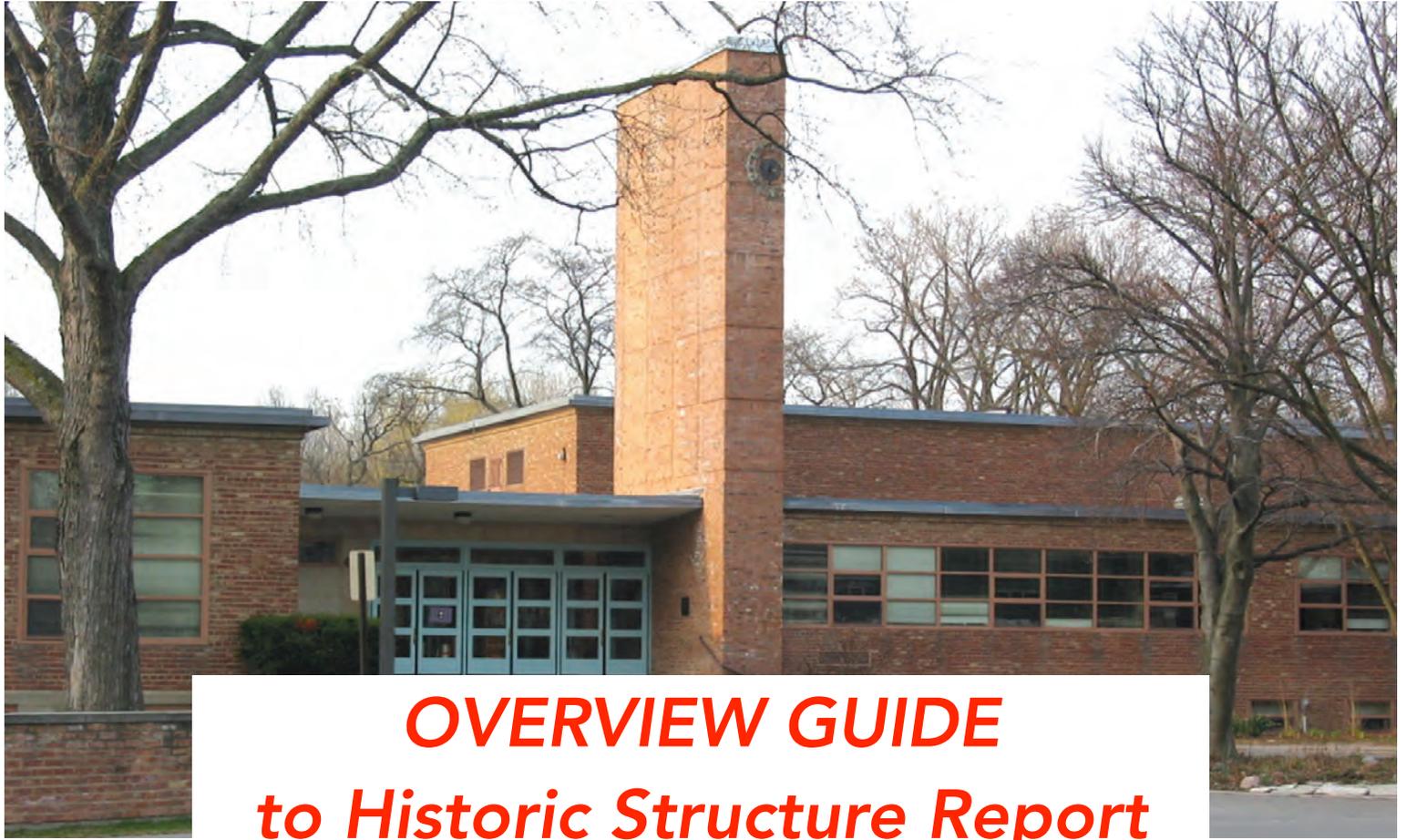


HISTORIC STRUCTURE REPORT



OVERVIEW GUIDE to Historic Structure Report

CROW ISLAND SCHOOL

WINNETKA,
ILLINOIS

ARCHITECTS
ELIEL AND EERO SAARINEN; PERKINS, WHEELER & WILL

2017

COMMISSIONED BY
CROW ISLAND
STEWARDSHIP
GROUP

PREPARED BY



This “Overview Guide” has been developed by the Crow Island Stewardship Group to provide readers with a sense of what is included in the larger 500+ page Crow Island Historic Structure Report.

The Master List Matrix and Treatment Approach Maps are included in their entirety.

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Dear Members of the Winnetka District #36 Board of Education,

We are pleased to present you with this *Historic Structure Report* for Crow Island School that we commissioned on the occasion of the school's 75th anniversary in 2015. The purpose of the document is to serve as a readily accessible reference tool to guide future maintenance, restoration and construction decisions at this National Historic Landmark.

Crow Island School has been internationally recognized for its architectural significance. Its thoughtfully designed environment continues to reflect the child-centered philosophy that remains at the core of the Winnetka educational experience. As a result of continuous and unfailing stewardship over the decades, Crow Island School has been the recipient of numerous awards and honors, and continues to receive frequent visitors from tour groups, academics, researchers, architects and international scholars.

Remarkably, the school today looks much as it did when it opened its doors in September, 1940. Only two major facility changes have occurred: a 1954 six-classroom addition to accommodate the Baby Boom population, and a 1974 remodeling of the lower level to create a resource center to replace the original library. Both of these projects, as well as the many subsequent restorations and maintenance updates over the decades, were executed in harmony with the building's original design.

That faithful continuity requires a thorough knowledge of the significant features of the school. Two aspects of the *Historic Structure Report* differentiate it from other reports and surveys of Crow Island: it specifies which features of the building are significant to its landmark status, and it provides information and resources to assist in resolving maintenance or restoration issues. The *Historic Structure Report* responds specifically to the questions, "What are the significant features of the building?" and "What are the appropriate options for restoring and repairing these features?"

This *Historic Structure Report* is conceived as a living document that will be updated each fall by the Stewardship Group. We join you as stewards of this important building charged with making decisions that impact the school lives of children each day. Our hope is that this document will provide you with a useful and effective tool for caring for the enduring legacy of Crow Island School.

Respectfully,

Crow Island Stewardship Group

December, 2017

Project Description

The purpose of this report is to provide the Winnetka Public Schools District 36 with a living document that will guide future planning for Crow Island School. It documents existing conditions based on a building inspection and evaluation that took place in 2015 and 2016. Drawings, photographs and articles were reviewed and additional historical research was undertaken. Under the direction of the Crow Island Stewardship Group, this Historic Structure Report (HSR) was generated with the goal of ensuring the long-term integrity of the building.

Historic Structure Reports are based on the understanding that each historic property is a unique and irreplaceable resource. Crow Island School was entered into the National Register of Historic Places on October 27, 1989 and became a National Historic Landmark on December 14, 1990.

Crow Island has had a profound and lasting effect on both school architecture and educational philosophy. It embodies the tenets of progressive education as articulated by then-Superintendent Carleton Washburne, an internationally recognized leader in the field. The building is considered to be one of the finest twentieth-century examples of a non-traditional school design.

This HSR is a multi-disciplinary planning document that discusses and evaluates many aspects of Crow Island School. It is a record of existing historical resources—drawings and written documentation—and describes and evaluates the building’s materials, spaces, architectural features, systems and site. The document addresses the issue of repairs and other possible future changes to the building. The recommendation section proposes several action-plans in order to minimize loss, damage, or irreversible adverse effect on the building’s existing historic fabric.

The HSR is a valuable reference tool. It establishes a framework for discussion when the Winnetka Board of Education contemplates future work at Crow Island School.

Project Data

The School Building

Crow Island School is located at 1112 Willow Road, in Winnetka, Illinois. The property consists of lots 48-70 of the Alles’ Sunset Subdivision of the northeast quarter of the southwest quarter of Section 20, Township 42, Range 13, east of the third principal meridian in Cook County, Illinois, recorded July 2, 1926.¹ The building is owned by the Winnetka Public Schools District 36.

The Historic Structure Report Team

Benjamin Historic Certifications, LLC with Susan S. Benjamin, principal, Laura Knapp, project manager, and Danielle Euer, project associate, prepared this document. The HSR was commissioned by the Crow Island Stewardship Group, who also organized the Crow Island documents in the school archives, provided information about the building, created a “History of Space Use at Crow Island (1940-2018),” inventoried the historic furniture, and provided assistance at each phase of the project. GreenAssociates provided assistance by digitizing the original working drawings.

1 Cook County Recorder of Deeds, Document # 9237144.

How to Use the Historic Structure Report

This document is organized following the National Park Service's *Guidelines for Preparing Historic Structure Reports* (HSRs). HSRs that are prepared following this national standard can provide qualified project teams with important information needed to restore, preserve, rehabilitate, or replicate historic structures and cultural sites.

Crow Island School's Historic Structure Report, after this introduction (1), is organized into three sections. The first section (2) provides an overview of why Crow Island School is significant. The second section (3) describes the physical features of the building by providing a list of spaces, materials, and systems and evaluation of their condition. The third section (4) proposes treatment and work recommendations for future repairs, maintenance, and alterations. Drawings and photographs are included in the next section (5) for reference and include historic drawings and photographs as well as current drawings and photographs. The appendix (6) includes supporting documents that are essential in understanding the significance of the school and the construction of the building as well as documents that can be helpful in preparing future work plans.

When page numbers are included for reference, they first include the section they are located in and secondly the page number within that section. For example, p. 1-10 is in the Introduction section, Section 1, on page 10 of that section.

There are several quick reference documents that can be used independently. These include:

A Chronology of Historical and Architectural Development (p. 2-11)
History of Space Use at Crow Island (1940-2018) (Appendix H, A-191)
Master List Matrix of all façade, rooms, spaces, and objects (p. 4-49)
Treatment Approaches Map (p. 4-54)
Material Repair Recommendations (pp. 4-25 & 4-37)
2014 Winnetka Public Schools District 36 Safety Reference Plans (Section 5)

This HSR will allow the Crow Island School decision makers the ability to implement a plan of action should future projects be necessary. This document provides for only a single building-use scenario that maximizes the retention of the existing historic spaces, features, and materials at Crow Island School to meet current programmatic needs.

If a future capital improvement project is proposed, a qualified experienced preservation architect should be hired to prepare construction documents and oversee the project. It is also advised that, depending on the thoroughness of the documents, additional testing or research be done prior to proceeding with the work. The Preservation Architect should be a part of the project team and create drawings, write specifications, and provide construction monitoring. Quality assurance language in the specifications may include that contractors must have demonstrated experience with historic buildings and foreman/superintendent must have had five years of experience with historic buildings of a similar scope. Construction documents can also inform project contractors that the project will be reviewed and overseen by others prior to work commencing. At the very least, language should be included in the documents that states:

“Crow Island School is a National Historic Landmark and as such shall have any work that is done at the school reviewed by a qualified preservation architect, the Crow Island School Principal, and the Stewardship Group.”

Selected original drawings and portions of original drawings are included in this report with the permission of the Winnetka Public Schools District 36. Further reproduction of these drawings is not permitted without the express permission of the District.

What's been said about Crow Island School over the decades?

1940s

...An inward activity has shaped this arresting building. The architects, I think, proceeded not towards, but from, the busy pattern of the society it was to shelter. The design was shaped in their minds by the pressures and recessions of the society – of which it was to be both a consequence and a cause. They saw, before they took up T-square and triangle, the making and doing and expressing in ceaseless variety which was to be sheltered here...

*Joseph Hudnut,
First Dean of Harvard University's Graduate School of Design
"Commentary – Crow Island School, Winnetka, IL"
Architectural Forum, August, 1941*

For a glimpse into the future of American education *Look* chose the Crow Island School in wind-swept Winnetka, Ill. Physically, it is a modern primary public school designed by progressive young architects; spiritually, it is robust; practically, it is working...

*"The School of Tomorrow"
Look Magazine, May 18, 1943, pp. 21-25*

1950s

...But the most exciting thing about Crow Island in 1955 is the lessons it still can teach. Mainly these are lessons in atmosphere, compounded partly of scale, partly of materials, partly of detailing, infused with a loving, patient perfection, inspired by the civilized, humanizing values of calmness and warmth. We have become so used to schools skimped on calmness and warmth that most of us hardly notice the omission any longer – until we see something like Crow Island. Then the extent of our deprivation hits home...this revisit will be no trip down memory lane, no well-deserved tribute to what Crow Island and its planners have already taught us. It will be concerned with what Crow Island has still to teach.

*"Crow Island Revisited"
Architectural Forum, October, 1955, p. 130*

...Crow Island was among the first schools to be designed almost entirely from the child's point of view. It was to be a place for a child to live. And the designers certainly succeeded....The Crow Island type of classroom has come to be considered an absolute "must" among modern school planners...

*Normal Glubok, News & Features Editor, The Nation's Schools
"Crow Island - After Fifteen Years."
The Nation's Schools, October, 1955, pp. 64-70*

1956

Architectural Record poll ranks Crow Island School 12th among "most significant buildings in the past 100 years of architecture in America."

1960s

Crow Island School was built to demonstrate the fact that a warm, encouraging, enticing, but above all, functional school is desirable and most stimulating to children and to teachers alike. There is abundant evidence that this school is, in the finest sense, a child-centered school.

*David C. Smith, Principal of Crow Island
"Crow Island School After 25 Years,"
American School and University, vol. 37:6,
February, 1965*

1970s

1971

American Institute of Architects selected Crow Island School for its 25-Year Award in honor of its enduring architectural significance.

1980s

Crow Island Elementary School in Winnetka, Illinois has been called the most architecturally influential school of modern times...

*Ben Graves,
Director of Academy for Educational Development
"Return to a Special Place (Crow Island Elementary School)"
American School and University, Vol. 59, April 1987, p.20*

By expressing the autonomy of the parts of which any school is composed, the Saarinens created a feeling of a community with its own order and hierarchy...It is clear that the Saarinens believed that the architectural solution to Washburne's educational ideas of individuality and the acceptance of a child as a child (and not an adult's perception of what a child should be) would best be achieved by creating a microcosm; a small community of children with its own sense of order and hierarchy.

*Ralph Johnson,
Principal and Design Director at Perkins+Will;
"Crow Island School" Metropolitan Review, Vol. II, Number 6,
November/December, 1989, pp. 48-51*

The contracts for Crow Island were let in September 1939 as the Germans marched into Poland. The school opened the following September. The building is a "marriage of form and function" that epitomizes an ideal collaboration of a visionary and dedicated school board, a brilliant and imaginative superintendent, and perceptive and talented architects and planners.

*Jane Clarke,
Associate Director of Museum Education at the Art Institute of Chicago
"Philosophy in Brick" Inland Architect, Vol. 33, Number 6
November/December, 1989, pp. 54-59*

1989

Crow Island School, built in 1940, has been placed on the National Register of Historic Places by the United States Department of the Interior.

1990s

1990

Crow Island School has been designated a National Historic Landmark. This site possesses national significance in commemorating the history of the United States of America.

*National Park Service,
United States Department of the Interior*

While externally, the lasting impression is of rose-coloured brick and redwood, inside, wood is ponderosa pine (which has well withstood subsequent wear), floors are asphalt in the halls and linoleum in classrooms and colours are light, for maximum reflection. Both halls and classrooms combine skylights with artificial light. Ceilings are acoustically treated concrete and windows have metal frames.

Said Larry Perkins: "Crow Island is neither a building venture nor an astonishing feat of construction. It is the outcome of the philosophy of taking relatively common materials and arranging them so they are socially acceptable for the activities of the children and teachers.

*Mike Duckenfield,
"Crow Island School – United States"
PEB Exchange – Newsletter of the Programme on Educational Building
within the Organisation for Economic Co-Operation and Development (OECD)
No. 14, November, 1991, p. 8*

1991

American School & University magazine establishes the "Crow Island Citation" at the Educational Interiors Showcase. The award is presented each year to a school whose facilities exemplify "the marriage of the interior environment to the education program," as Crow Island does.

...By designing a building that responds to an innovative educational program, that works on a child's scale and establishes a close relationship between indoors and outdoors, the architects pioneered a new direction...

*Ben Graves, Architect
School Ways: The Planning and Design of America's Schools
New York: McGraw Hill, 1993*

2000s

...Following the philosophy that the school should fit the child, everything is scaled to children's needs, from the height of door handles and blackboards, to the size of benches under the windows; there are no overly elaborate or forbidding refinements...

*Roger Shepherd,
Parsons School of Design - Architecture Department (2002)
Structures of Our Time – 31 Buildings That Changed Modern Life
New York: McGraw Hill, 2002*

2010s

The most important innovations at Crow Island are in the classrooms and relate directly to the themes of the child centered school. Domestic in character, the classroom is like a home, with a strong sense of identity and autonomy within the larger school. Its planning is open and flexible for multi use, with a distinct L-shaped layout that encourages a variety of learning activities. The scale of the space and everything in it is measured for the child's convenience and comfort. Materials and finishes, color and lighting reinforce the classroom's non-institutional, homelike quality, which is enhanced with balanced natural light and views to the out-of-doors. Individual classroom courtyards, which originally served as entry ways into classrooms from outside, provide opportunities for outdoor class activities.....The model scale of the single story structure with its idyllic park like setting is deliberately unpretentious and informal. The architectural expression, which is welcoming and comfortable for those who use it on a daily basis, retains a sense of elegance, dignity, and seriousness of purpose...

*R. Thomas Hille,
Seattle-based architect and architecture writer
Modern Schools: A Century of Design for Education,
New York: John Wiley & Sons, 2011*

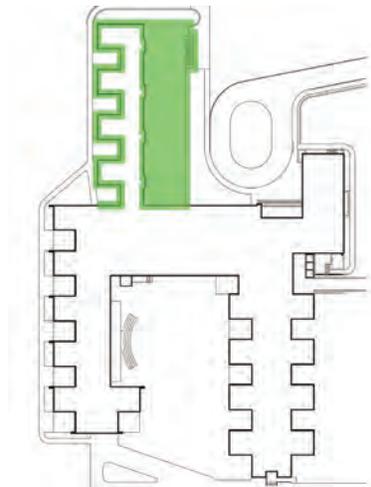
Today, the design of Crow Island school looks inevitable, but what was especially radical in its day was the way it married progressive ideas of pedagogy with architecture; rooms were scaled for children, with comparatively low 9-foot ceilings; there was pint-size furniture (much of it designed by Eero Saarinen in molded wood), L-shaped classrooms with space for a kids' workshop, and generous low windows to bring in daylight and let teachers keep an eye on children at play in the courtyards of each room. In our special section this month, Schools of the 21st Century, we bring you a collection of schools that reflect Crow Island's values.

*Cathleen McGuigan,
Editor in Chief of Architectural Record
"A Primer for School Design in the 21st Century"
Architectural Record, January, 2015*

When it opened 75 years ago, Crow Island School revolutionized school design. It's had many imitators since, but few can match its vision for experiential, child-centered learning.....Crow Island is something like the Seagram Building of elementary schools. Celebrating its 75th anniversary this year, the school's influence has reached far and wide...

*Zach Mortice,
Education Writer
"Why Don't All Schools Look Like This One?"
CityLab, October, 2015*

SAMPLE CONTENT: Exterior Section



Northwest wing key plan

“The four rooms designed for first and second grades extend along the northwest wing, opening onto a corridor, which in turn opens onto the play terrace for the primary children. This terrace is protected from the north wind by a brick and glass-brick wind break, and is protected from the west by the wing itself and a ten-foot overhanging roof, under which children can play outdoors even in rainy weather. The terrace itself will be paved with asphalt.”

*Superintendent Carleton Washburne –
1939-40 Annual Report pp. 9-10*



View of the east and south façades of the northwest wing and the play terrace, 1940 (Hedrich Blessing)

NORTHWEST WING

Historic Rating: Very Significant
Condition Rating: Varies
Treatment Rating: Preserve

DESCRIPTION

The northwest wing includes the east and south façades of the classroom wing and alcove at the raised terrace, the east façade near the flagpole, the north façade facing Willow Road, and the west façade at the classroom units. It is an original 1940 wing that provides a raised and protected play area and visually shields the school and grounds from traffic on Willow Road. The wing contains four classrooms with adjacent courtyards. The individual façades are described below.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Courtyards (p. 4-26, 4-27)
- Concrete foundations (p. 4-26)
- Concrete beams (p. 4-26)
- Cast concrete eave units (p. 4-26)
- Brick walls (p. 4-27)
- Decorative brick screen wall (pp. 4-27, 4-32)
- Terra cotta sculptures at classroom courtyards (p. 4-28)
- Sheet metal coping and fascia (p. 4-29)
- Pipe railing posts at alcove (p. 4-34)
- Wood board and batten walls (p. 4-30)
- Flat roof (p. 4-30)
- Skylights (p. 4-30)
- Steel windows, doors, and frames (p. 4-31)
- Glazed steel-clad wood doors and transoms (p. 4-31)
- Wood stile & rail doors and wood transoms (p. 4-31)
- Bronze hardware (p. 4-32)
- Signage (p. 4-34)
- Flagpole structure (p. 3-152, 4-35)

FAÇADE EVALUATIONS

The play terrace and courtyards are evaluated in the *Site and Landscape* section.

East Façade, Northwest Wing

Historic Rating: Very Significant
Condition Rating: Good
Treatment Rating: Preserve

The northwest wing’s raised play terrace is used as a play space and outdoor classroom. The east façade is faced with redwood vertical board and batten siding and has a wide overhanging eave. Four sets of paired doors exit onto the terrace, each aligned with a classroom corridor door.



Glass block set in the north façade of play terrace, northwest wing (BHC)

The redwood boards are weathered and discolored due to water splashing up from the pavement.

North Façade of Play Terrace, Northwest Wing

Historic Rating: Very Significant
 Condition Rating: Fair - Poor
 Treatment Rating: Preserve

A brick screen wall extends east of the main structure to create the north end of the raised play area. There are two rows of ten small square openings that have glass block inset into them. Beneath them is a third row of square openings that have been infilled with brick. Originally all three rows had glass block. The overhanging roof and pre-cast concrete rafters are in poor condition and have spalls and visible cracks.



Flagpole at east façade of northwest wing (BHC)

East Façade with Flagpole, Northwest Wing

Historic Rating: Very Significant
 Condition Rating: Fair
 Treatment Rating: Preserve

This façade consists of a simple flat brick end wall. On the south end there are three cantilevered semicircular supports and a substantial metal base bracket that encloses and supports a metal flagpole that extends approximately 24-feet high. The metal supports and the pole have lost their protective paint coating and rust has stained the concrete steps below. The brick wall is in good condition, but shows signs of repaired brick and mortar joints that may have cracked due to stress from the weight of the flagpole structure attached to the brick wall. Another consideration is that there could be rusted metal reinforcing components within the wall that will continue to cause oxide jacking and cracking at the wall. See "Flagpole" in the *Artwork* section (p. 3-152) and *Exterior Material Repair Recommendations* (p. 4-35) for a detailed description of the flagpole and work recommendations.

North Façade, Northwest Wing

Historic Rating: Very Significant
 Condition Rating: Good
 Treatment Rating: Preserve



Contributing 1980 bronze signage on the north façade of the northwest wing (BHC)

This façade faces Willow Road and includes the school signage "CROW ISLAND SCHOOL" in block letters. The bronze lettering was a commemorative gift in 1980, from alumni, for the 40th anniversary.¹ The signage is not historic, but is considered a contributing feature on the façade. To the west of the signage is the backside of the brick screen wall mentioned at the south façade where there are two rows of ten small square openings that have glass block inset into them. Beneath them is a third row of square openings that have been infilled with brick. Originally all three rows had glass block.

¹ Stewardship Group Research, using the Winnetka Public Schools Archives.



Northwest wing classroom units with corner steel windows and inset courtyards, 1940 (Hedrich Blessing)

West Façade, Northwest Wing

Historic Rating: Very Significant
Condition Rating: Good - Fair
Treatment Rating: Preserve

The four classrooms of the west façade (rooms 111-114) are identical classroom units that create a repeating design rhythm. Each classroom unit has an outside west-facing wall and three inner courtyard walls. The west end walls each contain a large multi-lite opening with 20 rectangular windows that occupy most of the wall and butt up against the southwest corner of the classroom. The inner courtyard’s south-facing façade contains a large multi-lite opening containing 16 rectangular windows that butt up against the same southwest corner. The appearance is one of two glass walls that meet at the corner. At the east end of this bank of windows is an entrance door topped by a transom window. This door accesses the classroom. Each courtyard’s west façade has a wide, horizontal opening with two rows of three steel sash (6-lites), with the six windows located above the workroom counters. A second window opening consists of a tall, narrow window where the restroom is located. A narrow brick screen shields this opening. The north-facing façades each have a flat brick wall. There is a singular rectangular louvered vent at the east end and whimsical colored terra cotta sculptures inset within a brick frame located in varied positions at the west end of the wall. (See the “ceramic sculptures” in the *Artwork* section (p. 3-148) for more information on the terra cotta wall sculptures). Brick failure was observed at the base of the doors. Each bathroom screen has had repeated rebuilding--often not matching the original design. Damaged brick was observed at corners.



Terra cotta sculptures, designed by Lily Swann Saarinen at classroom 111 courtyard (Winnetka Public Schools Archives)

RECOMMENDATIONS

The preservation treatment approach *Preserve* is recommended for this area. This treatment places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair.

Highest priority façade repairs :

- Glass block set in brick screens. Inspect joint sealant and provide necessary repairs. Replace any broken or damaged block units (p. 4-32).
- Signage - maintain bronze lettering and check anchoring (p. 4-34).
- Conduct repairs to flagpole structure, including rust removal and repainting (pp. 3-152, 4-35).

NORTHWEST WING:

(PRIMARY WING)

CLASSROOMS 111a-c -114a-c,

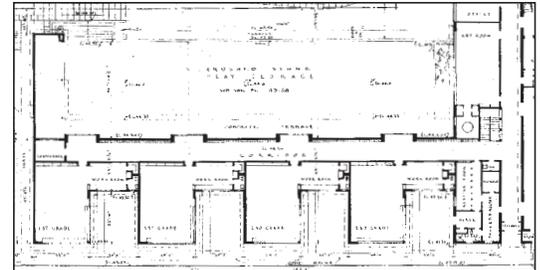
OFFICE 134,

CORRIDOR 133, STAIR B

Historic Rating: Very Significant
Rating: Good
Treatment: Preserve



View of workroom and attached bathroom, 1940 (Hedrich Blessing)



Northwest Wing Classrooms, Floorplan, 1939

“The four rooms designed for first and second grades extend along the northwest wing, opening onto a corridor, which in turn opens onto the play terrace for the primary children. This terrace is protected from the north wind by a brick and glass-brick wind break, and is protected from the west by the wing itself and a ten-foot overhanging roof, under which children can play outdoors even in rainy weather. The terrace itself will be paved with asphalt.



View of northwest wing classroom, 2017 (Winnetka Public Schools Archives)

Each classroom has its own characteristic color- red, yellow, green, or blue-as indicated by the color of the door through which one enters it from the corridor. This same color lines the cupboards and bookshelves, is on the steel mullions of the windows, and is picked up in the curtains. The general tone of each room, however, is that of light, natural-finished wood. This is true of the mottled asphalt-tile floors, of the tables and chairs, of the ground work of the curtains, and of the wood work generally. The wood paneling of the north wall, however, is a slightly deeper tone.

As will be seen from the floor plan, each classroom is L shaped, the main part of the room being 22x32, and the work room off it 12x15. This work room can be separated from the main room by sliding doors. In the work room is a work bench overlooking the little yard. The bench is equipped with gas and electric outlets for cooking and science, and is also used for woodworking. Under it are storage cabinets for the things children are making. At the south end of the work room is a sink and drinking fountain. Beside this is a door into the individual toilet for the particular classroom.

On the north wall is a blackboard with electric lights recessed into the ceiling above it and focused on it. Over the blackboard is a map rail on which charts and maps can be hung. The north wall, as indicated before, is paneled in soft pine, into which the children’s work may be thumb tacked without harm. The wood is in a warm natural finish with a light coat of wax.



Former kindergarten classroom, 2016
(Winnetka Public Schools Archives)

“...corner bay windows with built-in seating accommodate a variety of formal and informal and learning activities in close association with the out-of-doors. The classrooms’ intimate scale and home-like features are characteristics of the child centered learning environment...”

R. Thomas Hille, AIA, Modern Schools: A Century of Design for Education, 2011.



Classroom construction of pine plank walls and blackboard, ca. 1939
(Winnetka Public Schools Archives)



View of classroom, 2017 (BHC)

The wall between the classroom and corridor -the east wall in this primary wing- consists entirely of cupboards of various kinds-file drawers for the filing of the teacher’s records, deep shelves for large drawing paper, other shelves for various other types of school supplies, a coat closet for the teacher, and so on.

The furniture in the primary wing, designed, like all the furniture in the building, by Eero Saarinen, consists of small tables, one for each child, topped with an attractive, smooth, unscratchable material called Formica which has the appearance of natural linen. This makes an ideal writing surface. Each table has a drawer in which the child can keep his papers and books, and with each table goes a separate small chair made of plywood, molded to fit the curves of the child’s back and keep him in a good sitting posture during his periods of study. These plywood chairs, which, in various sizes, are used throughout the building, are made by the new Alto process, by which the layers of veneer are molded to form before they are glued together, thus preventing subsequent cracking. There is also a teacher’s desk, topped with the same material as the children’s desks, and made to a simple, modern, attractive design for this building. And there is a browsing table for books. Under the windows on both the south and west sides of the room a story corner is formed by the window seats. These have hinged tops, with storage space below.

The ceilings are of acoustical plaster that absorbs reverberation and makes for a quiet, peaceful atmosphere in the rooms. Set into the ceilings four or five feet apart are domes, within which the electric lights are concealed. Each light is partly silvered so as to send a cone of light downward to the children’s desk tops. The cones overlap at desk level in such a way that a child does not cast a shadow on what he is writing or reading. The maximum of illumination with a minimum of glare and electric consumption is achieved through this means-a plan especially worked out for the Crow Island School by Stanley McCandless of Yale University. The lights in the corner of the room furthest from the windows are controlled by an electric eye, which automatically turns them on when the sun goes under a cloud and turns them off when the sun comes out again.

Ventilation is by a unit ventilator placed in the ceiling over the blackboard. This draws in fresh air for the particular room, filters it, circulates it through radiator coils, and by means of fans and louvers directs it to all parts of the classroom. The heat from this unit ventilator is supplemented by radiators behind the window seats (and insulated from them) under the south windows. Between the ceiling and the roof, not only in this wing but throughout the school, there is a thick layer of rockwool, and then an air space. This results in conserving heat in the winter and preventing the rooms from overheating in the summer...”

Superintendent Carleton Washburne, 1939-40 Annual Report, p. 9-10

WHY IS THE LAYOUT OF THIS CLASSROOM WING IMPORTANT?

The classroom layout is one of the most innovative and unusual features of Crow Island School. Architect Larry Perkins developed the plan after observing classes in other Winnetka elementary schools for three months. It combines a large classroom—wider than the traditional, long rectangle and thus more conducive to flexible groupings—with a workroom for messy projects. The resulting L-shape creates a courtyard that serves as an outdoor learning environment. This ensemble satisfies the students’ desire for a smaller-scale, less intimidating environment as well as the teachers’ request for flexible space with ample room for hands-on projects. There

is no “front” of the classroom, and to this day all teachers organize their room to accommodate their needs.

The wider-than-usual hallways feature round skylights (echoed by the round light fixtures) that bring in natural light even on cloudy days. Another innovative feature, the built-in lockers, replaces messy, chaotic cloakrooms. Wood paneling on the walls allows student artwork to be displayed in the hallway, further personalizing the entry to each classroom.

- **Workroom:** Each classroom has its own workroom for messy projects. There is a long continuous countertop beneath a band of windows.
- **Materials:** Wood paneling complements the brick walls to create a warm, welcoming environment. Wood surfaces are soft enough to serve as tackboards for student work throughout the room; there are no defined “bulletin boards.”
- **Window walls:** Glass walls on two sides fill the rooms with light, creating the bay-window effect desired by teachers, and bringing nature into the classroom.
- **Scale:** The lower scale so important to children was achieved by reducing ceiling height to 9 feet (versus the then-standard 12 feet) and placing light switches, door knobs, and blackboards at a lower level.
- **Color:** Hallway doors painted in different colors helped young children confidently identify their own classroom. The original scheme had four colors: red, yellow, blue and green. (Green has been converted to blue over time but could be restored easily.) The color scheme was carried into classroom elements including shelving edges, built-in drawers, and cupboard interiors.
- **Built-in storage:** Each classroom has an entire wall of cabinets whose pine surfaces can serve as tackboards. There are additional cabinets and shelves in the workroom. The low benches along the window walls serve as storage units accessed by flipping up the seat panels.
- **Lighting:** Recessed lighting (necessitated by the lower ceilings) was arranged into three diagonal groups receding from the window walls, so that the darker interior corner could be lit separately.
- **Bathrooms and sinks:** Each classroom has its own bathroom and drinking fountain, eliminating the disruptions of children going down the hall for those functions. This also reinforces the autonomy and home-like quality of the classroom unit. A large sink in the workroom facilitates cleanup for messy projects.¹
- **Courtyards:** Classrooms are arranged so that each has a south-facing glass wall onto the courtyard, with the opposite solid-brick wall adorned with sculptures. This arrangement provides abundant light and views to the outdoors while maintaining privacy between rooms.

¹ All classrooms were plumbed to accommodate two bathrooms, in case the concept of only having one toilet room was unacceptable to parents and the community. However, second bathrooms were only built in Rooms 101 and 102, which were intended for 6th grade students. In all other classrooms the second bathroom was fitted out as a closet. The second bathrooms in Rooms 101 and 102 were eventually fitted out as closets.



Vertical pinewood paneling lines the west wall of corridor 133, 1940 (Hedrich Blessing)

CHRONOLOGY OF CHANGES:

- 1996** Asbestos ceilings and recessed lighting fixtures are removed and replaced in classrooms 101-114, foyer, and hallways of the 1940 building. Ceiling heating units are removed and replaced in classrooms 101-114.²
- 1998** New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium (flooring replaced 2002).
- 2002** All exterior window sash are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.
- 2010** Separate water fountains are installed in workrooms of all classrooms, and original water fountains that were integrated into the sinks are deactivated.
- A comprehensive space numbering system is implemented, and wayfinding plaques are installed throughout the school.
- 2013** All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.³

USE OF SPACE:

Predominantly used as 1st and 2nd grade classrooms. Other uses have included kindergarten; special education; Winnetka Public School Nursery classes (1982-91); and music. For the 2017-18 school year these classrooms were used for 1st grade classrooms.

DESCRIPTION

Extending north from the west end of the main corridor (corridor 147), the northwest classroom wing is composed of a single loaded corridor (corridor 133) with four classrooms (rooms 111-114) at the west wall. At the north end of the corridor is a small room (room 134) used as a psychology office. The east wall has exterior doors that open onto the exterior play terrace. Each set of exterior doors is set directly across from the classroom doors. Lockers are inset into the walls and are located throughout the corridor.

The classrooms in this wing were based on the same modules as the classrooms in the southeast classroom wing. Each classroom is L-shaped, with access to an exterior courtyard. The main classroom space has two walls of windows, with built-in benches below. The classrooms are also fitted with built-in cabinetry and shelving throughout. Many blackboards have been replaced with white boards, but the original wood trim and chalk rails remain. A work room is located in the smaller leg of the L. This space can be closed off from the main classroom via pocket doors. Each work room has built-in cabinetry, a bathroom and a closet.



Northwest wing corridor, 133 (BHC)



Stair B at the main level (BHC).

² District 36 Building and Grounds Drawings.

³ Ibid.



Corridor walls are finished with vertical pine planks with v-grooves (BHC)

Classroom walls have vertical pinewood paneling. Corridors are finished with brick walls, vertical pinewood paneling located at each classroom entrance, acoustical ceilings and resilient tile floors. Four skylights provide natural light in the corridor. Banks of lockers are located in the corridor between the classroom entrances.

Stair B is located where two corridors intersect (corridors 147 and 133). Stair B is separated from corridor 147 by three, square brick columns resting on a low brick wall base. It has a wood balustrade between the columns and at the south end. There are also metal railings. The walls of the staircase are Illinois common brick with a red, face brick soldier course matching the base of the walls in the lobby and corridors. The stairs provide access to the lower level. These stairs are open at the first floor and are separated from the lower level corridor (corridor 32) with glazed steel doors that have transoms and sidelights. The stairs retain their original layout and materials. The glass wall separation at the lower level was added in 1972.

COLOR NOTES

Carleton Washburne and Larry Perkins clearly explain color use for the classrooms in their undated manuscript entitled, “The Story of the Crow Island School,”

“...The whole school is colorful, the prevailing colors being blue, green, yellow and red, a bit softer than the pure colors, but gay and bright. The outside doors are blue; the classroom doors into the corridors match the basic color of the individual rooms – one yellow, the next red the next green, the next blue. Inside “yellow rooms,” the lining of all cupboards, the edging of the bookshelves, the mullions between the windowpanes, the niche in which the sink is set, all are yellow. In a “blue room” all are blue; and so on. The curtains in all rooms are predominantly linen colored, like the desktops, have narrow stripes and sometimes part-lengths in a variety of colors. But the color of the classroom in which the curtains hang is the color most used in the stripes of part – lengths.”

*“The Story of the Crow Island School”
(Undated manuscript by Carleton Washburne & Lawrence Perkins- p. 19.*

In May, 1940 the paint schedule for the primary wing classrooms were designated as follows:⁴

- Room 111 – Color #4 (Blue)
- Room 112– Color #5 (Green)
- Room 113 – Color #6 (Bright Yellow)
- Room 114– Color #2 (Medium Red)

⁴ Room numbers have been changed to the District’s 2014 numbering system.



Classroom, 1940 (Hedrich Blessing)

EVALUATION

The northwest classroom wing retains its original layout. Changes include new recessed lighting, replacement of ceiling and floor finishes, and installation of new lockers in the corridor. Many blackboards have been replaced with white boards, but the original wood trim and chalk rails remain. Cabinetry and shelving have been altered to varied degrees. Limited doors have been replaced. Original hardware is missing or has been replaced on cabinets and doors.

The corridor remains unchanged in original layout. Material changes include the replacement of the ceiling and skylights, floors, lighting, and lockers. Stair B also is unaltered.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for this area, except room 134. This treatment places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair. It reflects a space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

The toilet rooms, though service spaces, are historic. Care should be given to preserving the features that define their character, such as the ceramic tile floors and wall base, hardware, and vents.

The treatment approach *Rehabilitate* is recommended for room 134. This treatment places an emphasis on the retention of the space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.



Classroom, 1940 (Hedrich Blessing)

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

Classrooms and Corridor:

- Walls, Illinois common brick and dark red face brick base (p. 4-38)
- Walls, wide vertical pinewood planks (p. 4-40)
- Walls, gypsum wallboard with acoustical plaster (p. 4-43)
- Ceilings, gypsum board with acoustical tiles (p. 4-43)
- Doors, sliding wood with glass panels (p. 4-41)
- Doors, flush wood (p. 4-41)
- Transom windows (p. 4-41)
- Bower-Barff, rustless iron hardware (p. 4-41)

- Bathrooms, ceramic tile flooring (p. 4-44)
- Replaced resilient tile flooring and baseboards (p. 4-45)
- Blackboard with wood frame and chalk rail (p. 4-46)
- Built-in wood benches (p. 4-46)
- Laminate sill at wood benches / windows (p. 4-46)
- Built-in wood cabinetry and shelving (p. 4-46)
- Glass partition / display cabinet (p. 4-46)
- Recessed lighting (p. 4-47)
- Sinks (Interior Priorities, p. 4-17)

Stair B:

- Concrete stair treads (p. 4-38)
- Metal balustrade (p. 4-38)
- Wood balustrade (p. 4-38)
- Wood handrail (p. 4-38)
- Walls, Illinois common brick and dark red face brick base (p. 4-38)
- Square brick columns at stairs (p. 4-38)
- Walls, gypsum with acoustical plaster (p. 4-43)
- Ceiling-mounted lighting at stair (p. 4-47)
- Skylight at Stair B (p. 4-30)

Master List Matrix

This **Master List Matrix** includes historic and condition ratings of individual façades, rooms, spaces, and objects at Crow Island School. These ratings were developed and used in the Crow Island School Historic Structure Report. Each individual façade, room, space, and object may have a treatment approach recommendation and page numbers that reference pages in the report where more information can be found. The façade names are directional and described in relationship to the specific wings or central core of the building. Room and space names and numbers are based on the 2014 *Winnetka PSD 36 Safety Reference Plans*. The names, ratings, and codes are based on extensive research and a visual survey conducted in July, 2015 by Benjamin Historic Certifications, LLC. This document repeats information already included in the historic structure report and is intended to serve as a quick reference guide.

Detailed conditions for façades, rooms, spaces, and objects are included in the historic structure report and are not summarized in this Master List Matrix.

EXTERIOR

Main Entrance					
<i>Type</i>	<i>Name</i>	<i>Historic Rating</i>	<i>Condition Rating</i>	<i>Treatment Rating</i>	<i>HSR Page Number</i>
1940 Façade	West Façade - Northeast Wing	Very Significant	Good	Preserve	3-9
1940 Façade	North Façade - Central Core, east of Clock Tower	Very Significant	Good	Preserve	3-10
1940 Façade	North Façade - Central Core, west of Clock Tower	Very Significant	Good	Preserve	3-10
1940 Façades	Clock Tower - east, north, west south	Significant (rebuilt 1993)	Fair	Preserve	3-10
Site and Landscape	Main Driveway	Very Significant	Good	Preserve	3-133
Artwork	Clock-North Façade Tower	Very Significant	Good	Preserve	3-151

Northwest Wing					
<i>Type</i>	<i>Name</i>	<i>Historic Rating</i>	<i>Condition Rating</i>	<i>Treatment Rating</i>	<i>HSR Page Number</i>
1940 Façade	East Façade	Very Significant	Good	Preserve	3-13
1940 Façade	South-facing Brick Screen Wall, Play Terrace	Very Significant	Fair to Poor	Preserve	3-14
1940 Façade	East Façade with Flagpole	Very Significant	Fair	Preserve	3-14
1940 Façade	North Façade	Very Significant	Good	Preserve	3-14
1940 Façade	West Façade	Very Significant	Good to Fair	Preserve	3-15
Site and Landscape	Willow Road Landscaping and Walkways	Significant	Good	Preserve	3-134
Site and Landscape	Raised Play Terrace	Very Significant	Good	Preserve	3-135
Site and Landscape	Northwest Wing Courtyards	Very Significant	Good	Preserve	3-136
Site and Landscape	Santiago's Garden	Non-Contributing	Fair	Treat with Care	3-136
Site and Landscape	West Play Area	Contributing	Fair	Preserve	3-136
Artwork	Terra Cotta Sculptures	Very Significant	Good	Preserve	3-148
Artwork	Flagpole - Northwest Wing	Very Significant	Fair	Preserve	3-152
Artwork	Crow Sculpture	Significant	Good	Treat with Care	3-153

Crow Island School, Winnetka, Illinois

(Continued)

Central Core					
<i>Type</i>	<i>Name</i>	<i>Historic Rating</i>	<i>Condition Rating</i>	<i>Treatment Rating</i>	<i>HSR Page Number</i>
1940 Façade	South Façade	Contributing	Good to Fair	Preserve	3-17
1940 Façade	East Façade	Very Significant	Unknown	Preserve	3-18
1940 Façade	North Façade	Very Significant	Unknown	Preserve	3-18
1940 Façade	West Façade	Very Significant	Unknown	Preserve	3-18
Artwork	Brick Relief Architectural Model	Very Significant	Excellent	Preserve	3-152

Southeast Wing					
<i>Type</i>	<i>Name</i>	<i>Historic Rating</i>	<i>Condition Rating</i>	<i>Treatment Rating</i>	<i>HSR Page Number</i>
1940 Façade	West Façade North of Classrooms	Contributing	Good	Preserve	3-21
1940 Façade	West Façade, Central Courtyard	Very Significant	Good to Fair	Preserve	3-22
1940 Façade	South Façade	Very Significant	Good	Preserve	3-22
1940 Façade	East Façade	Very Significant	Good to Poor	Preserve	3-23
1940 Façade	North Façade, at Garage Ramp	Very Significant	Fair to Poor	Preserve	3-23
1940 Façade	East Façade, at Garage Ramp	Very Significant	Fair to Poor	Preserve	3-24
1940 Façade	Loading Dock	Contributing	Good	Rehabilitate	3-24
Site and Landscape	South Play Area	Significant	Fair	Preserve	3-138
Site and Landscape	Southeast Wing Courtyards	Very Significant	Fair	Preserve	3-139
Site and Landscape	East Lawn and Loading Dock	Significant	Good	Preserve	3-140
Artwork	Terra Cotta Sculptures	Very Significant	Good	Preserve	3-148

Northeast Wing					
<i>Type</i>	<i>Name</i>	<i>Historic Rating</i>	<i>Condition Rating</i>	<i>Treatment Rating</i>	<i>HSR Page Number</i>
1940 Façade	South Façade	Very Significant	Good to Fair	Preserve	3-27
1940 Façade	East Façade	Very Significant	Good	Preserve	3-28
1940 Façade	North Façade	Very Significant	Good	Preserve	3-28
Site and Landscape	Northeast Wing Playground	Significant	Good	Preserve	3-134

Southwest Wing					
<i>Type</i>	<i>Name</i>	<i>Historic Rating</i>	<i>Condition Rating</i>	<i>Treatment Rating</i>	<i>HSR Page Number</i>
1954 Façade	North Façade	Very Significant	Good	Preserve	3-33
1954 Façade	West Façade	Very Significant	Good	Preserve	3-33
1954 Façade	South Façade	Very Significant	Good	Preserve	3-34
1954 Façade	East Façade at Central Courtyard	Very Significant	Good	Preserve	3-34
Site and Landscape	Southwest Wing Courtyards	Very Significant	Fair	Preserve	3-137
Site and Landscape	Central Courtyard	Very Significant	Good	Preserve	3-138
Artwork	Mosaic Tile Bench Murals	Non-Contributing	Good to Fair	Treat with Care	3-156

INTERIOR

Main Level						
<i>Number</i>	<i>Original Classification or Type</i>	<i>2014 District 36 Room Name</i>	<i>Historic Rating</i>	<i>Condition Rating</i>	<i>Treatment Rating</i>	<i>HSR Page Number</i>
101 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
102 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
103 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
104 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
105 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
106 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
107 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
108 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
109 a-e	Kindergarten Wing Classroom	Northeast Wing Classroom	Very Significant	Good	Preserve	3-53
110 a-e	Kindergarten Wing Classroom	Northeast Wing Classroom	Very Significant	Good	Preserve	3-53
111 a-c	1940 Classroom	Northwest Wing Classroom	Very Significant	Good	Preserve	3-59
112 a-c	1940 Classroom	Northwest Wing Classroom	Very Significant	Good	Preserve	3-59
113 a-c	1940 Classroom	Northwest Wing Classroom	Very Significant	Good	Preserve	3-59
114 a-c	1940 Classroom	Northwest Wing Classroom	Very Significant	Good	Preserve	3-59
115, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
116, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
117, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
118, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
119, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
120, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
121	Circulation/Flexible Space	Activities Area/Corridor	Very Significant	Good	Preserve	3-103
122	Equipment Storage	Janitor's Closet	Contributing	Fair	Treat with Care	-
123	General Storage	Janitor's Closet	Contributing	Fair	Treat with Care	-
124	Janitor's Closet	Janitor's Closet	Contributing	Fair	Treat with Care	-
125	Utility	Closet	Contributing	Fair	Treat with Care	-
126	Physical Education Office	Nurse Resting Room	Contributing	Fair	Rehabilitate	3-89
127	Utility	Storage Room	Contributing	Fair	Rehabilitate	3-89
128	Utility	Janitor's Closet	Contributing	Fair	Treat with Care	-
129	Nurse's Room Toilet	Nurse's Room Toilet	Contributing	Fair	Rehabilitate	3-89
130	Nurse's Room Exam	Nurse's Office	Contributing	Fair	Rehabilitate	3-89
131	Nurses Resting Room	Physical Education Office	Contributing	Fair	Rehabilitate	3-89
132*	Circulation	Southeast Wing Corridor	Very Significant	Good	Preserve	3-67

* Corridor 132 was not labeled on the 2014 floorplans

Crow Island School, Winnetka, Illinois

(Continued)

133	Circulation	North Corridor	Very Significant	Good	Preserve	3-59
134	Conference	Office	Contributing	Fair	Rehabilitate	3-59
135	Playroom	Gymnasium	Significant	Good	Rehabilitate	3-77
137	Stage	Stage	Very Significant	Varies	Preserve	3-47
No #	Properties	Behind Stage	Contributing	Good	Treat with Care	3-47
138	Auditorium	Auditorium	Very Significant	Varies	Preserve	3-47
139	Art Room	Kitchen	Contributing	Good	Rehabilitate	3-85
140	Art Room	Teacher's Lounge	Significant	Good	Preserve	3-85
141	Art Room (part of 140)	Copy Room / storage	Significant	Good	Preserve	3-81
142	Reception Area	Office	Significant	Good	Preserve	3-81
143*	Principal's Office	Principal's Office	Significant	Good	Preserve	3-81
145	Library Workroom	Workroom	Significant	Good	Preserve	3-81
146	Original Library	Museum	Very Significant	Good	Preserve	3-73
147	Circulation	Main Corridor	Very Significant	Good	Preserve	3-81
148	Foyer/Lobby	Lobby	Very Significant	Good	Preserve	3-41
149	Book Room	Flexible Room	Contributing	Good	Rehabilitate	3-53
150	Telephone Room	Flexible Room	Contributing	Good	Rehabilitate	3-53
151	Janitor's Closet	Janitor's Closet	Contributing	Fair	Treat with Care	-
152	Circulation	Northeast Wing Corridor	Very Significant	Good	Preserve	3-53
153	Kitchen	Kitchen	Significant	Good	Preserve	3-53
154	Circulation	Coridor near Lobby	Very Significant	Good	Preserve	3-53
155	Flexible Space	Psych Room	Significant	Good	Preserve	3-53
156	Janitor's Closet	Janitor's Closet	Contributing	Good	Treat with Care	3-93
157	Utility	Girls' Bathroom	Contributing	Good	Preserve	3-93
158	Utility	Boys' Bathroom	Contributing	Good	Preserve	3-93
Stair A	Circulation	Stair	Very Significant	Good	Preserve	3-41
Stair B	Circulation	Stair	Very Significant	Good	Preserve	3-59
Stair C	Circulation	Stair	Very Significant	Good	Preserve	3-103

* There is no room 144 listed on the 2014 floorplans

Lower Level						
Room Number	Original Classification or Type	2014 District 36 Room Name	Historic Rating	Condition Rating	Treatment Rating	HSR Page Number
1	Utility	Crawl Space	Non-Contributing	Unknown	Treat with Care	-
2	1954 Storage Addition	1974 Sonic Cell (now storage)	Non-Contributing	Good	Treat with Care	3-121
3	Toilet	Toilet	Contributing	Good	Treat with Care	3-121

(Continued)

4	Toilet	Toilet	Contributing	Good	Treat with Care	3-121
5	Mechanical	Pump Room	Non-Contributing	Good	Treat with Care	3-125
6	Meter Room	Meter Room	Non-Contributing	Good	Treat with Care	3-125
7	Mechanical	Mechanical Room	Non-Contributing	Good	Treat with Care	3-125
8	Greenhouse	Greenhouse	Non-Contributing	Good	Treat with Care	3-121
9	Crawlspace	Crawlspace	Non-Contributing	Unknown	-	-
10	Activity Store Room/Visual Ed.	Photo Lab	Non-Contributing	Good	Treat with Care	3-121
10a	Activity Store Room/Visual Ed.	Main Distribution Frame	Non-Contributing	Good	Treat with Care	3-125
11*	Activity Office	Kitchen/Cooking Barn	Non-Contributing	Good	Treat with Care	3-121
13	Music Room	Work Room	Non-Contributing	Good	Treat with Care	3-117
14	Homecraft and Cooking	Pioneer Room	Very Significant	Good	Preserve	3-109
15	Kiln Room	Kiln Room	Significant	Fair	Rehabilitate	3-117
16	Bicycle Room	Storage	Non-Contributing	Good	Treat with Care	3-125
17 (unlabeled)	Bicycle Room	Storage	Non-Contributing	Good	Treat with Care	3-117
18	Utility	Maintenance Office	Non-Contributing	Good	Treat with Care	3-125
19	Passageway	Publications Room	Non-Contributing	Good	Treat with Care	3-117
20	Work Room	Electrical Room	Non-Contributing	Good	Treat with Care	3-125
21	Toilet	Toilet	Non-Contributing	Good	Treat with Care	3-125
22	Mechanical	Boiler Room	Non-Contributing	Good	Treat with Care	3-125
23/23a/23b	Winnetka Educational Press	Art Room/Office	Contributing	Good	Rehabilitate	3-113
24/24a/24b	Teachers' Room and Kitchen	Lunch Room/Office	Contributing	Good	Rehabilitate	3-113
25, 25a, 25b, 25c	Shop and Science Room	Library Resource Center	Non-Contributing	Good	Treat with Care	3-121
26	Passageway	Garage & Storage	Non-Contributing	Good	Treat with Care	3-125
27	Fuel Room	Fan Room	Non-Contributing	Good	Treat with Care	3-125
28	Teachers' Rest Room	Music or Social Worker Room	Contributing	Good	Rehabilitate	3-113
28a	Toilet	Toilet	Contributing	Good	Rehabilitate	3-113
28b	Closet	Closet	Contributing	Good	Rehabilitate	3-113
29	Janitor's Closet	Janitor's Closet	Contributing	Good	Treat with Care	3-125
30 (mis-labeled 31)	Intermediate Section/Storage	Storage	Non-Contributing	Good	Treat with Care	3-125
31	Circulation	Corridor	Significant	Good	Preserve	3-113
32	Circulation	Corridor	Significant	Good	Rehabilitation	3-121
Stair A	Circulation	Stair	Very Significant	Good	Preserve	3-41
Stair B	Circulation	Stair	Very Significant	Good	Preserve	3-59
Stair C	Circulation	Stair	Very Significant	Good	Preserve	3-103

* There is no room 12 listed on the 2014 floorplans

(Continued)

Interior Artwork and Furniture						
<i>Name</i>	<i>Original Classification or Type</i>	<i>Current Location</i>	<i>Historic Rating</i>	<i>Condition Rating</i>	<i>Treatment Rating</i>	<i>HSR Page Number</i>
Terra Cotta Sculptures	Sculpture	Foyer/Lobby	Very Significant	Good	Preserve	3-148
Ceramic Sculpture "Children"	Sculpture	Foyer/Lobby	Contributing	Good	Treat with Care	3-154
Crow Mobile Sculpture	Sculpture	Foyer/Lobby	Non-Contributing	Fair	Treat with Care	3-154
Plaster Sculpture "Bird Girl"	Sculpture	Foyer/Lobby	Non-Contributing	Good	Preserve	3-155
Original Furniture	Furniture	Throughout the School	Very Significant	Varies	Preserve	3-143, A-173

Historic Value Rating

The Historic Value Rating provides a professional judgment on the historic importance of Crow Island School building components. The rating is based on research in historic documents and on-site observation.

Very Significant – The space or components are essential to the building’s architectural and historic character and are original to 1940 and 1954, the designated periods of significance.

Significant - The space or components are a major contribution to the building’s architectural and historic character. They are associated with the qualities that make the building historically significant.

Contributing - The space or components may not be particularly significant as isolated elements, but contain sufficient historic character to play a role in the overall significance of the structure. The material may or may not be original to the 1940 and 1954 dates of construction.

Non-Contributing- The space or components are not historic, or if historic, have been substantially modified. Little or no historic character remains. The material most likely does not date to 1940 or 1954, the designated periods of significance.

Condition Rating

A Condition Rating signifies the condition or degree to which the historic fabric has deteriorated. The five-point scale ranges from excellent to unknown.

Excellent - The space or components are in pristine condition and do not require any work.

Good - The space or components are showing wear, but continue to serve as they were intended. They may require routine maintenance.

Fair - The space or components are showing wear and require more than routine maintenance to serve as they were intended.

Poor - The space or components are in need of immediate attention. The items may not meet safety and legal requirements or a special repair project should be requested consistent with District 36 requirements, priorities, and long term management objectives.

Unknown - The space or component was not evaluated or was not visible.

Treatment Approach Rating

Preservation treatments for historic buildings are based on the National Park Service's *The Secretary of the Interior's Standards for the Treatment of Historic Properties*, often referred to as the *Standards*. The *Standards* are a series of concepts developed by professionals over several decades that provide best approaches for treating historic properties through maintenance, repair, replacement, new additions and alterations. There are four distinct but interrelated treatment approaches, of which *Preservation* and *Rehabilitate* align best with Crow Island School.¹ As part of this report, a Treatment Approach Rating of *Preserve*, *Rehabilitate*, or *Treat with Care* has been applied to façades, spaces, and features at Crow Island School and are based on recommended treatment approaches described in the *Standards*. The Treatment Approach Ratings are defined as follows:

- Preserve - Places a high premium on the retention of the façade or space and all historic fabric through conservation, maintenance, and repair. It reflects a façade or space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.
- Rehabilitate - Places an emphasis on the retention of the façade or space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.
- Treat with Care - The façade or space can be re-programmed to have sensitive alterations that incorporate new uses, equipment, methods and materials. The façade, space, or features have had alterations so that their original use or configuration is no longer apparent, there is no historic material remaining, or the spaces or components were built out in years other than in 1940 and 1954, the periods of significance.

¹ The *Standards* were developed by The National Park Service. There are four treatment approaches as part of the *Standards*: Preservation, Rehabilitation, Restoration, and Replication. Preservation and Rehabilitation are defined as follows: "Preservation focuses on the maintenance and repair of existing historic materials and retention of a property's form as it has evolved over time." "Rehabilitation acknowledges the need to alter or add to a historic property to meet continuing or changing uses while retaining the property's historic character."

SAMPLE APPENDIX**Appendix H.****History of Space Use at Crow Island School: 1940-2018****WHAT DO WE KNOW ABOUT SPACE USE AT CROW ISLAND?**

The original design of Crow Island equipped the building with a remarkable degree of flexibility in its responses to enrollment fluctuations and programmatic changes for more than seven decades. In the school's 75+ years there have only been 2 major capital initiatives at Crow Island since it opened in 1940:

- **1954:** A 6-classroom wing was added to the southwest end of the building to accommodate enrollment growth of the baby boom era.
- **1974:** The school's lower level space was remodeled to create a modern Library and Resource Center with flexible spaces for special activities, materials and equipment.

In 1982 a construction project expanded space to house the District's Maintenance Department shop and garage.

Enrollment & Class Size:

- Highest enrollment was **627 students in 1967**.
- Lowest enrollment was **259 students in 1983**.
- The highest average class size of 28+ students was reached in the 1950s prior to the addition

Average Enrollment and Class Sizes by Decade

	1940s	1950s	1960s	1970s	1980s	1990s	2000s	2010s
Enrollment	335	518	575	422	307	435	389	369
Average Class Size * <i>(includes JK ↔ SK)</i>		26.3	23.5	22.7	21	20.6	18.5	18.3

Over the decades the school has **accommodated enrollment growth** by

- increasing class sizes
- converting to classroom use spaces that were not originally designed as grade level classrooms (e.g. Art Room; lower level spaces)
- moving Junior Kindergarten in and out of Crow Island
- moving 6th grade to Skokie (1943 -'54 & 1962 - present) and
- moving 5th grade to Skokie School (1969 -'78 & 2000 - present)
- adding an administrative assistant position (2016-17)

(note: a 1949 redistricting shifted students from Hubbard Woods to Greeley School)

Other facilities projects to **accommodate enrollment growth** included

- 1966 renovation of two lower level classrooms,
- addition of a mobile classroom (1964-1989) and the
- addition of a 2-classroom mobile unit (2016-present)

During **periods of enrollment decline**, classroom spaces were freed up for Specials Teachers (e.g. Music & Art); Special Education & Support services (i.e. Reading, Speech & Language; Learning Support; Extended Learning; Self-Contained classes); Community Use (PTA Resale Shop & the Winnetka Art Gallery) and the rental of 2 classrooms & an office space to the Winnetka Public School Nursery (1982-1991)

In summary, Crow Island School has demonstrated an exceptional response to numerous facility challenges with resilience and grace for more than 75 years. Beyond that feat, it has served as an acknowledged icon of modern school design around the country and around the world.

CHARTS OF SPACE USE AT CROW ISLAND:

The following series of charts provide a detailed history of space use at Crow Island from 1940 to the present 2017-18 school year. They will inform the reader about each year's student enrollment, average class size(s) and, specifically, how each classroom, office and other spaces have been utilized over the 75+ years that Crow Island has been operating. The Stewardship Group gathered this information from archival documents and photographs, District 36 Annual Reports and faculty directories, Cook County Schools directories, Crow Island School directories as well as helpful input from past teachers.

A color-coded key highlights the building's requisite responses to enrollment surges, i.e. one addition, multiple large and small renovations, the addition of mobile classrooms and the rare instances when students were moved off site due to enrollment beyond capacity at the school.

A few observations:

- The 1940 Crow Island building was designed to accommodate approximately 400-500 students.
- The original outstanding design of Crow Island provided for large classroom spaces that responded well to fluctuating class sizes and programmatic changes over the decades
- The original design of the school included a generous number of ancillary spaces that have been readily retrofitted for other purposes
- The few spaces that have *not* been other-purposed include the main office, the gym, auditorium and the Pioneer Room.
- Growing enrollment necessitated a 6-classroom addition in 1954.
- During the 1960s the JK-5th enrollment peaked at 627 students with average class sizes of 23.5 students. This growth necessitated renovation of lower level spaces, a mobile classroom and 2 sections of JK to be moved to a nearby Church.
- The school's current 1st-4th enrollment of 306 coupled with smaller class sizes, the need for small spaces for special education interventions, as well as other programmatic changes have necessitated renovation of smaller office spaces in the Resource Center, a 2-classroom temporary classroom and 4 sections of Kindergarten to be moved to other schools in the district.

9-1-17 prepared by Crow Island Stewardship Group

Crow Island School: History of Space Use 1940-1949

Enrollment	293	?	331	347	318	312	327	345	363	384
Cook County Directories	JK-6	JK-6	JK-6	JK-5						
Room #	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50
1	6th	5th	5th/6th	5th						
2	6th	5th								
3	5th	4th								
4	5th	4th								
5	4th	?	?	?	?	?	?	?	3rd	3rd
6	4th	Music	3rd							
7	3rd									
8	3rd	2nd?	2nd?							
9	Nursery	Nursery/Kind.								
10	Kindergarten									
Office @ stairwell (#149)	Psychologist									
Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium
Rm. East of Office (#146)	Main Office									
Principal's Office (#140)	Art									
Rm. West of Office (#140)	Gym									
Playroom (Gym) (#135)	Conference									
Small Office (#134)	1st									
11	1st									
12	1st									
13	2nd	1st/2nd								
14	2nd	?	2nd	2nd						
Nurse's Office (#126)	Nurse Office & Obs. Rm.									
PE Office (#131)	PE Office									
Lower Level	Teacher Activities									
LL Space under #9 (#024)	Winn. Educ. Press	PTA Resale Shop '46	PTA Resale Shop	PTA Resale Shop	PTA Resale Shop	PTA Resale Shop				
LL Unassigned Space	Faculty Rest Rm.									
LL Space under #10 (#023)	Pioneer Room									
LL Office by stairwell (#028)	Creative Activ. Office									
Pioneer Room	Instrumental Music									
Office Space	Cooking Area									
Cooking Area	Shop									
RC Space	Science Room									
RC Space	Creative Activities									
RC Space	Visual Ed. Rm.									
RC Space	Children's Museum									
# of JK - 5/6 classrooms needed	14 ?	12	12	12	12	12	12	12	13	13
# of sections	14 ?	12	12	12	12	12	12	12	13	14
Class Sizes: JK/SK	1st									
	2nd									
	3rd									
	4th									
	5th									
	6th									
Avg. Class Size	20.9 ?	27.5	28.9	26.5	26	27.2	28.7	27.9	29.5	

Crow Island School: History of Space Use 1950-1959

Enrollment CI Directories	423	500	518	507	562	547	523	523	521	554
Room #	JK-5 1950-51	JK-5 1951-52	JK-5 1952-53	JK-6 1953-54	JK-6 1954-55	JK-6 1955-56	JK-6 1956-57	JK-6 1957-58	JK-6 1958-59	JK-6 1959-60
1	5h	5h	5h	5h	4h	4h	4h	4h	4h	4h
2	4h	5h	5h	5h	4h	4h	4h	4h	4h	4h
3	4h	4h	4h	5h	4h	4h	3rd	3rd	4h	3rd
4	4h	4h	4h	4h	3rd	3rd	3rd	3rd	?	?
5	3rd	4h	4h	4h	3rd	3rd	3rd	3rd	3rd	3rd
6	3rd	3rd	3rd	3rd	3rd	3rd	2nd	3rd	3rd	3rd
7	3rd	3rd	3rd	3rd	2nd	2nd	2nd	2nd	2nd	2nd
8	2nd	2nd/3rd	2nd/3rd	2nd						
9	SK/SK	SK/SK	SK/SK	SK/SK	JK/SK	JK/SK	JK/SK	JK/SK	JK/SK	JK/SK
10	JK/JK	JK/JK	JK/JK	JK/SK						
Office @ stairwell (#149)	Psychologist	Psychologist	Hearing Impaired							
Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium
Rm. East of Office (#146)	Library									
Principal's Office	Main Office									
Rm. West of Office (#140)	5th?	5th?	2nd	2nd	Faculty Lounge					
Playroom (Gym) (#135)	Gym									
Small Office (#134)	Conference									
11	2nd	2nd	2nd	2nd	1st	1st	1st	1st	1st	1st
12	1st									
13	1st									
14	1st	1st	1st	1st	2nd	2nd	2nd	2nd	2nd	2nd
Nurse's Office (#126)	Nurse Office/Obs. Rm.									
PE Office (#131)	PE Office									
					Multi-Purpose	Multi-Purpose	Multi-Purpose	Multi-Purpose	Multi-Purpose	Multi-Purpose
					5h	5h	5h	5h	5h	5h
					5h	5h	5h	5h	5h	5h
					5h	5h	5h	5h	5h	5h
					6h	6h	6h	6h	6h	6h
					6h	6h	4h	4h	4h	6h
Lower Level										
LL Space under #9 (#024)	Teacher Activities	Teacher Activities	Teacher Activities	Teacher Activities	Music	Music	Music	Music	Music	Music
LL Unassigned Space	PTA Resale Shop									
LL Space under #10 (#023)	Winn. Educ. Press	5h	5h	6h	JK/SK?	JK/SK?	?	?	?	JK?
LL Office by stairwell (#028)	Faculty Rest Rm.									
Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room
Office Space	Creative Activ. Office									
RC Space	Instrumental Music									
RC Space	Cooking Area									
RC Space	Shop / Art Rm.									
RC Space	Science Room									
RC Space	Creative Activities									
RC Space	Visual Ed. Rm.									
RC Space	Children's Museum									
# of JK - 6 spaces needed	15	16	16	16	19	20	19	19	18	19
# of sections	16	18	18	18	21	23	21	21	20	21
Class Sizes: JK/SK										
1st										
2nd										
3rd										
4th										
5h										
6h										
Avg. Class Size	26.4	27.7	28.7	28.1	26.7	23.7	24.9	24.9	26	26.3

6 Classroom Addition
15
16
17
18
19
20

Crow Island School: History of Space Use 1960-1969

Enrollment CI Directories Room #	525 JK-6 1960-61	541 JK-6 1961-62	540 JK-5 1962-63	595 JK-5 1963-64	579 JK-5 1964-65	594 JK-5 1965-66	627 JK-5 1966-67	596 JK-5 1967-68	586 JK-5 1968-69	574 JK-4 1969-70
1	4th	4th	2 nd	3 rd	3 rd					
2	4th									
3	3 rd	3 rd	3 rd	2 nd	2 nd	3 rd				
4	3 rd	3 rd	2 nd	2 nd	4th	2 nd	2 nd	2 nd	3 rd	3 rd
5	3 rd	2 nd								
6	2 nd	2 nd	3 rd	2 nd	2 nd					
7	2 nd	2 nd	2 nd	3 rd	3 rd	2 nd				
8	2 nd	2 nd	3 rd	2 nd	2 nd					
9	JK/SK	SK/SK	JK/SK	JK/SK						
10	JK/SK									
Office @ stairwell (#149)	Hearing Impaired									
Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium
Rm. East of Office (#146)	Library									
Principals Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office
Rm. West of Office (#140)	Faculty Lounge									
Playroom (Gym) (#135)	Gym									
Small Office (#134)	Psychologist									
11	?	?	?	1 st						
12	1 st									
13	1 st									
14	1 st	1 st	1 st	2 nd	1 st					
Nurse's Office (#126)	Nurse Office & Obs.									
PE Office (#131)	PE Office									
15	Multi-Purpose	Music								
16	5th	?								
17	6th	6th	5th	5th	5th	5th	5th	5th	4th	4th
18	5th	4th								
19	5th	5th	4th							
20	4th	4th	4th	4th	?	?	5th	5th	5th	Lunch?
Mobile Classroom										
Lower Level										
LL Space under #9 (#024)	Music	Music	Music	SK	SK	JK/SK	JK/SK	JK/SK	JK/SK	JK/SK
LL Unassigned Space	PTA Resale Shop									
LL Space under #10 (#023)	JK/SK									
LL Office by stairwell (#028)	Faculty Rest Rm.									
Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room
Office Space	Creative Activ. Office									
Office Space	Instrumental Music									
Cooking Area	Cooking Area	Cooking Area	Cooking Area	Cooking Area	Cooking Area	Cooking Area	Cooking Area	Cooking Area	Cooking Area	Cooking Area
RC Space	Shop / Art Rm.	Shop	Shop	Shop	Shop	Shop	Shop			
RC Space	Science Room	Science Room	Science Room	Science Room	Art	Art	Art	Art	Art	Art
RC Space	Creative Activities									
RC Space	Visual Ed. Rm.									
RC Space	Children's Museum									
Winn. Presbyterian Church										
# of JK - 5/6 classrooms needed	19	20	19	20	21	22	23 + 1	23 + 1	23	20
# of sections	22	23	22	23	24	26	28	28	26	24
Class Sizes: JK/SK	16-29	16-27	17-25	16-29	16-29	18-21	14-23	14-23	23-25	25-27
1st	23-26	21-23	22-24	24-25	21-23	20-22	18-20	18-20	20-23	19-20
2nd	21-23	20-22	21-24	27-29	21-23	26	20-22	20-21	20-21	22-23
3rd	25-29	24-25	24-25	23-25	24-26	30-31	23-25	19-21	22-23	22-24
4th	24-27	26-29	25-27	24-25	26-21	24-25	21-24	21-22	21-22	26-27
5th	22-23	26-27	29-31	26-28	26-28	25-26	23-24	23-24	24-26	
6th	25	22								
Avg. Class Size	23.8	24.5	24.5	25.8	24.1	22.8	22.3	21.2	22.5	23.9

Crow Island School: History of Space Use 1970-1979

Enrollment CI Directories	510	487	448	430	401	410	391	377	389	381
Room #	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
1	JK-4 3 rd	JK-5 3 rd	JK-5 3 rd							
2	JK/SK 3 rd									
3	JK/SK 3 rd									
4	JK/SK 2 nd									
5	JK/SK 2 nd									
6	JK/SK 3 rd									
7	JK/SK 2 nd									
8	JK/SK 2 nd									
9	JK/SK JK/SK									
Office @ stairwell (#149)	Hearing Impaired Auditorium									
Rm. East of Office (#146)	Library Main Office									
Principal's Office (#140)	Faculty Lounge Gym									
Rm. West of Office (#135)	Psychologist									
Small Office (#134)	1 st									
11	1 st									
12	1 st									
13	1 st									
14	1 st									
Nurse's Office (#126)	Nurse Office/Obs.Rm.									
PE Office (#131)	PE Office									
15	3 rd	4th	3rd/4th	4th						
16	4th									
17	4th									
18	4th									
19	4th									
20	4th									
Mobile Classroom	Lunch									
LOWER LEVEL										
LL Space under #9 (#024)	JK/SK									
LL Space under #10 (#023)	JK/SK									
LL Office by stairwell (#028)	Faculty Rest Rm. Pioneer Room									
Pioneer Room	Speech									
Office Space	Reading									
Cooking Area	PTA Resale Shop									
RC Space	Special Ed.									
RC Space	Art									
RC Space	Creative Activities									
RC Space	Visual Ed. Rm.									
RC Space	Children's Museum									
# of JK - 5 classrooms needed	20	18	17	16	17	16	14	14	17	16
# of class sections	24	21	20	19	19	18	17	15	17	16
Class Sizes: JK/SK	12-25	22-26	12-26	19-23	10-28	18-21	15-24	21-27	24-27	21-23
1st	19-22	18-21	18-21	21-21	21-21	18-20	23-24	20-22	20-22	19-20
2nd	24-26	18-26	24-25	22-24	22-24	23-24	21-22	24-26	17-18	22
3rd	22-24	23-26	19-20	25	20-22	21-22	21-22	26-27	22-24	26
4th	24-25	24-26	23-24	25-26	20-22	21-22	27-28	25	24-26	26-28
5th									25-26	22-25
Avg. Class Size	21.2	23.1	22.4	22.6	21.1	22.7	23	25.1	22.8	23.8

Crow Island School: History of Space Use 1980-1989

Enrollment CI Directories Room #	340 JK-5 1980-81	335 JK-5 1981-82	296 K-5 1982-83	259 K-5 1983-84	261 K-5 1984-85	281 JK-5 1985-86	303 JK-5 1986-87	311 JK-5 1987-88	329 JK-5 1988-89	356 JK-5 1989-90
1	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd
2	3 rd	2 nd								
3	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd
4	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd
5	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd
6	Speech	Speech	Speech	Speech	Speech	Speech	Speech	Speech	Speech	Speech
7	PTA Resale Shop	PTA Resale Shop	PTA Resale Shop	PTA Resale Shop	PTA Resale Shop	PTA Resale Shop	PTA Resale Shop	PTA Resale Shop	PTA Resale Shop	PTA Resale Shop
8	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd
9	SK	SK	SK	SK	SK	SK	SK	SK	SK	SK
10	JK/SK	JK/SK	JK/SK	JK/SK	JK/SK	JK/SK	JK/SK	JK/SK	JK/SK	JK/SK
Office @ stairwell (#149)	Social Work	Social Work	Social Work	Social Work	Social Work	Social Work	Social Work	Social Work	Social Work	Social Work
Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium
Rm. East of Office (#146)	Child. Mus. & Conf. Rm.	Child. Mus. & Conf. Rm.	Child. Mus. & Conf. Rm.	Child. Mus. & Conf. Rm.	Child. Mus. & Conf. Rm.	Child. Mus. & Conf. Rm.	Child. Mus. & Conf. Rm.	Child. Mus. & Conf. Rm.	Child. Mus. & Conf. Rm.	Child. Mus. & Conf. Rm.
Principal's Office (#140)	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office
Rm. West of Office (#140)	Faculty Lounge	Faculty Lounge	Faculty Lounge	Faculty Lounge	Faculty Lounge	Faculty Lounge	Faculty Lounge	Faculty Lounge	Faculty Lounge	Faculty Lounge
Playroom (Gym) (#135)	Gym	Gym	Gym	Gym	Gym	Gym	Gym	Gym	Gym	Gym
Small Office (#134)	Speech	Speech	Speech	Speech	Speech	Speech	Speech	Speech	Speech	Speech
11	1 st	1 st	1 st	1 st	1 st	1 st	1 st	1 st	1 st	1 st
12	1 st / 2 nd	1 st								
13	1 st	1 st	1 st	1 st	1 st	1 st	1 st	1 st	1 st	1 st
14	PST	PST	PST	PST	PST	PST	PST	PST	PST	PST
Nurse's Office (#126)	Nurse Office/ Obs. Rm.	Nurse Office/ Obs. Rm.	Nurse Office/ Obs. Rm.	Nurse Office/ Obs. Rm.	Nurse Office/ Obs. Rm.	Nurse Office/ Obs. Rm.	Nurse Office/ Obs. Rm.	Nurse Office/ Obs. Rm.	Nurse Office/ Obs. Rm.	Nurse Office/ Obs. Rm.
PE Office (#131)	PE Office	PE Office	PE Office	PE Office	PE Office	PE Office	PE Office	PE Office	PE Office	PE Office
15	DLS	DLS	DLS	DLS	DLS	DLS	DLS	DLS	DLS	DLS
16	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th
17	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th
18	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th
19	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th
20	4th	5th								
Mobile Classroom	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Lower Level	Music	Music	Music	Music	Music	Music	Music	Music	Music	Music
LL Space under #9 (#024)	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art
LL Space under #10 (#023)	Faculty Rest Rm.	Faculty Rest Rm.	Faculty Rest Rm.	Faculty Rest Rm.	Faculty Rest Rm.	Faculty Rest Rm.	Faculty Rest Rm.	Faculty Rest Rm.	Faculty Rest Rm.	Faculty Rest Rm.
LL Office by stairwell (#028)	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room
Pioneer Room	Volunteer Talent Pool	Volunteer Talent Pool	Volunteer Talent Pool	Volunteer Talent Pool	Volunteer Talent Pool	Volunteer Talent Pool	Volunteer Talent Pool	Volunteer Talent Pool	Volunteer Talent Pool	Volunteer Talent Pool
Resource Center	RC Office	RC Office	RC Office	RC Office	RC Office	RC Office	RC Office	RC Office	RC Office	RC Office
Office Space	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab
Office Space	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab
Cooking Area	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn
RC Space	RC Reading Area	RC Reading Area	RC Reading Area	RC Reading Area	RC Reading Area	RC Reading Area	RC Reading Area	RC Reading Area	RC Reading Area	RC Reading Area
RC Space	RC Math Lab & TV	RC Math Lab & TV	RC Math Lab & TV	RC Math Lab & TV	RC Math Lab & TV	RC Math Lab & TV	RC Math Lab & TV	RC Math Lab & TV	RC Math Lab & TV	RC Math Lab & TV
RC Space	RC Sonic Cell/Visio Pod	RC Sonic Cell/Visio Pod	RC Sonic Cell/Visio Pod	RC Sonic Cell/Visio Pod	RC Sonic Cell/Visio Pod	RC Sonic Cell/Visio Pod	RC Sonic Cell/Visio Pod	RC Sonic Cell/Visio Pod	RC Sonic Cell/Visio Pod	RC Sonic Cell/Visio Pod
RC Space	RC Books & Open Space	RC Books & Open Space	RC Books & Open Space	RC Books & Open Space	RC Books & Open Space	RC Books & Open Space	RC Books & Open Space	RC Books & Open Space	RC Books & Open Space	RC Books & Open Space
RC Space	RC Greenhouse	RC Greenhouse	RC Greenhouse	RC Greenhouse	RC Greenhouse	RC Greenhouse	RC Greenhouse	RC Greenhouse	RC Greenhouse	RC Greenhouse
RC Space	RC Creative Arts	RC Creative Arts	RC Creative Arts	RC Creative Arts	RC Creative Arts	RC Creative Arts	RC Creative Arts	RC Creative Arts	RC Creative Arts	RC Creative Arts
# K - 5 classrooms needed	15	14	14	14	12	13	12	14	13	15
# of class sections	16	15	14	14	12	14	14	15	15	17
Class Sizes: JK/SK	17-23	15-25	14-18	14-18	23	19-21	15-19	18-21	18-21	17-20
1st	18-21	22-23	16-17	15-16	19-21	16-17	21	19-20	21-22	21-23
2nd	13-21	24	19-20	16-18	17-18	19-20	17-18	22	21	22
3rd	20-21	28-29	18-21	18-21	23-24	19-20	21-22	17	21-22	19-22
4th	24-29	20-21	19	19	18-19	24-25	18-19	24-25	27-28	24-26
5th	26-28	19-21	23-27	19-21	23-24	21	24-25	20	22-23	19-21
Avg. Class Size	21.2	22.3	21.1	18.5	21.7	20	21.6	20.7	21.9	20.9

Crow Island School: History of Space Use 1990-1999

Enrollment	358	389	424	447	442	435	455	462	473	466
CI Directories	JK-5	JK-5	JK-5	JK-5	JK-5	K-5	K-5	K-5	K-5	K-5
Room #	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
1	3 rd	3 rd	3 rd	4 th	3 rd	3 rd	3 rd	2 nd	3 rd	3 rd
2	Music	4 th	4 th	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd
3	PST (4)	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd	3 rd
4	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd				
5	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd				
6	2 nd	2 nd	2 nd	2 nd	2 nd	2 nd				
7	1 st	1 st	1 st	SK	1 st	2 nd	PST (4)	PST (4)	2 nd	2 nd
8	SKSK	SKSK	SKSK	SKSK	SKSK	SKSK	SKSK	SKSK	SKSK	SKSK
9	JK/SK	JK/SK	JK/SK	JK/SK	JK/SK	SKSK	SKSK	SKSK	SKSK	SKSK
10	Soc. Wk.	Soc. Wk.	Soc. Wk.	Soc. Wk.	ELP	ELP	ELP	ELP	ELP	ELP
Office @ stairwell (#149)					Social Work	Social Work	Social Work	Social Work	Social Work	Social Work
Converted closet space					Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium
Auditorium					Music	Music	Music	Music	Music	Music
Rm. East of Office (#146)	Child. Mus. & Conf. Rm.	Child. Mus. & Conf. Rm.	Child. Mus. & Conf. Rm.	Music	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office
Principal's Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office
Rm. West of Office (#140)	Faculty Lounge	Faculty Lounge	Faculty Lounge	Faculty Lounge	Faculty Lounge	Faculty Lounge				
Playroom (Gym) (#135)	Gym	Gym	Gym	Gym	Gym	Gym	Gym	Gym	Gym	Gym
Small Office (#134)	WPSN Off.	PST	PST	PST	PST	PST	PST	PST	PST	PST
11	WinnPubScholNursery	PST (4)	PST (4)	PST (4)	PST (4)	1 st				
12	WinnPubScholNursery	Music	1 st	1 st	1 st	1 st	1 st	1 st	1 st	1 st
13	1 st	1 st	1 st	1 st	1 st	1 st				
14	1 st	1 st	1 st	1 st	1 st	1 st				
Nurse's Office	Nurse Office & Obs. Rm.	Nurse & PE Offices								
PE Office	PE Office	PE Office	PE Office	PE Office	PE Office	Nurse Obs. Rm.	Nurse Obs. Rm.	Nurse Obs. Rm.	Nurse Obs. Rm.	Nurse PE & Span. Offices
15	5 th	5 th	4 th	4 th	4 th	4 th	4 th	4 th	4 th	4 th
16	4 th	4 th	4 th	4 th	4 th	4 th				
17	4 th	4 th	4 th	4 th	4 th	4 th				
18	4 th	4 th	4 th	4 th	4 th	4 th				
19	5 th	5 th	5 th	5 th	5 th	5 th				
20	DLS	DLS	DLS	ELP	4 th	4 th	4 th	4 th	4 th	4 th
Foyer										
Lower Level										
21	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
22	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art
22A				Speech						
LL Office	Suzuki	?	?	?	Suzuki	Suzuki	Suzuki	Suzuki	Suzuki	Suzuki
Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room
RC Office Space	Publications	Publications	Publications	Publications	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
RC Office Space	Dr. Lola May	Lunch	Lunch	Lunch	Lunch	Lunch				
RC Cooking Area	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn	RC Cooking Barn				
RC Space	RC Books & Open	RC Books & Open	RC Books & Open	RC Books & Open	RC Books & Open	RC Books & Open				
RC Space	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab	RC Photo Lab				
RC Space	RC Greenhouse	RC Greenhouse	RC Greenhouse	RC Greenhouse	RC Greenhouse	RC Greenhouse				
RC Space-Sonic Cell	RC Sonic Cell	RC Sonic Cell	RC Sonic Cell	RC Sonic Cell	RC Sonic Cell					
Converted Storage/Maint. Area						Maint. Dep't to SK	Publications/Lunch	Publications/Lunch	Publications/Lunch	Publications/Lunch
# of K - 5 spaces needed	15	17	17	18	19	20	21	21	21	22
# of sections	17	19	19	20	21	22	23	23	23	24
Class Sizes: JK/SK	18-21	19-20	18-21	18-21	16-20	17-18	17-18	17-20	16-18	16-19
1st	21-22	20-21	22-23	23	19-20	18	22-23	18-20	20-21	18-19
2nd	21-22	21-22	23-24	23	23-24	21-23	21-23	21-23	19-21	20-21
3rd	22	22-23	23	22-24	19-20	18-19	20-21	19-21	22	18-20
4th	19-20	17-19	23-24	24	23	19-21	18-20	19-22	22-23	21-22
5th	25	21-22	20-21	23-24	20-23	18-21	20-21	18-20	21-23	19-20
Avg. Class Size	21.1	20.7	22.3	23.5	20.8	19.5	20	19	20	19.4

Crow Island School: History of Space Use 2000-2009

Enrollment	369	353	380	403	411	413	427	394	383	359
CI Directories	K-4									
Room #	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1	3 rd									
2	3 rd									
3	3 rd	3 rd	3 rd	3 rd	2 nd	2 nd	3 rd	3 rd	3 rd	3 rd
4	3 rd	3 rd	3 rd	2 nd	2 nd	3 rd	2 nd	3 rd	3 rd	3 rd
5	2 nd	2 nd	2 nd	2 nd	3 rd	3 rd	2 nd	2 nd	2 nd	2 nd
6	2 nd									
7	2 nd	2 nd	2 nd	1 st	SK	1 st	2 nd	2 nd	2 nd	2 nd
8	2 nd									
9	SK/SK									
10	SK/SK									
Office @ stairwell (#149)	ELP									
Converted closet space	Social Work									
Auditorium	Auditorium	Auditorium	Auditorium	Suzuki						
Foyer	Lunch									
Rm. East of Office (#146)	Suzuki	Suzuki	Suzuki	Spanish	Music	Music	Music	Music	Music	Music
Principal's Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office	Main Office
Rm. West of Office (#140)	Faculty Lounge									
Playroom (Gym) (#135)	Gym									
Small Office (#134)	PST									
11	1 st									
12	1 st									
13	1 st									
14	1 st	1 st	SK	1 st						
Nurse's Office	Nurse Office & Obs. Rm.									
PE Office	PE Office	PE Office	PE Office	PE Office	PE Office	PE Office	PE Office	PE Office	PE Office	PE Office
15	PST (4)	PST (4)	PST (4)	PST (4)	3 rd	3 rd	4 th	PST (2)	PST (2)	PST (3)
16	4 th	3 rd	4 th	4 th	4 th	4 th				
17	4 th									
18	4 th									
19	4 th									
20	Spanish	Spanish	Spanish	3 rd	4 th					
Lower Level										
21	Music	Music	Music	Music	PST (4)	PST (4)	PST (5)	PST (3)	PST (3)	Spanish
21A	PST									
22	Art									
22A	PST									
LL Office	PST									
Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room	Pioneer Room
RC Office Space	Lunch									
RC Office Space	Lunch									
RC Cooking Area	Cooking Barn/Photo Lab									
RC Space	Open Library	Open Library	Open Library	Open Library	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
RC Space	Math Lab/Sci. Fac.									
RC Space	Greenhouse									
RC Space	Technology & Sonic Cell									
Converted Storage	Publications/Storage									
# K - 5 classrooms needed	18	18	18	18	20	20	20	19	19	19
# of sections	20	20	20	20	22	22	22	21	21	21
Class Sizes: JK/SK	16-19	14-15	16-20	17-18	17-18	16-19	16-18	14-17	14-17	19-20
1 st	18-19	17-18	21	19-20	17-19	18-20	20-21	19-20	17-18	17-18
2 nd	20-21	20-21	18	22-23	19-20	18-19	17-19	18-20	18-20	17-20
3 rd	18-20	18-19	21	16-19	17-19	18-21	17-20	17-20	17-21	19-20
4 th	21-22	17-19	18	22	20-21	17-21	20-22	19-21	16-19	18-20
Avg. Class Size	18.4	17.6	19	20.1	18.6	18.7	19.4	18.7	18.2	17

Crow Island School: History of Space Use 2010 - Present

Enrollment Room #	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
1	360 K-4 3 rd	345 K-4 3 rd	353 K-4 3 rd	369 K-4 3 rd	391 K-4 3 rd	386 K-4 3 rd	381 K-4 3 rd	306 1st-4th 3 rd		
2	3 rd									
3	3 rd	PST	3 rd							
4	2 nd									
5	2 nd									
6	2 nd									
7	2 nd									
8	SK/SK	PST-Sp.								
9	SK/SK	PST								
Office @ stairwell (#149)	ELP	PST								
Converted closet space	Social Work	Asst/Principal	PST-SW							
Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Auditorium	Aud/Music/Suz	Auditorium		
Temporary Classroom	?	Music	Music	Music	Music	Spanish	Spanish & Music	Spanish & Music		
Rm. East of Office (#146)	Main Office	Conference Rm.								
Principal's Office	Faculty Lounge	Main Office								
Rm. West of Office (#140)	Gym	Faculty Lounge								
Playroom (Gym) (#135)	PST	Gym								
Small Office (#134)	1 st									
11	1 st									
12	1 st									
13	Music	1 st								
14	PE Office	1 st								
Nurse's Office	Nurse's Office	Nurse's Office	Nurse's Office	Nurse's Office	Nurse's Office	Nurse's Office	Nurse's Office	Nurse's Office		
PE Office	PST (3)	PE Office	PE Office							
15	PST (3)	Music	3 rd							
16	4th									
17	4th									
18	4th									
19	4th									
20	Lunch									
Foyer	Spanish	Lunch								
Lower Level	PST									
21A	Art									
22A	PST	Art								
22A	PST									
LL Office	Pioneer Room									
Pioneer Room	Lunch									
RC - Office Space	Lunch									
RC - Office Space	Math Lab									
RC - Cooking Area	Science Fac.									
RC Space	Technology									
RC Space	Technology									
Converted Storage & RC	Publicat./Conf/Suzuki									
Greely & Hubbard Woods	17	18	18	18	18	19	19	19		
# of K - 4 classrooms needed	16-18	17	17	17	17	18	18	18		
Class Sizes: SK	21-22	17-20	16-18	16-19	16-21	16-19	16-17	16-17		
1st	17-18	16-17	16-18	16-20	16-21	16-19	16-17	16-17		
2nd	18-20	17-19	17-19	17-20	17-21	17-19	17-19	17-19		
3rd	19-21	18-20	18-20	18-21	18-22	18-20	18-21	18-21		
4th	19-21	19-20	17-20	18-19	19-21	20-21	19-21	20-21		
Average Class Size	18.9	17.2	17.6	18.4	19.5	18.3	18.1	17.6		

