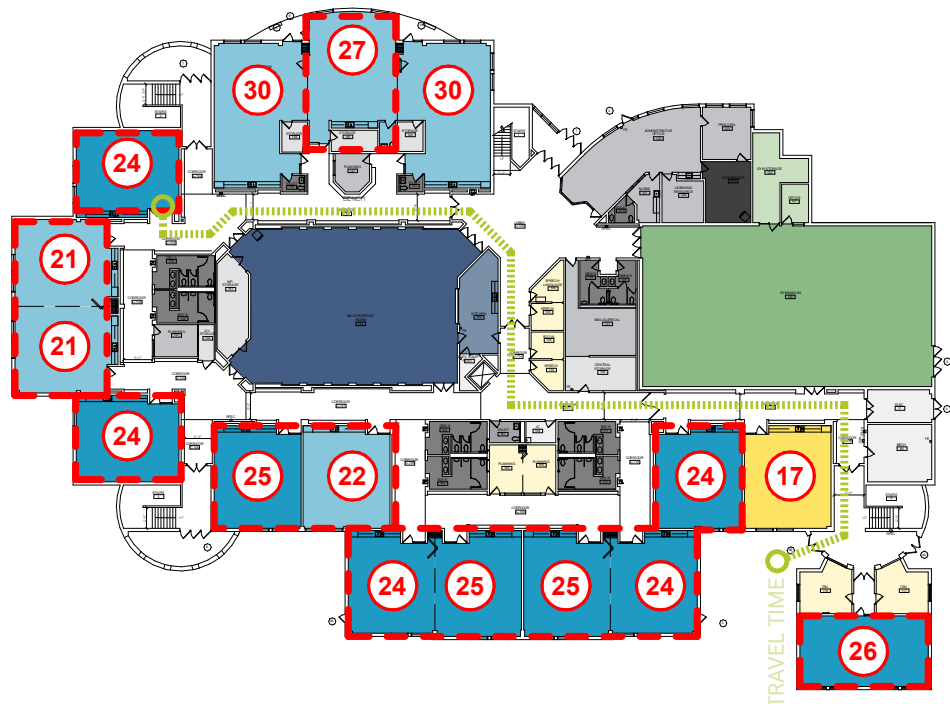




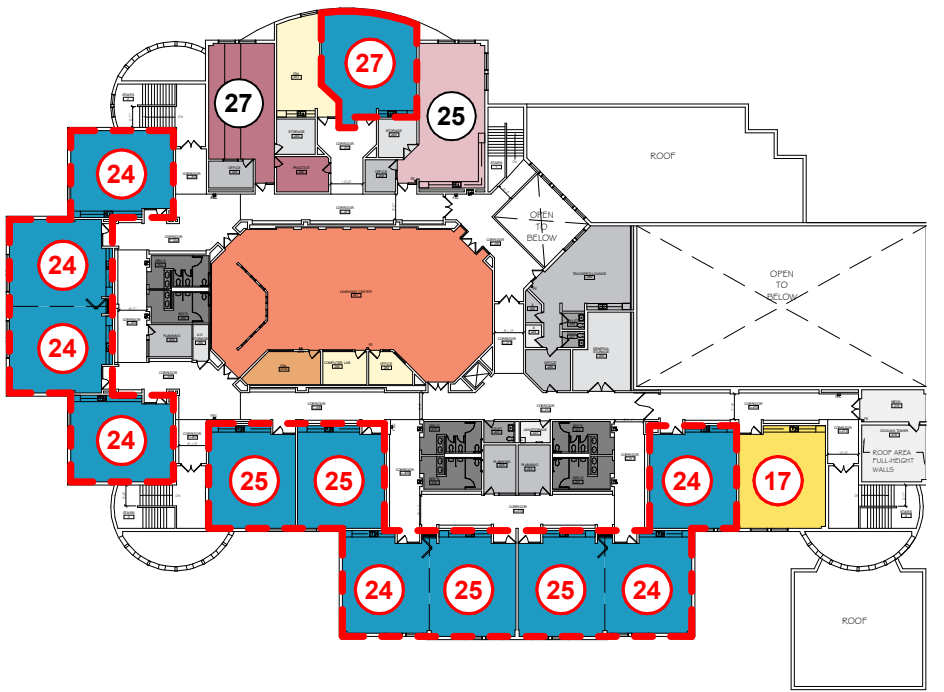
# Sycamore Trails Elementary School

1025 Sycamore Lane, Bartlett, IL 60103

BUILDING SUMMARY			
Gross SF	75,733	Number of Levels	2
Year Built	1992	Number of Additions	1

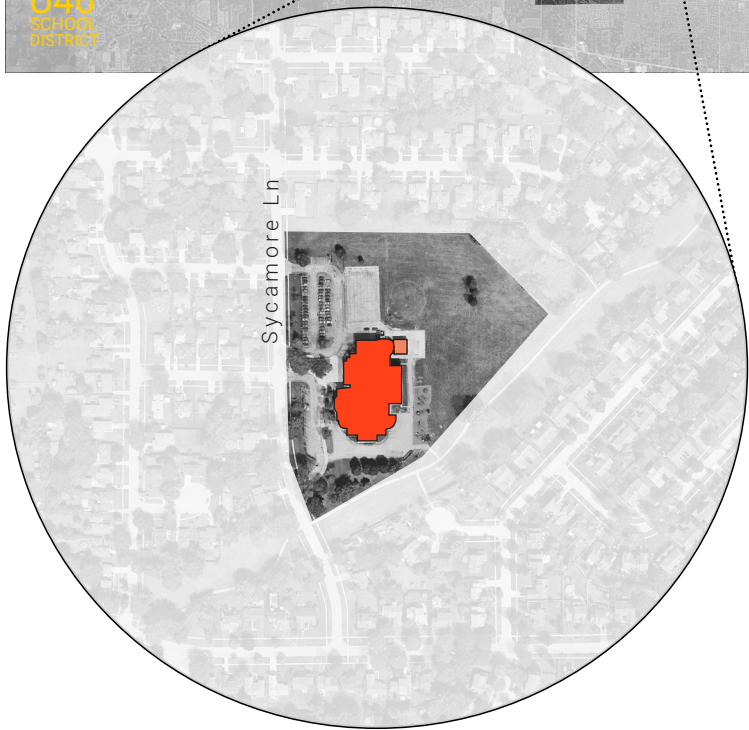
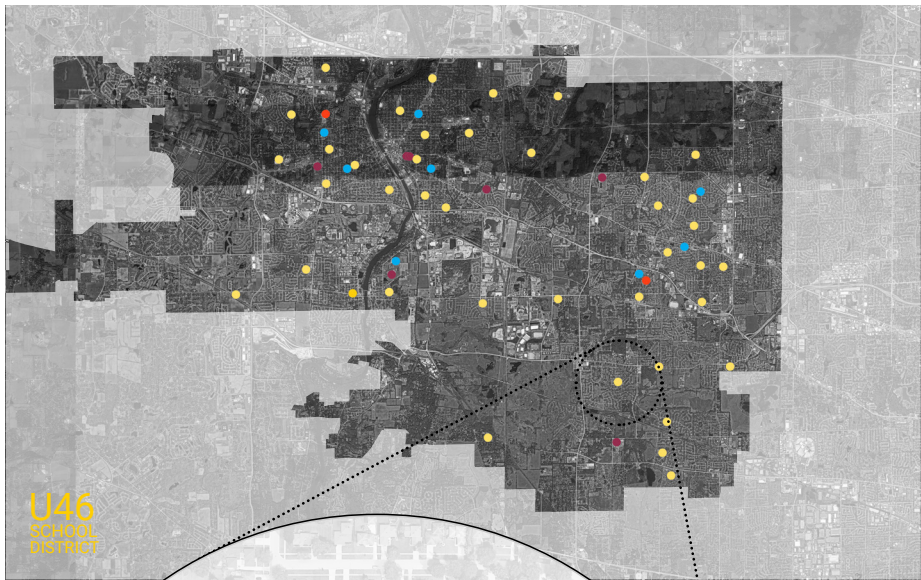


LEVEL 1



LEVEL 2

FACILITY LOCATION



Current  
Acreage:  
**11.91**  
ACRES

Guideline  
Acreage:  
**10.81**  
ACRES

\* Guideline Acreage  
recommended by  
State of Illinois = 5  
acres plus 1 acre per  
every 100 students

\* School has  
IGA with Park  
District

1992  
2001

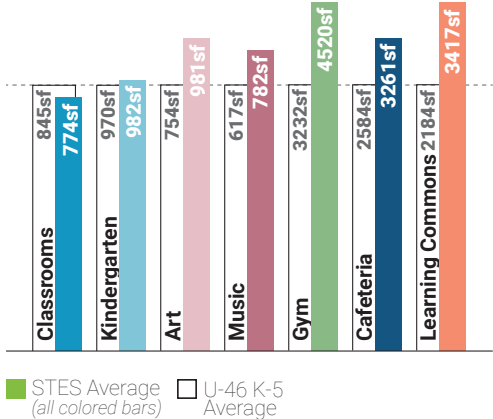
ENROLLMENT METRICS

Occupancy**	1280
Effective Capacity	701
Total Enrollment	652

**Occupancy:** the maximum number of people that can be housed in a space in accordance with the building/ fire code  
**\*\*NOTE:** Occupancy is NOT the recommended number of students for a space, it is the maximum allowed by code.

**Effective Capacity:** the amount of students a school can effectively support based on the District's current practices and future vision for teaching and learning. This is calculated based on ISBE's square footage per student guideline.  
**Enrollment:** current number of students attending the facility.

AREA COMPARISON



\* This comparison notes the difference between Sycamore Trails Elementary School area per student in comparison to the current National average as noted in the 2015 School Construction Report. The master planning process will produce outcomes pertinent to the District as a whole. This is just one metric to compare space.

**116** square feet per student : **150** square feet per student  
Sycamore Trails Elementary School 2015 National Low Quartile Number

TRAVEL

**6-8 MIN** Furthest approximate travel time from one location to another for an average Kindergarten Student.

**5-7 MIN** Furthest approximate travel time from one location to another for an average Fourth Grade Student.

PLAN KEY

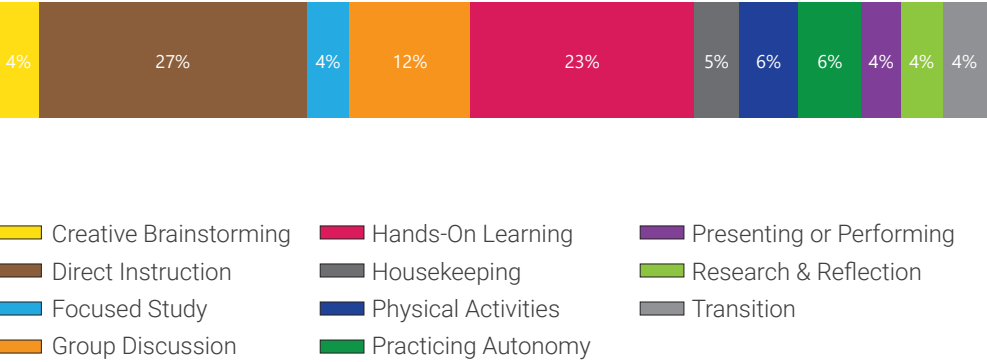
- Administration
- Building Support
- Cafe Support
- Commons / Cafeteria
- Core Classroom
- Elective Classroom
- Gym / Fitness
- Kindergarten /ECC
- Learning Center
- Media Lab
- Performance Venue
- Performing Arts Classroom
- Resources
- Science Lab
- Special Education
- Stem / Hands-On Learning
- Restrooms
- Student Support
- Visual Arts

- Travel Path
- Under-sized space
- Room Capacity based on ISBE Guidelines
- Room Capacity based on ISBE Guidelines (not included in Effective Capacity)

<b>Spatial Educational Adequacy(25%)</b>		<b>B</b>	<b>Facility Condition(35%)</b>		<b>C</b>
(Data collected through Staff Survey)		<b>8.4/10</b>	FCI		.12
Physical Features		8.4/10	<b>Water Usage(5%)</b>		<b>A</b>
Environment Supports Variety		8.6/10	Gallons/SF		6.3
Visual Stimulation		10.0/10	<b>Energy Usage(10%)</b>		<b>D</b>
Future Readiness		7.1/10	<b>Total EUI</b>		<b>64.3kBTU/SF/yr</b>
<b>Building Allocation(25%)</b>		<b>C</b>	Electric		25.9kBTU/SF/yr
Gross SF/student		116	Gas		38.4kBTU/SF/yr
Site Acreage/Guideline		110%			
Mobiles in Use/Basement Used		No/No			
*School has IGA with Park District					
<b>AGGREGATED FACILITY GRADE</b>		<b>B-</b>			

Educational Adequacy grades were determined by a survey issued to staff. Square Foot/Student grades were determined by building area and enrollment. Facility grades are determined building assessments. Water grades were determined by comparing utility data to the Commercial Buildings Energy Consumption Survey. Energy grades were determined by comparing utility data to the US Dept of Energy's Building Performance Database. Percent in parenthesis indicates weight of category in aggregate facility grade.

Activity mapping is based on survey data (Week in the Life) collected by teachers throughout the district over the course of one week. The teachers provided the learning activity and amount of time spent in that activity. Data was aggregated for the school and is represented by the average percent of time spent in the activity.

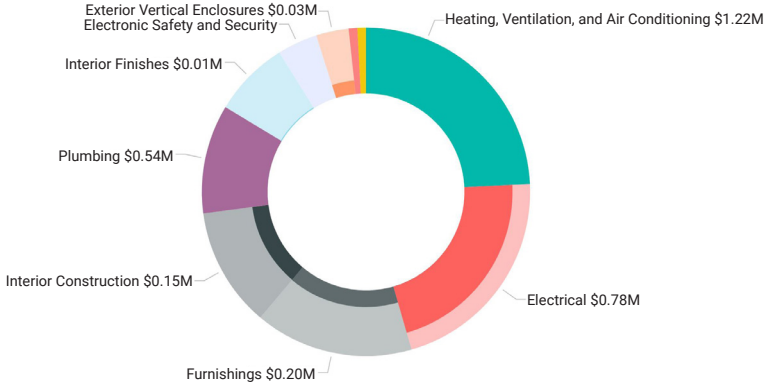


### What's a Listening Tour?

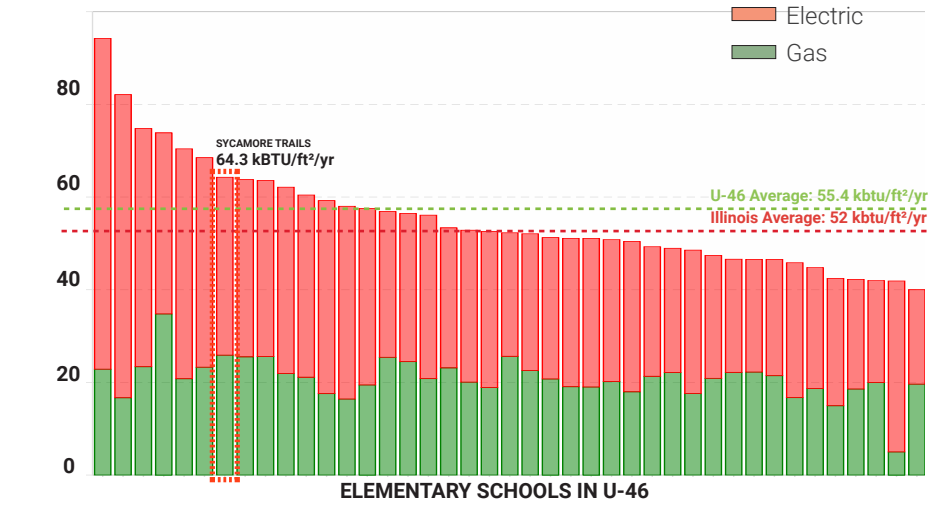
Staff surveys (Listening Tours) were sent to each school where faculty gave input about the strengths and weaknesses of the building. The following comments highlight common themes and concerns.

### Listening Tour Comments

- The art room was great, but is now a classroom because of high enrollment.
- There is not enough space in the school to provide adequate offices for admin, support staff and other providers. More classrooms are also needed to alleviate specials from being converted into general classrooms.
- Temperature is inconsistent throughout the building.
- Furniture needs to be updated to provide more flexible seating options within the classroom.
- The building is inviting and the new playground and parking lot are awesome and safe!
- Teachers, staff and students respect the space and take care of it.
- The building is easy to navigate because the hallways connect in a grid.



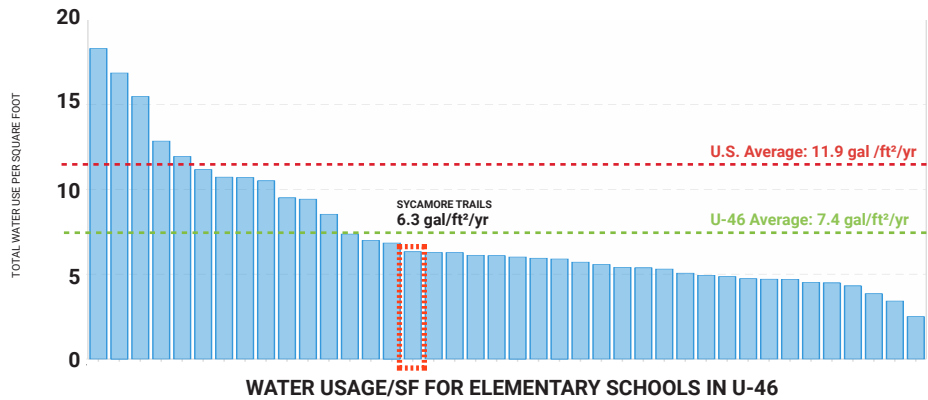
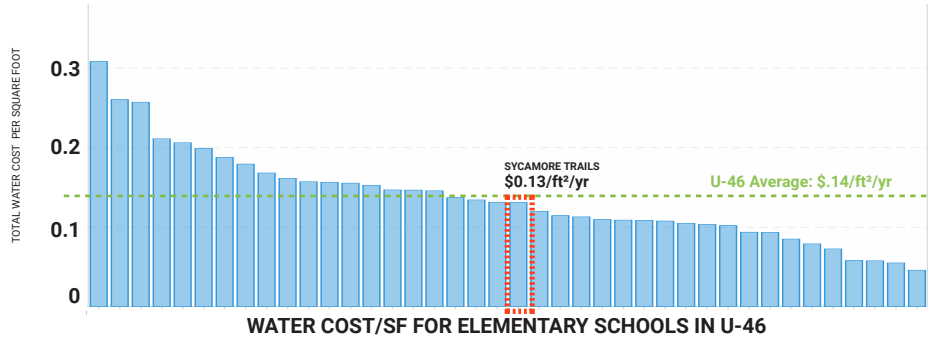
This chart indicates the approximate cost of deferred and anticipated maintenance (in dollars) of items assessed by building system. Highlighted items indicate those items in immediate need, code requirement, poor and fair condition.



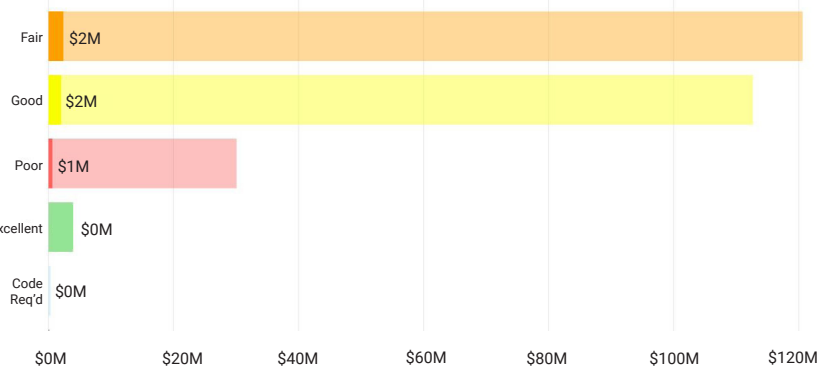
Energy Use Intensity (EUI) is a key metric that expresses a building's energy use as a function of its size. Generally, a low EUI signifies good energy performance



This chart indicates the approximate cost of deferred and anticipated maintenance (in dollars) based on condition of assessed items.



Water usage is a key metric that expresses a school's water use and total cost of water in comparison to the other middle schools in the district.



This chart indicates the approximate cost of deferred and anticipated maintenance (in dollars) based on condition of assessed items in relation to the entire cohort of buildings.

### How is this information collected?

The goal of the DLR Group integrated design team is to **collect multiple qualitative and quantitative data points** around the same set of items – for example energy use, air quality, or learning behavior – **in order to form a holistic picture**. The team collects these data points through the use of sensors (in the space for 1-7 days), spot measurement equipment, expert walkthroughs, focus groups, surveys, and ethnographic observation techniques. The results are validated by cross-checking data points, such as a survey answer and a spot measurement, that should relate to one another.