George Washington Middle School

1005 Mount Vernon Avenue, Alexandria, VA 22301

At a Glance…			
Year Built 1935	**Tax Map** 054.01-01-01	**Current Square Feet** 237,332	**Educational Adequacy Assessment** Borderline (68)
Zoning R-B	**Lot Size** 765,454	**Floor Area Ratio** 0.75	**Allowed Square Feet** 574,090
POS	258,685	0.0	0
School Site Satisfactory (82)	**Building Assessment** Borderline (66)	**Instructional & Support Spaces** Satisfactory (70)	**Utilization** Very Inadequate (54)

Background

George Washington was built in 1935 and operated as a high school until 1971. In 1971, George Washington and Francis Hammond (FH) schools were reorganized to serve ninth and tenth graders while T.C. Williams served eleventh and twelfth grade. George Washington was reorganized again in 1979 to serve seventh, eighth and ninth graders. George Washington finally became a middle school in 1993. In 2014, George Washington had an enrollment of 1,223 students with measured capacity of 1,150 students. By 2020, enrollment is expected to increase to 1,399 students. Therefore, the existing school capacity will accommodate the increase in students and be utilized at a rate of 95 percent. The academic curriculum at George Washington includes reading, language arts, mathematics, social studies, and science.

The school also offers:

- Art, Choir, Band and Orchestra
- Computer applications
- Speech and Drama
- Foreign Languages (Chinese, French, German, Spanish and Latin)
- Technology and Synergistics
- ELL program for students learning English as a second language
- Special education programs
- Health/Physical Education
- Opportunity to join many after school programs.

DASHBOARD

Current Enrollment (2014-2015)	1,223
School Capacity	1,150
Projected Enrollment (2020-2024)	1,399
Projected Primary Instructional Classroom Deficit	2020 -1
Projected Total Additional Square Feet	2020 3,546
Electric Usage in Kilowatt-hour (7/1/2013 – 6/30/2014)	1,759,940
Number of Maintenance Calls (7/1/2013 – 6/30/2014)	233

Key findings
Summary

The data collected through this assessment reveals that George Washington Middle School meets 67 percent of the educational adequacy benchmarks for an ideal 21st century elementary school.

High Priority Items

- Capacity is rated at 95 percent because there are enough classrooms to accommodate the 2020 projections. However, classroom sizes do not meet the education specifications of having enough square footage.
- Classroom conditions rate as satisfactory and while the school provides an adequate learning environment for students, classrooms are either undersized, underutilized, or not used at all.

School Site

Site Data	
Environmental Considerations	*Isolated steep area*
Number of Playgrounds	*2*
Recreation Features	
Resource Protection Areas	*No*
Number of Parking Spaces	*271*
Storm Water Management	*Multiple inlets, two underground detersion systems.*

George Washington is not equipped with a dedicated vehicular traffic drop-off and pick-up area for students and visitors.

The school bus lane and the kiss-and-ride are located on the school premises, but essentially next to each other. Pedestrians being dropped off at the kiss-and-ride must cross the bus lane to access the school. The play areas, located behind the school, are in a good location and connect to a few pedestrian foot paths. However, to access the play fields, students must cross the thoroughfare road and parking lot. Outdoor learning areas were not observed.

Instructional and Support Spaces

George Washington earns a score of satisfactory for overall instructional and support spaces. This rating reflects areas of concern related to insufficient classroom sizes, absence of adequate storage and furnishings, and poor internal organization of the spaces. The internal organization of a classroom defines its ability to support the recommended program activities within the space. Over 68 percent of classrooms do not have an interactive electronic presentation device.

The most urgent items identified for this section of the assessment are core classroom size and capacity. Within the core classroom section, the academic classrooms are driving the overall rating to inadequate because the average size is 670 square feet, rather than the desired 850 square feet. While the average classroom is 22 percent undersized, which directly impacts capacity, the school has multiple un-used rooms that help improve the capacity score. The classrooms are also lacking temperature controls with many noting humidity issues.

Building Assessment

Over half the classrooms at George Mason do not have the technology infrastructure and tools to support a 21st century learning environment. Overall the school does not meet the division's expectations for small learning environments and key adjacencies. Academic clusters are present, however there are no extended learning areas or collaborative learning spaces within these clusters. The shared programmatic space is not centrally located nor appropriately clustered to allow for after-hours access as needed. Lastly, the faculty is unable to secure the rest of the school from the after-hours space as desired.

Recommendations

GROUP 1 – REQUIRED PLANNING

- **Site** assessment to determine whether the drop-off location for the school can be relocated/reconfigured (based on property boundaries, setbacks, etc.).
- **Explore** extending the main entry corridor to the existing gymnasium to help address the key shared space organization issues without the need for major reconfiguration or addition.

GROUP 2 – FIRST PRIORITY

- **Assess** opportunities to reconfigure the spaces within the existing school to meet the recommended size requirements for individual academic spaces as outlined in the educational specifications.

- **Explore** a minor reconfiguration/addition of the main entry that would allow for a dedicated drop-off and entry point to the school from the existing bus lane. It would provide a more visible and controlled access point to the school for visitors as well.

GROUP 3 – SECOND PRIORITY

- **Assess** possibility of equipping all classrooms and support spaces with individual climate controls, and technological equipment and infrastructure.

- **Explore** additional storage for teachers and students as well as an upgrade to the FF&E. The square footage from un-used spaces could be repurposed to increase the size of classrooms used throughout the day by students.

GROUP 4 – LONG-RANGE

Exhibit A

Appraisal Summary for :	George Washington					Key	
					1	Excellent	
Summary	**Unweighted Points**	**Tier**	**Priority**	**Rating Category**	2	Satisfactory	
					3	Borderline	
					4	Inadequate	
1.0 School Site	82			Satisfactory	5	Very Inadequate	
2.0 Building Assessment	66			Borderline			
3.0 Instructional and Support Spaces	70			Satisfactory			
4.0: Utilization	54			Very Inadequate			
Average	**68**			Borderline			

1.0 School Site

Section 1	Unweighted Points	Tier	Priority	Rating Category
A Site Circulation.	64	4	14	Borderline
B Play areas / fields	100	3	23	Excellent
Average : School Site	**82**			Satisfactory

2.0 Building Assessment

Section 2	Unweighted Points	Tier	Priority	Rating Category
A Building Organization	**48**	4	9	Inadequate
B Technology and Supporting Infrastructure	**50**	4	14	Borderline
C Accessibility	**100**	4	24	Excellent
Average : Building Assessment	**66**			Borderline

3.0 Instructional and Support Spaces

Section 3	Unweighted Points	Tier	Priority	Rating Category
Core Classrooms				
Meets Size Requirements	34	2	7	Inadequate
Internal Organization and Ancillary Spaces	65	4	14	Borderline
Loose Furnishings	64	4	14	Borderline
Fixed Equipment and Infrastructure	48	4	9	Inadequate
Lighting Quality	99	3	23	Excellent
Natural Lighting	99	3	23	Excellent
Acoustics	84	3	18	Satisfactory
Air Quality and Temperature	75	3	18	Satisfactory
Shared Spaces				
Meets Size Requirements	50	2	12	Borderline
Internal Organization and Ancillary Spaces	65	4	14	Borderline
Loose Furnishings	51	4	14	Borderline
Fixed Equipment and Infrastructure	45	4	9	Inadequate
Lighting Quality	94	3	23	Excellent
Natural Lighting	93	3	23	Excellent
Acoustics	85	3	18	Satisfactory
Air Quality and Temperature	69	3	13	Borderline
Average: Instructional and Support Spaces	**70**			Satisfactory

4.0: Utilization

Section 4 : Utilization	Unweighted Points	Tier	Priority	Rating Category
A Core Classrooms (Capacity Drivers)	**78**	2	7	Inadequate
B Specialty Classrooms (Core A)		3	FALSE	Not Rated
C Shared Spaces (Core B)	**169**	3	3	Very Inadequate
Average : Utilization	**54**			Very Inadequate

Prudent Planning – Serving Students