

Francis C. Hammond Middle School

4646 Seminary Road, Alexandria, VA 22304

At a Glance...			
<i>Year Built</i> 1956	<i>Tax Map</i> 030.01-01-03	<i>Current Square Feet</i> 236,125	<i>Educational Adequacy Assessment</i> Borderline (65)
<i>Zoning</i> R-8	<i>Lot Size</i> 810,353	<i>Floor Area Ratio</i> 0.45	<i>Allowed Square Feet</i> 364,659
R-20	279,244	0.25	69,811
<i>School Site</i> Satisfactory (81)	<i>Building Assessment</i> Inadequate (33)	<i>Instructional & Support Spaces</i> Borderline (68)	<i>Utilization</i> Borderline (80)

Background

Francis C. Hammond was originally built in 1956. The building operated as a high school from 1956 through 1971. In fall 1979, Hammond Junior High School opened and served grades seven through nine. Finally, in fall 1993, the junior high was reorganized into a middle school for grades six through eight.



In 2014, Francis Hammond has an enrollment of 1,436 students and a capacity of 1,396 students. By 2020, enrollment is expected to increase to 1,832 students. Therefore, the existing school capacity will not accommodate the increase of students and will be over utilized and it will exceed the recommended size for a middle school.

The academic curriculum at Francis Hammond includes reading, language arts, mathematics, social studies, and science.

The school also offers:

- Art, Band, Orchestra, Choir
- Health/Physical Education
- Instruction in family life education at age appropriate levels
- Computer Applications
- Foreign Languages (Chinese, German, French, Spanish and Latin)
- Technology/Synergistics
- ELL programs for students learning English as a second language
- Opportunity to participate in numerous after school programs.

DASHBOARD	
<i>Current Enrollment (2014-2015)</i>	1,436
<i>School Capacity</i>	1,396
<i>Projected Enrollment (2020)</i>	1,832
<i>Projected Primary Instructional Classroom Deficit</i>	2020 -11
<i>Projected Total Additional Square Feet</i>	2020 -13,518
<i>Electric Usage in kilowatt-hour (7-1-2013 - 6-30-2014)</i>	2,172,320
<i>Number of Maintenance Calls (7-1-2013 - 6-30-2015)</i>	212

Key Findings

Summary

The data collected through this assessment reveal that Hammond Middle School received a borderline score of 65.

High Priority Items

- Based on the 2020 projections, Hammond will be significantly undersized if it remains in its current condition.
- The classroom conditions are at or below satisfactory levels for reasons such as inadequate square footage in core classrooms and shared spaces.
- Shared spaces are not supplied with proper fixed equipment.

School Site

Site Data	
<i>Environmental Considerations</i>	<i>Significant drop in grade from the front of the school to the rear of the school.</i>
<i>Number of Playgrounds</i>	<i>None</i>
<i>Recreation Features</i>	<i>Synthetic turf field, track, exercise area, roller rink, tennis courts and open field</i>
<i>Resource Protection Areas</i>	<i>Onsite conservation area, dense trees surrounding open field</i>
<i>Number of Parking Spaces</i>	<i>143</i>
<i>Storm Water Management</i>	<i>Filterra, two underground detention systems, underground sand filter</i>



Hammond is located on a busy main road in Alexandria. The front of the school is dedicated to school bus and kiss-and-ride traffic. As required by the educational specifications, these two types of vehicular traffic should be separated. Additionally, the kiss-and-ride does not include a stacking area to prevent congestion on adjacent streets. There are three main areas for staff parking which causes inefficiencies.

The main play field is easily accessible from the school and does not require students or staff to cross any vehicular traffic paths. The visitor parking is located close to the main entrance, as required.

There are no formal outdoor learning spaces, but could be accommodated in the courtyard between the original school and new addition. Lastly, the site is lacking adequate outdoor lighting.

Instructional and Support Spaces

The overall instructional and support spaces scored borderline. Areas of concern include insufficient classroom sizes, absence of adequate storage and

furnishings, and poor internal organization of the spaces. Additionally, shared spaces lack proper technological infrastructure.

The internal organization of a classroom defines its ability to support the recommended program activities within the space. Very few core classrooms and shared spaces met the square footage requirement. The next high priority issue is the lack of fixed equipment in shared spaces which included marker boards and tack boards, electronic interactive boards, sound enhancement devices, and support furniture. Over 56 percent of the classrooms did not have an interactive electronic presentation device and 92 percent did not have sound enhancement systems. The support furniture missing in most shared spaces are itinerant desks.

Most occupants report extreme temperature shifts in classrooms ranging from too hot to too cold throughout the school year. The rooms lack controllability and therefore making the learning environment substandard and inadequate. Humidity is a noticeable issue in over half the spaces.

The academic classrooms at Hammond have an average square footage of 651, rather than the desired 850 square feet or 30 percent undersized. The lack of space in these capacity driving rooms reduced each room's ability to support all the recommended arrangements and teaching program activities. The rooms would also benefit from additional storage.

Building Assessment

The building assessment is rated inadequate because all three sub-sections rate 50 percent or below. Related to building organization, the school did not have any distinct academic clusters by grade level or programmatic space. Shared spaces including the media center, resource classrooms, and cafeteria are not centrally located as required, therefore bringing down the overall building organization score.

The accessibility score is lowest because the building lacks a judicious use of ramps. For instance, to access a classroom adjacent to the main office and accessible by a short staircase, a person in a wheelchair must travel three times the same distance.

Recommendations

The school will be significantly over capacity by 2020. Considerations should be given to accommodating the projected increase in enrollment at another location due to the building capacity and the overall school size.

GROUP 1 – REQUIRED PLANNING	GROUP 3 – SECOND PRIORITY
<ul style="list-style-type: none">• Site assessment to determine whether all pedestrian circulation routes can be separated from vehicular traffic as recommended in the education specifications• Plan to accommodate the projected increase in enrollment at another location due to the building capacity and the overall school size.• Study the possibility of utilizing the lower field/roller rink area as a site for a school.	<ul style="list-style-type: none">• Additional storage for teachers and students should be integrated into the reconfigured classrooms as well as an upgrade to the furniture, fixtures and equipment to include fixed equipment and support furniture.• Equip all classrooms and support spaces with individual climate control.
GROUP 2 – FIRST PRIORITY	GROUP 4 – LONG-RANGE RECOMMENDATIONS
<ul style="list-style-type: none">• Reconfigure the existing instructional classroom spaces to meet the recommended size requirements outlined in the educational specifications.• Install more interior ramps to address the ADA accessibility issue.	<ul style="list-style-type: none">• Reconfiguration and consolidation of the staff parking to improve site efficiency

Francis Hammond

Program Isometric

- Classrooms (Core + Speciality)
- Administration
- Shared Spaces
- Playing Fields
- Support
- Circulation

