

Public School Principals Report on Their School Facilities: Fall 2005

Statistical Analysis Report





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Executive Summary

The extent to which school buildings support education has been an important topic for policymakers. One issue is the physical condition of the buildings, particularly as school buildings age. Another is the ability of the buildings to accommodate shifts in the nation's population: some communities have experienced decreases in school-age population due to outmigration or shifts in the age distribution, leading to below-capacity enrollment in their schools, while others have experienced large increases in population and have needed to build new schools, expand existing ones, or put more students in buildings than the buildings are designed to serve. This report is based on a survey of school principals conducted by the National Center for Education Statistics (NCES) in the Institute of Education Sciences, U.S. Department of Education. It presents current information on the extent of the match between the enrollment and the capacity of the school buildings, environmental factors that can affect the use of classrooms and school buildings, the extent and ways in which schools use portable buildings and the reasons for using them, the availability of dedicated rooms for particular subject areas (such as science labs or music rooms), and the cleanliness and maintenance of student restrooms. The data were collected from mid-September 2005 through late January 2006 from public elementary and secondary schools in the 50 states and the District of Columbia. *T*-tests were used to test for statistical significance.

The Capacity of School Buildings

Principals often reported a mismatch between the capacity of school buildings and the number of students in those buildings. More than half of the principals reported that their school had fewer students than the school's design capacity: 21 percent said their school was underenrolled by more than 25 percent, and 38 percent said their school was underenrolled by between 6 and 25 percent (figure 1; table 1). The remaining schools included those that had enrollments within 5 percent of their capacity (22 percent) and those that were overenrolled (10 percent were overenrolled by between 6 to 25 percent above their capacity, and 8 percent by more than 25 percent of their design capacity). The percentage of schools that were underenrolled by 6 to 25 percent increased from 33 percent in 1999 to 38 percent in 2005, and the percentage that were overenrolled by 6 to 25 percent decreased from 14 percent to 10 percent.

- Those schools that principals described as overcrowded used a variety of approaches to deal with the overcrowding: using portable classrooms (78 percent), converting non-classroom space into classrooms (53 percent), increasing class sizes (44 percent),

building new permanent buildings or additions to existing buildings (35 percent), using off-site instructional facilities (5 percent), or other approaches (12 percent) (table 2).

- While one of the primary ways of dealing with overcrowding was to use portable (temporary) buildings, portable buildings were also used by schools that were not overenrolled. From a list of nine possible reasons for using portable buildings, three were given by one-third or more of the principals: an increase in enrollment (69 percent), initiatives to reduce class size (34 percent), and a need to add or expand an academic support program (33 percent) (table 4).
- Schools used portable buildings in a variety of ways: for general classrooms (73 percent of schools with portables), academic support areas (58 percent), storage (27 percent), music rooms (26 percent), before- and after-school care for school-age children (13 percent), early childhood programs (11 percent), art rooms (10 percent), computer labs (9 percent), language labs (9 percent), office/administrative space (9 percent), library media centers (6 percent), teacher work rooms (6 percent), day care centers for preschool-age children (4 percent), and other uses (14 percent) (table 5).
- Of those principals that considered their schools to be overcrowded, 40 percent anticipated that the overcrowding would be substantially reduced or eliminated within the next 3 years (table 6). The reasons that they gave included the completion of new permanent buildings or additions to existing buildings (68 percent), the completion of new schools nearby (43 percent), school boundary changes with existing schools (37 percent), and projected declines in the local school-age population (17 percent).

Availability of Dedicated Space in Selected Areas

Schools often had dedicated rooms or facilities to support particular subject areas: 83 percent had a gymnasium to support physical education, 81 percent had one or more music rooms, 70 percent had one or more art rooms, and 48 percent had one or more science labs (table 7).

Environmental Factors and School Buildings

The survey asked principals about the quality of the space in their buildings. Nine specific environmental factors were examined: artificial lighting, indoor air quality, size or configuration of rooms, acoustics or noise control, physical condition, ventilation, heating, natural lighting, and air conditioning.

- Overall, for eight of the nine environmental factors, 80 percent or more said that each factor was either satisfactory or very satisfactory in their permanent buildings (figure 3; table 9). The only exception was air conditioning: 17 percent of the schools did not have air conditioning in their permanent buildings, and thus did not rate it as either satisfactory or unsatisfactory. Satisfaction with the nine environmental factors in portable buildings ranged from 72 percent to 91 percent (figure 4; table 12).

- Giving separate responses for permanent and portable buildings, 56 and 55 percent of principals said that these environmental factors taken together did not interfere at all with the delivery of instruction, while the remainder reported at least some interference: 33 and 30 percent reported there was interference to a minor extent, 9 and 13 percent to a moderate extent, and 1 and 2 percent to a major extent (table 17).
- Forty-two percent of the principals were very satisfied and 50 percent were satisfied with the cleanliness and maintenance of student restrooms at the school (table 18).

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Acknowledgments

The authors wish to thank the many individuals who contributed to the development of the survey and this report. The survey was requested and financially supported by the National Center for Education Statistics. Bernard Greene was the NCES Project Officer. Westat's Project Director and Survey Manager was Laurie Lewis. Debbie Alexander directed the data collection efforts, assisted by Ratna Basavaraju and Anjali Pandit. Nazik Elgaddal and Robert Delfierro were the programmers, Carol Litman was the editor, and Sylvie Warren was responsible for formatting the report.

The NCES staff who reviewed the report include Bruce Taylor, Jack Buckley, Val Plisko, and John Wirt. The reviewers outside of NCES were Ian Soper and Thomas Corwin of the Budget Service in the Office of Planning, Evaluation, and Policy Development, U.S. Department of Education. This report was also reviewed by Zeyu Xu, Xiaolei Wang, Alexandra Henning, Akemi Kinukawa, and Matt Adams of the Education Statistics Services Institute, American Institutes for Research. In addition, the report was reviewed by Duc-Le To of the Institution of Education Sciences and two anonymous reviewers.

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Contents

	Page
Executive Summary	iii
Acknowledgments	vii
List of Tables	x
List of Figures	xiv
Summary	1
Background	1
Selected Findings	4
The Capacity of School Buildings	4
Extent of Match Between Enrollment and Building Capacity	4
Availability of Dedicated Space in Selected Areas	10
Environmental Factors and School Buildings	11
Satisfaction With Environmental Factors	11
Impact on Instruction	14
Cleanliness and Maintenance of Student Restrooms	17
Conclusion	17
References	19
Tables of Estimates and Standard Errors	21
Appendix A: Technical Notes	A-1
Appendix B: Questionnaire	B-1

List of Tables

Table	Page
1	Percentage distribution of public schools reporting that they are underenrolled, at capacity, or overenrolled, by school characteristics: Fall 2005 22
1-A	Standard errors for the percentage distribution of public schools reporting that they are underenrolled, at capacity, or overenrolled, by school characteristics: Fall 2005 23
2	Percent of public schools where the principal considers the school overcrowded, and the percent of those using various approaches to deal with the overcrowding, by school characteristics: Fall 2005..... 24
2-A	Standard errors for the percent of public schools where the principal considers the school overcrowded, and the standard errors for the percent of those using various approaches to deal with the overcrowding, by school characteristics: Fall 2005 25
3	Number and percent of public schools with classrooms in permanent buildings, portable (temporary) buildings, and classrooms in portable (temporary) buildings, by school characteristics: Fall 2005..... 26
3-A	Standard errors for the number and percent of public schools with classrooms in permanent buildings, portable (temporary) buildings, and classrooms in portable (temporary) buildings, by school characteristics: Fall 2005 27
4	Percent of public schools indicating various reasons for using portable (temporary) buildings, by school characteristics: Fall 2005 28
4-A	Standard errors for the percent of public schools indicating various reasons for using portable (temporary) buildings, by school characteristics: Fall 2005 30
5	Percent of public schools using portable (temporary) buildings in various ways, by school characteristics: Fall 2005..... 32
5-A	Standard errors for the percent of public schools using portable (temporary) buildings in various ways, by school characteristics: Fall 2005 34
6	Percent of overcrowded public schools that anticipate that the overcrowding will be substantially reduced or eliminated in the next 3 years, and the percent of those giving various reasons that the overcrowding will be substantially reduced or eliminated, by school characteristics: Fall 2005 36
6-A	Standard errors for the percent of overcrowded public schools that anticipate that the overcrowding will be substantially reduced or eliminated in the next 3 years, and the standard errors for the percent of those giving various reasons that the overcrowding will be substantially reduced or eliminated, by school characteristics: Fall 2005 37

7	Percent of public schools with a dedicated room or facility for science, art, music, and physical education, and the percentage distribution indicating the extent to which that dedicated room or facility supports the ability of the school to deliver instruction in that subject: Fall 2005	38
7-A	Standard errors for the percent of public schools with a dedicated room or facility for science, art, music, and physical education, and the standard errors for the percentage distribution indicating the extent to which that dedicated room or facility supports the ability of the school to deliver instruction in that subject: Fall 2005	39
8	Percent of public schools with a dedicated room or facility for science, art, music, and physical education, and the percent of those indicating that the room or facility supports the ability of the school to deliver instruction in that subject to a moderate or major extent, by school characteristics: Fall 2005	40
8-A	Standard errors for the percent of public schools with a dedicated room or facility for science, art, music, and physical education, and the standard errors for the percent of those indicating that the room or facility supports the ability of the school to deliver instruction in that subject to a moderate or major extent, by school characteristics: Fall 2005.....	41
9	Percentage distribution of public schools indicating how satisfactory or unsatisfactory various environmental factors are in classrooms located in permanent buildings: Fall 2005	42
9-A	Standard errors for the percentage distribution of public schools indicating how satisfactory or unsatisfactory various environmental factors are in classrooms located in permanent buildings: Fall 2005.....	43
10	Percent of public schools indicating that various environmental factors are very satisfactory or satisfactory in classrooms located in permanent buildings, by school characteristics: Fall 2005.....	44
10-A	Standard errors for the percent of public schools indicating that various environmental factors are very satisfactory or satisfactory in classrooms located in permanent buildings, by school characteristics: Fall 2005	45
11	Percentage distribution of public schools indicating how satisfactory or unsatisfactory various environmental factors are in classrooms located in portable (temporary) buildings: Fall 2005	46
11-A	Standard errors for the percentage distribution of public schools indicating how satisfactory or unsatisfactory various environmental factors are in classrooms located in portable (temporary) buildings: Fall 2005	47
12	Percent of public schools indicating that various environmental factors are very satisfactory or satisfactory in classrooms located in portable (temporary) buildings, by school characteristics: Fall 2005	48

12-A	Standard errors for the percent of public schools indicating that various environmental factors are very satisfactory or satisfactory in classrooms located in portable (temporary) buildings, by school characteristics: Fall 2005.....	49
13	Percentage distribution of public schools indicating the extent to which various environmental factors interfere with the ability of the school to deliver instruction in classrooms located in permanent buildings: Fall 2005.....	50
13-A	Standard errors for the percentage distribution of public schools indicating the extent to which various environmental factors interfere with the ability of the school to deliver instruction in classrooms located in permanent buildings: Fall 2005.....	51
14	Percent of public schools indicating that various environmental factors interfere to a moderate or major extent with the ability of the school to deliver instruction in classrooms located in permanent buildings, by school characteristics: Fall 2005.....	52
14-A	Standard errors for the percent of public schools indicating that various environmental factors interfere to a moderate or major extent with the ability of the school to deliver instruction in classrooms located in permanent buildings, by school characteristics: Fall 2005.....	53
15	Percentage distribution of public schools indicating the extent to which various environmental factors interfere with the ability of the school to deliver instruction in classrooms located in portable (temporary) buildings: Fall 2005.....	54
15-A	Standard errors for the percentage distribution of public schools indicating the extent to which various environmental factors interfere with the ability of the school to deliver instruction in classrooms located in portable (temporary) buildings: Fall 2005.....	55
16	Percent of public schools indicating that various environmental factors interfere to a moderate or major extent with the ability of the school to deliver instruction in classrooms located in portable (temporary) buildings, by school characteristics: Fall 2005.....	56
16-A	Standard errors for the percent of public schools indicating that various environmental factors interfere to a moderate or major extent with the ability of the school to deliver instruction in classrooms located in portable (temporary) buildings, by school characteristics: Fall 2005.....	57
17	Percentage distributions of public schools indicating the extent to which the environmental factors, taken together, interfere with the ability of the school to deliver instruction in classrooms located in permanent and in portable (temporary) buildings, by school characteristics: Fall 2005.....	58
17-A	Standard errors for the percentage distributions of public schools indicating the extent to which the environmental factors, taken together, interfere with the ability of the school to deliver instruction in classrooms located in permanent and in portable (temporary) buildings, by school characteristics: Fall 2005.....	59

18	Percentage distribution of public schools indicating how satisfactory or unsatisfactory the cleanliness and maintenance of student restrooms are at the school, by school characteristics: Fall 2005	60
18-A	Standard errors for the percentage distribution of public schools indicating how satisfactory or unsatisfactory the cleanliness and maintenance of student restrooms are at the school, by school characteristics: Fall 2005	61
19	Estimates and standard errors for data in figures and data not shown in tables: Fall 2005	62
A-1	Number and percent of responding public schools in the study sample, and estimated number and percent of public schools the sample represents, by school characteristics: 2005	A-5
A-2	Number of schools with imputed data in the study sample, and number of schools with imputed data the sample represents, by questionnaire item: 2005	A-6

List of Figures

Figure		Page
1	Percentage of public schools reporting that they were underenrolled, at capacity, or overenrolled in 1999 and 2005, and percentage of students at such schools in 2005	7
2	Percentage of public schools with and without portables, by overenrollment status: Fall 2005.....	8
3	Satisfaction with environmental factors in permanent buildings: Fall 2005	13
4	Percent of public schools indicating that various factors were satisfactory or very satisfactory, by type of building: Fall 2005	14
5	Percent of public schools indicating that various environmental factors interfered with their ability to deliver instruction, by type of building: Fall 2005.....	15
6	Percent of public schools indicating various numbers of environmental factors interfered with the ability of the school to deliver instruction to a moderate or major extent, by type of building: Fall 2005	16

Summary

Background

The extent to which school buildings support education has been an important topic for policymakers. One issue is the physical condition of the buildings, particularly as school buildings age: a 1995 U.S. General Accounting Office report estimated the cost of bringing existing schools into good condition at \$112 billion. The report noted that about one-third of schools, with 14 million students, reported the need for extensive repair or replacement of one or more buildings, and that almost 60 percent of schools reported at least one major building feature was in disrepair. In addition, schools faced federal mandates to make schools accessible to all students and to remove or correct hazardous substances such as asbestos, lead paint, and radon, costing \$11 billion of the \$112 billion total. A later follow-up report indicated that the need for repairs, though widespread, was distributed unequally throughout the nation: the greatest needs were in central cities, the West, large schools, secondary schools, schools where more than half of the students belong to racial/ethnic minorities, and schools where 70 percent or more of the students were poor (U.S. General Accounting Office 1996). Later reports also documented a continuing and possibly growing need. A 2000 report by the National Education Association estimated the cost of repairs/renovation at \$322 billion. One fundamental reason for the need for repairs was the safety of the students and teachers, but the quality of the school buildings affects other factors as well. It forms part of the context for learning, so that factors such as lighting, noise reduction, and air quality can influence student behavior and academic achievement (Lackney 1999; Schneider 2002). It also is related to teacher satisfaction: 48 percent of teachers who transferred to another school and 39 percent of teachers who left teaching cited the need for significant repair of school facilities as a source of dissatisfaction (U.S. Department of Education 2005; see also Buckley, Schneider, and Shang 2005).

Another issue is whether schools have sufficient capacity to fulfill their purposes. One difficulty is that the buildings may become less suitable when there are shifts in the nation's population: some communities have experienced decreases in the school-age population due to outmigration or shifts in the age distribution, leading to below-capacity enrollment in their schools, while others have experienced large increases in population and have needed either to build new schools, expand existing ones, or put more students in buildings than the buildings are designed to serve. A 1999 Fast Response Survey System (FRSS) survey asked school district personnel to provide the number of students a school was designed to serve (here labeled the design capacity) and the enrollment size for that school; it found that 52 percent of schools had enrollments that were below the design capacity by more than 5 percent,

and 22 percent had enrollments that exceeded the design capacity by the same amount (Lewis et al. 2000). A related difficulty is that in addition to handling increases or decreases in the number of students, schools also must accommodate changes in school policy that may make the configuration of the schools no longer optimal. For example, if schools or school districts adopt a new policy that restricts class sizes, then school buildings that were built for larger class sizes may not have a sufficient number of classrooms to accommodate the new classroom arrangement. As solutions, the school buildings might be permanently enlarged and/or reconfigured, portable (temporary) buildings may be added, and/or school boundaries may be changed to lower the number of students attending the school. Similarly, schools may face the need to establish other kinds of space than classroom space, which has often been the standard basis for measuring school capacity. For example, a school may have sufficient classroom space and still have need for more space for functions such as computer laboratories, counseling, and school administration. In all of these cases, despite the need to add classrooms or other space, or reduce the number of students, a school's enrollment may be consistent with its design capacity.

In order to provide an up-to-date picture of the status of U.S. public school facilities, the National Center for Education Statistics used its Fast Response Survey System to conduct a national survey of school principals on their school facilities in fall 2005. The survey provides data on principals' satisfaction with various environmental factors in classrooms located in permanent and portable buildings, the extent and ways in which the school uses portable buildings and the reasons for using them, the availability of dedicated rooms for particular subject areas (such as science labs or music rooms), the cleanliness and maintenance of student restrooms, and the extent of the match between the enrollment and the capacity of the school buildings.

The survey was mailed to school principals, who were asked to complete it themselves. Questionnaires were mailed to a representative sample of 1,205 public schools in the 50 states and the District of Columbia. The sample was selected from the 2002–03 Common Core of Data (CCD) Public Elementary/Secondary School Universe File, the most current available at the time of selection. The sampling frame includes approximately 84,500 elementary/secondary schools. Data have been weighted to yield national estimates of public elementary/secondary schools. The unweighted response rate was 90 percent, and the weighted response rate was 91 percent. Detailed information about the survey methodology is provided in appendix A, and the questionnaire can be found in appendix B.

The primary focus of this report is to present national estimates on school facilities in 2005, along with selected survey findings based on the following school characteristics:

- Instructional level (elementary schools, secondary/combined schools);
- School size (enrollment of less than 350, 350 to 699, 700 or more);
- Locale (city, urban fringe/large town, small town/rural);
- Region (Northeast, Southeast, Central, West);
- Percent minority enrollment (less than 6 percent, 6 to 20 percent, 21 to 49 percent, and 50 percent or more); and
- Percent of students eligible for free or reduced-price lunch (less than 35 percent, 35 to 49 percent, 50 to 74 percent, 75 percent or more), which is used as a proxy measure of poverty concentration at the school.

All of these variables have been reduced to a small number of categories, both to simplify the presentation of the data and to protect schools' confidentiality. The ranges that were used to define each category for school size, minority enrollment, and eligibility for free or reduced-price lunches were based on previous FRSS reports to aid comparability across surveys, and were designed to provide roughly equal numbers of schools (unweighted) in each category in order to facilitate comparisons through tests of statistical significance; also, the measure of poverty concentration is based on Title I eligibility standards for schools. To simplify the discussion of the findings, throughout this report school enrollment size will be referred to as small, medium, or large schools. The percentage of students eligible for free or reduced-price lunch will be referred to as poverty concentration.

In general, comparisons by these school characteristics are presented only where significant differences were detected and follow meaningful patterns. It is important to note that many of the school characteristics may also be related to each other. For example, enrollment size and instructional level of schools are related, with secondary schools typically being larger than elementary schools. Similarly, poverty concentration and minority enrollment are related, with schools with a higher minority enrollment also more likely to have a higher concentration of poverty. This report is purely descriptive in nature, and readers are cautioned not to draw causal inferences based solely on the bivariate results presented in this report. Complex interactions and relationships have not been explored here. Consistent with other NCES and FRSS reports, the purpose of this report is to provide descriptive data that may be relevant to policymakers, but not to evaluate schools or programs. The variables examined also demonstrate the range of information that now is available from the study. The selected findings are examples of comparisons that can be made using the data and are not designed to emphasize any particular issue. Release of this report is intended to encourage more in-depth analysis of the data, using more sophisticated statistical methods.

All specific statements of comparison made in this report have been tested for statistical significance through *t*-tests and are significant at the 95 percent confidence level or better. However, only selected findings are presented for each topic in the report. Throughout this report, differences that may appear large (particularly those by school characteristics or those for subgroups of schools, such as those with overcrowding) may not be statistically significant. This is due in part to the relatively large standard errors surrounding the estimates. A detailed description of the statistical tests supporting the survey findings can be found in appendix A.

Selected Findings

The findings are organized to address the following issues: the adequacy of the capacity of school buildings, the availability of dedicated rooms in selected areas, and environmental factors and school buildings.

The Capacity of School Buildings

In this section, we discuss the extent of the match between the enrollment and the capacity of the school buildings, approaches to overcrowding, the use of portable buildings (to handle overcrowding or for other reasons), and anticipated reductions in overcrowding.

Extent of Match Between the Enrollment and Building Capacity

When the number of students enrolled is larger than the number of students the school is designed to accommodate, it may contribute to increased wear and tear on schools and may affect the classroom environment. If it is smaller, schools may be investing more in buildings and maintenance than is necessary.

This survey used two measures of the match between the enrollment and the capacity of the school buildings, with one measure based on numeric comparisons and the other based on the principals' perceptions. To construct the first measure, principals were asked how many students their school was designed to serve, not counting portable buildings or other temporary instructional space, and how many students were enrolled at the school. This report treats differences of more than 5 percent of the school

capacity as indicators of overenrollment or underenrollment. The second measure was based on asking principals at schools where the enrollment was greater than the stated capacity whether they considered the school to be overcrowded. Principals did not have the opportunity to say the school was overcrowded unless the enrollment exceeded the number of students the school was designed to serve; however, they could differ from the first measure by indicating that the school was overcrowded even if the numeric difference was small, or by indicating the school was not overcrowded even when the numeric difference exceeded 5 percent of the school capacity. This report uses the term “overcrowding” only for the second measure based on principals’ opinions, and “overenrollment” if the measure is based solely on numeric comparisons.

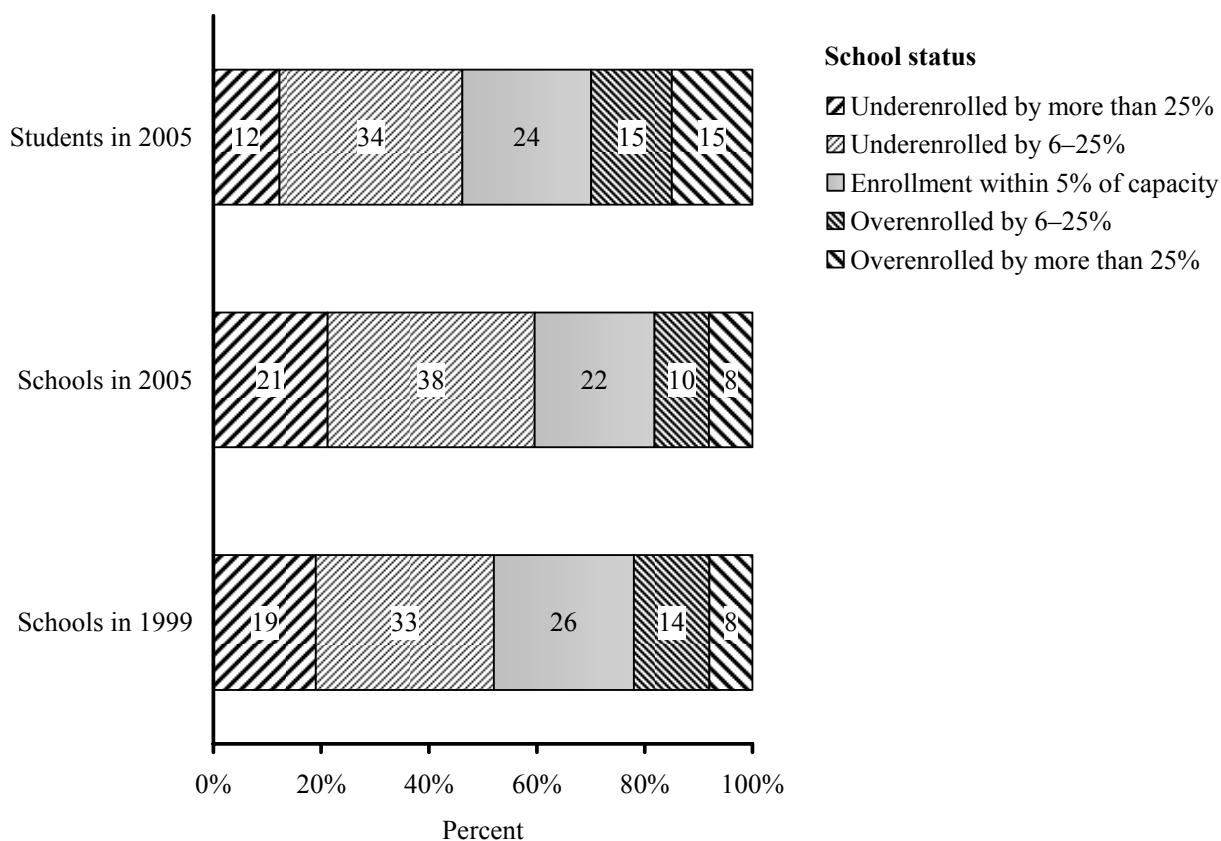
The measurement of space needs in schools itself raises some difficult issues. The most traditional measure is that used by the 1999 FRSS survey, which asked for the design capacity of the schools; historically this has been calculated by counting the number of classrooms and multiplying by an average class size (DeJong and Craig 2000). In the 1999 FRSS survey, these data were collected from school district officials who were very familiar with the school buildings in the district. Such data are used by districts both for planning concerning school buildings and for determining enrollment boundaries, and school district officials did not express any difficulties in obtaining the data. The current 2005 survey used the same definition, but the survey was sent to school principals since they might be more familiar with problems experienced at the schools, and the survey was designed to focus on principals’ perceptions. School principals also have data on design capacity in their school records and generally appeared to check their records before providing their responses (based on the pretest and telephone calls for data retrieval and verification), though some principals gave an estimate. Still, this number may only provide a starting point for calculations; for example, the Chicago Public Schools state that elementary school capacity should be rated at 80 percent of the design capacity in order to allow for ancillary classrooms such as art, music, computer, and science rooms or labs (Chicago Public Schools 2005). (For enrollment and transfer purposes, the Chicago Public Schools also count mobile units and leased facilities, while the measure used in both the past FRSS report and in this report excludes portable buildings.) The current FRSS survey was designed to also collect principals’ perceptions on overcrowding as a way of providing an alternative approach for examining schools’ needs. The survey intentionally did not allow principals to say their schools were overcrowded if the enrollment was lower than the design capacity; though such schools might still have real space needs depending on how they were configured (e.g., they may not have enough classrooms if the class size has been lowered by district policy), such needs were considered to represent a different kind of issue than overcrowding. Still another approach is to base calculations of space needs on the total square footage per student: California defines school facilities as critically overcrowded if the number of students per acre is double the state standard (i.e., is above 115 pupils per acre for grades K–6, and 90 pupils per acre for grades 7–12)

(Colmenar et al. 2005). For this 2005 survey, design capacity was chosen because it is a commonly used metric for examining school needs, and because it allows measures of change over time (by comparing the current estimates with those of the earlier FRSS study in 1999). FRSS studies are designed to be short and to impose relatively little burden on the survey respondents, and it therefore was not feasible to develop a complete picture of school space issues.

There was often a mismatch between the capacity of school buildings and the number of students in those buildings. More than half of the principals reported that their school had fewer students than the school's design capacity: 21 percent said their school was underenrolled by more than 25 percent, and 38 percent said their school was underenrolled by between 6 to 25 percent (figure 1; table 1). The remaining schools included those that had enrollments within 5 percent of their capacity (22 percent), and those that were overenrolled (10 percent were overenrolled by between 6 to 25 percent above their capacity, and 8 percent by more than 25 percent of their design capacity). For both categories of overenrollment, the percentage of students in those schools was greater than the percentage of schools (15 percent versus 10 percent, and 15 percent versus 8 percent); also, the percentage of students in schools that were underenrolled by more than 25 percent was lower than the percentage of schools (12 percent versus 21 percent). By comparing these results with a similar study conducted in 1999, one can also measure change in the capacity of school buildings relative to their enrollments. The percentage of schools that were underenrolled by 6 to 25 percent increased from 33 percent to 38 percent, and the percentage that were overenrolled by 6 to 25 percent decreased from 14 percent to 10 percent.

The percentage of principals who said that they considered their school to be overcrowded (15 percent; table 2) was not significantly different from the percentage who indicated that their school was more than 5 percent over their design capacity (10 percent at 6 to 25 percent over capacity, plus 8 percent at more than 25 percent over capacity). Despite these similarities, principals' perceptions did sometimes disagree with the statistics that are based purely on design capacity: 52 percent of those principals whose enrollment exceeded the design capacity by 5 percent or less considered their schools to be overcrowded, and 26 percent of those whose enrollment exceeded the design capacity by more than 5 percent did not consider their schools to be overcrowded (not shown in tables).

Figure 1. Percentage of public schools reporting that they were underenrolled, at capacity, or overenrolled in 1999 and 2005, and percentage of students at such schools in 2005



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Underenrollment by more than 25 percent was more common at small schools (41 percent) than at medium or large schools (14 percent and 6 percent, respectively), in the Central region (27 percent versus 16 and 19 percent in the Southeast and West), and at small town or rural schools than at schools in other locales (31 percent versus 12 and 16 percent) (table 1). By contrast, overenrollment by more than 25 percent was more common in large schools (19 percent) than in small and medium schools (2 percent and 6 percent, respectively), in the Southeast and West (11 percent and 15 percent versus 2 percent in the Central and Northeast regions), in city schools than in small towns and rural areas (14 percent versus 4 percent), and in schools with 50 percent or more minority enrollment (16 percent versus 0 to 8 percent).

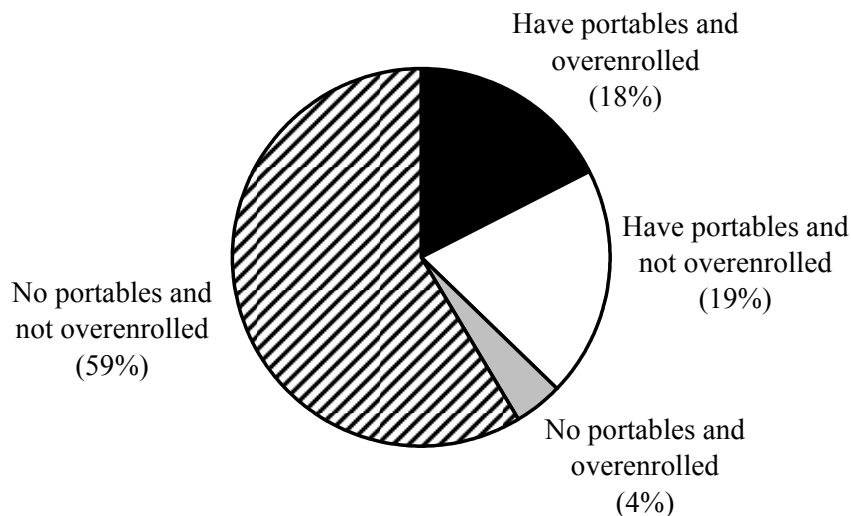
Approaches to Overcrowding

Those 15 percent of schools that principals described as overcrowded used a variety of approaches to deal with the overcrowding: using portable classrooms (78 percent), converting non-classroom space into classrooms (53 percent), increasing class sizes (44 percent), building new permanent buildings or additions to existing buildings (35 percent), using off-site instructional facilities (5 percent), or other approaches (12 percent) (table 2). Schools often used a variety of these approaches in combination: 79 percent used two or more of these approaches, and 36 percent used three or more (not shown in tables).

Use of Portable Buildings

As noted, one of the primary approaches to overcrowding is to use portable (temporary) buildings. However, the usage of portable buildings is much greater than might be anticipated based on tables 1 and 2 alone: 37 percent of all public schools had portable buildings (table 3), compared with 18 percent that were overenrolled. In fact, the percentage of schools with portables that were at or below capacity was not significantly different from the percentage with portables that were overenrolled (19 percent versus 18 percent; figure 2), while 4 percent of schools were overenrolled but not using portables. This finding indicates that overenrollment is not the only reason for using portables.

Figure 2. Percentage of public schools with and without portables, by overenrollment status: Fall 2005



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

The schools with the greatest use of portable buildings were as follows:

- Large schools (52 percent had portables, compared with 27 and 36 percent of other schools);
- City schools (49 percent versus 28 and 39 percent in the other two locales);
- Schools in the West or Southeast (62 percent and 41 percent, respectively, compared with 17 and 20 percent in the other two regions); and
- Schools with high minority enrollment (53 percent among schools where 50 percent or more were minorities, compared with 19 to 42 percent in other schools) (table 3).

Reasons for use. From a list of nine possible reasons for using portable buildings, three were given by one-third or more of the principals: an increase in enrollment (69 percent), initiatives to reduce class size (34 percent), and a need to add or expand an academic support program (33 percent) (table 4). Other reasons, cited by 14 percent or fewer of the principals, were changes in the academic programs or curriculum such as the introduction of a foreign language (14 percent); the need for space for new or expanded technology (12 percent); the introduction of prekindergarten, Head Start, or another early childhood program (11 percent); temporary relocation of staff or students due to renovation or replacement of existing buildings (11 percent); the introduction of all-day kindergarten (9 percent); the need for additional office or administrative space (7 percent); and other reasons (13 percent). Many of these reasons involved the configuration of the schools: whether or not the schools were overcrowded, they used the space provided by portable buildings to accomplish policy objectives such as reducing class size or supporting academic programs.

Some categories of schools gave different responses than others. Principals in medium or large schools were much more likely to give an increase in enrollment as a reason (75 and 85 percent compared with 37 percent among small schools), and principals in the Northeast were more likely than those in the Southeast to give the introduction of all-day kindergarten as a reason (22 percent versus 1 percent). Principals at schools with minority enrollments of 50 percent or more were more likely than those at schools with minority enrollments of less than 6 percent to give initiatives to reduce class size as a reason (44 percent versus 24 percent).

Types of use. The portable buildings were used in a variety of ways: for general classrooms (73 percent of schools with portables), academic support areas (58 percent), storage (27 percent), music rooms (26 percent), before- and after-school care for school-age children (13 percent), early childhood programs (11 percent), art rooms (10 percent), computer labs (9 percent), language labs

(9 percent), office/administrative space (9 percent), library media centers (6 percent), teacher work rooms (6 percent), day care centers for preschool-age children (4 percent), and other uses (14 percent) (table 5).

There were some differences between schools based on school characteristics (table 5). Using the portables as general classrooms was more common in large schools (88 percent) than in small schools (55 percent), in schools with a minority enrollment of 50 percent or more (82 percent) than in schools with minority enrollments lower than 6 percent (63 percent), and in the Southeast and West than in the Central region (71 and 80 percent, respectively, versus 47 percent; the 23 percentage point difference between the Northeast and Central regions was not statistically significant due to large standard errors).

Anticipated Reductions in Overcrowding

Of those principals who considered their schools to be overcrowded, 40 percent anticipated that the overcrowding would be substantially reduced or eliminated within the next 3 years (table 6). The reasons that they gave included the completion of new permanent buildings or additions to existing buildings (68 percent), the completion of new schools nearby (43 percent), school boundary changes with existing schools (37 percent), and projected declines in the school-age population in the school's service area (17 percent).¹

Availability of Dedicated Space in Selected Areas

Schools often had dedicated rooms or facilities to support particular subject areas: 83 percent had a gymnasium to support physical education, 81 percent had one or more music rooms, 70 percent had one or more art rooms, and 48 percent had one or more science labs (table 7). For each of these kinds of space, between 69 and 78 percent of principals at schools with such facilities said that the room/facility supported their school's ability to deliver instruction to a major extent. Additionally, between 13 and 20 percent said that the room/facility supported instruction to a moderate extent, while 5 to 8 percent said they supported instruction to a minor extent, and 3 to 5 percent said that the room/facility did not support delivering instruction at all.

¹ Because only 15 percent of the principals considered their schools to be overcrowded, the standard errors for all of these statistics tend to be high, and comparisons among different subgroups of schools generally are not significant.

For each of the four subject areas, secondary/combined schools were more likely to have dedicated rooms/facilities than elementary schools: 93 percent had a science lab (compared with 34 percent of elementary schools), 89 percent had an art room (compared with 64 percent), 91 percent had a music room (compared with 78 percent), and 94 percent had a gymnasium (compared with 80 percent) (table 8). Dedicated facilities were also more common in large schools than small schools (70 percent versus 40 percent for science labs, 81 percent versus 60 percent for art rooms, and 92 percent versus 68 percent for music rooms; there was no difference for gymnasiums, at 85 percent versus 83 percent) and in schools with the lowest poverty concentration than in schools with the highest poverty concentration (51 percent versus 37 percent for science labs, 80 percent versus 50 percent for art rooms, 86 percent versus 65 percent for music rooms, and 88 percent versus 67 percent for gymnasiums). There is considerable overlap among schools in cities, those with high percentages of minority students, and those with high poverty levels. Thus, schools in cities and those with high percentages of minorities were like high poverty schools in being generally less likely to have all four types of dedicated rooms examined in the survey, though the pattern was not as consistent for these other measures, and at least one type of room had statistically insignificant differences. When such facilities were available, generally 85 percent or more of the principals said the rooms supported instruction to a moderate or major extent, whether looking at overall statistics or at subcategories of schools.

Environmental Factors and School Buildings

In addition to looking at the availability of space, the survey also asked about the quality of the space in terms of various environmental factors. Nine specific environmental factors were listed: artificial lighting, indoor air quality, size or configuration of rooms, acoustics or noise control, physical condition, ventilation, heating, natural lighting, and air conditioning. Since these factors might differ depending on whether they refer to permanent buildings or portable buildings, the questionnaire asked about each type of building separately. The questionnaire also asked about these environmental factors in two ways: with regard to overall satisfaction and the impact on instruction.

Satisfaction With Environmental Factors

Classrooms Located in Permanent Buildings

Principals were asked if each of the nine environmental factors was very satisfactory, satisfactory, unsatisfactory, or very unsatisfactory. For three of these factors that may not be present in

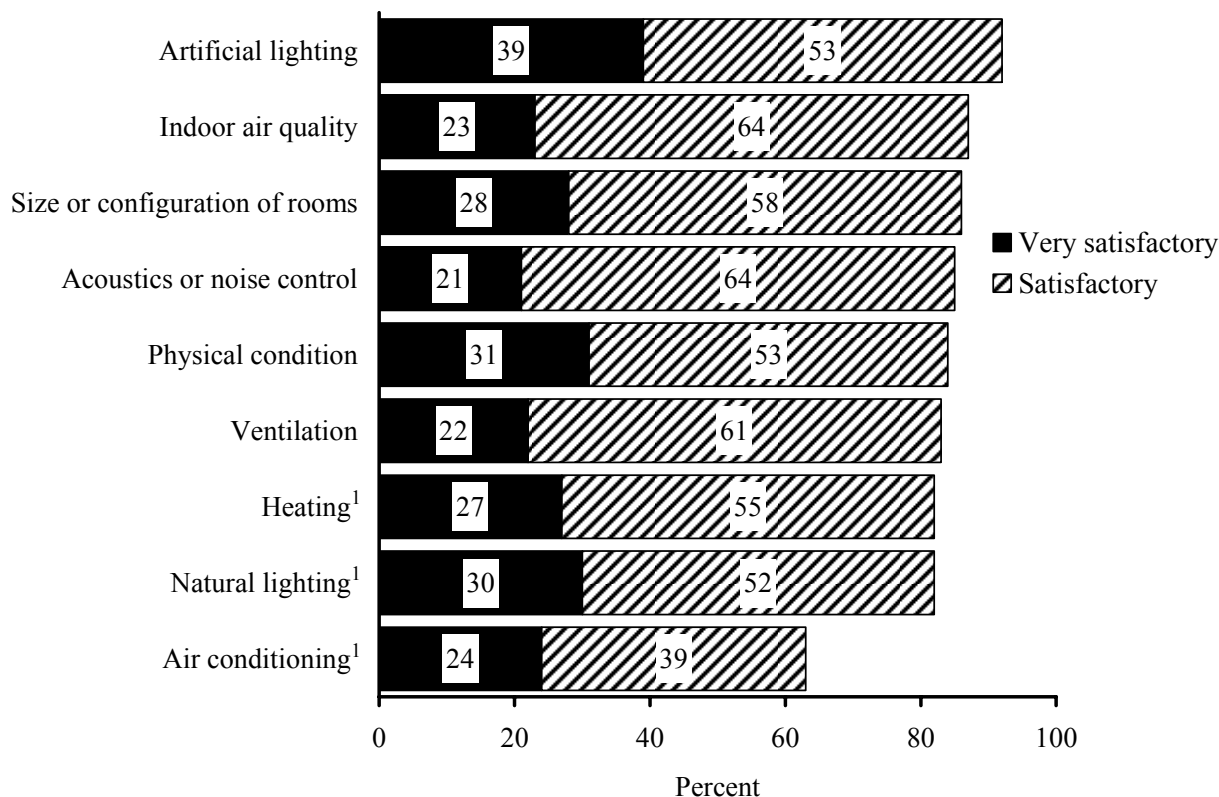
every school (natural lighting, heating, and air conditioning), principals were also provided with an additional response category of not applicable: 17 percent said that air conditioning was not applicable with regard to their permanent buildings, 3 percent chose not applicable for natural lighting, and 1 percent for heating (table 9). Determining satisfaction in these situations is difficult because some principals may consider the lack of a feature to be unsatisfactory (i.e., an unmet need), while others may be satisfied. Rather than ignoring principals who responded with not applicable, the remainder of this text includes all principals when stating the percentage of principals who were known to be satisfied. An alternative would be to present the percentage who were satisfied among those principals who expressed an opinion, but this might create the impression that lacking these factors is not an issue when it may be an important issue for some schools.

Overall, for each of the nine environmental factors, between 21 and 39 percent of principals said the classrooms located in their permanent buildings were very satisfactory, and between 39 percent and 64 percent said they were satisfactory (figure 3; table 9). Relatively few said that the schools were unsatisfactory (7 to 14 percent) or very unsatisfactory (1 to 6 percent) in these areas. In fact, 80 percent or more said that each factor was either satisfactory or very satisfactory, with the only exception being air conditioning (with 17 percent saying that air conditioning was not applicable).

In general, 80 percent or more of the various subgroups of schools were satisfied with the environmental factors, as was reported for all schools combined (table 10). The primary exception was for air conditioning, with strong regional differences (72 and 82 percent said the air conditioning was satisfactory or very satisfactory in the West and Southeast, versus 40 and 53 percent in the Northeast and Central regions) and differences based on school enrollment size (72 percent in large schools versus 53 percent in small schools). Again, schools that did not have air conditioning were counted by using the separate category “not applicable,” so these differences in satisfaction include differences in the degree to which air conditioning was available.²

² For region, the percentages indicating that air conditioning was not applicable were as follows: Northeast–31 percent, Southeast–1 percent, Central–25 percent, and West–14 percent. For school size, the percentages were as follows: small–25 percent, medium–15 percent, and large–10 percent.

Figure 3. Satisfaction with environmental factors in permanent buildings: Fall 2005



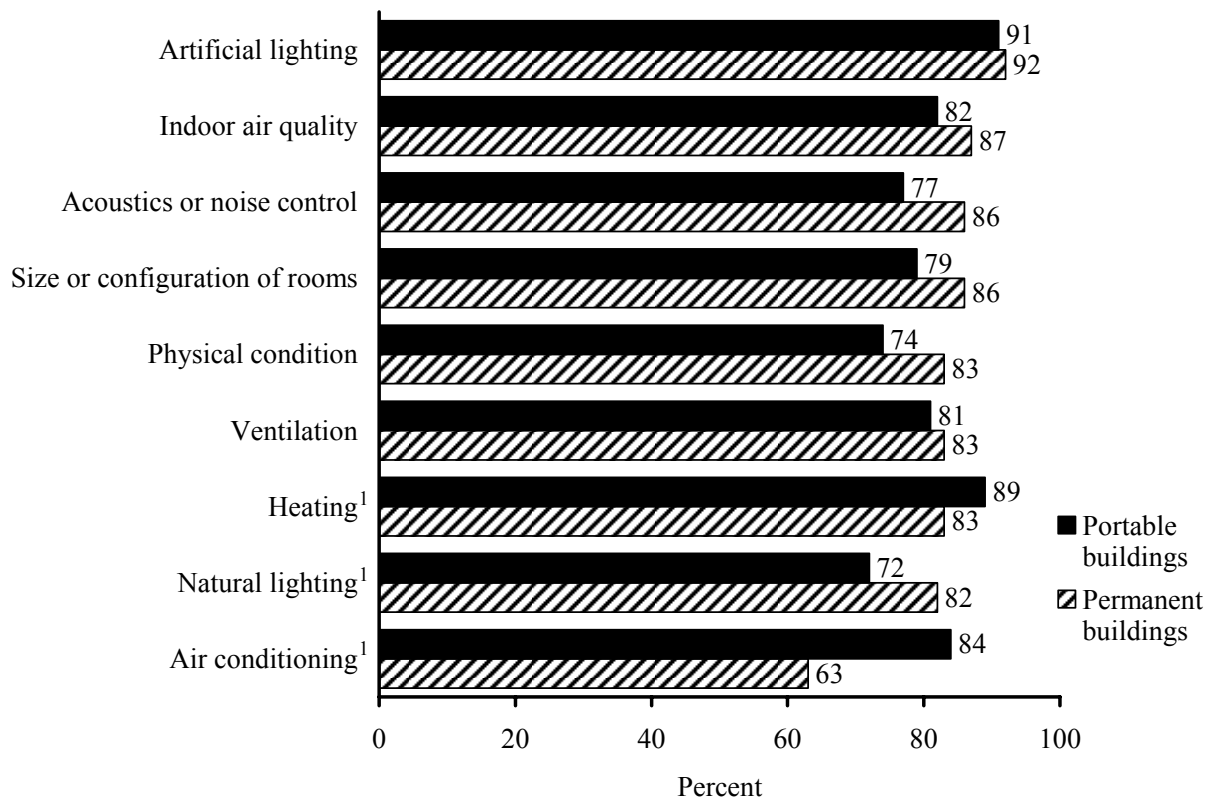
¹For some respondents this environmental factor was not applicable. Seventeen percent had no air conditioning, 3 percent had no natural lighting, and 1 percent had no heating. Such responses could indicate either the lack of a need or an unfulfilled need. The statistics here are based on all responses, not just those expressing an opinion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Classrooms Located in Portable Buildings

Principals also perceived that classrooms located in their portable buildings were satisfactory with regard to the same environmental factors (figure 4; tables 11 and 12). For four of the factors, principals were more likely to be satisfied with their permanent buildings than their portable buildings: acoustics or noise control (86 percent versus 77 percent), the size or configuration of the rooms (86 percent versus 79 percent), the physical condition (83 percent versus 74 percent), and the natural lighting (82 percent versus 72 percent). On the other hand, they were more likely to be satisfied with portable buildings with regard to heating (89 percent versus 83 percent) and air conditioning (84 percent versus 63 percent). A major source of the difference with regard to air conditioning was that only 3 percent of schools said that air conditioning was not applicable with regard to portable buildings, while 17 percent gave that response with regard to permanent buildings.

Figure 4. Percent of public schools indicating that various factors were satisfactory or very satisfactory, by type of building: Fall 2005



¹For some respondents, this environmental factor was not applicable. For permanent buildings, 17 percent had no air conditioning, 3 percent had no natural lighting, and 1 percent had no heating. For portable buildings, 4 percent had no natural lighting, 3 percent had no air conditioning, and 1 percent had no heating. Such responses could indicate either the lack of a need or an unfulfilled need. The statistics here are based on all responses, not just those expressing an opinion.

NOTE: Statistics are from tables 10 and 12, and may differ from those in tables 9 and 11 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

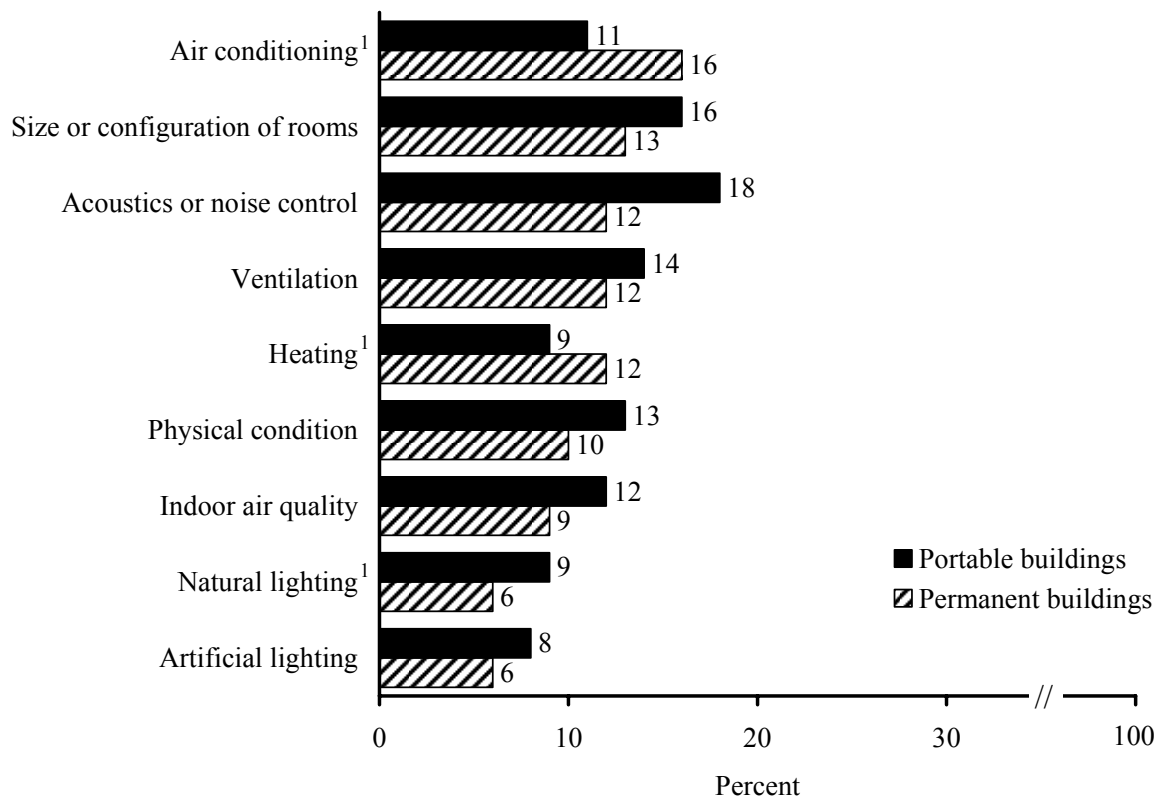
Impact on Instruction

In addition to asking about satisfaction with the nine environmental factors, the questionnaire also asked about the extent to which the factors interfered with the ability of the school to deliver instruction. Principals were given four categories for their responses: not at all, to a minor extent, to a moderate extent, and to a major extent; for the three categories of heating, air conditioning, and natural lighting, they could also reply that the environmental factor was not applicable (this primarily was a consideration with regard to air conditioning in permanent buildings). As with the immediately preceding discussion of satisfaction, the absence of a factor such as air conditioning could interfere with

the ability of the school to provide instruction. This discussion therefore includes all schools when presenting percentages rather than providing percentages only for those schools that provided an opinion.

Even when combining together the two categories “to a moderate extent” and “to a major extent,” relatively few schools indicated that the factors interfered with instruction: the percentages indicating there were problems ranged from 6 to 16 percent with regard to permanent buildings, and from 8 to 18 percent with regard to portable buildings (figure 5; tables 13, 14, 15, and 16). Acoustics or noise control was more likely to interfere with instruction in portable buildings (18 percent) than in permanent buildings (12 percent).

Figure 5. Percent of public schools indicating that various environmental factors interfered with their ability to deliver instruction, by type of building: Fall 2005



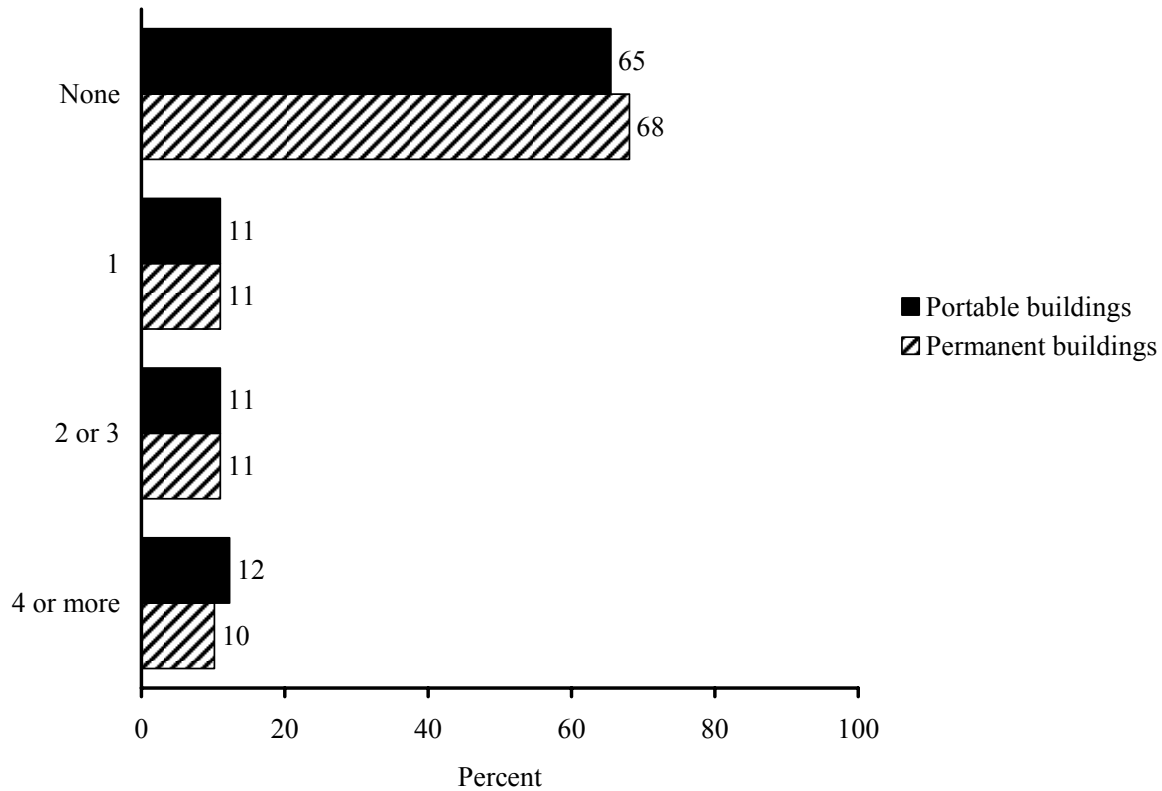
¹Respondents could indicate this environmental factor was not applicable. In permanent buildings, 17 percent had no air conditioning, 3 percent had no natural lighting, and 1 percent had no heating. In portable buildings, 4 percent had no natural lighting, 3 percent had no air conditioning, and 1 percent had no heating. Such responses could indicate either the lack of a need or an unfulfilled need. The statistics here are based on all responses, not just those expressing an opinion.

NOTE: Statistics are from tables 14 and 16, and may differ from those in tables 13 and 15 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Looking at all nine factors together, roughly one-third of schools indicated that there was at least one factor that interfered with their ability to deliver instruction to at least a moderate extent (32 percent with regard to permanent buildings, and 35 percent with regard to portable buildings; figure 6).

Figure 6. Percent of public schools indicating various numbers of environmental factors interfered with the ability of the school to deliver instruction to a moderate or major extent, by type of building: Fall 2005



NOTE: Statistics for portable buildings are based on the 33 percent of public schools with classrooms in portable buildings. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Principals also were asked to describe the overall extent to which environmental factors interfered with the delivery of instruction, taking all of these factors together. The results were similar for permanent and portable buildings (table 17). About half (55 and 56 percent) of principals said that these environmental factors did not interfere at all with the delivery of instruction, while the remainder reported at least some interference: 30 and 33 percent reported there was interference to a minor extent, 9 to 13 percent to a moderate extent, and 1 and 2 percent to a major extent.

Cleanliness and Maintenance of Student Restrooms

Close to all of the principals were either satisfied (50 percent) or very satisfied (42 percent) with the cleanliness and maintenance of student restrooms at the school (table 18). Seven percent said the cleanliness and maintenance were unsatisfactory, and 1 percent said they were very unsatisfactory. Schools in the two lowest categories of poverty concentration were more often very satisfied with the cleanliness and maintenance of student restrooms than schools with the highest poverty concentration (47 percent for both categories versus 31 percent).

Conclusion

There continues to be a mismatch between enrollment and capacity in many schools, but problems with overenrollment have decreased somewhat: the percentage that were underenrolled by 6 to 25 percent increased from 33 percent in 1999 to 38 percent in 2005, and the percentage that were overenrolled by 6 to 25 percent decreased from 14 percent to 10 percent. Further improvement is anticipated in those schools experiencing overcrowding: 40 percent of the principals in these schools anticipated that the overcrowding would be substantially reduced or eliminated within the next 3 years.

However, space issues do not occur solely because of high enrollments; they also depend on how the space is configured. About a third of schools (37 percent) used portable buildings, sometimes as a strategy for dealing with overenrollment, but sometimes also for purposes such as reducing class sizes or supporting academic programs.

Looking at nine environmental factors that help to establish the quality of the space, between 63 percent and 92 percent of principals were satisfied with their permanent buildings (depending on the factor), and between 72 percent and 91 percent were satisfied with their portable buildings. With regard to permanent buildings, the only factor showing fewer than 80 percent were satisfied was air conditioning, largely due to the fact that 17 percent did not have air conditioning and thus rated it as not applicable (rather than either satisfactory or unsatisfactory). Portable buildings were more likely than permanent buildings to have air conditioning, and some of the features receiving the lowest satisfaction concerning portable buildings were natural lighting, physical condition, and acoustics or noise control.

Close to half of principals indicated that one or more of the nine environmental factors interfered with instruction to at least some extent: between 30 and 33 percent reported interference to a minor extent, 9 and 13 percent to a moderate extent, and 1 and 2 percent to a major extent.

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Tables of Estimates and Standard Errors

Table 1. Percentage distribution of public schools reporting that they are underenrolled, at capacity, or overenrolled, by school characteristics: Fall 2005

School characteristic	Underenrolled ¹		Enrollment within 5 percent of capacity	Overenrolled ²	
	More than 25 percent	6–25 percent		6–25 percent	More than 25 percent
All public schools.....	21	38	22	10	8
Instructional level					
Elementary.....	20	39	23	10	8
Secondary/combined.....	24	36	21	11	8
Enrollment size					
Less than 350.....	41	39	14	4	2
350 to 699.....	14	44	27	9	6
700 or more.....	6	29	26	20	19
School locale					
City.....	16	36	23	11	14
Urban fringe/large town.....	12	40	29	10	9
Small town/rural.....	31	38	17	9	4
Region					
Northeast.....	23	43	25	7	2
Southeast.....	16	33	27	14	11
Central.....	27	47	18	6	2
West.....	19	32	22	13	15
Percent minority enrollment					
Less than 6 percent.....	29	46	20	5	#
6 to 20 percent.....	23	34	25	11	6
21 to 49 percent.....	17	40	22	13	8
50 percent or more.....	16	36	22	10	16
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent.....	19	38	27	11	5
35 to 49 percent.....	25	43	19	6	7
50 to 74 percent.....	24	37	18	12	8
75 percent or more.....	19	36	22	9	14

#Rounds to zero.

¹“Underenrolled” indicates that the capacity of the permanent buildings and instructional space is greater than student enrollment by more than 5 percent.

²“Overenrolled” indicates that the enrollment of the school is greater than the capacity of the permanent buildings and instructional space by more than 5 percent.

NOTE: Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Table 1-A. Standard errors for the percentage distribution of public schools reporting that they are underenrolled, at capacity, or overenrolled, by school characteristics: Fall 2005

School characteristic	Underenrolled		Enrollment within 5 percent of capacity	Overenrolled	
	More than 25 percent	6–25 percent		6–25 percent	More than 25 percent
All public schools.....	1.4	1.8	1.5	1.0	1.0
Instructional level					
Elementary.....	1.7	2.1	1.9	1.4	1.3
Secondary/combined.....	2.6	2.6	1.9	1.2	1.0
Enrollment size					
Less than 350.....	3.3	3.4	2.3	1.1	0.9
350 to 699.....	1.7	2.9	2.5	1.9	1.4
700 or more.....	1.4	2.4	2.4	2.1	2.5
School locale					
City.....	2.3	3.6	3.0	2.1	2.6
Urban fringe/large town.....	1.9	3.2	2.4	1.9	1.6
Small town/rural.....	2.6	3.0	2.5	1.6	1.0
Region					
Northeast.....	3.7	4.6	4.0	2.0	1.4
Southeast.....	3.2	3.3	3.3	2.7	2.1
Central.....	3.0	3.5	2.4	1.5	0.8
West.....	2.0	2.8	3.1	1.9	2.1
Percent minority enrollment					
Less than 6 percent.....	3.9	4.6	3.1	1.7	†
6 to 20 percent.....	3.1	3.4	3.5	2.0	1.7
21 to 49 percent.....	2.8	4.0	3.8	2.8	1.9
50 percent or more.....	2.2	3.3	2.3	1.5	2.7
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent.....	2.6	2.7	2.5	1.8	1.0
35 to 49 percent.....	4.6	4.0	3.3	2.0	2.3
50 to 74 percent.....	2.7	2.8	3.1	2.6	2.2
75 percent or more.....	3.0	4.1	2.9	1.6	2.9

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Table 2. Percent of public schools where the principal considers the school overcrowded, and the percent of those using various approaches to deal with the overcrowding, by school characteristics: Fall 2005

School characteristic	Consider school overcrowded	Approaches to deal with overcrowding ¹						Other
		Building new permanent buildings or additions to existing buildings	Using portable (temporary) classrooms	Converting nonclassroom space into classrooms	Using off-site instructional facilities	Increasing class sizes		
All public schools.....	15	35	78	53	5	44	12	
Instructional level								
Elementary.....	15	34	82	51	1	40	11	
Secondary/combined.....	16	39	65	57	16	58	15	
Enrollment size								
Less than 350.....	5	29	55	49	4	48	#	
350 to 699.....	14	29	84	42	2	41	7	
700 or more.....	32	41	78	60	7	46	18	
School locale								
City.....	20	29	90	57	5	37	9	
Urban fringe/large town.....	16	33	79	55	4	56	20	
Small town/rural.....	12	43	66	46	6	39	6	
Region								
Northeast.....	10	43	59	71	#	57	6	
Southeast.....	21	45	85	53	3	29	16	
Central.....	7	42	41	63	9	73	3	
West.....	22	25	88	45	6	43	13	
Percent minority enrollment								
Less than 6 percent.....	5	45	51	68	7	66	12	
6 to 20 percent.....	15	36	67	56	2	55	12	
21 to 49 percent.....	18	39	84	45	8	30	8	
50 percent or more.....	23	30	84	55	5	47	13	
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent.....	13	33	64	57	6	54	17	
35 to 49 percent.....	13	39	93	30	5	27	13	
50 to 74 percent.....	17	35	83	46	1	43	1	
75 percent or more.....	20	37	83	66	7	42	15	

#Rounds to zero.

¹Data are based on the 15 percent of public schools where the principal considers the school overcrowded. Principals did not have the opportunity to say the school was overcrowded unless the enrollment exceeded the number of students the school was designed to serve.

NOTE: Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 2-A. Standard errors for the percent of public schools where the principal considers the school overcrowded, and the standard errors for the percent of those using various approaches to deal with the overcrowding, by school characteristics: Fall 2005

School characteristic	Consider school overcrowded	Approaches to deal with overcrowding						Other
		Building new permanent buildings or additions to existing buildings	Using portable (temporary) classrooms	Converting nonclassroom space into classrooms	Using off-site instructional facilities	Increasing class sizes		
All public schools.....	1.3	3.9	3.0	4.9	1.1	4.5	2.8	
Instructional level								
Elementary.....	1.7	5.3	3.9	5.9	0.9	5.6	3.5	
Secondary/combined.....	1.3	4.5	4.6	4.8	4.1	6.0	3.7	
Enrollment size								
Less than 350.....	1.3	14.6	16.3	16.1	4.4	16.3	†	
350 to 699.....	2.3	6.7	5.1	8.8	1.3	8.8	3.6	
700 or more.....	2.7	5.3	3.6	5.3	2.1	5.8	4.4	
School locale								
City.....	2.4	6.2	4.0	8.0	2.4	7.8	3.2	
Urban fringe/large town.....	2.1	6.3	5.7	5.8	1.5	7.3	5.6	
Small town/rural.....	1.9	6.6	6.9	9.1	2.4	8.0	3.8	
Region								
Northeast.....	2.5	14.5	13.4	13.2	†	13.7	3.2	
Southeast.....	2.9	9.7	5.9	8.1	1.3	9.7	5.5	
Central.....	1.4	11.2	11.8	12.2	4.1	8.9	2.0	
West.....	2.5	4.9	3.1	6.8	2.2	5.4	4.8	
Percent minority enrollment								
Less than 6 percent.....	1.3	16.9	17.7	16.2	5.4	17.3	7.5	
6 to 20 percent.....	2.5	9.5	8.7	10.3	1.7	9.8	5.4	
21 to 49 percent.....	2.9	9.1	5.2	12.0	3.8	8.3	6.0	
50 percent or more.....	2.6	5.5	4.6	6.8	1.9	7.5	4.5	
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent.....	1.6	6.6	6.3	7.2	2.0	7.1	5.5	
35 to 49 percent.....	2.6	12.2	3.9	11.2	3.2	9.9	9.2	
50 to 74 percent.....	3.5	10.3	5.8	9.7	0.9	9.9	1.1	
75 percent or more.....	2.8	6.2	5.6	7.4	3.1	7.6	4.8	

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 3. Number and percent of public schools with classrooms in permanent buildings, portable (temporary) buildings, and classrooms in portable (temporary) buildings, by school characteristics: Fall 2005

School characteristic	Classrooms in permanent buildings		Have portable (temporary) buildings		Classrooms in portable (temporary) buildings	
	Number	Percent	Number	Percent	Number	Percent
All public schools.....	80,200	99	30,000	37	27,000	33
Instructional level						
Elementary.....	61,000	99	24,400	40	21,700	35
Secondary/combined.....	19,200	99	5,600	29	5,300	28
Enrollment size						
Less than 350.....	27,000	99	7,300	27	5,800	21
350 to 699.....	32,400	99	11,900	36	10,800	33
700 or more.....	20,700	99	10,800	52	10,300	49
School locale						
City.....	19,200	99	9,600	49	9,000	46
Urban fringe/large town.....	27,400	99	10,900	39	9,500	34
Small town/rural.....	33,600	100 ¹	9,500	28	8,500	25
Region						
Northeast.....	14,700	99	2,900	20	2,400	17
Southeast.....	17,200	99	7,100	41	6,800	40
Central.....	22,900	99	3,900	17	3,300	14
West.....	25,500	99	16,000	62	14,400	56
Percent minority enrollment						
Less than 6 percent.....	19,500	100 ¹	3,700	19	3,600	18
6 to 20 percent.....	20,300	99	6,500	32	5,600	27
21 to 49 percent.....	15,800	100	6,600	42	5,800	37
50 percent or more.....	22,500	98	12,200	53	11,200	49
Percent of students eligible for free or reduced-price lunch						
Less than 35 percent.....	32,700	99	10,200	31	8,800	27
35 to 49 percent.....	13,400	100	4,700	35	4,200	31
50 to 74 percent.....	18,500	99	7,800	42	7,100	38
75 percent or more.....	15,600	98	7,300	46	6,800	43

¹Estimate is rounded to 100 percent for presentation in table.

NOTE: Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 3-A. Standard errors for the number and percent of public schools with classrooms in permanent buildings, portable (temporary) buildings, and classrooms in portable (temporary) buildings, by school characteristics: Fall 2005

School characteristic	Classrooms in permanent buildings		Have portable (temporary) buildings		Classrooms in portable (temporary) buildings	
	Number	Percent	Number	Percent	Number	Percent
All public schools.....	640	0.4	1,550	1.9	1,370	1.7
Instructional level						
Elementary.....	760	0.5	1,520	2.5	1,310	2.1
Secondary/combined.....	310	0.5	400	1.9	400	1.9
Enrollment size						
Less than 350.....	1,010	0.5	930	3.1	780	2.6
350 to 699.....	1,240	0.6	970	2.9	970	2.7
700 or more.....	720	0.5	720	2.8	710	2.9
School locale						
City.....	1,020	1.0	1,050	4.1	910	3.6
Urban fringe/large town.....	1,330	0.7	890	3.1	810	3.0
Small town/rural.....	1,190	†	1,050	2.9	1,010	2.8
Region						
Northeast.....	1,330	0.6	560	3.3	470	2.9
Southeast.....	1,370	0.5	920	4.0	890	4.0
Central.....	1,530	0.6	710	2.8	710	2.8
West.....	1,650	1.2	1,400	3.3	1,180	2.7
Percent minority enrollment						
Less than 6 percent.....	1,050	†	690	3.2	690	3.2
6 to 20 percent.....	1,150	0.7	860	3.6	740	3.1
21 to 49 percent.....	1,050	†	800	4.3	680	3.6
50 percent or more.....	1,010	1.0	1,000	3.5	910	3.4
Percent of students eligible for free or reduced-price lunch						
Less than 35 percent.....	1,220	0.5	1,030	2.9	940	2.7
35 to 49 percent.....	1,080	†	660	4.6	610	4.4
50 to 74 percent.....	1,240	0.7	800	3.3	750	3.0
75 percent or more.....	1,030	1.2	850	3.9	810	3.9

†Not applicable. Estimate of standard error is not derived because it is based on a statistic estimated at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 4. Percent of public schools indicating various reasons for using portable (temporary) buildings, by school characteristics: Fall 2005

School characteristic	Increase in enrollment	Introduction of all-day kindergarten	Introduction of prekindergarten, Head Start, or other early childhood program	Initiatives to reduce class size	Changes in academic programs/curriculum
All public schools.....	69	9	11	34	14
Instructional level					
Elementary.....	68	11	13	36	14
Secondary/combined.....	74	1	5	28	15
Enrollment size					
Less than 350.....	37	10	13	29	16
350 to 699.....	75	13	13	35	13
700 or more.....	85	3	8	36	14
School locale					
City.....	79	11	12	35	15
Urban fringe/large town.....	66	6	13	34	14
Small town/rural.....	62	10	9	34	13
Region					
Northeast.....	66	22	10	17	18
Southeast.....	75	1	16	33	14
Central.....	56	11	17	20	9
West.....	70	9	8	41	14
Percent minority enrollment					
Less than 6 percent.....	57	12	23	24	12
6 to 20 percent.....	69	7	7	23	11
21 to 49 percent.....	64	4	2	33	16
50 percent or more.....	76	12	17	44	15
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent.....	69	9	7	26	14
35 to 49 percent.....	67	3	7	34	11
50 to 74 percent.....	67	7	15	37	15
75 percent or more.....	73	15	17	43	16

See notes at end of table.

Table 4. Percent of public schools indicating various reasons for using portable (temporary) buildings, by school characteristics: Fall 2005—Continued

School characteristic	Need to add or expand academic support programs	Need for space for new or expanded technology	Need for additional office/administrative space	Temporary relocation of staff or students due to renovation/replacement of existing buildings	Other reason
All public schools.....	33	12	7	11	13
Instructional level					
Elementary.....	34	13	7	10	12
Secondary/combined.....	31	6	6	14	16
Enrollment size					
Less than 350.....	34	12	12	8	29
350 to 699.....	34	13	5	8	7
700 or more.....	32	10	6	15	9
School locale					
City.....	28	9	7	15	9
Urban fringe/large town.....	34	10	6	12	10
Small town/rural.....	38	16	8	4	19
Region					
Northeast.....	19	3	17	7	24
Southeast.....	46	13	5	9	7
Central.....	38	13	2	9	9
West.....	29	12	7	12	14
Percent minority enrollment					
Less than 6 percent.....	30	13	4	3	20
6 to 20 percent.....	37	14	5	4	13
21 to 49 percent.....	31	6	3	13	9
50 percent or more.....	32	13	11	16	13
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent.....	29	5	3	10	10
35 to 49 percent.....	44	12	1	11	12
50 to 74 percent.....	36	20	6	11	18
75 percent or more.....	30	12	16	11	11

NOTE: Data in this table are based on the 33 percent of public schools with classrooms in portable (temporary) buildings. Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 4-A. Standard errors for the percent of public schools indicating various reasons for using portable (temporary) buildings, by school characteristics: Fall 2005

School characteristic	Increase in enrollment	Introduction of all-day kindergarten	Introduction of prekindergarten, Head Start, or other early childhood program	Initiatives to reduce class size	Changes in academic programs/curriculum
All public schools.....	3.2	1.8	2.4	2.8	2.3
Instructional level					
Elementary.....	3.8	2.2	2.8	3.3	2.6
Secondary/combined.....	4.0	0.9	2.1	3.1	3.5
Enrollment size					
Less than 350.....	7.4	4.2	6.0	5.8	4.8
350 to 699.....	4.4	3.6	4.1	4.5	3.1
700 or more.....	2.7	1.5	2.4	4.6	2.9
School locale					
City.....	4.5	3.7	3.5	4.7	4.0
Urban fringe/large town.....	3.9	2.6	3.5	4.6	3.4
Small town/rural.....	6.0	3.4	3.4	5.8	3.5
Region					
Northeast.....	12.0	9.8	7.5	7.2	7.8
Southeast.....	4.9	1.0	4.8	5.6	3.7
Central.....	9.0	5.6	8.3	8.1	5.2
West.....	4.0	2.4	3.0	3.7	3.7
Percent minority enrollment					
Less than 6 percent.....	9.2	6.6	8.1	6.1	6.3
6 to 20 percent.....	6.8	4.1	3.4	6.1	4.2
21 to 49 percent.....	6.3	2.7	2.1	5.8	4.4
50 percent or more.....	3.5	3.1	4.0	4.7	2.7
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent.....	5.7	3.3	3.4	4.8	4.0
35 to 49 percent.....	7.8	2.7	3.9	7.1	4.2
50 to 74 percent.....	5.9	4.2	4.9	6.7	4.3
75 percent or more.....	4.4	3.0	4.1	5.2	3.9

See notes at end of table.

Table 4-A. Standard errors for the percent of public schools indicating various reasons for using portable (temporary) buildings, by school characteristics: Fall 2005—Continued

School characteristic	Need to add or expand academic support programs	Need for space for new or expanded technology	Need for additional office/administrative space	Temporary relocation of staff or students due to renovation/replacement of existing buildings	Other reason
All public schools.....	2.7	1.8	1.2	1.7	2.1
Instructional level					
Elementary.....	3.3	2.2	1.4	2.1	2.6
Secondary/combined.....	3.1	1.7	1.8	2.3	3.6
Enrollment size					
Less than 350.....	4.2	4.3	4.3	3.2	5.6
350 to 699.....	4.8	3.3	1.6	3.1	2.4
700 or more.....	3.9	2.7	1.6	2.7	2.2
School locale					
City.....	4.4	2.7	2.0	4.3	3.0
Urban fringe/large town.....	5.3	2.9	2.1	2.7	3.4
Small town/rural.....	4.6	4.1	2.8	1.8	4.1
Region					
Northeast.....	7.3	3.3	8.1	4.1	9.5
Southeast.....	6.7	4.8	2.0	3.3	2.8
Central.....	8.8	5.7	1.3	4.6	5.1
West.....	3.8	2.2	1.5	2.6	2.6
Percent minority enrollment					
Less than 6 percent.....	7.5	5.3	2.2	1.9	7.1
6 to 20 percent.....	5.4	4.4	3.3	2.3	5.1
21 to 49 percent.....	6.0	2.9	1.9	3.8	3.6
50 percent or more.....	4.6	2.8	2.1	3.6	2.8
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent.....	5.3	2.4	1.9	2.5	4.3
35 to 49 percent.....	7.2	4.4	1.0	5.6	4.7
50 to 74 percent.....	5.3	4.9	2.6	4.1	5.3
75 percent or more.....	5.0	3.5	3.5	2.9	3.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 5. Percent of public schools using portable (temporary) buildings in various ways, by school characteristics: Fall 2005

School characteristic	General classroom	Academic support area	Music room	Art room	Computer lab	Language lab	Library media center
All public schools.....	73	58	26	10	9	9	6
Instructional level							
Elementary.....	71	60	30	10	9	10	7
Secondary/combined.....	82	50	9	10	8	5	2
Enrollment size							
Less than 350.....	55	59	28	9	9	8	14
350 to 699.....	70	54	29	11	9	11	6
700 or more.....	88	61	22	10	8	8	2
School locale							
City.....	82	53	25	8	9	11	4
Urban fringe/large town.....	73	55	23	8	7	8	6
Small town/rural.....	64	67	31	14	10	8	8
Region							
Northeast.....	70	47	21	12	2	#	#
Southeast.....	71	78	23	9	9	12	6
Central.....	47	44	34	7	3	#	3
West.....	80	54	27	11	11	12	8
Percent minority enrollment							
Less than 6 percent.....	63	56	38	17	11	2	9
6 to 20 percent.....	65	53	18	9	9	14	4
21 to 49 percent.....	71	65	22	7	4	3	4
50 percent or more.....	82	54	29	9	10	10	7
Percent of students eligible for free or reduced-price lunch							
Less than 35 percent.....	72	54	21	11	6	8	3
35 to 49 percent.....	68	69	27	5	5	13	12
50 to 74 percent.....	69	61	24	12	11	7	6
75 percent or more.....	82	53	35	10	11	10	7

See notes at end of table.

Table 5. Percent of public schools using portable (temporary) buildings in various ways, by school characteristics: Fall 2005—Continued

School characteristic	Early childhood programs	Day care center for preschool-age children	Before- and after-school care for school-age children	Office/administrative space	Teacher work room	Storage	Other
All public schools.....	11	4	13	9	6	27	14
Instructional level							
Elementary.....	13	4	15	9	5	27	14
Secondary/combined.....	4	5	4	10	10	29	13
Enrollment size							
Less than 350.....	9	2	3	10	9	31	19
350 to 699.....	12	5	24	6	4	26	9
700 or more.....	12	4	6	13	7	27	15
School locale							
City.....	12	7	18	13	5	24	13
Urban fringe/large town.....	14	3	13	7	9	29	15
Small town/rural.....	6	3	6	7	5	29	13
Region							
Northeast.....	7	1	5	14	12	18	12
Southeast.....	13	1	13	12	3	19	12
Central.....	14	4	10	3	7	35	7
West.....	10	6	14	9	6	31	16
Percent minority enrollment							
Less than 6 percent.....	11	4	7	3	3	26	10
6 to 20 percent.....	10	1	12	4	11	29	11
21 to 49 percent.....	4	5	8	10	1	28	11
50 percent or more.....	16	6	15	14	8	28	18
Percent of students eligible for free or reduced-price lunch							
Less than 35 percent.....	6	3	11	4	5	27	12
35 to 49 percent.....	5	5	14	4	#	28	6
50 to 74 percent.....	12	2	12	9	6	25	19
75 percent or more.....	20	6	14	20	11	30	15

#Rounds to zero.

NOTE: Data in this table are based on the 33 percent of public schools with classrooms in portable (temporary) buildings. Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 5-A. Standard errors for the percent of public schools using portable (temporary) buildings in various ways, by school characteristics: Fall 2005

School characteristic	General classrooms	Academic support areas	Music room	Art room	Computer lab	Language lab	Library media center
All public schools.....	2.7	2.9	2.7	1.8	1.8	1.9	1.4
Instructional level							
Elementary.....	3.1	3.4	3.3	2.1	2.0	2.2	1.7
Secondary/combined.....	3.5	4.1	2.8	3.2	2.1	2.0	1.6
Enrollment size							
Less than 350.....	6.3	6.4	6.0	3.2	3.6	3.1	5.2
350 to 699.....	4.3	5.1	5.0	3.4	2.9	3.6	2.0
700 or more.....	3.2	3.7	4.1	2.8	2.2	2.5	1.5
School locale							
City.....	4.1	5.7	4.6	2.9	3.4	3.8	2.1
Urban fringe/large town.....	4.5	3.9	3.7	2.7	2.7	2.3	2.2
Small town/rural.....	5.6	5.5	4.2	3.4	3.9	2.8	3.5
Region							
Northeast.....	8.7	11.6	8.4	6.1	1.6	†	†
Southeast.....	5.7	5.0	4.4	3.7	3.6	4.4	2.9
Central.....	8.7	9.7	8.6	6.7	3.3	†	3.3
West.....	3.6	3.8	3.2	2.4	2.6	2.8	2.2
Percent minority enrollment							
Less than 6 percent.....	9.0	8.7	9.1	7.8	5.2	2.3	5.1
6 to 20 percent.....	5.6	6.2	5.7	4.2	4.3	5.2	2.9
21 to 49 percent.....	6.3	6.1	4.7	3.1	1.8	1.8	2.8
50 percent or more.....	3.7	4.8	4.0	2.4	2.5	2.5	2.2
Percent of students eligible for free or reduced-price lunch							
Less than 35 percent.....	5.7	5.9	3.9	3.2	2.6	3.2	2.0
35 to 49 percent.....	7.0	6.6	6.3	2.9	3.2	5.1	5.1
50 to 74 percent.....	5.5	6.5	5.8	4.6	3.8	3.0	2.9
75 percent or more.....	3.9	6.6	5.0	2.9	3.5	3.0	2.4

See notes at end of table.

Table 5-A. Standard errors for the percent of public schools using portable (temporary) buildings in various ways, by school characteristics: Fall 2005—Continued

School characteristic	Early childhood programs	Day care center for preschool-age children	Before- and after-school care for school-age children	Office/administrative space	Teacher work room	Storage	Other
All public schools.....	1.6	1.2	1.9	1.5	1.3	2.5	1.9
Instructional level							
Elementary.....	2.0	1.5	2.2	1.6	1.5	3.0	2.2
Secondary/combined.....	1.4	1.8	1.3	2.6	2.7	4.0	2.9
Enrollment size							
Less than 350.....	3.4	1.5	2.2	3.5	3.8	4.6	4.7
350 to 699.....	3.2	2.0	4.4	1.9	1.7	4.8	3.0
700 or more.....	2.1	1.4	1.9	2.5	1.9	3.6	3.3
School locale							
City.....	3.0	2.6	4.4	3.1	2.1	4.1	3.1
Urban fringe/large town.....	3.6	1.5	3.3	2.3	2.4	4.3	3.6
Small town/rural.....	2.6	1.4	2.5	2.6	2.3	4.1	3.2
Region							
Northeast.....	4.4	1.0	4.0	6.3	8.0	6.7	7.6
Southeast.....	4.0	0.5	4.7	3.6	1.9	3.5	3.8
Central.....	6.6	2.4	6.5	2.6	4.1	8.7	6.5
West.....	2.3	2.1	2.8	2.1	1.8	3.6	2.7
Percent minority enrollment							
Less than 6 percent.....	5.7	2.5	5.0	1.8	2.5	9.3	5.3
6 to 20 percent.....	4.7	0.8	4.6	2.2	3.9	6.5	4.4
21 to 49 percent.....	2.5	3.9	3.8	3.4	0.8	5.5	3.5
50 percent or more.....	2.9	2.1	3.1	2.7	2.1	3.7	3.6
Percent of students eligible for free or reduced-price lunch							
Less than 35 percent.....	2.9	1.7	3.6	1.7	2.2	4.5	3.7
35 to 49 percent.....	3.0	2.9	5.5	2.9	†	7.4	2.7
50 to 74 percent.....	4.2	1.7	4.7	3.1	3.4	5.4	4.2
75 percent or more.....	4.0	2.4	4.1	3.6	3.2	4.5	3.9

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 6. Percent of overcrowded public schools that anticipate that the overcrowding will be substantially reduced or eliminated in the next 3 years, and the percent of those giving various reasons that the overcrowding will be substantially reduced or eliminated, by school characteristics: Fall 2005

School characteristic	Anticipated overcrowding will be substantially reduced or eliminated ¹	Reasons the overcrowding will be substantially reduced or eliminated ²					Other reason
		New permanent buildings or additions to existing buildings will be completed	Construction of new schools nearby will be completed	School boundary changes with <i>existing</i> schools will be implemented	School-age population in this school's service area is projected to decline		
All public schools.....	40	68	43	37	17	5	
Instructional level							
Elementary.....	39	68	42	40	16	4	
Secondary/combined.....	42	66	44	26	21	8	
Enrollment size							
Less than 350.....	54	71	11	11	18	11	
350 to 699.....	34	66	36	42	17	5	
700 or more.....	42	67	55	40	17	4	
School locale							
City.....	38	55	28	36	28	#	
Urban fringe/large town.....	37	61	63	44	18	6	
Small town/rural.....	45	84	37	30	8	8	
Region							
Northeast.....	60	76	54	38	14	#	
Southeast.....	35	85	27	50	8	8	
Central.....	34	69	37	21	27	#	
West.....	40	55	49	32	21	7	
Percent minority enrollment							
Less than 6 percent.....	24	100	48	#	#	#	
6 to 20 percent.....	46	73	43	29	17	#	
21 to 49 percent.....	45	79	54	54	14	6	
50 percent or more.....	40	53	34	35	22	9	
Percent of students eligible for free or reduced-price lunch							
Less than 35 percent.....	39	80	57	24	11	#	
35 to 49 percent.....	53	66	50	70	17	12	
50 to 74 percent.....	30	73	20	15	19	#	
75 percent or more.....	45	51	38	44	23	11	

#Rounds to zero.

¹Data are based on the 15 percent of public schools where the principal considers the school overcrowded.

²Data are based on the 40 percent of overcrowded public schools that anticipate that the overcrowding will be substantially reduced or eliminated in the next 3 years.

NOTE: Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 6-A. Standard errors for the percent of overcrowded public schools that anticipate that the overcrowding will be substantially reduced or eliminated in the next 3 years, and the standard errors for the percent of those giving various reasons that the overcrowding will be substantially reduced or eliminated, by school characteristics: Fall 2005

School characteristic	Anticipated overcrowding will be substantially reduced or eliminated	Reasons the overcrowding will be substantially reduced or eliminated					Other reason
		New permanent buildings or additions to existing buildings will be completed	Construction of new schools nearby will be completed	School boundary changes with <i>existing</i> schools will be implemented	School-age population in this school's service area is projected to decline		
All public schools.....	5.0	4.9	6.3	7.1	4.4	2.8	
Instructional level							
Elementary.....	6.0	6.3	8.2	9.1	5.9	3.1	
Secondary/combined.....	5.5	9.8	8.7	7.2	6.6	6.1	
Enrollment size							
Less than 350.....	16.1	21.1	12.5	12.5	19.2	11.8	
350 to 699.....	8.3	12.2	14.2	14.7	9.7	5.6	
700 or more.....	5.0	7.4	7.6	8.5	5.0	3.0	
School locale							
City.....	8.7	10.9	13.3	10.9	10.5	†	
Urban fringe/large town.....	6.7	9.8	9.1	11.3	6.6	5.1	
Small town/rural.....	9.0	8.7	12.2	12.2	7.1	5.9	
Region							
Northeast.....	14.4	16.1	19.2	18.9	15.1	†	
Southeast.....	8.7	7.5	11.3	14.9	4.9	6.9	
Central.....	11.4	24.2	23.2	18.9	24.3	†	
West.....	6.3	9.6	7.5	10.2	7.5	5.0	
Percent minority enrollment							
Less than 6 percent.....	10.3	†	23.1	†	†	†	
6 to 20 percent.....	10.6	11.9	14.1	15.0	10.3	†	
21 to 49 percent.....	8.3	12.1	13.1	17.2	10.5	6.3	
50 percent or more.....	7.1	8.7	8.8	10.1	7.6	5.7	
Percent of students eligible for free or reduced-price lunch							
Less than 35 percent.....	7.9	6.8	11.0	10.5	4.1	†	
35 to 49 percent.....	11.6	18.0	20.6	16.4	15.3	10.1	
50 to 74 percent.....	9.6	13.4	9.9	13.1	16.6	†	
75 percent or more.....	8.1	12.0	13.5	12.3	10.2	7.7	

†Not applicable. Estimate of standard error is not derived because it is based on a statistic estimated at 0 or 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 7. Percent of public schools with a dedicated room or facility for science, art, music, and physical education, and the percentage distribution indicating the extent to which that dedicated room or facility supports the ability of the school to deliver instruction in that subject: Fall 2005

Dedicated room or facility	School has dedicated room or facility	Extent to which the dedicated room or facility supports the ability of the school to deliver instruction in that subject ¹			
		Not at all	Minor extent	Moderate extent	Major extent
Science lab(s)	48	3	8	20	69
Art room(s)	70	4	6	16	74
Music room(s)	81	5	5	14	76
Gymnasium	83	5	5	13	78

¹Data based on schools with that dedicated room or facility.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 7-A. Standard errors for the percent of public schools with a dedicated room or facility for science, art, music, and physical education, and the standard errors for the percentage distribution indicating the extent to which that dedicated room or facility supports the ability of the school to deliver instruction in that subject: Fall 2005

Dedicated room or facility	School has dedicated room or facility	Extent to which the dedicated room or facility supports the ability of the school to deliver instruction in that subject			
		Not at all	Minor extent	Moderate extent	Major extent
Science lab(s)	1.4	0.8	1.5	1.9	2.7
Art room(s)	1.4	0.8	1.0	1.6	2.0
Music room(s)	1.5	0.8	0.9	1.3	1.5
Gymnasium	1.1	0.7	1.0	1.2	1.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 8. Percent of public schools with a dedicated room or facility for science, art, music, and physical education, and the percent of those indicating that the room or facility supports the ability of the school to deliver instruction in that subject to a moderate or major extent, by school characteristics: Fall 2005

School characteristic	Science lab(s)		Art room(s)		Music room(s)		Gymnasium	
	Has facility	Supports instruction ¹	Has facility	Supports instruction ¹	Has facility	Supports instruction ¹	Has facility	Supports instruction ¹
All public schools.....	48	89	70	90	81	90	83	91
Instructional level								
Elementary.....	34	87	64	90	78	89	80	90
Secondary/combined.....	93	91	89	90	91	92	94	93
Enrollment size								
Less than 350.....	40	82	60	86	68	90	83	90
350 to 699.....	42	90	72	91	85	88	83	88
700 or more.....	70	92	81	92	92	93	85	95
School locale								
City.....	44	90	67	90	73	88	70	86
Urban fringe/large town.....	46	88	77	91	86	92	84	92
Small town/rural.....	53	88	67	89	81	89	90	92
Region								
Northeast.....	44	93	89	89	87	89	90	93
Southeast.....	52	94	71	92	87	92	84	92
Central.....	48	83	80	90	86	91	92	91
West.....	49	87	51	89	68	88	70	88
Percent minority enrollment								
Less than 6 percent.....	53	86	79	89	85	90	92	93
6 to 20 percent.....	44	89	75	91	82	93	88	91
21 to 49 percent.....	52	90	76	91	88	88	88	90
50 percent or more.....	47	89	56	88	71	89	67	88
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent.....	51	92	80	93	86	93	88	93
35 to 49 percent.....	51	88	72	89	87	88	90	93
50 to 74 percent.....	52	87	68	90	81	91	83	91
75 percent or more.....	37	84	50	83	65	85	67	81

¹Data based on schools with that dedicated room or facility.

NOTE: Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 8-A. Standard errors for the percent of public schools with a dedicated room or facility for science, art, music, and physical education, and the standard errors for the percent of those indicating that the room or facility supports the ability of the school to deliver instruction in that subject to a moderate or major extent, by school characteristics: Fall 2005

School characteristic	Science lab(s)		Art room(s)		Music room(s)		Gymnasium	
	Has facility	Supports instruction	Has facility	Supports instruction	Has facility	Supports instruction	Has facility	Supports instruction
All public schools.....	1.4	1.6	1.4	1.3	1.5	1.1	1.1	1.1
Instructional level								
Elementary.....	1.9	2.8	1.9	1.6	2.0	1.4	1.5	1.5
Secondary/combined.....	1.4	1.7	1.7	1.5	1.4	1.2	1.3	1.2
Enrollment size								
Less than 350.....	2.8	4.0	3.5	3.1	3.1	2.5	2.0	2.0
350 to 699.....	2.6	2.3	2.7	1.8	2.3	1.9	2.1	2.2
700 or more.....	2.6	1.7	2.4	1.7	1.7	1.7	2.5	1.2
School locale								
City.....	2.8	2.6	3.2	2.2	3.2	2.8	3.0	3.1
Urban fringe/large town.....	3.0	2.9	2.7	2.3	2.4	1.6	2.1	1.7
Small town/rural.....	2.6	2.9	2.6	2.5	2.1	1.8	1.7	1.7
Region								
Northeast.....	4.6	3.4	3.3	3.6	3.5	3.0	2.7	2.4
Southeast.....	3.4	2.3	3.4	2.1	2.5	2.1	2.6	2.2
Central.....	3.1	3.6	2.6	2.3	2.4	2.1	1.7	2.2
West.....	2.6	3.0	3.2	2.7	3.5	2.4	2.9	2.6
Percent minority enrollment								
Less than 6 percent.....	3.8	3.2	3.5	3.2	2.9	2.6	2.1	2.1
6 to 20 percent.....	3.5	3.1	3.3	2.3	3.2	2.1	2.8	2.5
21 to 49 percent.....	3.8	4.2	3.2	2.8	3.1	2.7	2.9	2.4
50 percent or more.....	2.6	2.5	2.9	2.3	2.8	2.1	3.2	2.5
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent.....	2.8	2.0	2.0	1.7	2.2	1.6	1.9	1.6
35 to 49 percent.....	4.6	5.0	4.0	3.0	3.1	3.0	2.7	2.4
50 to 74 percent.....	3.1	3.9	3.9	3.7	3.0	2.5	2.9	2.5
75 percent or more.....	3.3	3.9	3.2	3.6	3.5	3.6	3.5	3.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 9. Percentage distribution of public schools indicating how satisfactory or unsatisfactory various environmental factors are in classrooms located in permanent buildings: Fall 2005

Environmental factor	Very satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory	Not applicable
Artificial lighting.....	39	53	7	1	—
Natural lighting	30	52	12	3	3
Heating	27	55	14	2	1
Air conditioning	24	39	14	6	17
Ventilation	22	61	14	3	—
Indoor air quality.....	23	64	11	2	—
Acoustics or noise control.....	21	64	12	2	—
Physical condition of ceilings, floors, walls, windows, doors.....	31	53	14	2	—
Size or configuration of rooms.....	28	58	12	2	—

— Not available as a questionnaire response.

NOTE: Data in this table are based on the 99 percent of public schools with classrooms in permanent buildings. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Table 9-A. Standard errors for the percentage distribution of public schools indicating how satisfactory or unsatisfactory various environmental factors are in classrooms located in permanent buildings: Fall 2005

Environmental factor	Very satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory	Not applicable
Artificial lighting.....	1.6	1.8	0.9	0.3	—
Natural lighting	1.6	1.7	1.2	0.7	0.6
Heating	1.5	2.1	1.4	0.5	0.4
Air conditioning	1.2	1.7	1.3	1.0	1.6
Ventilation	1.3	1.9	1.3	0.6	—
Indoor air quality.....	1.3	1.7	1.2	0.5	—
Acoustics or noise control.....	1.3	1.5	1.1	0.5	—
Physical condition of ceilings, floors, walls, windows, doors.....	1.5	1.8	1.3	0.5	—
Size or configuration of rooms.....	1.5	1.9	1.0	0.5	—

— Not available as a questionnaire response.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Table 10. Percent of public schools indicating that various environmental factors are very satisfactory or satisfactory in classrooms located in permanent buildings, by school characteristics: Fall 2005

School characteristic	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Acoustics or noise control	Physical condition of ceilings, floors, walls, windows, doors	Size or configuration of rooms
All public schools.....	92	82	83	63	83	87	86	83	86
Instructional level									
Elementary.....	91	82	81	63	83	87	86	83	86
Secondary/combined.....	95	82	86	62	83	87	85	83	85
Enrollment size									
Less than 350.....	92	85	81	53	85	88	88	82	85
350 to 699.....	90	82	81	65	80	86	83	84	86
700 or more.....	95	78	87	72	84	88	85	83	86
School locale									
City.....	91	82	77	64	84	89	85	83	80
Urban fringe/large town ...	92	82	83	64	82	86	86	84	86
Small town/rural.....	93	82	86	61	83	87	86	83	89
Region									
Northeast.....	91	87	77	40	82	86	85	80	88
Southeast.....	95	79	85	82	84	86	84	85	91
Central.....	91	86	82	53	79	84	85	84	82
West.....	92	78	84	72	87	91	87	83	85
Percent minority enrollment									
Less than 6 percent.....	93	84	83	49	83	87	88	82	86
6 to 20 percent.....	91	83	80	64	81	86	88	87	83
21 to 49 percent.....	93	77	86	66	84	87	82	84	91
50 percent or more.....	91	82	81	69	84	88	85	81	83
Percent of students eligible for free or reduced-price lunch									
Less than 35 percent.....	93	81	82	57	85	87	87	85	85
35 to 49 percent.....	95	81	84	65	87	92	88	88	91
50 to 74 percent.....	91	83	84	70	81	85	83	82	88
75 percent or more.....	90	84	81	63	78	85	83	77	83

NOTE: Data in this table are based on the 99 percent of public schools with classrooms in permanent buildings. Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable. For heating, air conditioning, and natural lighting, respondents could indicate that the environmental factor was not applicable. Seventeen percent did not have air conditioning, 3 percent did not have natural lighting, and 1 percent did not have heating. Such responses could indicate either the lack of a need or an unfulfilled need. The statistics here are based on all responses, not just those expressing an opinion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 10-A. Standard errors for the percent of public schools indicating that various environmental factors are very satisfactory or satisfactory in classrooms located in permanent buildings, by school characteristics: Fall 2005

School characteristic	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Acoustics or noise control	Physical condition of ceilings, floors, walls, windows, doors	Size or configuration of rooms
All public schools.....	1.0	1.5	1.7	1.7	1.5	1.3	1.2	1.4	1.0
Instructional level									
Elementary.....	1.2	1.8	2.0	2.2	1.7	1.6	1.5	1.8	1.2
Secondary/combined.....	1.1	1.7	1.8	2.4	2.0	1.8	1.8	1.7	1.7
Enrollment size									
Less than 350.....	1.8	2.3	2.8	3.1	2.7	2.0	2.0	2.7	2.1
350 to 699.....	1.7	2.5	2.8	2.8	2.6	2.0	2.3	2.3	2.1
700 or more.....	1.2	2.5	1.9	2.7	2.2	1.8	1.6	2.3	1.7
School locale									
City.....	2.1	2.6	3.6	3.9	2.6	2.3	2.3	3.0	2.7
Urban fringe/large town ...	1.8	2.3	2.6	3.3	2.4	2.0	1.9	2.3	1.9
Small town/rural.....	1.5	2.0	2.1	2.8	2.4	2.1	2.0	2.2	1.7
Region									
Northeast.....	3.0	3.2	3.4	4.2	2.7	2.8	2.8	3.8	2.7
Southeast.....	1.3	3.3	3.2	3.7	3.0	2.7	2.9	2.8	1.7
Central.....	2.1	2.5	2.8	4.1	3.3	3.0	2.9	2.5	2.8
West.....	1.9	2.3	2.3	2.9	2.4	1.8	1.7	2.4	2.2
Percent minority enrollment									
Less than 6 percent.....	2.0	2.9	2.8	3.6	2.8	2.5	2.6	2.8	2.7
6 to 20 percent.....	2.6	3.3	3.4	4.0	3.2	2.9	2.4	2.7	2.9
21 to 49 percent.....	2.2	3.3	3.2	4.1	2.6	2.6	3.3	2.9	2.1
50 percent or more.....	1.8	2.1	2.4	2.6	2.5	1.8	1.9	2.3	2.4
Percent of students eligible for free or reduced-price lunch									
Less than 35 percent.....	1.6	2.5	2.6	3.0	2.3	2.2	1.9	2.1	1.9
35 to 49 percent.....	2.1	3.2	3.6	5.3	3.2	2.4	2.8	2.8	2.6
50 to 74 percent.....	1.9	2.6	2.8	3.5	2.8	2.9	2.8	3.2	2.4
75 percent or more.....	2.2	2.9	3.0	3.3	3.4	2.7	2.4	3.1	2.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 11. Percentage distribution of public schools indicating how satisfactory or unsatisfactory various environmental factors are in classrooms located in portable (temporary) buildings: Fall 2005

Environmental factor	Very satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory	Not applicable
Artificial lighting.....	25	66	7	2	—
Natural lighting	19	53	21	4	4
Heating	25	64	9	1	1
Air conditioning	26	57	11	2	3
Ventilation	19	62	16	3	—
Indoor air quality.....	17	65	16	2	—
Acoustics or noise control.....	19	58	20	3	—
Physical condition of ceilings, floors, walls, windows, doors.....	20	55	22	3	—
Size or configuration of rooms.....	19	60	18	3	—

— Not available as a questionnaire response.

NOTE: Data in this table are based on the 33 percent of public schools with classrooms in portable (temporary) buildings. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Table 11-A. Standard errors for the percentage distribution of public schools indicating how satisfactory or unsatisfactory various environmental factors are in classrooms located in portable (temporary) buildings: Fall 2005

Environmental factor	Very satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory	Not applicable
Artificial lighting.....	2.4	2.6	1.5	0.7	—
Natural lighting	2.4	2.9	2.4	1.1	1.0
Heating	2.4	2.5	1.7	0.6	0.7
Air conditioning	2.5	2.7	2.1	0.8	1.3
Ventilation	2.3	2.3	2.3	0.9	—
Indoor air quality.....	2.3	2.7	2.2	0.9	—
Acoustics or noise control.....	2.3	3.2	2.5	0.8	—
Physical condition of ceilings, floors, walls, windows, doors.....	2.4	3.4	2.7	1.0	—
Size or configuration of rooms.....	2.7	3.0	2.4	0.9	—

— Not available as a questionnaire response.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Table 12. Percent of public schools indicating that various environmental factors are very satisfactory or satisfactory in classrooms located in portable (temporary) buildings, by school characteristics: Fall 2005

School characteristic	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Acoustics or noise control	Physical condition of ceilings, floors, walls, windows, doors	Size or configuration of rooms
All public schools.....	91	72	89	84	81	82	77	74	79
Instructional level									
Elementary.....	91	71	88	83	81	82	76	73	78
Secondary/combined.....	89	74	91	87	81	84	83	79	80
Enrollment size									
Less than 350.....	89	71	85	76	77	78	72	71	78
350 to 699.....	94	76	92	87	81	83	77	79	77
700 or more.....	89	67	88	84	84	83	80	72	81
School locale									
City.....	93	67	92	83	79	81	76	70	76
Urban fringe/large town ...	92	76	85	85	80	83	83	75	83
Small town/rural.....	88	72	89	82	83	82	71	79	77
Region									
Northeast.....	91	84	86	72	82	89	75	75	76
Southeast.....	91	69	89	88	82	77	69	68	75
Central.....	90	71	82	79	70	79	81	62	65
West.....	91	71	90	84	83	84	80	80	84
Percent minority enrollment									
Less than 6 percent.....	90	69	89	85	81	84	65	69	78
6 to 20 percent.....	93	82	94	89	87	89	76	82	84
21 to 49 percent.....	94	67	92	88	88	86	82	78	80
50 percent or more.....	89	71	83	77	74	76	79	70	76
Percent of students eligible for free or reduced-price lunch									
Less than 35 percent.....	91	80	90	84	85	88	82	81	86
35 to 49 percent.....	99	69	94	87	91	89	83	80	78
50 to 74 percent.....	91	66	85	88	77	75	72	75	81
75 percent or more.....	86	69	87	77	74	77	73	62	68

NOTE: Data in this table are based on the 33 percent of public schools with classrooms in portable (temporary) buildings. Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable. For heating, air conditioning, and natural lighting, respondents could indicate that the environmental factor was not applicable. Four percent did not have natural lighting, 3 percent did not have air conditioning, and 1 percent did not have heating. Such responses could indicate either the lack of a need or an unfulfilled need. The statistics here are based on all responses, not just those expressing an opinion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 12-A. Standard errors for the percent of public schools indicating that various environmental factors are very satisfactory or satisfactory in classrooms located in portable (temporary) buildings, by school characteristics: Fall 2005

School characteristic	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Acoustics or noise control	Physical condition of ceilings, floors, walls, windows, doors	Size or configuration of rooms
All public schools.....	1.7	2.8	1.7	2.4	2.3	2.3	2.5	2.6	2.2
Instructional level									
Elementary.....	2.0	3.4	2.2	2.8	2.8	2.6	3.1	3.2	2.7
Secondary/combined.....	2.5	3.7	2.9	3.2	3.2	3.4	3.0	3.2	3.6
Enrollment size									
Less than 350.....	4.4	5.9	5.0	6.1	5.7	5.3	5.9	5.9	4.5
350 to 699.....	2.6	4.7	2.7	2.9	3.8	4.0	4.8	4.9	4.7
700 or more.....	2.8	3.7	2.8	3.1	3.2	3.3	3.4	4.3	3.1
School locale									
City.....	2.4	4.2	2.7	3.9	3.9	3.9	5.1	4.9	3.8
Urban fringe/large town ...	3.1	3.6	3.1	3.3	3.4	3.4	3.7	4.5	3.4
Small town/rural.....	3.6	5.9	3.6	4.8	5.2	5.0	4.1	4.6	4.1
Region									
Northeast.....	5.8	7.4	7.1	8.6	7.0	5.8	9.9	9.3	8.0
Southeast.....	3.4	5.8	2.8	3.0	4.7	5.1	5.4	5.5	5.7
Central.....	6.2	8.8	7.9	7.9	8.5	7.3	5.9	8.9	8.7
West.....	2.1	3.9	2.3	3.4	3.2	2.8	3.1	3.7	2.6
Percent minority enrollment									
Less than 6 percent.....	6.4	9.0	6.4	7.7	8.0	7.1	7.7	8.7	7.4
6 to 20 percent.....	3.6	5.4	3.2	3.5	4.1	3.9	6.8	6.4	5.9
21 to 49 percent.....	2.6	5.8	3.6	4.3	4.0	4.5	5.5	5.7	5.8
50 percent or more.....	2.6	4.0	3.2	4.0	4.1	3.7	3.1	4.3	3.4
Percent of students eligible for free or reduced-price lunch									
Less than 35 percent.....	3.5	4.4	3.2	3.9	4.0	3.6	4.3	4.7	4.2
35 to 49 percent.....	0.9	7.8	3.5	5.1	4.1	4.3	7.7	6.8	8.0
50 to 74 percent.....	3.6	4.9	4.3	4.2	5.7	4.9	5.5	5.8	4.9
75 percent or more.....	3.8	5.4	3.5	4.6	4.9	4.5	4.3	5.7	5.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 13. Percentage distribution of public schools indicating the extent to which various environmental factors interfere with the ability of the school to deliver instruction in classrooms located in permanent buildings: Fall 2005

Environmental factor	Not at all	Minor extent	Moderate extent	Major extent	Not applicable
Artificial lighting.....	76	18	5	1	—
Natural lighting	73	18	5	1	3
Heating	63	24	10	3	1
Air conditioning	46	21	10	6	17
Ventilation	66	22	8	3	—
Indoor air quality.....	69	21	7	3	—
Acoustics or noise control.....	61	27	9	3	—
Physical condition of ceilings, floors, walls, windows, doors.....	71	19	8	3	—
Size or configuration of rooms.....	64	23	9	4	—

— Not available as a questionnaire response.

NOTE: Data in this table are based on the 99 percent of public schools with classrooms in permanent buildings. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Table 13-A. Standard errors for the percentage distribution of public schools indicating the extent to which various environmental factors interfere with the ability of the school to deliver instruction in classrooms located in permanent buildings: Fall 2005

Environmental factor	Not at all	Minor extent	Moderate extent	Major extent	Not applicable
Artificial lighting.....	1.6	1.5	0.8	0.4	—
Natural lighting	1.5	1.3	0.7	0.3	0.6
Heating	1.7	1.5	1.2	0.6	0.4
Air conditioning	1.8	1.5	1.1	1.0	1.6
Ventilation	1.8	1.5	1.1	0.7	—
Indoor air quality.....	1.4	1.2	1.0	0.6	—
Acoustics or noise control.....	1.7	1.3	1.0	0.6	—
Physical condition of ceilings, floors, walls, windows, doors.....	1.6	1.3	0.9	0.7	—
Size or configuration of rooms.....	1.9	1.7	1.1	0.7	—

— Not available as a questionnaire response.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Table 14. Percent of public schools indicating that various environmental factors interfere to a moderate or major extent with the ability of the school to deliver instruction in classrooms located in permanent buildings, by school characteristics: Fall 2005

School characteristic	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Acoustics or noise control	Physical condition of ceilings, floors, walls, windows, doors	Size or configuration of rooms
All public schools.....	6	6	12	16	12	9	12	10	13
Instructional level									
Elementary.....	6	5	12	16	11	9	12	10	13
Secondary/combined.....	5	7	13	17	12	9	12	12	13
Enrollment size									
Less than 350.....	5	6	14	16	11	8	12	10	14
350 to 699.....	6	6	11	16	12	11	13	11	12
700 or more.....	6	4	12	17	12	9	12	10	13
School locale									
City.....	6	4	16	16	12	10	16	11	15
Urban fringe/large town ...	6	6	13	17	12	11	9	8	12
Small town/rural.....	6	6	10	15	11	8	13	12	12
Region									
Northeast.....	6	4	17	21	17	15	9	9	10
Southeast.....	5	4	10	16	10	9	14	10	7
Central.....	6	7	11	18	14	9	13	8	15
West.....	6	7	12	11	7	7	13	14	16
Percent minority enrollment									
Less than 6 percent.....	5	7	13	16	11	5	10	8	13
6 to 20 percent.....	6	5	13	18	13	11	10	10	15
21 to 49 percent.....	4	5	10	18	12	10	14	11	10
50 percent or more.....	8	5	14	14	12	10	15	12	14
Percent of students eligible for free or reduced-price lunch									
Less than 35 percent.....	4	6	13	19	12	10	8	9	14
35 to 49 percent.....	5	4	9	11	10	6	10	7	8
50 to 74 percent.....	8	8	12	15	12	10	20	14	14
75 percent or more.....	8	4	14	16	13	10	14	13	12

NOTE: Data in this table are based on the 99 percent of public schools with classrooms in permanent buildings. These data may differ from those in table 13 due to rounding. Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable. For heating, air conditioning, and natural lighting, respondents could indicate that the environmental factor was not applicable. Seventeen percent did not have air conditioning, 3 percent did not have natural lighting, and 1 percent did not have heating. Such responses could indicate either the lack of a need or an unfulfilled need. The statistics here are based on all responses, not just those expressing an opinion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 14-A. Standard errors for the percent of public schools indicating that various environmental factors interfere to a moderate or major extent with the ability of the school to deliver instruction in classrooms located in permanent buildings, by school characteristics: Fall 2005

School characteristic	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Acoustics or noise control	Physical condition of ceilings, floors, walls, windows, doors	Size or configuration of rooms
All public schools.....	0.9	0.8	1.3	1.6	1.2	1.2	1.1	1.2	1.1
Instructional level									
Elementary.....	1.1	1.0	1.5	2.0	1.5	1.5	1.4	1.5	1.4
Secondary/combined.....	1.0	1.1	1.8	2.0	1.6	1.4	1.5	1.4	1.2
Enrollment size									
Less than 350.....	2.0	1.6	2.4	2.6	2.1	1.7	2.3	2.1	2.3
350 to 699.....	1.4	1.5	1.9	2.6	2.1	1.9	2.0	1.8	2.0
700 or more.....	1.4	0.8	2.0	2.0	1.8	1.6	1.6	1.7	1.7
School locale									
City.....	1.7	1.4	2.4	3.0	2.5	2.3	2.6	2.1	2.8
Urban fringe/large town ...	1.6	1.5	2.2	2.5	1.6	1.9	1.5	1.7	1.6
Small town/rural.....	1.5	1.3	1.9	2.4	1.8	1.8	1.8	1.8	1.7
Region									
Northeast.....	2.3	1.8	2.8	4.0	3.3	3.5	2.3	2.0	2.5
Southeast.....	1.6	1.6	2.3	3.3	2.6	2.5	3.1	2.8	1.9
Central.....	1.7	1.7	2.6	3.4	3.0	2.1	2.7	1.8	2.7
West.....	1.4	1.4	1.9	1.5	1.3	1.4	1.6	2.2	2.4
Percent minority enrollment									
Less than 6 percent.....	1.4	2.0	2.6	3.2	2.3	1.7	2.3	1.9	2.6
6 to 20 percent.....	1.9	1.6	2.3	3.1	2.4	2.4	2.5	2.3	3.0
21 to 49 percent.....	1.9	1.9	2.3	4.0	2.9	2.5	3.0	2.8	2.2
50 percent or more.....	1.8	1.3	2.1	1.9	2.0	2.0	2.2	2.0	2.2
Percent of students eligible for free or reduced-price lunch									
Less than 35 percent.....	1.2	1.3	2.1	2.8	1.7	1.7	1.3	1.7	1.9
35 to 49 percent.....	2.7	1.8	2.4	3.2	3.4	2.4	2.8	2.5	2.5
50 to 74 percent.....	2.0	2.3	2.7	2.7	2.8	2.7	3.3	3.1	2.9
75 percent or more.....	2.0	1.4	2.2	2.5	2.6	2.7	2.9	2.3	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 15. Percentage distribution of public schools indicating the extent to which various environmental factors interfere with the ability of the school to deliver instruction in classrooms located in portable (temporary) buildings: Fall 2005

Environmental factor	Not at all	Minor extent	Moderate extent	Major extent	Not applicable
Artificial lighting.....	68	25	5	3	—
Natural lighting	62	26	7	1	4
Heating	66	23	7	2	1
Air conditioning	63	22	7	4	3
Ventilation	62	24	11	3	—
Indoor air quality.....	62	26	10	2	—
Acoustics or noise control.....	56	26	14	4	—
Physical condition of ceilings, floors, walls, windows, doors.....	60	26	11	3	—
Size or configuration of rooms.....	58	26	11	5	—

— Not available as a questionnaire response.

NOTE: Data in this table are based on the 33 percent of public schools with classrooms in portable (temporary) buildings. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Table 15-A. Standard errors for the percentage distribution of public schools indicating the extent to which various environmental factors interfere with the ability of the school to deliver instruction in classrooms located in portable (temporary) buildings: Fall 2005

Environmental factor	Not at all	Minor extent	Moderate extent	Major extent	Not applicable
Artificial lighting.....	3.1	2.9	1.3	1.1	—
Natural lighting	2.7	2.6	1.7	0.7	1.0
Heating	3.0	3.0	1.6	0.8	0.7
Air conditioning	3.1	2.4	1.7	1.1	1.3
Ventilation	3.1	2.8	1.8	0.9	—
Indoor air quality.....	3.1	2.8	1.9	0.8	—
Acoustics or noise control.....	2.9	2.9	2.1	1.2	—
Physical condition of ceilings, floors, walls, windows, doors.....	2.8	2.9	1.8	1.0	—
Size or configuration of rooms.....	3.7	3.3	1.8	1.3	—

— Not available as a questionnaire response.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Table 16. Percent of public schools indicating that various environmental factors interfere to a moderate or major extent with the ability of the school to deliver instruction in classrooms located in portable (temporary) buildings, by school characteristics: Fall 2005

School characteristic	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Acoustics or noise control	Physical condition of ceilings, floors, walls, windows, doors	Size or configuration of rooms
All public schools.....	8	9	9	11	14	12	18	13	16
Instructional level									
Elementary.....	8	9	9	11	14	11	18	14	16
Secondary/combined.....	5	9	9	11	12	13	15	13	16
Enrollment size									
Less than 350.....	11	11	11	15	20	12	23	15	15
350 to 699.....	3	5	6	6	8	9	14	12	16
700 or more.....	10	12	12	14	16	14	19	15	18
School locale									
City.....	9	9	10	11	15	13	18	17	17
Urban fringe/large town ...	4	7	12	9	12	8	12	10	14
Small town/rural.....	10	10	6	13	15	14	24	14	19
Region									
Northeast.....	11	6	21	17	19	17	23	8	25
Southeast.....	7	11	6	12	14	17	26	17	21
Central.....	15	18	15	13	24	18	22	20	23
West.....	6	7	7	9	11	7	12	11	11
Percent minority enrollment									
Less than 6 percent.....	8	13	11	11	18	15	24	14	21
6 to 20 percent.....	5	8	7	8	12	10	11	11	8
21 to 49 percent.....	1	4	7	3	6	6	14	7	13
50 percent or more.....	11	10	12	16	18	12	19	17	21
Percent of students eligible for free or reduced-price lunch									
Less than 35 percent.....	5	7	9	8	10	8	12	10	9
35 to 49 percent.....	#	2	7	10	8	7	8	3	15
50 to 74 percent.....	12	14	10	14	19	16	25	18	16
75 percent or more.....	11	11	10	13	17	14	24	20	26

#Rounds to zero.

NOTE: Data in this table are based on the 33 percent of public schools with classrooms in portable (temporary) buildings. These data may differ from those in table 15 due to rounding. Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable. For heating, air conditioning, and natural lighting, respondents could indicate that the environmental factor was not applicable. Four percent did not have natural lighting, 3 percent did not have air conditioning, and 1 percent did not have heating. Such responses could indicate either the lack of a need or an unfulfilled need. The statistics here are based on all responses, not just those expressing an opinion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 16-A. Standard errors for the percent of public schools indicating that various environmental factors interfere to a moderate or major extent with the ability of the school to deliver instruction in classrooms located in portable (temporary) buildings, by school characteristics: Fall 2005

School characteristic	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Acoustics or noise control	Physical condition of ceilings, floors, walls, windows, doors	Size or configuration of rooms
All public schools.....	1.5	1.8	1.7	2.0	1.8	1.9	2.1	1.9	2.2
Instructional level									
Elementary.....	1.9	2.2	2.0	2.3	2.1	2.3	2.5	2.3	2.4
Secondary/combined.....	1.9	2.4	2.4	2.6	2.7	2.8	2.8	2.7	2.9
Enrollment size									
Less than 350.....	4.5	4.2	4.5	5.3	5.8	4.2	4.8	5.1	4.9
350 to 699.....	1.9	2.5	2.3	2.3	2.4	2.9	3.4	3.1	3.4
700 or more.....	2.7	2.8	2.7	3.1	3.3	3.2	3.4	2.9	3.2
School locale									
City.....	2.9	3.0	3.0	3.5	3.5	3.3	3.7	3.4	3.9
Urban fringe/large town ...	1.8	2.0	2.9	2.3	3.0	2.6	2.8	2.8	3.2
Small town/rural.....	3.5	4.4	3.1	4.2	4.1	4.4	5.0	4.1	4.0
Region									
Northeast.....	5.9	4.1	7.9	6.9	6.9	6.9	8.1	5.0	8.8
Southeast.....	3.5	4.0	2.5	4.0	4.2	4.9	5.4	5.1	5.1
Central.....	7.1	7.1	7.2	6.3	8.0	7.1	7.2	7.8	6.5
West.....	1.7	1.8	2.0	2.3	2.0	1.8	2.4	2.4	2.6
Percent minority enrollment									
Less than 6 percent.....	5.7	6.4	6.5	6.5	7.9	6.6	7.9	6.7	7.5
6 to 20 percent.....	3.4	3.7	2.7	3.0	4.0	3.7	4.3	4.3	3.1
21 to 49 percent.....	0.6	2.0	3.4	2.0	3.0	3.0	4.7	2.9	4.5
50 percent or more.....	2.8	2.6	3.0	3.7	3.1	2.7	3.5	3.4	3.8
Percent of students eligible for free or reduced-price lunch									
Less than 35 percent.....	2.6	2.8	3.1	3.0	3.2	2.8	3.8	3.2	3.2
35 to 49 percent.....	†	2.3	3.7	4.5	3.7	3.5	3.8	2.0	5.5
50 to 74 percent.....	4.3	4.5	3.5	4.6	5.0	4.6	5.1	4.5	4.6
75 percent or more.....	3.5	3.4	3.6	3.8	3.9	3.4	4.3	3.9	5.0

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 17. Percentage distributions of public schools indicating the extent to which the environmental factors, taken together, interfere with the ability of the school to deliver instruction in classrooms located in permanent and in portable (temporary) buildings, by school characteristics: Fall 2005

School characteristic	Classrooms in permanent buildings ¹				Classrooms in portable (temporary) buildings ²			
	Not at all	Minor extent	Moderate extent	Major extent	Not at all	Minor extent	Moderate extent	Major extent
All public schools.....	56	33	9	1	55	30	13	2
Instructional level								
Elementary.....	56	34	9	1	55	31	12	2
Secondary/combined.....	58	30	10	2	58	27	14	1
Enrollment size								
Less than 350.....	55	34	10	1	58	19	21	1
350 to 699.....	56	33	10	1	56	34	10	#
700 or more.....	59	32	7	2	53	32	10	5
School locale								
City.....	54	34	10	1	51	33	14	2
Urban fringe/large town.....	57	34	8	1	57	31	9	3
Small town/rural.....	58	32	9	1	58	26	15	1
Region								
Northeast.....	52	36	12	#	51	32	13	4
Southeast.....	62	30	6	2	48	36	13	3
Central.....	53	35	10	2	48	25	28	#
West.....	59	32	8	1	61	28	9	2
Percent minority enrollment								
Less than 6 percent.....	56	35	9	#	59	19	22	#
6 to 20 percent.....	58	28	13	1	64	25	11	#
21 to 49 percent.....	51	41	7	1	51	41	7	#
50 percent or more.....	58	32	8	2	52	30	13	5
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent.....	57	32	10	1	61	27	13	#
35 to 49 percent.....	62	32	6	#	58	34	7	1
50 to 74 percent.....	51	38	10	1	54	30	13	4
75 percent or more.....	57	32	8	3	49	32	16	3

#Rounds to zero.

¹Data based on the 99 percent of public schools with classrooms in permanent buildings.

²Data based on the 33 percent of public schools with classrooms in portable (temporary) buildings.

NOTE: Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 17-A. Standard errors for the percentage distributions of public schools indicating the extent to which the environmental factors, taken together, interfere with the ability of the school to deliver instruction in classrooms located in permanent and in portable (temporary) buildings, by school characteristics: Fall 2005

School characteristic	Classrooms in permanent buildings				Classrooms in portable (temporary) buildings			
	Not at all	Minor extent	Moderate extent	Major extent	Not at all	Minor extent	Moderate extent	Major extent
All public schools.....	1.6	1.4	1.0	0.4	3.3	3.1	2.1	0.8
Instructional level								
Elementary.....	1.9	1.7	1.3	0.4	3.7	3.6	2.4	1.0
Secondary/combined.....	2.7	2.4	1.4	0.7	4.3	3.5	2.6	0.8
Enrollment size								
Less than 350.....	2.8	2.8	2.0	0.4	6.8	5.4	6.0	1.4
350 to 699.....	3.1	2.6	1.8	0.6	5.7	5.8	3.0	†
700 or more.....	2.9	2.7	1.2	0.7	4.3	3.8	2.7	1.9
School locale								
City.....	3.8	3.6	2.2	0.7	5.2	5.0	3.9	1.2
Urban fringe/large town.....	3.2	3.2	1.7	0.5	5.2	4.5	2.7	1.6
Small town/rural.....	2.8	2.0	1.7	0.6	5.8	5.6	4.2	1.1
Region								
Northeast.....	4.6	4.0	3.0	†	11.4	11.5	6.5	3.9
Southeast.....	4.0	3.3	2.0	0.9	6.9	5.6	4.4	1.9
Central.....	4.1	3.2	2.5	1.0	9.1	8.0	8.3	†
West.....	3.1	3.0	2.0	0.4	3.5	3.6	2.1	1.0
Percent minority enrollment								
Less than 6 percent.....	3.5	2.8	2.1	†	9.0	6.8	8.9	†
6 to 20 percent.....	3.5	3.1	2.6	0.8	6.3	6.1	4.0	†
21 to 49 percent.....	4.0	4.1	2.5	0.4	8.2	8.1	3.5	†
50 percent or more.....	2.9	2.6	1.7	0.8	4.3	4.4	3.1	1.8
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent.....	2.7	2.8	1.9	0.6	6.1	4.7	3.6	†
35 to 49 percent.....	4.4	4.2	2.3	†	9.3	8.5	3.7	0.9
50 to 74 percent.....	3.6	2.9	2.5	0.5	6.4	6.5	4.4	2.4
75 percent or more.....	3.2	3.1	2.0	1.0	5.6	5.5	4.5	1.9

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 18. Percentage distribution of public schools indicating how satisfactory or unsatisfactory the cleanliness and maintenance of student restrooms are at the school, by school characteristics: Fall 2005

School characteristic	Very satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory
All public schools.....	42	50	7	1
Instructional level				
Elementary.....	45	47	7	1
Secondary/combined.....	33	57	8	2
Enrollment size				
Less than 350.....	42	52	4	2
350 to 699.....	47	44	8	1
700 or more.....	35	56	9	#
School locale				
City.....	37	51	10	2
Urban fringe/large town.....	45	48	6	1
Small town/rural.....	43	50	6	2
Region				
Northeast.....	41	52	7	1
Southeast.....	39	49	10	2
Central.....	45	48	5	2
West.....	41	51	6	2
Percent minority enrollment				
Less than 6 percent.....	44	51	3	1
6 to 20 percent.....	50	44	5	1
21 to 49 percent.....	42	51	6	2
50 percent or more.....	33	54	11	2
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent.....	47	47	5	1
35 to 49 percent.....	47	49	4	#
50 to 74 percent.....	40	49	10	2
75 percent or more.....	31	56	11	2

#Rounds to zero.

NOTE: Detail for percent minority enrollment excludes roughly 2,300 schools with missing data for that variable. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 18-A. Standard errors for the percentage distribution of public schools indicating how satisfactory or unsatisfactory the cleanliness and maintenance of student restrooms are at the school, by school characteristics: Fall 2005

School characteristic	Very satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory
All public schools.....	1.7	1.7	0.9	0.4
Instructional level				
Elementary.....	2.3	2.2	1.1	0.5
Secondary/combined.....	2.3	2.4	1.1	0.8
Enrollment size				
Less than 350.....	3.2	3.1	1.1	0.9
350 to 699.....	3.2	3.2	1.5	0.6
700 or more.....	3.6	3.5	1.9	†
School locale				
City.....	3.6	3.6	2.4	1.0
Urban fringe/large town.....	3.0	2.7	1.3	0.3
Small town/rural.....	2.3	2.6	1.3	0.7
Region				
Northeast.....	4.2	4.3	2.3	0.5
Southeast.....	3.5	3.5	2.3	0.8
Central.....	3.4	3.4	1.4	0.9
West.....	3.0	3.1	1.4	0.8
Percent minority enrollment				
Less than 6 percent.....	3.9	3.9	1.2	0.8
6 to 20 percent.....	3.3	3.6	1.9	0.8
21 to 49 percent.....	3.8	3.8	1.3	1.0
50 percent or more.....	3.6	3.2	1.9	0.8
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent.....	2.7	2.8	1.1	0.7
35 to 49 percent.....	3.3	3.5	1.6	†
50 to 74 percent.....	3.8	3.6	2.1	0.9
75 percent or more.....	4.5	4.3	2.5	1.0

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Table 19. Estimates and standard errors for data in figures and data not shown in tables: Fall 2005

Item	Estimate	Standard error
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Figure 1. Percentage of public schools reporting that they were underenrolled, at capacity, or overenrolled in 1999 and 2005, and percentage of students at such schools in 2005

Students in 2005		
Underenrolled by more than 25%	12	0.9
Underenrolled by 6–25%	34	1.5
Enrollment within 5% of capacity	24	1.6
Overenrolled by 6–25%	15	1.3
Overenrolled by more than 25%	15	1.4
Schools in 1999		
Underenrolled by more than 25%	19	1.5
Underenrolled by 6–25%	33	1.7
Enrollment within 5% of capacity	26	1.5
Overenrolled by 6–25%	14	1.2
Overenrolled by more than 25%	8	0.9

Figure 2. Percentage of public schools with and without portables, by overenrollment status: Fall 2005

Have portables and overenrolled	18	1.3
Have portables and not overenrolled	19	1.7
No portables and overenrolled	4	0.5
No portables and not overenrolled	59	2.0

Figure 6. Percentage of schools indicating various numbers of environmental factors interfered with the ability of the school to deliver instruction to a moderate or major extent, by type of building: Fall 2005

Permanent buildings		
None	68	1.7
1	11	1.1
2 or 3	11	1.2
4 or more	10	1.2
Portable buildings		
None	65	2.7
1	11	2.0
2 or 3	11	1.6
4 or more	12	2.0

Section: The Capacity of School Buildings

Subsection: Extent of Match Between Enrollment and Building Capacity		
Percentage of schools with enrollment exceeding capacity by 5 percent or less that were considered overcrowded	52	8.7
Percentage of schools with enrollment exceeding capacity by more than 5 percent that were considered overcrowded	74	3.9
Percentage of schools using two or more approaches to overcrowding	79	4.5
Percentage of schools using three or more approaches to overcrowding	36	3.5

NOTE: Standard errors that are shown in other tables are not repeated here.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Appendix A
Technical Notes

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Technical Notes

Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 by the National Center for Education Statistics (NCES), U.S. Department of Education. FRSS is designed to collect issue-oriented data within a relatively short time frame. FRSS collects data from state education agencies, local education agencies, public and private elementary and secondary schools, public school teachers, and public libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly. Data are weighted to produce national estimates of the sampled education sector. The sample size permits limited breakouts by classification variables. However, as the number of categories within the classification variables increases, the sample size within categories decreases, which results in larger sampling errors for the breakouts by classification variables.

FRSS previously conducted a survey on school facilities in 1999 (FRSS 73; Condition of America's Public School Facilities: 1999). The questions asking for data on enrollment and school capacity in this study were similar to those in 1999, and the data for both years are compared in this report. Except for these questions, however, the studies differed too greatly to provide comparable data. That is, they differed in terms of personnel being surveyed (the current survey is of principals, while the previous survey was of district personnel—often a facilities coordinator), in the differentiation between permanent and portable buildings when evaluating the rooms (the previous survey did not make that distinction), in the types of information requested and the types of rooms covered, and in the rating scales used.

Sample Design

The sample for the FRSS survey on principals' perceptions of their school facilities consisted of 1,205 regular public elementary and secondary/combined schools in the 50 states and the District of Columbia. It was selected from the 2002–03 NCES Common Core of Data (CCD) Public School Universe file, which was the most current file available at the time of selection. The sampling frame included about 84,000 regular schools, of which about 63,000 were elementary schools, and about 21,000 were secondary/combined schools. Excluded from the sampling frame were the 15 percent of

CCD schools with a high grade of prekindergarten or kindergarten and ungraded schools, along with special education, vocational, and alternative/other schools, schools outside the 50 states and the District of Columbia, and schools with zero or missing enrollment.

The public school sampling frame was stratified by instructional level (elementary, secondary/combined), enrollment size (less than 300, 300 to 499, 500 to 599, 600 to 749, and 750 or more for elementary schools; less than 300, 300 to 499, 500 to 999, 1,000 to 1,499, and 1,500 or more for secondary/combined schools), and percent eligible for free or reduced-price lunch (less than 35 percent, 35 to 49 percent, 50 to 74 percent, and 75 percent or more). Schools in the frame were then sorted by type of locale (city, urban fringe, town, and rural) and region (Northeast, Southeast, Central, and West) to induce additional implicit stratification. These variables are defined in more detail in the “Definitions of Analysis Variables” section of these Technical Notes.

Data Collection and Response Rates

Questionnaires and cover letters for the study were mailed to the principal of each sampled school in mid-September 2005. The letter introduced the study and requested that the questionnaire be completed only by the principal of the school listed on the label. Respondents were also offered the option of completing the survey via the Web. The cover letter for the study included information on how to access the survey on the Web, including the survey Uniform Resource Location (URL) and the user login and password. Telephone follow-up for survey nonresponse and data clarification was initiated in early October 2005 and completed in late January 2006.

Of the 1,205 schools in the sample, 47 were found to be ineligible for the survey, primarily because they were closed or merged. This left a total of 1,158 eligible schools in the sample. Completed questionnaires were received from 1,045 schools, or 90 percent of the eligible schools (table A-1). Of the schools that completed the survey, 18 percent completed it by Web, 47 percent completed it by mail, 9 percent completed it by fax, and 27 percent completed it by telephone.

The weighted response rate was 91 percent. The weighted number of eligible institutions in the survey represents the estimated universe of regular elementary and secondary/combined schools in the 50 states and the District of Columbia. The estimated number of schools in the survey universe decreased from the approximately 84,000 schools in the CCD sampling frame to an estimated 81,000 because some of the schools were determined to be ineligible for the FRSS survey during data collection.

Table A-1. Number and percent of responding public schools in the study sample, and estimated number and percent of public schools the sample represents, by school characteristics: 2005

School characteristic	Respondent sample (unweighted)		National estimate (weighted)	
	Number	Percent	Number	Percent
All public schools.....	1,045	100	80,910	100
Instructional level				
Elementary.....	530	51	61,590	76
Secondary/combined.....	515	49	19,320	24
Enrollment size				
Less than 350.....	256	25	27,300	34
350 to 699.....	349	33	32,710	40
700 or more.....	440	42	20,900	26
Locale				
City.....	267	26	19,510	24
Urban fringe/large town.....	367	35	27,710	34
Small town/rural.....	411	39	33,690	42
Region				
Northeast.....	183	18	14,760	18
Southeast.....	233	22	17,250	21
Central.....	282	27	23,010	28
West.....	347	33	25,890	32
Percent minority enrollment				
Less than 6 percent.....	237	23	19,540	24
6 to 20 percent.....	242	23	20,440	25
21 to 49 percent.....	215	21	15,760	19
50 percent or more.....	330	32	22,900	28
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent.....	427	41	32,880	41
35 to 49 percent.....	175	17	13,400	17
50 to 74 percent.....	216	21	18,620	23
75 percent or more.....	227	22	16,010	20

NOTE: Percent minority enrollment was not available for 21 schools. Those schools were included in the totals and in the analyses by other school characteristics. Detail may not sum to totals because of rounding or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Imputation for Item Nonresponse

Although item nonresponse for key items was very low, missing data were imputed for the eight items with a response rate of less than 100 percent (table A-2).³ The missing items included both numerical data (the number of students the school is designed to serve), as well as categorical data such as

³ Per NCES standards, all missing questionnaire data are imputed.

how satisfactory the heating is in classrooms. The missing data were imputed using a “hot-deck” approach to obtain a “donor” school from which the imputed values were derived. Under the hot-deck approach, a donor school that matched selected characteristics of the school with missing data (the recipient school) was identified. The matching characteristics included instructional level, enrollment size, and percent of students in the school eligible for free or reduced-price lunch. In addition, relevant questionnaire items were used to form appropriate imputation groupings. Once a donor was found, it was used to obtain the imputed values for the school with missing data. For categorical items, the imputed value was simply the corresponding value from the donor school. All missing categorical items for a given school were imputed from the same donor. For the numerical item, an appropriate ratio was calculated for the imputation class mean, and this ratio was applied to available data for the recipient school to obtain the corresponding imputed value.

Table A-2. Number of schools with imputed data in the study sample, and number of schools with imputed data the sample represents, by questionnaire item: 2005

Questionnaire item	Respondent sample (unweighted)	National estimate (weighted)
q2c Satisfaction with heating in classrooms in permanent buildings.....	2	174
q2e Satisfaction with ventilation in classrooms in permanent buildings	1	127
q2f Satisfaction with indoor air quality in classrooms in permanent buildings.....	1	34
q2h Satisfaction with physical condition of ceilings, floors, walls, windows, doors in classrooms in permanent buildings	1	127
q3c Extent that heating interferes with instruction in classrooms in permanent buildings ...	2	174
q3h Extent that physical condition of ceilings, floors, walls, windows, doors interferes with instruction in classrooms in permanent buildings	1	112
q7f Satisfaction with indoor air quality in classrooms in portable buildings.....	1	27
q14 Number of students the school is currently designed to serve.....	1	29

NOTE: Data were imputed using hot-deck imputation procedures. The statistics in both columns represent the number of schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Public School Principals’ Perceptions of Their School Facilities: Fall 2005,” FRSS 88, 2005.

Data Reliability

While the survey on principals’ perceptions of their school facilities was designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error. Sampling error occurs because the data are collected from a sample rather than a census of the population, and nonsampling errors are errors made during the collection and processing of the data.

Sampling Errors

The responses were weighted to produce national estimates (table A-1). The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability. General sampling theory was used to estimate the sampling variability of the estimates and to test for statistically significant differences between estimates.

The standard error is a measure of the variability of an estimate due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples, assuming a standard normal distribution. This is a 95 percent confidence interval. For example, the estimated percentage of public schools that have portable (temporary) buildings is 37.1 percent, and the standard error is 1.9 percent (tables 3 and 3a). The 95 percent confidence interval for the statistic extends from $[37.1 - (1.9 \times 1.96)]$ to $[37.1 + (1.9 \times 1.96)]$, or from 33.4 to 40.8 percent.

Because the data from the FRSS survey on principals' perceptions of their school facilities were collected using a complex sampling design, the variances of the estimates from this survey (e.g., estimates of proportions) are typically different from what would be expected from data collected with a simple random sample. Not taking the complex sample design into account can lead to an underestimation of the standard errors associated with such estimates. To generate accurate standard errors for the estimates in this report, standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. To construct the replications, 50 stratified subsamples of the full sample were created and then dropped 1 at a time to define 50 jackknife replicates. The replicates were incorporated into a specialized computer program (WesVar) to calculate the estimates of standard errors.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, differences in respondents' interpretations of the meaning of questions, response differences related to the particular time the survey was conducted, and mistakes made during data preparation. It is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. To minimize the potential for nonsampling error, this study used a variety of procedures, including a pretest of the questionnaire with principals of elementary and secondary schools. The pretest provided the opportunity to check for consistency of interpretation of questions and definitions and to eliminate ambiguous items. The questionnaire and instructions were also extensively reviewed by NCES. In addition, manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. Data were keyed with 100 percent verification for surveys received by mail, fax, or telephone.

Definitions of Analysis Variables

Many of the school characteristics, described below, may be related to each other. For example, school enrollment size and locale are related, with city schools typically being larger than small town or rural schools. Other relationships between these analysis variables may exist. However, this report focuses on bivariate relationships between the analysis variables and questionnaire variables rather than more complex analyses.

Instructional Level—Schools were classified according to their grade span in the 2002–03 Common Core of Data (CCD) Public Elementary/Secondary School Universe File. Secondary and combined schools were grouped together for both sampling and analysis. Data are reported for the following categories:

Elementary school—Had grade 6 or lower and no grade higher than grade 8.

Secondary/combined school—All other schools.

Enrollment Size—This variable indicates the total number of students enrolled in the school based on data from the 2002–03 CCD. The variable was collapsed into the following three categories:

Less than 350 students (small)

350 to 699 students (medium)

700 or more students (large)

School Locale—This variable indicates the type of community in which the school is located, as defined in the 2002–03 CCD (which uses definitions based on U.S. Census Bureau classifications). This variable was based on the eight-category locale variable from CCD, recoded into a three-category analysis variable for this report. Large and midsize cities were coded as city, the urban fringes of large and midsize cities and large towns were coded as urban fringe/large town, and small towns and rural areas were coded as small town/rural. The categories are described in more detail below.

City – A large or midsize central city of a Metropolitan Core Based Statistical Area (CBSA).

Urban fringe/large town – Any incorporated place, Census-designated place, or non-place territory within a CBSA of a large or midsize city, and defined as urban by the Census Bureau, and an incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA.

Small town/rural – An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA, and any incorporated place, Census-designated place, or non-place territory defined as rural by the Census Bureau.

Region—This variable classifies schools into one of the four geographic regions used by the Bureau of Economic Analysis of the U.S. Department of Commerce, the National Assessment of Educational Progress, and the National Education Association. Data were obtained from the 2002–03 CCD School Universe file. The geographic regions are:

Northeast – Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont

Southeast – Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia

Central – Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin

West – Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming

Percent Minority Enrollment—This variable indicates the percentage of students enrolled in the school whose race or ethnicity is classified as one of the following: American Indian or Alaska Native, Asian or Pacific Islander, non-Hispanic Black, or Hispanic, based on data in the 2002–03 CCD School Universe file. Data on this variable were missing for 21 schools; schools with missing data were excluded from all analyses by percent minority enrollment. The percent minority enrollment variable was collapsed into the following four categories:

Less than 6 percent minority

6 to 20 percent minority

21 to 49 percent minority

50 percent or more minority

Percent of Students Eligible for Free or Reduced-Price Lunch—This variable was based on responses to question 22 on the survey questionnaire. This item served as a measurement of the concentration of poverty at the school. The categories are:

Less than 35 percent

35 to 49 percent

50 to 74 percent

75 percent or more

Contact Information

For more information about the survey, contact Bernie Greene, Early Childhood, International, and Crosscutting Studies Division, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 1990 K Street NW, Washington, DC 20006, e-mail: Bernard.Greene@ed.gov; telephone (202) 502-7348.

Appendix B
Questionnaire

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U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20006-5651

**Public School Principals' Perceptions
of Their School Facilities: Fall 2005**

FAST RESPONSE SURVEY SYSTEM

FORM APPROVED
O.M.B. No.: 1850-0733
EXPIRATION DATE: 09/2006

This survey is authorized by law (P.L. 103-382). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

This survey is designed to be completed by the principal of the school listed below with regard to this school's facilities in fall 2005. Please do not give the survey to anyone else to complete.

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form: _____ Telephone: _____

Title/position: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THE COMPLETED SURVEY FOR YOUR FILES.

PLEASE RETURN COMPLETED FORM TO:

WESTAT

Attention: Lewis 8096.04.03

1650 Research Boulevard

Rockville, Maryland 20850

IF YOU HAVE ANY QUESTIONS, CONTACT:

Laurie Lewis

800-937-8281, ext. 8284

Fax: 800-254-0984

E-mail: laurielewis@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information is 1850-0733. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, D.C. 20006

For questions 2, 3, 7, and 8, if your school does not have natural lighting, heating, or air conditioning, circle "0" for not applicable for that factor.

1. Does your school have any **classrooms located in permanent buildings**?
 Yes 1 (Continue with question 2.) No 2 (Skip to question 5.)

2. In general, how satisfactory or unsatisfactory are the following factors in classrooms located in permanent buildings in your school? (Circle one on each line.)

	Very satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory	Not applicable
a. Artificial lighting	1	2	3	4	[]
b. Natural lighting	1	2	3	4	0
c. Heating	1	2	3	4	0
d. Air conditioning.....	1	2	3	4	0
e. Ventilation	1	2	3	4	[]
f. Indoor air quality.....	1	2	3	4	[]
g. Acoustics or noise control	1	2	3	4	[]
h. Physical condition of ceilings, floors, walls, windows, doors	1	2	3	4	[]
i. Size or configuration of rooms	1	2	3	4	[]

3. To what extent do the following factors interfere with the ability of your school to deliver instruction in classrooms located in permanent buildings? (Circle one on each line.)

	Not at all	Minor extent	Moderate extent	Major extent	Not applicable
a. Artificial lighting	1	2	3	4	[]
b. Natural lighting	1	2	3	4	0
c. Heating	1	2	3	4	0
d. Air conditioning.....	1	2	3	4	0
e. Ventilation.....	1	2	3	4	[]
f. Indoor air quality.....	1	2	3	4	[]
g. Acoustics or noise control	1	2	3	4	[]
h. Physical condition of ceilings, floors, walls, windows, doors	1	2	3	4	[]
i. Size or configuration of rooms	1	2	3	4	[]

4. Taking all the factors in question 3 together, to what extent do they interfere with the ability of your school to deliver instruction in classrooms located in permanent buildings? (Circle one.)

Not at all 1 Minor extent..... 2 Moderate extent..... 3 Major extent..... 4

5. Does your school have any **portable (temporary) buildings**?
 Yes 1 (Continue with question 6.) No 2 (Skip to question 12.)

6. Does your school have any **classrooms located in portable (temporary) buildings**?
 Yes 1 (Continue with question 7.) No 2 (Skip to question 10.)

7. In general, how satisfactory or unsatisfactory are the following factors in classrooms located in portable (temporary) buildings in your school? (Circle one on each line.)

	Very satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory	Not applicable
a. Artificial lighting	1	2	3	4	[]
b. Natural lighting	1	2	3	4	0
c. Heating	1	2	3	4	0
d. Air conditioning.....	1	2	3	4	0
e. Ventilation.....	1	2	3	4	[]
f. Indoor air quality.....	1	2	3	4	[]
g. Acoustics or noise control	1	2	3	4	[]
h. Physical condition of ceilings, floors, walls, windows, doors	1	2	3	4	[]
i. Size or configuration of rooms	1	2	3	4	[]

8. To what extent do the following factors interfere with the ability of your school to deliver instruction in classrooms located in portable (temporary) buildings? (Circle one on each line.)

	Not at all	Minor extent	Moderate extent	Major extent	Not applicable
a. Artificial lighting	1	2	3	4	<input type="checkbox"/>
b. Natural lighting	1	2	3	4	0
c. Heating	1	2	3	4	0
d. Air conditioning.....	1	2	3	4	0
e. Ventilation.....	1	2	3	4	<input type="checkbox"/>
f. Indoor air quality.....	1	2	3	4	<input type="checkbox"/>
g. Acoustics or noise control	1	2	3	4	<input type="checkbox"/>
h. Physical condition of ceilings, floors, walls, windows, doors	1	2	3	4	<input type="checkbox"/>
i. Size or configuration of rooms	1	2	3	4	<input type="checkbox"/>

9. Taking all the factors in question 8 together, to what extent do they interfere with the ability of your school to deliver instruction in classrooms located in portable (temporary) buildings? (Circle one.)

Not at all 1 Minor extent..... 2 Moderate extent..... 3 Major extent..... 4

10. Does your school use **portable (temporary) buildings** in the following ways? (Circle one on each line.)

	Yes	No
a. General classrooms	1	2
b. Academic support areas (e.g., ESOL, resource room, skills room).....	1	2
c. Music room.....	1	2
d. Art room.....	1	2
e. Computer lab.....	1	2
f. Language lab	1	2
g. Library media center	1	2
h. Early childhood programs (e.g., prekindergarten, Head Start)	1	2
i. Day care center for preschool-age children	1	2
j. Before- and after-school care for school-age children.....	1	2
k. Office/administrative space.....	1	2
l. Teacher work room	1	2
m. Storage.....	1	2
n. Other (specify) _____	1	2

11. Which of the following are reasons for using portable (temporary) buildings at your school? (Circle one on each line.)

	Yes	No
a. Increase in enrollment.....	1	2
b. Introduction of all-day kindergarten.....	1	2
c. Introduction of prekindergarten, Head Start, or other early childhood program	1	2
d. Initiatives to reduce class size	1	2
e. Changes in academic programs/curriculum (e.g., introduction of foreign language)	1	2
f. Need to add or expand academic support programs (e.g., ESOL, resource room, skills development)	1	2
g. Need for space for new or expanded technology (e.g., computer lab).....	1	2
h. Need for additional office/administrative space	1	2
i. Temporary relocation of staff or students due to renovation/replacement of existing buildings	1	2
j. Other reason (specify) _____	1	2

12. Indicate in column 1 whether your school has a dedicated room or facility for science, art, music, and physical education. **If yes**, indicate in column 2 the extent to which that dedicated room or facility supports the ability of your school to deliver instruction in that subject.

Dedicated room or facility	1. Has dedicated room or facility		2. If yes: Extent to which the dedicated room or facility supports the ability of your school to deliver instruction in that subject			
	Yes	No	Not at all	Minor extent	Moderate extent	Major extent
a. Science lab(s)	1	2	1	2	3	4
b. Art room(s)	1	2	1	2	3	4
c. Music room(s)	1	2	1	2	3	4
d. Gymnasium	1	2	1	2	3	4

13. In general, how satisfactory or unsatisfactory are the cleanliness and maintenance of student restrooms at your school? *(Circle one.)*

Very satisfactory 1 Satisfactory 2 Unsatisfactory 3 Very unsatisfactory.... 4

14. How many students is your school currently designed to serve? *(Do not include space provided by portables or other temporary instructional space.)* _____ students

If your school consists entirely of portable (temporary) buildings, check here and enter the number of students the portable (temporary) buildings are designed to serve on the line above.

15. On September 15, 2005, how many students were enrolled at your school? _____ students

16. Is the number of students enrolled at your school larger than the number of students your school is designed to serve? *(Answer yes if the number of students in question 15 is larger than the number in question 14.)*

Yes..... 1 *(Continue with question 17.)* No..... 2 *(Skip to question 21.)*

17. Do you consider your school overcrowded? *(Exclude any space provided by portables or other temporary instructional space.)*

Yes..... 1 *(Continue with question 18.)* No..... 2 *(Skip to question 21.)*

18. **If yes to question 17:** Is your school using any of the following approaches to deal with the overcrowding? *(Circle one on each line.)*

	Yes	No
a. Building new permanent buildings or additions to existing buildings.....	1	2
b. Using portable (temporary) classrooms.....	1	2
c. Converting non-classroom space into classrooms.....	1	2
d. Using off-site instructional facilities.....	1	2
e. Increasing class sizes.....	1	2
f. Other approach <i>(specify)</i> _____	1	2

19. Do you anticipate that the overcrowding in your school will be substantially reduced or eliminated in the next 3 years?

Yes..... 1 *(Continue with question 20.)* No..... 2 *(Skip to question 21.)*

20. **If yes to question 19:** Which of the following are reasons that the overcrowding in your school will be substantially reduced or eliminated in the next 3 years? *(Circle one on each line.)*

	Yes	No
a. New permanent buildings or additions to existing buildings will be completed.....	1	2
b. Construction of new schools nearby will be completed.....	1	2
c. School boundary changes with <i>existing</i> schools will be implemented.....	1	2
d. School-age population in this school's service area is projected to decline.....	1	2
e. Other reason <i>(specify)</i> _____	1	2

21. Which of the following grades are taught at your school? *(Circle all that apply.)*

PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

22. What percent of the students in your school are eligible for the federally funded free or reduced-price lunch program? *(If none, enter "0.")* _____%