

STATE OF RHODE ISLAND

Schoolhouses

SEPTEMBER
2017



School Building Authority
at the Rhode Island Department of Education





Acknowledgments

This report was prepared for the School Building Authority at the Rhode Island Department of Education. The project team performed analysis for the public schools in the State of Rhode Island. As a planning team, we hope this document will aid the public schools of Rhode Island in implementing innovative and cost-effective facilities improvements that will have a positive impact on student learning.



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STATE OF RHODE ISLAND SCHOOLHOUSES

Executive Summary | September 2017

The School Building Authority (SBA) at the Rhode Island Department of Education (RIDE) provides school construction oversight for PK-12 public schools. The public schools in Rhode Island are currently comprised of more than 24.1 million square feet of permanent educational facilities on 306 campuses, excluding support and administration buildings. Public schools in Rhode Island include six preschool campuses, five kindergarten to eighth grade campuses, four kindergarten to twelfth grade campuses, 177 elementary campuses, 50 middle school campuses, four middle/high school campuses, and 60 high school campuses. It should be noted that some campuses house more than one school type, which is not reflected in these numbers.

The SBA has embarked on a statewide facility master planning process, which includes an educational program space assessment, a capacity analysis, a facility condition assessment, a five-year life cycle forecast, and enrollment projections. The data collected during the facility condition assessment will be used to inform the statewide Recommended Action Plan for Consideration and forecast future funding requirements. Strategically and effectively spending available facility funding provides the opportunity for student learning to occur in healthy, safe environments, while providing the potential for educational spaces to be updated to 21st century learning environments.



AVERAGE CAMPUS AGE

56 yrs

ENROLLMENT DOWN OVER 20 YEARS

10 %

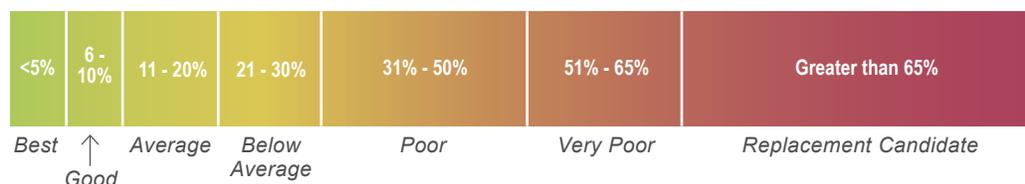
ASSESSMENT FINDINGS

The facility condition and educational program space assessments identified more than \$2.2 billion in facility deficiency costs to meet aspirational standards, with \$627.6 million identified as Priority 1 and 2 items. The projected life cycle renewal need over the next five years is estimated to be \$793.5 million.

CONDITION ASSESSMENT FINDINGS	
PRIORITY 1 & 2 FACILITY DEFICIENCIES (WARM, SAFE & DRY)	+ \$ 627.6 Million
PRIORITY 3, 4 & 5 FACILITY DEFICIENCIES	+ \$ 1,595.1 Million
FACILITY DEFICIENCY COST	\$ 2,222.7 Million

FACILITY CONDITION INDEX

The facility condition index (FCI) is a recognized formula that provides a general indicator of a building's health, calculated by dividing the total cost of repair by the total replacement cost. For master planning purposes, the total facility deficiency costs and the first five years of projected life cycle renewal forecast were combined. This provides an understanding of the needs of a facility currently, as well as the projected needs in the near future. A five-year FCI was calculated for each facility by dividing the five-year need by the total replacement cost. Costs associated with new construction are not included in the FCI calculation.





Approximately 12.4 percent of the five-year FCIs are 20 percent or less, indicating that only a small percentage of public school campuses in the state are in good to average health. The majority of public school facilities in Rhode Island have a five-year FCI in the 31-50 percent range, indicating that they are in poor condition. This is largely due to the aging school facilities in the state.

UTILIZATION

The utilization of a school is determined by dividing the current enrollment by the calculated capacity of a facility. Three different school capacities are reported for this analysis: the Local Education Agency (LEA) reported capacity, a functional capacity, and an aspirational capacity based on the Educational Program Space Guidelines in the Rhode Island School Construction Regulations (SCRs). For the purposes of this study, the SCRs were utilized to calculate an aspirational capacity because the most consistent and equitable way a state can determine school capacities across a variety of districts and educational program offerings is by using square feet per student standards.

The aspirational utilization statewide is 104 percent. On average, elementary schools are 125 percent utilized, middle schools 98 percent, and high schools 89 percent, indicating a need for more space throughout the state.

ENERGY

An energy assessment was conducted as part of the facility condition and master planning efforts; the Schoolhouse Energy Report Card is published under separate cover. Through the implementation of cost-effective energy conservation measures and making all public schools net zero energy, statewide savings can be as much as \$33.6 million annually. The public schools in the state of Rhode Island can reduce energy consumption by up to 30 percent, their carbon foot print by 100 percent, and emissions by 100 percent. Involving students in the process has the added benefit of teaching them the importance of sustainability, while preparing them for life's challenges and further successes in college, careers, and life.

CONCLUSION

The results of this comprehensive facility assessment will inform the statewide Recommended Action Plan for Consideration that will assist stakeholders in making decisions to achieve the goal of adequately funding facility improvements across Rhode Island. **Clean, quiet, safe, comfortable, and healthy learning environments are an important component of successful teaching and learning.** To this end, facility condition assessment and master planning efforts help facility managers, districts, and states effectively use their limited resources to provide the best possible student learning environments and outcomes.

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Introduction and Methodology

The Rhode Island Department of Education (RIDE) School Building Authority (SBA) works with Local Education Agencies (LEAs) to improve efficiencies in the design and construction of school facilities and reinvest associated savings directly back into the classroom. They have engaged Jacobs and Cooperative Strategies to conduct a statewide facility condition assessment and master plan. These types of facility assessments are required by statute to be conducted once every five years for PK-12 public schools. The data collected during the facility condition assessment informs the statewide Recommended Action Plan for Consideration.



Because research and associated technologies advance at a rapid pace, it is beneficial to frequently fine-tune the learning environment to keep pace with emerging technology and methodology. In addition, studies have shown the condition of school facilities impacts student performance and attendance. Schools in better condition have better student behavior and more effective teaching¹. **Clean, quiet, safe, comfortable, and healthy learning environments are an important component of successful teaching and learning.** To this end, facility condition assessment and master planning efforts help facility managers, districts, and states effectively use their limited resources to provide the best possible student learning environments and outcomes.

This document summarizes the results of the 2016 assessment of the public schools in the state of Rhode Island that will be used to provide options for future investment dollars. The components of the study include an educational program space assessment, capacity analysis, facility condition assessment, five-year life cycle forecast, and enrollment projections. Data are combined to formulate total statewide investment needs for the next five years, which in turn can be used to develop a facility master plan and forecast future funding requirements. An assessment of energy usage and associated savings opportunities was also conducted as part of the facility condition and master planning efforts.

The facility condition assessment findings contain detailed information associated with each building component, including the overall condition of school facilities, as well as life cycle forecasting information that attempts to identify future building and system needs. Other information collected during the educational program space assessment includes an inventory of facility features that support the mission of the schools. All collected data is housed in the MAPPS™ assessment database for future access and analysis by the School Building Authority at RIDE.

THE COMPREHENSIVE ASSESSMENT PROCESS

This report summarizes findings and results for each component of the statewide comprehensive facility condition assessment. As shown in Figure 1, each individual assessment or data gathering exercise leads to the production of a list of needs over the next five years. This is used to finalize options informing a statewide PK-12 facility action plan.



Figure 1: Comprehensive Assessment Process - highlights components of the statewide assessment that inform the statewide PK-12 facility action plan

¹ Schneider, Mark, *Do School Facilities Affect Academic Outcomes?*, National Clearinghouse for Educational Facilities. November 2002. <http://www.ncef.org/pubs/outcomes.pdf>

COMPONENTS OF THE COMPREHENSIVE ASSESSMENT

Each comprehensive assessment component is described in further detail below.



Educational Program Space Assessment

The educational program space assessment process includes the evaluation of all schools to ensure that Rhode Island School Construction Regulations (SCRs) for space are met. The review also evaluates the ability of spaces to support prescribed educational programs. In addition to identifying space types, the educational program assessment includes key elements within spaces needed for modern schools. Examples of space requirements measured include electrical outlets, writable surfaces, natural light, and projection. Deficiencies from this assessment that are correctable through reasonable construction or maintenance practices have been included along with their cost estimates in the facility condition assessment data.



Capacity Analysis

Three different school capacities are reported for this analysis: the LEA-reported capacity, a functional capacity, and an aspirational capacity based on the Educational Program Space Guidelines in the School Construction Regulations. LEA-reported capacities were compiled from the 2013 Schoolhouse Report, annually-reported asset protection data, or from the LEA if a capacity was not provided elsewhere. The functional capacity attempts to capture how the spaces within a school are being used, whereas the aspirational capacity is based on the square feet per student ratio used when calculating the utilization of a facility. The aspirational capacity is based on the Rhode Island SCRs and is an aspirational goal of space use. Considering all available capacity calculations in the master planning process provides a better understanding of how a school is functioning versus how a school should be functioning.



Facility Condition Assessment

A facility condition assessment evaluates each building's overall condition. Two components of the facility condition assessment, facility deficiency costs and life cycle forecast, are combined to determine total cost for facility need.

Facility Deficiency Cost

Facility deficiency costs are associated with bringing current systems and components back to a functional state as installed, but do not account for additional funds required to adapt facilities to current design standards. In addition to facility deficiency costs, educational program space assessment deficiencies are included in this total number.

Five-Year Life Cycle Renewal Forecast

Life cycle data predicts future facility costs based on the expected remaining life of individual building systems (e.g., roofing, exterior, structural, interior, etc.). While a particular building component may not require immediate replacement, it is quite possible for it to reach its end of useful life before or during the commencement of a planned capital construction project. This component replacement results in additional costs, which must be accounted for in the planning process.

Discipline Specialists

All assessment teams produced deficiencies associated with each school. The assessment for the school facilities included several specialties:

- **Facility Condition Assessment:** Architectural, mechanical, and electrical engineering professionals observed conditions through a visual observation that did not include intrusive measures, destructive investigations, or testing. Additionally, the assessment incorporated input provided by district facilities and maintenance staff, where applicable. A structural engineer was called in as needed to address identified

structural concerns. The assessment team recorded existing conditions, identified problems and deficiencies, documented corrective actions and quantities, and identified the priority of the repair in accordance with parameters defined during the planning phase.

Prior to the initiation of the assessment program it was decided that a select group of schools would not be included in the facility condition assessment because they were either new construction, had recently undergone major renovation, were state-owned, or scheduled to close.

- **Technology:** Technology specialists visited the school facilities and met with technology directors to observe and assess each facility's technology infrastructure. The technology assessment included network architecture, major infrastructure components, classroom instructional systems, and necessary building space and support for technology. It took into account the desired technology outcome and best practices and processes to ensure the results can be attained effectively.
- **Hazardous Materials:** Schools constructed prior to 1990 were assessed by specialists to identify the presence of potentially hazardous materials. The team focused on identifying asbestos containing building materials, lead-based painted areas, polychlorinated biphenyls, and chlorofluorocarbons. As part of an indoor air and exterior air quality assessment, the team noted evidence of mold, water intrusion, mercury, and oil and hazardous materials exposure. No testing was performed; however, if sampling and analysis was required, these activities were recommended but were not included in the scope of work.
- **Traffic:** Traffic specialists performed an in-office review of aerial imagery of the traffic infrastructure around the facilities in accordance with Section 1.05-7 in the Rhode Island School Construction Regulations. Onsite personnel conducted an evaluation from data collected during the facility condition assessment. Based on these reviews, deficiencies and corrective actions were identified. High problem areas were identified for consideration of more detailed site-specific study and analysis in the future.
- **Acoustics:** Specialists assessed each school's acoustics, including architectural acoustics, mechanical system noise and vibration, and environmental noise. The assessment team evaluated room acoustics with particular attention to the intelligibility of speech in learning spaces, interior and exterior sound isolation, and mechanical systems noise and vibration control. Exhaustive acoustical measurements were not performed. Where necessary, these activities were recommended but were not included in this scope of work.

Research has indicated that good acoustics are fundamental to good student performance. Key findings indicate that higher student achievement is associated with schools that have less external noise, that outside noise causes increased student dissatisfaction with their classrooms, and that excessive noise causes stress in students. These problems are more acute for children who may have hearing impediments and may affect the detection of such impediments.¹



¹ Schneider, Mark, *Do School Facilities Affect Academic Outcomes?*, National Clearinghouse for Educational Facilities. November 2002. <http://www.ncef.org/pubs/outcomes.pdf>

- **Educational Space Analysis:** Assessors performed an evaluation of schools and collected data to compare to the SCRs for space. The assessment is a standards-based approach with a foundation in consistency and objectivity. This resulted in a list of alterations that should be made to make the space a better environment for teaching and learning.



Combined Five-Year Need

Combining the current educational program space deficiencies and condition repair costs estimated with the five-year life cycle renewal forecast indicates combined five-year need. These figures exclude any expansion for classroom additions or new construction for additional enrollment growth. Also not included are costs for programmatic changes, school consolidations, and replacements. These items should be determined as part of different scenarios developed during capital planning. It should be noted that this assessment and master planning process is conducted at a state level. Ultimately each LEA is responsible for the care and control of its school facilities. Each LEA should undertake its individual master planning efforts that go into depth on unique factors and accounting capacities that may impact the LEA's facilities and master plan.



Energy Consumption

Energy engineers empirically derived and analyzed energy consumption values from building information and utility cost data provided from the publicly-available Uniform Chart of Accounts (UCOA) for the period 2011–2014. Concurrently, Jacobs building professionals and sub-consultants surveyed each school's energy consuming systems such as mechanical, electrical, plumbing, lighting, and fire and life safety systems. A list of energy conservation and net zero energy measures was developed and provided for each school. The Schoolhouse Energy Report Card is published under separate cover and identifies potential sources of rebates, incentives, grants, and financial instruments, but does not quantify their magnitude. The approach used was similar in nature to an ASHRAE Level 1 Energy Audit.



Master Planning Development

Based on the analysis of information collected during the assessment, a plan can begin to be developed to provide for a facilities modernization program that addresses high-priority needs across all LEAs. The information used to inform the Recommended Action Plan for Consideration is a snapshot in time of the conditions of Rhode Island's public school buildings.

Given the multiple factors involved in planning, designing, and building school facilities and their improvements (facility condition, capacity, utilization, prioritization, asset protection) it is necessary to develop and analyze various scenarios. Each scenario will have different strengths and varying impacts on the cost related to facility condition improvements, educational program space improvements, five-year life cycle renewal, and the replacement of facilities in poor condition with new buildings. It is important to note that the development of potential scenarios should involve reviewing these factors, as well as planning with key stakeholders.

Once the scenarios are vetted, recommendations for a facility action plan can be compiled in a final document. This final report will outline suggestions and recommendations for the state and LEAs to consider in addressing facility needs, including a prioritization plan for Necessity of School Construction approvals. In addition, the Recommended Action Plan for Consideration will indicate approximate budgetary costs of renovations, additions, replacements, and new construction while illustrating opportunities for savings and efficiencies for both the state and the LEAs.

Action Plan

The Recommended Action Plan for Consideration will support the SBA's mission to ensure that all approved projects provide high-quality learning environments, conserve natural resources, consume less energy, are easier to maintain, and provide educationally-appropriate school facilities. Because school-age children spend more time in schools than any other building aside from their homes, the schools they attend should be safe, clean, comfortable, and well-equipped.

ASSESSMENT METHODOLOGY

The comprehensive facility condition assessment utilized the methodology summarized below.

Project Kickoff: The comprehensive facility condition assessment began in January 2016 with a kickoff meeting with the SBA to establish goals and objectives.

In March 2016 an LEA kickoff meeting was held at RIDE to inform LEAs of the assessment process and purpose.

Data Gathering: On-site assessments were conducted by various teams of architects, engineers, and specialists. Each facility was visited and pertinent data was collected using a handheld data collection tool.

Cost Estimating: Cost estimates were derived from local cost estimating expertise and enhanced by industry best practices, historical cost data, and relevance to the Rhode Island region. Costs were developed from current market rates as of the second quarter in 2016. All costs were based on a replace-in-kind approach, unless the item was not in compliance with national or state regulations or standards.

For planning and budgeting purposes, facility assessments customarily add a soft cost multiplier onto deficiency repair cost estimates. This soft cost multiplier accounts for costs that are typically incurred when contracting for renovation and construction services. Soft costs typically include construction cost factors, such as labor and material inflation, professional fees, and administrative costs. Costs associated with abatement, historical status, and complicated geographic locations were accounted for in these estimates. All stated costs in the assessment report will include soft costs for planning and budgeting purposes. These are not exhaustive estimates and costs will vary at the time of construction. When a contractor prepares a scope of work and fee for a project, they perform detailed take-offs, take into consideration specific school needs, and bundle together other repairs or upgrades that may be fiscally responsible to include in the project.

Replacement cost models for each facility type were developed based on a review of school project cost data from Rhode Island projects, similar Massachusetts and Connecticut K-12 schools, and national square foot school cost publications. As the determination of a single square foot cost for each school type is variable, due to its location geographically (suburbs versus city), varying site conditions, unpredictable economic influences, etc., the square foot costs reflect total estimated project costs per square foot for the representative school type. These values are applied to the actual square footage of the facility in order to estimate the actual replacement cost.

Both soft cost and replacement cost models were reviewed with the SBA for accuracy and applicability to ensure that they align with costs that have been experienced previously and with the School Construction Regulations.

Data Review Procedures: Throughout the condition assessment data gathering phase of the project, various layers of quality control and review processes were employed. The first level of quality control occurs during the data collection. Condition assessment teams were

FACILITY CONDITION ASSESSMENT METHODOLOGY





provided a detailed orientation to align the teams with the project requirements. Teams were armed with data collection tools and checklists to ensure consistency and quality throughout the condition assessment and educational program space assessment. Collected data was uploaded every night for quality control checks and reviewed by quality assurance staff. If an omission or error was noted, quality control staff worked closely with the assessors to correct the data. After the assessments were complete, a final review was performed on the data to identify gaps in data or potential errors in quantity or cost estimates.

Once the internal data review processes were completed, every LEA was provided three separate opportunities to review and provide feedback on the data collected. LEAs were provided school reports that included enrollment, capacity, facility deficiency costs, five-year life cycle analysis, and the facility condition index (FCI) for each campus.

Feedback from the LEAs was reviewed by our assessment team, and where the information better refined the data, updates to the database were made. Deficiency priorities and educational space standards were consistently applied statewide to maintain data integrity and were generally not adjusted.

Next Steps: Data compiled in this assessment will be utilized in long-term facility master planning. By developing decisions based on the prioritization and categorization of needs identified during the assessment, the SBA can make recommendations and suggestions based on an objective planning foundation for long-term decision making. Combining assessment data with enrollment projections, capacity, and utilization data will help facilitate the development of an achievable long-range plan. A plan may include renovations, new construction, school consolidation, attendance area realignment, and possible facility closures.

Educational Program Space Assessment

The educational program space assessment measures the degree to which a school's facilities can adequately support the instructional mission and methods.

It is an essential yet often overlooked element in many master planning efforts to prepare aging facilities for a 21st century educational paradigm.

The educational space assessment seeks to answer two questions regarding deficiencies:

- First, what can and must be done to bring a particular school to a standard of adequacy that meets educational and instructional needs and establishes equity?
- Second, at what point does a school's inability to meet educational and instructional needs suggest that it should be replaced altogether?

The assessment is a standards-based approach with a foundation in consistency and objectivity. Data are collected and compared to the SCRs for space. Whenever a deficiency is identified, a correction and corresponding cost estimate is prepared. Not all items can be corrected, such as small classrooms or narrow corridors.

Five teams of assessors visited Rhode Island schools during the summer of 2016. During this effort more than 11,400 rooms were assessed.

Process

The Rhode Island SCRs are the foundational document for school construction in Rhode Island. For new construction, the SCRs prescribe room types, room sizes, and square feet per student standards for elementary, middle, and high schools statewide. To establish guidelines for the educational space assessment, Jacobs and Cooperative Strategies utilized the Rhode Island SCRs because they reflect the educational program needs that school facilities should be implementing for 21st century learning. Standards for space types not present in the SCRs were also assessed, such as common learning areas for all grades and black box theatres and dance studios for high schools.

After review of the SCRs, application of industry best practices, and development of collection tools, the team conducted the educational program space assessments. Each surveyor conducted an interview with the principal or designee and, if necessary, maintenance staff of the school. The interview included questions about the general layout of the school pertaining to safety and security, bus and parent drop-off areas, and other operations-based information.

After the initial interview, the surveyor completed the remainder of the educational program space assessment by gathering information pertaining to the site and exterior of the school facility, including number and type of playgrounds, number and type of playfields or athletic fields, and general characteristics of all buildings and structures. Once the exterior survey was complete, the assessor surveyed all classrooms, any other instructional spaces, and the core areas, including the cafeterias, libraries, auditoriums, and gymnasiums.

It should be noted that at any school, certain things can be resolved or upgraded with minimal investment; however, some aspects cannot be realistically resolved without spending more than the replacement value of a structure. For instance, electrical outlets can be added and flooring materials can be changed, but it is generally cost prohibitive to reconfigure a building's layout, expand a classroom to house a few extra students, or add windows to all classrooms without enough natural light. Therefore, five categories are used to identify "deficiencies" that can be repaired or upgraded, and "inadequacies" that simply impact a building's learning environment. They should be considered when making decisions that will affect the long-term utilization of a particular facility.



54%

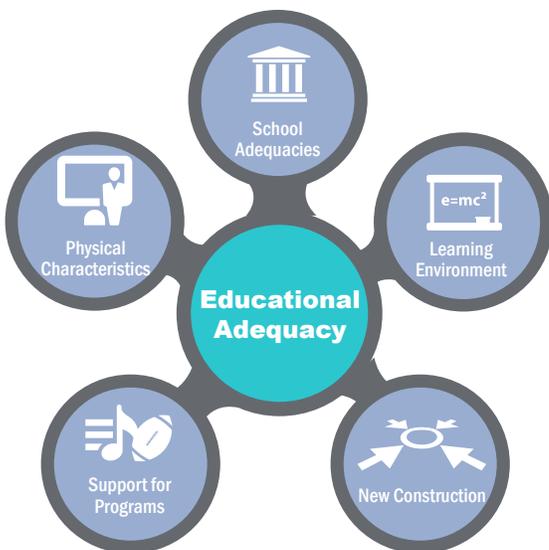
*OF RHODE ISLAND'S
TRADITIONAL
SCHOOLS CAN
ACCOMMODATE
ONLY 350 STUDENTS
OR LESS, DESPITE
AN AVERAGE
ENROLLMENT OF 488
IN 2016-17.*



THE FIVE CATEGORIES OF EDUCATIONAL SPACE ADEQUACY

To comprehensively assess educational space adequacy, it is first necessary to understand the components that affect the instructional program. These components can generally be formulated into standards or guidelines to bridge the gap between the programs from which schools are built and current educational specifications. There are numerous criteria that contribute to educational space adequacy; however, they fall into five major categories that are outlined in Figure 2 and described in further detail below:

- **Support for Programs:** Support for programs measures whether an individual educational space is appointed with the appropriate institutional equipment required to support its particular educational mission. A typical classroom requires basic items such as writable surfaces and fixed projectors or smartboards. Classrooms with specialized educational purposes have additional requirements. For example, a culinary arts classroom requires items such as stoves, sinks, and dishwashers.
- **Physical Characteristics:** Instructional spaces were evaluated based on the presence of certain physical characteristics vital to the educational mission. Vision panels at classroom entrances are necessary for the safety and security of teachers and students. Restrooms and sinks with hot and cold water are required in spaces serving elementary school children. Science labs require access to water and gas, and must have emergency shut-off valves for utilities. Various other instructional spaces have their own physical requirements as well.
- **School Adequacies:** School-level adequacies play an important role in the overall adequacy of a facility and contribute to the overall educational mission of the campus. Outdoor play areas are used for elementary school recess, while athletic fields support middle and high school sports programs. Communication systems address the facility's ability to support efficient access to information for staff, visitors, and students. The kitchen size demonstrates a facility's ability to efficiently serve the student population while the number of serving periods can illustrate both the kitchen and cafeteria's effectiveness. Wayfinding can either be intuitive or be aided by appropriate signage to ease the flow of a facility. Zoning contributes to safety and security and allows the institution to host public events such as an election or sporting event.



- **Learning Environment:** Learning environment encompasses atmospheric items which directly impact the success of students and teachers. These items are evaluated at the classroom level. For example, appropriate classroom lighting is integral to a proper classroom learning environment. Each teaching space should have access to natural light and blinds to darken the room when necessary. Similarly, each classroom is required to have adjustable lighting. Acoustical ceilings help dampen sound in a classroom and contribute to a positive auditory classroom environment, enabling the teacher to speak clearly and be heard by students.

- **New Construction:** Select core spaces were compared to the SCRs. If it was determined that a facility was in need of square footage related to a cafeteria or library/media center, a cost for additional space was estimated. This cost is not included in the combined five-year need or the five-year FCI calculation.

Figure 2: Categories Assessed for Educational Adequacy - highlights criteria that contribute to educational space adequacy

RESULTS

At the public schools in Rhode Island, the total cost to address educational space adequacy deficiencies totals \$200.8 million, which is 9.0 percent of the total identified deficiencies. It is critical to consider not only the building condition but also the educational space adequacy in any assessment as it is no longer enough to provide a sound building; schools must also be educationally effective learning environments.



Table 1 presents the deficiency costs associated with the educational program assessment categories among the different school types. High schools have the most deficiencies, totaling \$77.5 million. The majority of educational program space adequacy deficiencies are related to the learning environment at \$69.4 million, followed closely by school adequacy deficiencies at \$67.8 million.

Table 1: Educational Program Space Assessment Deficiencies - presents costs associated with the educational program assessment categories among different school types

Educational Adequacy Category	Pre-K	ES	K-8	MS	Middle/High	HS	K-12	Total
School Adequacies	\$ 389,132	\$ 11,873,469	\$ 1,666,816	\$ 17,944,553	\$ 2,591,355	\$ 31,473,070	\$ 1,855,936	\$ 67,794,331
Support for Programs	\$ 1,039,506	\$ 15,086,128	\$ 1,109,200	\$ 9,814,478	\$ 1,021,828	\$ 19,089,339	\$ 1,456,672	\$ 48,617,150
Physical Characteristics	\$ 341,210	\$ 4,052,965	\$ 404,096	\$ 3,581,854	\$ 328,419	\$ 5,803,804	\$ 505,070	\$ 15,017,418
Learning Environment	\$ 2,321,599	\$ 26,443,628	\$ 2,923,266	\$ 12,261,261	\$ 802,979	\$ 21,095,132	\$ 3,517,973	\$ 69,365,837
Total	\$ 4,091,446	\$ 57,456,189	\$ 6,103,377	\$ 43,602,146	\$ 4,744,581	\$ 77,461,344	\$ 7,335,650	\$ 200,794,734

FACILITY NEW CONSTRUCTION

As part of the Educational Program Space Assessment, assessors collected data on select core spaces and compared them to the SCRs. Where a space deficit was found associated with a cafeteria or library/media center, a cost for additional space was estimated. LEAs may have various options for resolving these space deficits; therefore, a square foot cost allowance was used to provide a general estimate without dictating the solution. These costs are not included in the combined five-year need or the five-year FCI calculation.

Statewide, new construction costs total \$121.1 million. Elementary schools have the greatest new construction cost at nearly \$53.3 million, followed by middle schools at \$41.5 million. Figure 3 illustrates the breakdown of new construction deficiencies by school type.

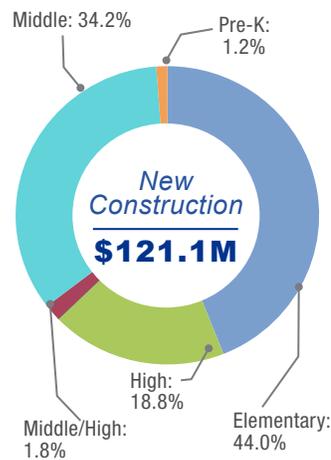


Figure 3: Breakdown of New Construction Deficiencies by School Type - illustrates the majority of new construction costs are located at three main school types (elementary, middle, and high schools)



Capacity Analysis

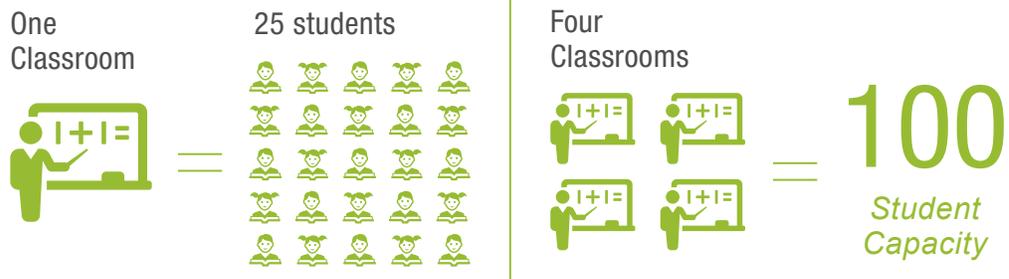
The capacity of a school reflects how many students the school’s physical facility can effectively serve. There are various methodologies that exist to calculate capacity. It is not uncommon to review an existing building only to find that the capacity that had once been assigned is greater than what can be reasonably accommodated today. This is primarily because of a change in how programs are delivered.

During the past 30 years, programs in public school systems and the methods in which these programs are delivered have changed significantly. For this reason, the capacity for a school facility may have substantially changed over time. For example, when the building was originally constructed, the average class size was 30 students, the music program was held on the stage, the teacher provided art on a cart, there were no computer labs, the kindergarten program was only half-day, and students with severe challenges and special education needs were in separate facilities.

There are various ways to calculate the capacity of a school. Historically, building capacity in many districts has been calculated based on the number of general classrooms in elementary schools, the number of core instructional suites in middle schools, and the number of classrooms with a scheduling factor applied for high schools. This approach is referred to as the “design capacity” of the building. This methodology is rigid and does not accommodate district- or state-sponsored programs.

This study summarizes the LEA-reported capacity, a functional capacity, and the Rhode Island aspirational capacity. These capacities and results are outlined below.

DESIGN CAPACITY



LEA-REPORTED CAPACITY

LEA-reported capacities were compiled from the 2013 Schoolhouse Report, annually-reported asset protection data, or from the LEA if a capacity was not provided elsewhere. It is important to note that LEAs may have differing methodologies for calculating capacities. Often times, due to spikes in enrollment LEAs must utilize spaces not ideal for classrooms in order to accommodate the influx of students, therefore inflating the reported building capacity.

FUNCTIONAL CAPACITY METHODOLOGY

The functional capacity approach is based on an inventory of all instructional spaces and their current use. This information was collected as part of educational program space assessment.

Elementary

The elementary program is usually delivered based on students being assigned a homeroom and attending specials, such as art and music, in a specialized classroom. The art and music rooms do not receive a capacity calculation because when students attend these classes, they are vacating their homeroom, and another class does not fill in that space. The number of special classrooms should be a reflection of the enrollment of the building. Facilities with higher enrollments might require more than one art room and/or music room. The capacity of the elementary facility is determined by taking the total number of classrooms minus the special purpose classrooms (art, music, etc.) multiplied by the number of students per classroom. One exception would be the calculation of special education spaces. Typically, special education classrooms have a capacity of 10 to 15 students.

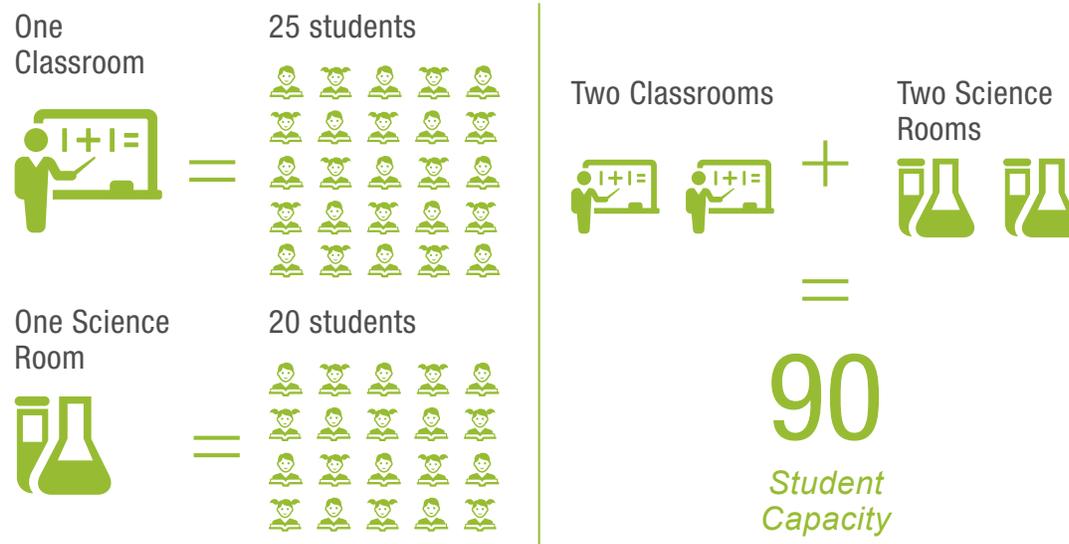


Secondary (Middle Grades and High School)

Unlike in elementary schools, middle and high school students typically change classes each period or block. It is very difficult to schedule every classroom every period of the day. Middle school classrooms are programmed for use six out of seven periods a day, or 85 percent. High school classrooms are programmed similarly to middle schools, but since high schools offer more specialized courses, scheduling is less efficient than at middle schools. Jacobs and Cooperative Strategies have found that a 75 percent utilization factor at a high school accommodates these inherent scheduling challenges, while promoting a reasonable efficiency standard. A 75 percent utilization factor also accommodates block scheduling, where a class is used three out of four periods in a day.

Any classrooms that are used for special education purposes should use a lower average class size, similar to the elementary school, such as 10 to 15 students.

FUNCTIONAL CAPACITY

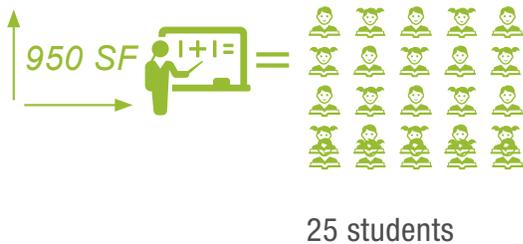


ASPIRATIONAL CAPACITY

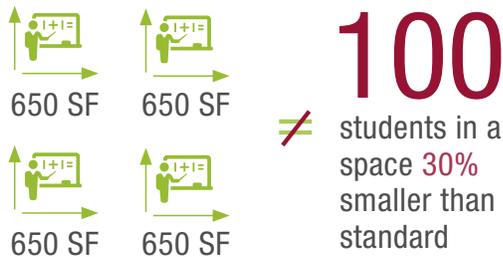
The capacity for each individual public school in the state of Rhode Island was calculated based on building size. These capacities were designed to conform to Section 1.06-2 Space Allowance Guidelines of the RIDE SCRs. These regulations outline the allowed gross square feet (GSF) per student at each school type (ES, MS, HS) by utilizing a sliding scale based on projected enrollment. The resulting capacities reflect how school capacities align to the SCRs for new construction.

The SCRs were adopted in 2007 whereas most schools in Rhode Island were constructed in the 1960s. The space standards defined in the SCRs are robust and reflect current teaching and learning practices. Applying current standards to Rhode Island's aging school facility portfolio identifies facility shortfalls relative to 21st century learning.

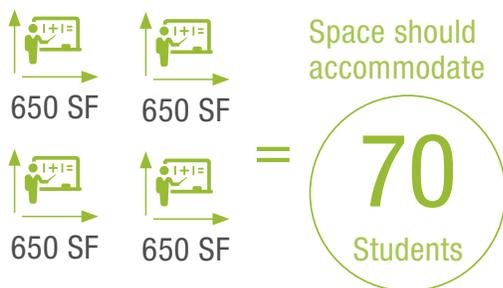
ASPIRATIONAL CAPACITY



SCALABLE CAPACITY



ACTUAL CAPACITY



Jacobs used the existing enrollment, and multiplied this by the GSF per student for the appropriate bracket. For the purposes of this analysis, Pre-K centers were rolled into the elementary totals, and K-8 and K-12 facilities were counted as middle schools.

Impact to Learning

The variation in square feet per student impacts the kinds of teaching practices possible in each space. The lowest allocation of space per student restricts group and project-based learning strategies and forces teachers to teach in more traditional, lecture-style formats due to a lack of space. Furthermore, the number of students that can be accommodated in a classroom does not account for access to sufficient common spaces such as libraries, cafeterias, and gymnasiums. When cafeterias are undersized relative to the population, schools must host four or more lunch periods a day, resulting in some students eating lunch mid-morning and some mid-afternoon. Undersized libraries and gymnasiums similarly create scheduling headaches for schools and restrict student access. Finally, a classroom count-only approach to school capacity does not consider the inherent scheduling challenges schools face. A high school, for example, that has a program capacity of 1,000 students cannot reasonably educate 1,000 students in a day, using every space to its maximum possible capacity every minute of every day. The more special program offerings there are, such as advanced placement and foreign language courses, the lower the effective utilization of a school. Previous experience indicates that high schools can reasonably function between 75-85 percent of their maximum capacity. This accommodates diverse learning opportunities for students and recognizes that a maximum load to a facility at all times is neither feasible nor desirable. Middle and elementary schools require similar factoring of maximum capacity, though less than high schools.

Enrollment

Enrollment projections provided through the Statewide Facilities Survey and Prioritization Planning Services project include projections for each traditional school district developed using the cohort survival method. This methodology uses resident live birth counts and historical enrollment to determine how a cohort progresses through the system over time. This methodology assumes historic trends will continue into the future and includes trends related to factors such as dropouts, in/out migration, retention, death, and more. An enrollment projection at the state level, using the cohort survival method, was developed to determine a projection that reflects charter, collaborative, and state-operated schools as a whole. The demographic projections provide each LEA enrollment projection by grade and by year through the 2025-26 school year. The Demographics Summary Report is published under separate cover.

STATEWIDE

Enrollment projections were developed at the state level and by LEA using the cohort survival methodology. As Figure 4 shows, statewide enrollment has decreased by 9,605 students, or six percent, from 151,619 students in the 2006-07 school year to 142,014 students in the 2015-16 school year. Statewide enrollment is projected to decrease by 5,511 students, or four percent, over the next 10 years.

TRADITIONAL SCHOOL DISTRICTS

Figure 5 shows total enrollment of traditional school districts has decreased by 14,012, or nine percent, from 147,868 students in the 2006-07 school year to 133,856 students in the 2015-16 school year. Traditional district enrollment is projected to decrease by 9,783 students, or seven percent, over the next 10 years.

CHARTER, COLLABORATIVE, AND STATE-OPERATED SCHOOLS

Figure 6 shows total enrollment of charter, collaborative, and state-operated schools has increased by 4,407 students, or 117 percent, from 3,751 students in the 2006-07 school year to 8,158 students in the 2015-16 school year. Charter, collaborative, and state-operated school enrollment is projected to increase by 4,272 students, or 52 percent, over the next 10 years.

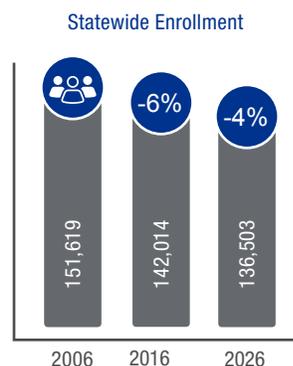


Figure 4: Statewide Enrollment Projections - presents enrollment data from 2006 and 2016 as well as 2026 enrollment projections for public schools statewide

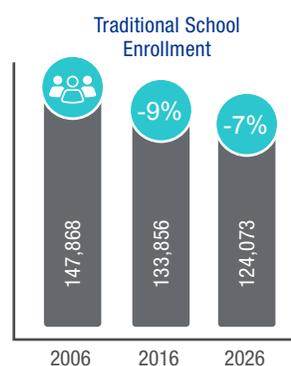


Figure 5: Traditional District Enrollment - presents enrollment data from 2006 and 2016 as well as 2026 enrollment projections for traditional school districts

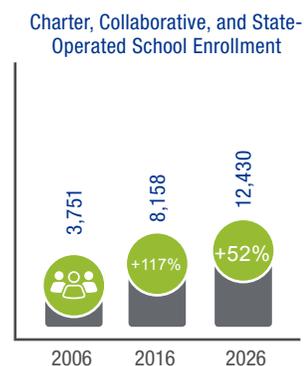


Figure 6: Charter, Collaborative, State-Operated Enrollment - presents enrollment data from 2006 and 2016 as well as 2026 enrollment projections for charter, collaborative and state-operated schools

ASPIRATIONAL UTILIZATION

School Enrollment



Aspirational Capacity



Aspirational Utilization

Utilization

The utilization of a school is determined by dividing the current enrollment by the calculated capacity of the facility. For example, a school with a capacity of 100 students and current student enrollment of 75 would result in a utilization of 75 percent. By analyzing the utilization, state and district government bodies can identify locations where severe under or over utilization rates exist, and then use this data to assist in master planning.

It is important to note that 100 percent utilization is not ideal; while standards vary by state and district, typical desired utilization rates would be 95 percent for elementary schools, and between 75-85 percent for middle and high schools. This 15-25 percent utilization factor accounts for the inherent room use inefficiencies associated with a variety of course offerings. The greater the diversity of courses offered and the smaller the class size, the greater the building use inefficiencies. The resulting utilization rates presented in this report do not account for these inefficiencies. Generally speaking, a high school with a utilization score at or near 75 percent can be considered to be reasonably utilized, with reasonable middle school utilization near 85 percent and reasonable elementary school utilization at 95 percent.

STATEWIDE FINDINGS

Utilization can be applied at the district or school type level to get a high-level picture regarding utilization. Table 2 shows enrollment, functional capacity, LEA-reported capacity, aspirational capacity, and associated utilizations across the state of Rhode Island by school type. Enrollment numbers reported do not reflect out-of-district placements where high-need special education students are bussed out of district, across the state, or even across state lines. **For the purposes of this study the SCRs were utilized to calculate an aspirational capacity because the most consistent and equitable way a state can determine school capacities across a variety of districts and educational program offerings is by using square feet per student standards.** The aspirational utilization statewide is 104 percent. Elementary schools are 125 percent utilized, middle schools 98 percent, and high schools 89 percent.

Table 2: Utilization Summary - presents enrollment, functional capacity, LEA-reported capacity, and the resulting utilizations, as well as the aspirational capacity and aspirational utilization for public schools in RI, by school type. Enrollment numbers reported do not reflect out-of-district placements.

Type	Enrollment	Functional Capacity	Utilization	LEA Reported Capacity	Utilization	Aspirational Capacity	Aspirational Utilization
Preschool	653	1,085	60%	1,268	51%	973	67%
Kindergarten - Eighth Grade	1,011	1,161	87%	1,236	82%	1,069	95%
Kindergarten - Twelfth Grade	905	1,544	59%	1,138	80%	1,434	63%
Elementary Schools	63,422	57,418	110%	73,226	87%	50,837	125%
Middle Schools	31,574	38,924	81%	39,890	79%	32,092	98%
Middle/High Schools	1,930	2,223	87%	1,899	102%	2,071	93%
High Schools	40,785	46,920	87%	54,640	75%	46,058	89%
Total	140,280	149,275	94%	173,297	81%	134,534	104%

These results differ from those displayed on page 22 of the 2013 Schoolhouse Report which reported 87.7 percent utilization at the elementary school level, 73.9 percent at the middle school level, and 77.6 percent at the high school level. In addition to differences in methodology used to calculate capacity, the 2013 Schoolhouse Report did not distinguish between district and charter school utilization, so an apples-to-apples comparison between the two reports is not possible. Based on the RIDE SCRs, there is overall little-to-no excess capacity at the middle school and high school levels with overcrowding at the elementary school level. There are, of course, individual cases where some schools are under-utilized while others are severely overcrowded. Appendix B shows demographics data for all LEAs in the state of Rhode Island. Appendix D provides a campus level breakdown.

DISTRICT FINDINGS

Figure 7 represents the aspirational utilization for public schools in Rhode Island by LEA based on the aspirational capacity. For this analysis charter schools were combined into a single “district.” Industry standards suggest that average desired utilization across all school types is 80 percent; however, the statewide utilization in Rhode Island is 104 percent. The chart below indicates that a large number of schools are well above that average. Schools with the highest utilization rates in the state are located within the charter schools, Pawtucket, and Cranston. Where utilization is shown as 0 percent, enrollment data was unavailable at the time of the study.

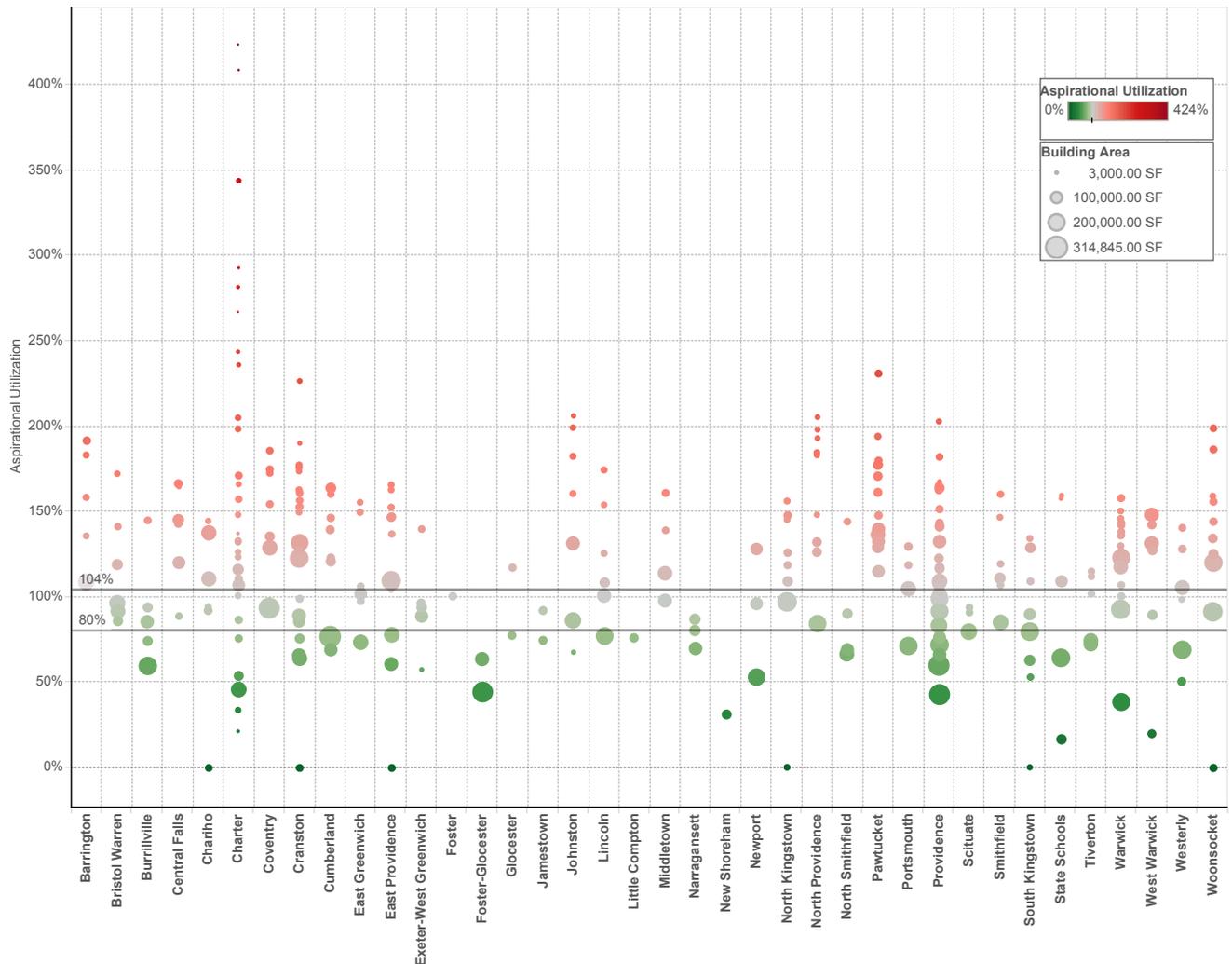


Figure 7: Aspirational Utilization by LEA – illustrates the aspirational utilization for public schools in RI by LEA based on the aspirational capacity. Presents campus utilization by LEA compared to the industry standard (80%) and the statewide utilization (104%)



Facility Condition Assessment and Life Cycle Renewal

FACILITY PORTFOLIO

The public schools in Rhode Island are currently comprised of more than 24.1 million square feet of permanent educational facilities on 306 campuses, excluding support and administration buildings. This includes six preschool campuses, five kindergarten to eighth grade campuses, four kindergarten to twelfth grade campuses, 177 elementary campuses, 50 middle school campuses, four middle/high school campuses, and 60 high school campuses. It should be noted that some campuses house more than one school type, which is not reflected in these numbers.

Table 3 summarizes the portfolio of public schools across the state of Rhode Island. Figure 8 summarizes the breakdown of square footage by school or facility type and shows that the educational space is balanced between the three primary types of campuses – elementary, middle, and high school – with other school types making up much smaller percentages of statewide area. Square footage was not measured in the field. The data presented was provided by the LEAs. Where no size information was available, or where the provided number appeared significantly different than what was observed, assessors approximated square footage.

Table 3: Facility Portfolio - summarizes the statewide public school facility portfolio by school type

School Type	Campuses	Building SF
Preschool	6	175,047
Kindergarten - Eighth Grade	5	197,912
Kindergarten - Twelfth Grade	4	265,036
Elementary Schools	177	8,574,661
Middle Schools	50	5,809,766
Middle / High Schools	4	399,144
High Schools	60	8,691,125
Total	306	24,112,691

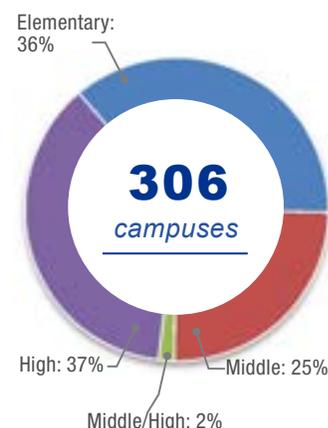


Figure 8: Breakdown of Permanent Square Footage by School Type - illustrates the majority of statewide square footage is located at three main school types (elementary, middle, and high schools)

SQUARE FEET PER STUDENT

With a student enrollment of more than 140,000 located in 24.1 million square feet of permanent instructional space, the gross square feet per student for Rhode Island's public school campuses is 172. This figure combines total square feet at a campus, including gymnasiums, media centers, cafeterias, administrative offices, and other building support spaces. It does not include stand-alone athletic and administrative facilities that are not housed on each campus. Table 4 indicates the breakdown of students, permanent square footage, and square feet per student for each type of school.

Table 4: Square Feet per Student - indicates the breakdown of students, permanent square footage, and square feet per student for each school type

School Type	Campuses	# of Students	Average Enrollment	Permanent SF	SF/ Student
Preschool	6	653	109	175,047	268
Kindergarten - Eighth Grade	5	1,011	202	197,912	196
Kindergarten - Twelfth Grade	4	905	226	265,036	293
Elementary Schools	177	63,422	358	8,574,661	135
Middle Schools	50	31,574	631	5,809,766	184
Middle/High Schools	4	1,930	483	399,144	207
High Schools	60	40,785	680	8,691,125	213
Total	306	140,280	458	24,112,691	172

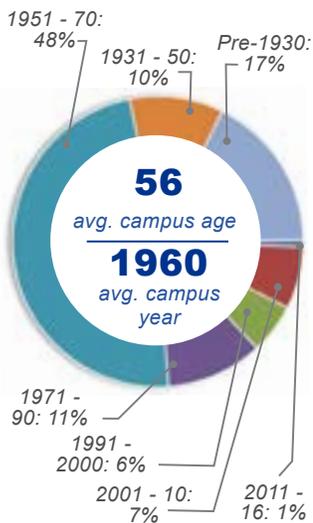


Figure 9: Building Age of RI Public School Facilities - provides a breakdown of campus age for public school facilities in RI

According to the *19th Annual School Construction Report* by *School Planning & Management* magazine published in 2014, the national median enrollment and square feet per student for newly-constructed elementary schools was 520 students with 149.6 SF/student; middle schools was 705 students with 173.3 SF/student; and high schools was 992 students with 174.2 SF/student.

When compared to these national medians, Rhode Island elementary schools are typically under the average (135 SF/student), and middle and high schools are over the national average (184 SF/student and 213 SF/student, respectively). Additionally, all school types have an average enrollment less than the national median for that school type. For example, the average elementary school in Rhode Island house 358 students, whereas the national median is 520 students.

CAMPUS AGE

Early research indicated a correlation between school age and student achievement; newer buildings have better lighting, better comfort control, and air quality. However, with school districts across the country having aging portfolios, a more important correlation to be made is between the condition of a facility and student performance. Studies indicate that student's performance is increased in upgraded facilities. Upgraded facilities generally have all of the key components of a newer facility; i.e. comfort control, indoor air quality, improved lighting, and the appropriate learning spaces.

In 1998, the National Center for Education Statistics (NCES) reported that the average public school building in the United States was 42 years old. The mean age ranged from 46 years in the northeast and central states to 37 years in the southeast. By the time a school facility reaches 30 years of age, its building systems are beyond their useful life and furthermore, the learning technologies have changed vastly over time, making major renovations necessary to accommodate new learning technologies and space standards².

Forty-eight percent of the public schools in Rhode Island were constructed between 1951 and 1970, indicating that the general school facility population is at the end of its 30-year average design life. Figure 9 on the left illustrates the public school campus age breakdown. Campus age data presented here was either provided by the LEA or was approximated in the field where data was not available.

² U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1998*, NCES 98-013, by John Wirt, Tom Snyder, Jennifer Sable, Susan P. Choy, Yupin Bae, Janis Stennett, Allison Gruner, and Marianne Perie. Washington, D.C.: U.S. Government Printing Office, 1998.

FACILITY CONDITION ASSESSMENT SUMMARY

A facility condition assessment evaluates the general health of physical facilities by identifying and prioritizing deficiencies that require correction for long-term use of the campus. Observations are typically organized into civil, architectural, structural, mechanical, electrical, plumbing, and roofing disciplines.

The facility condition assessment included a comprehensive evaluation that assessed both facility deficiencies and building system life cycles. At the conclusion of the building assessment, deficiencies were compiled to develop repair costs for each facility.

Life cycle analysis typically looks at the ages of systems in a building to forecast system replacement as it reaches the end of its serviceable life. The existing deficiencies that currently require correction are identified and assigned a priority. An example of a life cycle system replacement might be a roof with a 20-year life that has been in place for 15 years and may be in need of replacement in five years. An example of a facility deficiency might include a broken lighting fixture or an inoperable roof top air conditioning unit.

For master planning purposes a maintenance allowance was added to schools not assessed for condition to approximate five-year need. The School Construction Regulations were developed in 2006 and adopted in 2007. Schools that were built or renovated after 2006 received a deficiency estimate of 0.5 percent of facility replacement value for each year since construction. For schools built or renovated before 2006, a 1 percent estimate was applied. A capital renewal allowance of 1 percent of the facility replacement value was applied to years 1-5. Industry standards and the average yearly FCI escalation across the schools in Rhode Island suggest that annual maintenance costs for a facility are approximately 1 percent of the replacement value.

All members of the assessment team recorded existing conditions, identified problems and deficiencies, documented corrective actions and quantities, and identified priorities for repair. Handheld data collection tools were used for consistency and completeness of data among the different teams. Digital photos were taken at each school to better identify significant deficiencies. Following the assessment, a separate quality control team reviewed the identified deficiencies and life cycle information to ensure accuracy of the dataset.

Various teams of specialists visited the public schools throughout Rhode Island from February through July 2016:

- Architectural, mechanical, and electrical engineering professionals observed facility conditions.
- A structural engineer performed assessments as needed to address identified structural concerns.
- Traffic specialists performed a review of the traffic infrastructure around the facilities.
- Technology specialists met with technology directors to observe and assess each facility's technology infrastructure.
- Schools constructed prior to 1990 were assessed by specialists to identify the presence of potentially hazardous materials.
- Acoustic specialists assessed architectural acoustics, mechanical system noise and vibration, and environmental noise.

In total, the assessment identified more than 50,500 deficiencies and 24,800 total life cycle items at 306 campuses throughout the state of Rhode Island.

STATEWIDE CONDITION SUMMARY

50,500

DEFICIENCIES

24,800

TOTAL LIFE CYCLE
ITEMS

306

CAMPUSES ASSESSED



The facility deficiency cost for all public schools total approximately \$2.2 billion. Providence, the largest district in the state, is also the district with the greatest facility deficiency cost of \$372.4 million. In order to perform an analysis of the districts it is valuable to look at the costs per square foot; this allows apples-to-apples comparison of the needs across districts of varying sizes. Figure 10 represents the deficiency cost per square foot for each school district. The larger circles indicate districts with more square footage; the circle colors range from blue being the least facility deficiency cost per square foot to dark orange with the highest cost per square foot. Pawtucket has the greatest facility deficiency cost at \$160 per square foot, followed by East Providence at \$152 per square foot.

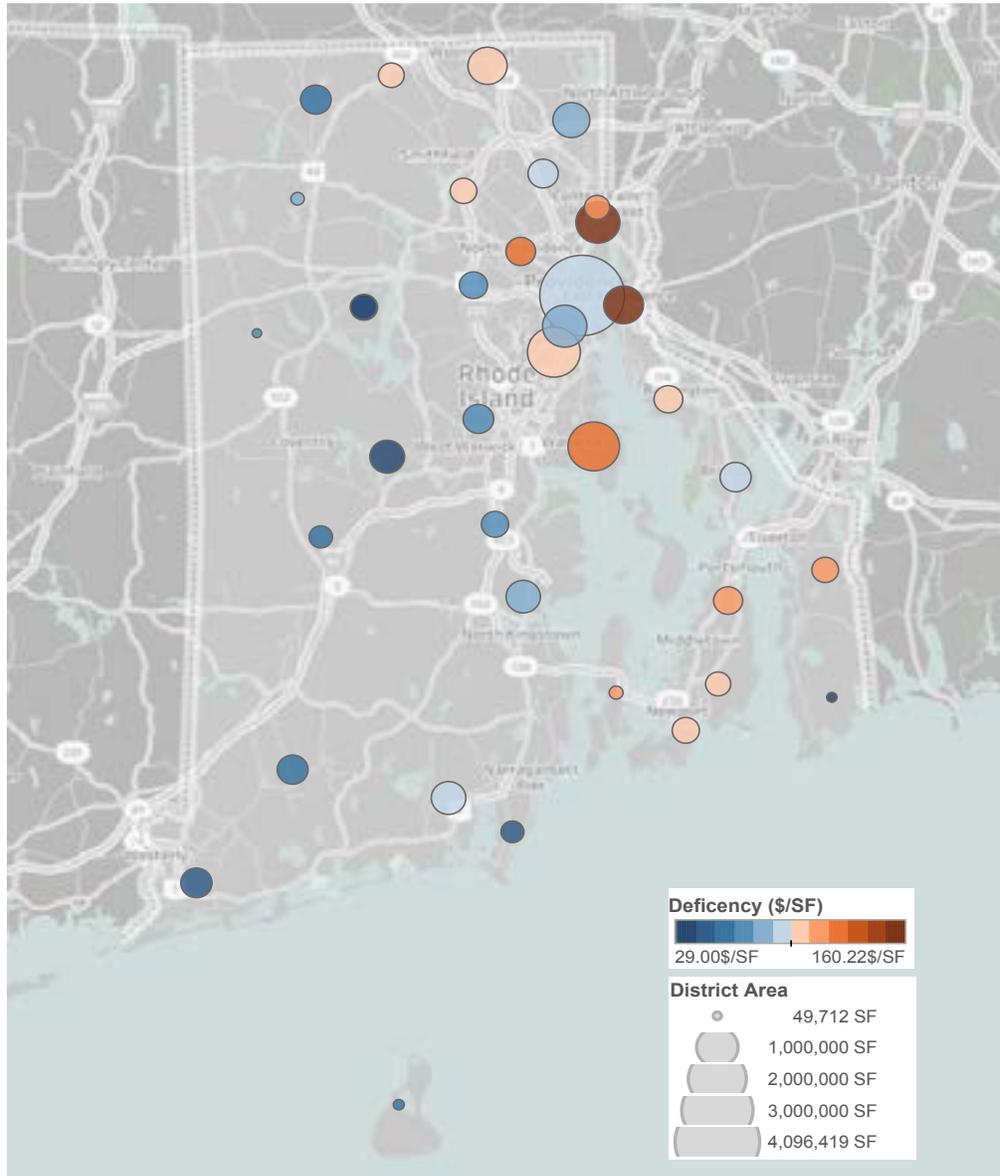


Figure 10: District Deficiency Cost per SF – map representing the deficiency cost per square foot for each district. Circle size is an indicator of square footage while circle color indicates \$/SF with blue being the lowest and orange the highest

FACILITY DEFICIENCY PRIORITY LEVELS

Facility deficiencies were ranked according to five priority levels, with Priority 1 items being the most critical to address:

- **Priority 1 – Mission Critical Concerns:** Deficiencies or conditions that may directly affect the school’s ability to remain open or deliver the educational curriculum. These deficiencies typically relate to building safety, code compliance, severely damaged or failing building components, and other items that require near-term correction. An example of a Priority 1 deficiency is a fire alarm system replacement.
- **Priority 2 – Indirect Impact to Educational Mission:** Items that may progress to Priority 1 if not addressed in the near term. Examples of Priority 2 deficiencies include inadequate roofing that could cause deterioration of integral building systems, and conditions affecting building envelopes, such as roof and window replacements.
- **Priority 3 – Short-Term Conditions:** Deficiencies that are necessary to the school’s mission but may not require immediate attention. These items should be considered necessary improvements required to maximize facility efficiency and usefulness. Examples of Priority 3 items include site improvements and plumbing deficiencies.
- **Priority 4 – Long-Term Requirements:** Items or systems that may be considered improvements to the instructional environment. The improvements may be aesthetic or provide greater functionality. Examples include cabinets, finishes, paving, removal of abandoned equipment, and educational accommodations associated with special programs.
- **Priority 5 – Enhancements:** Deficiencies aesthetic in nature or considered enhancements. Typical deficiencies in this priority include repainting, recarpeting, improved signage, or other improvements to the facility environment.

FACILITY DEFICIENCY PRIORITY LEVELS

- 1 Mission Critical Concerns**
(fire alarm system replacement)
- 2 Indirect Impact to Educational Mission**
(roof & window replacements)
- 3 Short-Term Conditions**
(plumbing deficiencies)
- 4 Long-Term Requirements**
(finishes & paving replacements)
- 5 Enhancements**
(repainting & improved signage)

Table 5 depicts school or facility type deficiencies and their associations, in dollars, by priority level. These amounts include both educational space assessment, as well as facility condition-related deficiencies. The table indicates that the majority of total deficiencies are at the elementary schools and are Priority 3, which may impact the educational mission of the facility over the short-term.

Table 5: Statewide School Type Deficiencies by Priority Level - depicts school types and their deficiency costs by priority level

Type	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Total
Preschool	\$ 25,988	\$ 4,108,586	\$ 6,355,752	\$ 6,520,949	\$ 959,184	\$ 17,970,458
Kindergarten - Eighth Grade	\$ 51,023	\$ 2,411,953	\$ 4,972,851	\$ 5,042,130	\$ 2,347,381	\$ 14,825,338
Kindergarten - Twelfth Grade	\$ 90,401	\$ 119,858	\$ 4,930,148	\$ 4,350,473	\$ 3,254,220	\$ 12,745,100
Elementary Schools	\$ 13,507,382	\$ 232,723,988	\$ 352,063,101	\$ 238,293,135	\$ 43,259,378	\$ 879,846,983
Middle Schools	\$ 14,704,150	\$ 129,628,262	\$ 174,133,076	\$ 127,883,380	\$ 53,920,571	\$ 500,269,438
Middle/High Schools	\$ 3,812,912	\$ 10,073,279	\$ 13,755,799	\$ 5,992,043	\$ 3,465,466	\$ 37,099,499
High Schools	\$ 22,377,461	\$ 193,921,509	\$ 244,623,200	\$ 184,244,684	\$ 114,735,040	\$ 759,901,894
Total	\$ 54,569,316	\$ 572,987,434	\$ 800,833,927	\$ 572,326,795	\$ 221,941,239	\$ 2,222,658,711

Figure 11 shows each district with its priority cost per square foot. For this analysis, the charter schools and state-operated schools were each combined into their own “district.” The districts with the largest facility deficiency cost per square foot are Pawtucket and East Providence. Pawtucket’s largest need is Priority 3 at \$57 per square foot, which consists of short-term conditions that are considered improvements to maximize facility efficiency and usefulness. East Providence has the most need in Priority 4 at \$48 per square foot, which may have an indirect impact to the educational mission of the district.

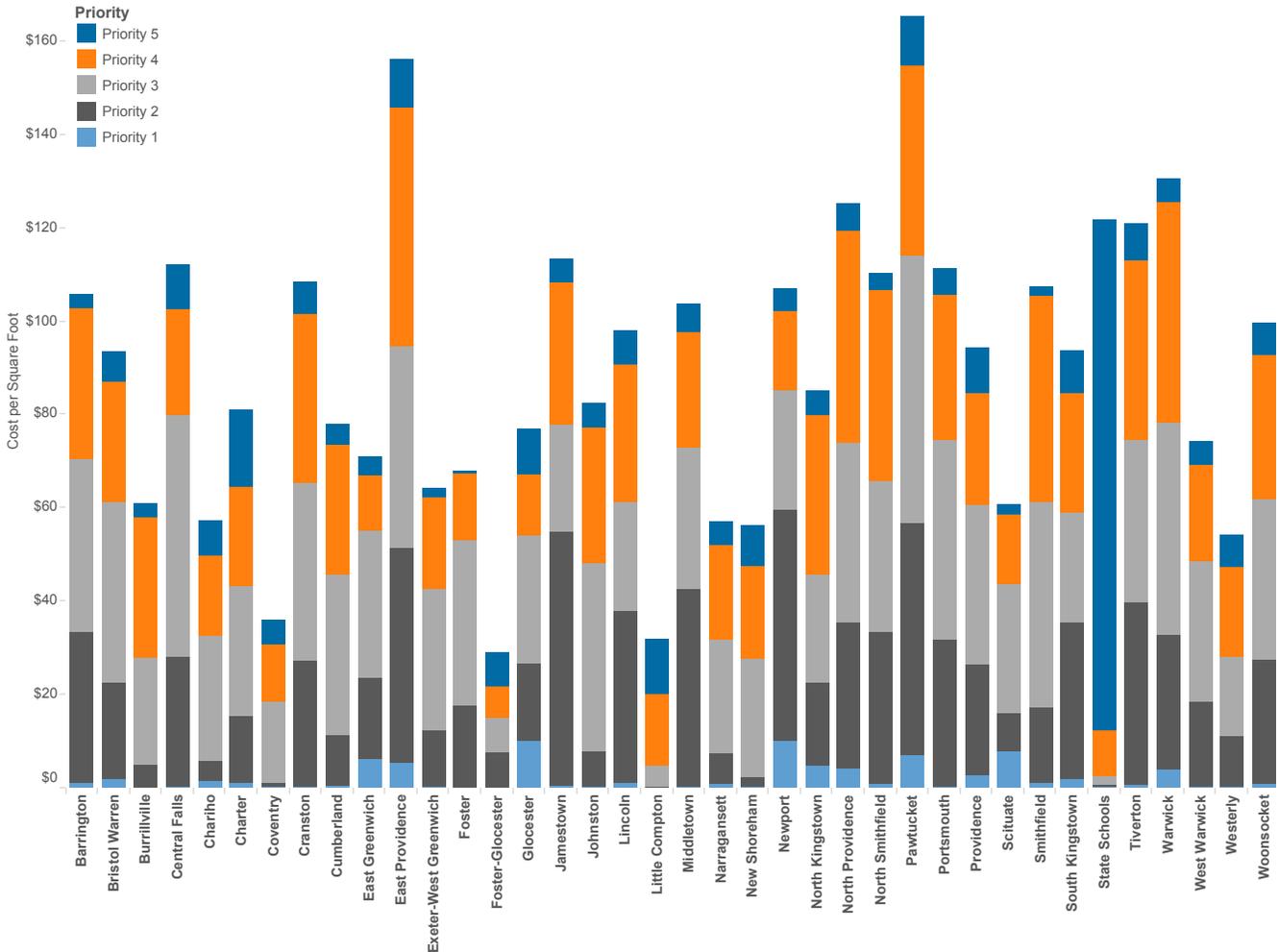


Figure 11: Priority Cost per SF by District - bar chart depicting each district with its priority cost per SF

FACILITY DEFICIENCY BY BUILDING SYSTEM

Facility deficiencies are divided into industry-standard building systems with multiple subsystems and subsystem types. The systems include:

- Site
- Interior
- Roofing
- Exterior
- Structural
- Fire & Life Safety
- Mechanical
- Plumbing
- Electrical
- Technology
- Conveyances
- Specialties

Site: Major site elements assessed include parking lots, sidewalks, stairs, ramps, and site lighting. Conditions related to landscaping, underground drainage, or irrigation systems were not assessed.

Structural: If visual evidence of a structural issue was observed, a structural engineer was called in to assess the condition. The assessment was visual and no destructive testing was performed. Based on the observations of the structural engineer, remedial actions or additional studies were recommended, as warranted.

Electrical: Visual assessments of electrical equipment and light fixtures were performed. Where wiring or other equipment was not readily visible, assumptions were made based on the age of the facility, condition of observable electrical components, or reports by onsite staff.

Classroom lighting plays a critical role in student performance. Studies have shown that appropriate lighting improves test scores, reduces off task behavior, and plays a significant role in student achievement¹.

Interior: The general types and overall condition of interior finishes were reported. Aesthetic judgments relating to colors, materials, or finish types for changes or updates were not considered.

Fire and Life Safety: The general condition of fire alarm and suppression systems was noted. Where no fire alarm or suppression system existed the assessment may recommend installing a system. Installation of these systems may be mandatory during future facility upgrades and should be included for budgetary purposes.

Technology: Network architecture, major infrastructure components, classroom instructional systems, and necessary building space and support for technology were assessed. The technology assessment took into account the desired technology outcome and best practices. Assessments were made based on visual observation and interviews with local staff.

Roofing: The roof type and overall condition was visually assessed. Deficiencies related to roof openings, drainage systems, and miscellaneous details were noted as appropriate. In some instances, if the roof access wasn't available, i.e. a sloped roof, no safe roof access, or other conditions existed; the assessment was based on information provided by local staff and the age of the roofing system.

Mechanical: Major mechanical system components were identified and assessed. Where components were not readily visible, assumptions were made based on the age of the system and information provided by local staff. Thermal control and indoor air quality have been shown to impact student performance. It has been found that the best temperature range for reading and math is 68 to 74 degrees Fahrenheit and that the ability to learn these subjects is adversely affected by temperatures above 74 degrees Fahrenheit. As temperature and humidity increase, students report greater discomfort and their achievement and task-performance deteriorate as attention spans decrease¹.

Poor indoor air quality has been linked to higher absenteeism. The American Lung Association found that American children miss more than 10 million school days each year because of asthma exacerbated by poor indoor air quality¹.

Conveyances: Elevator cab finishes and controls were assessed where readily visible. In multi-story buildings where elevators did not exist a recommendation to install an elevator was made.



¹ Schneider, Mark, *Do School Facilities Affect Academic Outcomes?*, National Clearinghouse for Educational Facilities. November 2002. <http://www.ncef.org/pubs/outcomes.pdf>



Exterior: The general types and overall condition of the exterior doors, windows, and exterior finishes and components were noted.

Plumbing: The type and overall condition of the building plumbing systems including hot and cold water, gas, and sewer systems were visually assessed. Since many of these systems are underground or behind walls, assessments were made based on the condition of a visible portion of the system, as well as staff-provided information.

According to the U.S. Environmental Protection Agency (EPA), lead can enter drinking water when service pipes that contain lead are corroded. The most common problem is with brass or chrome-plated brass faucets and fixtures with lead solder. Facilities built before 1986 are more likely to have lead pipes, fixtures, and solder. The Safe Drinking Water Act has reduced the maximum allowable lead content to a weighted average of 0.25 percent across the wetted surfaces of pipes, pipe and plumbing fittings, and fixtures, and 0.2 percent for solder and flux. Water quality reports can be obtained from utility providers. Testing is the only sure way to determine if there are harmful quantities of lead in drinking water because it cannot be seen, tasted, or smelled when dissolved in water. Information regarding drinking water testing is available on the EPA's website, <https://www.epa.gov/dwreginfo/testing-schools-and-child-care-centers-lead-drinking-water>.

Specialties: Items that are not considered a building system but support the educational mission of a facility. Examples include writing surfaces, classroom cabinetry, and lockers.

Table 6 shows building system type deficiencies and their associations, in dollars, by priority. These amounts include both educational space assessment, as well as facility condition-related deficiencies. The table indicates that the majority of the deficiencies are Priority 3. A significant cost is associated with the interior system, with most of these deficiencies existing in Priorities 3 and 4.

Table 6: Statewide Building System Deficiencies by Priority Level - shows deficiency costs by priority for each building system. This table includes educational space and facility condition related needs.

Building System	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Total
Site	\$ -	\$ 75,544	\$ 33,559,213	\$ 129,463,679	\$ 126,987,639	\$ 290,086,075
Roofing	\$ -	\$ 127,150,837	\$ 2,949,755	\$ 1,625,478	\$ 13,185	\$ 131,739,255
Structural	\$ 1,875,333	\$ -	\$ -	\$ 31,605	\$ -	\$ 1,906,938
Exterior	\$ -	\$ 158,572,540	\$ 17,369,562	\$ 10,091,896	\$ 3,444,320	\$ 189,478,318
Interior	\$ -	\$ -	\$ 244,423,490	\$ 286,516,801	\$ 49,135,992	\$ 580,076,283
Mechanical	\$ 129,411	\$ 238,357,668	\$ 20,883,383	\$ 64,693,868	\$ 11,937,910	\$ 336,002,239
Electrical	\$ 283,279	\$ 48,044,011	\$ 7,135,661	\$ 1,003,182	\$ 16,296,430	\$ 72,762,563
Plumbing	\$ -	\$ 569,541	\$ 80,136,936	\$ 26,582,693	\$ 8,994,763	\$ 116,283,933
Fire and Life Safety	\$ 52,281,294	\$ -	\$ -	\$ -	\$ -	\$ 52,281,294
Technology	\$ -	\$ -	\$ 376,298,334	\$ 37,868	\$ -	\$ 376,336,202
Conveyances	\$ -	\$ 217,295	\$ 7,624,139	\$ 27,349	\$ -	\$ 7,868,783
Specialties	\$ -	\$ -	\$ 10,453,454	\$ 52,252,375	\$ 5,131,001	\$ 67,836,830
Total	\$ 54,569,316	\$ 572,987,434	\$ 800,833,927	\$ 572,326,795	\$ 221,941,239	\$ 2,222,658,711

The interior and technology building systems make up the majority of the facility deficiency costs across the state; Providence consists of the majority of that need. However, when you compare the cost per square foot across the districts, Johnston has the most technology need per square foot at \$27. For the interior building system, Pawtucket has the most need per square foot at \$46.

FACILITY DEFICIENCY BY CATEGORY

The Jacobs team has categorized the types of deficiencies associated with the facilities. The different categories utilized are:

- **Acoustics** deficiencies relate to room acoustics, sound insulation, and mechanical systems and vibration control modeled after ANSI/ASA Standard S12.60-2010 and ASHRAE Handbook, Chapter 47 on Sound and Vibration Control.
- **Barrier to Accessibility** deficiencies relate to the Americans with Disabilities Act and Rhode Island Governor's Commission on Disabilities. Additional items may be included in other categories.
- **Capital Renewal** items have reached or exceeded serviceable life and require replacement. These are current and do not include life cycle capital renewal forecasts. Also included are deficiencies correcting planned work postponed beyond regular life expectancy.
- **Code Compliance** deficiencies relate to current codes. Many may fall under grandfather clauses, which allow buildings to continue operating under codes effective at the time of construction. However, there are instances where the level of renovation requires full compliance.
- **Educational Adequacy** deficiencies identify how facilities align with the Rhode Island School Construction Regulations and industry best practices.
- **Functional Deficiencies** are deficiencies for a component or system that has failed before the end of its expected life or is not the right application, size, or design.
- **Hazardous Materials** include deficiencies for building systems or components containing potentially hazardous material. The team focused on identifying asbestos containing building materials, lead-based painted areas, polychlorinated biphenyls, and chlorofluorocarbons. As part of an indoor air and exterior air quality assessment, the team noted evidence of mold, water intrusion, mercury, and oil and hazardous materials exposure. With other scopes of work there may be other costs associated with hazardous materials.
- **Technology** deficiencies relate to network architecture, technology infrastructure, classroom systems, and support. Examples of technology deficiencies include: security cameras, secure electronic access, telephone handsets, and dedicated air conditioning for telecommunication rooms.
- **Traffic** deficiencies relate to vehicle or pedestrian traffic, such as bus loops, crosswalks, and pavement markings.



Table 7 outlines each deficiency category and its association, in dollars, by priority. The category 'Capital Renewal' yields a total deficiency of nearly \$1.4 billion. Many capital renewal costs consist of older building systems that have reached the end of their life. Priority 3 deficiencies for all categories are the highest at \$800.8 million.

Table 7: Deficiency Category by Priority - outlines each deficiency category and its associated deficiency cost by priority

Deficiency Category	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Total
Acoustics	\$ -	\$ -	\$ 58,799,371	\$ 20,906,265	\$ -	\$ 79,705,635
Barrier to Accessibility	\$ -	\$ 51,478	\$ 34,277,556	\$ 1,281,330	\$ 4,419	\$ 35,614,783
Capital Renewal	\$ 17,931,792	\$ 566,793,891	\$ 303,942,068	\$ 346,058,219	\$ 128,277,160	\$ 1,363,003,129
Code Compliance	\$ 31,080,104	\$ -	\$ -	\$ -	\$ -	\$ 31,080,104
Educational Adequacy	\$ 4,850,643	\$ 76,896	\$ 20,712,750	\$ 84,039,633	\$ 91,114,812	\$ 200,794,734
Functional Deficiency	\$ 706,777	\$ 6,065,169	\$ 7,675,166	\$ 13,275,199	\$ 609,135	\$ 28,331,446
Hazardous Material	\$ -	\$ -	\$ -	\$ 106,766,150	\$ 1,921,407	\$ 108,687,557
Technology	\$ -	\$ -	\$ 360,574,621	\$ -	\$ -	\$ 360,574,621
Traffic	\$ -	\$ -	\$ 14,852,395	\$ -	\$ 14,306	\$ 14,866,701
Total	\$ 54,569,316	\$ 572,987,434	\$ 800,833,927	\$ 572,326,795	\$ 221,941,239	\$ 2,222,658,711

LIFE CYCLE RENEWAL

The final component of the assessment is the life cycle renewal forecast. The life cycle of building systems and components plays a major role in properly developing a long-range facilities master plan. During the facilities condition assessment, all major building systems were assessed.

Capital planning scenarios occur over a number of years, as opposed to being constrained to immediate repairs. Construction projects may be initiated several years after the initial facility condition assessment. Hence, it is necessary to forecast any future costs associated with a facility beyond the current year repair costs. This is accomplished by utilizing a five-year life cycle renewal forecast model.

Life cycle renewal may be defined as the projection of future building system costs based upon each individual system's expected serviceable life. Building systems and components age over time, break down or require repairs, and reach the end of their useful life, at which point they may require replacement. While an item may be in good condition now, it is possible for it to reach its end of life before the date of a planned construction project.

Facilities are divided into industry-standard building systems that have life cycle renewal needs, with multiple subsystems and subsystem types. The systems include:

- Site
- Interior
- Plumbing
- Specialties
- Roofing
- Mechanical
- Fire and Life Safety
- Exterior
- Electrical
- Conveyances

An annual maintenance allowance of 1 percent of the replacement value was added at the site level in years 1-5 for schools that were not included in the facility condition assessment. Industry standards and the average yearly FCI escalation across the schools in Rhode Island suggest that maintenance costs for a facility are approximately 1 percent of the replacement value per year.

Life cycle data was obtained during the facility condition assessment and is shown in Table 8, categorized by system type and priority. The projected five-year life cycle renewal needs for Rhode Island’s public school facilities are estimated to be \$793.5 million. More than 34 percent of the estimated costs are related to the interior finishes, which include flooring, ceilings, walls, painting, and interior doors. Mechanical systems are 25 percent of the projected life cycle renewal costs, followed by site level items.

Table 8: Life Cycle Forecast by System - presents the 5-Year life cycle forecast by building system and priority, resulting from the building condition assessment

Building System	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Total
Site	\$ -	\$ -	\$ 52,898,037	\$ 44,422,386	\$ 14,919	\$ 97,335,342
Roofing	\$ 20,677,327	\$ -	\$ 14,778,588	\$ 114,084	\$ -	\$ 35,569,999
Exterior	\$ -	\$ 17,722,289	\$ -	\$ 23,983,866	\$ 11,366	\$ 41,717,521
Interior	\$ 11,928,983	\$ 13,371,139	\$ 99,944,107	\$ 37,112,332	\$ 109,297,406	\$ 271,653,967
Mechanical	\$ -	\$ 47,526,223	\$ 104,820,712	\$ 47,018,067	\$ -	\$ 199,365,002
Electrical	\$ -	\$ 35,857,409	\$ 1,619,334	\$ 2,693,107	\$ -	\$ 40,169,850
Plumbing	\$ -	\$ 13,991,499	\$ 33,512,532	\$ 10,125,099	\$ 629,234	\$ 58,258,364
Fire and Life Safety	\$ 19,733,437	\$ -	\$ -	\$ -	\$ -	\$ 19,733,437
Conveyances	\$ -	\$ 6,552,092	\$ 430,710	\$ -	\$ -	\$ 6,982,802
Specialties	\$ -	\$ -	\$ -	\$ 22,708,301	\$ -	\$ 22,708,301
Total	\$ 52,339,747	\$ 135,020,651	\$ 308,004,020	\$ 188,177,242	\$ 109,952,925	\$ 793,494,585

For planning purposes, life cycle records are assigned a Priority 1-5 that aligns with the deficiency priorities previously outlined. Figure 12 below represents the five-year life cycle forecast, by priority. Priority 3 has the greatest five-year life cycle renewal at \$308.0 million.

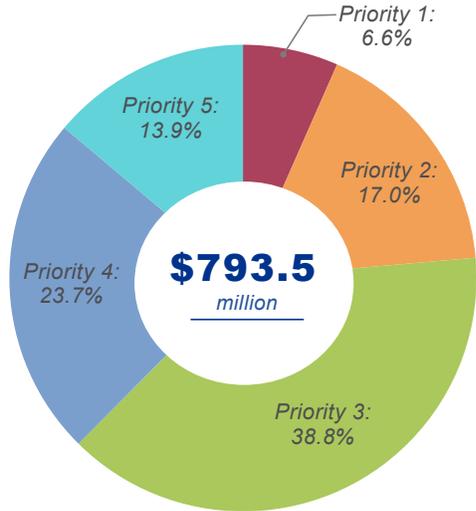


Figure 12: 5-Year Life Cycle by Priority - represents the 5-Year life cycle forecast by priority

COMBINED FIVE-YEAR NEED

For planning purposes, it is beneficial to consider both the facility deficiency costs and the forecasted five-year renewal needs. This provides an understanding of the facility deficiency cost as well as anticipated costs in the near future.

The estimated combined five-year need for all public schools across the state of Rhode Island is \$3.0 billion which includes Priority 1 through 5 deficiencies and life cycles. Providence is the district with the most need in the next five years of \$531.8 million. Providence is the largest district in the state so it would be expected to have the most need. A cost per square foot analysis allows comparison of the needs across districts of varying sizes. The map in Figure 13 represents the combined five-year need per square foot for each school district. The larger circles indicate districts with more square footage; the circle colors range from blue

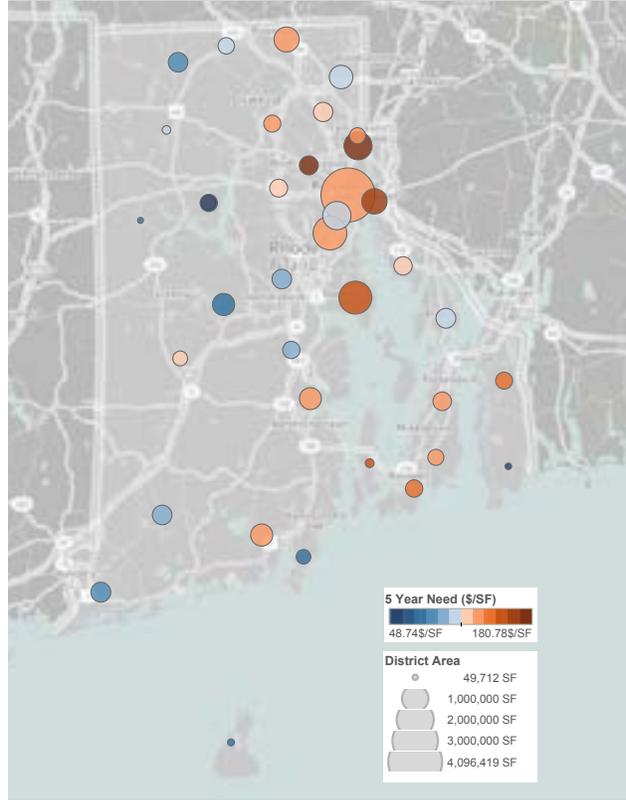


Figure 13: 5-Year Need by SF - map representing the 5-Year need per square foot for each district. Circle size is an indicator of square footage while circle color indicates \$/SF with blue being the lowest and orange the highest

being the least combined five-year need per square foot to dark orange with the highest cost per square foot. It is forecasted that North Providence will have the greatest combined five-year need over the next five years at \$181 per square foot.

Table 9 and Figure 14 show the statewide combined five-year need by priority. For planning purposes, life cycle records are assigned a Priority 1-5 that aligns with the deficiency priorities previously outlined. Priority 3 has the greatest combined five-year need with \$1.1 billion.

Table 9: Combined 5-Year Need by Priority

Priority	Combined 5-Year Need
Priority 1	\$ 106,909,063
Priority 2	\$ 708,008,085
Priority 3	\$ 1,108,837,947
Priority 4	\$ 760,504,037
Priority 5	\$ 331,894,164
Total	\$ 3,016,153,296

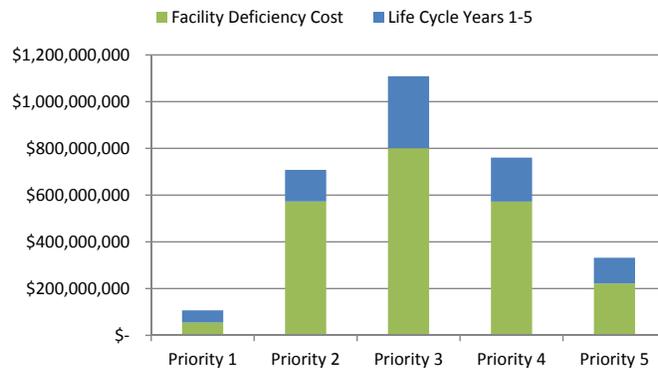


Figure 14: Combined 5-Year Need by Priority

Facility Condition Index

The FCI is used throughout the facility condition assessment industry as a general indicator of a building's health. Different organizations and industries utilize varying scales to link FCI to condition, depending on the level to which they maintain their facilities. Jacobs has used the FCI ranges illustrated in Figure 15. FCI's less than 5 percent are considered best, 6 to 10 percent are good, 11 to 20 percent are average, 21 to 30 percent are below average, 31 to 50 percent are poor, 51 to 65 are very poor, and greater than 65 percent are replacement candidates. Financial modeling has shown that over a 30-year period, schools that fall in the 65 percent or greater range are more cost-effective to replace than to repair. This is due to efficiency gains with more modern facilities and the value of the building at the end of the analysis period. It is important to note that the FCI at which a facility should be considered for replacement is typically debated and adjusted based on the property owners'/facility managers' approach to facility management. Of course, FCI is not the only factor used to identify buildings that need renovation, replacement, or even closure. Historical significance, enrollment trends, community sentiment, and the availability of capital are additional factors that are analyzed when making school facility decisions.

For master planning purposes, the facility deficiency costs and the first five years of projected life cycle renewal forecast were combined. This provides an understanding of the current needs of a facility as well as the projected needs in the near future. A five-year FCI was calculated by dividing the combined five-year need by the total replacement cost. Costs associated with new construction are not included in the FCI calculation.

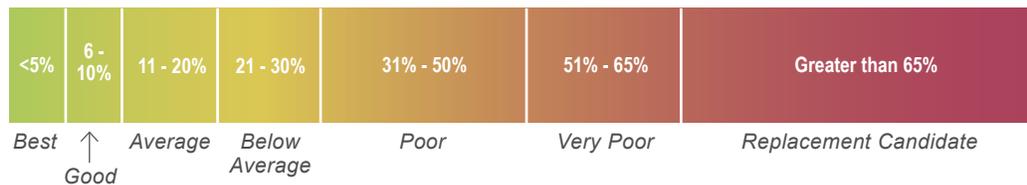


Figure 15: FCI Rating Scale – illustrates the FCI range used by the Jacobs team to indicate building health

It is important to reiterate that this FCI replacement threshold is not conclusive, but is intended to initiate planning discussions in which other relevant issues with regard to a facility's disposition must be incorporated. This merely suggests where conversations regarding replacement might occur.

FIVE-YEAR FACILITY CONDITION INDEX

Combined Five-Year Need



Total Replacement Cost



Five-Year Facility Condition Index (FCI)

FIVE-YEAR FCI

Table 10 and Figure 16 show the range of five-year FCIs at the campus level. Approximately 12.4 percent of the five-year FCIs are 20 percent or less, indicating that only a small percentage of public school campuses in the state are in good to average health. The majority of public school facilities in Rhode Island have a five-year FCI in the 31-50 percent range, indicating that they are in poor condition. This is largely due to the aging school facilities in the state. An LEA condition summary is found in Appendix A. Appendix C provides a campus level breakdown of five-year FCIs.

Table 10: 5-Year FCI by Campus

5-Yr FCI	Campuses	Area
0-10%	10	1,412,165
11-20%	28	2,337,252
21-30%	56	5,390,366
31-50%	143	10,947,963
51-64%	51	3,371,103
>65%	18	653,842
Total	306	24,112,691

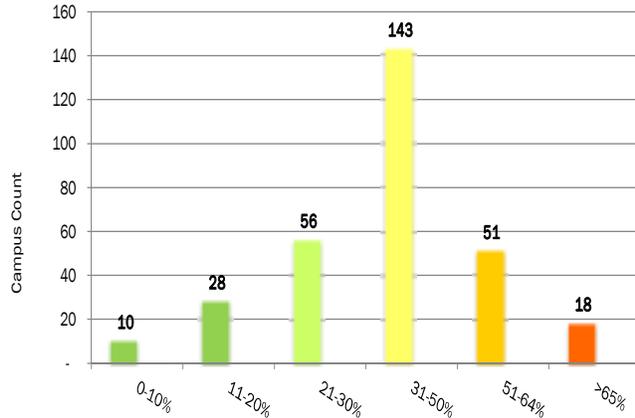


Figure 16: 5-Year Campus FCI Range

Figure 17 represents the five-year FCIs for each district in the state. The larger circles indicate districts with more square footage; the circle colors range from blue being lowest five-year FCI to dark orange with the highest. Foster-Glocester has the lowest five-year FCI of all districts in the state at 13.4 percent. North Providence and Pawtucket have the highest FCIs at 54.5 and 50.6 percent, respectively.

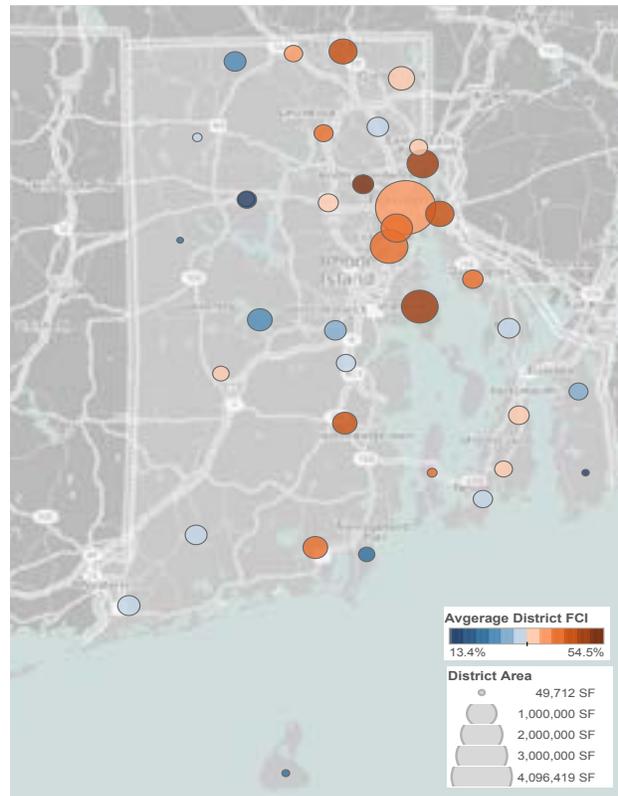


Figure 17: District 5-Year FCI - map representing the 5-Year FCIs for each district. Circle size is an indicator of square footage while circle color indicates %/SF

Energy Consumption



An energy assessment was conducted as part of the facility condition and master planning efforts; the Schoolhouse Energy Report Card is published under separate cover. The Schoolhouse Energy Report Card introduces the assessment methodology, approach, findings, acknowledgement of participants and supporting entities, and funding sources available to help pay for projects. The desired outcome of this effort is to reduce energy consumption to the point where renewable resources can satisfy the Rhode Island public school's demand for energy.

METHODOLOGY AND APPROACH

Utilizing information collected during the facility condition assessment, typical energy conservation measures (ECMs) and net zero energy measures, per school were developed along with a reasonable order of magnitude estimation of installation costs. The annual savings for each of the ECMs was calculated using industry standards, engineering rules of thumb, and best practices. The payback period was calculated by dividing installation costs by the budget level estimate of annual savings. Project management and funding sources to help manage these projects and defray the costs of energy conservation measures were researched and identified. The sources included but were not limited to:

- National Grid Energy Efficiency Programs
- RI - Rhode Island Infrastructure Bank (<http://www.riinfrastructurebank.com/>)
- RI - Efficient Buildings Fund (<http://www.energy.ri.gov/RIEBF/>)
- RI - Renewable Energy Fund/Grant Small Scale (up to 25 KW)
- RI - Renewable Energy Fund/Grant Commercial Scale (250 KW - 1MW)
- RI - Renewable Energy Growth (26-250 KW) Rhode Island Renewable Energy Fund (RIREF)

Utility cost data from the Rhode Island Uniform Chart of Accounts (UCOA)³ was analyzed using energy unit costs for natural gas, electricity and no. 2 fuel oil for the period 2011-2014. The gross square foot area for each public school was imported into a spreadsheet for use in energy and cost benchmarking. Each school was benchmarked for energy consumption using two common metrics:

- Energy Use Index (EUI) kBtu/SF
- Energy Cost/SF

EUI was not normalized for weather (heating and cooling degree days). The Energy Star Portfolio Manager website utilizes weather data algorithms to normalize energy data for weather and to calculate source EUI. Since the EUI was not normalized for weather, caution should be used when comparing this benchmark to other schools outside of the state of Rhode Island. Figure 18 illustrates energy costs per square foot by LEA.

³ <http://www.ride.ri.gov/InformationAccountability/RIEducationData/UniformChartofAccounts.aspx>

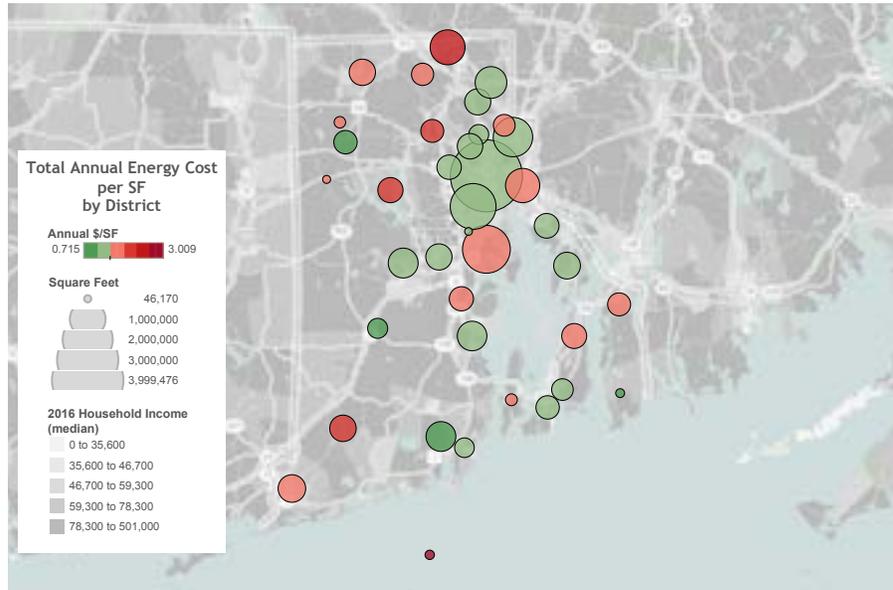


Figure 18: Energy Cost per SF - map representing the annual energy cost per square foot for each LEA. Circle size is an indicator of square footage while circle color indicates \$/SF with green being lowest and red the highest

ENERGY CONSUMPTION FINDINGS

Approximately 95 percent of the electricity generated for the state of Rhode Island is produced from natural gas. Public schools utilize natural gas and no. 2 fuel oil for space heating. Fossil fuels are non-renewable; that is, they draw on finite resources that will eventually dwindle, becoming too expensive or too environmentally damaging to retrieve. In contrast, the many types of renewable energy, including solar energy, are constantly replenished and will never run out.

Many of Rhode Island's public schools have already implemented the most simple and cost effective energy conservation measures, which include lighting upgrades and boiler modifications to run on natural gas (where available).

The Schoolhouse Energy Report Card explains how indoor air quality can be improved by pressurizing the building with energy recovery ventilation and dedicated outside air systems to filter, dehumidify, and temper outside air and deliver fresh outside air to classrooms. Controlled delivery of fresh outside air ensures that carbon dioxide levels remain healthy at all times. Healthy carbon dioxide levels facilitate cognitive performance, focus, and initiative. Dehumidifying and filtering removes humidity and particulates from the air, which has a favorable effect on students and teachers who are sensitive to high humidity levels, dust, pollen, mold, and dander.

Through the implementation of cost-effective energy conservation measures and making all public schools net zero energy, statewide savings can be as much as \$33.6 million annually. In doing so, the public schools in the state of Rhode Island can reduce energy consumption by up to 30 percent, their carbon foot print by 100 percent, and emissions by 100 percent. The schools can improve indoor air quality, demonstrate institutional values, and utilize solar photovoltaics (PV), geothermal energy, and energy conservation technologies as instruments of learning. Involving students in the process has the added benefit of teaching them the importance of sustainability, while preparing them for life's challenges and further successes in college, careers, and life.

Summary of Findings

The SBA has embarked on a statewide facility master planning process, which includes an educational program space assessment, a capacity analysis, a facility condition assessment, a five-year life cycle forecast, and enrollment projections. The data collected during the facility condition assessment will be used to inform the statewide Recommended Action Plan for Consideration and forecast future funding requirements. Findings of the statewide comprehensive assessment have been summarized to give a clear picture of the PK-12 facilities in the state of Rhode Island over the next five years.



FIVE-YEAR NEED

Over the next five years, identified deficiencies and life cycle renewal needs are expected to reach more than \$3.0 billion. Facility condition assessments revealed \$2.2 billion of facility deficiency costs, including educational space assessment and condition-related deficiencies. The majority of the educational space needs are related to the learning environment and school adequacies. More than 43 percent of facility deficiency costs are related to interior and technology systems. Considering Rhode Island public school's average campus age is 56 years, many of the building systems in the state are nearing or have exceeded the end of their useful lives.

The projected five-year life cycle renewal needs for Rhode Island's public school facilities are estimated to be \$793.5 million. More than 34 percent of the estimated costs are related to the interior finishes, which include flooring, ceilings, walls, painting, and interior doors. Mechanical systems are 25 percent of the projected life cycle renewal costs, followed by site level items. The majority of these costs will be incurred five years out.

CONDITION ASSESSMENT FINDINGS	
FACILITY DEFICIENCY COST	+ \$ 2,222.7 Million
5-YEAR LIFE CYCLE FORECAST	+ \$ 793.5 Million
COMBINED 5-YEAR NEED	\$ 3,016.2 Million

FIVE-YEAR LIFE CYCLE FORECAST

INTERIOR FINISHES
34.2%
\$271.7 million

MECHANICAL SYSTEMS
25.1%
\$199.4 million

FACILITY CONDITION INDEX

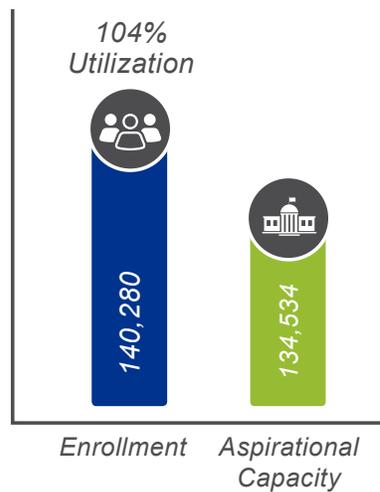
The FCI is a recognized formula that provides a general indicator of a building's health, calculated by dividing the total cost of repair into the total replacement cost. For master planning purposes, the total facility deficiency costs and the first five years of projected life cycle renewal forecast were combined. This provides an understanding of the current needs of a facility as well as the projected needs in the near future. A five-year FCI was calculated by dividing the five-year need by the total replacement cost. Costs associated with new construction are not included in the FCI calculation.

Approximately 12.4 percent of the five-year FCIs are 20 percent or less, indicating that only a small percentage of public school campuses in the state are in good to average health. The majority of public school facilities in Rhode Island have a five-year FCI in the 31-50 percent range, indicating that they are in poor condition. This is largely due to the aging school facilities in the state.



UTILIZATION

The utilization of a school is determined by dividing the current enrollment by the calculated capacity of a facility. Three different school capacities are reported for this analysis: the LEA-reported capacity, a functional capacity, and an aspirational capacity based on the Educational Program Space Guidelines in the SCRs. For the purposes of this study, the SCRs were utilized to calculate an aspirational capacity because the most consistent and equitable way a state can determine school capacities across a variety of districts and educational program offerings is by using square feet per student.



The statewide aspirational utilization is 104 percent. Elementary schools are 125 percent utilized, middle schools 98 percent, and high schools 89 percent, indicating that there is little-to-no excess capacity at the middle and high school levels with overcrowding at the elementary school level. Figure 19 represents statewide enrollment compared to the aspirational capacity and indicates statewide utilization of 104 percent.

Figure 19: Enrollment vs. Aspirational Capacity - compares statewide enrollment to aspirational capacity, indicating overutilization

ENERGY

Through the implementation of cost-effective energy conservation measures and making all public schools net zero energy, statewide savings can be as much as \$33.6 million annually. The public schools in the state of Rhode Island can reduce energy consumption by up to 30 percent, their carbon foot print by 100 percent, and emissions by 100 percent. The schools can improve indoor air quality, demonstrate institutional values, and utilize solar PV, geothermal energy, and energy conservation technologies as instruments of learning. Involving students in the process has the added benefit of teaching them the importance of sustainability, while preparing them for life's challenges and further successes in college, careers, and life.

Conclusion

The results of this comprehensive facility assessment will inform the statewide Recommended Action Plan for Consideration that will assist stakeholders in making decisions to achieve the goal of adequately funding facility improvements across Rhode Island. Because research and associated technologies advance at a rapid pace, it is beneficial to frequently fine-tune the learning environment to keep pace with emerging technology and methodology. In addition, studies have shown the condition of school facilities impacts student performance and attendance. Schools in better condition have better student behavior and more effective teaching¹. **Clean, quiet, safe, comfortable, and healthy learning environments are an important component of successful teaching and learning.** To this end, facility condition assessment and master planning efforts help facility managers, districts, and states effectively use their limited resources to provide the best possible student learning outcomes.

¹ Schneider, Mark, *Do School Facilities Affect Academic Outcomes?*, National Clearinghouse for Educational Facilities. November 2002. <http://www.ncef.org/pubs/outcomes.pdf>



Appendix A LEA Condition Summary

The following table contains condition information for LEAs in the state of Rhode Island. Costs associated with new construction are not included in the table below.

LEA	Total Square Footage	Facility Deficiency Cost	Total Replacement Cost	5-Year Life Cycle	Combined 5-Year Need	5-Year FCI
Barrington	472,150	\$ 47,855,594	\$ 164,178,500	\$ 11,114,667	\$ 58,970,261	35.9%
Bristol Warren	551,283	\$ 49,471,548	\$ 192,019,672	\$ 10,060,814	\$ 59,532,362	31.0%
Burrillville	535,622	\$ 29,133,218	\$ 187,247,700	\$ 15,218,859	\$ 44,352,077	23.7%
Central Falls	364,563	\$ 38,833,971	\$ 127,147,460	\$ 7,441,306	\$ 46,275,277	36.4%
Charlho	538,632	\$ 28,474,573	\$ 188,565,740	\$ 22,217,003	\$ 50,691,576	26.9%
Coventry	689,095	\$ 20,798,509	\$ 240,963,050	\$ 33,660,541	\$ 54,459,050	22.6%
Cranston	1,641,481	\$ 165,588,929	\$ 579,716,134	\$ 48,325,997	\$ 213,914,926	36.9%
Cumberland	776,496	\$ 57,995,578	\$ 271,928,470	\$ 29,931,396	\$ 87,926,974	32.3%
East Greenwich	422,043	\$ 29,090,319	\$ 147,928,250	\$ 13,898,207	\$ 42,988,526	29.1%
East Providence	902,211	\$ 137,594,632	\$ 313,632,402	\$ 14,512,423	\$ 152,107,055	48.5%
Exeter-West Greenwich	309,120	\$ 18,004,959	\$ 108,232,400	\$ 20,325,859	\$ 38,330,818	35.4%
Foster	49,712	\$ 3,374,467	\$ 17,399,200	\$ 387,274	\$ 3,761,741	21.6%
Foster-Glocester	422,101	\$ 12,241,188	\$ 147,895,080	\$ 8,332,181	\$ 20,573,369	13.9%
Glocester	102,000	\$ 7,691,198	\$ 35,700,000	\$ 3,820,478	\$ 11,511,676	32.2%
Jamestown	108,697	\$ 12,091,991	\$ 38,113,950	\$ 4,201,637	\$ 16,293,628	42.7%
Johnston	452,921	\$ 32,893,019	\$ 160,031,330	\$ 20,285,694	\$ 53,178,713	33.2%
Lincoln	525,737	\$ 48,555,464	\$ 183,553,318	\$ 12,257,485	\$ 60,812,949	33.1%
Little Compton	61,000	\$ 1,929,919	\$ 21,350,000	\$ 1,067,500	\$ 2,997,419	14.0%
Middletown	361,042	\$ 35,270,976	\$ 124,787,100	\$ 10,524,929	\$ 45,795,905	36.7%
Narragansett	297,862	\$ 15,130,272	\$ 103,747,670	\$ 8,350,699	\$ 23,480,971	22.6%
New Shoreham	67,900	\$ 3,807,232	\$ 23,765,000	\$ 1,476,214	\$ 5,283,446	22.2%
Newport	422,565	\$ 42,454,251	\$ 147,707,752	\$ 17,270,900	\$ 49,725,151	40.4%
North Kingstown	673,990	\$ 55,077,080	\$ 235,197,140	\$ 34,633,975	\$ 89,711,055	38.1%
North Providence	501,510	\$ 59,693,130	\$ 175,071,370	\$ 30,971,278	\$ 90,664,408	51.8%
North Smithfield	380,545	\$ 39,204,809	\$ 132,342,450	\$ 4,082,324	\$ 43,287,133	32.7%
Pawtucket	1,102,294	\$ 176,613,653	\$ 385,425,310	\$ 17,160,555	\$ 193,774,208	50.3%
Portsmouth	480,050	\$ 51,869,114	\$ 167,134,000	\$ 9,431,173	\$ 61,300,287	36.7%
Providence	4,232,955	\$ 372,411,929	\$ 1,478,716,360	\$ 159,387,849	\$ 531,799,778	36.0%
Scituate	302,324	\$ 16,053,593	\$ 107,685,060	\$ 22,354,164	\$ 38,407,757	35.7%
Smithfield	406,818	\$ 41,884,683	\$ 142,269,140	\$ 13,008,858	\$ 54,893,541	38.6%
South Kingstown	683,619	\$ 62,223,053	\$ 238,331,120	\$ 27,751,270	\$ 89,974,323	37.8%
Tiverton	405,097	\$ 46,032,107	\$ 140,396,310	\$ 9,530,522	\$ 55,562,629	39.6%
Warwick	1,515,358	\$ 190,018,965	\$ 534,383,552	\$ 49,212,527	\$ 239,231,492	44.8%
West Warwick	530,737	\$ 37,210,163	\$ 184,343,010	\$ 13,251,082	\$ 50,461,245	27.4%
Westerly	557,745	\$ 25,689,896	\$ 194,493,552	\$ 22,776,388	\$ 48,466,284	24.9%
Woonsocket	879,544	\$ 86,856,437	\$ 305,691,510	\$ 25,128,815	\$ 111,985,252	36.6%
Achievement First Rhode Island	165,000	\$ 4,495,744	\$ 57,750,000	\$ 7,593,402	\$ 12,089,146	20.9%
Beacon Charter School	48,800	\$ 2,687,745	\$ 17,268,000	\$ 683,146	\$ 3,370,891	19.5%
Blackstone Academy	30,000	\$ 1,268,291	\$ 10,800,000	\$ 454,347	\$ 1,722,638	16.0%
Blackstone Valley Prep	156,355	\$ 12,087,155	\$ 54,390,650	\$ 3,993,900	\$ 16,081,055	29.6%
Compass School	6,600	\$ 1,817,808	\$ 3,710,000	\$ 452,518	\$ 2,270,326	61.2%
Davies Career and Tech	232,900	\$ 39,108,169	\$ 83,844,000	\$ 4,192,205	\$ 43,300,374	51.6%
Greene School Charter	12,000	\$ 2,696,890	\$ 4,320,000	\$ 738,160	\$ 3,435,050	79.5%
Highlander Charter	103,336	\$ 5,586,982	\$ 36,833,380	\$ 5,941,150	\$ 11,528,132	31.3%
Hope Academy	3,000	\$ 726,883	\$ 1,050,000	\$ 54,899	\$ 781,782	74.5%
International Charter School	30,000	\$ 1,437,687	\$ 10,500,000	\$ 583,421	\$ 2,021,108	19.2%
Kingston Hill Charter	13,746	\$ 843,723	\$ 4,811,100	\$ 813,683	\$ 1,657,406	34.4%
Learning Community	88,495	\$ 6,782,696	\$ 30,973,250	\$ 1,678,460	\$ 8,461,156	27.3%
Metropolitan Career and Tech	140,290	\$ 12,459,361	\$ 50,504,400	\$ 2,525,225	\$ 14,984,586	29.7%
Paul Cuffee Charter School	122,350	\$ 11,782,395	\$ 42,640,500	\$ 2,980,539	\$ 14,762,934	34.6%
Rhode Island Nurses Institute Middle College	32,200	\$ 2,352,426	\$ 11,592,000	\$ 2,112,895	\$ 4,465,321	38.5%
Rhode Island School for the Deaf	73,500	\$ 2,364,776	\$ 26,460,000	\$ 1,323,005	\$ 3,687,781	13.9%
RISE Prep Mayoral Academy	10,000	\$ 706,444	\$ 3,500,000	\$ 192,187	\$ 898,631	25.7%
Segue Institute for Learning	49,250	\$ 3,448,867	\$ 16,252,500	\$ 1,166,211	\$ 4,615,078	28.4%
Sheila Skip Nowell Leadership Academy	14,500	\$ 2,758,085	\$ 5,220,000	\$ 113,968	\$ 2,872,053	55.0%
SouthSide Charter School	3,150	\$ 1,123,786	\$ 1,102,500	\$ 322,784	\$ 1,446,570	131.2%
Trinity Academy for Performing Arts	32,400	\$ 5,089,427	\$ 11,664,000	\$ 1,833,869	\$ 6,923,296	59.4%
Village Green Virtual School	18,000	\$ 1,912,947	\$ 6,480,000	\$ 381,768	\$ 2,294,715	35.4%
Total	24,112,691	\$ 2,222,658,711	\$ 8,438,756,342	\$ 793,494,585	\$ 3,016,153,296	35.7%

Appendix B LEA Demographics Summary

The following table contains demographics information for LEAs in the state of Rhode Island. Enrollment numbers reported do not reflect out-of-district placements where high-need special education students are bussed out of district, across the state, or even across state lines.

LEA	LEA-Reported Capacity	Functional Capacity	Aspirational Capacity	Enrollment	Aspirational Utilization
Barrington	4,010	3,336	2,573	3,301	128.3%
Bristol Warren	4,098	3,219	3,147	3,288	104.5%
Burrillville	3,784	2,343	2,996	2,366	79.0%
Central Falls	3,167	2,594	1,949	2,642	135.6%
Chariho	4,060	4,689	2,896	3,233	111.6%
Coventry	5,913	2,437	3,801	4,737	124.6%
Cranston	11,397	12,161	9,285	10,307	111.0%
Cumberland	5,890	3,861	4,389	4,511	102.8%
East Greenwich	2,303	3,276	2,486	2,438	98.1%
East Providence	7,930	4,226	4,956	5,176	104.4%
Exeter-West Greenwich	2,260	2,986	1,674	1,615	96.5%
Foster	450	539	276	277	100.4%
Foster-Glocester	2,256	1,441	2,294	1,155	50.3%
Glocester	677	588	567	545	96.1%
Jamestown	700	1,663	589	490	83.2%
Johnston	2,854	4,626	2,512	3,146	125.2%
Lincoln	3,700	3,168	2,927	2,991	102.2%
Little Compton	350	632	321	243	75.7%
Middletown	2,685	968	1,913	2,243	117.3%
Narragansett	1,720	1,694	1,680	1,316	78.3%
New Shoreham	200	214	357	112	31.4%
Newport	2,600	565	2,469	2,132	86.4%
North Kingstown	5,698	4,975	3,673	3,933	107.1%
North Providence	4,847	4,535	2,718	3,493	128.5%
North Smithfield	2,175	1,734	2,099	1,705	81.2%
Pawtucket	9,686	7,936	5,970	8,933	149.6%
Portsmouth	3,163	2,550	2,623	2,444	93.2%
Providence	23,031	21,736	24,340	23,633	97.1%
Scituate	2,055	2,213	1,651	1,366	82.7%
Smithfield	3,518	2,145	2,198	2,385	108.5%
South Kingstown	5,043	4,417	3,837	3,231	84.2%
Tiverton	2,640	1,520	2,165	1,820	84.1%
Warwick	14,099	11,483	8,332	9,009	108.1%
West Warwick	4,250	3,556	2,937	3,455	117.6%
Westerly	3,200	2,699	3,320	2,871	86.5%
Woonsocket	7,950	3,974	4,859	5,791	119.2%
Achievement First Rhode Island	728	416	1,138	520	45.7%
Beacon Charter School	285	298	427	276	64.6%
Blackstone Academy	300	193	167	247	147.9%
Blackstone Valley Prep	1,360	1,971	839	1,394	166.2%
Compass School	220	235	56	164	292.9%
Davies Career and Tech	875	241	1,259	809	64.3%
Greene School Charter	210	216	59	166	281.4%
Highlander Charter	632	362	554	458	82.7%
Hope Academy	80	993	17	72	423.5%
International Charter School	343	230	167	342	204.8%
Kingston Hill Charter	260	194	76	185	243.4%
Learning Community	556	447	481	556	115.6%
Metropolitan Career and Tech	888	2,445	670	809	120.7%
Paul Cuffee Charter School	746	2,914	636	786	123.6%
Rhode Island Nurses Institute Middle College	272	18	157	193	122.9%
Rhode Island School for the Deaf	125	188	387	63	16.3%
RISE Prep Mayoral Academy	110	153	56	48	85.7%
Segue Institute for Learning	240	271	274	238	86.9%
Sheila Skip Nowell Leadership Academy	160	379	71	157	221.1%
SouthSide Charter School	72	258	18	48	266.7%
Trinity Academy for Performing Arts	204	20	158	208	131.6%
Village Green Virtual School	272	134	88	208	236.4%
Total	173,297	149,275	134,534	140,280	104.3%

Appendix C Campus Condition Summary

The following table contains condition information for public school campuses in the state of Rhode Island. These values are totaled at the LEA level for the tables and data presented in this report. Costs associated with new construction are not included in the table below.

LEA	Campus Name	Facility Deficiency Cost	Total Replacement Cost	5-Year Life Cycle	Combined 5-Year Need	5-Year FCI
Barrington	Barrington High School	\$ 5,705,297	\$ 63,936,000	\$ 6,607,072	\$ 12,312,369	19.3%
Barrington	Barrington Middle School	\$ 21,468,919	\$ 47,025,000	\$ 1,970,541	\$ 23,439,460	49.8%
Barrington	Hampden Meadows School	\$ 4,969,621	\$ 17,272,500	\$ 1,337,376	\$ 6,306,997	36.5%
Barrington	Nayatt School	\$ 7,874,463	\$ 11,900,000	\$ 800,854	\$ 8,675,317	72.9%
Barrington	Primrose Hill School	\$ 5,141,564	\$ 12,600,000	\$ 194,725	\$ 5,336,289	42.4%
Barrington	Sowams Elementary School	\$ 2,695,731	\$ 11,445,000	\$ 204,099	\$ 2,899,830	25.3%
Bristol Warren	Colt Andrews School	\$ 3,070,968	\$ 24,955,000	\$ 549,486	\$ 3,620,454	14.5%
Bristol Warren	Guiteras School	\$ 4,099,072	\$ 13,510,000	\$ 1,913,573	\$ 6,012,645	44.5%
Bristol Warren	Hugh Cole School	\$ 6,459,246	\$ 29,587,600	\$ 797,403	\$ 7,256,649	24.5%
Bristol Warren	Kickemuit Middle School	\$ 14,768,566	\$ 49,471,952	\$ 1,424,789	\$ 16,193,355	32.7%
Bristol Warren	Mt. Hope High School	\$ 18,147,599	\$ 64,275,120	\$ 4,258,704	\$ 22,406,303	34.9%
Bristol Warren	Rockwell School	\$ 2,926,097	\$ 10,220,000	\$ 1,116,859	\$ 4,042,956	39.6%
Burrillville	Austin T. Levy School	\$ 4,134,398	\$ 14,910,000	\$ 433,307	\$ 4,567,705	30.6%
Burrillville	Burrillville High School	\$ 10,786,678	\$ 82,800,000	\$ 6,211,616	\$ 16,998,294	20.5%
Burrillville	Burrillville Middle School	\$ 6,962,845	\$ 41,580,000	\$ 4,064,890	\$ 11,027,735	26.5%
Burrillville	Steere Farm Elementary School	\$ 4,285,254	\$ 23,982,700	\$ 1,301,892	\$ 5,587,146	23.3%
Burrillville	William L. Callahan School	\$ 2,964,044	\$ 23,975,000	\$ 3,207,154	\$ 6,171,198	25.7%
Central Falls	Capt. G. Harold Hunt School	\$ 2,005,402	\$ 6,405,000	\$ 452,296	\$ 2,457,698	38.4%
Central Falls	Central Falls Senior High School	\$ 17,279,023	\$ 40,766,760	\$ 1,616,840	\$ 18,895,863	46.4%
Central Falls	Dr. Earl F. Calcutt Middle School	\$ 9,210,515	\$ 29,568,000	\$ 1,351,533	\$ 10,562,048	35.7%
Central Falls	Ella Risk School	\$ 2,191,509	\$ 17,935,050	\$ 1,053,284	\$ 3,244,793	18.1%
Central Falls	Margaret I. Robertson School	\$ 3,813,476	\$ 13,814,150	\$ 1,236,401	\$ 5,049,877	36.6%
Central Falls	Veterans Memorial Elementary	\$ 4,334,047	\$ 18,658,500	\$ 1,730,952	\$ 6,064,999	32.5%
Charlho	Ashaway Elementary School	\$ 1,901,162	\$ 13,247,500	\$ 3,429,941	\$ 5,331,103	40.2%
Charlho	Charlho Area Career & Technical Center	\$ 3,199,721	\$ 14,760,000	\$ 737,413	\$ 3,937,134	26.7%
Charlho	Charlho Regional High School	\$ 5,577,708	\$ 56,403,360	\$ 5,173,586	\$ 10,751,294	19.1%
Charlho	Charlho Regional Middle School	\$ 6,478,386	\$ 51,128,880	\$ 5,220,928	\$ 11,699,314	22.9%
Charlho	Charlestown Elementary School	\$ 3,701,854	\$ 18,982,250	\$ 2,480,104	\$ 6,181,958	32.6%
Charlho	Hope Valley Elementary School	\$ 2,129,369	\$ 10,368,750	\$ 939,887	\$ 3,069,256	29.6%
Charlho	Richmond Elementary School	\$ 3,489,434	\$ 19,355,000	\$ 3,680,385	\$ 7,169,819	37.0%
Charlho	R.Y.S.E. School	\$ 1,996,938	\$ 4,320,000	\$ 554,759	\$ 2,551,697	59.1%
Coventry	Alan Shawn Feinstein Middle School Of Coventry	\$ 3,416,306	\$ 52,950,150	\$ 7,262,900	\$ 10,679,206	20.2%
Coventry	Blackrock School	\$ 1,605,623	\$ 14,045,500	\$ 1,006,756	\$ 2,612,379	18.6%
Coventry	Coventry High School	\$ 5,958,026	\$ 107,600,400	\$ 16,362,781	\$ 22,320,807	20.7%
Coventry	Hopkins Hill School	\$ 1,781,946	\$ 13,027,000	\$ 2,042,418	\$ 3,824,364	29.4%
Coventry	Tiogoe School	\$ 2,215,652	\$ 14,770,000	\$ 1,122,043	\$ 3,337,695	22.6%
Coventry	Washington Oak School	\$ 2,853,922	\$ 23,800,000	\$ 3,906,254	\$ 6,760,176	28.4%
Coventry	Western Coventry School	\$ 2,967,034	\$ 14,770,000	\$ 1,957,389	\$ 4,924,423	33.3%
Cranston	Arlington School	\$ 3,173,846	\$ 9,134,300	\$ 476,918	\$ 3,650,764	40.0%
Cranston	Chester W. Barrows School	\$ 3,735,733	\$ 9,472,400	\$ 1,032,986	\$ 4,768,719	50.3%
Cranston	Cranston Area Career & Technical Center	\$ 1,762,608	\$ 15,498,000	\$ 742,797	\$ 2,505,405	16.2%
Cranston	Cranston High School East	\$ 19,798,009	\$ 85,731,480	\$ 1,987,930	\$ 21,785,939	25.4%
Cranston	Cranston High School West	\$ 16,609,978	\$ 74,387,520	\$ 8,573,175	\$ 25,183,153	33.9%
Cranston	Daniel D. Waterman School	\$ 2,898,140	\$ 9,765,000	\$ 2,047,744	\$ 4,945,884	50.6%
Cranston	Eden Park School	\$ 5,211,545	\$ 14,171,150	\$ 2,470,176	\$ 7,681,721	54.2%
Cranston	Edgewood Highland School	\$ 7,306,005	\$ 15,483,650	\$ 1,725,901	\$ 9,031,906	58.3%
Cranston	Edward S. Rhodes School	\$ 6,166,663	\$ 12,267,850	\$ 836,484	\$ 7,003,147	57.1%
Cranston	Garden City School	\$ 4,372,544	\$ 12,455,100	\$ 2,009,665	\$ 6,382,209	51.2%
Cranston	George J. Peters School	\$ 6,473,228	\$ 13,580,000	\$ 783,800	\$ 7,257,028	53.4%
Cranston	Gladstone Street School	\$ 12,042,094	\$ 33,573,748	\$ 2,435,799	\$ 14,477,893	43.1%
Cranston	Glen Hills School	\$ 6,750,991	\$ 14,280,000	\$ 1,098,454	\$ 7,849,445	55.0%
Cranston	Hope Highlands Elementary School	\$ 5,708,873	\$ 24,045,000	\$ 1,284,976	\$ 6,993,849	29.1%
Cranston	Hugh B. Bain Middle School	\$ 15,810,807	\$ 43,828,288	\$ 2,182,931	\$ 17,993,738	41.1%
Cranston	Nel/CPS Construction Career Academy	\$ 3,061,093	\$ 16,621,200	\$ 2,355,855	\$ 5,416,948	32.6%
Cranston	Oak Lawn School	\$ 3,410,058	\$ 10,535,700	\$ 878,565	\$ 4,288,623	40.7%
Cranston	Orchard Farms Elementary School	\$ 4,512,954	\$ 23,660,000	\$ 690,319	\$ 5,203,273	22.0%
Cranston	Park View Middle School	\$ 7,366,227	\$ 49,896,000	\$ 7,284,167	\$ 14,650,394	29.4%
Cranston	Stadium School	\$ 4,338,620	\$ 12,534,200	\$ 716,751	\$ 5,055,371	40.3%

LEA	Campus Name	Facility Deficiency Cost	Total Replacement Cost	5-Year Life Cycle	Combined 5-Year Need	5-Year FCI
Cranston	Stone Hill School	\$ 4,046,542	\$ 12,936,000	\$ 1,137,495	\$ 5,184,037	40.1%
Cranston	Western Hills Middle School	\$ 12,516,378	\$ 44,333,848	\$ 2,115,073	\$ 14,631,451	33.0%
Cranston	William R. Dutemple School	\$ 4,296,569	\$ 11,975,250	\$ 1,442,961	\$ 5,739,530	47.9%
Cranston	Woodridge School	\$ 4,219,424	\$ 9,550,450	\$ 2,015,075	\$ 6,234,499	65.3%
Cumberland	Ashton School / Cumberland Pre-K Center	\$ 2,817,097	\$ 13,284,950	\$ 2,525,065	\$ 5,342,162	40.2%
Cumberland	B.F. Norton Elementary School	\$ 2,641,561	\$ 19,513,200	\$ 1,918,703	\$ 4,560,264	23.4%
Cumberland	Community School	\$ 9,469,421	\$ 42,000,000	\$ 4,542,607	\$ 14,012,028	33.4%
Cumberland	Cumberland High School	\$ 15,788,171	\$ 113,344,200	\$ 10,540,917	\$ 26,329,088	23.2%
Cumberland	Garvin Memorial School	\$ 3,293,015	\$ 17,045,000	\$ 1,599,848	\$ 4,892,863	28.7%
Cumberland	John J. McLaughlin Cumberland Hill School	\$ 5,902,532	\$ 17,347,050	\$ 1,688,387	\$ 7,590,919	43.8%
Cumberland	Joseph L. McCourt Middle School	\$ 8,356,134	\$ 23,456,070	\$ 2,435,198	\$ 10,791,332	46.0%
Cumberland	North Cumberland Middle School	\$ 9,727,648	\$ 25,938,000	\$ 4,680,671	\$ 14,408,319	55.5%
East Greenwich	Archie R. Cole Middle School	\$ 1,501,897	\$ 36,300,000	\$ 1,815,000	\$ 3,316,897	9.1%
East Greenwich	East Greenwich High School	\$ 17,598,832	\$ 57,744,000	\$ 2,913,120	\$ 20,511,952	35.5%
East Greenwich	Frenchtown School	\$ 2,575,321	\$ 15,354,850	\$ 5,717,276	\$ 8,292,597	54.0%
East Greenwich	George Hanaford School	\$ 2,596,699	\$ 11,383,050	\$ 943,696	\$ 3,540,395	31.1%
East Greenwich	James H. Eldredge El. School	\$ 1,708,826	\$ 12,600,000	\$ 1,298,949	\$ 3,007,775	23.9%
East Greenwich	Meadowbrook Farms School	\$ 3,108,745	\$ 14,546,350	\$ 1,210,166	\$ 4,318,911	29.7%
East Providence	Agnes B. Hennessey School	\$ 4,671,504	\$ 12,195,750	\$ 383,871	\$ 5,055,375	41.5%
East Providence	Alice M. Waddington School	\$ 6,532,014	\$ 20,983,550	\$ 272,443	\$ 6,804,457	32.4%
East Providence	East Providence Career & Technical Center	\$ 7,524,787	\$ 16,383,960	\$ 1,669,646	\$ 9,194,433	56.1%
East Providence	East Providence High School	\$ 38,714,130	\$ 90,000,000	\$ 1,353,928	\$ 40,068,058	44.5%
East Providence	Edward R. Martin Middle School	\$ 34,183,542	\$ 55,001,432	\$ 1,334,989	\$ 35,518,531	64.6%
East Providence	Emma G. Whiteknact School	\$ 4,881,883	\$ 13,324,850	\$ 1,170,246	\$ 6,052,129	45.4%
East Providence	James R. D. Oldham School	\$ 3,360,442	\$ 10,500,000	\$ 640,636	\$ 4,001,078	38.1%
East Providence	Kent Heights School	\$ 2,745,311	\$ 11,291,700	\$ 1,556,934	\$ 4,302,245	38.1%
East Providence	Myron J. Francis Elementary School	\$ 6,177,429	\$ 17,654,000	\$ 1,452,090	\$ 7,629,519	43.2%
East Providence	Orlo Avenue School	\$ 6,091,923	\$ 11,380,250	\$ 694,484	\$ 6,786,407	59.6%
East Providence	Riverside Middle School	\$ 17,110,903	\$ 43,125,060	\$ 2,930,453	\$ 20,041,356	46.5%
East Providence	Silver Spring School	\$ 5,600,763	\$ 11,791,850	\$ 1,052,703	\$ 6,653,466	56.4%
Exeter-West Greenwich	Exeter-West Greenwich Regional High School	\$ 5,833,886	\$ 42,278,400	\$ 7,150,177	\$ 12,984,063	30.7%
Exeter-West Greenwich	Exeter-West Greenwich Regional Junior High	\$ 3,117,250	\$ 18,942,000	\$ 3,911,094	\$ 7,028,344	37.1%
Exeter-West Greenwich	Metcalf School	\$ 5,732,524	\$ 26,677,000	\$ 7,087,419	\$ 12,819,943	48.1%
Exeter-West Greenwich	Mildred E. Lineham School	\$ 1,173,211	\$ 6,230,000	\$ 1,263,831	\$ 2,437,042	39.1%
Exeter-West Greenwich	Wawaloam School	\$ 2,148,089	\$ 14,105,000	\$ 913,338	\$ 3,061,427	21.7%
Foster	Captain Isaac Paine Elementary School	\$ 3,374,467	\$ 17,399,200	\$ 387,274	\$ 3,761,741	21.6%
Foster-Glocester	Ponaganset High School	\$ 9,124,729	\$ 103,221,000	\$ 6,098,481	\$ 15,223,210	14.7%
Foster-Glocester	Ponaganset Middle School	\$ 3,116,459	\$ 44,674,080	\$ 2,233,700	\$ 5,350,159	12.0%
Glocester	Fogarty Memorial School	\$ 2,897,313	\$ 16,800,000	\$ 1,705,697	\$ 4,603,010	27.4%
Glocester	West Glocester Elementary	\$ 4,793,886	\$ 18,900,000	\$ 2,114,781	\$ 6,908,667	36.6%
Jamestown	Jamestown School-Lawn	\$ 7,268,152	\$ 19,107,550	\$ 2,296,755	\$ 9,564,907	50.1%
Jamestown	Jamestown School-Melrose	\$ 4,823,839	\$ 19,006,400	\$ 1,904,882	\$ 6,728,721	35.4%
Johnston	Brown Avenue School	\$ 1,863,488	\$ 7,039,900	\$ 334,406	\$ 2,197,894	31.2%
Johnston	Graniteville School	\$ 3,196,557	\$ 7,000,000	\$ 694,181	\$ 3,890,738	55.6%
Johnston	Johnston Senior High School	\$ 11,179,156	\$ 66,109,680	\$ 11,037,977	\$ 22,217,133	33.6%
Johnston	Nicholas A. Ferri Middle School / Early Childhood	\$ 7,082,315	\$ 43,401,600	\$ 4,236,751	\$ 11,319,066	26.1%
Johnston	Sarah Dyer Barnes School	\$ 4,062,388	\$ 12,002,900	\$ 1,981,753	\$ 6,044,141	50.4%
Johnston	Thornton School	\$ 2,935,893	\$ 11,641,350	\$ 1,482,457	\$ 4,418,350	38.0%
Johnston	Winsor Hill School	\$ 2,573,223	\$ 12,835,900	\$ 518,169	\$ 3,091,392	24.1%
Lincoln	Lincoln Central Elementary School	\$ 4,480,560	\$ 12,032,300	\$ 1,044,788	\$ 5,525,348	45.9%
Lincoln	Lincoln Middle School	\$ 3,227,045	\$ 45,385,888	\$ 2,269,290	\$ 5,496,335	12.1%
Lincoln	Lincoln Senior High School	\$ 31,441,086	\$ 76,609,080	\$ 3,748,129	\$ 35,189,215	45.9%
Lincoln	Lonsdale Elementary School	\$ 2,594,471	\$ 10,879,750	\$ 1,290,158	\$ 3,884,629	35.7%
Lincoln	Northern Lincoln Elementary School	\$ 5,137,180	\$ 26,009,200	\$ 1,644,432	\$ 6,781,612	26.1%
Lincoln	Saylesville Elementary School	\$ 1,675,121	\$ 12,637,100	\$ 2,260,688	\$ 3,935,809	31.1%
Little Compton	Wilbur and McMahon School	\$ 1,929,919	\$ 21,350,000	\$ 1,067,500	\$ 2,997,419	14.0%
Middletown	Aquidneck School	\$ 5,059,175	\$ 15,256,850	\$ 685,512	\$ 5,744,687	37.7%
Middletown	Forest Avenue School	\$ 1,725,880	\$ 14,199,850	\$ 1,155,317	\$ 2,881,197	20.3%
Middletown	Joseph H. Gaudet School	\$ 14,976,389	\$ 47,810,400	\$ 3,594,792	\$ 18,571,181	38.8%
Middletown	Middletown High School	\$ 13,509,532	\$ 47,520,000	\$ 5,089,308	\$ 18,598,840	39.1%
Narragansett	Narragansett Elementary School	\$ 2,287,950	\$ 30,908,150	\$ 531,476	\$ 2,819,426	9.1%
Narragansett	Narragansett High School	\$ 8,593,129	\$ 44,244,360	\$ 4,296,953	\$ 12,890,082	29.1%
Narragansett	Narragansett Pier Middle School	\$ 4,249,194	\$ 28,595,160	\$ 3,522,270	\$ 7,771,464	27.2%

LEA	Campus Name	Facility Deficiency Cost	Total Replacement Cost	5-Year Life Cycle	Combined 5-Year Need	5-Year FCI
New Shoreham	Block Island School	\$ 3,807,232	\$ 23,765,000	\$ 1,476,214	\$ 5,283,446	22.2%
Newport	Claiborne Pell Elementary School	\$ 889,211	\$ 36,947,752	\$ 1,847,385	\$ 2,736,596	7.4%
Newport	Frank E. Thompson Middle School	\$ 3,602,240	\$ 36,960,000	\$ 1,950,664	\$ 5,552,904	15.0%
Newport	Rogers High School	\$ 37,962,800	\$ 73,800,000	\$ 13,472,851	\$ 51,435,651	69.7%
North Kingstown	Davisville Academy	\$ 3,588,470	\$ 11,135,950	\$ 450,822	\$ 4,039,292	36.3%
North Kingstown	Davisville Middle School	\$ 12,839,620	\$ 31,926,840	\$ 4,159,200	\$ 16,998,820	53.2%
North Kingstown	Fishing Cove Elementary School	\$ 4,638,444	\$ 16,156,000	\$ 1,598,937	\$ 6,237,381	38.6%
North Kingstown	Forest Park Elementary School	\$ 3,978,156	\$ 11,155,200	\$ 4,657,842	\$ 8,635,998	77.4%
North Kingstown	Hamilton Elementary School	\$ 4,716,038	\$ 17,245,900	\$ 2,275,666	\$ 6,991,704	40.5%
North Kingstown	North Kingstown Senior High School	\$ 5,742,760	\$ 93,499,200	\$ 14,781,770	\$ 20,524,530	22.0%
North Kingstown	Stony Lane Elementary School	\$ 6,265,283	\$ 17,401,650	\$ 973,004	\$ 7,238,287	41.6%
North Kingstown	Suzanne M. Henseler Quidnessett Elementary School	\$ 4,053,010	\$ 11,900,000	\$ 876,584	\$ 4,929,594	41.4%
North Kingstown	Wickford Middle School	\$ 9,255,301	\$ 24,776,400	\$ 4,860,150	\$ 14,115,451	57.0%
North Providence	Birchwood Middle School	\$ 4,442,539	\$ 21,417,000	\$ 2,016,938	\$ 6,459,477	30.2%
North Providence	Centredale School	\$ 5,032,155	\$ 8,866,550	\$ 1,168,105	\$ 6,200,260	69.9%
North Providence	Dr. Edward A. Ricci Middle School	\$ 7,624,039	\$ 20,988,000	\$ 791,232	\$ 8,415,271	40.1%
North Providence	Dr. Joseph A. Whelan Elementary School	\$ 3,722,939	\$ 8,010,100	\$ 452,604	\$ 4,175,543	52.1%
North Providence	Greystone School	\$ 5,203,757	\$ 11,009,250	\$ 157,200	\$ 5,360,957	48.7%
North Providence	James L. McGuire School	\$ 3,525,711	\$ 8,752,800	\$ 796,132	\$ 4,321,843	49.4%
North Providence	Marieville Elementary School	\$ 8,203,749	\$ 9,873,500	\$ 110,503	\$ 8,314,252	84.2%
North Providence	North Providence High School	\$ 16,000,004	\$ 76,063,320	\$ 25,198,461	\$ 41,198,465	54.2%
North Providence	Stephen Olney School	\$ 5,938,239	\$ 10,090,850	\$ 628,103	\$ 6,218,342	61.6%
North Smithfield	Dr. Harry L. Halliwell Memorial School	\$ 9,975,380	\$ 14,411,250	\$ 1,190,325	\$ 11,165,705	77.5%
North Smithfield	North Smithfield Elementary School	\$ 8,076,259	\$ 26,250,000	\$ 1,998,275	\$ 10,074,534	38.4%
North Smithfield	North Smithfield High School	\$ 19,280,763	\$ 53,269,200	\$ 352,324	\$ 19,633,087	36.9%
North Smithfield	North Smithfield Middle School	\$ 1,872,408	\$ 38,412,000	\$ 541,400	\$ 2,413,808	6.3%
Pawtucket	Agnes E. Little School	\$ 7,212,622	\$ 15,645,000	\$ 1,025,294	\$ 8,237,916	52.7%
Pawtucket	Charles E. Shea Senior High School	\$ 18,977,088	\$ 42,581,160	\$ 1,946,734	\$ 20,923,822	49.1%
Pawtucket	Curvin-McCabe School	\$ 3,669,686	\$ 16,666,300	\$ 2,097,925	\$ 5,767,611	34.6%
Pawtucket	Elizabeth Baldwin School	\$ 9,551,295	\$ 23,065,000	\$ 680,399	\$ 10,231,694	44.4%
Pawtucket	Fallon Memorial School	\$ 8,413,731	\$ 21,435,400	\$ 1,449,349	\$ 9,863,080	46.0%
Pawtucket	Flora S. Curtis Memorial School	\$ 6,510,375	\$ 16,758,000	\$ 742,791	\$ 7,253,166	43.3%
Pawtucket	Francis J. Varieur School	\$ 4,340,929	\$ 17,122,000	\$ 1,072,194	\$ 5,413,123	31.6%
Pawtucket	Goff Junior High School	\$ 17,630,790	\$ 32,604,000	\$ 1,531,624	\$ 19,162,414	58.8%
Pawtucket	Henry J. Winters School	\$ 5,591,195	\$ 12,696,600	\$ 310,703	\$ 5,901,898	46.5%
Pawtucket	Joseph Jenks Junior High School / JMW Arts HS	\$ 18,937,158	\$ 40,680,000	\$ 1,350,142	\$ 20,287,300	49.9%
Pawtucket	M. Virginia Cunningham School	\$ 7,487,575	\$ 14,632,800	\$ 1,674,374	\$ 9,161,949	62.6%
Pawtucket	Nathanael Greene School	\$ 10,820,388	\$ 22,825,950	\$ 1,661,144	\$ 12,481,532	54.7%
Pawtucket	Potter-Burns School	\$ 17,200,463	\$ 19,698,000	\$ -	\$ 17,200,463	87.3%
Pawtucket	Samuel Slater Junior High School	\$ 20,349,962	\$ 36,059,100	\$ 793,712	\$ 21,143,674	58.6%
Pawtucket	William E. Tolman Senior High School	\$ 19,920,396	\$ 52,956,000	\$ 824,170	\$ 20,744,566	39.2%
Portsmouth	Howard Hathaway School	\$ 3,863,918	\$ 17,570,000	\$ 712,507	\$ 4,576,425	26.0%
Portsmouth	Melville Elementary School	\$ 4,513,685	\$ 15,680,000	\$ 2,029,902	\$ 6,543,587	41.7%
Portsmouth	Portsmouth High School	\$ 23,624,762	\$ 81,810,000	\$ 3,119,080	\$ 26,743,842	32.7%
Portsmouth	Portsmouth Middle School	\$ 19,866,749	\$ 52,074,000	\$ 3,569,684	\$ 23,436,433	45.0%
Providence	Academy for Career Exploration (ACE)	\$ 5,929,579	\$ 8,964,000	\$ 448,049	\$ 6,377,628	71.1%
Providence	Alan Shawn Feinstein Elementary at Broad Street	\$ 7,603,208	\$ 23,450,000	\$ 6,292,093	\$ 13,895,301	59.3%
Providence	Alfred Lima Sr. Elementary School	\$ 10,124,444	\$ 38,453,800	\$ 4,429,491	\$ 14,553,935	37.8%
Providence	Anthony Carnevale Elementary School	\$ 4,091,212	\$ 23,800,000	\$ 2,512,351	\$ 6,603,563	27.7%
Providence	Asa Messer Elementary School	\$ 9,194,298	\$ 43,260,000	\$ 1,973,735	\$ 11,168,033	25.8%
Providence	Carl G. Lauro Elementary School	\$ 23,740,475	\$ 49,000,000	\$ 2,868,882	\$ 26,609,357	54.3%
Providence	Central High School	\$ 4,079,858	\$ 77,504,760	\$ 3,875,245	\$ 7,955,103	10.3%
Providence	Charles N. Fortes Elementary School	\$ 8,828,020	\$ 19,740,000	\$ 2,853,326	\$ 11,681,346	59.2%
Providence	Classical High School	\$ 17,342,698	\$ 76,709,520	\$ 11,313,446	\$ 28,656,144	37.4%
Providence	Dr. Jorge Alvarez High School	\$ 3,591,799	\$ 30,492,000	\$ 2,086,773	\$ 5,678,572	18.6%
Providence	Dr. Martin Luther King Jr. Elementary School	\$ 8,157,059	\$ 28,825,300	\$ 4,077,803	\$ 12,234,862	42.4%
Providence	E-Cubed Academy	\$ 4,187,970	\$ 16,848,000	\$ 454,067	\$ 4,642,037	27.6%
Providence	Esek Hopkins Middle School	\$ 10,263,954	\$ 30,393,000	\$ 3,331,913	\$ 13,595,867	44.7%
Providence	Frank D. Spaziano Elementary School	\$ 8,370,176	\$ 26,250,000	\$ 2,961,359	\$ 11,331,535	43.2%
Providence	Frank D. Spaziano Elementary School Annex	\$ 3,278,996	\$ 6,580,000	\$ 1,408,070	\$ 4,687,066	71.2%
Providence	George J. West Elementary School	\$ 10,641,218	\$ 45,500,000	\$ 6,957,452	\$ 17,598,670	38.7%
Providence	Gilbert Stuart Middle School	\$ 17,961,404	\$ 52,007,340	\$ 6,118,747	\$ 24,080,151	46.3%
Providence	Governor Christopher DelSesto Middle School	\$ 6,263,193	\$ 40,655,340	\$ 7,407,166	\$ 13,670,359	33.6%

LEA	Campus Name	Facility Deficiency Cost	Total Replacement Cost	5-Year Life Cycle	Combined 5-Year Need	5-Year FCI
Providence	Harry Kizirian Elementary School	\$ 9,088,776	\$ 29,575,000	\$ 3,273,436	\$ 12,362,212	41.8%
Providence	Hope High School / 360 High School	\$ 37,874,956	\$ 82,877,040	\$ 7,727,677	\$ 45,602,633	55.0%
Providence	Leviton Dual Language School	\$ 2,118,128	\$ 12,593,000	\$ 282,268	\$ 2,400,396	19.1%
Providence	Lillian Feinstein Elementary	\$ 5,439,941	\$ 22,050,000	\$ 2,699,213	\$ 8,139,154	36.9%
Providence	Mary E. Fogarty Elementary School	\$ 8,222,478	\$ 18,084,500	\$ 2,117,807	\$ 10,340,285	57.2%
Providence	Mount Pleasant High School / Evolutions HS	\$ 31,070,239	\$ 107,352,000	\$ 12,788,840	\$ 43,859,079	40.9%
Providence	Nathan Bishop Middle School	\$ 1,399,094	\$ 46,200,000	\$ 2,310,005	\$ 3,709,099	8.0%
Providence	Nathanael Greene Middle School	\$ 13,833,287	\$ 53,512,800	\$ 7,115,375	\$ 20,948,662	39.1%
Providence	Pleasant View School	\$ 11,426,207	\$ 25,550,000	\$ 4,963,993	\$ 16,390,200	64.1%
Providence	Providence Career and Technical Academy	\$ 4,767,939	\$ 106,560,000	\$ 5,328,010	\$ 10,095,949	9.5%
Providence	Reservoir Avenue School	\$ 2,233,049	\$ 9,485,000	\$ 788,820	\$ 3,021,869	31.9%
Providence	Robert F. Kennedy Elementary School	\$ 5,543,177	\$ 18,025,000	\$ 3,064,562	\$ 8,607,739	47.8%
Providence	Robert L. Bailey IV Elementary School	\$ 3,209,584	\$ 24,500,000	\$ 3,481,927	\$ 6,691,511	27.3%
Providence	Roger Williams Middle School	\$ 17,658,329	\$ 61,875,000	\$ 8,216,292	\$ 25,874,621	41.8%
Providence	Sgt. Cornel Young & Charlotte Woods Elementary School	\$ 2,682,961	\$ 24,500,000	\$ 3,345,826	\$ 6,028,787	24.6%
Providence	Times2 Academy	\$ 4,576,153	\$ 39,489,960	\$ 3,574,661	\$ 8,150,814	20.6%
Providence	Vartan Gregorian Elementary School	\$ 10,621,769	\$ 22,050,000	\$ 2,580,663	\$ 13,202,432	59.9%
Providence	Veazie Street School	\$ 10,214,237	\$ 36,400,000	\$ 3,165,185	\$ 13,379,422	36.8%
Providence	Webster Avenue School	\$ 5,441,373	\$ 17,150,000	\$ 4,201,797	\$ 9,643,170	56.2%
Providence	West Broadway Middle School	\$ 6,876,114	\$ 22,374,000	\$ 2,620,670	\$ 9,496,784	42.4%
Providence	William B. Cooley Senior High School	\$ 7,419,547	\$ 46,080,000	\$ 3,996,308	\$ 11,415,855	24.8%
Providence	William D'Abate Elementary School	\$ 7,045,031	\$ 14,000,000	\$ 374,546	\$ 7,419,577	53.0%
Scituate	Clayville Elementary School	\$ 2,041,690	\$ 11,603,550	\$ 2,617,285	\$ 4,658,975	40.2%
Scituate	Hope Elementary School	\$ 2,332,079	\$ 14,497,000	\$ 2,273,523	\$ 4,605,602	31.8%
Scituate	North Scituate Elementary School	\$ 3,271,545	\$ 14,204,750	\$ 2,195,813	\$ 5,467,358	38.5%
Scituate	Scituate Middle School & High School	\$ 8,408,278	\$ 67,379,760	\$ 15,267,543	\$ 23,675,821	35.1%
Smithfield	Anna M. McCabe School	\$ 5,647,877	\$ 13,239,800	\$ 486,914	\$ 6,134,791	46.3%
Smithfield	Old County Road School	\$ 4,735,825	\$ 13,574,400	\$ 523,492	\$ 5,259,317	38.7%
Smithfield	Raymond C. LaPerche School	\$ 3,630,334	\$ 14,157,500	\$ 2,081,979	\$ 5,712,313	40.3%
Smithfield	Smithfield Senior High School	\$ 14,617,857	\$ 60,429,600	\$ 6,286,931	\$ 20,904,788	34.6%
Smithfield	Vincent J. Gallagher Middle School	\$ 8,975,392	\$ 29,630,040	\$ 2,478,486	\$ 11,453,878	38.7%
Smithfield	William Winsor School	\$ 4,277,399	\$ 11,237,800	\$ 1,151,056	\$ 5,428,455	48.3%
South Kingstown	Academic Success Academy	\$ 2,544,067	\$ 9,541,080	\$ 1,134,635	\$ 3,678,702	38.6%
South Kingstown	Broad Rock Middle School	\$ 3,402,888	\$ 25,667,730	\$ 4,861,941	\$ 8,264,829	32.2%
South Kingstown	Curtis Corner Middle School	\$ 10,386,262	\$ 32,900,010	\$ 5,276,790	\$ 15,663,052	47.6%
South Kingstown	Matunuck School	\$ 6,239,593	\$ 15,516,200	\$ 1,119,176	\$ 7,358,769	47.4%
South Kingstown	Peace Dale Elementary School	\$ 5,140,996	\$ 29,925,000	\$ 4,463,040	\$ 9,604,036	32.1%
South Kingstown	South Kingstown High School	\$ 19,423,561	\$ 84,564,000	\$ 5,277,588	\$ 24,701,149	29.2%
South Kingstown	South Kingstown Inclusionary Preschool	\$ 5,024,471	\$ 13,072,500	\$ 1,883,668	\$ 6,908,139	52.8%
South Kingstown	Wakefield Elementary School	\$ 4,281,801	\$ 11,901,400	\$ 2,399,086	\$ 6,680,887	56.1%
South Kingstown	West Kingston Elementary School	\$ 5,779,414	\$ 15,243,200	\$ 1,335,346	\$ 7,114,760	46.7%
Tiverton	Fort Barton School	\$ 796,801	\$ 13,125,000	\$ 656,250	\$ 1,453,051	11.1%
Tiverton	Pocasset School	\$ 958,011	\$ 13,601,350	\$ 680,065	\$ 1,638,076	12.0%
Tiverton	Tiverton High School	\$ 22,463,600	\$ 52,284,960	\$ 3,338,476	\$ 25,802,076	49.3%
Tiverton	Tiverton Middle School	\$ 21,061,187	\$ 46,860,000	\$ 4,129,481	\$ 25,190,668	53.8%
Tiverton	Walter E. Ranger School	\$ 752,508	\$ 14,525,000	\$ 726,250	\$ 1,478,758	10.2%
Warwick	Cedar Hill School	\$ 7,633,269	\$ 14,677,600	\$ 1,678,858	\$ 9,312,127	63.4%
Warwick	Cottrell F. Hoxsie School	\$ 5,851,357	\$ 14,490,000	\$ 1,994,802	\$ 7,846,159	54.1%
Warwick	Drum Rock Early Childhood Center	\$ 2,281,501	\$ 9,470,300	\$ 1,665,416	\$ 3,946,917	41.7%
Warwick	E. G. Robertson School	\$ 5,518,126	\$ 13,535,900	\$ 1,281,960	\$ 6,800,086	50.2%
Warwick	Francis School	\$ 6,194,103	\$ 14,560,000	\$ 520,703	\$ 6,714,806	46.1%
Warwick	Greenwood School	\$ 4,338,229	\$ 11,928,000	\$ 2,592,060	\$ 6,930,289	58.1%
Warwick	Harold F. Scott School	\$ 4,063,484	\$ 11,410,350	\$ 959,067	\$ 5,022,551	44.0%
Warwick	Holliman School	\$ 6,510,016	\$ 14,776,300	\$ 508,591	\$ 7,018,607	47.5%
Warwick	John Wickes School	\$ 5,652,040	\$ 15,232,700	\$ 1,485,572	\$ 7,137,612	46.9%
Warwick	Lippitt School	\$ 6,400,170	\$ 15,946,700	\$ 1,526,358	\$ 7,926,528	49.7%
Warwick	Norwood School	\$ 7,661,120	\$ 12,072,200	\$ 731,632	\$ 8,392,752	69.5%
Warwick	Oakland Beach Elementary School	\$ 8,141,454	\$ 23,180,500	\$ 1,676,068	\$ 9,817,522	42.4%
Warwick	Park School	\$ 3,977,957	\$ 12,734,750	\$ 1,075,027	\$ 5,052,984	39.7%
Warwick	Pilgrim High School	\$ 36,168,868	\$ 80,184,240	\$ 8,582,040	\$ 44,750,908	55.8%
Warwick	Randall Holden School	\$ 5,864,252	\$ 12,539,450	\$ 999,996	\$ 6,864,248	54.7%
Warwick	Sherman School	\$ 5,384,555	\$ 14,798,000	\$ 970,818	\$ 6,355,373	42.9%
Warwick	Toll Gate High School	\$ 16,182,097	\$ 90,613,800	\$ 10,292,635	\$ 26,474,732	29.2%

LEA	Campus Name	Facility Deficiency Cost	Total Replacement Cost	5-Year Life Cycle	Combined 5-Year Need	5-Year FCI
Warwick	Warwick Neck School	\$ 4,837,524	\$ 11,793,600	\$ 1,231,134	\$ 6,068,658	51.5%
Warwick	Warwick Veterans Memorial Junior HS	\$ 27,327,897	\$ 78,667,200	\$ 4,593,166	\$ 31,921,063	40.6%
Warwick	Winman Junior High School	\$ 13,264,365	\$ 48,202,112	\$ 4,396,087	\$ 17,660,452	36.6%
Warwick	Wyman School	\$ 6,766,582	\$ 13,569,850	\$ 450,537	\$ 7,217,119	53.2%
West Warwick	Greenbush Elementary School	\$ 7,050,199	\$ 20,546,750	\$ 2,558,110	\$ 9,608,309	46.8%
West Warwick	John F. Deering Middle School	\$ 12,487,449	\$ 45,738,000	\$ 2,886,875	\$ 15,374,324	33.6%
West Warwick	John F. Horgan Elementary School	\$ 2,809,373	\$ 24,133,900	\$ 365,930	\$ 3,175,303	13.2%
West Warwick	Maisie E. Quinn Elementary School	\$ 4,289,317	\$ 19,088,650	\$ 2,863,279	\$ 7,152,596	37.5%
West Warwick	Wakefield Hills Elementary School	\$ 3,820,640	\$ 25,981,550	\$ 2,510,482	\$ 6,331,122	24.4%
West Warwick	West Warwick Senior High School	\$ 6,753,185	\$ 48,854,160	\$ 2,066,406	\$ 8,819,591	18.1%
Westerly	Bradford Elementary School	\$ 2,236,832	\$ 11,305,000	\$ 2,108,394	\$ 4,345,226	38.4%
Westerly	Dunn's Corners School	\$ 4,599,779	\$ 19,145,000	\$ 3,150,868	\$ 7,750,647	40.5%
Westerly	Springbrook Elementary School	\$ 2,488,341	\$ 15,094,800	\$ 2,039,242	\$ 4,527,583	30.0%
Westerly	State Street School	\$ 5,402,286	\$ 17,500,000	\$ 1,690,965	\$ 7,093,251	40.5%
Westerly	Westerly High School	\$ 7,459,016	\$ 82,021,680	\$ 10,788,326	\$ 18,247,342	22.2%
Westerly	Westerly Middle School	\$ 3,503,642	\$ 49,427,072	\$ 2,998,593	\$ 6,502,235	13.2%
Woonsocket	Bernon Heights School	\$ 8,646,957	\$ 15,625,050	\$ 3,358,621	\$ 12,005,578	76.8%
Woonsocket	Citizens Memorial School	\$ 6,803,637	\$ 16,051,000	\$ 3,032,742	\$ 9,836,379	61.3%
Woonsocket	Globe Park School	\$ 11,261,603	\$ 22,295,000	\$ 911,186	\$ 12,172,789	54.6%
Woonsocket	Governor Aram J. Pothier School	\$ 2,352,145	\$ 24,500,000	\$ 3,103,707	\$ 5,455,852	22.3%
Woonsocket	Harris School	\$ 3,373,822	\$ 17,426,500	\$ 1,046,559	\$ 4,420,381	25.4%
Woonsocket	Kevin K. Coleman Elementary School	\$ 6,865,433	\$ 11,581,500	\$ 277,416	\$ 7,142,849	61.7%
Woonsocket	Leo A. Savoie School	\$ 7,964,930	\$ 14,332,500	\$ 1,115,440	\$ 9,080,370	63.4%
Woonsocket	Woonsocket Area Career & Technical Center	\$ 6,098,722	\$ 16,794,000	\$ 1,317,417	\$ 7,416,139	44.2%
Woonsocket	Woonsocket High School	\$ 29,882,699	\$ 82,605,960	\$ 6,741,732	\$ 36,624,431	44.3%
Woonsocket	Woonsocket Middle School - Hamlet/Nova	\$ 3,606,487	\$ 84,480,000	\$ 4,223,995	\$ 7,830,482	9.3%
Achievement First Rhode Island	Achievement First Illuminar/Providence Mayoral Academy	\$ 4,495,744	\$ 57,750,000	\$ 7,593,402	\$ 12,089,146	20.9%
Beacon Charter School	Beacon Charter School	\$ 2,002,634	\$ 13,968,000	\$ 418,852	\$ 2,421,486	17.3%
Beacon Charter School	Founders Academy	\$ 685,111	\$ 3,300,000	\$ 264,294	\$ 949,405	28.8%
Blackstone Academy	Blackstone Academy Charter School	\$ 1,268,291	\$ 10,800,000	\$ 454,347	\$ 1,722,638	16.0%
Blackstone Valley Prep	Blackstone Valley Prep Elementary School 1	\$ 1,032,943	\$ 7,551,250	\$ 124,054	\$ 1,156,997	15.3%
Blackstone Valley Prep	Blackstone Valley Prep Elementary School 2	\$ 297,757	\$ 15,085,000	\$ 754,250	\$ 1,052,007	7.0%
Blackstone Valley Prep	Blackstone Valley Prep Elementary School 3	\$ 3,426,335	\$ 10,500,000	\$ 1,840,382	\$ 5,266,717	50.2%
Blackstone Valley Prep	Blackstone Valley Prep High School	\$ 6,052,539	\$ 10,800,000	\$ 1,159,587	\$ 7,212,126	66.8%
Blackstone Valley Prep	Blackstone Valley Prep Middle School 1	\$ 1,277,582	\$ 10,454,400	\$ 115,627	\$ 1,393,209	13.3%
Compass School	Compass School	\$ 1,817,808	\$ 3,710,000	\$ 452,518	\$ 2,270,326	61.2%
Davies Career and Tech	Davies Career and Technical Center	\$ 39,108,169	\$ 83,844,000	\$ 4,192,205	\$ 43,300,374	51.6%
Greene School Charter	Greene School	\$ 2,696,890	\$ 4,320,000	\$ 738,160	\$ 3,435,050	79.5%
Highlander Charter	Highlander Charter School - Lower School (Providence)	\$ 922,346	\$ 12,865,300	\$ 735,228	\$ 1,657,574	12.9%
Highlander Charter	Highlander Charter School - Upper School (Warren)	\$ 4,664,636	\$ 23,968,080	\$ 5,205,922	\$ 9,870,558	41.2%
Hope Academy	Hope Academy	\$ 726,883	\$ 1,050,000	\$ 54,899	\$ 781,782	74.5%
International Charter School	International Charter School	\$ 1,437,687	\$ 10,500,000	\$ 583,421	\$ 2,021,108	19.2%
Kingston Hill Charter	Kingston Hill Academy	\$ 843,723	\$ 4,811,100	\$ 813,683	\$ 1,657,406	34.4%
Learning Community	Learning Community	\$ 6,782,696	\$ 30,973,250	\$ 1,678,460	\$ 8,461,156	27.3%
Metropolitan Career and Tech	Met East Bay School	\$ 1,292,587	\$ 7,128,000	\$ 356,400	\$ 1,648,987	23.1%
Metropolitan Career and Tech	Met Peace Street School	\$ 2,417,978	\$ 5,400,000	\$ 270,000	\$ 2,687,978	49.8%
Metropolitan Career and Tech	Met Public Street School	\$ 8,748,796	\$ 37,976,400	\$ 1,898,825	\$ 10,647,621	28.0%
Paul Cuffee Charter School	Paul Cuffee Charter School - Lower School	\$ 1,864,435	\$ 13,492,500	\$ 1,202,643	\$ 3,067,078	22.7%
Paul Cuffee Charter School	Paul Cuffee Charter School - Middle School	\$ 7,187,413	\$ 11,220,000	\$ 957,417	\$ 8,144,830	72.6%
Paul Cuffee Charter School	Paul Cuffee Charter School - Upper School	\$ 2,730,546	\$ 17,928,000	\$ 820,479	\$ 3,551,025	19.8%
Rhode Island Nurses Institute Middle College	Rhode Island Nurses Institute Middle College	\$ 2,352,426	\$ 11,592,000	\$ 2,112,895	\$ 4,465,321	38.5%
Rhode Island School for the Deaf	Rhode Island School for the Deaf	\$ 2,364,776	\$ 26,460,000	\$ 1,323,005	\$ 3,687,781	13.9%
RISE Prep Mayoral Academy	RISE Prep Mayoral Academy	\$ 706,444	\$ 3,500,000	\$ 192,187	\$ 898,631	25.7%
Segue Institute for Learning	Segue Institute for Learning	\$ 3,448,867	\$ 16,252,500	\$ 1,166,211	\$ 4,615,078	28.4%
Sheila Skip Nowell Leadership Academy	Nowell Leadership Academy - Capital Campus	\$ 1,407,010	\$ 1,620,000	\$ 47,895	\$ 1,454,905	89.8%
Sheila Skip Nowell Leadership Academy	Nowell Leadership Academy - Central Campus	\$ 1,351,075	\$ 3,600,000	\$ 66,073	\$ 1,417,148	39.4%
SouthSide Charter School	SouthSide Elementary Charter School	\$ 1,123,786	\$ 1,102,500	\$ 322,784	\$ 1,446,570	131.2%
Trinity Academy for the Performing Arts	Trinity Academy for the Performing Arts	\$ 5,089,427	\$ 11,664,000	\$ 1,833,869	\$ 6,923,296	59.4%
Village Green Virtual	Village Green Virtual Charter School	\$ 1,912,947	\$ 6,480,000	\$ 381,768	\$ 2,294,715	35.4%
Total		\$ 2,222,658,711	\$ 8,438,756,342	\$ 793,494,585	\$ 3,016,153,296	35.7%

Appendix D Campus Demographics Summary

The following table contains demographics information for public school campuses in the state of Rhode Island. These values are totaled at the LEA level for the tables and data presented in this report. Enrollment numbers reported do not reflect out-of-district placements where high-need special education students are bussed out of district, across the state, or even across state lines.

LEA	Campus Name	LEA-Reported Capacity	Functional Capacity	Aspirational Capacity	Enrollment	Aspirational Utilization
Barrington	Barrington High School	1,200	1,147	945	1,028	108.8%
Barrington	Barrington Middle School	950	980	783	841	107.4%
Barrington	Hampden Meadows School	560	456	274	525	191.6%
Barrington	Nayatt School	475	261	189	345	182.5%
Barrington	Primrose Hill School	475	256	200	316	158.0%
Barrington	Sowams Elementary School	350	236	182	246	135.2%
Bristol Warren	Colt Andrews School	432	374	430	368	85.6%
Bristol Warren	Guiteras School	288	243	214	303	141.6%
Bristol Warren	Hugh Cole School	780	680	567	674	118.9%
Bristol Warren	Kickemuit Middle School	879	1,086	824	753	91.4%
Bristol Warren	Mt. Hope High School	1,407	1,148	950	912	96.0%
Bristol Warren	Rockwell School	312	257	162	278	171.6%
Burrillville	Austin T. Levy School	368	319	237	344	145.1%
Burrillville	Burrillville High School	1,377	1,103	1,243	741	59.6%
Burrillville	Burrillville Middle School	1,134	773	700	595	85.0%
Burrillville	Steere Farm Elementary School	489	376	408	384	94.1%
Burrillville	William L. Callahan School	416	293	408	302	74.0%
Central Falls	Capt. G. Harold Hunt School	208	143	102	168	164.7%
Central Falls	Central Falls Senior High School	693	814	552	664	120.3%
Central Falls	Dr. Earl F. Calcutt Middle School	834	670	495	719	145.3%
Central Falls	Ella Risk School	554	355	285	406	142.5%
Central Falls	Margaret I. Robertson School	294	185	219	194	88.6%
Central Falls	Veterans Memorial Elementary	584	531	296	491	165.9%
Charlho	Ashaway Elementary School	258	188	210	197	93.8%
Charlho	Charlho Area Career & Technical Center	-	231	200	-	0.0%
Charlho	Charlho Regional High School	1,252	993	803	1,105	137.6%
Charlho	Charlho Regional Middle School	1,200	920	851	944	110.9%
Charlho	Charlestown Elementary School	443	241	301	277	92.0%
Charlho	Hope Valley Elementary School	303	188	165	238	144.2%
Charlho	Richmond Elementary School	532	303	307	417	135.8%
Charlho	R.Y.S.E. School	72	124	59	55	93.2%
Coventry	Alan Shawn Feinstein Middle School Of Coventry	1,372	902	882	1,140	129.3%
Coventry	Blackrock School	472	303	223	414	185.7%
Coventry	Coventry High School	2,032	1,622	1,616	1,505	93.1%
Coventry	Hopkins Hill School	406	311	207	358	172.9%
Coventry	Tiogogue School	472	313	234	410	175.2%
Coventry	Washington Oak School	714	489	405	548	135.3%
Coventry	Western Coventry School	445	276	234	362	154.7%
Cranston	Arlington School	278	124	145	276	190.3%
Cranston	Chester W. Barrows School	283	171	150	190	126.7%
Cranston	Cranston Area Career & Technical Center	230	217	210	-	0.0%
Cranston	Cranston High School East	1,595	1,154	1,287	1,577	122.5%
Cranston	Cranston High School West	1,494	1,448	1,117	1,476	132.1%
Cranston	Daniel D. Waterman School	253	194	155	269	173.5%
Cranston	Eden Park School	321	264	225	352	156.4%
Cranston	Edgewood Highland School	324	271	246	244	99.2%
Cranston	Edward S. Rhodes School	307	254	195	248	127.2%
Cranston	Garden City School	310	296	198	350	176.8%
Cranston	George J. Peters School	307	304	216	347	160.6%
Cranston	Gladstone Street School	520	426	662	565	85.3%
Cranston	Glen Hills School	334	335	227	347	152.9%
Cranston	Hope Highlands Elementary School	417	403	409	363	88.8%
Cranston	Hugh B. Bain Middle School	726	785	734	479	65.3%

LEA	Campus Name	LEA-Reported Capacity	Functional Capacity	Aspirational Capacity	Enrollment	Aspirational Utilization
Cranston	Nel/CPS Construction Career Academy	192	245	225	170	75.6%
Cranston	Oak Lawn School	297	250	167	249	149.1%
Cranston	Orchard Farms Elementary School	364	433	402	304	75.6%
Cranston	Park View Middle School	841	756	831	531	63.9%
Cranston	Stadium School	303	270	199	349	175.4%
Cranston	Stone Hill School	251	321	205	312	152.2%
Cranston	Western Hills Middle School	841	977	738	656	88.9%
Cranston	William R. Dutemple School	324	218	190	309	162.6%
Cranston	Woodridge School	285	175	152	344	226.3%
Cumberland	Ashton School / Cumberland Pre-K Center	368	308	211	338	160.2%
Cumberland	B.F. Norton Elementary School	552	421	310	432	139.4%
Cumberland	Community School	750	507	828	572	69.1%
Cumberland	Cumberland High School	1,800	1,898	1,702	1,298	76.3%
Cumberland	Garvin Memorial School	437	339	271	396	146.1%
Cumberland	John J. McLaughlin Cumberland Hill School	483	386	275	339	123.3%
Cumberland	Joseph L. McCourt Middle School	750	621	374	451	120.6%
Cumberland	North Cumberland Middle School	750	661	418	685	163.9%
East Greenwich	Archie R. Cole Middle School	650	700	621	633	101.9%
East Greenwich	East Greenwich High School	807	805	1,004	737	73.4%
East Greenwich	Frenchtown School	243	229	244	238	97.5%
East Greenwich	George Hanaford School	172	211	181	281	155.2%
East Greenwich	James H. Eldredge El. School	200	228	200	298	149.0%
East Greenwich	Meadowbrook Farms School	231	270	236	251	106.4%
East Providence	Agnes B. Hennessey School	520	310	194	295	152.1%
East Providence	Alice M. Waddington School	780	396	345	505	146.4%
East Providence	East Providence Career & Technical Center	-	269	222	-	0.0%
East Providence	East Providence High School	2,000	1,411	1,351	1,478	109.4%
East Providence	Edward R. Martin Middle School	1,200	1,111	916	712	77.7%
East Providence	Emma G. Whiteknact School	364	333	212	290	136.8%
East Providence	James R. D. Oldham School	416	160	167	174	104.2%
East Providence	Kent Heights School	468	298	179	291	162.6%
East Providence	Myron J. Francis Elementary School	624	435	280	412	147.1%
East Providence	Orlo Avenue School	290	258	181	300	165.7%
East Providence	Riverside Middle School	800	926	722	434	60.1%
East Providence	Silver Spring School	468	213	187	285	152.4%
Exeter-West Greenwich	Exeter-West Greenwich Regional High School	650	597	573	508	88.7%
Exeter-West Greenwich	Exeter-West Greenwich Regional Junior High	350	360	302	290	96.0%
Exeter-West Greenwich	Metcalf School	760	523	476	447	93.9%
Exeter-West Greenwich	Mildred E. Lineham School	120	67	99	57	57.6%
Exeter-West Greenwich	Wawaloam School	380	271	224	313	139.7%
Foster	Captain Isaac Paine Elementary School	450	281	276	277	100.4%
Foster-Glocester	Ponaganset High School	1,100	1,294	1,550	685	44.2%
Foster-Glocester	Ponaganset Middle School	1,156	1,035	744	470	63.2%
Glocester	Fogarty Memorial School	319	319	267	313	117.2%
Glocester	West Glocester Elementary	358	361	300	232	77.3%
Jamestown	Jamestown School-Lawn	300	333	287	213	74.2%
Jamestown	Jamestown School-Melrose	400	298	302	277	91.7%
Johnston	Brown Avenue School	225	192	112	231	206.3%
Johnston	Graniteville School	-	98	111	75	67.6%
Johnston	Johnston Senior High School	925	1,016	982	841	85.6%
Johnston	Nicholas A. Ferri Middle School / Early Childhood	805	1,039	727	953	131.1%
Johnston	Sarah Dyer Barnes School	233	262	191	306	160.2%
Johnston	Thornton School	330	277	185	368	198.9%
Johnston	Winsor Hill School	336	338	204	372	182.4%
Lincoln	Lincoln Central Elementary School	370	265	191	332	173.8%
Lincoln	Lincoln Middle School	1,000	1,161	756	760	100.5%
Lincoln	Lincoln Senior High School	1,200	1,334	1,150	886	77.0%
Lincoln	Lonsdale Elementary School	330	273	173	266	153.8%
Lincoln	Northern Lincoln Elementary School	475	539	456	495	108.6%
Lincoln	Saylesville Elementary School	325	280	201	252	125.4%
Little Compton	Wilbur and McMahon School	350	319	321	243	75.7%

LEA	Campus Name	LEA-Reported Capacity	Functional Capacity	Aspirational Capacity	Enrollment	Aspirational Utilization
Middletown	Aquidneck School	415	269	242	390	161.2%
Middletown	Forest Avenue School	350	249	225	313	139.1%
Middletown	Joseph H. Gaudet School	1,000	935	796	904	113.6%
Middletown	Middletown High School	920	728	650	636	97.8%
Narragansett	Narragansett Elementary School	550	529	609	489	80.3%
Narragansett	Narragansett High School	650	719	600	418	69.7%
Narragansett	Narragansett Pier Middle School	520	774	471	409	86.8%
New Shoreham	Block Island School	200	338	357	112	31.4%
Newport	Claiborne Pell Elementary School	840	747	728	933	128.2%
Newport	Frank E. Thompson Middle School	760	892	633	609	96.2%
Newport	Rogers High School	1,000	716	1,108	590	53.2%
North Kingstown	Davisville Academy	-	179	155	-	0.0%
North Kingstown	Davisville Middle School	680	632	547	534	97.6%
North Kingstown	Fishing Cove Elementary School	335	303	256	304	118.8%
North Kingstown	Forest Park Elementary School	275	195	177	256	144.6%
North Kingstown	Hamilton Elementary School	450	288	274	346	126.3%
North Kingstown	North Kingstown Senior High School	2,660	1,550	1,404	1,360	96.9%
North Kingstown	Stony Lane Elementary School	450	323	276	409	148.2%
North Kingstown	Suzanne M. Henseler Quiddnessett Elementary School	383	282	189	294	155.6%
North Kingstown	Wickford Middle School	465	459	395	430	108.9%
North Providence	Birchwood Middle School	574	474	342	430	125.7%
North Providence	Centredale School	375	218	141	279	197.9%
North Providence	Dr. Edward A. Ricci Middle School	658	570	335	441	131.6%
North Providence	Dr. Joseph A Whelan Elementary School	350	214	127	261	205.5%
North Providence	Greystone School	375	223	175	322	184.0%
North Providence	James L. McGuire School	250	219	139	268	192.8%
North Providence	Marieville Elementary School	300	247	157	232	147.8%
North Providence	North Providence High School	1,615	1,205	1,142	967	84.7%
North Providence	Stephen Olney School	350	242	160	293	183.1%
North Smithfield	Dr. Harry L. Halliwell Memorial School	330	298	229	331	144.5%
North Smithfield	North Smithfield Elementary School	605	522	469	424	90.4%
North Smithfield	North Smithfield High School	690	813	747	496	66.4%
North Smithfield	North Smithfield Middle School	550	712	654	454	69.4%
Pawtucket	Agnes E. Little School	499	431	248	446	179.8%
Pawtucket	Charles E. Shea Senior High School	1,016	721	577	809	140.2%
Pawtucket	Curvin-McCabe School	510	356	265	472	178.1%
Pawtucket	Elizabeth Baldwin School	755	648	392	695	177.3%
Pawtucket	Fallon Memorial School	699	481	352	600	170.5%
Pawtucket	Flora S. Curtis Memorial School	364	320	266	374	140.6%
Pawtucket	Francis J. Varieur School	360	390	272	402	147.8%
Pawtucket	Goff Junior High School	665	525	558	721	129.2%
Pawtucket	Henry J. Winters School	482	302	202	392	194.1%
Pawtucket	Joseph Jenks Junior High School / JMW Arts HS	620	557	551	731	132.7%
Pawtucket	M. Virginia Cunningham School	597	349	232	536	231.0%
Pawtucket	Nathanael Greene School	571	490	379	523	138.0%
Pawtucket	Potter-Burns School	556	363	316	509	161.1%
Pawtucket	Samuel Slater Junior High School	693	722	617	711	115.2%
Pawtucket	William E Tolman Senior High School	1,299	826	743	1,012	136.2%
Portsmouth	Howard Hathaway School	463	288	279	361	129.4%
Portsmouth	Melville Elementary School	394	329	249	296	118.9%
Portsmouth	Portsmouth High School	1,250	1,104	1,228	879	71.6%
Portsmouth	Portsmouth Middle School	1,056	1,267	867	908	104.7%
Providence	Academy for Career Exploration (ACE)	204	182	121	201	166.1%
Providence	Alan Shawn Feinstein Elementary at Broad Street	449	265	399	465	116.5%
Providence	Alfred Lima Sr. Elementary School	330	599	758	578	76.3%
Providence	Anthony Carnevale Elementary School	591	595	405	573	141.5%
Providence	Asa Messer Elementary School	341	509	852	561	65.8%
Providence	Carl G. Lauro Elementary School	1,050	609	966	879	91.0%
Providence	Central High School	1,379	863	1,164	1,065	91.5%
Providence	Charles N. Fortes Elementary School	355	373	317	351	110.7%

LEA	Campus Name	LEA-Reported Capacity	Functional Capacity	Aspirational Capacity	Enrollment	Aspirational Utilization
Providence	Classical High School	1,035	1,217	1,152	1,143	99.2%
Providence	Dr. Jorge Alvarez High School	550	542	413	410	99.3%
Providence	Dr. Martin Luther King Jr. Elementary School	567	496	545	498	91.4%
Providence	E-Cubed Academy	376	340	228	346	151.8%
Providence	Esek Hopkins Middle School	504	595	509	546	107.3%
Providence	Frank D. Spaziano Elementary School	413	430	469	474	101.1%
Providence	Frank D. Spaziano Elementary School Annex	197	146	104	174	167.3%
Providence	George J. West Elementary School	728	647	897	832	92.8%
Providence	Gilbert Stuart Middle School	862	791	866	879	101.5%
Providence	Governor Christopher DeSesto Middle School	392	1,097	688	912	132.6%
Providence	Harry Kizirian Elementary School	519	562	567	601	106.0%
Providence	Hope High School / 360 High School	877	1,135	1,244	893	71.8%
Providence	Leviton Dual Language School	278	281	200	286	143.0%
Providence	Lillian Feinstein Elementary	389	378	366	447	122.1%
Providence	Mary E. Fogarty Elementary School	509	438	287	466	162.4%
Providence	Mount Pleasant High School / Evolutions HS	1,315	1,128	1,612	960	59.6%
Providence	Nathan Bishop Middle School	790	789	769	707	91.9%
Providence	Nathanael Greene Middle School	923	772	891	971	109.0%
Providence	Pleasant View School	509	338	448	414	92.4%
Providence	Providence Career and Technical Academy	800	893	1,600	684	42.8%
Providence	Reservoir Avenue School	149	185	151	306	202.6%
Providence	Robert F. Kennedy Elementary School	497	361	286	470	164.3%
Providence	Robert L. Bailey IV Elementary School	521	581	422	440	104.3%
Providence	Roger Williams Middle School	801	800	1,030	857	83.2%
Providence	Sgt. Cornel Young & Charlotte Woods Elementary School	305	593	422	693	164.2%
Providence	Times2 Academy	741	745	631	675	107.0%
Providence	Vartan Gregorian Elementary School	497	371	366	387	105.7%
Providence	Veazie Street School	656	518	717	598	83.4%
Providence	Webster Avenue School	365	291	272	390	143.4%
Providence	West Broadway Middle School	506	438	357	419	117.4%
Providence	William B. Cooley Senior High School	396	796	627	677	108.0%
Providence	William D'Abate Elementary School	365	272	222	405	182.4%
Scituate	Clayville Elementary School	245	103	184	142	77.2%
Scituate	Hope Elementary School	365	202	230	209	90.9%
Scituate	North Scituate Elementary School	370	249	225	211	93.8%
Scituate	Scituate Middle School & High School	1,075	961	1,012	804	79.4%
Smithfield	Anna M. McCabe School	380	352	210	337	160.5%
Smithfield	Old County Road School	290	209	215	256	119.1%
Smithfield	Raymond C. LaPerche School	290	268	225	240	106.7%
Smithfield	Smithfield Senior High School	1,400	1,080	874	742	84.9%
Smithfield	Vincent J. Gallagher Middle School	868	756	496	549	110.7%
Smithfield	William Winsor School	290	190	178	261	146.6%
South Kingstown	Academic Success Academy	112	128	129	-	0.0%
South Kingstown	Broad Rock Middle School	672	625	409	526	128.6%
South Kingstown	Curtis Corner Middle School	729	635	570	511	89.6%
South Kingstown	Matunuck School	400	301	246	202	82.1%
South Kingstown	Peace Dale Elementary School	560	451	574	360	62.7%
South Kingstown	South Kingstown High School	1,703	1,193	1,270	1,004	79.1%
South Kingstown	South Kingstown Inclusionary Preschool	165	198	208	110	52.9%
South Kingstown	Wakefield Elementary School	326	268	189	253	133.9%
South Kingstown	West Kingston Elementary School	376	318	242	265	109.5%
Tiverton	Fort Barton School	330	235	208	233	112.0%
Tiverton	Pocasset School	330	144	216	248	114.8%
Tiverton	Tiverton High School	825	842	730	542	74.2%
Tiverton	Tiverton Middle School	825	957	780	562	72.1%
Tiverton	Walter E. Ranger School	330	241	231	235	101.7%
Warwick	Cedar Hill School	525	450	233	369	158.4%
Warwick	Cottrell F. Hoxsie School	375	324	230	313	136.1%
Warwick	Drum Rock Early Childhood Center	350	169	150	185	123.3%
Warwick	E. G. Robertson School	300	299	215	298	138.6%

LEA	Campus Name	LEA-Reported Capacity	Functional Capacity	Aspirational Capacity	Enrollment	Aspirational Utilization
Warwick	Francis School	325	266	231	247	106.9%
Warwick	Greenwood School	325	269	189	275	145.5%
Warwick	Harold F. Scott School	375	333	181	272	150.3%
Warwick	Holliman School	400	332	235	291	123.8%
Warwick	John Wickes School	400	270	242	347	143.4%
Warwick	Lippitt School	400	325	253	254	100.4%
Warwick	Norwood School	325	276	192	260	135.4%
Warwick	Oakland Beach Elementary School	525	431	394	362	91.9%
Warwick	Park School	325	321	202	262	129.7%
Warwick	Pilgrim High School	2,228	1,322	1,204	1,478	122.8%
Warwick	Randall Holden School	325	298	199	248	124.6%
Warwick	Sherman School	425	371	235	334	142.1%
Warwick	Toll Gate High School	1,867	1,398	1,361	1,259	92.5%
Warwick	Warwick Neck School	350	281	187	294	157.2%
Warwick	Warwick Veterans Memorial Junior HS	2,146	1,284	1,181	450	38.1%
Warwick	Winman Junior High School	1,433	830	803	939	116.9%
Warwick	Wyman School	375	222	215	272	126.5%
West Warwick	Greenbush Elementary School	550	524	330	469	142.1%
West Warwick	John F. Deering Middle School	1,050	840	762	1,000	131.2%
West Warwick	John F. Horgan Elementary School	575	344	415	528	127.2%
West Warwick	Maisie E. Quinn Elementary School	425	410	303	58	19.1%
West Warwick	Wakefield Hills Elementary School	500	480	455	408	89.7%
West Warwick	West Warwick Senior High School	1,150	873	672	992	147.6%
Westerly	Bradford Elementary School	200	174	179	176	98.3%
Westerly	Dunn's Corners School	350	295	568	283	49.8%
Westerly	Springbrook Elementary School	350	287	240	338	140.8%
Westerly	State Street School	350	357	278	356	128.1%
Westerly	Westerly High School	1,100	800	1,232	851	69.1%
Westerly	Westerly Middle School	850	1,187	823	867	105.3%
Woonsocket	Bernon Heights School	625	372	248	463	186.7%
Woonsocket	Citizens Memorial School	625	-	255	397	155.7%
Woonsocket	Globe Park School	650	431	370	496	134.1%
Woonsocket	Governor Aram J. Pothier School	550	448	422	528	125.1%
Woonsocket	Harris School	575	391	277	400	144.4%
Woonsocket	Kevin K. Coleman Elementary School	325	251	184	292	158.7%
Woonsocket	Leo A. Savoie School	475	297	228	453	198.7%
Woonsocket	Woonsocket Area Career & Technical Center	500	257	228	-	0.0%
Woonsocket	Woonsocket High School	2,125	1,348	1,240	1,486	119.8%
Woonsocket	Woonsocket Middle School - Hamlet/Nova	1,500	2,064	1,407	1,276	90.7%
Achievement First Rhode Island	Achievement First Illuminar/Providence Mayoral Academy	728	705	1,138	520	45.7%
Beacon Charter School	Beacon Charter School	225	377	216	232	107.4%
Beacon Charter School	Founders Academy	60	47	211	44	20.9%
Blackstone Academy	Blackstone Academy Charter School	300	271	167	247	147.9%
Blackstone Valley Prep	Blackstone Valley Prep Elementary School 1	380	220	120	413	344.2%
Blackstone Valley Prep	Blackstone Valley Prep Elementary School 2	380	291	239	410	171.5%
Blackstone Valley Prep	Blackstone Valley Prep Elementary School 3	-	231	167	56	33.5%
Blackstone Valley Prep	Blackstone Valley Prep High School	200	193	146	184	126.0%
Blackstone Valley Prep	Blackstone Valley Prep Middle School 1	400	235	167	331	198.2%
Compass School	Compass School	220	103	56	164	292.9%
Davies Career and Tech	Davies Career and Technical Center	875	1,295	1,259	809	64.3%
Greene School Charter	Greene School	210	98	59	166	281.4%
Highlander Charter	Highlander Charter School - Lower School (Providence)	632	153	204	271	132.8%
Highlander Charter	Highlander Charter School - Upper School (Warren)	-	447	350	187	53.4%
Hope Academy	Hope Academy	80	20	17	72	423.5%
International Charter School	International Charter School	343	304	167	342	204.8%
Kingston Hill Charter	Kingston Hill Academy	260	129	76	185	243.4%
Learning Community	Learning Community	556	542	481	556	115.6%
Metropolitan Career and Tech	Met East Bay School	176	157	82	131	159.8%
Metropolitan Career and Tech	Met Peace Street School	120	57	73	115	157.5%
Metropolitan Career and Tech	Met Public Street School	592	416	515	563	109.3%

LEA	Campus Name	LEA-Reported Capacity	Functional Capacity	Aspirational Capacity	Enrollment	Aspirational Utilization
Paul Cuffee Charter School	Paul Cuffee Charter School - Lower School	324	216	214	337	157.5%
Paul Cuffee Charter School	Paul Cuffee Charter School - Middle School	180	230	179	180	100.6%
Paul Cuffee Charter School	Paul Cuffee Charter School - Upper School	242	305	243	269	110.7%
Rhode Island Nurses Institute Middle College	Rhode Island Nurses Institute Middle College	272	134	157	193	122.9%
Rhode Island School for the Deaf	Rhode Island School for the Deaf	125	337	387	63	16.3%
RISE Prep Mayoral Academy	RISE Prep Mayoral Academy	110	18	56	48	85.7%
Segue Institute for Learning	Segue Institute for Learning	240	194	274	238	86.9%
Sheila Skip Nowell Leadership Academy	Nowell Leadership Academy - Capital Campus	80	35	22	90	409.1%
Sheila Skip Nowell Leadership Academy	Nowell Leadership Academy - Central Campus	80	42	49	67	136.7%
SouthSide Charter School	SouthSide Elementary Charter School	72	22	18	48	266.7%
Trinity Academy for the Performing Arts	Trinity Academy for the Performing Arts	204	258	158	208	131.6%
Village Green Virtual	Village Green Virtual Charter School	272	75	88	208	236.4%
Total		173,297	149,275	134,534	140,280	104.3%

We must thank the LEAs, superintendents, facility directors, principals, and all the staff for their assistance throughout the process. The information each LEA and its staff provided was extremely valuable in conducting the study. Without access to the buildings and the cooperation of all involved, this assessment would not have been possible.

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Schoolhouses

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