

# At a Glance: Excel High

95 G St South Boston, MA 02127

DOE Code: 00350522

Website

BPS Code:

Building  
Educational  
(BEA)

Building  
Physical  
(FCA)

Building  
Operational

Community

Excellent Good Fair Poor Failing

## School Data

**Historic Bldg. Name:** South Boston Ed Complex  
**Current School Name:** Excel High  
**Year Founded:** 2001  
**School Gross Floor Area:** 160,269  
**Ratio of net/gross:**  
**Operation Hours:** 7:25 AM-1:45 PM  
**Early Dismissal:**  
**School Type:** Traditional  
**Individual Class Size:**  
**Overall Size:**  
**Grade Span:** 9-12  
**Number of Strands:**  
**Number of Buildings  
Associated with One School:**

## Schools Housed per Building or Buildings per School

School Name / Building Name	Population	Ed Plan
Excel High		
Total:		

## Tax Values as of 2015

**Tax Parcel ID:** 701079000  
**Tax P Type:** 976  
**Tax Land Usage:** E  
**Tax Building Value:** \$23,994,800  
**Tax Land Value:** \$12,258,200  
**Tax Total Value:** \$36,253,000  
**Tax Gross Area:** 0  
**Tax LV SF:** 124571  
**Tax Living Area:** 159320  
**Compliance Trigger:**

## MSBA School Data

**MSBA GSF:** 58,172  
**MSBA SF/Student:** 148  
**MSBA Space Utilization:** Average  
**MSBA Students/Classroom:** 19  
**MSBA Enrollment:** 391

## Site and Building Data

**Year Built:** 1901  
**Renovations:** 2000  
**Additions:**  
**Shelter:**  
**Resiliency:**  
**Energy Efficiency:**  
**Site Acreage:**  
**Site Expansion:**  
**Building Gross Floor Area:** 160,269  
**Building Net Assignable Area:**  
**Parking:**  
**Ratio:**  
**Outdoor Learning Spaces:**  
**Flood Zone:**

## Community Uses

Community Resource	School Programs Connection

## Documentation

Plans	Site	Arch	Eng
Past Reports			
BeSafe Plans			
MSBA 2010 Needs Survey			

## MSBA Building Data

**Building Conditions:** 1  
**Building Enrollment:**  
**Classrooms:** 20  
**Floors:** 3  
**Structural Class:** C

# At a Glance: Excel High

## BPS 2014 Vision Accommodations

### Current Inclusion

PreK:

Inclusion:

STEM

Technology

21st Century:

FF&E

## DOE Data

### Student Data

FY 2015 Total Enrollment: 550

#### Enrollment by Grade

PreK:	0
K:	0
1st:	0
2nd:	0
3rd:	0
4th:	0

#### Gender

Male:	324
Female:	214

#### Demographic

African American:	38.1
Hispanic:	23.2
White:	13
Asian:	23
Other/Multi-racial:	1.9
Native American:	0.7

Low Income Students: 85.8

Out of School Suspension Rate:	13.9
In School Suspension Rate:	0
Graduation Rate:	62.2
Absentee Students:	24.6
Annual Dropout Rate:	6.5
2012 Graduates Attending Higher Ed:	62.3

#### SAT Scores:

Reading	357
Writing	363
Math	432
2013 Mass Core:	26.4

### Instructor Data

Number of Teachers:	46.2
Student/Teacher Ratio:	11.9 to 1
Teachers Licensed in Teaching Assignment:	93.5
Number of Classes in Core Academic Areas:	172
Core Academic Classes Taught by Highly Qualified Teachers:	67.4

# Building Physical Assessments

## Summary

### Existing Conditions

## Summary

### Evaluation of Existing Conditions: Excel High School

The intention of this document is to provide a deeper understanding of the basis for the selection of the conditions in the Facility Criteria Matrix.

BPS and CPMD can use this information to provide a general comparison for the different eras and typologies of the facilities within the BPS inventory.

### General Description

The following evaluations are based on building walkthroughs with school administration, custodial staff, Architectural and Engineering professionals and BPS facility staff between January 19 and 29, 2016.

The Excel High School was built in 1901, with an addition for a library constructed in 2001. Various other additions were made to the building in the early part of the 20th century. The building is a 4-story structure without a basement and has a total of 160,269 GSF.

Use Group: E-Education (with accessory occupancies A1-Auditorium; A2-Cafeteria; A3-Library/Media Center and A4-Gymnasium)

## Architectural Building Description

### Type of Construction

Original building type: IA or IB - The main structural elements are noncombustible. Base materials would be masonry and concrete. The roof support is unprotected metal beams or bar joists.

Addition building type: IIA or IB - The main structural elements of the walls are masonry or concrete. The roof support is unprotected metal beams or bar joists. Noncombustible, protected construction

## Existing Conditions Report

### Roof

The roof was replaced in 2008 with a tapered insulated, 4Ply polymer hot applied built-up roofing system and topped with an aggregate ballast. The drains are internal to the building appear to be in their original location.

### Façade

The building's façade is a running bond yellow brick. It has all been repointed within the last 10 years. The walls are thermally inefficient due to the lack of insulation but are constructed of materials with good thermal mass and moisture resistance. There were no control joints nor expansion joints in the exterior masonry walls. All sills and lintels are in good condition.

### Exterior Windows

The windows at the original building were replaced in 1994. These units are double hung aluminum frame. Most of the operable units are misaligned in their frame and will not stay open due to failing support mechanisms.

### Boilers

The boiler room is provided with two 650 Mills H.B. Smith cast iron 22 sectional low pressure steam Boilers retrofitted with natural gas burners generating low pressure steam. These two boilers seem to be in good to fair operating condition. The boilers are provided with induced draft fans. However, the boiler feed water tank, condensate return tank and piping need replacement. Overall all steam piping seems to be well insulated.

### Heating Distribution System

The low pressure steam is distributed throughout the building via steam cast iron radiators and or fin tube radiators with steam traps. The existing automatic temperature controls are pneumatic. Located within the boiler room is an air compressor. It appears some of the controls in the building were replaced over the years either by the similar pneumatic type, or by the digital type. All building controls are conducted remotely by Boston School District Energy Department. Classrooms are provided with both horizontal steam fin-tube radiator and cast iron radiator systems with steam traps. Portions of steam heating distribution piping is not insulated. Seals/sleeves around pipes are missing at wall penetrations throughout the building. Majority of the radiators (specifically fin tube radiators) with the steam traps need replacement as most of them do not appear to be working properly and need replacement.

### Ventilation Distribution System

There is no air-conditioning available in the school building in any area except for the library. As there are no air handing units nor unit ventilators in the class rooms, there are indoor air quality issues in all building areas. Auditorium has two HV units on either end of the stage.

## Electrical Service

### Electrical Power Distribution System

There are two 1600 amp 120/208 V 3 phase 4 wire utility serviced one with Westinghouse and the other with a Cutler Hammer Pow-R-Line-C switchboard and these both appear to be in good operating condition. One Switchboard has a total of 14 fused switches and the other switchboard has 16 fused switches to serve all the loads in the building. Majority of the existing electrical panels in various electrical closets are quite old (Federal Pacific) and all their wiring seems to be the original wiring.

Utility service meters are located in the main electric room.

### Existing Photovoltaics

There are no photovoltaics at this school.

### Life Safety

#### *Means of Egress*

There is no emergency generator. But there is a Power Wave UPS back up system with batteries for egress lighting and other loads.

The configuration of the corridor egress system and capacity of the egress doors appears to meet egress requirements. There are several existing corridor partitions constructed with combustible materials and large glazing panels that served as smoke partition. In most corridors, there are several pairs of smoke partition doors that limit corridor widths and lengths. The doors themselves have no fire rating label making these doors non-functioning for fire or smoke separation.

#### *Fire Protection System*

There is no fire protection system in the building. There is fire standpipe in the stairwells.

#### *Fire Alarm System*

The existing fire alarm manufactured by Simplex and the model of the Fire Control Panel is 4020. The fire alarm remote annunciator is also located at the main entrance. The building has smoke detectors in the corridors, class rooms and all other areas. There is no elevator in the building.

### Security

The main entry sequence is through a line of three sets of double doors opening into a vestibule then into the lobby. There is no permanent interior line of sight from an office or similar room. The sight lines from the street to the main entry are clear. There are multiple doors from stairways that pose a security risk because they are in a blind spot from the interior and exterior. Corridors are generally wide and long with straight views. Classroom doors are keyed.

### Lighting Quantity/Control

All lighting fixtures in administration area and offices, corridors, classrooms and science labs, computer rooms, cafeteria and kitchen appear to be in good working condition with energy-efficient T8 lamps and electronic ballasts. Lighting in classrooms and labs consist of two continuous rows of direct/indirect 2-lamp per cross section linear fixtures. The lighting fixtures and controls need to be replaced in the basement floor. In the Gym there are sixteen to seventeen high bay HO fixtures with 5 or 6 T8 lamps. They all seem to work properly. Auditorium has HID fixtures and seem to be operating well.

## Toilets & Fixtures

Plumbing fixtures in the facility have been replaced and appear to be ADA compliant. No plumbing fixtures were observed to be modern water-saving fixtures.

Water closets are both wall-mounted and floor-mounted units with manual flush valves, generally in fair condition.

Urinals are wall mounted with manual flush valves, generally in fair condition.

Lavatories are wall hung with self-closing push-down faucets or lever handles, generally in good condition.

## Plumbing Distribution Systems

### Plumbing System

#### *Domestic Cold Water*

The 3" city water main piping with the valves is in good operating condition and is properly grounded.

#### *Domestic Hot Water*

There are two gas fired Domestic water heaters were replaced over the years and appear to be in good operating condition.

#### *Natural Gas*

The existing natural gas system enters the original building through the front of the building into the boiler room, located in the basement, via a 6-inch gas main which branches out to serve the two boilers in two 5" pipes and the domestic hot water heater. The piping seems to be in good operating condition.

#### *Sanitary Waste and Vent*

The sanitary waste systems consists of cast iron pipe and appears to be in good operating condition.

## Accessibility

The main entrance is not accessible only a single accessible entrance to the left of the main entrance down a ramp to a basement door with no buzzer. The stage is not ADA accessible. Many of the classroom doors are without the necessary side maneuvering clearances required to meet accessibility code. There are a number of projections in rooms and corridors along the accessible path that do not meet code.

## Structural Systems

The original floor and roof structure consists of wood planks and wood joists and beams, with arched masonry in some areas. The floors and roof are likely supported by masonry walls. The foundation is likely a concrete cast in place system. The existing lateral resistance is likely unreinforced masonry shear walls.

The roof framing for the library addition consists of exposed steel beams and steel deck. The vertical support is steel columns. The foundation system is likely a concrete cast in place system. The lateral system is not visible, but is likely a steel braced frame system. Since the addition was designed after 1975, it is assumed it was designed for seismic loads.

Overall, the building structure is in good condition. Not all structural framing could be directly observed due to the finishes, so there could be more damage that is hidden from view. There are some rusted lintels, and there are a few cracks in the masonry. There are areas where the wood flooring is damaged and is depressed, likely due to water damage.

## Site

Located on the east side of Dorchester Heights in South Boston on Thomas Park at the intersection with G and East 6th Streets. The main entrance is at the middle of the building directly off of G Street. With no on-site athletic fields, the school regularly uses Joe Moakley Park (baseball, softball, soccer, basketball, tennis and football) four blocks away.

There are no opportunities to expand on site. The site is surrounded by a park and residential homes limiting the prospects to expand the site. The site is in FEMA Zone X, area of minimum flood hazard, outside the influence of the 500-year flood zone.

### Parking

Parking is located in the front and both sides of the building occupying all of the space between the building and Thomas Park with multiple driveway off of Thomas Park. There is excess parking for faculty & staff, however the school is not full to capacity. The parking lot is in good condition.

### Neighborhood Streets

The roadways and sidewalks are in fair condition. Traffic is low with no cut-through traffic. Crosswalks & ramps are sufficient.

### Drop-Off/Pick-Up

90% of all students arrive from the Andrews MBTA station, nearly a mile away. Many of those students take a BPS shuttle or the #11 bus. Dismissal can be congested with private vehicles, busses and BPS shuttle all trying to load on G Street.

### Walkways/Stairs

The small number of walkways & granite stairs in poor condition.

### MAAB/ADA Accessibility

Only a single accessible entrance to the left of the main entrance down a ramp to a basement door with no buzzer. Accessible route to public sidewalk is through the parking lot.

### Site Lighting

Neither on site nor building mounted lighting. A few flood lights are trained at the parking lot from utility poles in the sidewalk.

### Fences/Gates

Cast iron fence around building needs repainting.

### Drainage

Site drains well. No water quality infrastructure observed. Main entrance is back pitched towards the building causing ponding/icing at the threshold.

### Play Areas/Landscaping

No athletic or play areas on site. At the rear of the building, between rear access drive and Dorchester Heights parkland is a poetry walk on the steep slope. It is not used by the school, and was created and maintained by a neighborhood group.

## Walls/Slopes

Concrete wall separating rear access drive and poetry walk. Wall in fair condition, in need of patching to fill cracks.

## Transit/Pedestrian/Bicycle Access

The school is 0.8 miles from the Andrews Station on the Red Line. The pedestrian routes to the MBTA stop are sufficient, but too far for convenient access. The school provides a yellow school bus to shuttle students from Andrews Station, three times in the morning and afternoon. In addition, two busses from Andrews Station (#5 & 10) stop within two blocks of the school. The surrounding neighborhood is a fair walking environment for high school students, but the lack of bike facilities and the location on top of Dorchester Heights limits the convenience of cycling.



SCHOOL NAME: Excel HighID#: 350522HISTORICAL BUILDING NAME: South Boston Ed ComplexSCHOOL ENROLLMENT: 550BUILDING ENROLLMENT: 550SITE VISIT DATE: 1/26/2016

# 1 | Facility Evaluation Criteria

## Physical Analysis:

Major investments in the last 20 years? (&gt; \$5 Mil)

### Rating Category

☒ Excellent
 ☒ Good
 ☐ Fair
 ☐ Poor
 ☐ Failing

☐ YES
 ☒ NO
 COMMENT: \_\_\_\_\_

Roof:

- Membrane
- Space on roof for solar

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A  
☒ YES ☐ NO COMMENT: \_\_\_\_\_

Façade

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Windows

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Boilers

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A

Heating Distribution Systems

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A

Ventilation Distribution Systems

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A

Electrical Service

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☒ Replace ☐ N/A

Existing Photovoltaics

☐ YES
 ☒ NO
 COMMENT: \_\_\_\_\_

Life Safety:

- Means of Egress
- Fire Protection (sprinklers)
- Fire Alarm

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A  
 NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A  
 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Security:

- Entry Sequence

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Lighting Quantity/Control

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Toilets &amp; Fixtures

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Plumbing Distribution Systems

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Accessibility

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☒ Replace ☐ N/A

## Structural System:

Signs of Deterioration:

- Roof
- Floor
- Walls/Columns
- Foundations
- Façade

☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_  
☒ YES ☐ Not Observed COMMENT: Damage to wood floors  
☒ YES ☐ Not Observed COMMENT: Rusted lintels, cracked block  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_  
☒ YES ☐ Not Observed COMMENT: Unreinforced Masonry

Is the lateral system identifiable?

Overall Building Condition

☐ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

## Community:

Mass Historical Commission Status:

- Inventory of Historic Assets
- State Register of Historic Places

☒ Listed ☐ Not Listed COMMENT: \_\_\_\_\_  
☒ Listed ☐ Not Listed

Emergency Shelter

☐ YES ☒ NO COMMENT: \_\_\_\_\_

Community Use Spaces

☐ YES ☒ NO COMMENT: \_\_\_\_\_

Community Building Rating

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Building suitability for school use?

☒ YES ☐ NO COMMENT: \_\_\_\_\_

SCHOOL NAME: Excel HighID#: 350522HISTORICAL SCHOOL NAME: South Boston Ed ComplexSITE VISIT DATE: 1/26/2016

## 2 | Site Evaluation Criteria

### Rating Category

☒ Excellent
 ☐ Good
 ☐ Fair
 ☐ Poor
 ☐ Failing

### Physical Analysis:

Is the site susceptible to climate change?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	BY 2100	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
Major investments in the last 10 years? (> \$5 Mil)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Is the building expandable on current site?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Is the site expandable?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Parking Quality	NEEDS BY 2050	<input checked="" type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Neighborhood Streets	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Drop Off/Pick Up Routes	NEEDS	<input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Walkways/Curbs/Sidewalks	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
MAAB/ADA Accessibility	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Site Lighting	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Fencing	NEEDS	<input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Drainage	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Play areas	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input checked="" type="checkbox"/> Replace <input type="checkbox"/> N/A
Walls/Slopes	NEEDS	<input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Overall Site Condition	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input checked="" type="checkbox"/> Poor	<input type="checkbox"/> Failing

### Community:

Mass Historical Commission Status

- Inventory of Archeological Assets (Site Review)

☐ Researched
 ☒ Not Researched

COMMENT: \_\_\_\_\_

Accessible to Mass Transit? ☐ YES ☒ NO COMMENT: 0.8 mi to Andrew station, no bus lines

Bikable? ☐ YES ☒ NO COMMENT: Hilltop and narrow streets

Walkable? ☒ YES ☐ NO COMMENT: Well connected neighborhood

Community Site Rating

☐ Excellent
 ☐ Good
 ☒ Fair
 ☐ Poor
 ☐ Failing

Site suitability for school use?

☒ YES
 ☐ NO COMMENT: \_\_\_\_\_

# Educational Assessment

## Summary

### Educational Analysis

## Evaluation of Existing Conditions: Excel High School

### General Description

The Excel High School educates a variety of students with various learning styles and capabilities. The programs range from general education, special education, career and technical education, science, art and music to various partnership programs like UMASS Early College which provide students with a unique life skill and internship opportunity. In addition the school offers courses in AP Biology, AP Calculus, AP Government and AP Language and Composition. There is a visual arts program and art design program. The art design program incorporates engineering, theatrical set design and entrepreneurial business classes that focus on the world of art and graphics. The staff are multi-certified, team oriented and emphasize the importance of social justice as well as academic success.

The High School is a city wide capacity school which increases the number of mobility and transitional students circulating through the building on an annual basis. Unfortunately this constant fluctuation in student population adversely impacts the school in terms of academic performance.

The building does not align with all of the various academic and social programs offered at the Excel. Unfortunately, this impedes the ability of students and staff to perform at their highest levels. Core spaces, as well as specific special education spaces are missing in the building, further complicating the instructional delivery of certain academic programs. There is limited parking, no school bus pick up and drop off zones and only a few shuttles from nearby transit centers. The transportation issues at the building impact attendance.

## Educational Building Analysis

### Ventilation

Ventilation adequate in most learning environments

### Natural Daylighting

Large windows with clear glass throughout; light blocking shades in most classrooms

### Lighting Quality

Many areas including classrooms with relatively new fixtures, though some areas with older fixtures

### Acoustical

Hard plaster ceiling in most learning spaces, no other acoustical treatment outside of selected classrooms

### Technology

- Power – outlets lacking in location and quantity
- Wireless – access points throughout, but slow and not sufficient band width
- Interactive – few LCD projectors in the school.

### Furniture

Hard, one piece desk / chair combos in most classrooms

### Finishes

Largely original, some in very poor condition

### Environment

Feels old and worn, traditional institutional feeling

### Adjacencies of Learning Environments

Traditional departmental classrooms with some grouping

### Outdoor Classrooms

none

### Adequacy of Rooms:

- Classrooms -undersized
- Special Education -inadequately sized
- Art Classroom - inadequately sized
- Music Classroom - none
- Gymnasium - undersized
- Media Center - oversized
- Cafeteria - adequately sized
- Auditorium - oversized
- Stage - undersized
- Medical - undersized
- Administration - adequately sized
- Network Room - in storage rooms, not air conditioned
- Custodian - oversized

## 3 | Educational Analysis

Building originally designed as:

☒ HS ☐ JHS ☐ MS ☐ K-8 ☐ ES ☐ EEC

The grade configuration this school is best suited to:

- Pre-K to 1 ☐ YES ☒ NO
- Pre-K to 3 ☐ YES ☒ NO
- Pre-K to 5 ☐ YES ☒ NO
- Pre-K to 6 ☐ YES ☒ NO
- 4 to 6 ☐ YES ☒ NO
- 6 to 8 ☐ YES ☒ NO

- 7 to 8 ☐ YES ☒ NO
- 6 to 12 ☐ YES ☒ NO
- 7 to 12 ☐ YES ☒ NO
- 9 to 12 ☒ YES ☐ NO

COMMENT: \_\_\_\_\_

### Educational Building Analysis

Ventilation

☒ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

Natural Daylighting

☒ Excellent ☒ Good ☐ Fair ☐ Poor ☐ Failing

Lighting Quality

☒ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

Air Quality

☒ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

Acoustical

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Technology

- Power
- Wireless
- Interactive

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

☒ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Furniture

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Finishes

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Environment (inviting/stimulating/comfortable):

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Adjacencies of Learning Environments:

☒ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

Outdoor Classrooms

☒ Excellent ☐ Good ☐ Fair ☐ Poor ☒ Failing

**Overall Building Rating**

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

COMMENT: \_\_\_\_\_

The site includes:

- Play Grounds/Areas
- Accessible
- Play Fields

☐ YES ☒ NO COMMENT: \_\_\_\_\_

☐ YES ☒ NO COMMENT: \_\_\_\_\_

☐ YES ☒ NO COMMENT: \_\_\_\_\_

Can the building change typology easily?

☐ YES ☒ NO COMMENT: \_\_\_\_\_

Can the building be transformed educationally to serve 21<sup>st</sup> C needs?

☐ YES ☒ NO COMMENT: \_\_\_\_\_


























































Can the building serve as swing space?

☒ YES ☐ NO COMMENT: \_\_\_\_\_

Is the building between 85% to 115% utilization rate?

☐ YES ☒ NO COMMENT: \_\_\_\_\_

## 4 | High Schools: 9 to 12

Room Type	Quantity	MSBA Area	Actual Area	Adequacy				
Classroom (General Education)	36	850	600-800	 Excellent	 Good	 Fair	 Poor	 Failing
• Teacher Planning	2	TOTAL: 2100	TOTAL: 300-400	 Excellent	 Good	 Fair	 Poor	 Failing
• Small Group	5	500	300-400	 Excellent	 Good	 Fair	 Poor	 Failing
Science	5	1,400	1000, 1500	 Excellent	 Good	 Fair	 Poor	 Failing
Special Education								
• Self Contained	10	950	400-900	 Excellent	 Good	 Fair	 Poor	 Failing
• Resource of Small Group	1	500	271	 Excellent	 Good	 Fair	 Poor	 Failing
Art Classroom	2	1,200	750-980	 Excellent	 Good	 Fair	 Poor	 Failing
Music Classroom		1,500		 Excellent	 Good	 Fair	 Poor	 Failing
Vocations and Technology		1200/2000		 Excellent	 Good	 Fair	 Poor	 Failing
Gymnasium	1	12,000	8178	 Excellent	 Good	 Fair	 Poor	 Failing
• PE Alternatives	1	3,000	360	 Excellent	 Good	 Fair	 Poor	 Failing
Media Center	1	3650	7686	 Excellent	 Good	 Fair	 Poor	 Failing
Cafeteria	1	2750	2987	 Excellent	 Good	 Fair	 Poor	 Failing
Auditorium	1	3667	5591	 Excellent	 Good	 Fair	 Poor	 Failing
• Stage	1	1,600	1265	 Excellent	 Good	 Fair	 Poor	 Failing
Medical	varies	TOTAL: 710	TOTAL: 312	 Excellent	 Good	 Fair	 Poor	 Failing
Administration & Guidance	varies	TOTAL: 1	TOTAL: 2750	 Excellent	 Good	 Fair	 Poor	 Failing
Custodial/Maintenance	varies	TOTAL: 1	TOTAL: 3667	 Excellent	 Good	 Fair	 Poor	 Failing
• AC Tech Network Room	5591	200	1	 Excellent	 Good	 Fair	 Poor	 Failing
Other:								
• 1265		3817	312	 Excellent	 Good	 Fair	 Poor	 Failing
•	3370	3817		 Excellent	 Good	 Fair	 Poor	 Failing
• 2075	8696			 Excellent	 Good	 Fair	 Poor	 Failing

### Narrative to Discuss

- Engaged Learning

The building is not comfortable to learn in: it lacks appropriate temperature control and ventilation. The building lacks a space which can be used as a flexible learning commons for collaborative learning and presentations. The building does not make use of public space for teaching and learning. The building lacks display space for student work to reinforce student accomplishment. The building provides space for teacher collaboration and planning.

SCHOOL NAME: Excel High  
HISTORICAL SCHOOL NAME: South Boston Ed Complex

ID#: 350522

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- Differentiated Learning

Classrooms are not large enough to support Universal Design for Learning (UDL), including the ability to create learning zones. The building lacks breakout spaces for differentiated/personalized learning and special education. The furniture in the building has difficulty being flexibly arranged.

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- Cognitively demanding tasks/programs

The classroom environment is not sufficiently flexible to allow for different teaching and learning styles. Building lacks learning environments that support music. Building supports learning environments that support art. Building lacks learning environments that support physical activity /education. The building environment supports adequately STEM. The building provides space to experiment, create and collaborate. The building has performance/presentation space. Based on location and proximity to community resources and public transportation, teachers and students can access the city as a learning tool.

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- Equitable access to a rigorous curriculum

The building is not clearly an equitable pathway from K-12. The teaching and learning spaces are operated and maintained equitably. The building lacks adequate security for a safe environment for learning. The building lacks a welcoming and coherent entry sequence. The building lacks space for de-escalation and sensory calming.

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- Vision of 21<sup>st</sup> Century digital learning

The building lacks internet infrastructure for all classrooms and public spaces, including fiber backbone, switches, and wireless access points. The system is insufficient to support 1:1 or laptop based standardized testing. The building is not flexible and expandable. The building does not connect on multimedia platforms for cross disciplinary programming.

Overall Building Rating:

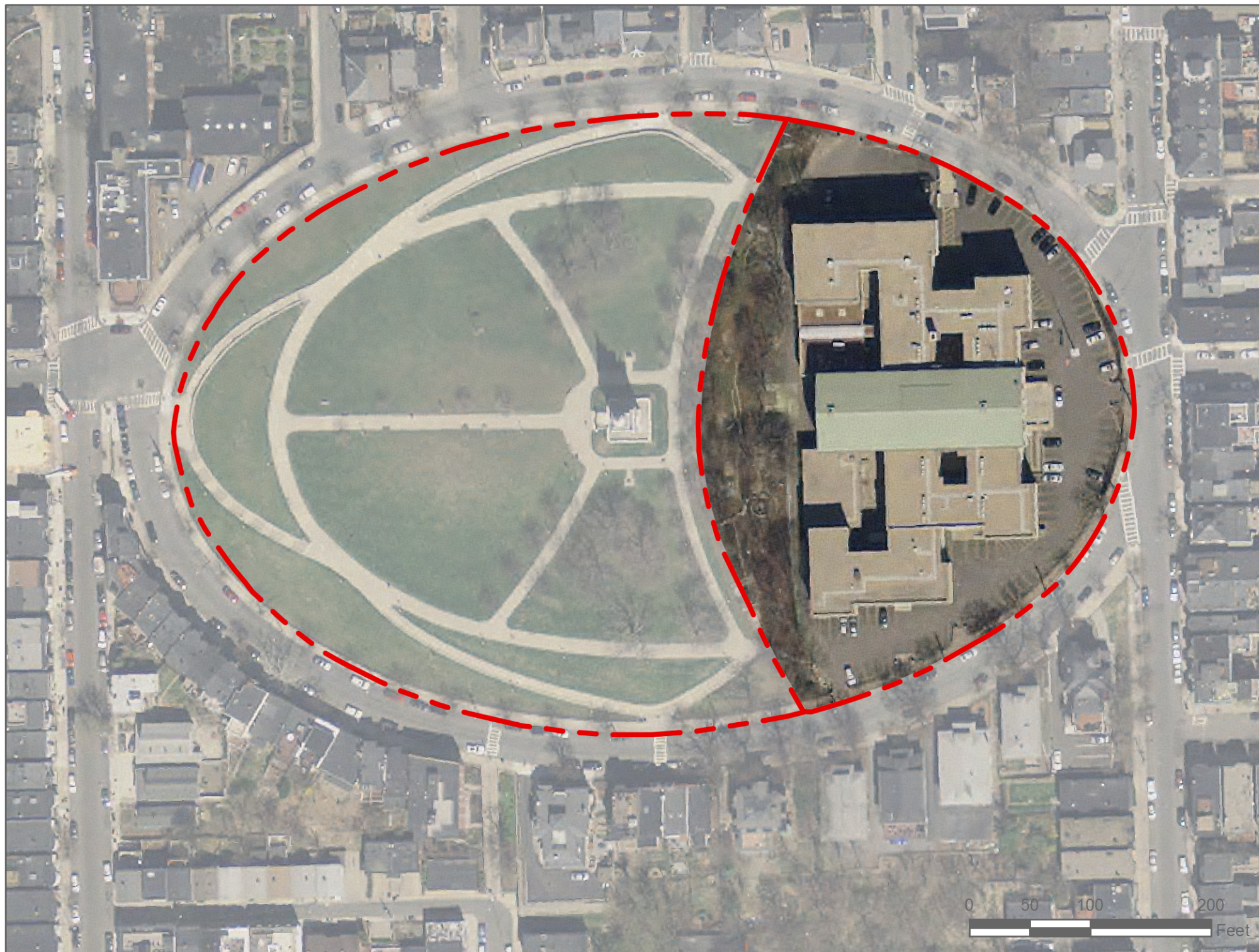
☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

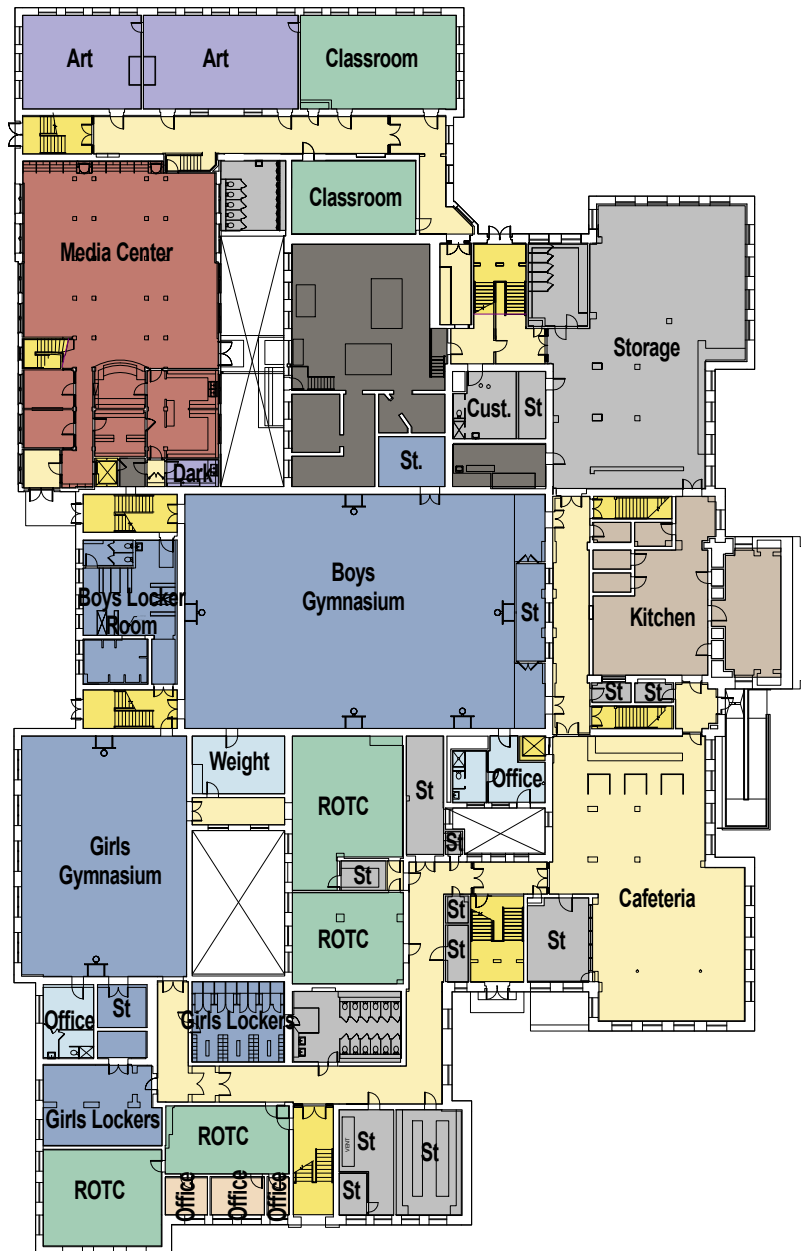
Comments:

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## PROGRAM PLAN LEGEND

<span style="display:inline-block; width:15px; height:15px; background-color:orange; border:1px solid black;"></span> ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE	<span style="display:inline-block; width:15px; height:15px; background-color:gray; border:1px solid black;"></span> CUSTODIAL / MAINTENANCE / STORAGE
<span style="display:inline-block; width:15px; height:15px; background-color:purple; border:1px solid black;"></span> ART & MUSIC	<span style="display:inline-block; width:15px; height:15px; background-color:lightblue; border:1px solid black;"></span> HEALTH & FITNESS
<span style="display:inline-block; width:15px; height:15px; background-color:darkgray; border:1px solid black;"></span> BUILDING EQUIPMENT	<span style="display:inline-block; width:15px; height:15px; background-color:brown; border:1px solid black;"></span> KITCHEN / SERVERY
<span style="display:inline-block; width:15px; height:15px; background-color:yellow; border:1px solid black;"></span> CAFETERIA & CIRCULATION	<span style="display:inline-block; width:15px; height:15px; background-color:red; border:1px solid black;"></span> MEDIA CENTER
<span style="display:inline-block; width:15px; height:15px; background-color:green; border:1px solid black;"></span> CLASSROOM & GENERAL EDUCATION SUPPORT	<span style="display:inline-block; width:15px; height:15px; background-color:blue; border:1px solid black;"></span> PHYSICAL EDUCATION & SPORT SUPPORT
	<span style="display:inline-block; width:15px; height:15px; background-color:yellow; border:1px solid black;"></span> VERTICAL CIRCULATION



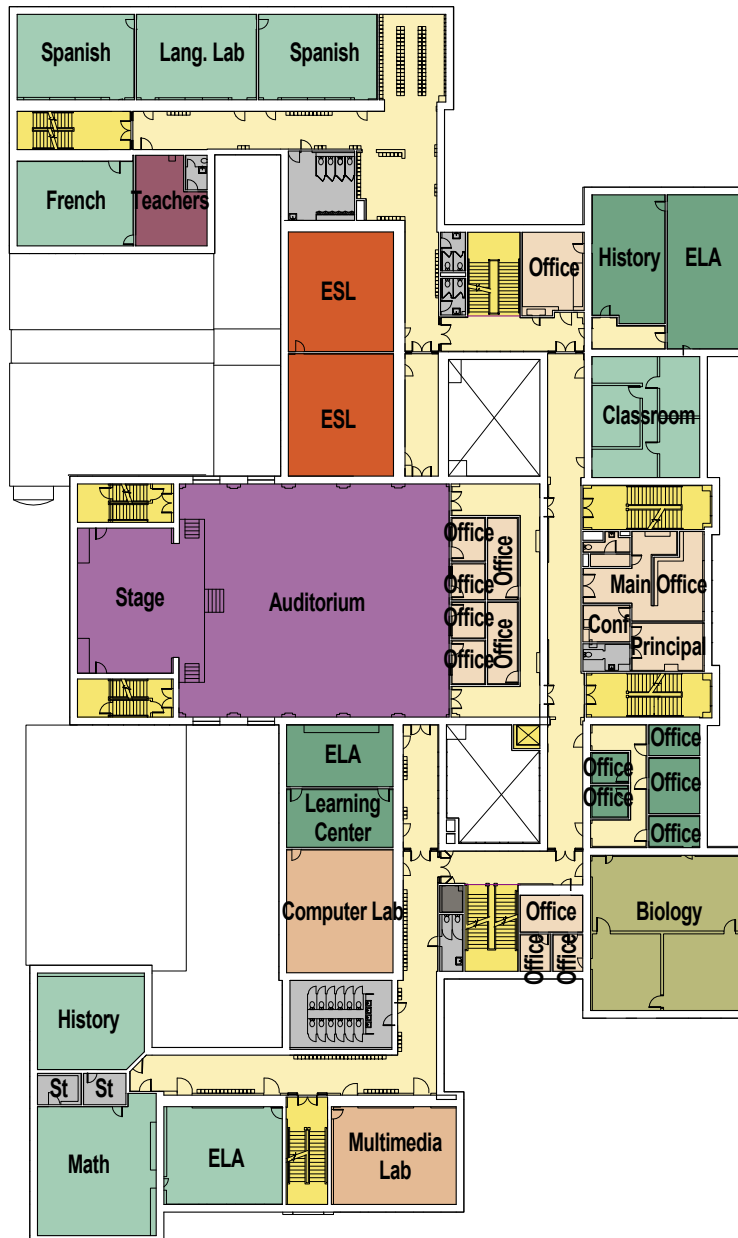




## PROGRAM PLAN LEGEND

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<span style="display: inline-block; width: 15px; height: 15px; background-color: #7f7f7f; border: 1px solid black;"></span> BUILDING EQUIPMENT	<span style="display: inline-block; width: 15px; height: 15px; background-color: #27ae60; border: 1px solid black;"></span> SPECIAL EDUCATION
<span style="display: inline-block; width: 15px; height: 15px; background-color: #fff9c4; border: 1px solid black;"></span> CAFETERIA & CIRCULATION	<span style="display: inline-block; width: 15px; height: 15px; background-color: #8e24aa; border: 1px solid black;"></span> TEACHER PLANNING & SUPPORT
<span style="display: inline-block; width: 15px; height: 15px; background-color: #a1c83d; border: 1px solid black;"></span> CLASSROOM & GENERAL EDUCATION SUPPORT	<span style="display: inline-block; width: 15px; height: 15px; background-color: #fff176; border: 1px solid black;"></span> VERTICAL CIRCULATION
<span style="display: inline-block; width: 15px; height: 15px; background-color: #00bcd4; border: 1px solid black;"></span> COMMUNITY USE	<span style="display: inline-block; width: 15px; height: 15px; background-color: #f4a460; border: 1px solid black;"></span> VOCATIONS & TECHNOLOGY
<span style="display: inline-block; width: 15px; height: 15px; background-color: #bdbdbd; border: 1px solid black;"></span> CUSTODIAL / MAINTENANCE / STORAGE	





## PROGRAM PLAN LEGEND

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<span style="display: inline-block; width: 15px; height: 15px; background-color: #9b59b6; border: 1px solid black;"></span> AUDITORIUM / PERFORMING ARTS & DRAMA	<span style="display: inline-block; width: 15px; height: 15px; background-color: #8e9d8e; border: 1px solid black;"></span> SCIENCE CLASSROOM & SUPPORT
<span style="display: inline-block; width: 15px; height: 15px; background-color: #7f7f7f; border: 1px solid black;"></span> BUILDING EQUIPMENT	<span style="display: inline-block; width: 15px; height: 15px; background-color: #2e8b57; border: 1px solid black;"></span> SPECIAL EDUCATION
<span style="display: inline-block; width: 15px; height: 15px; background-color: #fff9c4; border: 1px solid black;"></span> CAFETERIA & CIRCULATION	<span style="display: inline-block; width: 15px; height: 15px; background-color: #800000; border: 1px solid black;"></span> TEACHER PLANNING & SUPPORT
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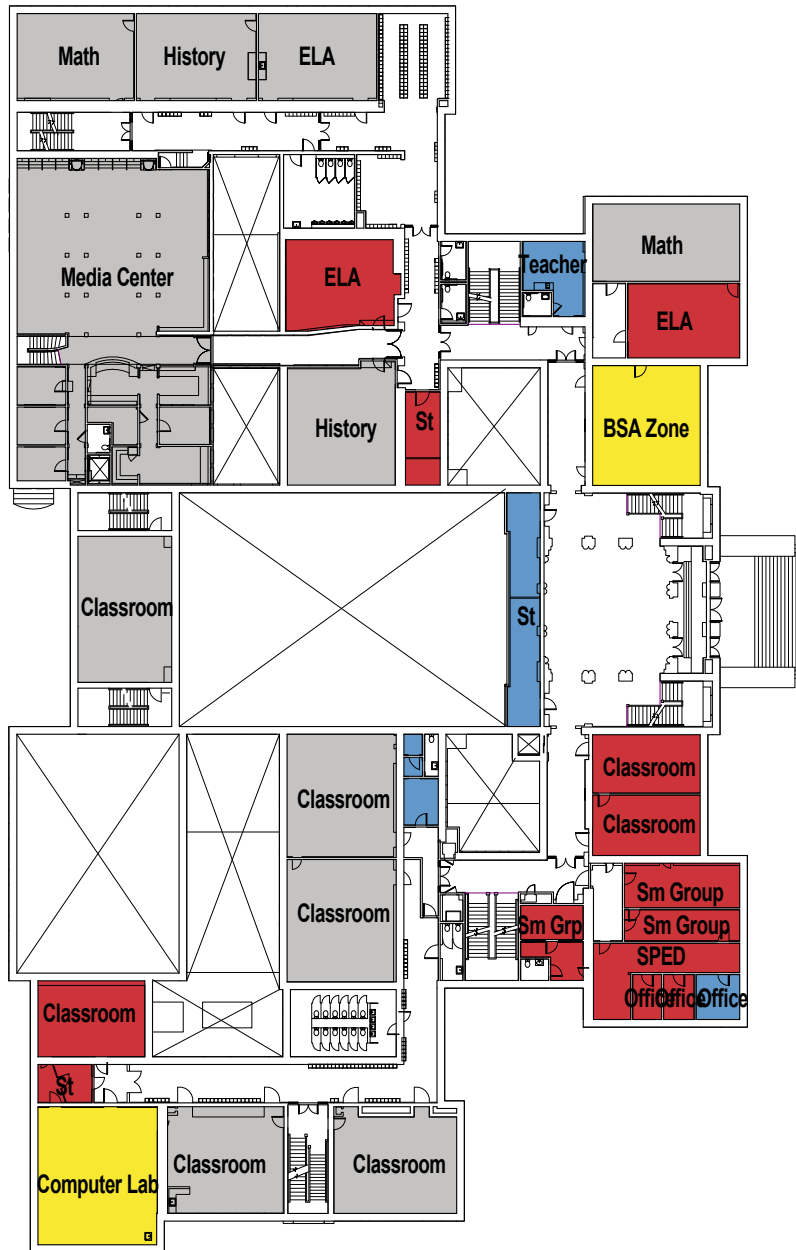


## PROGRAM PLAN LEGEND

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<span style="display: inline-block; width: 15px; height: 15px; background-color: #800080; border: 1px solid black;"></span> AUDITORIUM / PERFORMING ARTS & DRAMA	<span style="display: inline-block; width: 15px; height: 15px; background-color: #808000; border: 1px solid black;"></span> SCIENCE CLASSROOM & SUPPORT
<span style="display: inline-block; width: 15px; height: 15px; background-color: #654321; border: 1px solid black;"></span> BUILDING EQUIPMENT	<span style="display: inline-block; width: 15px; height: 15px; background-color: #3cb371; border: 1px solid black;"></span> SPECIAL EDUCATION
<span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid black;"></span> CAFETERIA & CIRCULATION	<span style="display: inline-block; width: 15px; height: 15px; background-color: #ffff00; border: 1px solid black;"></span> VERTICAL CIRCULATION
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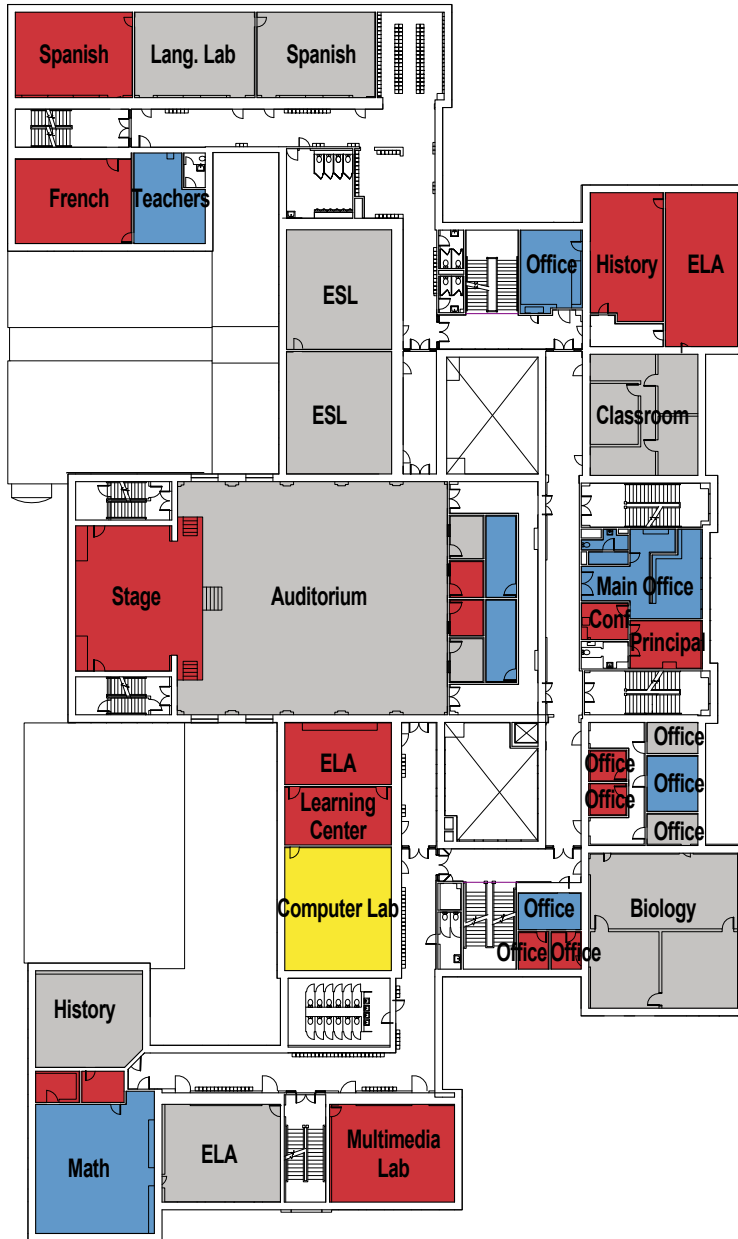




## MSBA DEFICIENCY PLAN

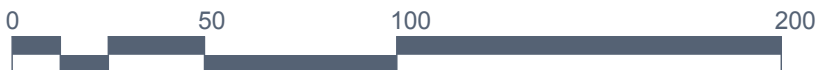
- NOT INCLUDED IN A TYPICAL MSBA PROJECT
- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)
- Calculating...





## MSBA DEFICIENCY PLAN

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- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)
- Calculating...







## MSBA DEFICIENCY PLAN

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- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
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