State of School Facilities Report

2025 Assessment Update

As Presented on March 10, 2026

Fulton County Schools

Where Students Come First

PARSONS MGT

TABLE OF CONTENTS

TABLE OF TABLES

TABLE OF FIGURES

FOREWORD

This State of Facilities Report has been prepared by Parsons Environment & Infrastructure Group Inc. (Parsons), in collaboration with MGT, for Fulton County Schools (FCS or District) as part of the Facility Condition Assessment and Master Planning Services Project. The report provides a comprehensive summary of the findings from the Facility Condition Analysis, including an evaluation of current and future capital renewal needs, as well as the educational adequacy (suitability) of the facilities within the District's portfolio.

The purpose of this report is to serve as a strategic planning tool for the Fulton County Schools Board of Education, supporting informed decision-making to achieve both short- and long-term facility goals. It presents objective data and exhibits that summarize the findings of the analysis, which were conducted using industry best practices and aligned with FCS educational standards. The results reflect the conditions observed during fieldwork and the application of this information into a standardized reporting format.

The data contained in this report are estimates as of July 2025. Facility conditions are dynamic and subject to change due to factors such as newly identified deficiencies, new construction, repairs, renovations, and fluctuations in construction market conditions. The software utilized in the development of this report will enable FCS to maintain and update the data over time, ensuring its continued relevance as a planning resource.

The Fulton County Schools Board of Education, whose leadership and vision guide the District's mission, is composed of the following members:

- District 1: Sara Gillespie
- District 2: Lillie Pozatek
- District 3: Katie Gregory
- District 4: Franchesca Warren, Board Vice President
- District 5: Kristin McCabe, Board President
- District 6: Kimberly Dove
- District 7: Dr. Michelle Morancie
- Superintendent: Dr. Mike Looney

INTRODUCTION

Since 1997, Fulton County Schools students have benefited from new classrooms and newly renovated facilities funded by FCS' portion of the Special Purpose Local-Option Sales Tax (SPLOST), a financing method for funding capital outlay projects in the State of Georgia. In 2016 and again in 2021 Fulton County taxpayers approved the current SPLOST to fund the District's Capital Plan known as E-SPLOST VI. The E-SPLOST VI funded a variety of projects across the district, including renovations, new school construction, safety and security upgrades, and investments in technology infrastructure. The current SPLOST funding is set to expire on June 30, 2027.

In Fulton County Schools, ESPLOST (Education Special Purpose Local Option Sales Tax) funds many capital improvements, including Capital Plan 2027. A capital plan outlines how the funds generated by E-SPLOTS VI programs are allocated and used, essentially creating a roadmap for prioritizing.

"Bricks and Clicks" is a phrase used to illustrate the way Capital Plan 2027 investments will ensure school buildings are safe and well-maintained ("bricks") while supporting students and staff with the resources needed to learn or teach in an increasingly technology-driven world ("clicks").

Capital Plan 2027 Funding Priorities:

- Facility Plan & School Construction
- Technology Plan
- Safety & Security
- Buses & Transportation
- Furniture & equipment
- Fiscal Responsibility

Our History with Fulton County Schools

FCS has partnered with Parsons and MGT to conduct comprehensive facility assessments that support the district's long-term capital improvement planning. These efforts have focused on evaluating the physical condition and educational adequacy of facilities to ensure they align with the district's mission of fostering safe, equitable, and modern learning environments.

In 2020, Parsons and MGT conducted facility condition and educational adequacy assessments across 100 facilities, including 59 elementary schools, 18 middle schools, 16 high schools, and 7 non-instructional facilities, totaling approximately 15 million gross square feet. The assessments involved on-site evaluations, interviews with school and district staff, and reviews of construction documents for newer facilities. Despite challenges posed by the COVID-19 pandemic, such as school closures and remote interviews, the assessments were completed successfully. The findings identified immediate and near-term facility needs (2020–2022) and projected capital renewal needs for the following decade (2023–2032), providing FCS with critical data to prioritize improvements and plan for future investments.

Building on the 2020 work, the 2025 assessment expanded to include a focused evaluation of athletic facilities. This addition allowed the district to identify inequalities in athletic offerings and work toward ensuring equitable access to competitive athletic programs for all students. By separately detailing the condition of athletic facilities, the district is better equipped to address disparities and support excellence in extracurricular activities alongside academics.

Through these assessments, Parsons and MGT have provided FCS with actionable insights and strategic recommendations to guide the district's short- and long-term facility planning. Our partnership reflects a shared commitment to creating environments that support student success and community growth.

Purpose of the Facility Condition Assessment

The Facility Condition Assessment (FCA) was initiated by Fulton County Schools (FCS) to identify and quantify deficiencies across its facilities, including maintenance needs, compliance issues, capital repair/plant renewal, and plant adaptation. The FCA provides a comprehensive evaluation of facility conditions through system-level inspections, enabling the district to prioritize corrective actions, estimate costs, and forecast future renewal needs. A Facility Condition Index (FCI) was calculated for each facility to provide a standardized measure of building condition.

The FCA scope includes the following key objectives:

1. Facility Condition Assessment (FCA):

- Identify and document current facility deficiencies.
- Perform life-cycle analyses of major building systems.
- Recommend corrective actions for deficiencies and prioritize them.
- Develop cost estimates and project packages for implementation.
- Forecast future facility renewal costs for 2026–2035.
- Calculate a Facility Condition Index for each facility and its additions.
- Incorporate pre-existing condition data and maintenance records.
- Document the age of major building systems and equipment during inspections.

2. Athletic Facility Inventory and Condition Assessment (AFCA):

- Inventory all middle and high school athletic facilities, including fields, courts, stadiums, and other athletic spaces.
- Identify and document deficiencies related to condition, accessibility, and competition/practice requirements.
- Perform life-cycle analyses of athletic facility components (e.g., synthetic turf, wood courts, goals).
- Recommend corrective actions, prioritize them, and estimate costs.
- Forecast future renewal costs for athletic facilities (2026–2035).

- Calculate a Condition Index for each athletic facility and its components.
- Incorporate pre-existing condition data and document the age of athletic structures.

3. Educational Adequacy Assessment:

- Evaluate each facility's ability to support educational programs based on criteria developed with FCS staff.
- Identify constructable and non-constructable deficiencies.
- Estimate improvement costs and integrate findings into the Capital Asset Planning and Management software.

4. Facility Master Plan:

- Develop a comprehensive master facilities plan using FCA and educational adequacy data.
- Address future instructional and capacity needs, prioritize projects, and provide cost estimates for five- and ten-year construction cycles.
- Engage with FCS staff and the community to align planning with district goals.

5. Capital Planning Software:

- Provide a cloud-hosted software application (eCOMET®) to manage facility condition and adequacy data.
- Train FCS staff to maintain and update the data, ensuring it reflects ongoing improvements and capital renewal activities.

A critical need for FCS was the ability to analyze the condition of academic and athletic functions separately for high schools and middle schools. Parsons addressed this by structuring the asset tree in the eCOMET® software to separate these functions for each campus. This approach ensures that deficiencies and replacement values are not masked by the total school score. The Facility Condition Index (FCI) scores are visible at the academic, athletic, and school campus levels, providing greater transparency and accuracy in facility evaluations. Upon completion of the assessment, Camp Creek MS has been removed from the report findings as it is planned for demo 2027.

Assessment Objectives

The objectives of this assessment were to evaluate and report on the general condition of each assessed building, identify current deficiencies based on the useful life of its components, and provide recommended funding budgets for Fulton County Schools' (FCS) capital renewal expenditures. These budgets were developed for both the Current Period (2025) and the Forecast Period (2026–2035). The assessment process, software, and resulting database were designed to enhance FCS' facility planning and management.

The assessment achieved the following objectives:

1. Performing a Facility Condition Assessment (FCA) of all existing FCS facilities and updating the database as optional services after the first year of the contract.
2. Conducting a separate condition assessment and inventory of athletic facilities at middle and high schools, with database updates as optional services after the first year of the contract.
3. Updating facility Educational Specifications incorporating applicable updates since the 2020 standards.
4. Determining school facilities' educational adequacy, including delineating constructable and non-constructable deficiencies.
5. Developing a facility master plan that includes a prioritized list of capital projects, such as new facilities, additions, renovations, consolidations, or dispositions, for the next five-year construction cycle, as well as a longer-term plan.
6. Providing capital asset planning and management software and integrating previous facility data into the system.

The 2025 FCS database has been structured to allow registered FCS staff members to access the software via the internet to query facility asset inventories, determine current deficiency funding needs, and plan for facility renewal requirements. In the near term, the database will serve as an objective prioritization and reporting tool to guide FCS in capital renewal and current deficiency funding requests.

Accessible through a secure internet portal 24/7, the database enables building managers and FCS administrators to record existing facility deficiencies, forecast future renewal funding requirements, support the development of facility master plans, and provide valuable input to capital planning programs. This functionality ensures that FCS has the tools necessary to make informed, data-driven decisions for both immediate and long-term facility needs.

Assessment Benefits

The facility condition assessment (FCA) process provides significant benefits to Fulton County Schools (FCS), enhancing the district's ability to plan, prioritize, and manage its facility needs effectively. Key benefits include:

1. Objective Analysis:
   - The FCA process and software provide an objective, data-driven analysis of facility conditions and capital renewal needs.
   - Assessments are conducted by experienced construction professionals using cost-estimating data from nationally recognized sources and best practices from organizations such as the Building Operators and Managers Association (BOMA), A4LE (formerly CEFPI), and the National Association of College and University Business Officers (NACUBO).
   - The data accurately reports facility conditions and renewal capital reinvestment requirements while documenting improvements through the reduction of deficiencies and proactive capital renewal efforts.
2. Procurement Savings:
   - Facility system renewal data allows FCS to proactively plan projects and forecast future funding requirements.
   - By grouping deficient conditions into a single contract, FCS can achieve economies of scale in the construction market and reduce internal soft costs, resulting in significant procurement savings.
3. Leveled Procurement:
   - The database enables strategic timing of purchases to optimize procurement.
   - Project definition capabilities allow FCS to identify horizontal procurement opportunities (grouping contracts by trade) or vertical bundling (grouping contracts by building).
   - Forward procurement of near-term building systems nearing the end of their useful life helps level out workload and funding needs over time.
4. Ranked Funding Needs:
   - The database calculates the Facility Condition Index (FCI), a ratio of needed major repairs and capital replacements (Needs) to the current replacement value (CRV), which ranks campuses and buildings from "worst-to-best."
   - The Remaining Service Life Index (RSLI) provides an additional metric, indicating how much of a facility's overall service life remains.
   - These tools, along with other ranking features, enable FCS to objectively prioritize funding needs across its entire real estate portfolio.
5. Automated Budget and Schedule Tools:
   - Cost data is derived from the most current nationally recognized sources, which can be updated annually through subscription.
   - The database allows users to assign priorities to deficiencies, determining urgency and scheduling repair and renovation work within a multi-year program.
   - These tools help FCS allocate limited funding effectively, deciding which projects to prioritize and which to defer.

By leveraging these benefits, the FCA process empowers FCS to make informed, data-driven decisions that optimize funding, improve facility conditions, and support the district's long-term capital planning goals.

Purpose of the Educational Suitability Assessment

The purpose of the educational suitability assessment (ESA) is to evaluate each school facility on criteria developed and confirmed in conjunction with FCS staff and administration. The educational needs assessment criteria are to align with the 2025 FCS educational specifications and utilize standards such as sizes and quantities of educational

spaces, adjacencies, features, wayfinding issues, site needs and any other factors that will affect the adequacy of the school facility. Each school is to be scored for the educational adequacy of that facility defined by a baseline index. MGT established categories to organize deficiencies and their corresponding priorities. FCS initiated the ESA to:

1. Develop educational suitability assessment guide in conjunction with FCS staff and administration that will define a consistent baseline upon which to assess each instructional and non-instructional space.
2. Develop and confirm criteria that will be used to assess adequacy, such as sizes and quantities of educational spaces, features, wayfinding, technology, and site needs.
3. Establish categories to organize deficiencies and the corresponding priorities.
4. Determine, with input from FCS staff, weight factors that will be used to compare and prioritize relative importance of inadequacies within each facility with other facilities.
5. Review each facility's existing documentation, such as inventory drawings, capacities, history of renewal and renovations, etc.
6. Visit each facility and interview appropriate staff to become familiar with conditions and needs. Communicate any discrepancies on the inventory drawings to FCS staff.
7. Numerically rate facilities according to approved criteria and weight factors.
8. Define the scope required to correct educational inadequacies and deficiencies.
9. Provide construction cost estimate for each improvement in current dollars in a format that can be integrated into the Capital Asset Planning and Management software. Include escalation and soft costs in each estimate for any improvement for years 2026-2035.

DEFINITIONS, ASSUMPTIONS AND BUDGET MODELS

The following terms and definitions are used throughout this report and are included below for clarification. Key database setup options and variables that affect the outcome of prioritization, ranking and costing are identified for review and consideration for further adjustment.

Assessment Level

The 2025 FCA was a comprehensive systems-level general assessment of building systems and their life cycles to meet UNIFORMAT II Level 3 and 4 classifications. The work included on-site physical assessments conducted by architectural, engineering and construction management experts. The objective was to verify existing building systems condition and their major system and component deficiencies. Data entry and analysis determined facility deficiency and capital renewal needs.

Database Facility Cost Variables

Database cost variables used in the assessment, such as city cost indexes which are used to estimate facility deficiencies and current replacement value of facilities, additional or soft costs which are costs incurred by an owner above a general contractor's hard costs, escalation factors which are set to reflect predicted annual per year cost escalation, and others, are described below.

Facility Condition Index (FCI)

The facility condition index (FCI) is a measure widely used in the building industry to represent the physical condition of a facility compared to its replacement value. The term FCI was originally used by the US Navy to aid in prioritizing repair funds. It has been adopted and refined by numerous national facility maintenance, trade and facility administrator associations and is generally used as a means of comparing relative facility conditions. The FCI measures the estimated cost of the current repair and replacement deficiencies, divided by the replacement cost of the facility calculated based on the current configuration at current year costs. The result of this division is an index, generally expressed as a percentage, which is the FCI. The higher the FCI, the poorer the relative condition of the facility: that is, the more investment needed to address systems that have reached their end of expected life (expired), or in need of repair, thus a higher FCI.

$$\text{FCI} = \frac{\text{Repair and Renewal Needs}}{\text{Current Replacement Value}}$$

Although current industry "guidelines[1]" published by associations like the college and university organization NACUBO and the International Facility Management Association (IFMA), consider a building with an FCI of 0 to 5% good; 6 to 10% fair and 10% and above poor, in practice few if any, inventories of publicly-funded facilities ever achieve an overall rating of 10% or below. These FCI guidelines are general guidelines that are under almost constant debate within the building ownership communities because they do not consider either modernization improvements, or expired systems capital renewal costs; they only address ordinary maintenance items that have been deferred through a normal funding cycle.

Facility Condition Assessment (FCA) Score

The general public is accustomed to the 100-point scale from their school days where scores are usually measured as: 100 to 90 equaled an "A" and 89 to 80 equaled a "B" and so on. In keeping this familiarity with scoring and when working with MGT and suitability scoring, Parsons has adopted the practice of converting the industry standard decimal FCI to an "FCA Score" using the 100-point scale. This means that an FCI of 0.10 or 10% equates to a 90 on the 100-point scale. So, for this project we have merged our scoring as described in the following table.

[1] Sean C. Rush (1991). Managing the Facilities Portfolio, National Association of College and University Business Officers (NACUBO)

Using the 100 basis scores allows Parsons and MGT to merge our scores into a combined School Score and use weighting ratios to emphasize client preferences of condition versus suitability.

Table 1 – FCA and Adequacy Scoring Scale

Fulton County Schools		
FCI%	**FCA Score**	**Rating**
0 – 10%	90 - 100	**Excellent**: Facilities have minimal deficiencies and require little to no immediate repairs. The buildings are well-maintained, fully functional, and meet current operational needs.
11 – 20%	80 - 89	**Good**: Facilities have minor deficiencies that do not significantly impact functionality or safety. Buildings may require routine maintenance or minor repairs but are generally in good working order.
21 – 30%	70 - 79	**Fair**: Facilities have moderate deficiencies that may begin to affect functionality, safety, or operational efficiency. Buildings require more substantial repairs or upgrades to maintain their usefulness and prevent further deterioration.
31 – 40%	60 – 69	**Poor**: Facilities have significant deficiencies that impact functionality, safety, or the ability to meet operational needs. Building requires major repairs, system replacements, or renovations to restore them to acceptable standards.
41 – 100%	0 - 59	**Unsatisfactory**: Facilities have severe deficiencies that compromise functionality, safety, or the ability to support operations. Building may require complete replacement, extensive renovations, or significant investment to bring them up to acceptable standards.

Cost Models

The database incorporates current replacement value (CRV) cost models to assign life cycle costs to the various systems within a building. Cost templates for different campus types (e.g., elementary schools, middle schools, high schools, and administrative support facilities) were developed during the pilot assessment to determine the composition and quantities of the built environment. Using 2025 RSMeans Commercial Construction Costs, the total system cost was divided by the gross area of the asset to calculate a unit cost for each system. Select system groups are detailed further due to the frequency of replacement determined by the design life of their subcomponents, providing additional support for the planning process.

Models are designed to represent a client specific facility and are conceptual from a cost estimating point of view and not intended to be “bid quality” (i.e., use contingencies). Replacement costs include all client-identified “soft costs” needed to comply with institutional budgeting requirements for funding projects.

Current Replacement Value (CRV)

The facility assessment involves creating an inventory of the fixed systems and components within the facility. The replacement cost of the facility is calculated as the total cost of the inventoried systems and components, as outlined in the development of the cost model. Critical components that are missing are identified as deficiencies and recorded as corrective measures; however, they are not included in the replacement cost of the facility since they are not currently present. Replacement cost includes construction costs (“hard” costs) and owner’s additional or “soft” costs for fees, permits, contingencies and other administrative expenses to reflect a total project cost.

Rough Order of Magnitude Repair Budgets

Rough Order of Magnitude (ROM) repair budgets represent estimated costs for partial or full replacement of expired systems, out-of-cycle repair adjustments, and repairs addressing condition, suitability, and sufficiency deficiencies. These budgets often include elements beyond the condition repair costs of the current facility—such as modernization upgrades and area sufficiency improvements. As a result, the total ROM repair costs may exceed the current replacement cost of the facility.

It is important to note that ROM repair costs are budget estimates, not actual project costs. Facility condition assessment data should not be interpreted as specific scopes of work for individual buildings. Instead, this data

serves as a capital investment program budgeting tool, providing reference information to support project development and planning.

Within a construction project program, substantial cost differences may arise between the estimated figures provided in the database and the actual costs incurred. These differences can depend on factors such as the method of repair procurement, prevailing construction market conditions, and the actual scope of work required. Additionally, detailed engineering studies may be necessary to fully determine costs associated with specific component failures that fall outside the scope of the assessment.

The scope of the assessment findings and the figures contained in the database do not account for additional renovation costs or mark-ups that may be recommended during project analysis or included in a business unit's proposed comprehensive repair program. The facility assessment is only one input component of such programs. Furthermore, the assessment does not address the affordability of potential repairs or replacements, nor does it prioritize the business unit's objectives, which are critical factors in developing any facility repair plan.

Additional Costs – Soft Costs

Additional costs or "soft" costs are "non-bricks-and-mortar" expenses that are necessary to accomplish the corrective work but are not directly attributable to the deficient system's direct trade construction cost, nor are included in a general contractor estimate or bid number, often referred to as "hard cost". Soft costs vary by owner budgeting rules but typically include architect and contractor fees, contingencies and other owner incurred costs necessary to fully develop and build a facility.

Life Cycles

The life-cycle durations for building systems are a key factor that allows the assessment process to predict when a system will reach the end of its expected useful life, its so-called "expiration date," and should be budgeted for "capital renewal" or simply replacement. The process started by Parsons comparing expected life cycles of the assessed building and site systems using RSMeans Facility Maintenance and Repair recommended frequency of replacement, Building Owners and Managers Association (BOMA) and the material and equipment manufacturers' suggested life cycles, along with FCS' historical records. RSMeans and BOMA standards are nationally recognized sources of life cycle data (based on its member's historical data) for various components and/or systems associated with facilities. The final values were ultimately set by FCS to reflect its local experience and desired objectives for renewal planning.

Renewal Factors

Renewal factors represent the additional costs associated with renovating or replacing an existing building system, as opposed to constructing a new system in a new building. For example, installing a new built-up roof on an existing building involves the removal and disposal of the old roof, which incurs costs not typically associated with new construction. Renewal premiums are applied to account for these demolition and replacement activities, and they vary depending on the specific building system.

When considering only the cost of building systems, the total cost of replacing all systems in an existing facility will generally exceed the cost of constructing those systems in a new building. This difference reflects the added complexity and expense of working within the constraints of an existing structure.

System Generated Deficiencies

eCOMET® automatically generates deficiency records for building systems that have reached the end of their expected life cycles, based on the detailed inventory within the cost model. The system uses the installation date and the design life of each component to calculate the renewal year. If the calculated renewal year exceeds the current year, eCOMET® will create a deficiency record for the expired system.

Assessors have the discretion to override the calculated renewal year by entering a future year into the "Next Renewal" data field. This allows for flexibility in cases where a system is well-maintained and expected to last beyond its design life. Conversely, assessors can also adjust the renewal year earlier if the system has degraded prematurely due to factors such as poor installation, harsh environmental conditions, material defects, poor design applications, or other adverse circumstances. This functionality ensures that the deficiency records accurately reflect the condition and expected replacement needs of each system.

Building Systems

The database incorporates Uniformat II to organize building data into replacement cost models. Uniformat II was originally developed by the federal General Services Administration to delineate building costs by systems rather than by materials. UNIFORMAT II was formalized as a NIST standard, NISTIR 6389 in 1999. It has been further quantified and updated by ASTM standard 2005, E1557-09. The database cost models include Levels 3 and 4 UNIFORMAT II systems.

Reference Organizations

Throughout this report, several nationally and internationally recognized organizations are referenced to provide context, standards, and best practices that inform the assessment process and findings. These organizations represent expertise in areas such as facility management, construction standards, educational adequacy, and capital planning. Table 2 outlining each organization and its relevance to the methodologies and frameworks used in this assessment.

Table 2 – Reference Organizations

Acronym	Organization
ASTM	ASTM INTERNATIONAL: International standards organization that develops and publishes voluntary consensus technical standards for a wide range of materials, products, systems, and services.
BOMA	BUILDING OWNERS AND MANAGERS ASSOCIATION: National organization of public and private facilities focused on building management tools and maintenance techniques. eCOMET reference: building and component system effective economic life expectancies
CSI	CONSTRUCTION SPECIFICATIONS INSTITUTE: Primary national organization specializing in construction materials data and data location in construction documents. eCOMET reference: Uniformat II materials classification
NIST	NATIONAL INSTITUTE OF STANDARDS AND TECHNOLOGY: Agency in the US federal technology administration that makes measurements and sets standards as needed by industry or government programs
A4LE	ASSOCIATION FOR LEARNING ENVIRONMENTS (formerly called COUNCIL OF EDUCATIONAL FACILITY PLANNERS INTERNATIONAL OR CEFPI) : Worldwide professional 501 (c)(3) non-profit association whose mission is improving the places where children learn.
NACUBO	NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS: Non-profit organization focusing on higher education facilities management best practices.
NCES	NATIONAL CENTER FOR EDUCATIONAL STATISTICS: Non-profit organization focusing on public education facilities and management best practices.

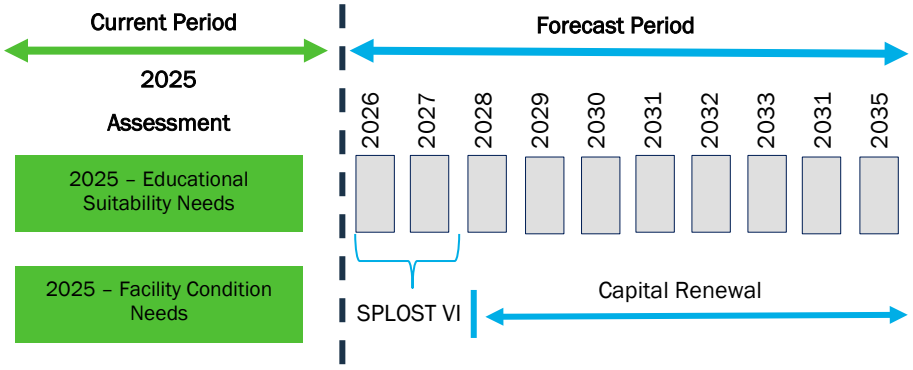
Assessment Interpretation

The assessment and eCOMET database provide a foundation for continued assessment and evaluation—works in progress that will change as the FCS design and construction guidelines, facility programmatic requirements, and construction best practices evolve.

It is important to understand that an assessment is a snapshot of conditions found at a building on the day it is inspected. Building conditions change subtly over time. For example: The day after an inspection is conducted, a building system or component may break or be repaired; that break, or repair will not be reflected in the assessment findings. Schools removed from service after a scheduled field assessment will not be represented accurately. Schools under construction during the field assessment process were evaluated using construction documents to enter them into the database to begin system aging. For these and other reasons, the assessment and eCOMET database should be viewed as ever-changing tools. In addition, there are other important considerations in the interpretation of the assessment report data and findings:

1. Capital Renewal Schedules or Projections: This report and the eCOMET database include facility deficiency needs noted as current deficiency needs, and the condition capital renewal needs for the Current Period (2025), and a ten-year Forecast Period (2026-2035). The Forecast Period provides for advance notification to aid in the prioritization of capital outlays in time to complete funding, design, and construction cycles prior to the theoretical end of useful life of a facility system or element. This ten-year capital renewal window helps to mitigate future spikes in funding needs for expiring systems by reporting facility system renewal needs well in advance of the current year.

Figure 1 – Facility Condition Cycle



2. Repair estimates: The order-of-magnitude [2] estimates in this report are estimates for partial or full replacement of expired systems or elements, out-of-cycle repairs, and suitability modifications. The total of these estimates may exceed a facility's Current Replacement Value due to renewal factors – an indicator that it may be more economical to replace a facility than to repair it.
3. Project costs: Order-of-magnitude repair estimates may not reflect overall project costs. The Assessment data is a first-step budgeting tool that provides reference data for subsequent repair planning, scoping, and pricing considerations. In actual project pricing there may be related or peripheral systems or elements that could be packaged efficiently with the repairs needed.
4. Project procurement costs: Substantial cost differences from the estimates provided in the Assessment can result from the selected type of contract procurement, the construction market at the time and place of repair, and the actual scope of work being procured.
5. Project prioritization: The Assessment uses benchmarking indices and scoring to establish a hierarchy of facility needs as a guide for FCS in its determination of financial priority assistance. Priorities do not reflect the affordability of needed repairs within a district, nor do they reconcile facility needs to a district's master plan priorities or educational program objectives.

[2] Order of Magnitude is a rough approximation, made with a degree of knowledge and confidence that the estimated figure falls within a reasonable range of cost values.

FACILITY CONDITION ASSESSMENT APPROACH

FCS Database Development and Analysis

The Parsons assessment team completed the following tasks to develop the database for the assignment:

Task 1 – Project Mobilization

To start the facility condition assessment (FCA), MGT and Parsons met with FCS personnel for a kick-off meeting on April 1, 2025 to gain a mutual understanding of the project goals and objectives, review the project scope of work and schedule, and establish lines of communication. During and immediately following that meeting, the following actions were taken:

- Established project schedule assessment timeline
- Reviewed scope and desired updated assessment guidelines
- Collected existing facility information, such as floor plans, details on completed and ongoing capital improvement (SPLOST) projects, maintenance histories, analytical studies and reports, and actual construction costs, for incorporation into the assessment.
- Configured the eCOMET database to support the FCA and begin hosting FCS' data on Parsons' infrastructure.
- Prepared a project description handout for FCS principals to explain project methodology and schedule.
- Prepared and distributed facility condition questionnaires and weekly assessment schedules to school principals.

Task 2 – Review of Existing Documentation

In preparation for the onsite physical surveys, Parsons facility assessors reviewed the FCS-supplied facility information and uploaded it to the eCOMET database for reference and incorporation. During this time, the assessors also made necessary updates to the campuses, buildings, and cost models in eCOMET based on the information received.

Task 3 – Physical Survey

Parsons team of specially-trained architectural, engineering and construction professionals then conducted a pilot assessment at three school facilities and produced preliminary FCA reports of the pilot schools then submitted those to FCS for review and comments on May 21, 2025. After reviewing the pilot FCA reports, adjustments were made to data collection, cost estimating, and reporting methods and information.

Beginning April 21, 2025, through June 20, 2025, Parsons conducted condition assessments at the remaining facilities in accordance with the previously coordinated weekly assessment schedules. The process used by Parsons to perform the condition assessments at the facilities was as follows:

- Interview facilities management and operations personnel to learn what the people maintaining the schools know, such as additions and upgrades completed since the 2020 FCA and data 2024 update, planned or on-going projects, and any known problems with the various building and site systems, such as foundations, mechanical, electrical and plumbing equipment, and floor, wall and ceiling finishes.
- Conduct in-briefing at each school campus with the principal and head custodian prior to inspections. Review completed questionnaires and existing data, and discuss concerns, corrective actions employed and their effectiveness.
- Conduct a visual, non-destructive inspection of the specified buildings and sites, and associated systems (e.g., roofs, windows, doors, roadways, and parking lots). When concealed or buried building or site systems were encountered, drawings and staff interviews were used to determine a system's age, quantity, and condition.
- Identify and document current visible and discernible facility condition deficiencies, including ADA non-compliance and building and life safety code violations.

- Prioritize and categorize deficiencies and reevaluate priorities and categories for remaining 2025 FCA deficiencies as necessary.
- Provide an assessment of the remaining service lifespan of building and site systems for renewal forecasting.
- Provided digital photographs of each building to record its general condition and the visual condition of any found deficiency. Photographs were included in the final report and linked to the database records.

Task 4 –Data Management System

Following each week in the field, Parsons facility assessors entered the collected data into the eCOMET database, including notes and photographs of the buildings, sites, and associated systems.

- Updated/developed system-based cost models for each building and the site using the UNIFORMAT II classification system and cost estimating guides from nationally recognized sources, which are integral to the eCOMET software.
- Developed one or more means of mitigation (a required corrective action and corresponding budget estimate) for new deficiencies and re-evaluate mitigation measures for remaining 2025 FCA deficiencies as necessary.
- Updated/developed a current replacement value (CRV) and a Facility Condition Index (FCI) for each building and site assessed to quantify the deficiencies.
- Analyzed and modeled the rates of degradation for each building and the site and identify the required reinvestment rate on an annual basis to replace systems as they age beyond their expected service life.
- Performed quality control on the condition assessment data for accuracy and completeness.

Task 5 – Data Analysis and Reports

During the data analysis and report preparation phase, a draft FCA report is generated for each campus, including separate reports addressing the academic and athletic missions of the middle and high schools. These draft reports are prepared using eCOMET and submitted to the FMP committee members for review and feedback, including input from the Operational Planning, Facilities, Capital Programs, and Operations staff. Feedback from all FCS stakeholders is incorporated into the eCOMET database and FCA reports, which form the basis for the findings and recommendations presented in this State of Facilities Report.

FINDINGS SUMMARY–CONDITION ASSESSMENT

Fulton County Schools, like most of America's large urban school districts, is coping with aging facilities[3], increasing or decreasing numbers of students in its school clusters, and changing educational programs. Some are experiencing growth in all or some of their schools due to new student in-flow and demographic migration from one area to another. New technologies and initiatives that envision the evolving relationship between school facilities and student performance and behavior are profoundly impacting school facilities and curriculums. Addressing condition needs is critical to meet the FCS strategic plan.

Key Observations

The facility condition assessment identified several recurring issues across Fulton County Schools (FCS) facilities, highlighting areas requiring immediate attention and long-term planning. Below is a summary of the key observations:

Roofing Systems

- Modified Bitumen Roofs: Widespread granule loss, blisters, seam cracking, and extensive patching were observed. Staff frequently report active leaks during rainfall, with inadequate slope leading to water ponding around drains and mechanical equipment.
- Roof Hatches: Extensive corrosion and faded coatings were common. Many hatches lack compliant guardrails or barriers, posing safety hazards for personnel accessing the roof. Skylights are typically unprotected, presenting similar fall risks.
- Roof Drains: Obstructions caused by debris or vegetation were frequently noted, contributing to water ponding. These conditions accelerate roof membrane deterioration and increase the risk of interior water intrusion.
- Single-Ply Membranes (TPO or PVC): New roofing systems adhered over existing roofs were found to have leaks and water ponding. Flashing details, particularly around mechanical equipment curbs, were inadequate, impacting performance. Periodic cleaning of roof drains, gutters, and downspouts could mitigate these issues and extend the life cycle of roofing systems.

Interior Finishes

- VCT Flooring: Adhesive bleed-through, tile misalignment, and lifting were observed in newer schools. Straight gaps formed where tiles were installed over slab joints without proper consideration, causing visible separations as slabs move or settle.
- Ceiling Tiles: Staining, discoloration, and mismatched tiles were common in large rooms such as cafeterias, choral rooms, and band rooms, particularly near HVAC supply vents. These conditions suggest prolonged air circulation issues and inadequate filter maintenance.
- Kiln Rooms: Ceiling grids in kiln rooms were rusted due to exposure to heat and moisture. Alternate ceiling materials should be considered. Floor finishes in kiln rooms are often not replaced during renovations due to the difficulty of moving kilns, which requires specialized expertise.

Site Conditions

- Fencing: Overgrown vegetation, including large vines entangled in fencing, was observed at many schools. These conditions compromise visibility, structural integrity, and security.
- Site Lighting: Exterior areas, including building perimeters and playing fields, often lack adequate lighting, contributing to security concerns during evening and early morning hours.

Athletic Facilities

- Tracks: Worn asphalt lacking rubberized surfacing, faded lane striping, and inadequate shock absorption were common issues, making tracks unsuitable for running.

[3] A facility refers to site(s), building(s), or building addition(s), or combinations thereof that provide a particular service or support of an educational purpose.

- Tennis Courts: Surface cracks, vegetation growth along joints, and severely faded coatings were observed.
- Basketball Courts: Significant surface grime due to weather exposure and lack of routine cleaning was noted.
- Bleachers: Newer bleacher systems do not accommodate space for school spirit team performances. Manual adjustments are required to ensure proper functioning, leading some schools to leave bleachers permanently open to avoid damaging mechanisms.

Flooring Systems

- Resilient Flooring: Cracking along expansion or construction joints was observed. Consultation with material manufacturers is recommended to ensure proper detailing during future installations to minimize cracking and breakage.

Current and Forecast Needs

Instructional and support facilities were assessed by Parsons for physical condition, major repair and maintenance, and capital renewal needs. The instructional facilities (schools) were assessed by MGT for compliance with the educational specifications in support of the instructional programs (see Educational Suitability Overview). The condition data was captured in Parsons' eCOMET software that facilitates data recording, analysis, future capital renewal expenditure projections, and reporting. Facilities were grouped by Academic and Athletic missions to assist in identifying competitive sports offerings and condition of the facilities.

Table 3 presents a summary of the facility assessment findings, organized by school type. It includes key metrics such as the total gross area, current needs, replacement value, Facility Condition Index (FCI), and Facility Condition Assessment (FCA) scores. The total gross area represents the combined square footage of all buildings on each campus. Current needs reflect the total deficiencies identified and the estimated costs for corrective actions, while the replacement value is derived from the system inventory for each school.

The condition scores shown in the table fall within the "Good" range overall, with high schools achieving the highest FCA score of 86.7. These findings provide a clear overview of the relative condition of asset type across the district and serve as a foundation for prioritizing future capital investments.

Table 3 – Current Period (2025) Needs by School Type

Facility Name	Gross Area (S.F.)	Current Needs 2025	Current Replacement Value	FCI	FCA Score
Fulton County Schools	15,340,989	$779,748,360	$ 4,720,323,593	**16.52%**	**83.48**
Elementary Schools	6,292,021	$287,149,181	$1,903,596,437	15.08%	84.92
Middle Schools	3,176,378	$235,240,310	$1,000,657,679	23.51%	76.49
High Schools	5,325,986	$222,457,953	$1,672,013,234	13.30%	86.70
Other Centers/Non-Instructional	546,604	$34,900,917	$144,056,243	24.23%	75.77

Table 4 builds upon the information presented in Table 3 by including a forecast of future investment needs by school type. The forecast is divided into two five-year periods: 2026–2030 and 2031–2035, along with a total investment need that includes current deficiencies through 2035. The overall 10-year outlook indicates a total investment requirement of approximately $2.1 billion.

While this figure may seem significant, the subsequent sections of this report provide detailed strategies to level funding, prioritize investments, and allocate resources where they are most needed. These strategies are based on system priorities, classification, and other key metrics to ensure the most effective use of available funds.

Table 4- Current Needs and Forecast Period (2026 - 2035) by School Type

School Type	Current Replacement Value	Current Needs 2025	2026-2030 Forecast	2031-2035 Forecast	Total Investment 2025 - 2035
Fulton County Schools	**$4,720,323,593**	**$779,748,360**	**$560,587,152**	**$764,246,274**	**$2,104,581,787**
Elementary Schools	$1,903,596,437	$287,149,181	$263,529,680	$276,248,660	$826,927,521
Middle Schools	$1,000,657,679	$235,240,310	$106,947,591	$201,834,300	$544,022,201
High Schools	$1,672,013,234	$222,457,953	$176,306,873	$265,235,505	$664,000,331
Other Centers/Non-Instructional	$144,056,243	$34,900,917	$13,803,008	$20,927,809	$69,631,734

Table 5 builds upon the information presented in Table 4 by breaking down the individual current needs and forecast of future investment by school, including the FCI and FCA scores for a more granular view.

Table 5 – Current Needs and Forecast (2026 – 2035) Period by School

School	Current Replacement Value	Current Needs 2025	2026-2030 Forecast	2031-2035 Forecast	FCI	FCA Score
Fulton County Schools	**$4,720,323,593**	**$779,748,360**	**$560,587,152**	**$764,246,274**	**16.52%**	**83.48**
Elementary Schools	**$1,903,596,437**	**$287,149,181**	**$263,529,680**	**$276,248,660**	**15.08%**	**84.92**
Abbotts Hill Elementary School	$31,323,130	$5,852,354	$10,275,492	$1,066,508	18.68%	81.32
Alpharetta Elementary School	$33,350,260	$7,223,175	$1,414,753	$11,369,348	21.66%	78.34
Barnwell Elementary School	$37,649,858	$8,743,965	$0	$9,860,862	23.22%	76.78
Bethune, Mary M. Elementary School	$31,029,132	$8,154,750	$6,488,698	$3,842,054	26.28%	73.72
Birmingham Falls Elementary School	$34,314,816	$1,369,151	$9,393,386	$1,675,775	3.99%	96.01
Brookview Elementary School	$24,152,010	$1,850,062	$7,787,605	$1,948,081	7.66%	92.34
Campbell Elementary School	$40,030,629	$1,924,144	$3,599,965	$1,541,268	4.81%	95.19
Cliftondale Elementary School	$34,343,546	$640,947	$9,890,873	$4,018,640	1.87%	98.13
Cogburn Woods Elementary School	$34,111,379	$6,754,616	$2,137,629	$16,430,365	19.80%	80.20
College Park Elementary School	$36,748,458	$1,432,223	$10,264,040	$2,938,343	3.90%	96.10
Crabapple Crossing Elementary School	$31,820,626	$9,357,835	$369,296	$6,247,929	29.41%	70.59
Creek View Elementary School	$33,535,257	$7,913,744	$549,445	$12,737,214	23.60%	76.40
Dolvin Elementary School	$41,207,620	$4,703,964	$3,346,753	$12,550,476	11.42%	88.58
Dunwoody Springs Charter School	$31,499,702	$2,784,300	$9,665,200	$647,321	8.84%	91.16
Feldwood Elementary School	$33,877,550	$1,069,409	$0	$9,768,218	3.16%	96.84

School	Current Replacement Value	Current Needs 2025	2026-2030 Forecast	2031-2035 Forecast	FCI	FCA Score
Findley Oaks Elementary School	$35,194,395	$12,314,717	$1,333,440	$8,804,440	34.99%	65.01
Gullatt, C. H. Elementary School	$32,959,942	$0	$495,066	$383,352	0.00%	100.00
Hapeville Elementary School	$36,550,716	$7,842,425	$4,976,549	$7,370,419	21.46%	78.54
Heards Ferry Elementary School	$41,073,323	$640,891	$121,220	$799,045	1.56%	98.44
Hembree Springs Elementary School	$33,047,087	$6,788,531	$2,125,445	$15,258,163	20.54%	79.46
Heritage Elementary School	$31,113,791	$7,497,098	$13,063,143	$262,113	24.10%	75.90
High Point Elementary School	$30,691,005	$8,299,829	$2,021,695	$3,040,423	27.04%	72.96
Hilliard, Asa Elementary School	$37,719,405	$143,798	$426,989	$330,846	0.38%	99.62
Hillside Elementary School	$32,919,292	$9,142,808	$273,382	$15,240,228	27.77%	72.23
Holmes, Hamilton E. Elementary School	$36,316,417	$8,130,809	$1,772,010	$16,855,115	22.39%	77.61
Ison Springs Elementary School	$44,368,414	$1,648,340	$9,400,719	$3,228,552	3.72%	96.28
Jackson, Esther Elementary School	$39,246,859	$281,494	$417,433	$430,089	0.72%	99.28
Lake Forest Elementary School	$37,046,319	$1,637,017	$9,864,909	$1,069,670	4.42%	95.58
Lake Windward Elementary School	$34,973,431	$14,603,921	$924,373	$3,821,496	41.76%	58.24
Lee, Seaborn Elementary School	$24,214,033	$5,133,638	$2,665,262	$2,313,080	21.20%	78.80
Liberty Point Elementary School	$32,985,931	$7,762,275	$2,089,974	$15,883,589	23.53%	76.47
Manning Oaks Elementary School	$30,911,584	$3,368,576	$7,224,634	$820,725	10.90%	89.10
Medlock Bridge Elementary School	$32,245,683	$12,584,220	$1,807,817	$4,913,322	39.03%	60.97
Mimosa Elementary School	$38,867,690	$8,798,333	$3,630,145	$1,818,005	22.64%	77.36
Mountain Park Elementary School	$34,790,513	$11,675,580	$4,977,856	$5,454,384	33.56%	66.44
New Prospect Elementary School	$35,438,717	$15,461,823	$564,947	$276,243	43.63%	56.37
Nolan, Love T. Elementary School	$31,142,510	$6,290,035	$4,979,188	$3,997,088	20.20%	79.80
Northwood Elementary School	$32,375,892	$2,566,319	$11,388,970	$459,984	7.93%	92.07
Oakley Elementary School	$36,337,416	$2,757,769	$6,343,426	$2,663,734	7.59%	92.41
Ocee Elementary School	$33,164,337	$4,639,882	$13,848,480	$754,070	13.99%	86.01
Palmetto Elementary School	$42,841,554	$4,804,372	$3,159,527	$10,021,998	11.21%	88.79
Randolph Elementary School	$29,251,636	$3,385,334	$285,998	$514,009	11.57%	88.43
Renaissance Elementary School	$32,588,432	$1,991,810	$6,192,096	$2,307,955	6.11%	93.89
River Eves Elementary School	$33,347,135	$3,712,517	$9,293,454	$560,252	11.13%	88.87
Roswell North Elementary School	$38,434,371	$3,935,804	$5,446,287	$11,347,570	10.24%	89.76
Shakerag Elementary School	$31,804,804	$6,359,926	$8,406,671	$2,733,029	20.00%	80.00
State Bridge Crossing Elementary School	$31,003,228	$4,549,752	$5,595,797	$905,105	14.68%	85.32

School	Current Replacement Value	Current Needs 2025	2026-2030 Forecast	2031-2035 Forecast	FCI	FCA Score
Stonewall Tell Elementary School	$28,515,592	$3,922,911	$10,443,956	$584,749	13.76%	86.24
Summit Hill Elementary School	$32,331,594	$3,202,276	$8,574,123	$2,244,710	9.90%	90.10
Sweet Apple Elementary School	$36,293,105	$5,889,190	$14,178,355	$1,123,662	16.23%	83.77
Vickery Mill Elementary School	$44,517,558	$1,180,127	$399,583	$447,286	2.65%	97.35
West, Evoline C. Elementary School	$38,059,541	$1,687,246	$2,553,872	$3,755,443	4.43%	95.57
Wilson Creek Elementary School	$33,490,055	$7,569,746	$1,517,464	$15,446,252	22.60%	77.40
Wolf Creek Elementary School	$36,524,428	$277,928	$118,710	$1,001,740	0.76%	99.24
Woodland Charter Elementary School	$39,904,729	$4,895,473	$5,443,581	$10,364,323	12.27%	87.73
Middle Schools	**$1,000,657,679**	**$235,240,310**	**$106,947,591**	**$201,834,300**	**23.51**	**76.49**
Autrey Mill Middle School	$65,064,523	$17,646,991	$3,054,275	$21,247,089	27.12%	72.88
Bear Creek Middle School	$49,984,488	$9,409,355	$909,872	$16,772,851	18.82%	81.18
Crabapple Middle School	$61,026,703	$1,226	$145,880	$1,590,073	0.00%	100.00
Elkins Pointe Middle School	$56,881,097	$12,851,203	$2,960,235	$19,009,899	22.59%	77.41
Haynes Bridge Middle School	$39,701,485	$16,993,030	$8,984,728	$6,238,549	42.80%	57.20
Holcomb Bridge Middle School	$38,025,820	$18,794,699	$2,281,555	$7,286,116	49.43%	50.57
Hopewell Middle School	$63,938,780	$18,987,475	$577,202	$23,020,796	29.70%	70.30
McNair, R.T. Middle School	$57,911,573	$2,153,607	$497,712	$2,785,351	3.72%	96.28
Northwestern Middle School	$54,601,949	$14,142,360	$12,428,209	$4,546,112	25.90%	74.10
Renaissance Middle School	$55,954,208	$12,218,807	$14,707,735	$2,968,705	21.84%	78.16
Ridgeview Charter School	$57,580,077	$3,032,457	$20,227,756	$2,954,537	5.27%	94.73
River Trail Middle School	$54,975,972	$17,803,367	$2,382,488	$18,554,945	32.38%	67.62
Sandtown Middle School	$55,122,311	$18,198,776	$3,164,056	$15,728,553	33.02%	66.98
Sandy Springs Middle School	$61,238,283	$15,263,946	$1,449,055	$18,331,497	24.93%	75.07
Taylor Road Middle School	$58,660,975	$21,938,104	$1,626,698	$11,254,075	37.40%	62.60
Webb Bridge Middle School	$57,475,020	$11,946,773	$12,893,104	$7,071,452	20.79%	79.21
West, Paul D. Middle School	$56,347,005	$17,592,528	$2,989,534	$18,925,059	31.22%	68.78
Woodland Middle School	$56,167,410	$6,265,606	$15,667,498	$3,548,640	11.16%	88.84
High Schools	**$1,672,013,234**	**$222,457,953**	**$176,306,873**	**$265,235,505**	**13.30%**	**86.70**
Alpharetta High School	$111,369,910	$22,102,579	$7,650,799	$36,818,719	19.85%	80.15
Banneker + CTAE & Learning Center	$122,958,271	$7,995,440	$545,995	$38,039,949	6.50%	93.50
Cambridge High School	$114,920,834	$181,623	$1,387,376	$34,404,296	0.16%	99.84
Centennial High School	$99,704,201	$15,931,986	$17,329,572	$9,672,747	15.98%	84.02
Chattahoochee High School	$98,234,482	$36,790,877	$1,362,227	$11,769,134	37.45%	62.55
Creekside High School	$88,707,911	$20,961,964	$13,509,697	$14,898,483	23.63%	76.37

School	Current Replacement Value	Current Needs 2025	2026-2030 Forecast	2031-2035 Forecast	FCI	FCA Score
Global Impact Academy	$44,876,074	$0	$74,910	$868,047	0.00%	100.00
Independence (Shared with Teaching Museum North)	$12,763,165	$537,975	$269,487	$163,817	4.22%	95.78
Innovation Academy	$76,007,698	$2,590,789	$1,652,121	$1,846,089	3.41%	96.59
Johns Creek High School	$106,509,274	$7,449,059	$26,529,783	$9,775,075	6.99%	93.01
Langston Hughes High School	$126,315,039	$2,188,317	$28,022,688	$21,014,099	1.73%	98.27
Milton High School	$113,903,569	$11,329,214	$20,877,513	$8,172,142	9.95%	90.05
Northview High School	$106,141,152	$22,317,069	$10,799,641	$33,594,009	21.03%	78.97
Riverwood International Charter School	$113,614,005	$4,272,673	$1,226,832	$3,370,978	3.76%	96.24
Roswell High School	$97,230,211	$31,143,942	$8,185,705	$7,777,583	32.03%	67.97
The Promise Career Institute (TPCI)	$28,170,925	$384,037	$0	$393,633	1.36%	98.64
Tri-Cities High School	$101,020,900	$34,118,212	$7,671,009	$15,564,959	33.77%	66.23
Westlake High School	$109,565,613	$2,162,196	$29,211,517	$17,091,746	1.97%	98.03
Other Centers/Non-Instructional	**$144,056,243**	**$34,900,917**	**$13,803,008**	**$20,927,809**	**24.23%**	**75.77**
Administrative Building	$35,061,699	$6,234,438	$1,539,187	$9,634,400	17.78%	82.22
North Learning Center	$13,148,067	$1,049,654	$1,162,183	$2,528,631	7.98%	92.02
North Transportation Center	$27,110,262	$14,233,190	$6,316,309	$234,962	52.50%	47.50
South Learning Center	$7,080,402	$104,314	$51,056	$137,498	1.47%	98.53
South Transportation Center	$25,902,422	$295,300	$252,665	$394,411	1.14%	98.86
Teaching Museum North (Shared with Independence HS/GNETS)	$4,643,383	$1,067,622	$745,590	$92,606	22.99%	77.01
Teaching Museum South	$10,830,941	$4,217,041	$194,446	$3,387,790	38.94%	61.06
Warehouse	$20,279,067	$7,699,357	$3,541,572	$4,517,511	37.97%	62.03

Facility Age

Table 6 provides a comparison of facility age and construction trends for FCS schools, excluding the administrative support facilities. The first group summarizes data at the campus level, including the average and median age of campus. The second group summarizes data at the building level, regardless of campus, offering a more detailed view of construction trends across individual buildings.

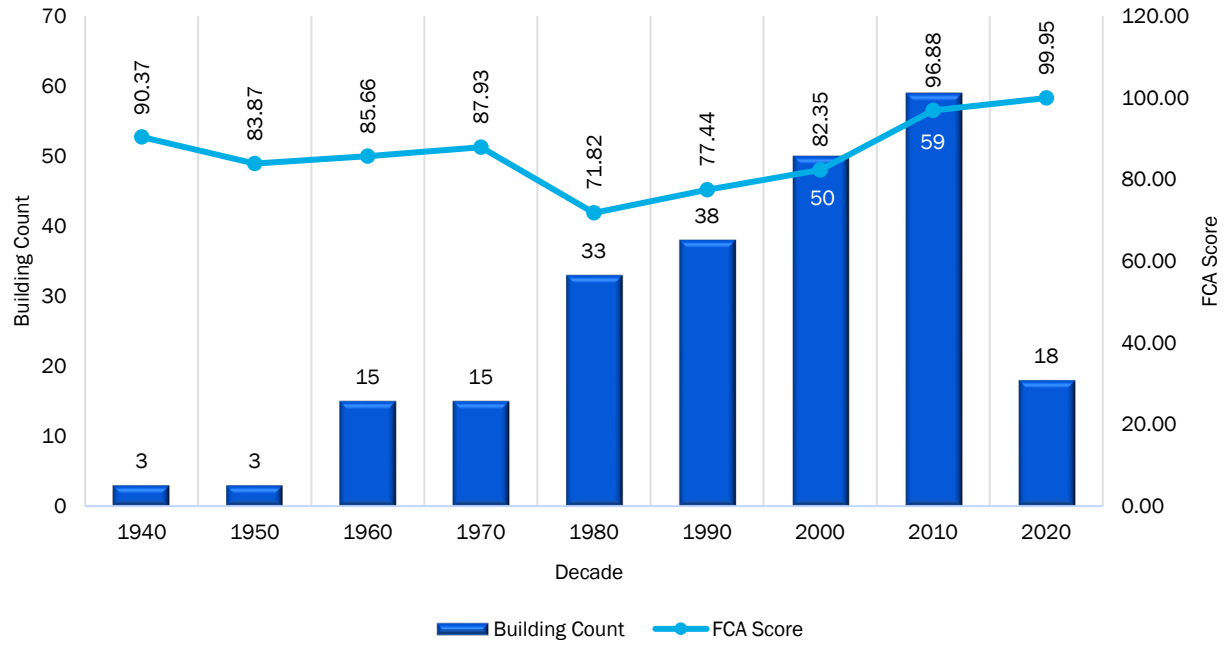
The data highlights that FCS campuses have an average age of 29 years, with a median construction year of 2002, while individual buildings have a slightly younger average age of 27 years and a median construction year of 2002. The distribution of facilities across construction time periods shows significant investment in new buildings after 2008 with fewer buildings constructed between 1998 and 2007.

Table 6 – Summary of Campus and Building Age Characteristics

School Characteristics	Fulton County Schools	Fulton County Buildings
Average Age	29	27
Median Date Built	2002	2002
Built 1977 or before	16	35
Built between 1978 and 1997	25	68
Built between 1998 and 2007	28	46
Built 2008 or later	22	85

Figure 2 shows the number of academic buildings constructed in Fulton County over different decades and their corresponding FCA scores. Construction activity was minimal from the 1930s to the 1950s, with fewer than five buildings added per decade. During this period, FCA scores were relatively adequate, reflecting the aging infrastructure and investments made to maintain the desired operating condition. Starting in the 1960s, construction activity increased steadily, peaking in 2000 - 2010 with a combined total of 109 buildings constructed. Despite the high volume of construction during this period, FCA scores remained stable ranging from 82.53 to 96.88, indicating consistent building quality and maintenance. In the current decade (2020), construction activity has decreased, with only 18 added to date.

Figure 2 – Decade-Wise Building Construction and FCA Score



Facility Condition

The 99 school and non-school facilities and their associated buildings and grounds are in overall "Good" condition with a combined district-wide facility condition index (FCI) of 16.52% and FCA score of 83.48. The following table summarizes by category of use the overall FCI for each category and shows the rating of Excellent (green), Good (light green), Fair (yellow), Poor (orange) and Unsatisfactory (red).

Table 7 – Distribution of Condition Rating by School Type

School Type	FCI	FCA	Count	Gross Area	Excellent >90		Good 80 - 89		Fair 70 - 79		Poor 60 - 69		Unsatisfactory < 60	
					Count	GSF	Count	GSF	Count	GSF	Count	GSF	Count	GSF
Fulton County Schools	**16.52%**	**83.48**	**99**	**15,340,989**	**37**	**6,154,702**	**19**	**2,764,994**	**26**	**3,712,664**	**12**	**2,278,920**	**5**	**541,341**
Elementary Schools	15.08%	84.92	55	6,292,021	20	2,334,941	14	1,618,423	16	1,768,073	3	345,053	2	225,531
Middle Schools	23.51%	76.49	18	3,176,378	3	561,963	2	335,139	7	1,306,603	4	724,699	2	247,974
High Schools	13.30%	86.70	18	5,325,986	11	3,047,627	2	687,349	2	620,252	3	970,758		
Other Centers/Non-Instructional	24.23%	75.77	8	546,604	3	210,171	1	124,083	1	17,736	2	126,778	1	67,836

Figure 3 illustrates the distribution of facility condition ratings by school and non-school types, highlighting the count of facilities within each condition category. The data shows that most schools are rated in Excellent condition, except for middle schools, where the majority are rated Fair.

Figure 3 – Count Schools by Condition Scale

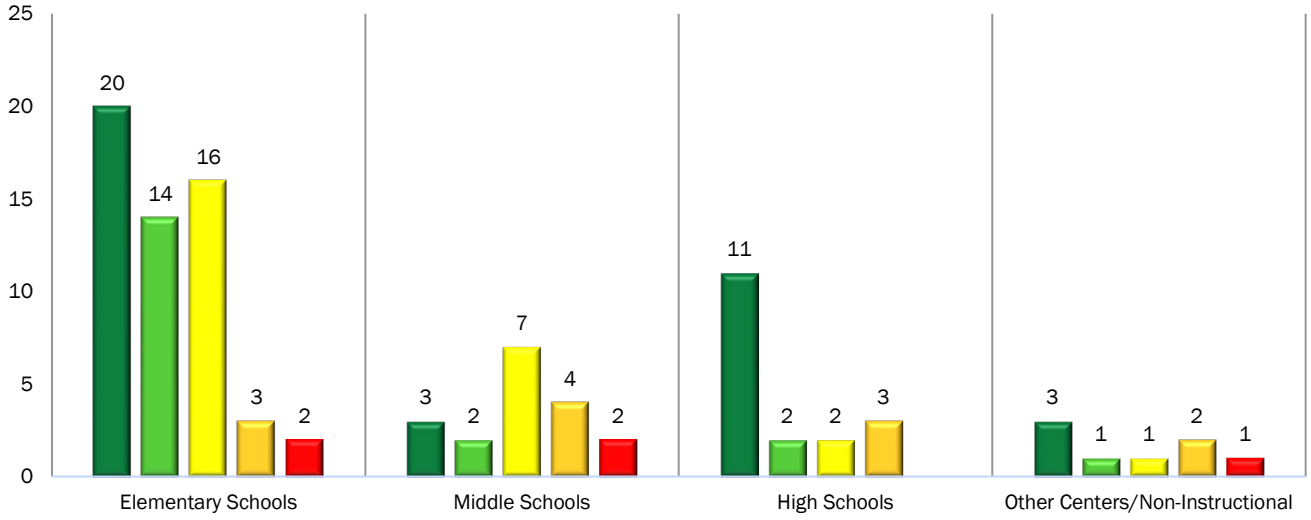


Figure 4 illustrates the distribution of building area, measured in gross square feet, across individual buildings within FCS. While each campus is composed of multiple buildings that collectively determine the campus-level FCI and FCA scores, this figure provides a detailed view of the condition ratings at the building level.

From a total property ownership perspective, 44% of the district's building area falls within the Excellent rating zone, with an FCA score of 90 or higher. Interpreted through an educational lens, this equates to a grade of A or better, reflecting the district's commitment to maintaining high-quality facilities that support student success.

Figure 4 – Distribution of Building Area by Condition Rating

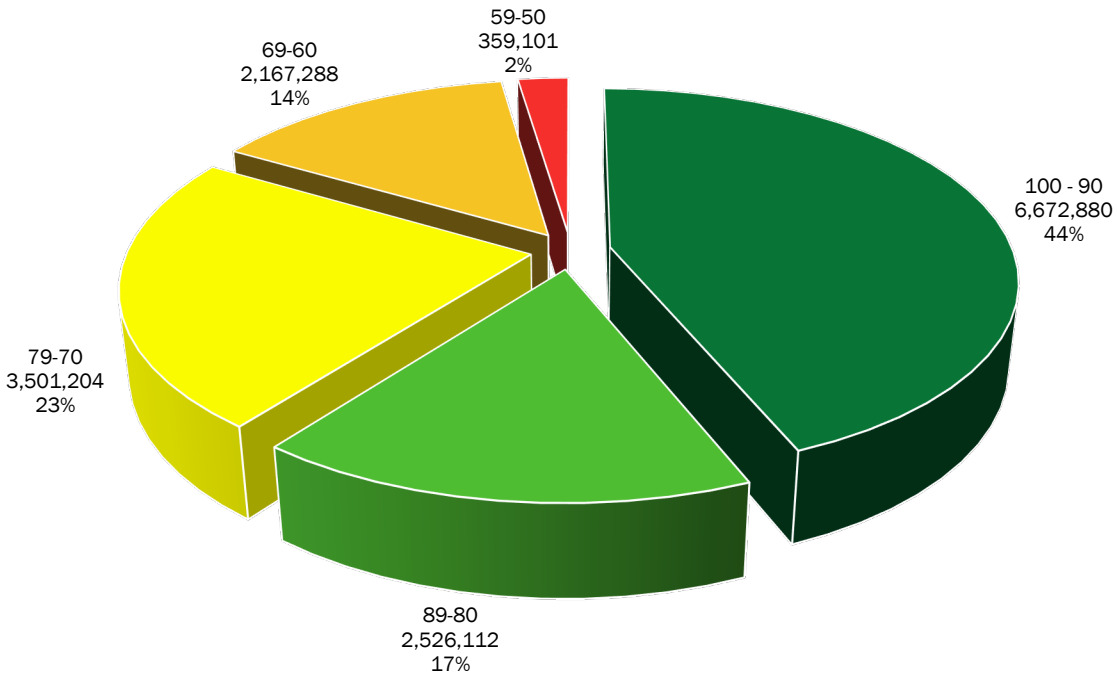


Table 8 presents the costs associated with current needs and system renewal forecasts identified during the 2025 assessment cycle. The data is organized by Level 2 UNIFORMAT II Major System groups and further broken down by Sub-systems. This table provides a high-level summary of costs, offering insights into immediate deficiencies and the short-term forecast for 2026–2030, and long-term forecast for 2031 – 2035, enabling the development of system-level project plans.

This summary serves as a tool to guide investment decisions by evaluating both immediate conditions and near-term renewal needs. While the table provides a consolidated view of costs by system, detailed information, including priority levels and root causes (distress) for each deficiency recorded, is available in the body of this report and in the individual school reports.

Table 8 – Current Needs and 10 Year Renewal Forecast by UNIFORMAT II Building Systems

UNIFORMAT II Building Elements		Current Needs	2026 - 2030 Forecast	2031 - 2035 Forecast	Total Investment 2025 - 2035
Major System Group (L2)	Sub-System				
Fulton County Schools		**$779,748,360**	**$560,587,152**	**$764,246,274**	**$2,104,581,787**
A10 - Foundations	Slab on Grade	$90,720	$0	$0	$90,720
	Special Foundations		$0	$0	$0
	Standard Foundations	$10,643	$0	$0	$10,643
A20 - Basement Construction	Basement Excavation		$0	$0	$0
	Basement Walls	$613	$0	$0	$613
B10 - Superstructure	Floor Construction	$55,620	$0	$0	$55,620
	Roof Construction	$2,761	$0	$0	$2,761
B20 - Exterior Enclosure	Exterior Doors	$9,628,369	$10,819,839	$14,664,617	$35,112,824
	Exterior Walls	$123,654	$0	$0	$123,654
	Exterior Windows	$17,051,602	$19,952,831	$25,392,412	$62,396,846
B30 - Roofing	Roof Coverings	$105,853,846	$65,963,569	$74,476,504	$246,293,919
	Roof Openings	$827,014	$2,183,083	$151,840	$3,161,937
C10 - Interior Construction	Fittings	$53,005,733	$35,168,555	$17,550,771	$105,725,058
	Interior Doors	$12,862,708	$12,062,168	$18,455,594	$43,380,470
	Partitions	$148,912	$0	$0	$148,912
C20 - Stairs	Stair Construction	$7,135	$3,779	$8,559	$19,474
C30 - Interior Finishes	Ceiling Finishes	$63,777,100	$48,887,315	$43,811,265	$156,475,681
	Floor Finishes	$87,289,730	$55,933,426	$69,809,700	$213,032,856
	Wall Finishes	$13,822,577	$17,644,448	$28,342,571	$59,809,597
D10 - Conveying	Elevators and Lifts	$931,790	$204,326	$406,607	$1,542,722
	Other Conveying Systems		$7,604	$0	$7,604
D20 - Plumbing	Domestic Water Distribution	$47,242,645	$21,557,327	$62,659,653	$131,459,624
	Other Plumbing Systems	$631	$46,689	$0	$47,320
	Plumbing Fixtures	$33,336,288	$17,995,697	$15,214,619	$66,546,604
	Rain Water Drainage	$1,724,374	$1,180,314	$1,870,076	$4,774,764
	Sanitary Waste	$30,827,717	$15,769,563	$29,301,443	$75,898,724

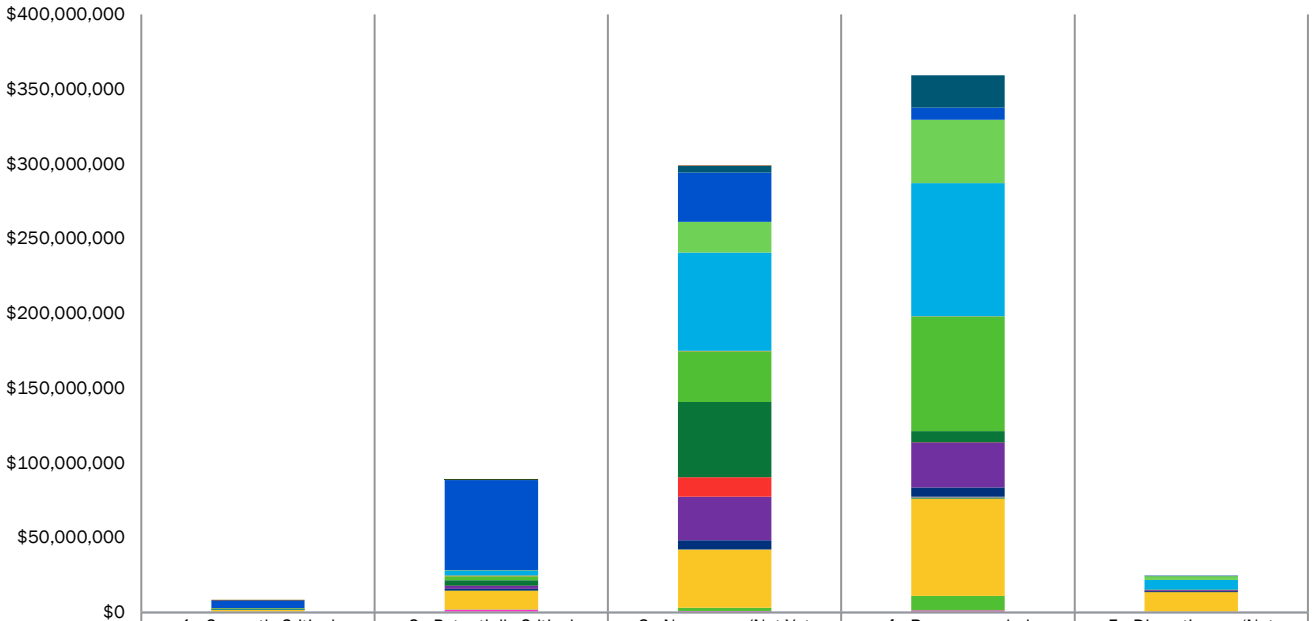
UNIFORMAT II Building Elements		Current Needs	2026 - 2030 Forecast	2031 - 2035 Forecast	Total Investment 2025 - 2035
Major System Group (L2)	Sub-System				
D30 - HVAC	Controls & Instrumentation	$3,767,720	$4,080,795	$6,300,615	$14,149,131
	Cooling Generating Systems	$9,266,253	$10,856,281	$8,834,002	$28,956,536
	Distribution Systems	$17,283,229	$32,286,063	$10,332,207	$59,901,499
	Energy Supply	$747,292	$1,285,650	$3,030,601	$5,063,544
	Heat Generating Systems	$8,554,160	$8,915,399	$14,055,382	$31,524,941
	Other HVAC Systems/Equip	$225,524	$0	$0	$225,524
	Terminal & Package Units	$21,847,080	$20,225,350	$25,431,584	$67,504,014
D40 - Fire Protection	Other Fire Protection Systems	$132,213	$53,875	$181,720	$367,808
	Sprinklers	$12,539,915	$13,112,998	$22,403,366	$48,056,278
	Standpipes	$685,017	$814,730	$1,378,576	$2,878,323
D50 - Electrical	Communications and Security	$6,298,640	$14,553,161	$25,395,250	$46,247,051
	Electrical Service/Distribution	$17,690,676	$5,872,698	$25,930,867	$49,494,242
	Light Fixtures		$0	$0	$0
	Lighting and Branch Wiring	$33,872,591	$18,147,741	$53,809,854	$105,830,185
	Other Electrical Systems	$3,986,891	$4,082,229	$6,006,493	$14,075,613
E10 - Equipment	Institutional Equipment	$1,073,204	$18,353,999	$20,831,109	$40,258,312
	Other Equipment	$12,220,086	$8,718,268	$9,450,604	$30,388,958
	Vehicular Equipment	$983,545	$0	$0	$983,545
E20 - Furnishings	Fixed Furnishings	$1,350,978	$1,706,792	$1,279,307	$4,337,077
F10 - Special Construction	Special Structures	$598,609	$137,558	$20,816	$756,982
G20 - Site Improvements	Landscaping	$464,755	$191,241	$0	$655,996
	Parking Lots	$28,991,490	$13,354,238	$20,050,612	$62,396,340
	Pedestrian Paving	$6,378,136	$4,012,778	$6,535,622	$16,926,536
	Roadways	$24,407,902	$9,464,666	$19,582,785	$53,455,353
	Site Development	$71,107,947	$36,415,452	$68,017,006	$175,540,405
G30 - Site Mechanical Utilities	Fuel Distribution		$159,623	$0	$159,623
	Sanitary Sewer	$2,770,105	$506,566	$830,587	$4,107,258
	Storm Sewer	$5,125,617	$830,117	$1,370,285	$7,326,019
	Water Supply	$4,282,173	$955,423	$1,566,552	$6,804,148
G40 - Site Electrical Utilities	Electrical Distribution	$20,088	$0	$72,066	$92,154
	Other Site Electrical Utilities		$0	$0	$0
	Site Lighting	$4,156,590	$6,112,929	$9,432,175	$19,701,694
G90 - Other Site Construction	Other Site Systems & Equipment	$297,750	$0	$0	$297,750

Prioritization of Needs by System

Figure 5 illustrates the distribution of current needs by UNIFORMAT II Major System group (shown in the table) and the corresponding investment distribution by priority level (depicted in the column graph). Building on the data presented in Table 8, this figure highlights that not all identified deficiencies require immediate attention, allowing for strategic planning over time.

The timeline associated with the priority descriptions indicates that the majority of deficiencies have been categorized as 'Priority 4 – Recommended (Years 6-10)', representing opportunities to address these needs within the district's long term planning cycle. Corrective action associated with this group is mostly aged systems that have reached the expected design life and should be considered for renewal. The priority assignments, as defined in Table 9, range from immediate needs to those that can be deferred for up to 10 years, providing a framework to level the high costs of addressing known conditions while ensuring critical issues are prioritized appropriately.

Figure 5 – Distribution of Current Needs and Investment Priorities



	1 - Currently Critical (Immediate)	2 - Potentially Critical (Year 1 - 2)	3 - Necessary/Not Yet Critical (Years 3 - 5)	4 - Recommended (Years 6 -10)	5 - Discretionary (Not time sensitive)
A10 - Foundations	$24,889	$43,199	$33,276		
A20 - Basement Construction		$613			
B10 - Superstructure	$32,535	$5,815	$20,031		
B20 - Exterior Enclosure	$124,298	$426,651	$4,588,523	$21,583,286	$80,866
B30 - Roofing	$5,395,291	$60,313,491	$32,873,967	$8,064,327	$33,784
C10 - Interior Construction	$75,404	$304,599	$20,553,077	$42,392,083	$2,692,189
C20 - Stairs	$7,135				
C30 - Interior Finishes	$434,860	$3,159,359	$65,847,872	$89,057,569	$6,389,747
D10 - Conveying		$443,551	$310,896	$177,343	
D20 - Plumbing	$16,262	$2,566,847	$33,918,767	$76,556,316	$73,462
D30 - HVAC	$24,911	$3,797,373	$50,172,094	$7,647,862	$49,019
D40 - Fire Protection		$21,879	$13,027,605	$4,158	$303,503
D50 - Electrical	$22,015	$1,983,614	$29,185,530	$30,064,017	$593,621
E10 - Equipment	$326,105	$1,109,104	$5,942,895	$6,219,388	$679,343
E20 - Furnishings			$435,091	$915,887	
F10 - Special Construction	$10,846	$76,287	$39,527	$450,195	$21,754
G20 - Site Improvements	$1,676,111	$12,514,233	$38,625,484	$64,956,219	$13,578,184
G30 - Site Mechanical Utilities	$61,575	$348,369	$2,177,323	$9,590,629	
G40 - Site Electrical Utilities		$1,530,013	$1,094,670	$1,551,995	
G90 - Other Site Construction		$297,750			

Table 9 – Priority Assignments and Definitions for Faciltiy Needs

Current Needs (2025)	Priority Rating	Priority Definition
$779,748,360	**Totals**	
$8,232,238	Priority 1 – Currently Critical	**Immediate** – Conditions require immediate action to correct a life/safety hazard, stop accelerated deterioration, or return a facility to operation.
$88,942,748	Priority 2 – Potentially Critical	**(Year 1 – 2)** – Conditions, if not corrected expeditiously, could become critical within a year resulting in intermittent operations, rapid deterioration, potential life/safety hazards, etc.
$298,846,629	Priority 3 – Necessary/Not Yet Critical	**(Year 3 – 5)** – Conditions require appropriate attention to avoid predictable deterioration, potential downtime, or associated damage or higher costs if deferred further.
$359,231,273	Priority 4 – Recommended	**(Year 4 – 6)** – Conditions include items that represent a sensible improvement to existing conditions. They are not required for the basic function of the facility; however, they will improve overall usability and/or reduce long-term maintenance.
$24,495,472	Priority 5 – Discretionary	**Not Time Sensitive** - Assigned to systems or deficiencies that could be considered cosmetic or low priority issues.

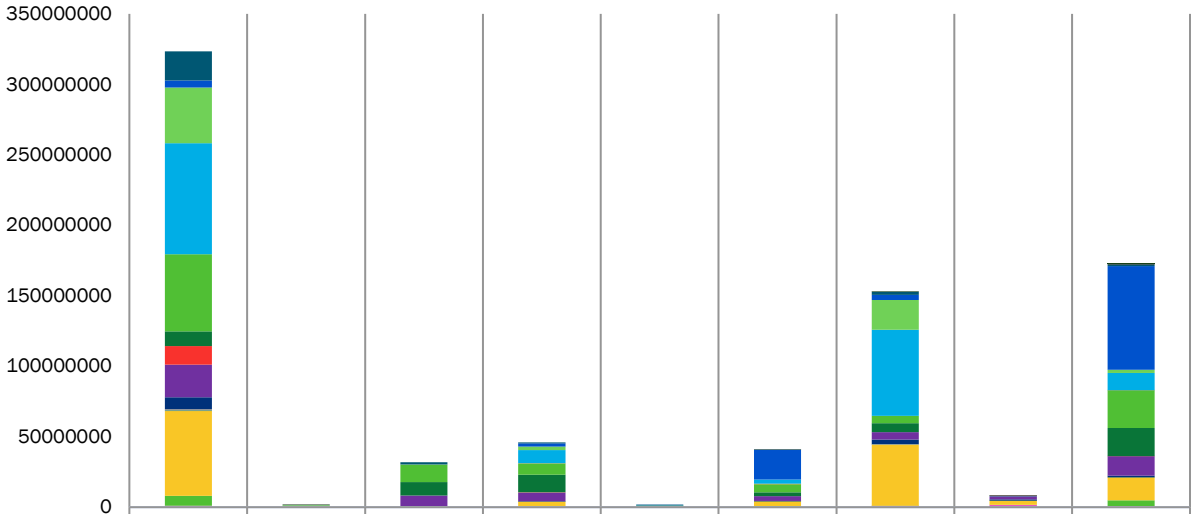
Categorization of Needs by System

Figure 6 categorizes the identified facility needs by UNIFORMAT II Major System group, expanding on the priority-based analysis provided in the previous section. While the prior section focused on the distribution of needs by priority level, this analysis highlights the distribution of deficiencies across major system categories, as defined in Table 10.

The column graph accompanying this section reveals that Capital Renewal, Modernization, and System/Component Integrity contain the largest spikes in identified needs. This insight allows planners to focus on components that may qualify for deferment while carefully evaluating whether deferring these needs could create operational risks, such as system failure or consequential damage to adjacent systems.

By categorizing needs in this way, planners can better assess the impact of deferring investments and prioritize resources to mitigate risks while addressing critical deficiencies. The system categories, as defined in Table 10, provide a structured framework for evaluating deficiencies and ensuring that investment decisions align with Fulton County Schools' long-term facility goals.

Figure 6 – Distribution of Facility Needs by System and Category



	Capital Renewal	Code Compliance	Conservation Opportunity	Deferred Maintenance	Environmental	Mission Integrity	Modernization	Safety	System/Component Integrity
A10 - Foundations		$28,118				$9,759	$7,921		$55,566
A20 - Basement Construction									$613
B10 - Superstructure								$28,266	$30,115
B20 - Exterior Enclosure	$20,573,832	$2,677	$1,654,608	$748,853	$157,026	$17,931	$2,381,033	$2,526	$1,265,137
B30 - Roofing	$5,010,733	$224,516		$2,242,681	$459,188	$21,364,306	$3,674,770	$2,926	$73,701,739
C10 - Interior Construction	$39,652,951	$450,216	$59,242	$2,530,700	$8,513		$21,148,794		$2,166,937
C20 - Stairs					$4,380			$2,755	
C30 - Interior Finishes	$78,769,899			$9,300,472	$431,710	$2,933,534	$61,080,318	$145,051	$12,228,423
D10 - Conveying		$288,225		$310,347		$311,188			$22,030
D20 - Plumbing	$54,564,270	$23,348	$12,375,173	$7,967,806	$407,139	$5,710,974	$5,165,663	$21,765	$26,895,517
D30 - HVAC	$10,435,432	$162,403	$9,636,371	$12,494,366		$2,775,192	$6,341,446		$19,846,048
D40 - Fire Protection	$13,315,681			$30,680					$10,784
D50 - Electrical	$23,077,576	$26	$7,694,922	$6,179,457		$3,391,035	$5,173,761	$2,336,146	$13,995,875
E10 - Equipment	$8,300,936		$178,294	$261,805		$162,617	$3,343,796	$930,810	$1,098,577
E20 - Furnishings	$915,887						$435,091		
F10 - Special Construction	$447,079		$3,116	$5,749	$18,077	$10,451	$37,681	$2,642	$73,814
G20 - Site Improvements	$60,296,713	$620,130		$3,992,841	$429,221	$3,389,949	$43,297,318	$3,009,294	$16,314,764
G30 - Site Mechanical Utilities	$7,043,186		$4,437		$41,657	$660,220	$7,139	$129,939	$4,291,317
G40 - Site Electrical Utilities	$984,471		$291,550			$204,874	$981,187	$1,186,670	$527,927
G90 - Other Site Construction								$297,750	

Table 10 – Category Assignments and Definitions for Facility Needs

Current Needs 2025	Category	Definition
$779,748,360	**Totals**	
$323,388,646	Capital Renewal	Includes items that are due for replacement or upgrade of physical assets or systems that are still operational but have exceeded their expected design life or renewal date. While these items do not pose an immediate risk or require urgent action, they should be carefully monitored to ensure continued functionality and to plan for eventual replacement or refurbishment.
$1,799,659	Code Compliance	Includes items that are identified as nonconforming to current editions of building codes, for example, the International Building Code, International Fire Code, International Plumbing Code, and ADA. These items may have been in conformance when constructed but are not now and would have to conform when repair/renovation projects are undertaken.
$31,897,713	Conservation Opportunity	Conditions, which adversely affect energy usage. (Examples: single pane windows, pipe insulation)
$46,065,759	Deferred Maintenance	Includes current needed repairs or replacements that have been deferred on a planned or unplanned basis to a future budget cycle or postponed until funds are available.
$1,956,911	Environmental	Includes items that have been identified as potential environmental health risks. This includes repair and/or replacement of items containing potentially hazardous materials such as asbestos, lead paint, radon, mold and other volatile organic materials. It also includes indoor air quality and water quality concerns, which are typically assigned a high priority.
$40,942,030	Mission Integrity	Includes items or actions that impact the ability of the building to function as the intended mission (i.e. school, administration, library etc.)
$153,075,918	Modernization	Includes items do not impact the operations or mission of the building but are unsightly due to appearance and/or outdated and should be updated with more efficient components.
$8,096,541	Safety	Includes items that have been identified as potentially causing unsafe conditions. Deficiencies categorized as such are typically assigned as a high priority.
$172,525,184	System/Component Integrity	Includes items and actions that impact the overall soundness, reliability, and proper functioning of the system that lead to failures and diminish performance.

Distress of Needs

Figure 7 illustrates the distribution of current needs based on Distress assignments, as defined in Table 11. Distress, or "root cause," provides valuable insights that can assist in project planning and decision-making by identifying the underlying reasons for deficiencies.

The pie chart shows that 46% of the investment is associated with assets categorized as Beyond Service Life, followed by 24% attributed to Excessive Wear. These conditions present an opportunity to upgrade equipment to more efficient models or replace materials with more durable alternatives, thereby enhancing operational performance. Additionally, the presence of excessive wear may suggest underlying issues such as overuse, undersized equipment, or other operational patterns that should be further analyzed to identify and address potential inefficiencies.

Figure 7 – Distribution of Facility Needs

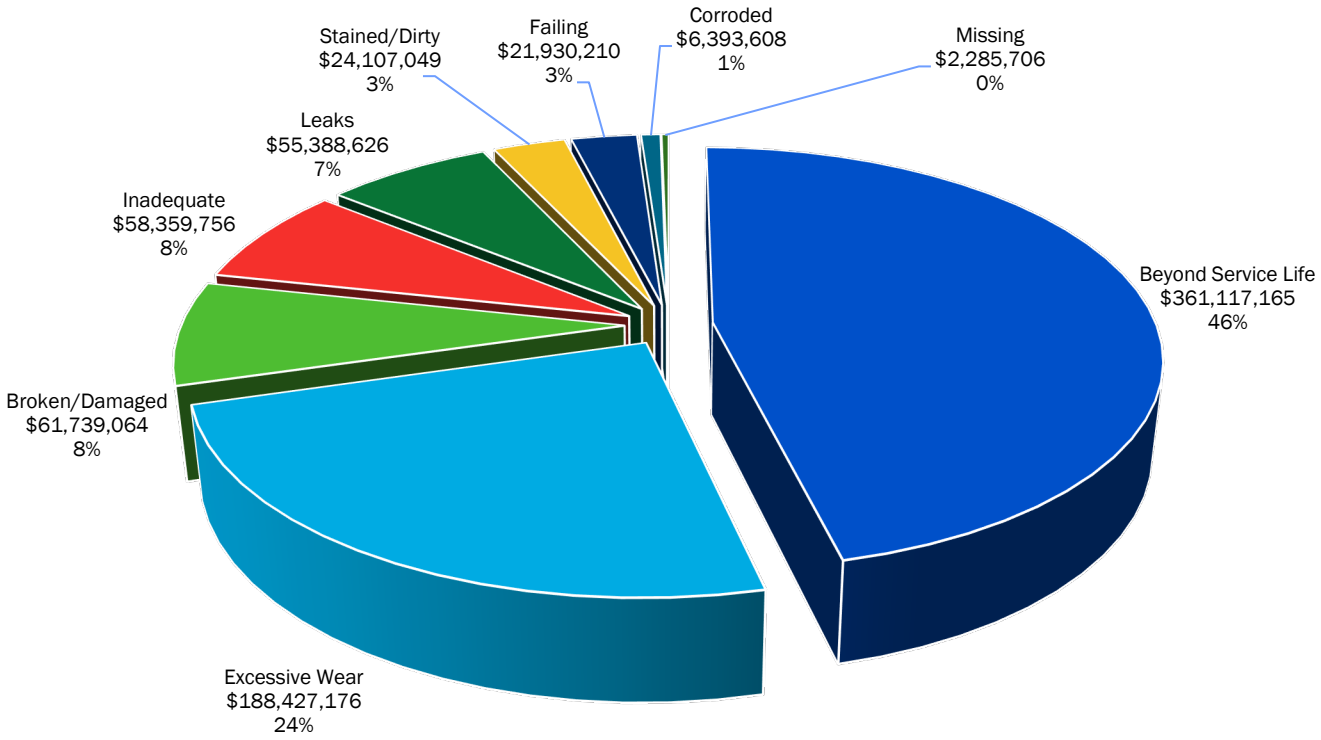


Table 11 – Distress Assignments and Definitions for Facility Needs

Current Needs 2025	Distress	Definition
$779,748,360	**Totals**	
$361,117,165	Beyond Service Life	Equipment/Component is in operating condition but has exceeded the recommended service life. Service is based on RSMeans Facility Maintenance and Repair frequency of replacement and/or Building Owners and Managers (BOMA) useful life.
$61,739,064	Broken/Damaged	The system or component has physical damage that is preventing it from functioning adequately and should be repaired or replaced.
$6,393,608	Corroded	The system or component is currently functioning, however, contains visible corrosion that may negatively impact the ability of the system or component to properly function and should be repaired or replaced.
$188,427,176	Excessive Wear	The system or component is visibility deteriorated due to frequency of use and may consequently create safety/integrity concerns.
$21,930,210	Failing	Equipment/Component is experiencing service interruptions and no longer reliable.
$58,359,756	Inadequate	The system or component does not function in accordance with specifications. May also be used to indicate a system or component that may be functioning correctly but is not suitable for its current use. Corrective action may include repair, replacement, or modification of the system or component.
$55,388,626	Leaks	The system or component is currently functioning, however leaks are visible or have been reported that may negatively impact adjacent systems or components or impair full/proper functionality and should be repaired or replaced.
$2,285,706	Missing	The system or component is not present and should be installed (i.e., required railing, exit lights, gutters, and downspouts).
$24,107,049	Stained/Dirty	The system or component is currently functioning, however it is visibly stained or dirty and should be replaced.

WHY DO WE NEED TO INVEST?

With prioritized requirements and comprehensive assessment data in place, Parsons developed both short- and long-term budget requirements to evaluate the potential impact of inaction on the condition of Fulton County Schools' (FCS) real estate portfolio.

Referring to the facility assessment summary, the total funding needs for the Current Period (2025) and the 10-Year Forecast Period (2026–2035) are estimated at $2,104,581,787 (including escalation). Figure 8 illustrates the Inaction Scenario, which assumes that the funding required to address current facility deficiencies and system renewals over the forecast period is not provided.

Under this scenario, the facility condition data developed during the assessment indicates a significant decline in the district's overall Facility Condition Assessment (FCA) score. The current FCA score of 83.48, which falls within the "Good" range, would drop to 60.07, a level rated slightly above the "Poor" according to the FCA condition rating scale.

This graph demonstrates the projected annual FCA score over the funding cycle, with the curve representing the declining FCA score and the blue columns indicating the system renewal costs for each year. The line depicting the FCA includes corresponding color changes as it decreases, transitioning from green (Good) to yellow (Fair) and ultimately to red (Poor), visually emphasizing the deterioration over time.

Table 12 provides the detailed annual budget requirements and the corresponding FCI and FCA scores, offering further insight into the relationship between funding levels and facility conditions.

This scenario underscores the critical importance of addressing deficiencies and system renewals in a timely manner to prevent further deterioration and ensure the long-term functionality and safety of FCS facilities.

Figure 8 – Funding vs FCA Score Analysis

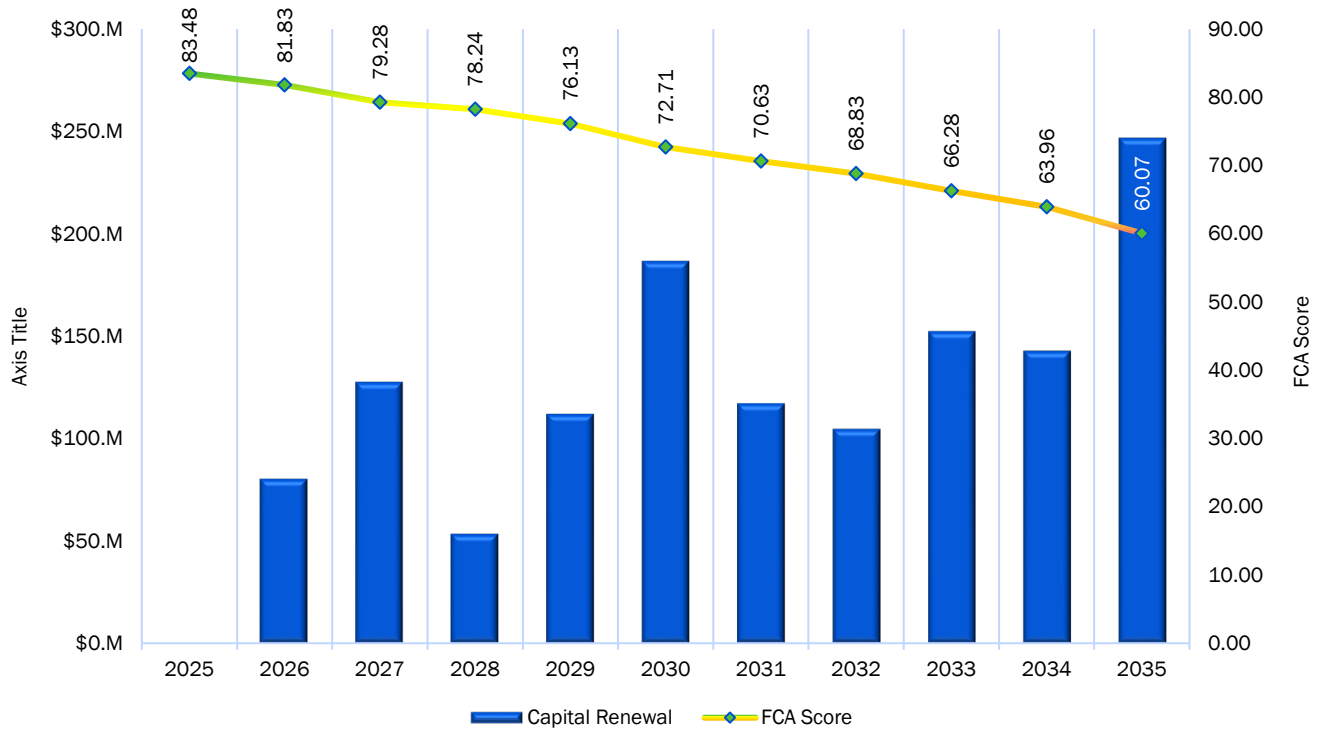


Table 12 – Annual Funding Requirements with Corresponding FCI and FCA Scores

Year	Capital Renewal	Annual Funding	FCI	FCA Score
2025		$0	16.52%	83.48
2026	$80,380,272	$0	18.17%	81.83
2027	$127,780,515	$0	20.72%	79.28
2028	$53,488,154	$0	21.76%	78.24
2029	$112,163,363	$0	23.87%	76.13
2030	$186,774,848	$0	27.29%	72.71
2031	$117,302,584	$0	29.37%	70.63
2032	$104,789,613	$0	31.17%	68.83
2033	$152,426,421	$0	33.72%	66.28
2034	$142,949,524	$0	36.04%	63.96
2035	$246,778,133	$0	39.93%	60.07

Table 13 below presents the condition scores broken down by Academic and Athletic Facilities, as well as the overall School Score for the middle and high schools. These scores represent the separated condition findings for the buildings and site assets that make up the athletic functions and those that represent the academic functions of each campus.

While the facility condition assessment findings presented earlier in the report reflect overall campus-level results, this table provides a more detailed view by separating the condition scores into these two distinct groups. This breakdown allows for a clearer understanding of how academic and athletic facilities contribute to the overall condition of each school. The School Score FCI and FCA for the district, including the elementary and administrative campus, are provided offering valuable insights for benchmark for comparison across the FCS portfolio.

Table 13 – Condition Scores by Academic Facilities, Athletic Facilities, and Overall Score

School	Academic		Athletic		School Score	
	FCI	FCA Score	FCI	FCA Score	FCI	FCA Score
Fulton County Schools	**16.62%**	**83.38**	**21.03%**	**78.97**	**16.52%**	**83.48**
Middle Schools	**22.05%**	**77.95**	**38.78%**	**61.22**	**23.51%**	**76.49**
Autrey Mill Middle School	24.98%	75.02	50.99%	49.01	27.12%	72.88
Bear Creek Middle School	15.90%	84.10	53.40%	46.60	18.82%	81.18
Crabapple Middle School	0.00%	100.00	0.00%	100.00	0.00%	100.00
Elkins Pointe Middle School	19.76%	80.24	47.99%	52.01	22.59%	77.41
Haynes Bridge Middle School	39.14%	60.86	72.64%	27.36	42.80%	57.20
Holcomb Bridge Middle School	45.39%	54.61	83.90%	16.10	49.43%	50.57
Hopewell Middle School	28.44%	71.56	41.14%	58.86	29.70%	70.30
McNair, R.T. Middle School	2.25%	97.75	21.07%	78.93	3.72%	96.28
Northwestern Middle School	25.75%	74.25	28.16%	71.84	25.90%	74.10
Renaissance Middle School	23.02%	76.98	0.00%	100.00	21.84%	78.16
Ridgeview Charter School	2.62%	97.38	31.87%	68.13	5.27%	94.73
River Trail Middle School	31.16%	68.84	45.34%	54.66	32.38%	67.62
Sandtown Middle School	31.80%	68.20	44.35%	55.65	33.02%	66.98
Sandy Springs Middle School	26.00%	74.00	13.01%	86.99	24.93%	75.07
Taylor Road Middle School	36.28%	63.72	47.79%	52.21	37.40%	62.60
Webb Bridge Middle School	18.20%	81.80	50.76%	49.24	20.79%	79.21
West, Paul D. Middle School	29.82%	70.18	44.11%	55.89	31.22%	68.78
Woodland Middle School	10.37%	89.63	18.61%	81.39	11.16%	88.84
High Schools	**12.45%**	**87.55**	**16.43%**	**83.57**	**13.30%**	**86.70**
Alpharetta High School	20.44%	79.56	17.90%	82.10	19.85%	80.15
Banneker + CTAE & Learning Center	6.75%	93.25	5.56%	94.44	6.50%	93.50
Cambridge High School	0.04%	99.96	0.53%	99.47	0.16%	99.84
Centennial High School	13.43%	86.57	24.16%	75.84	15.98%	84.02
Chattahoochee High School	33.44%	66.56	51.86%	48.14	37.45%	62.55
Creekside High School	23.42%	76.58	24.53%	75.47	23.63%	76.37
Global Impact Academy	0.00%	100.00			0.00%	100.00

School	Academic		Athletic		School Score	
	FCI	FCA Score	FCI	FCA Score	FCI	FCA Score
Independence (Shared with Teaching Museum North)	4.22%	95.78			4.22%	95.78
Innovation Academy	0.10%	99.90	44.70%	55.30	3.41%	96.59
Johns Creek High School	6.89%	93.11	7.41%	92.59	6.99%	93.01
Langston Hughes High School	2.02%	97.98	0.91%	99.09	1.73%	98.27
Milton High School	11.58%	88.42	4.86%	95.14	9.95%	90.05
Northview High School	21.39%	78.61	19.81%	80.19	21.03%	78.97
Riverwood International Charter School	0.05%	99.95	11.79%	88.21	3.76%	96.24
Roswell High School	31.67%	68.33	33.06%	66.94	32.03%	67.97
The Promise Career Institute (TPCI)	1.36%	98.64			1.36%	98.64
Tri-Cities High School	33.33%	66.67	35.53%	64.47	33.77%	66.23
Westlake High School	1.12%	98.88	5.19%	94.81	1.97%	98.03

EDUCATIONAL SUITABILITY ASSESSMENT

Introduction

MGT was contracted by Fulton County Schools (FCS) to conduct Educational Suitability assessments in elementary, middle, and high schools to measure the extent to which instructional and non-instructional spaces sufficiently support the educational and operational functions that are housed in those spaces. In order to determine the educational suitability for each assessed space, MGT assessors meet with FCS personnel to review state and district educational specifications and develop an *Educational Suitability Guide* document based on those specifications and used by each of the MGT assessors during their school site visits. The guide informs the work of the assessors to facilitate consistent data collection. Every FCS school receives an overall educational suitability score that is used to calculate budget estimates for mitigating facility deficiencies.

Overview

The Educational Suitability assessments conducted by MGT provide a comprehensive evaluation of how well school facilities meet the needs of educational programs and operational functions. Key components of the assessment include:

- **Assessment Framework:** MGT developed an Educational Suitability Guide with FCS leadership to standardize evaluations across various school spaces, including classrooms, specialized areas, support spaces, and site features like traffic and parking. Technology readiness was also assessed, covering communication, power, and network infrastructure.
- **Suitability Scoring System:** Each school receives a weighted score on a 100-point scale reflecting the proportion of space types and additional categories like access, wayfinding, and technology. Scores range from Unsatisfactory (< 60) to Excellent (> 90), providing a clear rating scale for facility conditions.
- **Overall Suitability Results:** The majority of FCS schools scored highly, with 78% rated Excellent and 21% Good. Only 1% (1 school) received a score of Fair. No schools scored Poor or below, indicating strong alignment with educational needs district wide.
- **School Type Scores:** Elementary schools averaged a suitability score of 94.17, middle schools 92.86, and high schools 90.09, with ranges generally spanning Good to Excellent. These results reflect consistent quality across grade levels.
- **Technology Readiness:** Across elementary, middle, and high schools, technology readiness averaged 97, with many schools achieving perfect scores. Some schools scored below average, highlighting areas for focused technology improvements to ensure equitable access.
- **Qualitative Evaluations:** Instructional spaces such as classrooms, science labs, and arts areas mostly received Excellent or Good ratings. Support spaces like restrooms and staff lounges showed more variability and lower ratings, especially in middle and high schools.

Educational Suitability Guide

The *Educational Suitability Guide is* a resource that details the educational specifications for school environments for FCS. The development of the educational suitability guide is the work product of a series of collaborative sessions with FCS academic and operational leadership prior to the start of MGT's assessments of the schools. These sessions clarified the purpose and goals of the learning environments and resulted in a quantifiable evaluation tool that was used during the assessment process. Discussions with FCS personnel resulted in educational suitability guidelines for the following types of spaces:

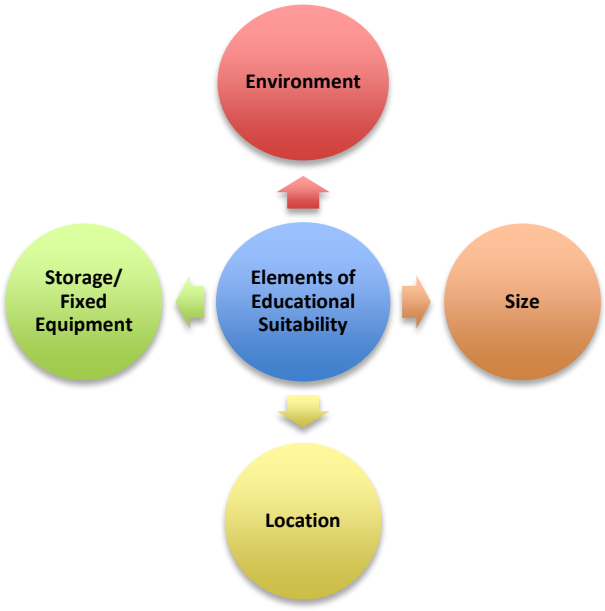
- General Classrooms
- K-1 Classrooms
- Computer Labs
- Physical Education
- Science
- Visual Arts
- Performing Arts
- Music
- Band
- Orchestra Chorus
- CTAE
- Self-Contained SPED*
- Administration
- Clinic
- Cafeteria
- Food Prep
- Student Support
- l Counseling
- Custodial
- Student Restrooms
- Faculty Workspaces
- Vehicular Traffic
- Pedestrian Traffic
- Athletic Fields
- Parking
- Play Areas

**This space was only assessed in schools with programs with the accompanying specialized requirements for the Location, Size, and Storage/Fixed Equipment elements*.

The *Educational Suitability Guide* also provides guidance for the assessment of Access and Wayfinding, and Technology Readiness. The assessed features for each of these areas are shown below:

- Signage and Wayfinding
- Ease of Supervision
- Communication/IT
- Electrical Power
- Cooling
- Network Connectivity
- Network Performance
- Voice Distribution
- Video Distribution
- Faculty Technology

MGT assessed four components of educational suitability for each type of school space:



- **Environment**: Each space should provide an inviting and stimulating environment for learning. Assessed elements include lighting, HVAC, acoustics, and aesthetics.
- **Size**: Each space should meet the size standards specified in the state/district educational specifications.
- **Location**: The space should be appropriately located based on the program's needs, e.g., noisy spaces such as the band room should not be adjacent to academic classrooms.
- **Storage/Fixed Equipment**: The space should have appropriate fixed equipment and sufficient storage for teacher and student materials for each instructional program.

Suitability Scoring

MGT educational suitability assessors' evaluation of each school results in an educational suitability score based on a 100-point scale developed as a percentage of possible points for all scored suitability categories. The possible score for each space type was weighted based on that space type's proportion of the total area of the school model. Consequently, general classrooms in an elementary school receive more possible points than general classrooms in a high school, since they represent a greater proportion of the total space.

The suitability scoring system includes additional educational suitability categories that cannot always be weighted based on simple square footage. Some examples of these categories include Access and Wayfinding (e.g., ease of supervision, signage and wayfinding, etc.) outdoor spaces (e.g., pedestrian and vehicular traffic, parking, etc.) and technology readiness (network connectivity, electrical power, cooling, etc.). The weightings of these categories were determined through field work by experienced educators and architects/engineers and reflect each category's relative importance in that particular model. The points assigned to a specific educational suitability category in one model may differ from another model. A comparison of the points assigned to specific educational suitability across models is not appropriate because the size and proportion of spaces will be different based on the type of school. For example, an auditorium is typical at a high school, but elementary and middle schools may have multi-purpose spaces (i.e., "cafetoriums"). The points assigned to these spaces are likely to be different. Suitability scores for all of these spaces are interpreted as follows:

Table 14 – Educational Suitability Score and Definitions

Rating	Definition
> 90	**Excellent:** The facility is designed to provide for and support a majority of the educational program offered. It may have minor suitability issues but overall, it meets the needs of the educational program.
80-89	**Good:** The facility is designed to provide for and support the educational program offered. It may have minor suitability issues but generally meets the needs of the educational program.
70-79	**Fair:** The facility has some problems meeting the needs of the educational program and may require some remodeling.
60-69	**Poor: The** facility has numerous problems meeting the needs of the educational program and needs significant remodeling, additions, or replacement.
< 60	**Unsatisfactory:** The facility is unsuitable in support of the educational program.

Educational Suitability Overview

Fulton County Schools demonstrates a high level of alignment between its school facilities and the district's educational framework. Of the 91 schools assessed, 78% earned a rating of Excellent, 21% received a rating of Good, and 1% scored as Fair in overall educational suitability. Notably, no schools were rated Fair, Poor, or Unsatisfactory, underscoring the district's strong commitment to creating learning environments that are well-designed, functional, and conducive to 21st-century instruction. These results reflect thoughtful planning, strategic investment, and a clear focus on instructional alignment, ensuring that the quality of educational spaces supports academic excellence and equity across all grade levels. The consistency of high performance across elementary, middle, and high schools indicates a strong commitment to creating positive learning experiences for all learners.

EDUCATIONAL SUITABILITY ASSESSMENTS KEY FINDINGS

Each school is assigned an educational suitability score that assesses how effectively various spaces support the educational program. Furthermore, each school is provided with a comprehensive educational suitability score, encompassing the following categories:

- The overall school environment should provide a safe, engaging, and positive setting for learning.
- The flow and interaction between pedestrian and vehicular traffic, along with the suitability of site facilities and signage, must be considered.
- Facilities and spaces should be available to support the educational program, including general classrooms, specialized learning areas such as music rooms, libraries, and science labs, as well as support areas like administrative offices, counseling centers, reception areas, kitchens, and health clinics.
- Instructional and programmatic spaces must be adequately sized to meet the needs of students and staff.
- Spatial relationships and adjacencies should be appropriate—for example, physical education areas should be separated from quiet zones.
- Utilities, built-in equipment, storage, and interior finishes such as flooring, acoustical treatments, and wall surfaces must be suitable and well-maintained.
- Access points and wayfinding features within the facility should support ease of movement.

Suitability Finding #1: Score Range and Average Score by Facility Type

The exhibit below displays the high and low range of educational suitability scores for each school type, as well as the average educational suitability score for each school level. For elementary schools, there is a 16-point range between the minimum and maximum scores, from Good to Excellent. Middle schools have a 20-point range from Good to Excellent. The average educational suitability score for these school levels is also Excellent. High schools show a 19-point range between the minimum and maximum scores, ranging from Good to Excellent, with an average score rating of Excellent.

Table 15 – FCS Educational Suitability Scores by School Type

Educational Suitability Scores			
School Type	Low	High	Average
FCS District	77.99	99.46	93.10
Elementary	83.03	99.11	94.17
Middle	77.99	97.73	92.86
High	80.39	99.46	90.09

Suitability Finding #2: Overall Suitability Score by Facility Level

The following shows a summary of all the 91 FCS schools that were assessed. As shown in the exhibit, a total of 71 schools (78%) scored Excellent, 19 (21%) scored Good, and 1 (1%) scored Fair. Of note, no schools had an overall suitability score of Poor or Unsatisfactory.

Table 16 Number of Schools by Educational Suitability Rating Ordered by Condition Rating

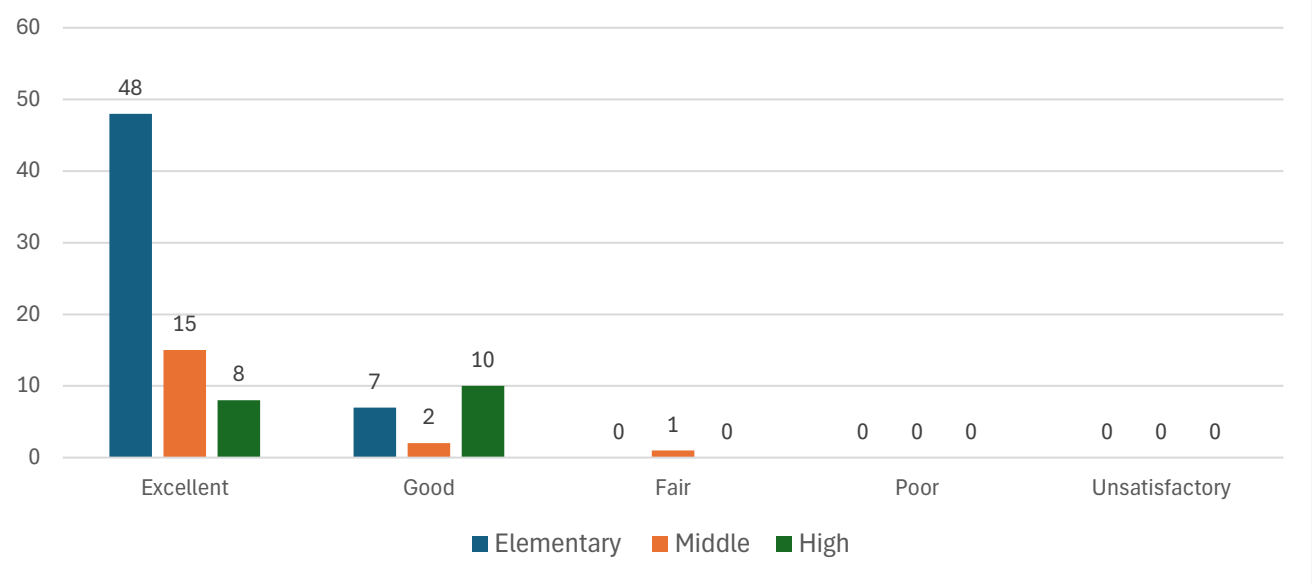
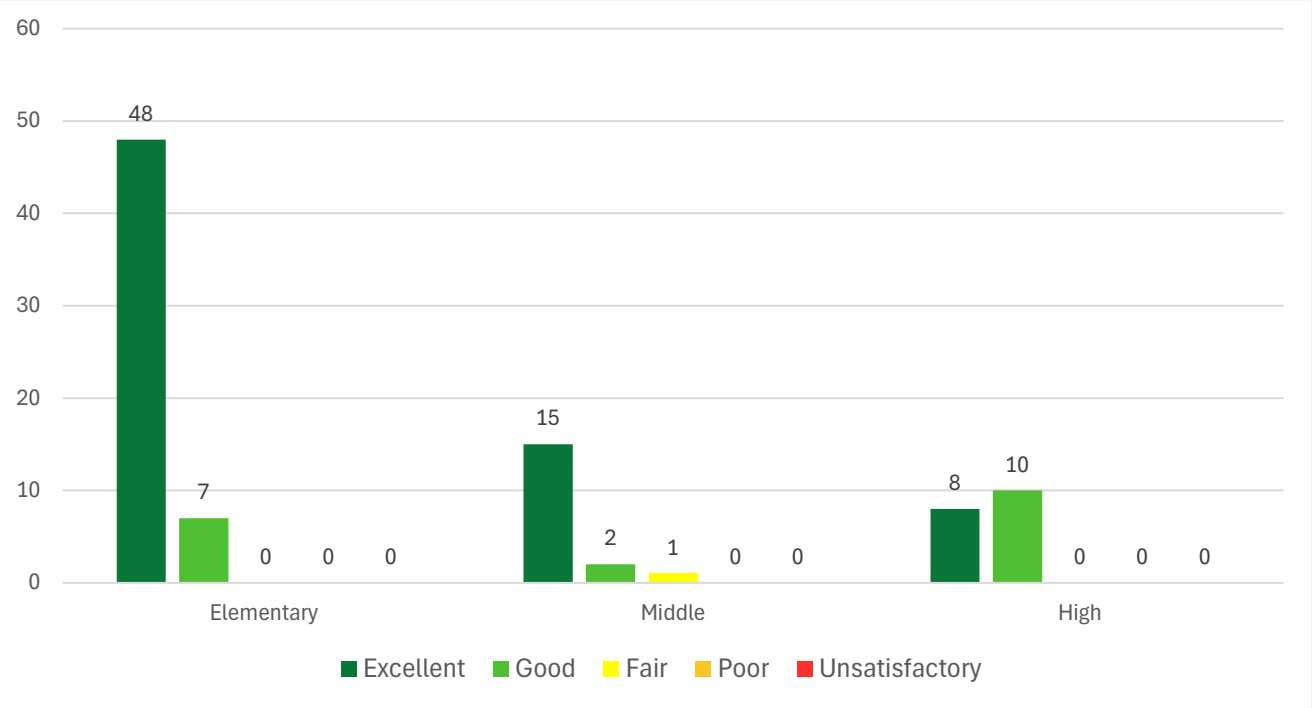


Table 17 – Number of Schools by Educational Suitability Rating Ordered by School Type



Suitability Finding #3: Overall Educational Suitability Ratings at Building Level

MGT conducted educational suitability and technology readiness assessments for 91 Fulton County Schools (FCS) sites using the *Educational Suitability and Technology Readiness Assessment Guide* as the evaluation rubric. Each instructional space was evaluated based on four core components: learning environment, size, location, and storage/fixed equipment. These assessments focused on how well school facilities support instructional programs, rather than their physical condition, emphasizing the intentional design and functionality of learning spaces. Key instructional areas assessed included general classrooms, art, music, libraries, career and technical education (CTE), early childhood education (ECE), and instructional resource rooms. In addition, the assessments addressed safety and security features such as controlled entrances, visible signage, and effective supervision measures to ensure a safe learning environment.

Scoring for both educational suitability and technology readiness were based on a 100-point scale that is outlined below.

Table 18 – Educational Suitability Scoring Scale

Excellent	> 90
Good	80 - 89
Fair	70 - 79
Poor	60 - 69
Unsatisfactory	< 60

Elementary Schools

Fulton County elementary schools are demonstrating strong overall performance, with an average score of 94.17. School scores range from 83.03 to 99.11, with the majority—48 schools—exceeding the district average. Several schools achieved top scores of 98.15 to 99.11, reflecting both an operational and educational intent across the district.

Table 19 – Educational Suitability Scores for Elementary Schools

School Name	Educational Suitability
Abbotts Hill Elementary School	95.78
Alpharetta Elementary School	91.61
Barnwell Elementary School	92.67
Bethune, Mary M. Elementary School	90.68
Birmingham Falls Elementary School	94.02
Brookview Elementary School	83.03
Campbell Elementary School	97.81
Cliftondale Elementary School	96.21
Cogburn Woods Elementary School	97.39
College Park Elementary	90.21
Crabapple Crossing Elementary School	91.80
Creek View Elementary School	95.08
Dolvin Elementary School	91.74
Dunwoody Springs Elementary School	98.64
Feldwood Elementary School	97.08
Findley Oaks Elementary School	97.62
Gullatt, C. H. Elementary School	96.58
Hapeville Elementary School	86.77
Heards Ferry Elementary School	96.52
Hembree Springs Elementary School	97.29
Heritage Elementary School	90.98
High Point Elementary School	94.72
Hilliard, Asa Elementary School	90.05
Hillside Elementary School	97.91
Holmes, Hamilton E. Elementary	89.70
Ison Springs Elementary School	98.56
Jackson, Esther Elementary School	90.97
Lake Forest Elementary	98.22

School Name	Educational Suitability
Lake Windward Elementary School	94.98
Lee, Seaborn Elementary School	93.04
Liberty Point Elementary School	98.15
Manning Oaks Elementary School	92.12
Medlock Bridge Elementary School	96.46
Mimosa Elementary School	95.02
Mountain Park Elementary School	94.52
New Prospect Elementary School	95.37
Nolan, Love T. Elementary School	91.36
Northwood Elementary School	95.64
Oakley Elementary School	97.39
Ocee Elementary School	99.11
Palmetto Elementary School	98.21
Randolph Elementary School	98.82
Renaissance Elementary School	88.62
River Eves Elementary School	88.91
Roswell North Elementary School	87.71
Shakerag Elementary School	93.68
State Bridge Crossing Elementary School	95.89
Stonewall Tell Elementary School	92.49
Summit Hill Elementary School	91.45
Sweet Apple Elementary School	94.63
Vickery Mill Elementary School	96.56
West, Evoline C. Elementary School	87.17
Wilson Creek Elementary School	95.01
Wolf Creek Elementary School	98.31
Woodland Elementary Charter School	98.95
Elementary School Average	**94.17**

Middle Schools

Fulton County middle schools demonstrate strong overall educational suitability, with an average facility score of 92.86. Scores range from 77.99 to 97.73, with the majority of schools meeting or exceeding this district average. Several campuses, including Ridgeview Charter Middle School with a very high score of 97.73, reflect highly suitable learning environments that support student learning.

Table 20 – Educational Suitability Scores for Middle Schools

School Name	Educational Suitability
Autrey Mill Middle School	94.12
Bear Creek Middle School	92.91
Crabapple Middle School	87.96
Elkins Pointe Middle School	95.49
Haynes Bridge Middle School	77.99
Holcomb Bridge Middle School	84.79
Hopewell Middle School	95.46
McNair, RT. Middle School	94.85
Northwestern Middle School	97.26
Renaissance Middle School	90.90
Ridgeview Charter Middle School	97.73
River Trail Middle School	97.01
Sandtown Middle School	96.95
Sandy Springs Middle School	96.16
Taylor Road Middle School	92.36
Webb Bridge Middle School	92.44
West, Paul D. Middle School	95.19
Woodland Middle School	91.85
Middle School Average	**92.86**

High Schools

Fulton County high schools demonstrate solid educational suitability, with an average facility score of 90.09. Scores range from 80.39 to 99.46, with most schools exceeding the district average. Several campuses, including Cambridge High School and Johns Creek High School, achieved high scores, reflecting the district's commitment to student success.

Table 21 – Educational Suitability Scores for High Schools

School Name	Educational Suitability
Alpharetta High School	86.94
Banneker + CTAE & Learning Center	95.31
Cambridge High School	99.46
Centennial High School	90.69
Chattahoochee High School	84.67
Creekside High School	86.11
Global Impact Academy	92.02
Independence (Shared with Teaching Museum North)	80.39
Innovation Academy	92.79
Johns Creek High School	98.49
Langston Hughes High School	88.58
Milton High School	89.81
Northview High School	88.77
Riverwood International Charter	90.34
Roswell High School	87.98
The Promise Career Institute (TPCI)	89.67
Tri-Cities High School	86.81
Westlake High School	92.80
High School Average	90.09

Suitability Finding #4: Technology Readiness Assessment: Overall Ratings at Building Level

Elementary Schools

The Technology Readiness data for 55 elementary schools reveals a strong overall performance, with an average readiness score of 97. A total of 33 schools (60%) achieved a perfect score of 100. However, 17 schools (31%) scored below the district average, with the lowest score being 83 at Summit Hill Elementary School. Notable schools with lower readiness include Mountain Park (85), High Point (85), and Hilliard Elementary (86). This analysis highlights the focused improvement that has been initiated to ensure equitable access to technology across all elementary schools.

Table 22 – Technology Readiness Scores for Elementary Schools

School Name	Technology Readiness
Abbotts Hill Elementary School	100
Alpharetta Elementary School	93
Barnwell Elementary School	100
Bethune, Mary M. Elementary School	100
Birmingham Falls Elementary School	98
Brookview Elementary School	95
Campbell Elementary School	100
Cliftondale Elementary School	100
Cogburn Woods Elementary School	100
College Park Elementary	100
Crabapple Crossing Elementary School	98
Creek View Elementary School	88
Dolvin Elementary School	100
Dunwoody Springs Elementary School	100
Feldwood Elementary School	100
Findley Oaks Elementary School	100
Gullatt, C. H. Elementary School	98
Hapeville Elementary School	98
Heards Ferry Elementary School	100
Hembree Springs Elementary School	95
Heritage Elementary School	95
High Point Elementary School	85
Hilliard, Asa Elementary School	86
Hillside Elementary School	93
Holmes, Hamilton E. Elementary	100

School Name	Technology Readiness
Ison Springs Elementary School	100
Jackson, Esther Elementary School	100
Lake Forest Elementary	100
Lake Windward Elementary School	95
Lee, Seaborn Elementary School	100
Liberty Point Elementary School	100
Manning Oaks Elementary School	92
Medlock Bridge Elementary School	100
Mimosa Elementary School	92
Mountain Park Elementary School	85
New Prospect Elementary School	97
Nolan, Love T. Elementary School	100
Northwood Elementary School	100
Oakley Elementary School	100
Ocee Elementary School	100
Palmetto Elementary School	95
Randolph Elementary School	100
Renaissance Elementary School	100
River Eves Elementary School	100
Roswell North Elementary School	90
Shakerag Elementary School	100
State Bridge Crossing Elementary School	100
Stonewall Tell Elementary School	89
Summit Hill Elementary School	83
Sweet Apple Elementary School	100
Vickery Mill Elementary School	95
West, Evoline C. Elementary School	100
Wilson Creek Elementary School	100
Wolf Creek Elementary School	100
Woodland Elementary Charter School	100
Elementary School Average	**97**

Middle Schools

The district's 18 middle schools have an average Technology Readiness score of 98. Twelve schools (67%) scored a perfect 100, showing strong technology infrastructure. Six schools (33%) scored below average, with Sandtown, and Paul D. West Middle Schools at 90. Autrey Mill, Holcomb Bridge, Northwestern, and Webb Bridge each scored 95. Most schools show high levels of technology readiness and access again showing the district efforts in this area.

Table 23 – Technology Readiness Scores for Middle Schools

School Name	Technology Readiness
Autrey Mill Middle School	95
Bear Creek Middle School	100
Crabapple Middle School	100
Elkins Pointe Middle School	100
Haynes Bridge Middle School	100
Holcomb Bridge Middle School	95
Hopewell Middle School	100
McNair, RT. Middle School	100
Northwestern Middle School	95
Renaissance Middle School	100
Ridgeview Charter Middle School	100
River Trail Middle School	100
Sandtown Middle School	90
Sandy Springs Middle School	100
Taylor Road Middle School	100
Webb Bridge Middle School	95
West, Paul D. Middle School	90
Woodland Middle School	100
Middle School Average	**98**

High Schools

Technology Readiness across the district's 18 high schools is strong, with an overall average score of 97. Nine of the schools, 50%, achieved a perfect score of 100. Eight schools scored slightly below the average, with the lowest, Alpharetta, at 88. These results reflect consistent investment in digital infrastructure. Overall, Fulton County high schools demonstrate a solid foundation in Technology Readiness.

Table 24 – Technology Readiness Scores for High Schools

School Name	Technology Readiness
Alpharetta High School	88
Banneker + CTAE & Learning Center	100
Cambridge High School	100
Centennial High School	95
Chattahoochee High School	100
Creekside High School	95
Global Impact Academy	93
Independence (Shared with Teaching Museum North)	95
FCS Innovation Academy	100
Johns Creek High School	95
Langston Hughes High School	100
Milton High School	100
Northview High School	95
Riverwood International Charter	100
Roswell High School	90
The Promise Career Institute (TPCI)	97
Tri-Cities High School	100
Westlake High School	100
High School Average	**97**

Details on the educational suitability and technology readiness assessments are included in individual school reports produced by MGT. These reports provide narrative descriptions of all assessed elements that received a rating of Fair, Poor or Unsatisfactory.

Suitability Finding #5: Educational Suitability Assessment: Qualitative Evaluations

The percentages presented in the suitability ratings summaries for Fulton County's elementary, middle, and high schools represent the **proportional distribution of qualitative evaluations** assigned to key facility spaces across each school. Each category—such as General Classrooms, Media Centers, Restrooms, and Staff Lounges—was assessed using a standardized rubric to determine how well the space supports current educational programming and operational functions. Ratings were assigned as *Excellent*, *Good*, *Fair*, *Poor*, or *Unsatisfactory*, and the percentages reflect the relative frequency of each rating across all schools within that level.

To ensure an accurate representation of space quality, **"Not Applicable (N/A)" ratings were excluded from percentage calculations**. These N/A ratings typically indicate spaces that do not exist at a given school or are not relevant to its grade configuration (e.g., a science lab in a K–2 school). Including N/A values would have artificially deflated the percentages of actual ratings and obscured the true condition of rated spaces. By removing N/A entries, the analysis more precisely reflects the quality of applicable spaces, allowing for clearer comparisons and more informed planning decisions. This data-driven approach provides a meaningful foundation for identifying priority areas for improvement and supporting long-term facilities planning across the district.

The educational suitability assessments conducted across Fulton County's elementary, middle, and high schools provide a comprehensive snapshot of how well each facility supports 21st-century learning and operational needs. Each instructional and support space was rated based on standardized criteria—such as environment, size, location, and functionality—and categorized as *Excellent*, *Good*, *Fair*, *Poor*, or *Unsatisfactory*. The results were analyzed with additional refinement excluding "N/A" ratings from percentage calculations to reflect the quality of rated spaces more accurately as present in the individual schools. By removing "Not Applicable" ratings from the percentage calculations, the adjusted reports offer a more accurate view of how the evaluated spaces truly perform—highlighting both excellence and gaps without dilution.

Key Findings

1. **Instructional Spaces Are Very Strong**

   Across all grade levels, core learning environments—such as general classrooms, science labs, and arts spaces—frequently received "Excellent" or "Good" ratings, demonstrating alignment with district expectations and state standards.

2. **Support Spaces Show Some Variability**

   Spaces such as **Restrooms (Student)** and **Staff Lounge/Workrooms** consistently reflected **lower ratings**, particularly at the middle and high school levels. These areas present clear opportunities for targeted facility upgrades to improve staff well-being and student access to equitable amenities.

3. **Minimal Poor or Unsatisfactory Ratings**

   Very few spaces across all school levels were rated "Poor" or "Unsatisfactory," indicating that while there are improvement opportunities, **baseline functionality, suitability, and adequacy is present in Fulton County Schools**.

Implications

This work equips Fulton County Schools with a detailed, data-informed foundation to guide capital planning, facility modernization, and equity-driven investments. The consistent high performance in instructional areas supports current educational delivery. These insights can be used to prioritize funding, develop phased improvement plans, and engage stakeholders in transparent, actionable decision-making.

Elementary School Qualitative Percentages

Elementary school facilities show strong performance across most categories, with several areas standing out. Administration received the highest marks, with 88% of schools rated "Excellent," reflecting strong infrastructure support. Computer Labs and Instructional Resource Rooms had notably fewer "Excellent" ratings (63% each), suggesting potential opportunities for upgrades. Only 26% of restrooms received "Excellent" ratings, the lowest among all categories, indicating a clear area for improvement. Safety and Security also performed below average, with just 44% of schools rated "Excellent," highlighting a need for focused attention.

Table 25 – Elementary School Qualitative Percentages

Category	Excel	Good	Fair	Poor	Unsat
Administration	87.7	8.8	3.5	0.0	0.0
Art	77.2	21.6	1.3	0.0	0.0
Cafeteria	77.2	19.3	3.5	0.0	0.0
Clinic	77.2	21.1	1.8	0.0	0.0
Computer Labs	62.5	37.5	0.0	0.0	0.0
Counseling	82.1	14.3	3.6	0.0	0.0
Custodial and Maintenance	83.9	16.1	0.0	0.0	0.0
Food Service and Prep	78.9	19.3	1.8	0.0	0.0
General Classrooms	73.7	24.6	1.8	0.0	0.0
Instructional Resource Rooms	62.7	35.5	1.3	0.4	0.0
Kindergarten	75.0	22.3	2.7	0.0	0.0
Learning Environment	77.2	17.5	5.3	0.0	0.0
Media Center	84.2	15.4	0.4	0.0	0.0
Music	77.2	19.7	2.6	0.4	0.0
Outside	78.0	18.1	2.6	1.3	0.0
P.E.	75.9	20.5	3.1	0.4	0.0
Performing Arts	79.2	19.9	0.9	0.0	0.0
Restrooms	26.3	64.9	8.8	0.0	0.0
Safety and Security	44.3	45.3	10.4	0.0	0.0
Science	72.7	27.3	0.0	0.0	0.0
Self-Contained Special Ed	66.5	32.0	1.0	0.5	0.0
Staff Lounge	77.2	17.5	5.3	0.0	0.0

Middle School Qualitative Percentages

Middle school facilities show a mix of high and moderate performance across categories. Food Service and Media Centers stand out with 100% of schools rated "Excellent," indicating exceptional quality in these areas. Safety and Security received only 19% "Excellent" ratings suggesting a significant area of concern. Restrooms and Custodial/Maintenance also underperformed, with just 47% of each rated "Excellent," pointing to basic facility upkeep needs. Performing Arts and Self-Contained Special Ed had fewer than half of schools rated "Excellent," signaling potential gaps in specialized instructional environments.

Table 26 – Middle School Qualitative Percentages

Category	Excel	Good	Fair	Poor	Unsat
Administration	68.4	21.1	10.5	0	0
Art	62.2	36.5	0.7	0.7	0
Cafeteria	84.2	15.8	0	0	0
Clinic	57.9	42.1	0	0	0
Computer Labs	50.0	50.0	0	0	0
Counseling	52.6	47.4	0	0	0
Custodial and Maintenance	47.4	47.4	0	5.3	0
Food Service and Prep	100	0	0	0	0
General Classrooms	72.4	27.6	0	0	0
Instructional Resource Rooms	64.5	34.2	1.3	0	0
Learning Environment	59.6	35.1	3.5	1.8	0
Media Center	100	0	0	0	0
Music	52.6	38.2	6.6	2.6	0
Outside	63.8	29.3	6.9	0	0
Performing Arts	42.6	55.9	1.5	0	0
Restrooms	47.4	36.8	15.8	0	0
Safety and Security	19.4	75	5.6	0	0
Science	77.6	22.4	0	0	0
Self-Contained Special Ed	43.1	51.4	2.8	2.8	0
Staff Lounge	73.7	21.1	0	5.3	0

High School Qualitative Percentages

High school facilities show overall strength in several areas, with Food Service and Prep leading at 94% "Excellent," followed closely by Media Centers and Cafeteria at 86% and 84%, respectively. Safety and Security received only 31% "Excellent" ratings, the lowest among all categories, suggesting an urgent need for improvement. General Classrooms and Outside Areas also scored low, with just 49% and 48% "Excellent" respectively, indicating potential issues with core learning and exterior conditions. Clinics and Learning Environments fell below 60% "Excellent," pointing to areas that may impact student well-being and comfort. In contrast, Administration and Instructional Resource Rooms, performed well, with at least 84% and 79% "Excellent" ratings, reflecting strong support infrastructure.

Table 27 – High School Qualitative Percentages

Category	Excel	Good	Fair	Poor	Unsat
Administration	84.2	15.8	0	0	0
Art	78.6	16.4	4.3	0.7	0
Cafeteria	84.2	15.8	0	0	0
Clinic	57.9	36.8	5.3	0	0
Computer Labs	61.4	38.6	0	0	0
Counseling	73.7	26.3	0	0	0
Custodial and Maintenance	73.7	21.1	5.3	0	0
Food Service and Prep	94.4	5.6	0	0	0
General Classrooms	49.3	40	10.7	0	0
Instructional Resource Rooms	79.4	20.6	0	0	0
Learning Environment	56.1	38.6	5.3	0	0
Media Center	85.5	14.5	0	0	0
Music	78.3	18.3	3.3	0	0
Outside	48.2	41.1	7.1	3.6	0
Performing Arts	64.3	27.1	8.6	0	0
Restrooms	68.4	26.3	5.3	0	0
Safety and Security	31.1	56.8	8.1	4.1	0
Science	72.4	25	1.3	1.3	0
Self-Contained Special Ed	65	31.7	3.3	0	0
Staff Lounge	78.9	21.1	0	0	0

Findings Summary

Fulton County Schools have excelled in both educational suitability and technology readiness. The assessment results indicate a robust alignment between facility quality and the district's strategic academic objectives. Notably, the majority of schools achieved either "Excellent" or "Good" ratings. Instructional spaces such as classrooms, labs, and arts areas consistently performed at high levels, showcasing thoughtful design and functionality. The district's strategic efforts have resulted in well-equipped, welcoming, and modern facilities. The high technology readiness scores highlight advanced digital infrastructure, enabling effective integration of digital learning across campuses. These findings collectively suggest that the district not only maintains but continuously advances a culture of excellence, fostering environments that are conducive to student learning and development. Overall, the district's facilities provide a strong foundation for sustained academic achievement and future-oriented educational growth.

Despite the district's strong performance in educational suitability and technology readiness, several challenges may arise. Sustaining the current high standards will require ongoing investment, especially as educational technology rapidly evolves and infrastructure ages. Ensuring equitable access to advanced resources across all campuses could become increasingly complex, particularly in accommodating future growth or shifts in student demographics. Additionally, maintaining a consistent culture of excellence will necessitate continuous professional development and adaptation to emerging instructional methodologies. As Fulton County Schools look ahead, strategic planning must proactively address these areas to ensure that facilities and learning environments remain aligned with both district objectives and the changing landscape of education.

EDUCATIONAL SUITABILITY/ADEQUACY BUDGETS

The budget allotted for fixing educational suitability (also referenced as Educational Adequacy Assessment-EAA) issues that should be allocated for addressing a facility's general educational suitability demands, rather than providing detailed cost estimates for each specific issue. Due to complications in estimating expenses for correcting problems like incorrectly sized classrooms or insufficient learning space variety, a comprehensive design assessment is necessary for precise cost evaluation. A budget for improving suitability is formulated based on a school's overall suitability rating and the collective experience of the team in remedying these issues. This budget information is presented in the report and intended to guide long-term strategic planning.

Like a facility condition index, the reciprocal of the suitability score indicates how much should be reinvested in a property to correct its shortcomings. Here is the formula used to forecast budgets needed to address deficits in educational suitability:

Suitability Index = (1.0 - Suitability Score (%))

Suitability Index x .35 x School Current Replacement Value (CRV) = Suitability Budget Needs

The budget projection of 35% of the Current Replacement Value is based on several factors:

First, several approaches can address educational suitability shortfalls. For example, resolving a classroom's failure to meet size requirements for its occupancy could range from reducing the number of students, which incurs no capital expenditure, to constructing new classrooms at full replacement costs. Typically, a solution involves repurposing some space or merging three classrooms into two by eliminating interior walls. Therefore, the cost for remediation often does not reach 100% of replacement expenses, and based on our experience, applying a 35% factor is an efficient guideline for planning. These budget totals represent the academic and athletic scores for all schools, aligned with each school's underlying CRV values. The budgeting totals reflect the distinct purposes and CRV weightings applied within the separate academic and athletic models.

Moreover, these deficiencies are commonly rectified in conjunction with building condition issues, usually sharing aspects of work and expenses, suggesting that assigning budgets at full replacement cost for both types of assessments could result in inflated financial allocations. Below are the educational suitability scores and budget estimations for each site.

Budget Estimates Academics / Athletics Combined

These are the **total scores** that include both Academics and Athletics for all schools. These totals represent combined academic and athletic scores for all schools, consistent with each school's underlying CRV values. The budgeting totals reflect the CRV weightings applied within the separate academic and athletic models in Tables 29–33.

Table 28 – Budget Estimates Academics/Athletic Facilities

School	CRV	EAA Score	Index	Budget
Elementary Schools				
Abbotts Hill Elementary School	$31,323,130	95.78	4.22	$462,642.63
Alpharetta Elementary School	$33,350,260	91.61	8.39	$979,330.38
Barnwell Elementary School	$37,649,858	92.67	7.33	$965,907.11
Bethune, Mary M. Elementary School	$31,029,132	90.68	9.32	$1,012,170.29
Birmingham Falls Elementary School	$34,314,816	94.02	5.98	$718,209.10
Brookview Elementary School	$24,152,010	83.03	16.97	$1,434,508.63

School	CRV	EAA Score	Index	Budget
Campbell Elementary School	$40,030,629	97.81	2.19	$306,834.77
Cliftondale Elementary School	$34,343,546	96.21	3.79	$455,567.14
Cogburn Woods Elementary School	$34,111,379	97.39	2.61	$311,607.45
College Park Elementary School	$36,748,458	90.21	9.79	$1,259,185.91
Crabapple Crossing Elementary School	$31,820,626	91.80	8.2	$913,251.97
Creek View Elementary School	$33,535,257	95.08	4.92	$577,477.13
Dolvin Elementary School	$41,207,620	91.74	8.26	$1,191,312.29
Dunwoody Springs Charter School	$31,499,702	98.64	1.36	$149,938.58
Feldwood Elementary School	$33,877,550	97.08	2.92	$346,228.56
Findley Oaks Elementary School	$35,194,395	97.62	2.38	$293,169.31
Gullatt, C. H. Elementary School	$32,959,942	96.58	3.42	$394,530.51
Hapeville Elementary School	$36,550,716	86.77	13.23	$1,692,480.90
Heards Ferry Elementary School	$41,073,323	96.52	3.48	$500,273.07
Hembree Springs Elementary School	$33,047,087	97.29	2.71	$313,451.62
Heritage Elementary School	$31,113,791	90.98	9.02	$982,262.38
High Point Elementary School	$30,691,005	94.72	5.28	$567,169.77
Hilliard, Asa Elementary School	$37,719,405	90.05	9.95	$1,313,578.28
Hillside Elementary School	$32,919,292	97.91	2.09	$240,804.62
Holmes, Hamilton E. Elementary School	$36,316,417	89.70	10.3	$1,309,206.83
Ison Springs Elementary School	$44,368,414	98.56	1.44	$223,616.81
Jackson, Esther Elementary School	$39,246,859	90.97	9.03	$1,240,396.98
Lake Forest Elementary School	$37,046,319	98.22	1.78	$230,798.57
Lake Windward Elementary School	$34,973,431	94.98	5.02	$614,483.18
Lee, Seaborn Elementary School	$24,214,033	93.04	6.96	$589,853.84
Liberty Point Elementary School	$32,985,931	98.15	1.85	$213,583.90
Manning Oaks Elementary School	$30,911,584	92.12	7.88	$852,541.49
Medlock Bridge Elementary School	$32,245,683	96.46	3.54	$399,524.01
Mimosa Elementary School	$38,867,690	95.02	4.98	$677,463.84
Mountain Park Elementary School	$34,790,513	94.52	5.48	$667,282.04
New Prospect Elementary School	$35,438,717	95.37	4.63	$574,284.41
Nolan, Love T. Elementary School	$31,142,510	91.36	8.64	$941,749.50
Northwood Elementary School	$32,375,892	95.64	4.36	$494,056.11
Oakley Elementary School	$36,337,416	97.39	2.61	$331,942.30
Ocee Elementary School	$33,164,337	99.11	0.89	$103,306.91

School	CRV	EAA Score	Index	Budget
Palmetto Elementary School	$42,841,554	98.21	1.79	$268,402.34
Randolph Elementary School	$29,251,636	98.82	1.18	$120,809.26
Renaissance Elementary School	$32,588,432	88.62	11.38	$1,297,997.25
River Eves Elementary School	$33,347,135	88.91	11.09	$1,294,369.05
Roswell North Elementary School	$38,434,371	87.71	12.29	$1,653,254.47
Shakerag Elementary School	$31,804,804	93.68	6.32	$703,522.26
State Bridge Crossing Elementary School	$31,003,228	95.89	4.11	$445,981.43
Stonewall Tell Elementary School	$28,515,592	92.49	7.51	$749,532.34
Summit Hill Elementary School	$32,331,594	91.45	8.55	$967,522.95
Sweet Apple Elementary School	$36,293,105	94.63	5.37	$682,128.91
Vickery Mill Elementary School	$44,517,558	96.56	3.44	$535,991.40
West, Evoline C. Elementary School	$38,059,541	87.17	12.83	$1,709,063.69
Wilson Creek Elementary School	$33,490,055	95.01	4.99	$584,903.81
Wolf Creek Elementary School	$36,524,428	98.31	1.69	$216,041.99
Woodland Charter Elementary School	$39,904,729	98.95	1.05	$146,649.88
Middle Schools				
Autrey Mill Middle School	$65,064,523	94.12	5.88	$1,249,137.83
Bear Creek Middle School	$49,984,488	92.91	7.09	$659,745.24
Crabapple Middle School	$61,026,703	87.96	12.04	$2,402,455.99
Elkins Pointe Middle School	$56,881,097	95.49	4.51	$943,532.88
Haynes Bridge Middle School	$39,701,485	77.99	22.01	$3,017,444.39
Holcomb Bridge Middle School	$38,025,820	84.79	15.21	$2,107,212.15
Hopewell Middle School	$63,938,780	95.46	4.54	$1,030,980.14
McNair, R.T. Middle School	$57,911,573	94.85	5.15	$1,077,113.44
Northwestern Middle School	$54,601,949	97.26	2.74	$425,375.23
Renaissance Middle School	$55,954,208	90.90	9.1	$1,892,926.14
Ridgeview Charter School	$57,580,077	97.73	2.27	$326,679.12
River Trail Middle School	$54,975,972	97.01	2.99	$576,765.20
Sandtown Middle School	$55,122,311	96.95	3.05	$619,624.60
Sandy Springs Middle School	$61,238,283	96.16	3.84	$835,317.40
Taylor Road Middle School	$58,660,975	92.36	7.64	$1,494,969.63
Webb Bridge Middle School	$57,475,020	92.44	7.56	$1,431,397.98
West, Paul D. Middle School	$56,347,005	95.19	4.81	$1,001,622.76
Woodland Middle School	$56,167,410	91.85	8.15	$1,677,241.44

School	CRV	EAA Score	Index	Budget
High Schools				
Alpharetta High School	$111,369,910	86.94	13.06	$5,494,687.06
Banneker + CTAE & Learning Center	$122,958,271	95.31	4.69	$2,062,586.33
Cambridge High School	$114,920,834	99.46	0.54	$390,648.97
Centennial High School	$99,704,201	90.69	9.31	$3,775,194.72
Chattahoochee High School	$98,234,482	84.67	15.33	$5,529,385.23
Creekside High School	$88,707,911	86.11	13.89	$4,450,011.39
Global Impact Academy	$44,876,074	92.02	7.98	$1,253,388.75
Independence (Shared with Teaching Museum North)	$12,763,165	80.39	19.61	$875,999.83
Innovation Academy	$76,007,698	92.79	7.21	$1,775,787.25
Johns Creek High School	$106,509,274	98.49	1.51	$593,464.17
Langston Hughes High School	$126,315,039	88.58	11.42	$4,862,802.77
Milton High School	$113,903,569	89.81	10.19	$4,647,235.37
Northview High School	$106,141,152	88.77	11.23	$4,623,725.01
Riverwood International Charter School	$113,614,005	90.34	9.66	$4,493,428.64
Roswell High School	$97,230,211	87.98	12.02	$4,288,586.01
The Promise Career Institute (TPCI)	$28,170,925	89.67	10.33	$857,804.67
Tri-Cities High School	$101,020,900	86.81	13.19	$4,927,294.79
Westlake High School	$109,565,613	92.80	7.2	$2,906,462.07
Totals and Averages	**$4,576,267,350**	**93.10**		**$118,800,188.74**

ACADEMIC BUDGETING ESTIMATES

Elementary School

These are the **scores** that include only Academics by grade band. Middle school and high schools had separate athletic analysis so elementary budgets will be the same as above and are here for comparison.

Elementary campuses collectively show strong facility alignment with academic programming, with an average Educational Adequacy Assessment (EAA) score of 94.17 across 55 schools. The total Current Replacement Value (CRV) for these facilities is just under $1.9 billion, with a total projected academic suitability budget of $38 million. Most schools demonstrate moderate funding needs, though a subset including Hapeville ES ($1.69M), West ES ($1.7M), and Roswell North ES ($1.65M) have disproportionately high suitability gaps. Notably, several high-performing schools with EAA scores above 95, such as Ocee ES and Randolph ES, have minimal projected needs, underscoring effective alignment of infrastructure with educational programming.

Table 29 – Academic Budgeting Estimates Elementary School

School	CRV	EAA Score	Index	Budget
Abbotts Hill Elementary School	$31,323,130	95.78	4.22	$462,642.63
Alpharetta Elementary School	$33,350,260	91.61	8.39	$979,330.38
Barnwell Elementary School	$37,649,858	92.67	7.33	$965,907.11
Bethune, Mary M. Elementary School	$31,029,132	90.68	9.32	$1,012,170.29
Birmingham Falls Elementary School	$34,314,816	94.02	5.98	$718,209.10
Brookview Elementary School	$24,152,010	83.03	16.97	$1,434,508.63
Campbell Elementary School	$40,030,629	97.81	2.19	$306,834.77
Cliftondale Elementary School	$34,343,546	96.21	3.79	$455,567.14
Cogburn Woods Elementary School	$34,111,379	97.39	2.61	$311,607.45
College Park Elementary School	$36,748,458	90.21	9.79	$1,259,185.91
Crabapple Crossing Elementary School	$31,820,626	91.80	8.2	$913,251.97
Creek View Elementary School	$33,535,257	95.08	4.92	$577,477.13
Dolvin Elementary School	$41,207,620	91.74	8.26	$1,191,312.29
Dunwoody Springs Charter School	$31,499,702	98.64	1.36	$149,938.58
Feldwood Elementary School	$33,877,550	97.08	2.92	$346,228.56
Findley Oaks Elementary School	$35,194,395	97.62	2.38	$293,169.31
Gullatt, C. H. Elementary School	$32,959,942	96.58	3.42	$394,530.51
Hapeville Elementary School	$36,550,716	86.77	13.23	$1,692,480.90
Heards Ferry Elementary School	$41,073,323	96.52	3.48	$500,273.07
Hembree Springs Elementary School	$33,047,087	97.29	2.71	$313,451.62
Heritage Elementary School	$31,113,791	90.98	9.02	$982,262.38
High Point Elementary School	$30,691,005	94.72	5.28	$567,169.77
Hilliard, Asa Elementary School	$37,719,405	90.05	9.95	$1,313,578.28
Hillside Elementary School	$32,919,292	97.91	2.09	$240,804.62

School	CRV	EAA Score	Index	Budget
Holmes, Hamilton E. Elementary School	$36,316,417	89.70	10.3	$1,309,206.83
Ison Springs Elementary School	$44,368,414	98.56	1.44	$223,616.81
Jackson, Esther Elementary School	$39,246,859	90.97	9.03	$1,240,396.98
Lake Forest Elementary School	$37,046,319	98.22	1.78	$230,798.57
Lake Windward Elementary School	$34,973,431	94.98	5.02	$614,483.18
Lee, Seaborn Elementary School	$24,214,033	93.04	6.96	$589,853.84
Liberty Point Elementary School	$32,985,931	98.15	1.85	$213,583.90
Manning Oaks Elementary School	$30,911,584	92.12	7.88	$852,541.49
Medlock Bridge Elementary School	$32,245,683	96.46	3.54	$399,524.01
Mimosa Elementary School	$38,867,690	95.02	4.98	$677,463.84
Mountain Park Elementary School	$34,790,513	94.52	5.48	$667,282.04
New Prospect Elementary School	$35,438,717	95.37	4.63	$574,284.41
Nolan, Love T. Elementary School	$31,142,510	91.36	8.64	$941,749.50
Northwood Elementary School	$32,375,892	95.64	4.36	$494,056.11
Oakley Elementary School	$36,337,416	97.39	2.61	$331,942.30
Ocee Elementary School	$33,164,337	99.11	0.89	$103,306.91
Palmetto Elementary School	$42,841,554	98.21	1.79	$268,402.34
Randolph Elementary School	$29,251,636	98.82	1.18	$120,809.26
Renaissance Elementary School	$32,588,432	88.62	11.38	$1,297,997.25
River Eves Elementary School	$33,347,135	88.91	11.09	$1,294,369.05
Roswell North Elementary School	$38,434,371	87.71	12.29	$1,653,254.47
Shakerag Elementary School	$31,804,804	93.68	6.32	$703,522.26
State Bridge Crossing Elementary School	$31,003,228	95.89	4.11	$445,981.43
Stonewall Tell Elementary School	$28,515,592	92.49	7.51	$749,532.34
Summit Hill Elementary School	$32,331,594	91.45	8.55	$967,522.95
Sweet Apple Elementary School	$36,293,105	94.63	5.37	$682,128.91
Vickery Mill Elementary School	$44,517,558	96.56	3.44	$535,991.40
West, Evoline C. Elementary School	$38,059,541	87.17	12.83	$1,709,063.69
Wilson Creek Elementary School	$33,490,055	95.01	4.99	$584,903.81
Wolf Creek Elementary School	$36,524,428	98.31	1.69	$216,041.99
Woodland Charter Elementary School	$39,904,729	98.95	1.05	$146,649.88
Totals and Averages	**$1,872,096,735**	**94.17**		**$38,072,215.56**

Middle School

The middle school portfolio reflects a generally high level of alignment between facilities and academic programming, with an average Educational Adequacy Assessment (EAA) score of 93.51 across 18 schools. The total Current Replacement Value (CRV) is approximately $913.2 million, with a projected academic suitability budget of $19.6 million. While schools such as Ridgeview Charter School (99.84) and Northwestern MS (98.25) show minimal funding needs, others like Holcomb Bridge MS ($1.6M, score 86.17) and Haynes Bridge MS ($2.5M, score 79.66) highlight urgent gaps between instructional demands and facility support. Notably, schools with EAA scores below 95 consistently require higher investment, suggesting a correlation between lower suitability and greater funding needs.

Table 30 – Academic Budgeting Estimates Middle School

Middle School	CRV	EAA Score	Index	Budget
Autrey Mill Middle School	$59,703,179	94.27	5.73	$1,197,347.25
Bear Creek Middle School	$46,082,184	97.72	2.28	$367,735.83
Crabapple Middle School	$55,615,079	90.32	9.68	$1,884,238.88
Elkins Pointe Middle School	$51,176,817	95.04	4.96	$888,429.54
Haynes Bridge Middle School	$35,364,808	79.66	20.34	$2,517,620.68
Holcomb Bridge Middle School	$34,038,201	86.17	13.83	$1,647,619.12
Hopewell Middle School	$57,607,181	95.19	4.81	$969,816.89
McNair, R.T. Middle School	$53,397,384	94.47	5.53	$1,033,506.37
Northwestern Middle School	$51,114,383	98.25	1.75	$313,075.60
Renaissance Middle School	$53,077,256	89.96	10.04	$1,865,134.78
Ridgeview Charter School	$52,374,379	99.84	0.16	$29,329.65
River Trail Middle School	$50,216,821	96.98	3.02	$530,791.80
Sandtown Middle School	$49,796,040	96.74	3.26	$568,172.82
Sandy Springs Middle School	$56,164,882	96.00	4	$786,308.35
Taylor Road Middle School	$52,948,569	93.67	6.33	$1,173,075.55
Webb Bridge Middle School	$50,806,157	92.92	7.08	$1,258,976.57
West, Paul D. Middle School	$52,913,607	94.88	5.12	$948,211.84
Woodland Middle School	$50,817,924	91.03	8.97	$1,595,428.72
Totals and Averages	**$913,214,851**	**93.51**		**$19,574,820.23**

High School

The high school data demonstrates strong overall academic alignment, with an average EAA score of 92.66 across 18 schools and a total Current Replacement Value (CRV) of approximately $1.3 billion. The estimated academic suitability budget totals nearly $37.7 million, targeting upgrades that would enhance instructional delivery and program alignment. Schools such as Cambridge HS (score 98.72, $390K budget) reflect minimal needs, while Langston Hughes HS ($3.9M, score 88.00) and Chattahoochee HS ($3.7M, score 86.30) signal concentrated investment opportunities. Notably, schools with EAA scores under 90 show an average required budget of approximately $2.5 million, emphasizing the importance of targeted enhancements in those settings.

Table 31 – Academic Budgeting Estimates High School

School	CRV	EAA Score	Index	Budget
Alpharetta High School	$85,413,110	88.81	11.19	$3,345,204.45
Banneker + CTAE & Learning Center	$97,614,385	95.57	4.43	$1,513,511.04
Cambridge High School	$87,198,430	98.72	1.28	$390,648.97
Centennial High School	$76,031,730	93.18	6.82	$1,814,877.40
Chattahoochee High School	$76,843,993	86.30	13.7	$3,684,669.46
Creekside High School	$72,010,213	87.83	12.17	$3,067,275.02
Global Impact Academy	$44,876,074	92.02	7.98	$1,253,388.75
Independence (Shared w/ Teaching Museum)	$12,763,165	80.39	19.61	$875,999.83
Innovation Academy	$70,370,012	92.79	7.21	$1,775,787.25
Johns Creek High School	$84,780,596	98.00	2	$593,464.17
Langston Hughes High School	$93,651,409	88.00	12	$3,933,359.18
Milton High School	$86,171,907	93.11	6.89	$2,078,035.54
Northview High School	$81,355,801	90.97	9.03	$2,571,250.09
Riverwood International Charter	$77,723,786	91.78	8.22	$2,236,113.32
Roswell High School	$71,988,497	89.28	10.72	$2,701,008.41
The Promise Career Institute	$28,170,925	91.30	8.7	$857,804.67
Tri-Cities High School	$80,720,901	88.97	11.03	$3,116,230.38
Westlake High School	$86,551,759	93.70	6.3	$1,908,466.29
Totals and Averages	**$1,314,236,693**	**92.66**		**$37,717,094.21**

ATHLETICS BUDGETING ESTIMATES

These are the scores that include only Athletics by grade band. Middle school and high schools were considered for this analysis.

Middle School

The middle school athletics facilities reflect a well-maintained portfolio, with an average EAA score of 89.10 across 18 schools and a total Current Replacement Value (CRV) of $87.4 million. The total estimated athletics improvement budget is approximately $3.2 million, with most schools requiring relatively modest investments. Schools with the highest needs, such as Crabapple MS ($515K) and Haynes Bridge MS ($500K), correlate with lower EAA scores (72.64 and 67.07 respectively), indicating areas where facility conditions may be limiting student athletic experiences. In contrast, high-performing schools like Renaissance MS (score 97.24) require minimal investment ($28K), signaling strong alignment between current facilities and programmatic goals.

Table 32 – Athletics Budgeting Estimates Middle Schools

Middle School	CRV	EAA Score	Index	Budget
Autrey Mill Middle School	$5,361,344	97.24	2.76	$51,790.58
Bear Creek Middle School	$3,902,304	78.62	21.38	$292,009.41
Crabapple Middle School	$5,411,624	72.64	27.36	$518,217.11
Elkins Pointe Middle School	$5,704,280	97.24	2.76	$55,103.34
Haynes Bridge Middle School	$4,336,677	67.07	32.93	$499,823.71
Holcomb Bridge Middle School	$3,987,619	67.07	32.93	$459,593.03
Hopewell Middle School	$6,331,599	97.24	2.76	$61,163.25
McNair, R.T. Middle School	$4,514,189	97.24	2.76	$43,607.07
Northwestern Middle School	$3,487,566	90.80	9.2	$112,299.63
Renaissance Middle School	$2,876,952	97.24	2.76	$27,791.36
Ridgeview Charter School	$5,205,698	83.68	16.32	$297,349.47
River Trail Middle School	$4,759,151	97.24	2.76	$45,973.40
Sandtown Middle School	$5,326,271	97.24	2.76	$51,451.78
Sandy Springs Middle School	$5,073,401	97.24	2.76	$49,009.05
Taylor Road Middle School	$5,712,406	83.90	16.1	$321,894.08
Webb Bridge Middle School	$4,561,413	89.20	10.8	$172,421.41
West, Paul D. Middle School	$5,529,081	97.24	2.76	$53,410.92
Woodland Middle School	$5,361,253	95.64	4.36	$81,812.72
Totals and Averages	**$87,442,828**	**89.10**		**$3,194,721.32**

High School

The high schools demonstrate a varied overall athletics facility performance, with an average EAA score of 83.29 across 14 campuses and a total Current Replacement Value (CRV) of $352 million. The overall investment requirement is projected at $20 million, as most schools necessitate significant upgrades. However, Riverwood International Charter School ($2.3M) and Milton HS ($2.6M) account for a large portion of the total projected budget, reflecting localized deficiencies that warrant strategic reinvestment. Notably, Cambridge HS and Johns Creek HS require no additional funding, indicating alignment between facility condition and athletic programming.

Table 33 - Athletics Budgeting Estimates High Schools

School	CRV	EAA Score	Index	Budget
Alpharetta High School	$25,956,800	76.34	23.66	$2,149,482.61
Banneker + CTAE & Learning Center	$25,343,886	93.81	6.19	$549,075.29
Cambridge High School	$27,722,404	100.00	0	$0.00
Centennial High School	$23,672,471	76.34	23.66	$1,960,317.32
Chattahoochee High School	$21,390,489	75.36	24.64	$1,844,715.77
Creekside High School	$16,697,698	76.34	23.66	$1,382,736.37
Innovation Academy	$5,637,686	100.00	0	$0.00
Johns Creek High School	$21,728,678	100.00	0	$0.00
Langston Hughes High School	$32,663,630	91.87	8.13	$929,443.59
Milton High School	$27,731,662	73.53	26.47	$2,569,199.83
Northview High School	$24,785,351	76.34	23.66	$2,052,474.92
Riverwood International Charter School	$35,890,219	82.03	17.97	$2,257,315.32
Roswell High School	$25,241,714	82.03	17.97	$1,587,577.60
Tri-Cities High School	$20,299,999	74.51	25.49	$1,811,064.41
Westlake High School	$23,013,854	87.61	12.39	$997,995.78
Totals and Averages	**$357,776,541**	**83.29**		**$20,091,368.81**

Scoring Framework

The separate academic and athletic budgeting totals reflect the distinct purposes and weightings of the two models. The combined report evaluates academics, outdoor educational spaces, auxiliary spaces, and athletics within a single balanced framework. Academic and athletic needs contribute proportionally but do not dominate the overall adequacy score. The standalone academic and athletic analysis, however, draws upon program-specific criteria with greater sensitivity to those individual requirements, amplifying needs that are less visible in the blended model. This also reflects the proportion of facility cost replacement values for academic and athletic infrastructure at each school. Those differences affect the weighting in the models. Both approaches are valid. They assess educational adequacy from different perspectives.

Findings Summary

The *Fulton Educational Suitability and Adequacy Budgets Report* budgeting approach educational suitability (academic and athletic) across all district schools. Rather than assigning detailed cost estimates to individual deficiencies, the report uses a formulaic method to estimate budget needs based on each school's Educational Adequacy Assessment (EAA) score and Current Replacement Value (CRV). A suitability index is applied to the CRV, multiplied by a factor of 35%, reflecting industry experience that many educational suitability issues can be addressed with partial renovations rather than full reconstruction.

Districtwide Overview

Metric	Value
Total Current Replacement Value (CRV)	$4.6 billion
Total Suitability Budget	$116 million
Average Suitability Score	93.10
Total Schools Assessed	91*

*Includes elementary, middle, and high schools.

Grade Band Comparisons

Elementary Schools (55 Schools)

Metric	Value
Total Current Replacement Value (CRV)	$1.9 billion
Average Suitability Score (EAA)	94.17
Total Suitability Budget	$38.1 million
Suitability Score Range	83.03 (low) – 99.11 (high)
Highest Budget Need	Hapeville ES – $1.7M
Lowest Budget Need	Ocee ES – $103K

Middle Schools (18 Schools)

Metric	Value
Total CRV (Academics)	$9913.2 million
Total CRV (Athletics)	$87.4 million
Average EAA Score (Academics)	93.51
Average EAA Score (Athletics)	89.10
Academic Budget Needs	$19.6 million
Athletic Budget Needs	$3.2 million

Schools with Academic Budget Needs Over $1.5 Million

School	Budget Need
Haynes Bridge Middle School	$2.5M
Crabapple Middle School	$1.9M
Renaissance Middle School	$1.9M
Holcomb Bridge Middle School	$1.6M
Woodland Middle School	$1.6M

High Schools (18 Schools)

Metric	Value
Total CRV (Academics)	$1.3 billion
Total CRV (Athletics)	$352 million
Average EAA Score (Academics)	92.66
Average EAA Score (Athletics)	83.29
Academic Budget Needs	$37.7 million
Athletic Budget Needs	$20 million

Schools with Academic Budget Needs Over $3 Million

School	Budget Need
Langston Hughes High School	$3.9M
Chattahoochee High School	$3.7M
Alpharetta High School	$3.3M
Tri-Cities High School	$3.1M
Creekside High School	$3.1M

Schools with Athletic Budget Over $2 Million

School	Budget Need
Milton High School	$2.6M
Riverwood International Charter School	$2.2M
Alpharetta High School	$2.1M
Northview High School	$2.1M

Key Observations

Elementary School

1. **Brookview ES** has the lowest overall suitability score (83.03) among the schools evaluated and ranks fourth highest in elementary budget requirements, with a need of $1.4 million.
2. Hapeville ES has the highest allocated budget of $1.7M, corresponding to an overall score of 86.77.

Middle School

1. **Haynes Bridge MS** and Holcomb Bridge MS have the lowest academic suitability scores (79.66 and 86.17 respectively). These schools also require the most funding at $2.5M and $1.6M highlighting an inverse relationship between suitability scores and budgeting needs.
2. Athletics assessments indicate **Haynes Bridge MS** (67.07) and **Holcomb Bridge MS** (67.07) have many deficiencies leading to the lowest middle school scores. **Haynes Bridge MS** has the largest budgetary needs at $500K, while **Haynes Bridge MS** ($460K) has the 2nd largest budget.

High School

1. Among high schools, **Independence** has the lowest score of 80.39, but the 4th lowest budget of $876K
2. **Chattahoochee HS** ($3.7M) and **Langston Hughes HS** ($3.9M) demonstrate significant academic funding needs despite near excellent EAA scores.
3. **Athletics budgeting** in high schools have notable zero-cost schools like Cambridge MS and Johns Creek HS given their perfect EAA athletic scores (100).

COMBINED CONDITION AND EDUCATIONAL SUITABILITY FINDINGS

Table 34 presents a combined score analysis that integrates the Facility Condition Assessment (FCA) and Educational Suitability findings into a single, holistic score. This combined score allows Fulton County Schools (FCS) to review each school's overall needs more comprehensively and identify groups of schools for prioritization in the facilities master planning process.

The FCA score, derived from Parsons' eCOMET® software, evaluates the physical condition of each facility on a 100-point scale, where higher scores indicate better facility conditions. The educational suitability score, stored in MGT's BASYS database, also uses a 100-point scale, with higher scores representing facilities that provide strong support for educational programs.

To create the combined score, the district applied a weighted formula that reflects its priorities and the relative impact on capital costs. For FCS, the FCA score was weighted at 70%, and the educational suitability score was weighted at 30%. This weighting emphasizes the importance of physical condition while accounting for the role of educational suitability in supporting student success.

The tables on the following pages present the three assessment scores for each facility—FCA, educational suitability, and the resulting combined score—organized by school level. The first table also includes the cumulative district score for all three assessments. Schools are sorted from lowest to highest combined score to assist in identifying and prioritizing facilities with the greatest overall needs.

It is important to note that the combined score is a tool designed to support decision-making and prioritization as the facilities master plan is developed. By grouping schools based on their combined assessment, the district can strategically address both physical and educational needs.

Table 34 – Combined Scores – FCA and Suitability

School	FCA Score	Suitability Score	Combined Score (70/30)
Elementary Schools			
Abbotts Hill Elementary School	81.32	95.78	85.66
Alpharetta Elementary School	78.34	91.61	82.32
Barnwell Elementary School	76.78	92.67	81.55
Bethune, Mary M. Elementary School	73.72	90.68	78.81
Birmingham Falls Elementary School	96.01	94.02	95.41
Brookview Elementary School	92.34	83.03	89.55
Campbell Elementary School	95.19	97.81	95.98
Cliftondale Elementary School	98.13	96.21	97.55
Cogburn Woods Elementary School	80.2	97.39	85.36
College Park Elementary School	96.1	90.21	94.33
Crabapple Crossing Elementary School	70.59	91.80	76.95
Creek View Elementary School	76.4	95.08	82.00
Dolvin Elementary School	88.58	91.74	89.53
Dunwoody Springs Charter School	91.16	98.64	93.40
Feldwood Elementary School	96.84	97.08	96.91

School	FCA Score	Suitability Score	Combined Score (70/30)
Findley Oaks Elementary School	65.01	97.62	74.79
Gullatt, C. H. Elementary School	100	96.58	98.97
Hapeville Elementary School	78.54	86.77	81.01
Heards Ferry Elementary School	98.44	96.52	97.86
Hembree Springs Elementary School	79.46	97.29	84.81
Heritage Elementary School	75.9	90.98	80.42
High Point Elementary School	72.96	94.72	79.49
Hilliard, Asa Elementary School	99.62	90.05	96.75
Hillside Elementary School	72.23	97.91	79.93
Holmes, Hamilton E. Elementary School	77.61	89.70	81.24
Ison Springs Elementary School	96.28	98.56	96.96
Jackson, Esther Elementary School	99.28	90.97	96.79
Lake Forest Elementary School	95.58	98.22	96.37
Lake Windward Elementary School	58.24	94.98	69.26
Lee, Seaborn Elementary School	78.8	93.04	83.07
Liberty Point Elementary School	76.47	98.15	82.97
Manning Oaks Elementary School	89.1	92.12	90.01
Medlock Bridge Elementary School	60.97	96.46	71.62
Mimosa Elementary School	77.36	95.02	82.66
Mountain Park Elementary School	66.44	94.52	74.86
New Prospect Elementary School	56.37	95.37	68.07
Nolan, Love T. Elementary School	79.8	91.36	83.27
Northwood Elementary School	92.07	95.64	93.14
Oakley Elementary School	92.41	97.39	93.90
Ocee Elementary School	86.01	99.11	89.94
Palmetto Elementary School	88.79	98.21	91.62
Randolph Elementary School	88.43	98.82	91.55
Renaissance Elementary School	93.89	88.62	92.31
River Eves Elementary School	88.87	88.91	88.88
Roswell North Elementary School	89.76	87.71	89.15
Shakerag Elementary School	80	93.68	84.10
State Bridge Crossing Elementary School	85.32	95.89	88.49
Stonewall Tell Elementary School	86.24	92.49	88.12
Summit Hill Elementary School	90.1	91.45	90.51

School	FCA Score	Suitability Score	Combined Score (70/30)
Sweet Apple Elementary School	83.77	94.63	87.03
Vickery Mill Elementary School	97.35	96.56	97.11
West, Evoline C. Elementary School	95.57	87.17	93.05
Wilson Creek Elementary School	77.4	95.01	82.68
Wolf Creek Elementary School	99.24	98.31	98.96
Woodland Charter Elementary School	87.73	98.95	91.10
Middle Schools			
Autrey Mill Middle School	72.88	94.27	79.30
Bear Creek Middle School	81.18	97.72	86.14
Crabapple Middle School	100	90.32	97.10
Elkins Pointe Middle School	77.41	95.04	82.70
Haynes Bridge Middle School	57.2	79.66	63.94
Holcomb Bridge Middle School	50.57	86.17	61.25
Hopewell Middle School	70.3	95.19	77.77
McNair, R.T. Middle School	96.28	94.47	95.74
Northwestern Middle School	74.1	98.25	81.35
Renaissance Middle School	78.16	89.96	81.70
Ridgeview Charter School	94.73	99.84	96.26
River Trail Middle School	67.62	96.98	76.43
Sandtown Middle School	66.98	96.74	75.91
Sandy Springs Middle School	75.07	96.00	81.35
Taylor Road Middle School	62.6	93.67	71.92
Webb Bridge Middle School	79.21	92.92	83.32
West, Paul D. Middle School	68.78	94.88	76.61
Woodland Middle School	88.84	91.03	89.50
High Schools			
Alpharetta High School	80.15	88.81	82.75
Banneker + CTAE & Learning Center	93.5	95.57	94.12
Cambridge High School	99.84	98.72	99.50
Centennial High School	84.02	93.18	86.77
Chattahoochee High School	62.55	86.30	69.68
Creekside High School	76.37	87.83	79.81
Global Impact Academy	100	92.02	97.61
Independence (Shared with Teaching Museum North)	95.78	80.39	91.16

School	FCA Score	Suitability Score	Combined Score (70/30)
Innovation Academy	96.59	92.79	95.45
Johns Creek High School	93.01	98.00	94.51
Langston Hughes High School	98.27	88.00	95.19
Milton High School	90.05	93.11	90.97
Northview High School	78.97	90.97	82.57
Riverwood International Charter School	96.24	91.78	94.90
Roswell High School	67.97	89.28	74.36
The Promise Career Institute (TPCI)	98.64	91.30	96.44
Tri-Cities High School	66.23	88.97	73.05
Westlake High School	98.03	93.70	96.73

APPENDICES

ASTM UUNIFORMAT II Building Classifications

Level 1 Major Group Elements	Level 2 Group Elements	Level 3 Individual Elements	
A Substructure	A10 Foundations	A1010	Standard Foundations
		A1020	Special Foundations
		A1030	Slab on Grade
	A20 Basement Construction	A2010	Basement Excavation
		A2020	Basement Walls
B Shell	B10 Superstructure	B1010	Floor Construction
		B1020	Roof Construction
	B20 Exterior Enclosure	B2010	Exterior Walls
		B2020	Exterior Windows
		B2030	Exterior Doors
	B30 Roofing	B3010	Roof Coverings
		B3020	Roof Openings
C Interiors	C10 Interior Construction	C1010	Partitions
		C1020	Interior Doors
		C1030	Fittings
	C20 Stairs	C2010	Stair Construction
		C2020	Stair Finishes
	C30 Interior Finishes	C3010	Wall Finishes
		C3020	Floor Finishes
		C3030	Ceiling Finishes
D Services	D10 Conveying	D1010	Elevators and Lifts
		D1020	Escalators and Moving Walks
		D1090	Other Conveying Systems
	D20 Plumbing	D2010	Plumbing Fixtures
		D2020	Domestic Water Distribution
		D2030	Sanitary Waste

Level 1 Major Group Elements	Level 2 Group Elements	Level 3 Individual Elements	
		D2040	Rain Water Drainage
		D2090	Other Plumbing Systems
	D30 HVAC	D3010	Energy Supply
		D3020	Heat Generating Systems
		D3030	Cooling Generating Systems
		D3040	Distribution System
		D3050	Terminal & Package Units
		D3060	Controls & Instrumentation
		D3070	System Testing & Balancing
		D3090	Other HVAC Systems & Equipment
	D40 Fire Protection	D4010	Sprinklers
		D4020	Standpipes
		D4030	Fire Protection Specialties
		D4090	Other Fire Protection Systems
	D50 Electrical	D5010	Electrical Service/Distribution
		D5020	Lighting and Branch Wiring
		D5030	Communications and Security
		D5090	Other Electrical Systems
E Equipment & Furnishings	E10 Equipment	E1010	Commercial Equipment
		E1020	Institutional Equipment
		E1030	Vehicular Equipment
		E1090	Other Equipment
	E20 Furnishings	E2010	Fixed Furnishings
		E2020	Moveable Furnishings
F Special Construction	F10 Special Construction	F1010	Special Structures
		F1020	Integrated Construction
		F1030	Special Construction Systems
		F1040	Special Facilities
		F1050	Special Controls & Instrumentation

Level 1 Major Group Elements	Level 2 Group Elements	Level 3 Individual Elements	
	F20 Selective Building Demolition	F2010	Building elements Demolition
		F2020	Hazardous Components Abatement
G Building Sitework	G10 Site Preparation	G1010	Site Clearing
		G1020	Site Demolition and Relocations
		G1030	Site Earthwork
	G20 Site Improvements	G2010	Roadways
		G2020	Parking Lots
		G2030	Pedestrian Paving
		G2040	Site Development
		G2050	Landscaping
	G30 Site Mechanical Utilities	G3010	Water Supply
		G3020	Sanitary Sewer
		G3030	Storm Sewer
		G3060	Fuel Distribution
	G40 Site Electrical Utilities	G4020	Site Lighting

Individual Reports

Facility Condition Assessment Reports by School

FCS High School Athletic Suitability Report V5 2025

FCS High School and Middle School Athletic Suitability Report V3 2025