1991
Broadus Wood	1936	1994
Sutherland	1994	None
Crozet	1990	1996
Stony Point	1934	1996
Woodbrook	1966	1997
Western Albemarle	1977	1997
Stone Robinson	1961	1999
Baker-Butler	2002	n/a
Burley	1951	2002
Jouett	1966	2003
Monticello HS	1998	2003
Walton	1974	2004
Henley	1966	2006
Cale	1990	2008
Brownsville	1966	2009
Albemarle	1953	2009
Greer	1974	2012
Murray HS	1959	2013
Agnor-Hurt	1992	2015

3. FURNITURE

Why does it matter?

In terms of the built environment, furniture is that with which a student will most interact. It directly impacts two of the key features of a contemporary learning space:

- Comfort & Choice
- Flexibility



This is an example of a piece of classroom furniture that still exists in many of our schools. An attached desk & chair is neither comfortable nor does it offer flexibility to the space. The division has over 50 classrooms where students sit & work in these.

In contrast, below is an image from a recent renovation of a classroom at Henley Middle School. Notice the variety of work surfaces, the presence of casters which facilitate easy reconfiguration of the space, and the variety of seating choice, all of which encourage movement.



Henley Middle School Design 2015 Classroom

3. FURNITURE (CONT.)

Comfort & Choice

Picture a typical office chair, a conference room chair, or a meeting room chair. Now picture a typical classroom chair. Notice a difference? Standard classroom chairs come in many shapes and colors, but they are all hard & rigid. How can we expect students to be focused & engaged if they are not comfortable?

Our bodies want to instinctively move & fidget. To force students to be rigid or sit still is counter-productive to the learning work. Here are some examples of seating options that promote movement. Unfortunately, a mere 75 (less than 10%) of the division's classrooms have such seating.



What is comfortable for one student is not necessarily comfortable for another. This is when **choice** becomes a critical characteristic of a contemporary learning space. A room should have a variety of seating choices. Examples of variety include a chair vs. a stool; a space to work on the floor vs. to work at a desk or table vs. to work standing.

Survey Results

Comfort /Choice Examples	Elementary	Middle	High
Soft Seating Options	7%	14%	10%
Seating that Promotes Movement	1%	3%	3%
Height adjustable tables/desks	0%	1%	0%
A variety of seating and/or work environments	7%	5%	14%

3. FURNITURE (CONT.)

Flexibility

The work of a 21st century student is dynamic. A student must navigate from working independently, to working in a small group, to working in a large group. The space must be just as dynamic as the work itself. Rows of independent desks & chairs are conducive to one type of instruction: lecturing. A contemporary learning space needs to be much more. Project-based learning, a maker-based curriculum and other key instructional shifts require malleable environments. Furniture is a key aspect in making a classroom flexible. Specifics such as furniture that is on wheels or lightweight or tables that flip up and be set aside, creates an environment is easily reconfigured as deemed necessary by the type of work. The current furniture in the division's classrooms do not meet these characteristics.

Survey Results

Flexible Furniture Examples	Elementary	Middle	High
Tables/desks on casters	2%	0%	4%
Flip-top Tables	1%	0%	2%
Chairs on casters	0%	0%	<1%



3. FURNITURE (CONT.)

Furniture Replacement Program

Overall, classroom furniture in ACPS is in 'good' condition. The replacement cycle for classroom furniture is generally accepted as 15 to 20 years, so we are quickly reaching a threshold as the furniture becomes aged, worn and dilapidated. We do not have the funds to replace in kind, let alone upgrade to more innovative and flexible types. Currently, there is not an adequate funding mechanism for replacement of furniture. Any significant new furniture purchase has been in correlation with a larger capital project (i.e. an addition). The Building Services' operational budget contains a small amount to replace furniture, but it is basically used to replace broken pieces. It does not allow for large-scale replacement, to account for increasing enrollment, or to support the division's emphasis on contemporary learning spaces.

Tables/Desks

Condition	Elem.	Middle	High
Excellent	5%	4%	8%
Good	94%	84%	88%
Poor	2%	11%	14%

Seating

Condition	Elem.	Middle	High
Excellent	10%	2%	9%
Good	80%	86%	83%
Poor	14%	10%	14%

4. DAYLIGHTING

Why does it matter?

There are several reputable studies that correlate day lighting to student performance. Similar studies have been done on workplace productivity and have produced similar results. The presence of day light in a classroom is beneficial to the students' & teachers' performance, mood, and attendance.

*Naturally lit Art Room at Greer Elementary
Photo by Rancorn William Architects*



What is not captured in these data?

The amount of daylight varies widely amongst the schools in the division. The survey did not measure specific quantities of light nor size of windows. The survey generally categorized the presence of the day lighting or not.

Daylighting Amounts

The full results are listed below, but it should be noted that ~90 classrooms in the division have no natural light. The majority of these can be found in Albemarle, Western Albemarle, Henley, Jouett & Walton.

Daylight	Elementary	Middle	High
Window	98%	76%	81%
Exterior Door	34%	1%	3%
Skylight	1%	0%	0%
No Natural Light	2%	23%	17%

As a side note, just as important as the presence of day light is the ability to control it. A continued investment in blinds or shades is necessary to achieve this. The majority of spaces have some sort of blinds or shades, but they need to be maintained like any other component of the building. If they are broken or difficult to use, they are often closed more often than open. Closed blinds obviously negate the day lighting benefits of windows.

5. CONNECTIVITY

Why does it matter?

“Connectivity” can mean a lot of things, but in this context it refers to the physical connection of the learning space to other spaces: adjacent classrooms, the outdoors, the hallway, breakout spaces, etc. Historically, schools were built as efficiently as possible in what is referred to as a factory model. The floor plan is often a double-loaded corridor: a central hallway with classrooms on both sides. There are hard boundaries between classrooms each working independently of each other. This contradicts the majority of the characteristics of contemporary learning spaces, specifically transparency, flexibility, mobility/interactivity, multi-age, problem/project/passion based learning, & inside/outside.

If a school was to be built today, these lines between rooms & spaces are blurred. The differentiation could be a wall, but it could also be transparent glass, an operable partition, a floor level change, or even as minimal as differentiation in floor material. The result is a dynamic learning environment that is flexible & fluid. Subject matters & age levels are not taught independent of each other. Students can observe the work of other students. There is sharing amongst both teachers & students.

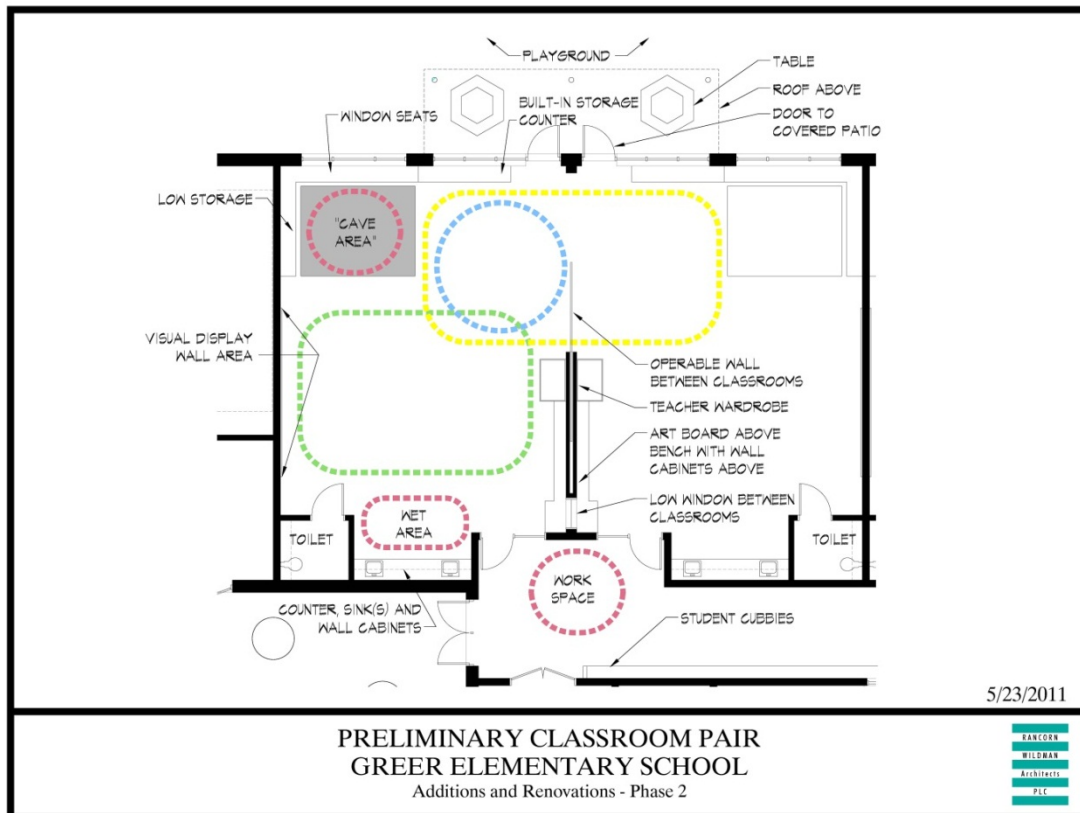
Connection to Other Classrooms

Certain characteristics are not limited to schools of the future. For instance, the connection of two classrooms has been a design feature of various eras. In our most recent projects, we have included an operable partition between classrooms. These giant pocket doors can be seen at Brownsville & Greer Elementary. Older schools have operable partitions between pairs of classrooms as well. Unfortunately, this was not always seen as asset & the majority of them have been effectively locked into place and are no longer operable. They are noted here, because with some minor renovation work, the connection between the rooms can be restored. When classrooms are physically connected, it increases the spatial opportunities of the two rooms, encourages collaboration between the teachers, and is a key advantage compared to isolated rooms.

Type of Connection	Elementary	Middle	High
Door	Xx%	Xx%	Xx%
Operable Partition	Xx%	Xx%	Xx%
Partition that was operable at some point	Xx%	Xx%	Xx%

5. CONNECTIVITY (CONT.)

Diagram of Classroom Pairing at Greer Elementary



Connection to Hallway

Hallways are easily 20-30% of the gross square footage a school building. That is a huge amount of space to be devoted to transit & a temporal state, only utilized in the time between classes. A connection between a classroom & hallway offers two benefits. First, transparency offers the benefit of being able to see into a room. This is advantageous to both the students in the room & the learning opportunity for the student walking by. This is not possible if a room is shut off from everyone not in the class. A simple window into the room makes this possible. Secondly, a physical connection between the classroom and the hallways allows the work in the room to flow out into hallway. This allows an underutilized space to now become devoted to student space. In high schools, in particular, as lockers become obsolete we must re-envision the role of hallways & the opportunities they present.

None of the division's classrooms have a substantial opening into the hallway beyond a doorway (i.e. none have large glass walls, operable partitions, etc.). Many have some sort transparent connection, though: a window in the classroom door, a side lite, or some other form. Unfortunately, in most instances the opening is covered up. This is a practice that should be discouraged. All of this said, we need to be sensitive to the security and safety of staff and students so that when we create transparency, we also can restrict visibility should a crisis dictate the need to do so.

5. CONNECTIVITY (CONT.)

Connection to the Outdoors

In addition to windows & skylights documented when evaluating day lighting, exterior doors were surveyed as well. The immediate access to the outdoors expands the opportunities of the four walls of the classrooms. Learning can spill outdoors and benefit from the extra space, connection to nature, fresh air, daylight and other attributes of the environment.

This is a common design feature in some schools but non-existent in others. Obviously, this is less feasible in second floor classrooms so these are broken out as a separate item.

Outdoor Access	Elementary	Middle	High
Yes	34%	1%	3%
None (First Floor)	64%	99%	96%



*Brownsville Elementary
Photo by VMDO Architects*

6. INFRASTRUCTURE/UTILITIES

Lighting

Day lighting is preferable, but artificial lighting is also necessary to properly light a space in most instances. Proper control of this lighting is critical to the function & comfort of the learning environment. Functionally, different light levels are needed based on the activity (i.e. using a projector vs. working on an art project).

Our maintenance & environmental programs have done a sufficient job of upgrading lighting fixtures to more energy-efficient fixtures throughout the division. Occupancy sensors are also utilized as energy-saving strategy. There are differences, however, in the ability to control the amount of light. There are three scenarios in our schools related to the lighting control

- *Dimmable*
The optimal artificial lighting in a classroom allows dimming.. This provides the greatest degree of control over the level of lighting. Most current fluorescent light fixtures do not provide the ability to be dimmed.
- *Multiple Switches*
The only control of fluorescent fixtures is how they are switched. Each fixture can only be switched on or off. Classrooms can be wired in a way that half of the lights are on one switch and the other half on a separate switch. This can give some degree of control over the amount of light in the space.
- *Minimal*
The last scenario is the fluorescent lighting in the room is on one switch. The lights are all on or all off.

Lighting Control	Elementary	Middle	High
Dimmable	5%	0%	5%
Multiple Switches	48%	65%	70%
Minimal (on/off)	44%	34%	24%

6. INFRASTRUCTURE/UTILITIES (CONT.)

Heating, Venting, & Air Conditioning (HVAC)

A key aspect of student comfort is temperature, humidity, oxygen levels, etc. The HVAC system in a school is critical to this. The ability to properly heat, cool & ventilate a space is contingent on that system. Our mechanical equipment is very well-maintained. A large portion of the capital maintenance program is devoted to replacement & upgrade of these systems. This funding should continue. Thermostats in all spaces allow the temperature to be remotely monitored with our Energy Management System. Required by building code, the system also provides adequate proper outside air intake & ventilation.

Electricity/Power

As the presence of technology increases in schools, the infrastructure must be there to support it. The survey documented the presence of electrical outlets in learning spaces. Depending on the era in which the building was built, the quantity of outlets varies widely. The survey focused primarily on the accessibility of outlets for students to connect or charge devices. This is a functional necessity but a safety issue as well. If outlets are not available and/or accessible, extension cords are used and those represent potential fire hazards. Building Services is working on a more specific evaluation of schools planning to implement a 1:1 environment; the evaluation larger picture items such as circuit capacity, etc.

Accessible Outlets	Elementary	Middle	High
Yes	96%	76%	90%

7. LEARNING SPACES BEYOND THE CLASSROOMS

The majority of this evaluation and survey was focused on the learning spaces within the classrooms. However, there are key spaces beyond the classrooms that need specific mention & attention:

- **Media Centers**

Media centers offer a key opportunity to impact the greatest numbers of students in a school. All students have access & utilize the media centers in their schools. Historically, a place to simply check out books and/or a quiet place to study, 21st century media centers are so much more. They are still the keeper of the books and still offer a place of solace for some, but now they are also a place for group work, a place for production, a place for research, a place for performance, and so forth. Spend some time at Monticello High School and this will become self-evident. Metaphorically, libraries used to be grocery stores where a student came to pick up items, but today they are kitchens where students not only shop they cook. Fixed shelving, heavy wooden furniture, & other traditional features of the spaces are not designed for or conducive to this new paradigm.

While the majority of media centers in the division have made incremental steps to make facility improvements, only 5 have had significant (\$50,000+) contemporary renovations. The capital maintenance replacement programs include an annual funding amount of \$90,000 for media center upgrades. This funding is important, but not substantial enough to make the necessary impact in a reasonable time frame.



Hollymead Media Center: 2013 Renovation Before & After

7. LEARNING SPACES BEYOND THE CLASSROOMS (CONT.)

- **Cafeterias**

Cafeterias are often the one of the largest spaces in a school. Unfortunately, they are only equipped to serve one purpose: serving & eating. They then remain empty the remainder of the day. This is a lost opportunity to use these large spaces for large group gatherings, large scale projects, 'messy' work or other activities that are not feasible in smaller spaces.

Eight schools received all new cafeteria furniture in the summer 2013. Only two have received recent contemporary renovations. Murray Elementary is the best example of the impact of space improvements.



*Murray Elementary Cafeteria:
2013 Renovation Before & After*



- **Specialty Classrooms**

Ideally, a truly flexible classroom could accommodate any type of work. However, there are certain instances where specific equipment, acoustics, or other characteristics require unique spaces. Examples include:

- Art
- Music
- CTE
- Science Labs
- Maker Spaces

As in a regular classroom, the work is evolving and so do the spaces. Music should not be relegated to trailers because proper acoustic control is not in place within the building. Art rooms should have adequate storage, furniture & technology of the 21st century. As the curriculum of CTE program change to meet the changing workforce so too must the spaces. Science rooms should no longer be filled with large fixed lab stations. These are just some examples of the deficiencies of outdated 'specialty' rooms. A detailed evaluation of these types of spaces has not be completed, but would certainly be warranted.

8. NEXT STEPS

It is unrealistic to expect a school built in 1960 to look like one built in 2014 no matter how much work you to do it. However, it is unacceptable to expect the type of work to evolve without the space evolving as well. With significant capital investment, key improvements can be made to better support the 21st century student. A capital improvement project request should be made as follows:

Project Description

This project will begin to fund needed contemporary renovations and refurbishments of existing school classrooms, libraries, and other elective and support areas consistent with School Board goals and priorities. Modifications will include furniture and structural improvements/minor renovation work. The modifications should be comprehensive, but can be broken down in the following key areas:

- Classroom Furniture Upgrade Update furniture to create a flexible & comfortable learning environment. This includes ergonomic seating choice, work surfaces that vary in height & size but are all mobile, & adequate storage.
- Classroom Modernization Renovate classroom spaces to update all finishes, casework, & lighting. Improve transparency & connection to adjacent spaces, including the outdoors if feasible.
- Media Center Renovation Renovate media centers to be flexible hubs of congregation, collaboration, & creation. This includes updating furniture, shelving, and accessory spaces.
- Cafeteria Renovation Update cafeteria finishes & furniture.
- Specialty Classroom Renovation Renovate existing spaces to create state-of-the-art music, art, CTE & other specialty rooms. Create dedicated maker spaces.
- Day lighting Add day lighting to spaces with no or minimal natural light. As needed, update blinds or shades in spaces with natural light to better control the light.

8. NEXT STEPS (CONT.)

Project Budget

Preliminary Numbers, Subject to Change

Scope	Cost / Space	# of Spaces	Total
Classroom Furniture Upgrade	\$15,000	781	\$11,715,000
Classroom Modernization	\$50,000	725	\$36,250,000
Specialty Classroom Renovation: Art	\$50,000	25	\$1,250,000
Specialty Classroom Renovation: CTE	\$50,000	31	\$1,550,000
Specialty Classroom Renovation: Music	\$25,000	32	\$800,000
Media Center Renovation	\$125,000	17	\$2,125,000
Cafeteria Renovation	\$125,000	16.5	\$2,062,000
Daylighting	\$10,000	80	\$800,000
Subtotal			\$56,552,500
Design/PM Fees (10%)			\$5,655,250
Contingency (10%)			\$5,655,250
Total			\$67,863,000

Project Schedule

If the work were to be complete in the next 10 years. The division would need to invest almost \$70 million, or about an average of \$7 million per year. The first year would be intensive programming and the schedule would be finalized during that process. In general, though, the following guiding principles about phasing would apply:

- Do not complete one school at a time. Implementation should be across multiple schools to ensure schools are incrementally brought up to standard.
- Complete work on at least one instructional space at every school within the first 5 years.
- At larger schools, complete work on a two year cycle. This allows a year of evaluation to ensure changes are effective.

APPENDIX A

School & Room Information

* Required

Room Number

Please include the letter and number with no punctuation, i.e. - P121

School*

 ▼

Room Name

Please include the name of the room with no punctuation, i.e. - classroom

Technology Available

Room Purpose*

- ☐ Classroom
- ☐ Lab/Library/Other

Subject Area*

- ☐ Language Arts
- ☐ Math
- ☐ Science
- ☐ Social Studies
- ☐ Resource
- ☐ SPED
- ☐ Other

Mounted Projector*

- ☐ Yes
- ☐ Yes, more than one (add how many in comments)
- ☐ No

Access Point*

- ☐ Yes
- ☐ No

TV*

- ☐ Yes (New)
- ☐ Yes (Old)
- ☐ No

Interactive Whiteboard*

- ☐ Yes - Promethean Brand (Activ)
- ☐ Yes - Smart Brand
- ☐ Yes - Mimio
- ☐ No

Document Camera*

- ☐ Yes
- ☐ No

Speakers*

- ☐ Yes
- ☐ No

Accessible Outlets*

Is there reasonable access to electricity that will allow for a student charging space?

- ☐ Yes
- ☐ No

Are there concerns about this room? Is a second visit required? *

- ☐ Yes
- ☐ No

Other Technologies

Be specific as possible. (i.e. 15 iPods w/o cameras, 4 digital still cameras, etc.)

Furniture Information

Is the current furniture and arrangement in the room conducive to a 1:1 collaborative learning environment? *

- ☐ Yes
- ☐ No

Type of Furniture - Tables *

- ☐ Round
- ☐ Rectangular
- ☐ Trapezoid
- ☐ None

Type of Furniture - Desks *

- ☐ Detached from Chair
- ☐ Attached from Chair
- ☐ None

Condition of Furniture - Tables and/or Desks*

- ☐ Excellent
- ☐ Good
- ☐ Poor

Type of Furniture - Chairs (not attached to desks)*

- ☐ Standard
- ☐ VS Chairs
- ☐ Hokki Stools
- ☐ Balls
- ☐ Other

Condition of Furniture - Chairs (not attached to desks) *

- ☐ Excellent
- ☐ Good
- ☐ Poor

Flexibility of Furniture*

Are the desks and/or tables:

- ☐ Lightweight (one person can move it)
- ☐ On Casters
- ☐ Flip-Top (the table top flips to a vertical position for easy storing)

☐ Heavy Tables

Flexibility of Furniture*

Are the chairs on casters?

☐ Yes

☐ No

Comfort and Choice of Furniture *

☐ Soft Seating Options (upholstered seating, bean bags, etc)

☐ Seating that promotes movement (rocking, bouncing, etc.)

☐ Height adjustable tables/desk (doesn't require a tool or custodian to adjust)

☐ A variety of seating and/or working environments

☐ A place to work on the floor

☐ A place to work standing

☐ Multiple seating options (chair vs. stool, not just two different chairs that are different manufacturers but the same qualities)

☐ None

Daylighting*

Does the room receive natural light via any of the following?

☐ Window

☐ Exterior Door

☐ Skylight

☐ No Natural Light

Lighting Control*

How much control does the user have over the overhead lighting?

☐ None (The lights can be turned on or off)

☐ Minimal Switching (half of the lights can be turned on or off, or certain areas are separately from the rest of the room)

☐ Adequate (The lights are dimmable)

Surfaces *

Are there opportunities to write/work on the walls via the following?

☐ Whiteboards

☐ Chalkboard

☐ Whiteboard Painted Wall

☐ Other

☐ None

Storage *

What means of storage does the room have?

- ☐ Closet
- ☐ Built-in casework (see follow-up question below)
- ☐ Loose furniture (i.e. bookshelves, mobile wardrobe, etc.)
- ☐ Student Cubbies
- ☐ Other
- ☐ None

Storage*

Does the casework appear to be original to the building?

- ☐ Yes
- ☐ No
- ☐ N/A (no built-in casework)

Describe the furniture please.

Any additional information that may be helpful for us to know about this learning space.

Never submit passwords through Google Forms.

Survey Responses: Technology

SCHOOL	# of Rooms Surveyed	Mounted Projector	Access Point	TV (OLD)	Interactive Whiteboard	Document Camera	Speakers	Accessible Outlets
Agnor-Hurt	31	100%	100%	77%	13%	0%	10%	100%
Baker Butler	33	100%	100%	97%	3%	61%	3%	97%
Brownsville Elementary	41	100%	100%	7%	100%	98%	100%	100%
Broadus Wood	23	96%	100%	87%	57%	57%	14%	91%
Cale	46	96%	100%	24%	24%	48%	23%	100%
Crozet	22	100%	100%	9%	23%	91%	0%	86%
Greer	40	100%	100%	18%	98%	5%	100%	100%
Hollymead	30	100%	100%	100%	77%	0%	0%	87%
Murray ES	19	100%	100%	5%	16%	79%	5%	95%
Meriwether Lewis	24	100%	100%	92%	100%	100%	100%	100%
Red Hill	13	100%	100%	100%	100%	92%	8%	92%
Scottsville	16	100%	100%	81%	94%	44%	0%	100%
Stony Point	18	100%	100%	0%	94%	83%	6%	94%
Stone Robinson	35	94%	97%	80%	86%	69%	64%	91%
Woodbrook	26	100%	100%	69%	42%	0%	0%	100%
Yancey	11	91%	100%	0%	91%	73%	10%	100%
ES Total	428	99%	100%	52%	61%	52%	35%	96%
Burley	39	97%	100%	100%	31%	77%	66%	69%
Henley	42	100%	98%	52%	43%	90%	81%	88%
Jouett	27	93%	93%	100%	26%	78%	88%	78%
Sutherland	44	89%	95%	86%	11%	36%	64%	89%
Walton	31	94%	100%	3%	26%	29%	0%	71%
MS Total	183	95%	97%	69%	27%	62%	61%	80%
Albemarle	99	97%	100%	81%	55%	51%	41%	91%
Monticello	69	96%	99%	1%	55%	30%	79%	96%
Murray HS	10	90%	100%	30%	40%	40%	100%	40%
Western Albemarle	58	93%	95%	93%	38%	22%	74%	90%
HS Total	236	95%	98%	58%	50%	37%	62%	90%
Total	847	97%	99%	58%	51%	50%	48%	91%

SCHOOL	# of Rooms Surveyed	Type of Tables			Type of Desk		Type Chairs (not attached to desks)			Condition of Tables and/or Desks			Condition of Chairs		
		Round	Rectangular	Trapezoid	Detached from Chair	Attached from Chair	Standard	VS Chairs	Hokki Stools/Balls	Excellent	Good	Poor	Excellent	Good	Poor
Agnor-Hurt	31	55%	55%	0%	23%	0%	97%	3%	0%	0%	97%	3%	3%	97%	0%
Baker Butler	33	30%	30%	0%	55%	3%	97%	0%	3%	3%	97%	0%	3%	97%	0%
Brownsville Elementary	41	46%	41%	0%	56%	0%	95%	0%	0%	2%	98%	0%	0%	98%	2%
Broadus Wood	23	39%	39%	0%	35%	4%	91%	0%	4%	9%	87%	4%	4%	87%	9%
Cale	46	37%	59%	7%	13%	0%	100%	0%	0%	9%	89%	4%	2%	46%	80%
Crozet	22	41%	68%	9%	5%	0%	91%	5%	5%	5%	95%	0%	5%	68%	32%
Greer	40	58%	53%	3%	23%	3%	23%	78%	18%	20%	75%	5%	75%	13%	13%
Hollymead	30	23%	53%	3%	40%	3%	93%	0%	3%	0%	100%	0%	3%	97%	0%
Murray ES	19	84%	53%	0%	5%	0%	84%	16%	5%	0%	100%	0%	16%	89%	5%
Meriwether Lewis	24	50%	42%	4%	54%	0%	100%	0%	17%	13%	88%	4%	4%	92%	4%
Red Hill	13	38%	69%	31%	8%	8%	92%	15%	0%	0%	100%	0%	8%	85%	0%
Scottsville	16	44%	50%	31%	31%	6%	100%	0%	6%	0%	100%	0%	0%	100%	0%
Stony Point	18	56%	50%	0%	44%	0%	94%	0%	0%	0%	100%	0%	6%	72%	22%
Stone Robinson	35	26%	57%	0%	46%	0%	100%	0%	0%	3%	97%	0%	0%	100%	0%
Woodbrook	26	54%	50%	0%	58%	0%	96%	4%	0%	0%	96%	8%	4%	92%	4%
Yancey	11	64%	55%	9%	9%	0%	100%	0%	0%	0%	100%	9%	0%	100%	18%
ES Total	428	45%	51%	4%	34%	1%	89%	9%	4%	5%	94%	2%	10%	80%	14%
Burley	39	3%	33%	0%	67%	10%	92%	3%	5%	3%	97%	0%	3%	95%	0%
Henley	42	7%	36%	7%	88%	2%	95%	5%	5%	7%	93%	0%	5%	95%	0%
Jouett	27	11%	52%	7%	56%	0%	85%	0%	0%	4%	81%	4%	0%	89%	0%
Sutherland	44	9%	80%	5%	91%	0%	95%	0%	0%	0%	100%	0%	5%	95%	0%
Walton	31	39%	35%	6%	42%	0%	94%	0%	0%	13%	42%	52%	0%	55%	48%
MS Total	183	13%	48%	5%	72%	3%	93%	2%	2%	5%	85%	9%	3%	87%	8%
Albemarle	99	7%	66%	3%	53%	40%	98%	2%	0%	9%	74%	23%	11%	79%	19%
Monticello	69	10%	58%	1%	68%	0%	94%	4%	0%	3%	97%	0%	3%	97%	0%
Murray HS	10	0%	100%	0%	100%	0%	90%	10%	70%	60%	70%	0%	80%	90%	0%
Western Albemarle	58	12%	67%	3%	81%	9%	93%	2%	2%	5%	78%	17%	2%	74%	24%
HS Total	236	9%	65%	3%	66%	19%	95%	3%	3%	8%	81%	14%	9%	83%	14%
Total	847	28%	54%	4%	51%	7%	92%	6%	3%	6%	88%	7%	8%	82%	13%

Survey Responses: Furniture (cont.)

SCHOOL	Flexibility				Comfort & Choice							
	# of Rooms Surveyed	On Casters	Flip-Top Tables	Yes	Soft Seating Options	Multiple seating options	Seating that promotes movement	A variety of seating and/or working environments	A place to work on the floor	A place to work standing	Height adjustable tables/desk	None
Agnor-Hurt	31	6%	6%	13%	0%	0%	6%	10%	58%	0%	0%	29%
Baker Butler	33	3%	3%	15%	0%	0%	0%	3%	91%	0%	0%	6%
Brownsville Elementary	41	0%	0%	0%	0%	0%	0%	2%	88%	0%	0%	10%
Broadus Wood	23	0%	4%	13%	0%	4%	0%	0%	87%	0%	0%	9%
Cale	46	2%	2%	0%	0%	0%	0%	9%	91%	2%	0%	2%
Crozet	22	0%	0%	0%	0%	0%	0%	0%	95%	5%	0%	5%
Greer	40	0%	3%	5%	0%	15%	0%	5%	65%	0%	0%	20%
Hollymead	30	0%	0%	0%	0%	0%	0%	0%	90%	3%	0%	7%
Murray ES	19	0%	0%	0%	0%	0%	0%	0%	89%	0%	0%	11%
Meriwether Lewis	24	0%	0%	0%	4%	0%	0%	0%	96%	4%	0%	4%
Red Hill	13	23%	0%	0%	38%	0%	0%	54%	62%	8%	0%	23%
Scottsville	16	0%	0%	0%	25%	0%	0%	0%	69%	6%	0%	13%
Stony Point	18	0%	0%	6%	6%	0%	0%	6%	83%	0%	0%	11%
Stone Robinson	35	0%	0%	3%	6%	0%	0%	29%	77%	3%	0%	11%
Woodbrook	26	4%	0%	4%	27%	0%	8%	0%	65%	0%	4%	19%
Yancey	11	0%	0%	18%	73%	0%	0%	0%	82%	0%	0%	18%
ES Total	428	2%	1%	4%	7%	2%	1%	7%	81%	2%	0%	12%
Burley	39	0%	0%	0%	26%	0%	5%	3%	3%	5%	0%	69%
Henley	42	5%	5%	5%	10%	7%	5%	7%	0%	10%	5%	83%
Jouett	27	0%	0%	0%	11%	0%	0%	0%	0%	0%	0%	81%
Sutherland	44	0%	0%	0%	16%	5%	5%	11%	0%	2%	2%	80%
Walton	31	0%	0%	3%	3%	3%	0%	3%	0%	0%	0%	90%
MS Total	183	1%	1%	2%	14%	3%	3%	5%	1%	4%	2%	80%
Albemarle	99	2%	3%	3%	10%	9%	0%	11%	0%	7%	0%	80%
Monticello	69	4%	0%	4%	14%	16%	4%	10%	0%	13%	1%	64%
Murray HS	10	30%	0%	20%	80%	80%	90%	60%	0%	0%	10%	0%
Western Albemarle	58	3%	2%	3%	10%	16%	3%	17%	0%	19%	0%	72%
HS Total	236	4%	2%	4%	14%	16%	6%	14%	0%	11%	1%	70%
Total	847	2%	1%	4%	10%	6%	3%	46%	1%	5%	1%	43%

Survey Responses: Other Space Characteristics

			Daylighting					Lighting Control			Surfaces				Storage			
SCHOOL	# of Rooms Surveyed	Window	Exterior Door	Skylight	No Natural Light	None	Minimal Switching	Adequate	Whiteboards	Chalkboard	Whiteboard Painted Wall	None	Closet	Built-in casework	Loose furniture	Student Cubbies	None	
Agnor-Hurt	31	100%	100%	0%	0%	100%	0%	0%	77%	94%	3%	0%	68%	3%	87%	94%	0%	
Baker Butler	33	97%	0%	0%	3%	0%	100%	0%	100%	97%	0%	0%	3%	0%	9%	0%	0%	
Brownsville Elementary	41	100%	24%	12%	0%	27%	44%	29%	98%	2%	2%	0%	5%	0%	100%	0%	0%	
Broadus Wood	23	100%	52%	0%	0%	0%	100%	0%	96%	61%	0%	0%	35%	0%	83%	0%	0%	
Cale	46	98%	83%	0%	0%	50%	50%	0%	93%	76%	0%	0%	46%	0%	85%	4%	0%	
Crozet	22	100%	36%	0%	0%	23%	77%	0%	95%	64%	5%	0%	82%	0%	86%	73%	0%	
Greer	40	85%	0%	0%	15%	90%	10%	0%	95%	15%	3%	0%	3%	0%	70%	43%	8%	
Hollymead	30	100%	17%	0%	0%	43%	53%	0%	100%	53%	0%	0%	10%	0%	100%	0%	0%	
Murray ES	19	100%	0%	0%	0%	0%	0%	58%	100%	89%	0%	0%	32%	0%	95%	32%	0%	
Meriwether Lewis	24	100%	38%	0%	0%	100%	0%	0%	100%	13%	0%	0%	100%	0%	100%	100%	0%	
Red Hill	13	100%	100%	0%	0%	38%	62%	0%	69%	54%	0%	0%	100%	0%	100%	69%	0%	
Scottsville	16	94%	88%	6%	0%	94%	6%	0%	100%	13%	0%	0%	88%	0%	88%	0%	6%	
Stony Point	18	100%	0%	0%	0%	0%	100%	0%	28%	83%	0%	0%	0%	0%	67%	6%	0%	
Stone Robinson	35	97%	14%	0%	3%	0%	100%	0%	89%	77%	0%	0%	23%	0%	100%	14%	0%	
Woodbrook	26	100%	0%	0%	0%	100%	0%	0%	100%	0%	0%	0%	0%	0%	77%	38%	0%	
Yancey	11	100%	0%	0%	0%	0%	100%	0%	100%	0%	0%	0%	55%	0%	100%	27%	0%	
ES Total	428	98%	34%	1%	2%	44%	48%	5%	92%	51%	1%	0%	34%	0%	82%	29%	1%	
Burley	39	97%	0%	0%	3%	18%	82%	0%	95%	26%	0%	0%	26%	0%	77%	0%	0%	
Henley	42	88%	0%	0%	12%	36%	64%	0%	79%	48%	0%	4%	2%	0%	43%	0%	5%	
Jouett	27	70%	0%	0%	30%	7%	93%	0%	93%	56%	0%	4%	0%	0%	26%	0%	7%	
Sutherland	44	89%	2%	0%	9%	30%	70%	0%	89%	75%	0%	0%	7%	0%	11%	0%	5%	
Walton	31	55%	3%	0%	45%	97%	0%	0%	90%	26%	0%	0%	16%	0%	52%	0%	16%	
MS Total	183	82%	1%	0%	17%	37%	63%	0%	89%	47%	0%	1%	10%	0%	42%	0%	6%	
Albemarle	99	80%	5%	0%	18%	6%	90%	2%	90%	17%	1%	1%	23%	0%	88%	0%	0%	
Monticello	69	88%	3%	0%	10%	6%	80%	14%	84%	77%	0%	0%	23%	0%	62%	0%	16%	
Murray HS	10	100%	0%	0%	0%	0%	100%	0%	100%	0%	0%	0%	50%	0%	70%	20%	0%	
Western Albemarle	58	69%	2%	2%	28%	79%	19%	0%	45%	83%	2%	2%	26%	0%	86%	0%	0%	
HS Total	236	81%	3%	0%	17%	24%	70%	5%	78%	50%	1%	1%	25%	0%	79%	1%	5%	
Total	1694	45%	9%	0%	5%	18%	29%	2%	44%	25%	0%	0%	13%	0%	36%	7%	2%	