



Entire School/Campus  
Building  
New Construction

**HEALY, BENDER &  
ASSOCIATES, INC.**

4040 Helene Ave.  
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David A. Healy, AIA  
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**DESIGN TEAM**

Clifford A. Bender, AIA,  
Principal-in-Charge  
Scott R. Anderle, AIA,  
Project Manager  
Jacob Been, Job Captain  
Mike Drazenovic, Design  
Don Zelinski, Design

**OWNER/CLIENT**

Crete-Monee Community Unit  
School District 201-U  
Crete, IL

Dr. John Rodgers, Superintendent  
708/367-8300

Type of School and  
Grades Served:  
High School, 9-12

Capacity: 2,000 students

Size of Site: 67 acres

Area of Building:  
326,000 square feet

Volume of Building:  
6.2 million cubic feet

Space per Student:  
163 square feet

Cost per Student:  
\$22,474

Square Foot Cost: \$138

Cost of Construction:  
\$44.9 million

Total Project Cost: \$57.3 million

Contract Date: Oct. 2005

Completion Date: Aug. 2007

Percent of Completion: 100%

**HIGH SCHOOLS**

# Crete-Monee High School

Crete, Illinois

Healy, Bender & Associates, Inc.



VIEW OF THE THREE PUBLIC ENTRANCES



ATHLETIC ENTRANCE LOBBY WITH CAFETERIA BEYOND



VIEW OF CAFETERIA SHOWING MULTIPLE SEATING LEVELS

PHOTOS: HEALY, BENDER & ASSOCIATES, INC.

The 2,000-student high school replaces an aging existing facility that was later converted into a sixth-grade center adjacent to the new site. The new building is divided into three distinctive programmatic zones—academic, fine arts, and athletics—which are interconnected by an expansive main concourse. Each of the zones has independent main exterior entrances, which provide visual and spatial cues to aid visitors in

finding their way and minimize congestion by providing more than one entry point. Numerous spaces targeted for after-hour community use are placed adjacent to these entrances, allowing the remainder of the facility to be either isolated or used simultaneously. Each floor of the two academic wings independently houses an entire grade level and is configured in such a manner as to create a semienclosed green space that provides visual orientation

and ample natural light to all classrooms and corridors.

The site design flows and engages the facility with specific traffic routes and parking to support the school. Parking for buses, students, faculty, and visitors and queuing space for parent pick-up and drop-off were specifically arranged to provide direct access to their associated areas of the building while minimizing vehicular interaction between zones and pedestrian movement. ■