

**FACILITY APPRAISAL**  
for  
**MT. HEBRON HIGH SCHOOL**



Prepared for the  
**Board of Education**  
and  
**Citizens of Howard County, Maryland**

By the  
**Help Mt. Hebron Committee**

**June 2007**

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## **Introduction**

This report has been prepared by a panel formed by the Help Mt. Hebron Committee of the Mt. Hebron PTSA. Its intent is to provide the Board of Education, the County Executive, County Council, Department of Education and the Mt. Hebron community and general public with supplemental information to assist in determining the best long term solution to the challenges facing Mt. Hebron High School regarding its physical facilities. The report has the potential to play a complimentary role in the Board of Education's decision-making process. For example, by establishing the facility's current baseline condition, this appraisal can be used as a tool to evaluate the relative merits of all proposed alternative solutions in meeting the overall needs of the community.

This appraisal was conducted in accordance with the 1998 Edition of the *Guide for School Facility Appraisal* published by The Council of Educational Facility Planners, International (CEFPI). Facility requirements were primarily based on the Board of Education's General Educational Specifications for New Howard County High Schools undated in 1999 and supplemented in 2002 for the development of the new Northern High School (Marriot's Ridge). Where the Educational Specifications did not have criteria for a specific evaluation category, CEFPI guidelines were used as a basis to determine the appropriate rating. The appraisal panel met several times on-site to inspect the school facilities with and without students in the building, the panel quantified attributes, and reached consensus on the rating of each of the evaluation categories.

Help Mt. Hebron's appraisal of Mt. Hebron High School is intended to compliment and confirm the work performed by the Board of Education's consultants who prepared similar reports for Mt Hebron and three other County High Schools. It is recognized that although the consultants did have access to previous reports on the condition of the facility (which were not available to the assessment panel at the time the initial assessment was completed) and the consultants interviewed the principal, there was little directly observed information collected. The panel's assessment offers the advantage of being prepared by a team with a first hand knowledge of the school that can only be gained by many years of working in the facility on a daily basis.

### **Appraisal Committee**

The Appraisal Committee consists of a combination of educators, PTA members, community leaders and industry professionals. Details on the committee and the expertise they bring to the appraisal process are included in Appendix 1.

## Appraisal Ratings

Following the CEFPI guidelines, the appraisal is divided into six (6) sections based on functional aspects of the school and its environment; the school site, structural and mechanical features, plant maintainability, building safety and security, educational adequacy, and environment for education. The detailed appraisal scoring can be found in Appendix 2 of the report. The results of the appraisal are shown in Tables 1 and a summary of the findings for each appraisal section as well the overall scoring follows.

<b>Mt. Hebron High School Facility Appraisal</b>				
<b>Section</b>	<b>Possible Points</b>	<b>Total Earned</b>	<b>Percent</b>	<b>Rating</b>
1.0 The School Site	100	77	77.00%	Satisfactory
2.0 Structural and Mechanical	200	122	61.00%	Borderline
3.0 Plant Maintainability	100	60	60.00%	Borderline
4.0 School Building Safety and Security	200	113	56.50%	Borderline
5.0 Educational Adequacy	200	83	41.50%	Poor
6.0 Environment for Education	200	82	41.00%	Poor
<b>Total</b>	<b>1000</b>	<b>537</b>	<b>53.70%</b>	<b>Borderline</b>

**Table 1 Findings of Facility Appraisal**

### **The School Site: SATISFACTORY RATING, 77 out of 100 points**

Mt. Hebron High School rated well in this category primarily due to the location of the site. Even though the criteria *Site Size* (1.1) was rated borderline because it is somewhat less than that required by the educational specifications, the site will support the development of adequate facilities if carefully planned. The criteria *Pedestrian Services* (1.9) also rated borderline due to the lack of adequate dedicated pedestrian access to the rear of the building for large group events which cause pedestrian bottlenecks and flow concerns. The overall section SATISFACTORY rating reflects the suitability of the existing site to support a modern, efficient high school that meets HCPSS Educational Specifications.

### **Structural and Mechanical Features: BORDERLINE RATING, 122 out of 200 points**

Ratings for the structural and mechanical features varied significantly among the section evaluation criteria. The primary cause of the variation is the hodgepodge and erratic placement of many additions to the original school structure. Since each addition to the facility was constructed in different eras and to varying codes and design philosophies, results in a present physical plant that lacks consistency throughout.

Substantive and major deficiencies were noted in the areas of compliance with the Americans with Disabilities Act (ADA) Standards for Accessible Design. These include bathrooms, doors and hardware that are non-compliant as well as areas that will be difficult and costly to repair such as internal hallway ramps that exceed the maximum allowable 12:1 slope and classrooms that can only be accessed by stairs. The building was also rated poor in the *Building Envelope* (2.6) criteria due to the numerous single pane windows remaining from the original construction. The *Drainage System* (2.15) criteria rated very inadequate due to the well documented plumbing systems' history. A poor rating was also assigned in the *Entrances and Exits* (2.5) criteria because of the circuitous and substandard hallway access to the building exits. The overall BORDERLINE rating in Structural and Mechanical Features reflects the need for improvements in many areas of the original facility in order to meet current modern accessibility and general building requirements.

### **Plant Maintainability: BORDERLINE RATING, 60 out of 100 points**

The borderline rating for Plant Maintainability was influenced by poor ratings in *Custodial Storage Space* (3.7) and *Housekeeping Outlets/ Power* (3.8) criteria. The existing facility has a significant lack of custodial storage space and electrical outlets for maintaining the extensive hallway network in the building. Borderline ratings were also assigned to the *Floor Surfaces* (3.2) due to the condition of floors in both gymnasiums and to the *Restroom Fixtures* (3.6) because of their age. The overall BORDERLINE rating in Plant Maintainability indicates the potential for long term, higher operating costs to maintain aging portions of the existing facility if not renovated.

### **Building Safety and Security: BORDERLINE RATING, 113 out of 200 points**

Ratings for Building Safety and Security section varied significantly across the individual criteria. Significant shortcomings were noted in the *Site Safety* (4.1 to 4.5) criteria due to the configuration of the school access and parking which does not allow for adequate separation of buses and private vehicles. The *Building Safety* (4.6 to 4.16) ratings were influenced by several very inadequate and poor scores related to the hallway system serving the school. Significant shortcomings were noted in the width of and numerous projections into the hallways, their circuitous layout especially in the English area of the building, and the high percentage of classroom doors that open directly into the hallway without proper recesses. The lack of sprinklers throughout the building was the major deficiency in the *Emergency Safety* (4.17 to 4.20) criteria. The overall BORDERLINE rating in Building Safety and Security is indicative of inherent challenges resulting from a facility that has been expanded to achieve additional capacity and functional areas many times without the benefit of an overall master plan.

### **Educational Adequacy: POOR RATING, 83 out of 200 points**

The poor rating for Educational Adequacy section is based on the extensive deficiencies in the existing school when compared with the Board of Education's High School Educational Specifications. These deficiencies include many functional areas that are undersized for their current use as well as areas required by the Educational Specifications that do not exist in the current building. With the exception of the *Clinic* (5.21) criteria, all the ratings for the criteria were borderline or lower. Most ratings were poor or very inadequate. The overall POOR rating for Educational Adequacy is indicative of the global shortage of total square footage for educational needs in the existing facility.

### **Environment for Education: POOR RATING, 82 out of 200 points**

The influence of the significant shortcomings in the *Interior Environment* (6.6 to 6.17) criteria resulted in the poor rating for the Environment for Education Section. Non-existent ratings (0 points) were assigned to the *Traffic Flow* (6.12) and *Suitable Areas to Interact* (6.13) criteria due to the narrow, congested hallways and overall layout of the school. Very inadequate ratings were given to the *Temperature/ Humidity* (6.7) and *Ventilation* (6.8) criteria to reflect the Department of Education's documented need to replace the entire HVAC system in the facility with a new, single central plant. Very inadequate ratings were also scored in *Lighting Systems* (6.9) and *Window Design* (6.16) to reflect the inconsistent use of natural and artificial light throughout the number of different construction periods occurring in the current facility. Combined with the poor rating for Educational Adequacy, the overall POOR rating in Environment for Education indicates that the existing facility has considerable shortcomings that create an atmosphere that is non-conducive to satisfying the educational specifications.

### **Summary: BORDERLINE RATING, 563 out of 1000 points**

The overall appraisal of Mt. Hebron High School resulted in a very low (54.8%) BORDERLINE rating. The panel asserts that the rating is slightly inflated because of the School Site section's SATISFACTORY 80 point rating. Regardless of whatever solution is designed for Mt. Hebron, the site remains the same; it will not change. Therefore the score needs to be considered in this context. Removing the School Site section results in a revised score of 460 out of 900 points (51.1%), barely above a POOR rating.

Absent the School Site section, the most influencing sections on the summary score are the ratings for the Educational Adequacy and Environment for Education. Both sections received poor ratings, 41.5% and 41% respectively. However, the remaining sections' low scoring can not be overlooked. The numerous low scores can be directly attributed to previous piecemeal construction to the existing facility that has resulted in poor traffic flow and circulation, inconsistencies in the adequacy of size and quality of the education learning spaces, portions of the building that do not meet current design specifications for accessibility and life safety, and a difficult to maintain physical plant.

As the Appraisal Committee did not have access to detailed as-built drawings of the school or copies of previous studies available to them at the time the initial assessment was completed, most of the ratings were based on field measurements, on-site quantification, and prior knowledge of the conditions of the existing facilities. Subsequent to completing the appraisal, only through the filing of freedom of information requests was the Help Mt. Hebron committee was able to obtain copies of previous reports prepared by the BOE's consultant team evaluating the facility. Of particular interest is the working document titled "Existing Condition Report & Concept Study" dated 25 April 2006. This report contains detailed information on conditions of the existing facilities and shortcomings of the school with respect to the Educational Specifications that was not included in previous reports released to the public and provides independent confirmation of the low ratings scored in this appraisal.

This appraisal provides a comprehensive rating of both the physical and functional condition of the existing school and identifies many areas that are significantly deficient. Of particular concern to the Appraisal Committee are the many areas of shortcomings identified in this early report that took a more comprehensive approach with respect to both the Educational Specifications and the CEFPI recommendations and are not addressed by previously released reports to the public and proposed renovation plans for Mt. Hebron High School. The goal of the renovation program should be to provide a facility that brings the facility closer to standards in all functional areas, and provides a safe environment that fosters educational learning. Only by addressing all of the deficiencies identified in this appraisal can a comprehensive plan be developed that will ultimately prove to be the best investment for the long term future of the school.

## Appendix 1

### The Appraisal Committee



## Appendix 1

The Appraisal Committee consists of a combination of educators, PTA members, community leaders and industry professionals. Members of the committee include:

**Steven M. Cates:** Mark is an educator with 29 years experience teaching social studies in five schools across three states. He has taught at Mt. Hebron High School for 19 years, served as Athletic Director for 10 years and head coach for many varsity sports, and has extensive knowledge of the both the historical development and current conditions of the facilities at the school. Mark provides both the skills of a career educator and comprehensive knowledge of the facility to the appraisal team.

**Tom Fruscello:** Tom has 23 years of math/science teaching experience in both public and private school systems, and 13 years of hands-on experience in the home improvement business. He has taught in the HCPSS for the last 15 years, 11 of which have been at Mt. Hebron High School. As a former co-owner of a home improvement business, Tom designed and built residential additions and managed the plumbing branch of his company. The son of a builder, Tom cannot remember a time when his hands have not been callused. The unique background with professional skills as both a teacher and a contractor make Tom a valuable member of the appraisal team.

**Cynthia Ardinger:** Cindy is an attorney and CPA. She has been active in several Howard County PTA's; serving as President and other in executive positions at the elementary, middle, and high school level for over 12 years. Cindy was a member of the design committee for the Hollifield Elementary School addition and the original Mt. Hebron renovation planning committee. While PTA President during the Patapsco renovation, Cindy was closely involved in the implementation phase. Cindy has served as chair of the Help Mt. Hebron Committee since 2004, and has for several years overseen the gathering of relevant information pertaining to Mt. Hebron's needs. Cindy brings a combination of professional expertise in both legal and accounting disciplines, prior experience in school renovation, and knowledge of the Board of Education's processes gained over years of PTA involvement to the appraisal committee.

**Linda A. Dombrowski:** Linda has a Masters in Public Policy and professional experience as a Management/Budget Analyst including projects in research design, performance measurement systems, process re-engineering and quality process improvement. Linda has been highly involved for more than 8 years with school-based PTA leadership and committees including serving on the Patapsco Middle School Addition group. She has also served on three HCPSS-wide volunteer committees. Linda's professional training and prior volunteer public service experience have earned her an excellent reputation with the Howard County government.

**Joseph Rutter:** Joe is a professional planner with 40 years of experience including coordination of Planning Board review of the Howard County CIP. Joe is past president of an elementary school PTA and the Carroll County PTA Council. He served as a member of the Maryland State Professional Standards and Teacher Education Advisory Committee and as a member of the Carroll County Education Task Force and the Asbestos Advisory Committee. Several of these activities included extensive review and evaluation of school facilities. Joe brings experience in long term planning for public facilities and school facilities to the appraisal team.

**Stephen M. Lucchesi:** Steve is a registered professional engineer, owner of the Columbia based airport planning and design firm Airport Design Consultants, Inc. and 25 year resident of Howard County. He has over 27 years of experience in the planning and design of large public buildings and related facilities. Steve's expertise in both renovation and expansion of public buildings in a campus setting provides strong technical expertise to the appraisal committee.

**Additional Factual Support:** Other teaching and custodial staff members at Mt. Hebron High School were consulted for additional factual information as needed.

## Appendix 2

### Detailed Facility Appraisal



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Appraisal Summary

Section	Possible Points	Total Earned	Percent	Rating
1.0 The School Site	100	77	77.00%	Satisfactory
2.0 Structural and Mechanical	200	122	61.00%	Borderline
3.0 Plant Maintainability	100	60	60.00%	Borderline
4.0 School Building Safety and Security	200	113	56.50%	Borderline
5.0 Educational Adequacy	200	83	41.50%	Poor
6.0 Environment for Education	200	82	41.00%	Poor
<b>Total</b>	1000	537	53.70%	Borderline

CEFPI Rating Scale

Excellent	90 - 100%
Satisfactory	70 - 89%
Borderline	50 - 69%
Poor	30 - 49%
Very Inadequate	1 - 29%

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1.0 The School Site

Section	Possible Points	Points Scored	Rating	Comments
1.1 Site Size	25	15	borderline	Site is 40.05 Ac compared with Ed Spec requirement of 47.3 Ac, but appears to be able to support adequate program is carefully planned.
1.2 Site Accessibility	20	20	borderline	
1.3 Location	10	10	excellent	
1.4 Landscaping / Developed	10	8	satisfactory	Building configuration with numerous alcoves creates security concerns and limits landscaping opportunities.
1.5 Athletic Areas	10	6	borderline	Existing fields and facilities are in reasonably good condition, but several practice fields outline in the Ed Specs do not exist.
1.6 Topography	5	4	satisfactory	Some steep slopes on site immediately adjacent to building.
1.7 Site stability	5	4	satisfactory	
1.8 Special Instructional Needs - Outdoor Learning	5	4	satisfactory	
1.9 Pedestrian Services	5	3	borderline	On site walkways inadequate for large group access to athletic fields, pedestrian access to softball fields must cross through lacrosse fields.
1.10 Surface Parking	5	3	borderline	Number of spaces meets Ed Spec requirements, but configuration does not allow for separation between different users (Faculty, students, buses).
<b>Total - School Site</b>	100	77	satisfactory	

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2.0 Structural and Mechanical Features

Section	Possible Points	Points Scored	Rating	Comments
<b>Structural</b>				
2.1 Barrier Free	15	6	poor	Two internal ramps appear to exceed 12:1 maximum slope, ramps do not have required grab bars, steps required to enter two classrooms, drinking fountains not at proper height, some restrooms are not properly equipped, media center has single handicap exit.
2.2 Roof	15	12	satisfactory	Some leaks in Media Center, Gymnasium, Science (Rm 217), History (Rm 118); concern over moisture source for ongoing mold issues.
2.3 Foundations	10	8	satisfactory	Crack in wall of room 324.
2.4 Exterior / Interior Walls	10	6	borderline	Crack in wall of room 324, masonry joints in need of repair.
2.5 Entrances and Exits	10	4	poor	Exits are generally adequate, hallway widths and configuration create functional difficulty accessing exits.
2.6 Building Envelopes	10	4	poor	Much of the building has old single pane windows and lack of insulation.
2.7 Asbestos/ toxic materials	10	8	satisfactory	Based on reports from BOE.
2.8 Flexibility	10	4	poor	Based on inadequate classroom size and other nonexistent educational spaces outlined in Ed Specs.
<b>Mechanical/ Electrical</b>				
2.9 Adequate light sources	15	9	borderline	Lighting has been replaced in some portions of the building, remaining original lighting is inadequate. Also lack of natural lighting in many areas.
2.10 Internal water Supply	15	12	satisfactory	Water pressure is inadequate in existing locker rooms.

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2.0 Structural and Mechanical Features

Section	Possible Points	Points Scored	Rating	Comments
2.11 Outlets/ cabling/ technology applications	15	9	borderline	IT wiring is good, CCTV system has functional issues, electrical outlet distribution is variable throughout building creating difficulties in use of equipment.
2.12 Electrical Controls/ disconnects	10	6	borderline	Panels are located in hallways, disconnect switch between room 215 and 217 is accessible. Panels in weight room are not lock protected.
2.13 Drinking Fountains	10	8	satisfactory	Sufficient quantity, none are handicap accessible.
2.14 Restrooms	10	6	borderline	Sufficient quantity, not handicap accessible except in recent addition.
2.15 Drainage Systems	10	2	very inadequate	Continuing history of plumbing problems throughout facility
2.16 Fire Alarms, smoke detectors, sprinklers	10	6	borderline	Lack of sprinkler system in portions of the building, no voice evacuation or strobes in classrooms.
2.17 PA / intercom system	10	8	satisfactory	
2.18 Exterior Water Supply	5	4	satisfactory	
<b>Total - Structural and Mechanical Features</b>	200	122	borderline	

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3.0 Plant Maintainability

Section	Possible Points	Points Scored	Rating	Comments
3.1 Exterior Windows, Door, Walls	15	9	borderline	Many windows are single pane and inoperable.
3.2 Floor Surfaces	15	9	borderline	Gymnasium Floors are in poor condition with numerous "dead" spots.
3.3 Ceilings and Walls	10	6	borderline	Broken and mismatched tile throughout building, other finishes in need of updating.
3.4 Built In Equipment	10	8	satisfactory	
3.5 Finishes and Hardware	10	6	borderline	Door hardware throughout building does not meet ADA criteria, locks in science wing are different than in the rest of the building.
3.6 Restroom Fixtures	10	6	borderline	Condition of fixtures is marginal due to age.
3.7 Custodial Storage Space	10	4	poor	Significant lack of custodial space/ closets.
3.8 Housekeeping Outlets/ Power	10	4	poor	Significant lack of housekeeping outlets for corridor use.
3.9 Fixtures Accessible for repair/ replacements	10	8	satisfactory	
<b>Total - Plant Maintainability</b>	100	60	borderline	

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4.0 Building Safety and Security

Section	Possible Points	Points Scored	Rating	Comments
<b>Site Safety</b>				
4.1 Student Loading Areas	15	3	very inadequate	Multiple recorded incidents of student vehicles running into buses due to lack of adequate loading areas.
4.2 Walkways	10	4	poor	Lack of off-site sidewalks (Rt. 99).
4.3 Access Streets	5	3	borderline	Two accesses from Rt. 99, but on site configuration of roadway/ parking does not allow for segregation of users (buses, private vehicle drop offs, parking).
4.4 Vehicular Entrances/ exits	5	3	borderline	See Explanation for 4.3.
4.5 Athletic Field Equipment	5	4	satisfactory	
<b>Building Safety</b>				
4.6 Heating Unit Location	20	16	satisfactory	Multiple locations, generally away from student areas.
4.7 # Stairways	15	12	satisfactory	2 locations, one is narrow.
4.8 Exterior Doors	10	10	excellent	
4.9 Emergency Lighting/ Exit Signs	10	6	satisfactory	
4.10 Classroom Doors	10	2	very inadequate	Classroom doors open outward, but over 50% do not have adequate door recesses to prevent doors from opening into hallway.
4.11 Building Security Systems	10	2	very inadequate	Night lighting on back side on building is poor, history of classrooms being broken into from ceiling.
4.12 Flooring (Non-slip)	5	3	borderline	No recurring history of slips/ falls, two internal Ramps appears do not appear to meet code creating fall potential/ liability.
4.13 Stairs meet standards	5	3	borderline	Stairs may not meet current codes.
4.14 Glass	5	4	satisfactory	Windows at front hallway are not safety glass.
4.15 Fixed Projections	5	0	non-existent	Display cases, many other projections into hallways, hallway width grossly inadequate.
4.16 Traffic Areas Terminate at Exit	5	2	poor	Exiting from English area is circuitous and confusing.

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4.0 Building Safety and Security

Section	Possible Points	Points Scored	Rating	Comments
Emergency Safety				
4.17 Fire Safety	15	3	very inadequate	Significant portions of the building are not sprinkled.
4.18 Exits/ Egress	15	12	satisfactory	Based on lack of FM objections.
4.19 Fire Resistant Materials	15	12	satisfactory	Wooden bleachers in gym.
4.20 Fire Alarm system	15	9	borderline	No voice evacuation, no strobe lights in classrooms.
<b>Total - Building Safety and Security</b>	200	113	borderline	

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5.0 Educational Adequacy

Section	Possible Points	Points Scored	Rating	Comments
Academic Learning Space				
5.1 Size	10	4	poor	Only 33% of classrooms meet ed spec, 15% are less than 75% of required size.
5.2 Classroom Space	10	4	poor	Poor rating is a function of room size.
5.3 Location	10	4	poor	Only 16 out of 27 functional categories are appropriately located; examples include dark room out of supervision sight range, dance studio adjacent to gym, music adjacent to English.
5.4 Personal Space	5	2	poor	Poor rating is a function of room size.
5.5 Storage for student materials	5	1	very inadequate	Locker size inadequate, building layout and hallway width prevent access to lockers during class changes, band and sports equipment storage inadequate.
5.6 Storage for Teacher Materials	5	3	borderline	Storage adequate in most classrooms, none for "floaters".
Specialized Learning Space				
5.7 Size	15	9	borderline	Auditorium 748 seats vs. 900, PE space only 78% of Ed Spec requirements, Tech Ed space only 62% of Ed Spec requirements.
5.8 Design	10	6	borderline	Space adequate for some programs, but space for other programs requires floaters or they don't exist.
5.9 Media Center	15	9	borderline	No technology resource or media production rooms which impacts function of the reading room, other non media related rooms require access off of reading room compromising use and quality of the space.
5.10 Gymnasium / Outdoor facilities	15	6	poor	22,436 sf provided vs. 29,650sf required by Ed Spec.
5.11 Science	10	6	borderline	13,124 sf provided vs. 16,450 sf required by Ed Spec.
5.12 Music Program	10	4	poor	Significant lack of storage space.

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5.0 Educational Adequacy

Section	Possible Points	Points Scored	Rating	Comments
5.13 Art	10	2	very inadequate	3,066 sf provided vs. 5,130 sf required by Ed Spec; dark room access is remote, lack of ventilation impacts adjacent spaces.
5.14 Technology Education	10	2	very inadequate	2,811sf provided vs. 4,570sf required by Ed Spec.
5.15 Space for small groups	5	0	non-existent	Non-existent.
5.16 Storage	5	2	poor	PE, music, art, science, and tech ed have very little storage.
Support Space				
5.17 Teacher Lounge and work areas	10	2	very inadequate	450 sf provided vs. 1,250 sf required by Ed Spec, lounge used for multiple other purposes.
5.18 Cafeteria/ Kitchen	10	4	poor	6,812 sf provided vs. 10,880 sf required by Ed Spec.
5.19 Administrative Offices	10	4	poor	Configuration of space does not provide for adequate flow or circulation compromising functional usability of space, no direct view of parking lot or child development center.
5.20 Counselor's office	5	2	poor	2,019 sf provided vs. 2,820 sf required by Ed Spec; no storage; can't do multiple meetings in a private area.
5.21 Clinic	5	4	satisfactory	736 sf provided vs. 800 sf required
5.22 Reception Space	5	1	very inadequate	443 sf provided vs. 600 sf required by Ed Spec, also functions as hallway.
5.23 Administrative personnel work areas	5	2	poor	See 5.19, layout results in poor rating, no conference room space available.
<b>Total - Educational Adequacy</b>	200	83	poor	

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6.0 Environment for Education

Section	Possible Points	Points Scored	Rating	Comments
Exterior Environment				
6.1 Aesthetics	15	6	poor	Does not portray high school image.
6.2 Landscape	10	6	borderline	Exterior footprint does not support landscaping due to multiple alcoves which create security concerns.
6.3 Noise/ surrounding environment	10	10	excellent	
6.4 Sheltered Entrances/ Walkways	10	6	borderline	Partially sheltered for bus drop off, no shelter for bus loading or car riders.
6.5 Building Materials	5	4	satisfactory	
Interior Environment				
6.6 Color, Materials, Décor	20	8	poor	Very little consistency throughout building, many materials are extremely dated, low ceiling heights in many of the hallways.
6.7 Temp/ Humidity	15	3	very inadequate	Rating based on BOE recommendation to replace entire HVAC system.
6.8 Ventilating System	15	3	very inadequate	Rating based on BOE recommendation to replace entire HVAC system.
6.9 Lighting System	15	3	very inadequate	Lighting has been replaced in some portions of the building, remaining original lighting is inadequate.
6.10 Drinking Fountains/ Restrooms	15	9	borderline	Restroom access is limited in some portions of the building.
6.11 Commons Area	10	0	non-existent	Students jam up entrance to school and in front of office creating traffic circulation issues due to lack of area to congregate.
6.12 Traffic Flow	10	0	non-existent	Hallway width is very inadequate, traffic circulation patterns are poor, intersections are blocked during class changes.
6.13 Suitable areas to interact	10	0	non-existent	While space does technically exist, it is not dedicated or suitable for this function.

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6.0 Environment for Education

Section	Possible Points	Points Scored	Rating	Comments
6.14 Large group areas	10	8	satisfactory	Access to gym is difficult to control.
6.15 Acoustical Treatment	10	6	borderline	Soft walls only between social studies rooms, other problems elsewhere in the building.
6.16 Window Design	10	2	very inadequate	Lack of windows in original portion of building, many windows are inoperable, virtually no windows in English area.
6.17 Furniture and Equipment	10	8	satisfactory	
<b>Total - Environment for Education</b>	200	82	poor	

